

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Tuesday, June 21, 2005 — 9:15 a.m. to 12:15 p.m., only

SCORING KEY AND RATING GUIDE

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 <http://www.emsc.nysed.gov/osa/> and select the link "Examination Scoring Information" for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and at least one more time before the final scores for the examination are recorded.

Contents of the Rating Guide

For both **Part II** (thematic) and **Part III B** (DBQ) essays:

- A content-specific rubric
- Prescored answer papers. Score levels 5 and 1 have two papers each, and score levels 4, 3, and 2 have three papers each. They are ordered by score level from high to low.
- Commentary explaining the specific score awarded to each paper
- Five prescored practice papers

For **Part III A** (scaffold or open-ended questions):

- A question-specific rubric

Mechanics of Rating

The following procedures 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 Administering and Scoring the Regents Examination in Global History and Geography and United States History and Government*.

Global History
and Geography
June 21, 2005

Part I

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Scoring the Part I Multiple-Choice Questions

On the detachable answer sheet, indicate by means of a checkmark each incorrect or omitted answer to multiple-choice questions; do not place a checkmark beside a correct answer. Use only red ink or red pencil. In the box provided on the answer sheet, record the number of questions the student answered correctly in Part I.

Rating the Essay 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

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.

Rating the Scaffold (open-ended) Questions

- (1) Follow a similar procedure for training raters.
- (2) The scaffold questions need only be scored by one rater.
- (3) The scores for each scaffold question may be recorded in the student's examination booklet.

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 chart located at the end of these scoring materials must be used for determining the final examination score.

Global History and Geography
Content-Specific Rubric
Thematic Essay
June 2005

Theme: Global Problems

Throughout history, global problems have posed major challenges for nations and regions.

Task: Select *two* different global problems and for *each*

- Describe *one* major cause of the global problem
- Discuss *one* effect of the global problem on a specific nation or region

You may use any global problem from your study of global history. Some suggestions you might wish to consider include environmental pollution, desertification, deforestation, overpopulation, refugees, spread of disease, international drug trafficking, and ethnic conflicts.

Scoring Notes:

1. This thematic essay has a minimum of *four* components (*two* aspects [a major cause and an effect] for each of *two* global problems).
2. Both global problems may focus on the same nation and/or region, e.g., overpopulation in China and the spread of disease in China
3. Some of the same information may be used for the major cause and/or the effect of both global problems, e.g., Mao Zedong's policies in China led to overpopulation and these policies also led to famine
4. The major cause of one global problem may lead to another problem as the effect, e.g., one effect of ethnic conflict could be refugees; one effect of overpopulation could be the spread of disease *or* one effect of desertification has been widespread famine
5. The description of problems in the United States is not acceptable although the discussion of the effect of the global problem could involve the United States, e.g., international drug trafficking affects people world wide and has caused the United States to participate in raids on growers and labs in Colombia and Venezuela

Score of 5:

- Thoroughly develops *all* aspects of the task evenly and in depth by describing a major cause of *two* different global problems and discussing *one* effect of *each* global problem on a specific nation or region
- Is more analytical than descriptive (analyzes, evaluates, and/or creates information), e.g., a discussion of *deforestation* might relate the contribution of population pressures and poverty in Brazil to the exploitation of the rain forest and subsequent deforestation, *or* many of the proposals made at the gathering of nations in 1992 at the United Nations-sponsored Earth Summit in Rio de Janeiro such as limiting the migration of people to the rain forest have not been implemented
- Richly supports the theme with relevant facts, examples, and details, e.g., greenhouse gases; overgrazing; damage to the ozone layer; fossil fuels; Green Revolution; International Monetary Fund
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops **all** aspects of the task but may do so somewhat unevenly by describing one aspect of the task more thoroughly than another
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information), e.g., a discussion of *deforestation* of the rain forest might include the profits made by lumber companies *or* it might describe the attempts to control the problem made by the United Nation’s Earth Summit
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

- Develops **all** aspects of the task with little depth *or* develops **at least three** aspects of the task in some depth
- Is more descriptive than analytical (may apply, analyze, and/or evaluate information)
- Includes some relevant facts, examples, and details; may include some minor inaccuracies
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that may be a restatement of the theme

Examples of developing **at least three** aspects in some depth at Level 3

Holistic Scoring Reminder: These examples apply only to the evaluation of Bullet 1.
A response meeting the criteria below does not, by itself, make it a level 3 response

1. Describes **one** major *cause* of a global problem and discusses **one** *effect* of that global problem on a specific nation or region; describes **one** major *cause* of a second global problem
2. Describes **one** major *cause* of a global problem and discusses **one** *effect* of that global problem on a specific nation or region; discusses **one** *effect* of a second global problem on a specific nation or region

Exception: If **at least two** components have been thoroughly developed evenly and in depth, and the response meets most of the other Level 5 criteria, the overall response may be a Level 3 paper.

Score of 2:

- Minimally develops **all** aspects of the task *or* develops **at least two** aspects of the task in some depth
- Is primarily descriptive; may include faulty, weak, or isolated application or analysis
- Includes few relevant facts, examples, and details; may include some inaccuracies
- Demonstrates a general plan of organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Examples of developing **at least two** aspects in some depth at Level 2

Holistic Scoring Reminder: These examples apply only to the evaluation of Bullet 1.
A response meeting the criteria below does not, by itself, make it a level 2 response

1. Describes **one** major *cause* of a global problem and discusses **one** *effect* of that global problem on a specific nation or region
2. Describes **one** major *cause* of **two** global problems
3. Discusses **one** *effect* for **two** global problems
4. Describes **one** major *cause* of a global problem; discusses **one** *effect* of a second global problem

Score of 1:

- Minimally develops some aspects of the task
- Is descriptive; may lack understanding, application, or analysis
- Includes few relevant facts, examples, or details; may include inaccuracies
- May demonstrate a weakness in organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or 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 the theme, task, or suggestions as copied from the test booklet; *OR* is illegible; *OR* is a blank paper

Throughout history, global problems have posed major challenges for nations and regions. As a result of these problems, social institutions fall apart, nations cease to exist, and other nations are created. Two such global problems were the bubonic plague and the Palestinian refugee situation.

Today we might not think of the bubonic plague as a global problem but in the 14th century it was. The bubonic plague ravished Europe in the 14th century. It was brought over to Europe by trade from China. From trade routes in China to the European trading ships in Constantinople fleas that lived on rats became the transmitters of the disease. In the 14th century Europe, the towns were very unsanitized and tightly packed. In such a dirty environment, the rats and their fleas increased in number. The fleas would jump off the rats and on to the people living in the towns. The bubonic plague was highly contagious and spread easily throughout the densely packed towns of Europe. By the end of the disease's strangle-hold on Europe, $\frac{1}{3}$ of the European population had died. Members of the clergy were dead. They had tried to provide medical and spiritual assistance to the victims of the plague but had caught the disease and subsequently died, weakening the church's influence in Europe. Throughout Europe, as a result of the plague, feudalism also declined. Feudalism and manorialism had

been the primary economic and political systems in Europe ever since the fall of the Roman Empire. However, with ~~over~~ millions dead of the plague, the remnants of feudalism and its interrelationship of a lord and his serfs were no longer feasible. As a result, people were now willing and able to make money for themselves, taking advantage of the scarcity of labor caused by the plague.

Another global problem has been the large number of Palestinian refugees in the modern Middle East. In the Balfour Declaration of 1917, the British government pledged its support to the idea of the establishment of a Jewish homeland in Palestine while protecting the rights of the non-Jewish population. During that time, however, Palestine was practically entirely Arabic in its population and the idea of sharing their land was, to them, not acceptable. After World War I, the League of Nations had put Britain in charge of Palestine as a mandate. The League directed Britain to put into effect the Balfour Declaration. During this time, Jews from all over the world were trying to immigrate into Palestine. After World War II in 1948, the British government withdrew from Palestine. The proposed U.N. plan to partition Palestine into the state of Israel and a separate Palestinian state fell apart. Arabs led protests and attacks after Jews in Palestine proclaimed the state independent of

Israel. In what is known as the Israeli war of independence, Israel beat the aggressors and took over much of Palestine. As a result, thousands of Palestinians were displaced and many became refugees. Refugee camps were set up in Jordan and Lebanon, where a majority of the refugees stayed in poverty. However, many refugees remained without permanent homes after the war. As a result of the Gaza and West Bank occupation after the 1967 war, this situation has intensified. The refugee situation has become an essential question in the peace process in the Middle East. Many suicide bombings were launched against Israel every year with the groups responsible claiming the refugee situation and the mistreatment of the refugees to be the cause. Thousands of Israelis and Palestinians have died as a result of this situation. Controversy continues over the Israeli settlements in the West Bank, while the threat of terrorism makes Israelis wary about a permanent peace. The peace process in the Middle East and the humanitarian "crisis" have ~~so~~ made many nations throughout the world focus on the situation in the Middle East.

The plague brought political and social changes to Europe, weakening feudalism and preparing the way for strong monarchs. The Palestinian refugee situation brought political instability and social unrest which might be resolved with the re-creation

of a Palestinian state. The bubonic plague in the 14th century was of global concern because it spread from Asia throughout Europe. The Palestinian situation of today is also a global concern because it causes conflict and controversy in a strategic region of the world which has become even more important because of global interdependence.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth by describing the causes and discussing the effects of the bubonic plague in 14th-century Europe and the Palestinian refugee situation in the Middle East
- Is more analytical than descriptive (*bubonic plague*: today we might not think of the bubonic plague as a global problem but in the 14th century it was; Church's influence weakened; feudalism and manorialism were no longer feasible; people took advantage of scarcity of labor, making money for themselves; plague paved the way for strong monarchs; *Palestinian refugees*: the Arab people saw the idea of sharing the land as not acceptable; the League of Nations directed Britain to put the Balfour Declaration into effect; refugee situation has become an essential question in the peace process; refugee situation intensified after the occupation of Gaza and the West Bank in 1967; the humanitarian crisis has made the world focus on the situation in the Middle East; political instability and social unrest might be resolved with the re-creation of a Palestinian state; controversy continues over Israeli settlements in the West Bank while the threat of terrorism causes worries about a permanent peace)
- Richly supports the theme with relevant facts, examples, and details (*bubonic plague*: plague spread from trade routes in China to trading ships in Constantinople; rats; fleas; unsanitary conditions in cities; 1/3 of Europe's population died; the weakening effect on the church; decline of feudalism; manorialism and feudalism were the primary economic and political systems since the fall of the Roman Empire; *Palestinian refugees*: Balfour Declaration of 1917; World War I; World War II; United Nations partition of Palestine; Israeli War of Independence; thousands of Palestinians displaced; refugee camps set up in Lebanon and Jordan; peace process; suicide bombings; humanitarian crisis)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 5. In the response, the discussion of the Arab-Israeli crisis is at times somewhat confusing because of the lack of chronology; however, the analysis and detailed information are strong. Especially effective is the discussion of the decline of feudalism and the description of the historical development of the Palestinian refugee situation.

Global problems in every time period have caused difficulties for the inhabitants of particular world regions. Two major global problems of today are deforestation and overpopulation. Each of these are caused by people and eventually hurt others with horrible consequences. Both deforestation and overpopulation seem to be crippling the countries who have economic and social problems. Both of these Global Problems pose major problems for people around the world.

Deforestation if allowed to continue may end up destroying areas that many people cherish, such as the Amazon Rainforest in Brazil. The Rainforest is not just a regional ecosystem, it is also vital for the rest of the world. A decent percentage of Oxygen is photosynthesised in the Amazon Rainforest. Without it, the level of Oxygen in the atmosphere may decrease. However, the Amazon is best known as the most diverse ecosystem in the entire world. Scientists still believe that there are species yet to be discovered there. Unfortunately, the Lumber companies see the Rainforest of the Amazon as a natural resource, while others see it as a source of farmland for Cattle Ranchers. There are tribal cultures that live only inside the forest, among the Flora and Fauna. When the trees die, so will everything else in the forest. The plans after deforestation are for farming fields, which allow almost no diversity of life. This loss of species may affect the development of medicines and natural remedies for Diseases. The attraction of the Rainforest also helps many countries in South America,

especially Brazil. Brazil is a popular tourist spot because of the diversity of plant and animal life there. Many people want to cherish and walk through the forest that one day may be gone. This must be weighed against the need for Corporations' need for Cattle Ranches or the Government's need for income. South America is not the only place with the problem of deforestation. All around the World there are forested areas that are very important to the environment. In every one of those areas, cutting down forests would drastically change the ecosystem of the area by causing erosion and endangering species. This global problem affects not only the people that live in the forest areas such as Brazil but ^{it} also affects the World's Atmosphere.

Overpopulation is a huge problem that affects people in specific regions such as China and can indirectly affect others. Globally, population has been increasing at a faster rate. Scientific and Medical advances like Penicillin have decreased the death rate, while disease-resistant hybrid grains have increased the food supply. This has allowed more children to survive. China, for a long time has had an overpopulation problem. Despite threats, like the Great Famine, which led to a brief decline, the population continues to grow. Today, China's population is over a billion people. Now there is a problem feeding all the people and caring for them. The European philosopher Thomas Malthus believed that war, disease, and famine would keep the population in check. In some countries, this didn't

happen because of agricultural advances which increased food production. There are also problems because geographically most of China cannot sustain large numbers of people. China instituted a One-Child policy that limited parents to the number of children they were allowed to have. If the parents had more children than they were allowed, they were fined or lost some privileges. Unfortunately, many female children died or were given up for adoption because of this rule. It is very unfortunate that this happened, yet with no natural controls to keep the human population in check, the Government chose to impose these actions that some consider a Human Rights Violation. The Government also instituted programs to meet the needs of a growing population. As a result of the Green Revolution, China is now the biggest food producer, but the population continued to grow. The Four Modernizations included agricultural reforms aimed at increasing food production. Over-population continues to be a problem in China but steps have been taken to address the problem.

There are many problems such as Deforestation and Overpopulation that affect people on the Global scale. These problems, created by the human race, constantly threaten and challenge many countries with economic and social problems.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth by describing the causes of deforestation of the Brazilian rainforest and the overpopulation in China and discussing the effects of each problem
- Is more analytical than descriptive (*deforestation*: the level of oxygen may decrease when the rainforest is cut down; flora and fauna as well as tribal cultures will be destroyed; the loss of species may affect the development of medicines; the loss of a popular tourist spot must be weighed against the need for farmland; *overpopulation*: medical and scientific breakthroughs have contributed to increasing population globally; despite threats, which led to a brief decline, the population continues to grow; geographically, most of China cannot sustain large numbers of people; China's population grew immensely; due to the one-child policy, many children die or are given up for adoption; government instituted programs such as the Green Revolution and Four Modernizations to address population growth)
- Richly supports the theme with relevant facts, examples, and details (*deforestation*: Brazil; Amazon rainforest; ecosystem; oxygen; photosynthesis; lumber companies; medicines and natural remedies; causing erosion and endangering species; *overpopulation*: Great Famine; over a billion people; Thomas Malthus; increased food production; relocation of population; one-child policy; human rights violation)
- Demonstrates a logical and clear plan of organization; includes an introduction that is beyond a restatement of the theme and a conclusion that restates the theme

Conclusion: Overall, the response best fits the criteria for Level 5. The response is somewhat uneven in the discussion of the effects with more elaboration on deforestation; however, the descriptions and discussions of both problems are substantial. Although the flow of the narrative is somewhat awkward, analytical and evaluative comments are made throughout the response.

Throughout history, global problems have occurred that affect people throughout the world.

One major global problem occurred during World War II, when an ethnic conflict led to genocide under the Nazi regime. Adolf Hitler, the dictator of Germany, ordered the genocide of Jews in Europe. The extermination of Jews began in Germany, then spread wherever the Germans conquered, as in Poland. Another major global problem occurred when the Spanish conquistadors came to Meso-America and South America. The Spaniards brought with them diseases, like small pox, that helped wipe out native Americans, particularly the Aztec people in Mexico.

In Germany before World War II, the German economy was struggling through a nation wide depression. During the Depression, people in Germany were looking for an explanation to the failure of their economy, and for a leader who could help them. Many also resented the treaty of Versailles and became convinced Germany had been "stabbed in the back." Hitler used the country's weakness to manipulate his way into the government. The Germans liked Hitler because he promised to get the nation out of their economic slump. In addition, Hitler provided a scapegoat for the German citizens: the Jews. Hitler convinced many people that the Jews were in a conspiracy to ruin the German

economy. Many Germans then blamed the Jews for their economic problems. When Hitler ordered the construction of concentration camps, he then rounded up the Jews and sent them to the camps. Some went to work camps where they were used as free labor. Others were sent to extermination camps where they were killed immediately in a number of gruesome ways. Hitler led his Nazi army to conquer several other nations in Europe, where they continued the genocide of Jews and other non-Aryan groups. Consequently, millions of Jews were killed in Europe by Hitler. After the war ended, and Hitler was dead, the United Nations supported the establishment of Israel as a homeland for Jews. The Allies decided to conduct the Nuremberg trials to investigate and try "crimes against humanity," specifically the genocide of the Jews during World War II. Even though people hoped this would bring an end to genocide, it has continued to occur.

After the discovery of the new world, the Americas, many nations sought to expand their empires by claiming land in the new world. One of these countries was Spain. The Spanish government sent their conquistadors to explore Central America, Mexico, and South America. When the conquistadors arrived in Mexico, they met native people of the Aztec tribe. The Aztecs at first welcomed the Spaniards under the misconception that they were gods.

It has been said that part of the Aztecs religious belief that several light-skinned men would come to them from the ocean. Conflict occurred when the Spanish tried to take over the city and Montezuma was taken hostage. The Spaniards brought over small-pox and measles. The Aztec natives were not immune to these new diseases, so it killed them off rapidly. The diseases weakened the Aztecs defense, and it was a big reason the Spaniards defeated them. As a result, the Spanish culture, language, religion and their customs soon dominated Latin America. That is also why present-day Mexico is more like Spain, in many ways it is influenced by the native cultures of the land. In Africa many civilizations and cultures were disrupted as a result of the slave trade. Thousands of Africans endured the Middle Passage and wound up as slaves on Spanish plantations.

Ethnic conflict occurred in Germany under the Nazis, and led to the death of millions of Jewish people. The spread of disease occurred in Mexico, and wiped out the native culture of the Aztecs. These two problems had and continue to have a global impact.

Anchor Level 4-A

The response:

- Develops all aspects of the task but does so somewhat unevenly by describing and discussing genocide in Germany more thoroughly than the spread of disease in Latin America
- Is both descriptive and analytical (*genocide*: Hitler used the country's weakness to manipulate his way into government; many resented the Treaty of Versailles and became convinced that Germany had been "stabbed in the back"; Hitler convinced many that Jews were in a conspiracy to ruin the economy; Hitler provided a scapegoat for German citizens; Allies conducted Nuremberg Trials for "crimes against humanity," specifically genocide; many hoped genocide had ended but it has continued to occur; *spread of disease*: the lack of immunity to Spanish diseases caused the Aztecs to die quickly; the diseases helped weaken the Aztec defense; present-day Mexico is more like Spain in many ways though it is influenced by the native cultures; African civilizations disrupted by slave trade)
- Supports the theme with relevant facts, examples, and details (*genocide*: World War II; depression; Hitler; failure of German economy; concentration camps; work camps; extermination camps; United Nations; *spread of disease*: conquistadors; Aztec religious beliefs; small pox and measles; Aztec lack of immunity to diseases; Spanish plantations)
- Demonstrates a logical and clear plan of organization; includes an introduction that is slightly beyond a restatement of the theme and a conclusion that restates the theme

Conclusion: Overall, the response fits the criteria for Level 4. While the response addresses all components of the task, the description of the spread of disease in Latin America among the Aztecs is developed in general terms and is somewhat simplistic. The description and discussion of genocide under Hitler's rule is more thorough and presented with detail. Although the conclusion is a weak summary of the essay, specific facts and details about the causes of the problems throughout the discussion strengthen the response.

Nations and regions have always and will always be challenged with Global ~~pro~~ challenges. Disease from Europeans which spread to the Native Americans in the Americas was such a global challenge. ~~This~~ This proved to be not only a problem for the dying natives, but also the Europeans. Another global challenge was that of the Holocaust or the genocide of the Jews. Both of these are examples of problems which a nation or region could face.

The Americas were faced with the global challenge of the disease brought over by the European explorers. The explorers from places such as Spain ~~for~~ looking for Gold, Glory and to convert ~~to~~ the people to their religion. carried over disease that the Native Americans could not handle. As a result, both the Natives and the Europeans suffered. Since Native Americans were not used to this disease, their immune system could not fight it and most of them died. The Spanish needed to find new people to use for labor and to get the gold since the Natives had died off. They began the slave trade with Africa to fill this need. Although it led to economic power for the Spanish, the results of European contact with the Natives left the Americas region low on its native people and it also decreased the native populations in Africa.

Similarly, another global challenge left the European nations low on Jewish populations and Germany's history

stained because of the genocide conducted by Hitler and the Nazi's prior to and during World War II.

Because of the economic dispare created by the depression and anger at the Treaty of Versailles, Hitler saw an opportunity to create a following by blaming the Jews for these problems. While Hitler claimed he would help Germany build a great country with a "master race," the Nazis created labor and death camps for Jewish people. At the labor camps, the Jews were forced to work in extremely harsh conditions. At the death camps however, the Jews would be put to death for certain, unless they found a way to escape. The result of Hitler's plan to rid the world of the Jews had drastic effects on the world. Hitler was eventually stopped, and Nazi's ~~gained a~~ the word Nazi now has a negative connotation in Germany and in many other countries. More importantly though, about six million Jews were unjustly executed for purposes inhuman purposes. During the time of the war, Jews were hated by many and because of the war, their population was diminished greatly. Many Jews left after the war to go to Palestine. They took their skills with them. Germany suffered because of this.

A nation or region does not survive only through the

positives over time. Eventually, each one will be faced with a global challenge. Whether that challenge includes the diminishing of a population in cases of disease or ethnic conflict or it be some kind of environmental issue, it can be assured that over time, each nation and region will be faced with some sort of a global challenge. The real success of that nation or region can depend on how they recuperate from the global challenge.

Anchor Level 4-B

The response:

- Develops all aspects of the task by describing the causes and discussing the effects of the spread of European disease to America and the ethnic conflict in Germany under Hitler
- Is more descriptive than analytical (*spread of disease*: Spanish began the slave trade with Africa because the Europeans needed to find new people to use for labor; European contact with natives led to decreased populations in the Americas and in Africa; *ethnic conflict*: Germany's history stained; economic despair of the depression and anger at the Treaty of Versailles exploited by Hitler to blame Jews; while claiming to help Germany, Hitler and the Nazis created labor and death camps for the Jewish people; Jews left for Palestine and took their skills with them; the success of a nation can depend on how they recuperate from a global challenge)
- Supports the theme with relevant facts, examples, and details (*spread of disease*: gold; glory; conversion; immunity; slave trade with Africa; *ethnic conflict*: genocide; Holocaust; World War II; master race; labor camps; 6 million Jews died; Aryans)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. The response uses relevant detailed information to develop all components of the task, but it is somewhat repetitive. Although the formulation of problems as challenges is not explored, the idea of global repercussion of events is introduced.

Interdependence causes problems for many nations. Since countries became dependent on others, when a problem occurred it effects all of the countries.

One global challenge was and still is today the refugee problem. History is filled with examples of refugees fleeing their native land, from the time of Attila the Hun to displaced persons after WWII. Today the Palestinians and the Israelis are fighting over the West Bank. When Israel became a Jewish state in 1948, many Palestinians thought it necessary to abandon their homes. They went into neighboring Arab nations, such as Lebanon and Jordan. The Palestinians, in Israel and the neighboring Arab states, want Israel to grant the Palestinians who ran away, refugees, a homeland of their own. Many Arab nations can't sustain all of the Palestinian refugees. They don't have enough money to support them and their own people. Many of those nations are ^{very} overpopulated already. Many Palestinians want what they call a right of return, which means they could go back to land their family owned. Israel not only rejects this idea of ownership but in a practical sense, Israel doesn't have the necessary resources to support returning Palestinians. This is a global problem because peace in the Middle East means solving the refugee problem. Wherever you look in the world, problems of conflict are often tied to problems of refugees. Kashmir, the Congo, and Taiwan are some of the many examples.

A second problem that effected many nations is spread of disease.

The Bubonic Plague was spread throughout Europe partly as a result of the bad conditions that people lived in, crowded towns and cities with streets filled with garbage. The disease spread because traders traveled to Constantinople where rats came on board their ships and brought the disease with them. Most historians think the disease traveled to the Middle East over the Silk Roads. These traders might not have known they had the plague and then they would go to other places. The disease spreads.

The disease killed over one-third of Europe's population. Crops were abandoned because so many peasants had died. People abandoned their families and villages because they didn't want the disease. It left in its path death and destruction. The Bubonic plague caused people to question their religion and the Catholic Church started to lose power. The seeds of doubt were planted and probably helped cause the Reformation many years later. The plague also effected people in future generations. Fears caused by disease still cause panic, like AIDS or SARS.

Global problems influence all countries. They leave major problems including death, destruction, loss of liberties, and much more.

Anchor Level 4-C

The response:

- Develops all aspects of the task by describing the causes and discussing the effects of refugees in the Middle East and the spread of the bubonic plague in the Middle Ages
- Is both descriptive and analytical (*Palestinian refugees*: history is filled with examples of refugees fleeing their native lands, from Attila the Hun to displaced persons after World War II; many Palestinians thought it necessary to abandon their homes after Israel became a Jewish state in 1948; many Arab nations cannot sustain the Palestinian refugees; many Palestinians want what they call a right of return; in a practical sense, the continued migration of Jews means Israel does not have the necessary resources; peace in the Middle East means solving the refugee problem; problems of conflict are often tied to problems of refugees; *spread of disease*: most historians think the bubonic plague traveled to the Middle East on the Silk Roads; land and crops were abandoned because so many peasants died; people abandoned their families and villages because they did not want the disease; bubonic plague caused people to question their religion and the Catholic Church started to lose power; seeds of doubt were planted and probably helped cause the Protestant Reformation many years later; fears caused by disease still cause panic today)
- Supports the theme with relevant facts, examples, and details (*Palestinian refugees*: Jewish state; 1948; Arab states; Kashmir, the Congo, and Taiwan are examples where refugees are a problem; *spread of disease*: towns and city streets filled with garbage; rats came on board ships in Constantinople with the disease; over one-third of the population killed; AIDS; SARS)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 4. The response includes many facts and details, but in some cases, they are not fully explained and discussed. Some of the conclusions that are drawn from the information such as relating the effects of both problems to current situations are sophisticated and strengthen the response.

Interdependence - Global Problems on the earth things happen every second in the world, and they are often linked. In the link, any link may change and affect others. Today over population and spread of disease start in one country but effects other country.

Over population and spread disease both have happened in my country. Since Mao zedong's idea, he encouraged people to have more children, so that they would have more workers, at that time. Some mother had more than ten child, and we would call her "Hero mother". But since it happened China could not control it, the population ~~was~~ increased speedily. They did not ~~not~~ expect that. The problem became they could not have enough food to feed over population. And some countries in Asia also picked Mao's idea, so the same problem happened in their country too. Under Deng China tried to control the birth with the one-child family policy. It gave money to people who limit their family. Program not very successful. Large families needed for labor in rural areas. Over populations continue to make China economic problems.

The second thing, spread of disease. The disease, sars found in ~~the~~ China recently. It spreaded to other countries is because at that time,

Chinese gov't did not think that is a serious disease. The disease spread very quickly, and it caused not many people went to China for a while, and it affected the ~~to~~ economy. Workers in China live near animals they kill. Sars spread from animals to humans. Other countries pass rules to control wild life markets. Sars has disappeared, many people think in past but they do not know all about the virus. Threat remains

China's problems are overpopulation and spread of disease. Effects of problems go through out world.

Anchor Level 3-A

The response:

- Develops most aspects of the task in some depth by describing the causes and discussing the effects of overpopulation and the spread of disease in China
- Is more descriptive than analytical (*overpopulation*: Mao Zedong encouraged people to have more children so there would be more workers; a mother that had more than ten children was called “hero mother”; they did not have enough food to feed the overpopulation; China tried to control the birth with the one-child family; gave money to couples to limit their family; program not very successful; large families needed for labor in rural areas; overpopulation continues to cause economic problems in China; *spread of disease*: SARS spread to other countries because the Chinese government did not think it was a serious disease; it caused many people not to go to China and affected the economy; scientists say SARS spread from animals to humans; SARS has disappeared; many people think it is in the past but the threat remains)
- Includes some relevant facts, examples, and details (*overpopulation*: Deng; *spread of disease*: SARS; workers live near the animals they kill; other countries passed rules to control wildlife markets)
- Demonstrates a satisfactory plan of organization; includes an introduction that is somewhat beyond a restatement of the theme and a conclusion that restates the theme

Conclusion: Overall, the response fits the criteria for Level 3. Although the response reflects personal observations and contains anecdotal commentary, it addresses most aspects of the task in some depth. The use of China as the setting of each issue is appropriate, and the discussion of the effects includes their impact on other world regions.

Throughout history global problems affecting the way European nations live & function have occurred. This has varied the way Europeans have lived over the ages. Posing many problems with relationships and challenges between countries and regions, global problems still occur.

The spread of Disease in many places has caused problems in the past. In Latin America, during the Spanish conquest the native population was exposed to diseases ~~which~~ which killed off many people.

Today, in Africa the spread of HIV & AIDS has also resulted in many deaths. Over the ages, many have been affected and died. The Aids ~~infection~~ infection spreads in numerous ways so that it is not very easy to just control and annihilate the virus of which is bringing so much death. The deterioration of countries due to the diseases affects both the economy and lifestyles.

Overpopulation is an important global issue to focus on. In China, there are so many people that it creates serious problems. China has one of the largest populations in the world today.

The governments attempts to control China's population include laws restricting families to one child to get government benefits. In China, many families wished for boys, so when they had a girl, many gave them away for adoption.

Despite penalties for having multiple children, some families tried to have more children until a boy was produced. Overall, the one-child policy has had some success ~~but~~ but population totals have not decreased that much.

Overpopulation creates problems in pollution. Results in not enough room and overcrowding occur. Even resources and food scarcities occur between over-consumptions nor enough production.

Throughout the ages these problems have plagued many globally. Solutions fixing these global problems gradually come with time. This world is still changing.

Anchor Level 3-B

The response:

- Develops most aspects of the task by describing overpopulation in China and discussing its effects in greater depth than describing and discussing the spread of disease
- Is more descriptive than analytical (*spread of disease*: during the Spanish conquest of Latin America the native population was exposed to disease; in Africa, the spread of HIV and AIDS has resulted in many deaths; not easy to control and annihilate the virus which is bringing so much death; disease has affected both the economy and lifestyles of countries; *overpopulation*: government attempts to control China's population included issuing laws restricting families to one-child to get government benefits; many families wished for boys; gave girls up for adoption, and despite penalties for multiple births, families tried to have more children; creates problems in pollution; resources and food scarcities occur between over-consumption and not enough production)
- Includes some relevant facts, examples, and details (*spread of disease*: Spanish conquest; Latin America; *overpopulation*: pollution; overcrowding)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that refer to the theme in a general way

Conclusion: Overall, the response fits the criteria for Level 3. Although the discussion of the spread of diseases is very general, the use of both the spread of disease to the natives in colonial Latin America and the spread of HIV and AIDS in Africa strengthens the response. The treatment of overpopulation in China demonstrates an understanding of both the causes and consequences of this problem.

Throughout history, global problems have caused major problems for nations & regions. Some have been solved simply by treaties or agreements. But others, such as poverty & the spread of AIDS, are a ongoing battle.

Poverty is a problem all over the world. There is not one country whose population doesn't include the extremely poor. This is partly caused by the shortage of jobs available especially in developing countries where over population is a problem. Without steady wages or salary the average citizen can't afford to maintain a decent lifestyle. And in many countries such as China, even those who do have jobs receive minimal pay. Lack of money forces people to live in unhealthy conditions. They may never have sufficient food or shelter. They may have to do without important medical care and if a family is too poor for their child to attend school, the chances of that child being able to get a good-paying job in the future are small. Many lives are lost every day to poverty. China's leader Deng Xiaoping used a one-child policy to address the problems. This policy was not very successful, although population has decreased.

Another problem that affects people everywhere is AIDS. This virus, which is still

uncurable claims hundreds of thousand of lives each year. Some countries have much higher rates of the disease than others, because of lack of knowledge or medical aid. But even though it has been known for years how to prevent the spread of AIDS, the number of people infected continued to rise. In addition many countries, especially Africa, have trouble finding people to take care of the infected people. One of the areas affected the most is Ethiopia. Millions of people are infected every year, because of contaminated medical equipment, unprotected sex & the fact that many people carrying the disease don't know they're infected, so they don't take necessary precautions.

No matter where in the world you go, there are some problems you will always encounter. Although some of them can be fixed in a matter of days or weeks, some like poverty & the spread of AIDS, are a continuing issue.

Anchor Level 3-C

The response:

- Develops all aspects of the task with little depth by describing the causes and discussing the effects of poverty throughout the world and AIDS in African countries
- Is more descriptive than analytical (*poverty*: shortage of jobs available because of overpopulation in developing countries; there are so many workers available in China that those with jobs get minimal pay; if a family is too poor for a child to attend school, the chances of that child getting good paying jobs are small; one-child policy used to try and address the problems; policy was not very successful, although population has decreased; *AIDS*: some countries have higher rates because of lack of knowledge or medical aid; millions are infected because of contaminated medical equipment; people carrying the disease do not know they are infected; trouble finding people to take care of the infected people)
- Includes some relevant facts, examples, and details (*poverty*: unhealthy conditions; lack of food, shelter, medical care, education; Deng Xiaoping; *AIDS*: claims hundreds of thousands of lives; Ethiopia; unprotected sex)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are more than a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. The discussion of all of the components of the task is very general and contains few specific details. The response is primarily descriptive and lacks analysis. The use of poverty as a global problem is interesting and well thought out, and a few good, specific facts are included in the discussion.

Many things humans create or do causes many things to happen around the world. People create waste without even needing to try. Problem, like environmental pollution and deforestation, has come from need more food and using new technology to make it easier; but each is a problem world wide.

Environmental Pollution, cause very easy: people driving or using other household appliances. Countries and companies pay people to get rid of toxic waste, so they used to dump it in the oceans and caused the ocean water to become toxic. The toxic water cause fish to die or causes them to be uncatchable and if this happens around a place that's a fishing nation; they won't be able to catch fish and the countries trade falls causing less money flowing and leads the country into an economical depression. Others possibility is that the country will not be working as efficient as it should be working.

Then there is deforestation. Another global problem that can be shown in South American's jungles. The rain there is being cut down and burned so they can

create more farmland and using the trees to build houses, which is good but it causes many problems.

The rain forest is where most of the world oxygen supply is and if they keep cutting it down, the oxygen levels will drop, making it harder for human and other animals to breathe. The deforestation of rain forest is also a good way to get rid of any medical cures that could be in the forest without anybody knowing about them. If we keep cutting down forest a disease in the world will most likely not be cured.

Global problems are things that we should think about before we start to react to that problem. Pollution is caused from new creation being made, from fossil fuels and from daily humans wastes. The world should start thinking about how to clean up the mess that they have created and the problems that they have caused.

Anchor Level 2-A

The response:

- Minimally develops all aspects of the task by describing the causes and effects of environmental pollution and deforestation
- Is primarily descriptive (*environmental pollution*: countries and companies pay people to get rid of toxic waste; if fish uneatable, a fishing nation will lose money because trade fails; *deforestation*: if they keep cutting it down, the rainforest oxygen levels will drop; medical cures might be lost if rainforest is cut down)
- Includes few relevant facts, examples, and details (*environmental pollution*: toxic waste dumped into the oceans; toxic water causes fish to die; pollution from fossil fuels and daily human waste; *deforestation*: in South American jungles, trees being cut down and burned to create more farmland)
- Demonstrates a general plan of organization; includes an introduction that states how global problems are increased by new technology and concludes by expressing the opinion that the world needs to think about how to clean up the problems that have been created and they have caused

Conclusion: Overall, the response fits the criteria for Level 2. Overgeneralizations, such as most of world's oxygen supply is in the rainforest, weaken the response. Although some vague and confusing statements are included in the response, the discussion shows an understanding of the causes and effects of these two global problems.

Global problems have caused many problems in this world. It has affected the growth of cities or the rate of death and literacy. However, many of these problems were created by man. They are all our fault.

Environmental pollution and deforestation are two main concerns for environmentalists and wildlife preservation groups. There are many reasons for environmental pollution, but the main cause is pollution from factories. They let out chemicals into the air and water. These chemicals are a main cause of acid rain which is very harmful to humans, animals and plantlife.

Deforestation is another global problem caused by us humans. We need wood for everything from building houses to making furniture. However, we are going into rainforests and cutting down trees at a faster rate than they grow back. By doing this, we have stranded many animals who lived in this region with no home. Either they starve & die or they

roam to places that they don't belong. This was a big problem in South America. There are many rainforests there but because of the deforestation that we are doing, many animals have become extinct, lost their homes, and so have some humans who live in that region.

As these problems have been problems for centuries, but they are not things that we cannot correct in the present & future. There are many other methods of producing power than burning hazardous products into the air. There are other methods of building things without necessarily wood and the carelessness that goes into the planning of it. In the long run, we who started the problem are the ones who will have to suffer and live with it.

Anchor Level 2-B

The response:

- Minimally develops all aspects of the task by mentioning the causes and effects of environmental pollution and deforestation
- Is primarily descriptive (*environmental pollution*: main cause of pollution is from factories; chemicals are a main cause of acid rain, which is very harmful to humans, animals, and plant life; *deforestation*: caused by humans; wood needed for everything from building houses to making furniture; cutting down trees at a faster rate than they grow back; stranded many animals who lived in this region with no home so they died or roamed to places where they did not belong)
- Includes few relevant facts, examples, and details (*environmental pollution*: main concern for wildlife preservation groups; factories let out chemicals and water into the air; *deforestation*: big problem in South America where there are many rainforests; many animals have become extinct)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response best fits the criteria for Level 2. Personal opinions and overgeneralizations weaken the response. Although the response is somewhat repetitive, a few specific examples are included in the narrative.

Global problems have caused many difficulties for a numerous amount of countries and nations. These problems are sometimes very serious and could lead to such things as death or war. These problems are not usually meant to happen, but people make mistakes and these mistakes need to be resolved.

One major problem occurred in the late fourteenth hundreds, when many people in Europe decided to try sailing across the Atlantic Ocean to a new world. They were setting off to what we now call America. The Europeans did increase much trade and make quite a bit of profit. The Europeans also brought with them many diseases to the new world. This was not on purpose though. Yes, many of the people on board were disease infested, but diseases were also carried by animals who the Europeans brought for trade purposes. The affect of this problem was that many people in North America were killed by the new diseases brought over by the Europeans. This probably could have been prevented but back in the fourteenth hundreds there was not technology like we have now. The people then were not familiar with the diseases so I highly doubt there were vaccines to prevent the disease.

Another global problem would be the outbreak of AIDS in Africa. This problem is going on right now. More than half the population in Africa is AIDS positive. One cause of this outbreak is that people in Africa do not practice safe-sex. Having many kids is part of their culture. They need the help in their families to do work, such as farming so they can feed their families. One affect of this was that people in Africa are dying by thousands in Africa, because they do not have the technology to prevent it.

Anchor Level 2-C

The response:

- Minimally develops some aspects of the task by describing a cause of the spread of disease in colonial America, mentioning a cause of AIDS, and mentioning one effect of these global problems
- Is primarily descriptive; includes weak and isolated application and analysis (*spread of disease*: Europeans increased trade and made a profit; diseases also carried by animals that Europeans brought; doubt there were vaccines to prevent disease; *AIDS*: people in Africa are dying because they do not have the technology to prevent it)
- Includes few relevant facts, examples, and details (*spread of disease*: many people in Europe sailed across the Atlantic Ocean to a new world; Europeans brought diseases with them to the new world; many people killed by new diseases brought over by Europeans; *AIDS*: having many kids is part of African culture because large families needed to do work); includes some inaccuracies (more than half the population in Africa is AIDS positive)
- Demonstrates a general plan of organization; contains digressions; includes an introduction that is somewhat beyond a restatement of the theme and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. While both examples deal with the spread of disease, the two diseases are treated as separate global problems. However, the selection of two such closely related global problems weakens the response. Statements are made that may have an element of truth, but they are not supported with specific details.

In today's world, there are many global problems. Global problems have affected many nations & regions. ~~Being~~ so some examples of global problems are environmental pollution and deforestation. Many nations & regions of the world have caused these problems and everyone will be affected by them if nothing is done about them.

Environmental pollution is one major global problem. It is caused by ~~most~~ every nation or region that has any technology or industry, which is most. Environmental pollution can include air pollution which is caused mainly by factories and vehicles. ~~factories are a~~ However, factories are a big part of the world economy so most likely ~~most~~ this problem will begin to grow as the economy does. Gasoline powered vehicles are also a leading contributor to pollution. The exhaust, especially from large vehicles, pollutes the air.

Anchor Level 1-A

The response:

- Minimally develops some aspects of the task by describing the causes of environmental pollution
- Is descriptive (pollution is caused by every nation that has any technology or industry; pollution is caused mainly by factories and vehicles)
- Includes few relevant facts, examples, or details (gasoline-powered vehicles; exhaust from large vehicles pollutes)
- Demonstrates a general plan of organization; includes an introduction but lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. This response discusses environmental pollution citing factories and gasoline-powered vehicles as the cause. Few facts are provided to support some good general statements. Although deforestation is mentioned in the introduction, the response provides no comments on this problem.

Major problems that exist in the world today have to have started from something. Global problems are the result of mistakes people have made throughout history. Many of these mistakes have grown into world wide problems that are a constant concern of leaders and the public. The two global problems that I will discuss are the spread of disease and desertification.

The spread of disease is one of the most dangerous & hardest things to stop. Although there are many times in history where disease has been a problem I will focus on the spread of the AIDS virus. It is spreading all over the world but is the worst in areas of extreme poverty like Africa and China. In those countries people are not educated about the disease and do not have the medical technology to deal with it.

Desertification happened when whole forests were cut down. People didn't know the disastrous effect it would have on the environment at the time. It ruined forest life and the source of oxygen for the world.

Today people are trying to undo the mistakes history has done. We try not to make the same mistakes we did in the past but new Global problems continue to pop up frequently.

Anchor Level 1-B

The response:

- Minimally develops some aspects of the task by mentioning the causes of AIDS and desertification
- Is descriptive (*AIDS*: people are not educated about the disease and do not have medical technology to deal with it); lacks application or analysis
- Includes few relevant facts, examples, or details (*AIDS*: extreme poverty; Africa; China); includes inaccuracies (*desertification*: happened when whole forests were cut down; ruined forest life and the source of oxygen for the world)
- Demonstrates a general plan of organization; includes a rhetorical introduction and conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Although the response addresses two different global problems, the information provided is limited. The discussion of desertification confuses this problem with deforestation. The discussion on AIDS includes some interesting information, but the development is limited.

Global problems have posed ~~a~~ major challenges for nations and regions. Global warming and extinction ~~of~~ of certain animals are global problems.

Global warming is a huge effect. There are many people in America and also the nation. For example I think ~~China~~ China has a great rule they are only allowed a certain amount of children per family.

There are many animals that are going extinct and they need certain foods to survive. And we also eat certain ~~of~~ things and if we don't eat we will not survive just as the animals.

In conclusion these are the problems that effect the global problems.

Anchor Level 0

The response:

Fails to develop the task; includes only the theme as copied from the test booklet; includes no relevant facts, examples, or details

Conclusion: Overall, the response fits the criteria for level 0. Although two global problems are selected, the information provided does not address the task. For example, the opinion expressed about China's one-child policy has no relationship to global warming.

Global problems have posed major challenges for nations and regions. Two Global problems that have existed are environmental pollution and ~~deforestation~~ deforestation.

Environmental pollution is a ~~big~~ problem in all regions of the world. Environmental pollution is a result of people burning things that is against the law, like rubber, and when oil tankers lose a load of oil out at sea. Environmental pollution doesn't just effect one region, it effects all of them.

Deforestation is a problem in all regions of the world also. Deforestation is when loggers come in and take out a bunch of trees at once and eventually take out the whole forest. Deforestation doesn't just effect one region, it effects all of them.

Global problems have posed major challenges for ~~nations~~ nations and regions. All region experience Global problems. The End.

For many years, global problems have posed major challenges for nations and regions. Conditions such as overpopulation in China, and deforestation in the rain forests of South America threaten the health and beauty of our surrounding environment. In order for humans to live safely, these global problems must be put to an end.

When a problem surfaces, there is always a cause and an effect. In China, families consist of several children. Due to this "baby boom," China is the most populated country on Earth. Under Mao, many children were born so they can work for their families, especially in rural areas. An effect of this overpopulation was the creation of the one child per family idea. This was created to control the population and the amount of children born. ~~to~~

Due to the huge population, living conditions and quality of life suffered. There was not enough food and resources to support the number of people living in China.

Another problem in the world is deforestation of rain forests in South America. Many uses of the trees and other rain forest materials such as timber, are reasons for the depletion of rain forests. Many times due to this, species of animals are killed and new medicines and medical discoveries are lost. These problems hinder growth and discovery on Earth.

Thematic Essay—Practice Paper – B

Overpopulation in China and deforestation in South America are two problems that posed major challenges for nations and regions. Due to these problems, we must always look for answers to these issues that question our well being.

Thematic Essay—Practice Paper – C

Today there are a lot of global problems caused mostly by humans. Deforestation and desertification are rapidly climbing the list. These two global problems will have devastating effects in the near future.

Deforestation is the cutting down of trees. This is caused by humans cutting down trees for either land or natural resources. This has many effects in many areas. For instance the rain forests in Latin America are shrinking along with the many species that inhabit them. Also the cutting down of trees causes less oxygen and more carbon dioxide in the air.

Desertification is the ~~large~~ enlarging of the deserts. This is caused by overgrazing of cattle. For instance the Sahara desert is getting bigger and bigger due to desertification. When the cattle eat all the grass that area is turned into desert.

There are many more ~~problems~~ global problems than this. These two problems are caused by humans and can be stopped just as easily as they started. These two problems are climbing the list to the top when they should be climbing down.

Thematic Essay—Practice Paper – D

MANY PROBLEMS PLAGUE THE ENTIRE GLOBE. SOME BEING DESERTIFICATION, DEFORESTATION, DISEASE, DRUGS AND ETHNIC CLEANSING. THERE IS ALSO GLOBAL WARMING AND OVERPOPULATION.

THERE ARE MANY THEORIES FOR WHY GLOBAL WARMING IS HAPPENING. THE MOST BELIEVABLE IS THE GREEN HOUSE EFFECT. THE GREEN HOUSE EFFECT IS WHEN POISONIOUS GASES ARE TRAPPED IN THE ATMOSPHERE. THE HEAT FROM THE EARTH CAN'T ESCAPE THROUGH THIS SCENARIO. IT ACTS KINDA LIKE A SHEET. THE HEAT BOUNCES BACK AND FORTH BETWEEN THE EARTH AND THE ATMOSPHERE HEATING EVERYTHING UP. THIS IS CAUSING DRASTIC CHANGES IN WEATHER PATTERNS. IT IS BELIEVED THAT BECAUSE OF GLOBAL WARMING THE POLAR ICE CAPS ARE SLOWLY MELTING. THE FEAR IS THE SOME DAY THE WORLD WILL BE COMPLETELY COVERED WITH WATER. A PLACE THAT WOULD BE IMMEDIATELY AFFECTED WOULD BE PLACES NEAR THE ARCTIC CIRCLE. COASTAL REGIONS WOULD BE AFFECTED BY RISING WATER LEVELS AND LOSS OF COASTAL LAND. THERE WOULD BE GREAT FLOODS IN THOSE AREAS. GLOBAL WARMING ISN'T THE ONLY PROBLEM.

OVERPOPULATION IS ALSO A PROBLEM. MANY PEOPLE BELIEVE THAT THE REASON THE WORLD IS BECOMING SO OVERPOPULATED IS BECAUSE OF SOCIETIES TRADITIONAL VIEWS ABOUT POPULATION. IN THE OLD DAYS PEOPLE HAD A LOT OF CHILDREN AND NOW THEY STILL DO. PEOPLE NEEDED MANY CHILDREN ^{TO WORK FOR THE FAMILY} AND IN SOME AREAS OF THE WORLD, THEY STILL BELIEVE THE FAMILY SHOULD BE LARGE. THIS IS A MAJOR PROBLEM IN CHINA. THE GOVERNMENT HAD TO PLACE RESTRICTIONS ON THE NUMBER OF KIDS IN A FAMILY. WHILE THIS HELPED, OVERPOPULATION CONTINUES TO BE A PROBLEM.

THERE ARE MANY PROBLEMS IN THE WORLD. SOME ARE A PROBLEM NOW SOME WILL BE A PROBLEM SOON.

Global problems have posed major challenges for nations and regions. Some of these problems are a result of an outside influence from another country. Others can happen because of ideas brought about by political leaders. Some problems that have occurred in history that ^{posed} ~~passed~~ major challenges are the spread of disease from Europe to Latin America and genocide in Nazi Germany during the Holocaust.

In pre-Columbian Latin America, before 1500, three societies that dominated the area included the Aztecs, Mayans, and Incas. Spanish explorers, called conquistadors began to invade Latin America, pursuing gold and glory and bringing God, or Christianity. Among them, Columbus, Cortez, and Pizarro began to ^{conquer} ~~convert~~ the native people on the Caribbean Islands, Mexico and South America. The Spanish saw the gold, jewels, and riches that the natives possessed, and decided to take it from them in the name of the Spanish king. They forced the natives to labor, mining gold and silver for them to take back to Spain. The Spanish

were able to gain control of the territories partly because the native people began dying from diseases Spaniards' brought with them to the Americas.

These diseases included smallpox and measles. Millions quickly died because they were ^{not} immune to European diseases. As a result of the loss of the native workers, African slaves were brought to Latin America to work on the plantations and replace the shrinking workforce. Therefore, disease in colonial Latin America became a global problem when many natives died and the slavery of Africans was introduced to Latin America. This devastated African cultures and brought even more changes to the social structure of the Americas.

Another global problem that posed several ^{challenges} ~~problems~~ was genocide in Nazi Germany. Adolf Hitler, while in jail after World War I, wrote Mein Kampf, which continued the European tradition of blaming the Jews for Germany's misfortunes during and after the war. Jews were an easy scapegoat because many were wealthy and they lived together in local communities, carrying on their own religious and social customs. Hitler gained political power by ^{offering} ~~offering~~ Germany someone to blame for the economic and political problems of the 1920s and 1930s. He promoted the idea of a

master race, or Aryan Germans, who were superior to everyone else. His followers wanted to exterminate all non-Aryan people including Jews, Gypsies and anyone weak or "different." This led to the Holocaust. S.S. officers arrested and relocated millions of non-Aryans to ghettos, and then to concentration and death camps. By the end of World War II, 12 million people, including 6 million Jews, were killed. Millions were put to hard labor in concentration camps, and those who were considered unhealthy were sent to crematoriums. Jews were starved on 1,200 calories a day, experimented on, tortured, and killed. This genocide destroyed the lives of innocent people and tore families apart. At the end of World War II, the newly formed United Nations wrote a Declaration of Human Rights, which is still in use today. It was a reaction to the events of the Holocaust. The genocide of the Jews is a global problem that continues to affect the world today. It can be seen in the ethnic cleansing in Rwanda and the former Yugoslavia.

Major world problems have had devastating results for certain nations and regions. Latin America experienced the spread of disease, the deaths of millions

of natives, probably as a result of the introduction of small pox and measles as well as the enslavement of numerous Africans. The world endured the loss of 6 million Jewish lives as a result of the Holocaust. Whether it was the diseases brought by another country like Spain or the actions of a political leader like Hitler, the result was the same, the deaths of millions of people.

Practice Paper A—Score Level 1

The response:

- Minimally develops some aspects of the task by mentioning the causes of environmental pollution and deforestation
- Is descriptive (*environmental pollution*: result of people burning things that are against the law; *deforestation*: when loggers eventually take out the whole forest); lacks application and analysis
- Includes few relevant facts, examples, and details (*environmental pollution*: burning rubber; oil tankers lose oil at sea; *deforestation*: loggers come in and take out a bunch of trees)
- Demonstrates a general plan of organization; includes an introduction and conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 1. Minimal information is used to address the causes of environmental pollution and deforestation. The response merely mentions that these problems affect all regions.

Practice Paper B—Score Level 3

The response:

- Develops all aspects of the task with little depth by mentioning the causes and effects of overpopulation and deforestation
- Is more descriptive than analytical (*overpopulation*: “baby boom” in China; one-child policy created to control the population; living conditions and quality of life suffered; *deforestation*: many uses of rainforest trees; species of animals killed; new medicines and medical discoveries lost)
- Includes some relevant facts, examples, and details (*overpopulation*: China most populated country on earth; creation of one-child family; *deforestation*: loss of rainforests in South America)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are somewhat more than a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Although the discussion provides few facts for overpopulation and deforestation, some attempt is made to address the causes and effects of these global problems. This response shows a satisfactory understanding of these topics. For example, overpopulation is linked to the ability to produce enough food and resources to support the number of people living on the land.

Practice Paper C—Score Level 2

The response:

- Minimally develops all aspects of the task by discussing causes and effects of deforestation and mentioning a cause and an effect of desertification
- Is primarily descriptive; includes weak and isolated application and analysis (*deforestation*: rainforests in Latin America are shrinking along with many species that inhabit them; *desertification*: Sahara Desert getting bigger and bigger)
- Includes few relevant facts, examples, and details (*deforestation*: cutting down of trees for land or natural resources; cutting down of trees causes less oxygen and more carbon dioxide in the air; *desertification*: enlarging of deserts; overgrazing by cattle)
- Demonstrates a general plan of organization; does not clearly identify which aspect of the task is being addressed; includes an introduction and a conclusion that restate the theme and emphasize that the problems discussed are of increasing importance

Conclusion: Overall, the response fits the criteria for Level 2. All aspects of the task are briefly addressed with some details to support deforestation. The simplistic statements of facts demonstrate a limited understanding of the task.

Practice Paper D—Score Level 2

The response:

- Minimally develops all aspects of the task by describing the causes and discussing the effects of global warming and overpopulation
- Is primarily descriptive (*global warming*: the greenhouse effect is when poisonous gases are trapped in the atmosphere; the heat from the earth can't escape through this smog; *overpopulation*: restrictions on number of kids in a family helped but overpopulation continues to be a problem); includes weak and isolated analysis (the greenhouse effect is causing drastic changes in weather patterns)
- Includes few relevant facts, examples, and details (*global warming*: greenhouse gases; warming of the polar ice caps; *overpopulation*: traditional views of population; the government in China placed restrictions on the number of kids in a family)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are simple restatements of the theme

Conclusion: Overall, the response fits the criteria for Level 2. While the response contains some information and makes some interesting comparisons, the discussion lacks analysis and specific details to support these generalizations.

Practice Paper E—Score Level 5

The response:

- Thoroughly develops all aspects of the task evenly and in depth by describing the causes of the spread of diseases to Latin America and genocide in Nazi Germany and discussing the effects of these global issues
- Is more analytical than descriptive (*spread of disease*: the Spanish were able to gain control partly because of the diseases spread to native peoples; as a result of the loss of native workers, Spanish brought African slaves to Latin America; disease became a global problem when many natives died and Africans were enslaved; Africans brought more changes to the social structure of the Americas; *genocide*: Hitler gained political power by offering Germans someone to blame for the economic and political problems of the 1920s and 1930s; European tradition of blaming Jews continued by Hitler; United Nations Declaration of Human Rights was a reaction to the Holocaust)
- Richly supports the theme with relevant facts, examples, and details (*spread of disease*: Aztecs; Mayas; Incas; conquistadors; gold; glory; bringing God; Columbus; Cortez; Pizarro; Caribbean Islands; Mexico; South America; small pox; measles; African slaves; *genocide*: Nazi Germany; Adolf Hitler; *Mein Kampf*; master race; Aryan race; S. S. officers; ghettos; scapegoat; concentration camps; death camps; 12 million people killed; 6 million Jews killed; crematoriums; ethnic cleansing in Rwanda and former Yugoslavia)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 5. The historical background of both global problems is discussed with substantial detail and adds to the overall quality of the response. Analytical statements and specific historical information are present throughout the discussion. The response points out how the spread of disease in Latin America and the loss of Jewish lives during the Holocaust of World War II are global problems.

Global History and Geography
Part A Specific Rubric
Document-Based Question—June 2005

Document 1

... Though the great princes were apt to remain aloof, western knights responded readily to the appeal of the holy war. Their motives were in part genuinely religious. They were ashamed to continue fighting amongst themselves; they wanted to fight for the Cross. But there was also a land-hunger to incite them, especially in northern France, where the practice of primogeniture [eldest son inherited all] was being established. As a lord grew unwilling to divide his property and its offices, now beginning to be concentrated round a stone-built castle, his younger sons had to seek their fortunes elsewhere. There was a general restlessness and taste for adventure in the knightly class in France, most marked among the Normans, who were only a few generations removed from nomadic freebooters. The opportunity for combining Christian duty with the acquisition of land in a southern climate was very attractive. The Church had reason to be pleased with the progress of the movement. Could it not be applied also to the eastern frontier of Christendom? . . .

Source: Steven Runciman, *A History of the Crusades*, Cambridge University Press, 1951

1 According to this document, state *one* reason European knights and soldiers joined the Crusades.

Score of 1:

- States a reason European knights and soldiers joined the Crusades
Examples: they wanted to fight for the Cross; acquisition of land; land; the practice of primogeniture; adventure; to gain land in a better climate; appeal of the holy war

Score of 0:

- Incorrect response
Examples: the Church forced them; princes remained aloof; lords owned castles
- Vague response that does not answer the question
Examples: holy war; enemies; Normans could go; they were great princes; they wanted to
- No response

Document 2

. . . One positive, undisputed result of the Crusades was a greatly expanded knowledge of geography gained by the West. With the coming of such vast hordes of invaders from all points of Europe, the veil of the “mysterious East” had been lifted for good. . . .

The Arab builders learned much about military masonry from the Crusaders who had brought this knowledge from Normandy and Italy. In constructing the famed Citadel of Cairo, Saladin had taken some of the features of Crusaders’ castles he had observed up and down the Levant [lands of the Eastern Mediterranean]. Then, when the great cathedrals of Europe began to rise in a somewhat later period, their builders installed windows of stained glass made with a technique which had originated with the ancient Phoenicians of Syria and passed along by Syrian Arabs to Europeans living in the East. . . .

From a purely military point of view, the Crusades must be written off as a failure for the West, because, after changing hands so many times, the territory comprising the Christian Kingdom of Jerusalem reverted [returned] to the Moslems [Muslims] for good. But during that two-century struggle between East and West, it is plain now that each side made major contributions to the culture of the other. That vast interchange let in a few rays of light over a darkened Europe, and removed for good the wall of ignorance that had always existed between Europe and Asia. . . .

Source: “Legacy of the Crusades,” *Aramco World*, VII, May 1956

2a According to this document, what was *one* positive, unexpected outcome of the Crusades on Western civilization?

Score of 1:

- Identifies a positive, unexpected outcome of the Crusades on Western civilization
Examples: greatly expanded knowledge of geography; veil of the mysterious East had been lifted for good; stained glass in cathedrals of Europe used techniques which had originated with ancient Phoenicians of Syria

Score of 0:

- Incorrect response
Examples: Europe was invaded; knowledge was brought from Normandy and Italy
- Vague response that does not answer the question
Examples: geography; Arab builders
- No response

2b According to this document, what was *one* positive, unexpected outcome of the Crusades on Muslim [Moslem] civilization?

Score of 1:

- Identifies a positive, unexpected outcome of the Crusades on Muslim civilization
Examples: Arab builders learned much about military masonry; features from the Crusaders' castles were copied; western features used in construction of the Citadel of Cairo; increased trade with the West

Score of 0:

- Incorrect response
Examples: Arab control of Normandy and Italy; Arab builders used Crusaders to build their castles
- Vague response that does not answer the question
Examples: two-century struggle; construction
- No response

2c Based on this document, state *one* reason the West was disappointed with the outcome of the Crusades.

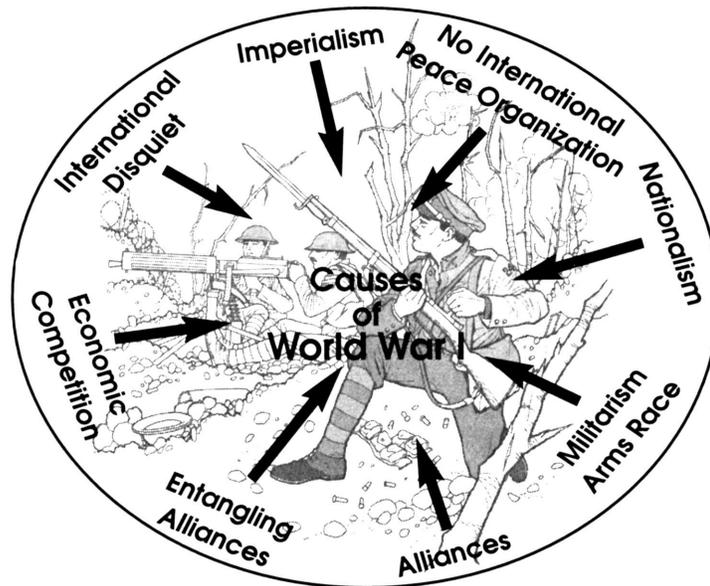
Score of 1:

- States a reason the West was disappointed with the outcome of the Crusades
Examples: they were a military failure; Jerusalem was returned to the Muslims for good

Score of 0:

- Incorrect response
Examples: they conquered the land; Christians won the land back
- Vague response that does not answer the question
Examples: Jerusalem; land; land changed hands many times
- No response

Document 3



Source: Kime and Stich, *Global History and Geography STARreview*, N & N, 2003

3 According to this diagram, what were *two* reasons for World War I?

Score of 1:

- Identifies **two** reasons for World War I as shown in the diagram
Examples: entangling alliances; militarism; arms race; nationalism; no international peace organization; imperialism; international disquiet; economic competition; build-up of weapons; colonialism

Note: To receive the one point credit, *two different* reasons from the diagram must be identified. Award **no** credit if only one reason is given.

Score of 0:

- Incorrect response
Examples: economic; international
- Vague response that does not answer the question
Examples: peace; distrust; guns; they didn't like each other
- No response

Document 4

Selected Articles from the Treaty of Versailles (June 28, 1919)

Article 45:	As compensation for the destruction of the coal-mines in the north of France and as part payment towards the total reparation due from Germany for the damage resulting from the war, Germany cedes [gives] to France in full and absolute possession, with exclusive rights of exploitation, unencumbered and free from all debts and charges of any kind, the coal-mines situated in the Saar Basin . . .
Article 119:	Germany renounces [surrenders] in favour of the Principal Allied and Associated Powers all her rights and titles over her oversea[s] possessions. . . .
Article 231:	The Allied and Associated Governments affirm [acknowledge] and Germany accepts the responsibility of Germany and her allies for causing all the loss and damage [for World War I] to which the Allied and Associated Governments and their nationals have been subjected as a consequence of the war imposed upon them by the aggression of Germany and her allies. . . .

Source: Versailles Treaty

4a According to this document, how was France repaid for losses suffered during World War I?

Score of 1:

- States how France was repaid for losses suffered during World War I
Examples: Germany ceded the coal mines in the Saar Basin; compensation; reparation payments from Germany; coal mines

Score of 0:

- Incorrect response
Examples: coalmines were destroyed; Germany became part of France
- Vague response that does not answer the question
Examples: part payment; they were given stuff
- No response

4b According to this document, what was a consequence of World War I for Germany?

Score of 1:

- Identifies a consequence of World War I for Germany
Examples: loss of the mines in the Saar Basin; acceptance of responsibility for loss and damage; surrender of rights and titles to overseas possessions; had to pay reparations

Score of 0:

- Incorrect response
Examples: Germany gained coal mines in France; Germany's allies were given overseas colonies
- Vague response that does not answer the question
Examples: destruction; payment; Allied powers; loss of titles
- No response

Note: For this document, some answers that can be given for 4a are also acceptable for 4b, e.g., “as payment for losses, France received reparation payments from Germany” (4a) and, “as a consequence of the war, Germany had to pay reparations” (4b). However, not all the answers given for 4b are acceptable for 4a, e.g., “loss of overseas possessions” is only appropriate as an answer for 4b.

Document 5

. . . State frontiers are established by human beings and may be changed by human beings.

The fact that a nation has acquired an enormous territorial area is no reason why it should hold that territory perpetually [forever]. At most, the possession of such territory is a proof of the strength of the conqueror and the weakness of those who submit to him. And in this strength alone lives the right of possession. If the German people are imprisoned within an impossible territorial area and for that reason are face to face with a miserable future, this is not by the command of Destiny, and the refusal to accept such a situation is by no means a violation of Destiny's laws. For just as no Higher Power has promised more territory to other nations than to the German, so it cannot be blamed for an unjust distribution of the soil. The soil on which we now live was not a gift bestowed by Heaven on our forefathers. But they had to conquer it by risking their lives. So also in the future our people will not obtain territory, and therewith the means of existence, as a favour from any other people, but will have to win it by the power of a triumphant sword. . . .

Source: Adolf Hitler, *Mein Kampf*, Hurst and Blackett Ltd.

5 According to this document, what was *one* reason Adolf Hitler felt war was necessary?

Score of 1:

- Identifies a reason Adolf Hitler thought war was necessary
Examples: to get territory; territory cannot be won by a favor from other people; strength gives the right to possess territory; people cannot win territory without war; forefathers had to conquer land by risking their lives; state frontiers are established by human beings and may be changed by human beings; German people are imprisoned with an impossible territorial area; *lebensraum* (expansion into new territory); forced to expand into new territories to secure resources needed for survival

Note: Although the idea of *lebensraum* is not mentioned by name in the document, it is inferred.

Score of 0:

- Incorrect response
Examples: people will not obtain territory in the future; it is a violation of Destiny's laws
- Vague response that does not answer the question
Examples: right of possession; soil is a gift
- No response

Document 6

The Yalta Conference of the heads of the governments of the United States of America, the United Kingdom, and the Union of Soviet Socialist Republics (Soviet Union) which took place February 4–11, 1945 came to these conclusions.

DECLARATION ON LIBERATED EUROPE

. . . The establishment of order in Europe and the re-building of national economic life must be achieved by processes which will enable the liberated peoples to destroy the last vestiges [remains] of Nazism and Fascism and to create democratic institutions of their own choice. This is a principle of the Atlantic Charter — the right of all peoples to choose the form of government under which they will live — the restoration of sovereign rights and self-government to those peoples who have been forcibly deprived of them by the aggressor nations. . . .

POLAND

. . . A new situation has been created in Poland as a result of her complete liberation by the Red Army. This calls for the establishment of a Polish Provisional Government which can be more broadly based than was possible before the recent liberation of the Western part of Poland. The Provisional Government which is now functioning in Poland should therefore be reorganised on a broader democratic basis with the inclusion of democratic leaders from Poland itself and from Poles abroad. This new Government should then be called the Polish Provisional Government of National Unity. . . .

Source: *Protocol of the Proceedings of the Crimea (Yalta) Conference*, February, 1945 (adapted)

6 According to the Yalta Conference, state *two* ways Europe was expected to change as a result of World War II.

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each way Europe was expected to change as a result of World War II

Examples: put new democratic governments in place; get rid of Nazism and/or Fascism; establishment of a more democratic Provisional Government in Poland; establish order in Europe; national economic life will be rebuilt; democratic institutions of the people's choice will be created; Europe will be liberated; people can choose the form of government under which they will live

Score of 0:

- Incorrect response
Examples: liberation of Poland by the Red Army; Soviet Union keeps Poland; Atlantic Charter was signed at Yalta; become aggressor nations; declaration
- Vague response that does not answer the question
Examples: provisional government; things got better; new situation in Poland
- No response

Document 7

. . . Our objectives in the Persian Gulf are clear, our goals defined and familiar:

- Iraq must withdraw from Kuwait completely, immediately and without condition.
- Kuwait's legitimate government must be restored.
- The security and stability of the Persian Gulf must be assured.
- American citizens abroad must be protected.

These goals are not ours alone. They have been endorsed [supported] by the U.N. Security Council five times in as many weeks. Most countries share our concern for principle. And many have a stake in the stability of the Persian Gulf. This is not, as Saddam Hussein would have it, the United States against Iraq. It is Iraq against the world. . . .

Source: Speech by President George H. W. Bush, 1990

Document 7

7 According to this document, what were *two* reasons President George H. W. Bush was concerned about the Persian Gulf region in 1990?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each reason President George H. W. Bush was concerned about the Persian Gulf region in 1990

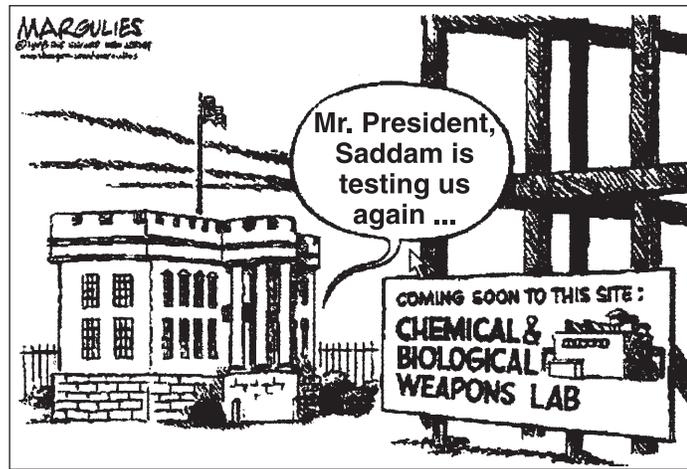
Examples: Iraq has invaded Kuwait; Iraq's takeover of Kuwait is not acceptable; Kuwait's government has been taken over (is no longer legitimate); the security and stability of the Persian Gulf has been compromised (undermined); Iraq has damaged the security and stability of the Persian Gulf area; protecting the safety of Americans abroad

Score of 0:

- Incorrect response
Examples: Security Council supported Iraq; Kuwait was part of Iraq
- Vague response that does not answer the question
Examples: clear objectives; no more war; United Nations; the world is against us; it was a dangerous place
- No response

Document 8

Throughout the 1990s and before the United States went to war with Iraq in 2003, some people were concerned about the continuing actions of Iraq and Saddam Hussein.



Source: Jimmy Margulies, *The Record*, 1998 (adapted)

8 Based on this 1998 cartoon, what was *one* unexpected outcome of the Persian Gulf War?

Score of 1:

- Identifies an unexpected outcome of the Persian Gulf War as shown in this 1998 cartoon
Examples: Saddam tested us again; Saddam threatened to build chemical and biological weapons labs; Saddam continued to be a threat; Iraq continued to be a problem; Iraq is building up arms

Score of 0:

- Incorrect response
Examples: America is becoming industrialized; America is confident in winning the war; success of the war means they can open a lab for weapons; attacks in the United States on September 11, 2001; the United States invaded Iraq in 2003; weapons labs in the United States; Saddam in the White House
- Vague response that does not answer the question
Examples: things are being built; Saddam Hussein is doing something to the White House; weapons are everywhere
- No response

Global History and Geography
Content-Specific Rubric for Document-Based Question
June 2005

Historical Context: Throughout history, many different reasons for wars exist. These wars have led to both expected and unexpected outcomes.

Task:

- Discuss the economic, social, *and/or* political reasons for wars
- Discuss the expected outcomes *and* the unexpected outcomes of wars

Scoring Notes:

1. The response should discuss *at least two* reasons for wars. The reasons may be both economic, both social, or both political, *or* they may be a combination of any two of these categories. The response does not need to state the category of the reason. The classification of reasons as economic, social, or political will depend on how the information is applied in the discussion.
2. The response should discuss *at least two* expected and *two* unexpected outcomes of wars. The terminology for the outcomes may differ from that used in the Charts provided in this guide.
3. The discussion of both the reasons for wars and the expected and unexpected outcomes of wars may relate to wars collectively *or* may refer to specific wars.
4. Expected outcomes of wars may include outcomes that were expected but did not occur as well as those that did occur.
5. Outcomes of wars may be expected for one group, while the same outcomes may be unexpected outcomes for a second group.
6. Other wars such as the Vietnam War and the Korean War may be used to support the discussion of reasons and outcomes.
7. Relevant outside information could include reasons and outcomes that might not be part of a formal war, e.g., the reasons and outcomes of the conflicts in Kosovo and Rwanda might include the topics of ethnic cleansing and/or refugees.
8. A discussion of United States history as it relates to documents 7 and 8 is permitted in this essay.

This document-based question has *six* components of the task (2 reasons for wars, 2 expected outcomes, and 2 unexpected outcomes).

Score of 5:

- Thoroughly develops all aspects of the task evenly and in depth by discussing *at least two* economic, social, *and/or* political reasons for wars and discussing *at least two* expected and *two* unexpected outcomes of wars
- Is more analytical than descriptive (analyzes, evaluates, and/or creates information), such as introducing the different aspects of the task with general categorization and then discussing several examples from different wars to illustrate each aspect, e.g., the Crusades, World War I, World War II, and the Persian Gulf War were driven by the desire to acquire more territory *or* wars are expected to solve the problems that led to the war, for example, the purpose of the Treaty of Versailles was to stop German aggression, but in fact, it led to increased German militarism
- Incorporates relevant information from *at least five* documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related to the reasons and the expected and unexpected outcomes of wars (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., Treaty of Versailles; reparations; German militarism; Hitler; Nazi party; economic competition; acquisition of Kuwaiti oil reserves
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops *all* aspects of the task by discussing *at least two* economic, social, and/or political reasons for wars and by discussing *at least two* expected and *two* unexpected outcomes of wars but may do so somewhat unevenly by discussing one aspect of the task more thoroughly than another
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information) such as introducing the different aspects of the task with general categorization and then discussing a specific war to illustrate each aspect of the task, e.g., religion joins or separates groups of people and the goal of the Crusades was for the Christians to control the Holy Land *or* the expected outcome of the Treaty of Versailles was that Germany would be punished
- Incorporates relevant information from *at least five* documents
- Incorporates relevant outside information
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

- Develops *all* aspects of the task with little depth *or* develops *at least four* aspects of the task in some depth
- Is more descriptive than analytical (applies, may analyze, and/or evaluate information)
- Incorporates some relevant information from some of the documents
- Incorporates limited relevant outside information
- Includes some relevant facts, examples, and details; may include some minor inaccuracies
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that may be a restatement of the theme

Note: If at least *three* aspects of the task have been thoroughly developed evenly and in depth, and the response meets most of the other Level 5 criteria, the overall response may be a Level 3 paper.

Score of 2:

- Minimally develops *all* aspects of the task *or* develops *at least three* aspects of the task in some depth
- Is primarily descriptive; may include faulty, weak, or isolated application or analysis
- Incorporates limited relevant information from the documents *or* consists primarily of relevant information copied from the documents
- Presents little or no relevant outside information
- Includes few relevant facts, examples, and details; may include some inaccuracies
- Demonstrates a general plan of organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Score of 1:

- Minimally develops some aspects of the task
- Is descriptive; may lack understanding, application, or analysis
- Makes vague, unclear references to the documents *or* consists primarily of relevant and irrelevant information copied from the documents
- Presents no relevant outside information
- Includes few relevant facts, examples, or details; may include inaccuracies
- May demonstrate a weakness in organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or 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 the historical context and/or task as copied from the test booklet; *OR* includes only entire documents copied from the test booklet; *OR* is illegible; *OR* is a blank paper

Key Ideas from the Documents

Reasons for War

	Economic	Social	Political
Crusades	gaining land, circumventing primogeniture (Doc 1)	Church encouragement, spiritual benefits, adventure (Doc 1)	
World War I	economic competition, imperialism (Doc 3)	spirit of nationalism (Doc 3)	arms race, international disquiet, no international peace organization, alliances, imperialism (Doc 3)
World War II	obtaining a means of existence (Doc 5)	spirit of nationalism (Doc 5)	Germany's survival, obtaining land, increasing territory, refusal to accept territorial limitations (Doc 5)
Persian Gulf War	stability in the Persian Gulf (Doc 7)		withdrawal of Iraq from Kuwait, protection of American citizens, restoring Kuwait's government, security of Persian Gulf (Doc 7)

Expected Outcomes of War

	Gains for Winners	Treatment of Losers	Power and Influence
Crusades	control of Jerusalem by Muslims (Doc 2)		
World War I	awarding of coal mines in Saar Basin to France (Doc 4)	German acceptance of responsibility for war damages (Doc 4)	
World War II			replacement of Nazism and fascism with democratic institutions, establishment of the right of self-government, reorganization of Poland (Doc 6)
Persian Gulf War	restoration of Kuwait's legitimate government (Doc 7)		

Unexpected Outcomes of War

	Changes in Society	Land and Resources	Power and Influence
Crusades	expanded geographic knowledge, new products, techniques of construction (Doc 2)	Muslim control of Jerusalem (Doc 2)	military failure for the West (Doc 2)
World War I		loss of Germany's overseas possessions, loss of land to France (Doc 4)	surrender of Germany's overseas possessions to Allies (Doc 4)
World War II		liberation of Poland by Red Army (Doc 6)	destruction of Nazism and fascism (Doc 6)
Persian Gulf War			continued threat of chemical and biological weapons and of Saddam Hussein (Doc 8)

Relevant Outside Information

Reasons for War

	Economic	Social	Political
Crusades	desire of serfs to break away from manorialism	keeping holy lands available to Christians, earning forgiveness for sins	maintaining power and authority of Byzantine Empire, maintaining prestige and leadership of Church, stopping Muslim expansion
World War I	details about economic competition, details about imperialism	pan-Slavism, idea of subject nationalities, jingoism	maintaining balance of power, details about arms race, details about alliances, details about imperialism
World War II	Italy's desire for empire, Japan's need for natural resources, worldwide economic depression, <i>lebensraum</i>	frustrated nationalism of Italians, Germans, and Japanese because of World War I	revenge for losses in World War I, threat of fascist doctrine, fascist aggressions, appeasement
Persian Gulf War	maintaining availability of oil to the world	maintenance of Kuwaiti autonomy	balance of power in the Middle East, Iraqi aggression

Expected Outcomes of War

	Gains for Winners	Treatment of Losers	Power and Influence
Crusades	dominance of Muslim culture in the Middle East	loss of European influence in the Middle East	expansion of Muslim power and control in the Middle East and beyond
World War I	return of Alsace and Lorraine to France, continued naval supremacy of Britain, restrictions on German military	break-up of Austria-Hungary, awarding of German land to Czechoslovakia and Poland	creation of League of Nations, emergence of Britain and France as primary leaders
World War II	emergence of the United States and the Soviet Union as superpowers, victory of Allies over Japan, creation of United Nations by Allies	war crimes trials in Germany and Japan, occupation and reconstruction of Germany and Japan	creation of the United Nations, decline of totalitarian states in Western Europe
Persian Gulf War	assuring independence for Kuwait, assuring global access to oil	failure of Iraq to keep control of Kuwait	isolation of Saddam Hussein, cementing of alliances in the Middle East; coalition forces working together

Unexpected Outcomes of War

	Changes in Society	Land and Resources	Power and Influence
Crusades	growth of trade, growth of European middle class, beginning of the decline of feudalism, decline in the power of the Christian Church in Europe, awareness of sophistication and complexity of Muslim culture, incentive for voyages of exploration and the Renaissance	European loss of access to trade routes	decline of feudalism, decline in power of Catholic Church
World War I	emergence of fascism and Nazism, acceleration of independence movements in colonial areas, Russian revolutions	concession of former German land to Czechoslovakia and Poland, effect of the amount of reparation payments on Germany	overthrow of governments in Germany and Russia, mandates, creation of new independent states (Yugoslavia), disintegration of major empires (Austro-Hungarian, Ottoman, and Russian), emergence of United States as a world power
World War II	emergence of Cold War, democratic government for Japan, division of Europe, migration of many remaining European Jews to Palestine, acceleration of independence movements in colonial areas	control of Eastern Europe by Soviet Union, division of Germany	decline in German and Japanese military power, abolition of League of Nations, creation of satellite states in Eastern Europe
Persian Gulf War	persecution of Kurds and Shiites	implementation of no fly zones, weapons inspections (United Nations mandates), economic sanctions against Iraq	United Nations protection of ethnic groups (Kurds), establishment of no fly zones

Throughout history there have been many different reasons for wars and many different outcomes of the wars. Wars are usually begun for mainly economic, political, and social reasons, such as competition, religion, government, and nationalism. There are certain givens that are expected outcomes for these wars, like death and destruction. But in many instances in history wars have brought about both positive and negative effects, which were both expected and unexpected by those who were involved.

The economy of a society holds it together and can either make ~~or~~ break it. The fierce economic competition between nations has often been a cause for war, such as in World War I. Economic competition was also a strong force in World War II as Hitler justified his Nazi party's actions by saying that Germany needed to expand and improve its economy in order to survive alongside other nations. Unfortunately, the Treaty of Versailles made this almost impossible, forcing Hitler into aggressive actions to restore German pride and status. Years later, the desire for the preservation of the Middle ^{Eastern} ~~East~~ and United States oil economy was an important factor in the Persian Gulf War. Demand for oil in the industrialized world has led to dependency of the oil-hungry West on the oil-rich Middle East. Iraq's invasion of Kuwait threatened the stability of the oil supply, thus leading to tension. Since a good economy is

so important, almost all nations are willing to go to war for it. War may also have social causes. A prominent part of society is religion, which either joins or separates groups of people, and can cause them to segregate each other and compete. The Crusades of the Middle Ages were fueled by religious fervor; the Europeans desired to obtain the Holy Land from its Muslim inhabitants. The fight for religion and promise of spiritual benefits drew many people into this war. Distrust and lack of understanding of different religions added to the hostilities on both sides. Many years later, this lack of understanding still exists and contributes to present conflicts and divisions both in the Middle East and elsewhere, as in Ireland and India. Another cause for war is nationalism, which can either unite or separate regions. In the case of World War I, nationalism caused the breakup of previous nations and resulted in the formation of new nations and alliances. This system of alliances and tangled national loyalties led to the war. The Russians wanted to support their "Slavic brothers" in Serbia and Germany wanted to support the Austrians who had once been part of the same empire.

The politics of a society often influence every aspect of its daily life and may lead to wars. When a foreign nation takes over another nation's government, the latter often tries to resist and insists its original government be restored. A major

cause of the Persian Gulf war was the need to restore Kuwait's original and legitimate government. Different political governments and ideas may cause distrust which can lead to war. Kuwait wanted to maintain her independence while Iraq claimed Kuwait should be and had been part of Iraq until the British separated them. Like economic stability, political stability is necessary for the maintenance of peace.

The outcomes of all wars vary. Of course it is expected that any war will lead to death and destruction. Most people involved also usually believe that the war will bring about a solution to whatever problem caused it. But with war often come surprising and unexpected outcomes which can be positive or negative. Funding for war and large scale destruction may severely cripple the economy or leave it in ruins. Nations may be depleted of resources if they are forced to give land or money to another nation, as Germany did in the Treaty of Versailles. Also nations may be forced to adopt a new political system as in the case of modern day Iraq or be put under the rule of a foreign power as in the case of post-World War II Eastern Europe. But not all unexpected outcomes of war are negative. As cultures are brought into contact with each other as well as new regions, they may increase and broaden their knowledge and ideas as well as develop trade systems, as was the case with the Crusades which

opened the mysterious East up to the people of Europe. The Europeans gained new ideas and technology which fueled their Renaissance and Age of Exploration and both the East and West benefitted from a vigorous trade. This trade brought spices to Europe and different forms of architecture to the Middle East.

War has always been a part of life, since the earliest times there have been many wars, all caused by different things, mainly economic, political and social reasons. These wars have resulted in countless different things, both expected and unexpected and have greatly altered those nations involved.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing the economic, social, and political reasons for wars and discussing expected and unexpected outcomes of wars
- Is more analytical than descriptive (a society's economy holds it together and can either make it or break it; fierce economic competition between nations is often the cause of war; Germany needed to expand and improve its economy to survive; Treaty of Versailles forced Hitler into aggressive actions to restore German pride and status; religion either joins or separates people; Crusades fueled by religious fervor; Iraq's invasion of Kuwait threatened stability of oil supply; nationalism can either unite or separate religions; tangled national loyalties can lead to war; politics of a society often influence every aspect of daily life; when a foreign nation takes over a government, the nation often tries to resist and insists on restoration of original government; distrust can lead to war; political stability necessary to maintain peace; expected that any war will lead to death and destruction; most people believe war will bring a solution to whatever caused the war; unexpected outcomes often a surprise and can be positive or negative; funding for war and large-scale destruction may severely cripple economy; resources may be depleted if nations forced to give land or money to another nation)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 7
- Incorporates substantial relevant outside information (Nazi party actions; preservation of Middle Eastern and United States oil economy was an important factor in Persian Gulf War; Crusades of the Middle Ages; demand for oil in industrialized world has led to dependency of oil-hungry West on oil-rich Middle East; nationalism caused breakup of nations and resulted in formation of new nations and alliances; lack of understanding contributes to present conflicts and divisions in Middle East, Ireland, and India; Russians wanted to support their Slavic brothers in Serbia and Germany wanted to support Austrians who had once been part of the same empire; Iraq claimed Kuwait should be and had been part of Iraq until British separated them; modern-day Iraq being forced to adopt new political system; post-World War II Eastern Europe put under rule of a foreign power; new ideas and technology from Crusades fueled Renaissance and Age of Exploration; new trade from Crusades brought spices to Europe)
- Richly supports the theme with many relevant facts, examples, and details (economic competition, cause of both world wars; Persian Gulf War; Hitler; Muslim inhabitants of Holy Land; Iraq's invasion of Kuwait; need to restore Kuwait's original and legitimate government; Kuwait wanted to maintain her independence; Germany had to give land and resources away in Treaty of Versailles; Crusades opened up mysterious East to people of Europe; different forms of architecture brought to Middle East)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 5. Although the introduction and conclusion are repetitive restatements of the theme with a few supplemental details, the remainder of the response demonstrates a good knowledge of reasons for and outcomes of wars. Good analytical comments are woven throughout the narrative. Integration of information from the documents to address different aspects of the task is one of the strengths of this response.

Throughout human history, mankind has always fought with itself. The reasons for these conflicts are as varied as the people who lead them but many have common political, economic, and social themes. They also share some of the same results.

Back around the 11th & 12th centuries, Feudal Europe, was ~~not~~ united only by Christianity, that is the Roman Catholic Church. However, when the leadership of the Catholic Church sent out a call to arms to liberate the holy land, it was answered by hordes of Knights. There were many reasons for the Crusades and many results. The causes were religious, the combatants were guaranteed holy salvation if they fought to liberate the holy land from the Muslims. However, another cause was the desire for land, especially for younger noble sons who were denied land because of primogeniture. The results were both expected and unexpected. While the Christians lost the wars, they still got other "treats". New trade systems developed which brought new products into Europe. This helped raise the standard of living. Also, geography and their concept of the known world ~~was~~ were widely expanded. Because of contact with advanced civilizations, the Renaissance occurred in Europe and brought it out of the earlier Dark

Ages. (Doc's 1 + 2) The Byzantine and Arab empires had preserved the classic Greek and Roman culture.

Another "great" war was World War I. There were many causes and many effects. Among them were imperialistic ambitions, old rivalries, economic competition, and entangling alliances. The biggest one though maybe was nationalism. The people of Europe wanted to go to war because of old romantic ideas of war solving all problems. When the British heard of a German invasion of neutral Belgium, it took Britain into the war. German U-boat attacks on American shipping and secret German transmissions led the American people clamoring for war. Nationalism turned out to be quite a destructive force. Of the results, Germany lost all of its overseas possessions. It had to pay reparations and it was stripped of its power and prestige. Unexpected results were a ruined Europe, starving people, and a breakdown of trade. Also, the German humiliation in the Treaty of Versailles gave rise to Adolf Hitler whose speeches constantly reminded the German people of the indignities suffered because of the Treaty of Versailles. (Docs 3+4)

After WWI, Adolf Hitler came to power on the wings of horrible economic troubles in Germany. He preached a doctrine of power, racism, and lebensraum, or living space. He believed that war was justified by the German need for land and food.

so that their master race could blossom to its full extent. Hitler felt that defending this land at all costs was the right strategy to defend nationalism. (Doc 5)

In 1990, nationalism played a part in the U.S.-led coalition, which liberated Kuwait and drove out Iraqi invaders. President George Bush Sr. felt that this war was justified in that he was protecting US citizens abroad, protecting the oil interests of US allies, and liberating a country that was wrongly attacked. While this war was over quickly there were some unexpected outcomes. Of course Iraq was defeated and forced out of Kuwait. But Saddam Husein stayed in power in Iraq and lived to fight again. Over the last decade he tested US resolve to drive him out and developed chemical and biological weapons which were outlawed and subject to United Nations inspections which he refused. For this reason, the US government believed that a second ^{war} was needed.

War has both created the worst problems the world has known and some of its best solutions. However war is in the eye of the beholder and what the beholder witnesses is what war really is. (Doc's 7+8) Some will see the results as expected and others will see the same results as unexpected. The victor will often have a different point of view. To some of the winners of World War I, the terms of the Treaty of Versailles were fair, but to the Germans they were very unfair.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing the economic, social, and political reasons for wars and discussing expected and unexpected outcomes of wars
- Is more analytical than descriptive (leadership of Catholic Church sent out a call to arms to liberate the Holy Land which was answered by hordes of knights; combatants of Crusades guaranteed holy salvation; Christians got “treats” from Crusades; Crusades helped raise standard of living in Europe; European concepts of known world expanded; nationalism was the biggest cause of World War I; European people wanted to go to war because of old romantic ideas of war solving all problems; nationalism is quite a destructive force; Germany stripped of power and prestige as a result of World War I; unexpected results of World War I were a ruined Europe, starving people, and a breakdown of trade; German humiliation in Treaty of Versailles gave rise to Hitler; Hitler came to power on wings of horrible German economic troubles; Hitler believed war justified by need for land and food so master race could blossom to full extent; defending land at all costs was the right strategy to defend nationalism; Hussein tested United States resolve to drive him out)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, 7, and 8
- Incorporates substantial relevant outside information (feudal Europe in 11th and 12th centuries united only by Roman Catholic Church; Renaissance occurred because of contact with advanced civilizations and brought Europe out of the earlier Dark Ages; Byzantine and Arab empires had preserved classical Greek and Roman culture; German invasion of neutral Belgium brought Britain into the war; German U-boat attacks on American shipping and secret German transmissions led American people to clamor for war; Hitler’s speeches constantly reminded German people of indignities suffered as a result of Versailles; Hitler preached a doctrine of power, racism, and *lebensraum* or living space; Saddam Hussein lived to fight again; Hussein refused United Nations weapons inspections which led to a second war)
- Richly supports the theme with many relevant facts, examples, and details (Crusades were religious; Crusades to liberate holy land from Muslims; desire for land a cause of Crusades; Christians lost Crusades; new trade system brought new products into Europe; imperialistic ambitions, old rivalries, economic competition, and entangling alliances all causes of World War I; Germany lost overseas possessions as result of World War I; Germany had to pay reparations after World War I; liberation of Kuwait by coalition; President George Bush, Sr., felt war justified to protect United States citizens, protect oil interests of United States allies, and to liberate a country that was attacked; war over quickly; Iraq defeated and forced out of Kuwait; Saddam Hussein stayed in power; Hussein developed chemical and biological weapons)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 5. Although the wars are discussed as separate entities, excellent analysis and evaluation and good parallels, such as the use of nationalism as a thread to tie the different wars together, demonstrate a strong understanding of reasons for wars and their outcomes. The sophisticated use of document information and the integration of supporting historical details and outside information contribute to the overall effectiveness of the response.

Throughout history, there have been many different reasons for wars. By studying World War II and the crusades, we can see the common economic, political, and social reasons why many wars start. By studying the crusades and the Persian Gulf war, we can see that wars do not always end ~~that~~ ^{the} way that countries predict they will.

There were many reasons why the crusades started. Pope Urban II delivered a speech that inspired many soldiers to join and ^{10.I.} fight the muslims. As seen in document 1, many soldiers did genuinely want to join the "Holy War" in order to win back Jerusalem. However, most of them had other motivations. Many soldiers went to the middle east because they ~~hoped~~ hoped to obtain land and wealth. As more crusades were launched, people's motives had become more greedy. A final reason for joining the crusades was a desire to leave the feudal manors.

^{0.I.} World War II started because of different social and political causes. As seen in document 5, Adolf Hitler felt that war was necessary to return Germany to a world power. He told people that even if a country has acquired an enormous territorial area that is no reason why they should control that land forever. He also ~~blamed~~ blamed the Jews for Germany's problems and some ^{0.I.}

people began to believe him. More people joined the Nazis and the war began.

Many times, a war does not turn out as expected. As seen in document 2, Europeans did gain new foods, ideas, and other items which they did not expect. They also traded with the Muslims, which improved the economy of England and France as well as other areas in Europe including the Italian provinces. However, the Europeans did not gain permanent control of Jerusalem as they had expected they would. During the first crusade they won it back, but the Muslims later ^(O.I.) regained control. Also, cultural diffusion occurred between the Europeans and ^(O.I.) Muslims. The Muslims, for example, included European aspects of castles in their later architecture.

In document 7, President ~~Barack~~ George Bush states his goals in the Persian Gulf war: Iraq to leave Kuwait, security in the Persian Gulf, Kuwait's government restored, and the protection of American citizens ~~abroad~~ abroad. The U.S. fully expected that these goals would be met. Kuwait did restore its government after ~~Iraq~~ Iraq left. However, American citizens are still not completely safe in the middle east because many people ^(O.I.)

these hold resentment against them. Also, after the war was over, Saddam Hussein did not lose his power, As seen in document ②, Saddam Hussein continued to make chemical and biological weapons. Very recently, in Operation Iraqi Freedom, the United States along with ^{U.S.} Great Britain fought and defeated Iraq again. The reason for the war was that it was feared Saddam Hussein was still making weapons of mass destruction. Currently, Iraq is being rebuilt and a new system of ^{U.S.} representative government is being planned for its people.

After studying several wars it is clear that there are many economic, political, and social factors contributing to them. Many countries may enter wars for justified reasons, but sometimes they are based on selfish reasons. However, war doesn't usually turn out as expected – the outcome may be very different from what was predicted.

Anchor Level 4-A

The response:

- Develops all aspects of the task by discussing the economic, social, and political reasons for wars and discussing expected and unexpected outcomes of wars
- Is both descriptive and analytical (many soldiers wanted to join the “Holy War” in order to win back Jerusalem; many hoped to obtain land and other wealth; as more crusades were launched, people’s motives became more greedy; Hitler felt war was necessary to return Germany to a world power; Europeans gained new foods, ideas, and other items they did not expect; Europeans did not gain permanent control of Jerusalem; American citizens still not completely safe in the Middle East because many people hold resentment against them; after the war was over, Hussein did not lose power)
- Incorporates relevant information from documents 1, 2, 5, 7, and 8
- Incorporates relevant outside information (Pope Urban II delivered a speech that inspired many soldiers to join and fight the Muslims; desire to leave the feudal manor; Hitler blamed the Jews for Germany’s problems; economy of England and France improved as well as that of the Italian provinces; during the first Crusade, Christians gained control of Jerusalem; cultural diffusion between Europeans and Muslims; Kuwait did restore its government after Iraq left; in Operation Iraqi Freedom, the United States fought along with Great Britain to defeat Iraq again; Iraq being rebuilt and a new system of representative government is being planned for its people)
- Supports the theme with relevant facts, examples, and details (Crusades to win back Jerusalem; Hitler wanted to expand German power; people joined the Nazis; European trade with the Muslims; Muslims later regained control of the Holy Land; Muslims included European aspects of castles in their later architecture; Bush’s goals in the Persian Gulf War; Hussein continued to make chemical and biological weapons)
- Demonstrates a logical and clear plan of organization; includes an introduction that restates the theme citing specific wars to be discussed and a conclusion stating that countries may enter wars for justified reasons, but sometimes they are based on selfish reasons

Conclusion: Overall, the response fits the criteria for Level 4. The response uses the Crusades and World War II to discuss reasons for wars, then uses the Crusades and both Persian Gulf Wars to discuss outcomes of wars. Document information and relevant outside information are effectively combined. The inclusion of more recent developments in the Persian Gulf region is effective in the evaluation of outcomes. However, the response lacks the details needed for a thorough development of the task.

There are many reasons that a nation goes to war with another. It can pertain to economy, social well being, or strictly political conflict. All wars no matter how well planned out have unexpected results as well as those results that have been planned and accounted for. War is never a predictable business.

Wars can be fought for economic reasons such as to acquire territory which they might use to build up industry thus improving the economy as Hitler did in World War II. (5) Also they might be fought to disrupt or destroy a competitors economy allowing the victor to reap the benefits of a larger trading relationship as in Iraq's occupation of Kuwait in 1990. (1) A nations economy is its lifeline as in Germany's need for the coal miners in the Saar Basin to help with its industrialization. Therefore, a nation will go to war to either defend or improve their economy.

Politics are also a motive for wars. Because of rivalries or what not both Iraq and Kuwait wanted control of Kuwait. Also nations will go to war to protect their political allies from harm. The United States wanted to restore the independence of Kuwait. (1) Political allies are very important and must be upheld if a country needs help in return. (3) For example, when Austria's Archduke Ferdinand was killed Germany supported Austria. Politics is a tricky business and therefore can get quite aggressive and in extreme situations cause a war to erupt. Iraq's claim to independent Kuwait led to American and Saudi Arabian cooperation in the Gulf War.

Social cause also bring war when one group infringes on another

groups beliefs. This could be seen in the Crusades where the Crusaders and the Muslims fought to control the Holy Land and defend their beliefs. (1) Wars could also be fought because of discrimination which led to trying to wipe out another group of humans as in Rwanda between the Hutu and the Tutsis or in Pol Pot's "Killing Fields" in Cambodia.

All wars have expected and unexpected consequences. An unforeseen consequence could have to do with a nation's economy. That could have to forfeit some forms of income and industry to the victorious nations. (4) as Germany had to forfeit coal mines in the Saar Basin to France and make reparations payments after World War I. Also these changes could be positive and people could develop new customs by the blending of cultures which took place as a result of the Crusades. (2) Expected consequences could be gaining control over a nation's economy and then employing their resources to profit your nation as Saddam Hussein hoped to do with Kuwait.

Wars are unpredictable. Social and economic rivalries may cause them. No one knows what the outcome could be. A nation could gain or lose politically or economically. In fact, all participants lose in a sense because of the loss of life and destruction that wars bring.

Anchor Level 4-B

The response:

- Develops all aspects of the task by discussing the economic, social, and political reasons for wars and discussing expected and unexpected outcomes of wars but does so unevenly by discussing the reasons for wars more thoroughly than the outcomes of wars
- Is both descriptive and analytical (acquired territory from wars might be used to build up industry thus improving the economy; wars might be fought to disrupt or destroy a competitor's economy, using the victory to reap the benefits of a larger trading relationship; a nation's economy is its lifeline; political allies must be upheld if a country needs help in return; politics are a tricky business and can get quite aggressive in extreme situations and lead to war; Crusades fought to defend beliefs; losers have to forfeit some forms of income and industry to victorious nations; new customs develop by blending of cultures; Saddam Hussein hoped to control Kuwait and use their resources to profit his nation)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 7
- Incorporates relevant outside information (when Austria's Archduke Ferdinand was killed Germany supported Austria; Iraq's claim to independent Kuwait led to American and Saudi Arabian cooperation in the Gulf War; discrimination led to trying to wipe out another group of humans as in Rwanda between the Hutus and Tutsis and in Pol Pot's "killing fields" in Cambodia)
- Supports the theme with relevant facts, examples, and details (Hitler and World War II; Iraq's occupation of Kuwait in 1990; Germany's need for the coal mines in the Saar Basin; both Iraq and Kuwait wanted control of Kuwait; the United States wanted to protect the independence of Kuwait; Crusaders and Muslims fought to control the Holy Lands; Germany had to forfeit coal mines in the Saar Basin to France and make reparation payments after World War I)
- Demonstrates a logical and clear plan of organization; includes an introduction that states war is never predictable and a conclusion that states that all participants lose in a sense because of the loss of life and destruction that wars bring

Conclusion: Overall, the response fits the criteria for Level 4. The response contains some good analytical statements and connects relevant outside information to the contents of the documents. Solid conclusions strengthen the response and indicate a good understanding of the theme. However, more attention should have been given to specific outcomes of the wars discussed.

Wars throughout history have had countless reasons for beginning, and the results were not always expected. Conflicts are sparked through economic, social, and political sources, and the results always affect those aspects of a country. The results of wars are usually predictable, however, sometimes both positive and negative results can occur, without anyone ever suspecting their arrival.

The Crusades were a series of Holy wars waged by the Europeans against the Middle Eastern inhabitants of the religiously important lands, which are now being fought over by the Israelis and the Palestinians. One of the reasons for the Crusades was the economic situation of feudal Europe. Most people lived on a manor, and worked for their lord. The manor was a self-sufficient area where few people left the boundaries because there was no reason to. However the Crusades provided people with a chance to finally get off the manor, and see the world. Another reason for the Crusades was that chivalrous knights could gain control of the lands they conquered and sons who might never own land could now get some (Doc 1) Once the wars had come and gone there were many changes in European society. (Doc 2) A result of the Crusades was

that the European attackers did not actually gain control of the Holy Land when they had expected to. However they did take advantage of some of the unexpected results, economic growth through trade, new ideas and awareness of new cultures. There was money to be made by trading goods from the Middle East that people in Europe have never seen. The Crusades sparked the Renaissance in Europe, a cultural revolution of enormous proportions. The Crusades were begun for a variety of reasons, and eventually there were many unexpected results.

World War II, arguably the largest war in the history of humans was started for various reasons. The major factor in the reason for WWII was Adolf Hitler. He felt war was necessary because of Germany's lack of land. (Doc. 5). He also sought to invigorate Germany's economy which was failing due to the enforcement of provisions of the Treaty of Versailles ending World War I. Hitler's goal was to have complete control over a European empire, and what better way to go about that than invade and take over surrounding nations especially when he ignored the Munich agreement and nobody stopped him. The Nazis needed a scapegoat for the economic disaster so they blamed it on Jews as

well as other minorities, these selfish goals only made Germany pay in the end. The unexpected results for the Germans was that they didn't ultimately gain complete control. The people of Europe and the world were able to defeat Nazism in Germany, and they also obtained the right to choose what kind of government would rule over them.
(Doc 6)

The Persian Gulf war was the war waged by the US and Iraq over Iraq's invasion of its neighbor Kuwait. The United States objectives in this war were to restore Kuwait to its pre-war state, and to eliminate the threat of dictator Saddam Hussein. (Doc 7). This war however had unexpected results since the United States were unable to terminate Hussein's threat to his neighbors as well as the whole world. (Doc 8). And another war was fought to stop Hussein's power, yet he continues to live and could continue to be a threat if democracy in Iraq fails.

Historic wars have been struggles between nations, each thinking their point of view is right; there have been a variety of reasons for ^{the} violence. The violence these wars have brought also brought expected and unexpected results; some positive and some not.

Anchor Level 4-C

The response:

- Develops all aspects of the task by discussing the economic, social, and political reasons for wars and discussing expected and unexpected outcomes of wars
- Is both descriptive and analytical (unpredictable results of wars can occur without anyone ever suspecting their arrival; religiously important lands of the Middle East; one of reasons for Crusades was the economic situation of feudal Europe; Crusades provided people with reason to finally get off the manor and see the world; money to be made by trading goods from the Middle East that people in Europe have never seen; chivalrous knights could gain control of the land they conquered; sons, who might never own land, could now get some; many changes in European society; awareness of new cultures; World War II, largest war in history; German economy failing because of enforcement of Treaty of Versailles; Hitler's goal in World War II was to have complete control over European empire; selfish goals made Germany pay in the end)
- Incorporates relevant information from documents 1, 2, 5, 6, 7, and 8
- Incorporates relevant outside information (lands of the Crusades now being fought over by the Israelis and Palestinians; most people lived on a manor and worked for their lord; manor self-sufficient area where few people left the boundaries because there was no reason; Crusades sparked the Renaissance in Europe, a cultural revolution of enormous proportions; Hitler ignored the Munich agreement and nobody stopped him; Nazis needed scapegoat for economic disaster so they blamed it on Jews and other minorities; another war was fought to stop Hussein's power yet he continues to live and could continue to be a threat if democracy in Iraq fails)
- Supports the theme with relevant facts, examples, and details (Crusades, a series of holy wars, waged by Europeans against Middle Eastern inhabitants; European attackers did not gain control of the Holy Lands when they had expected to; Hitler was the major factor in reason for World War II; World War II necessary because of German lack of land; people of Europe and the world able to defeat Nazism in Germany; right to choose kind of government that would rule over them; Persian Gulf War waged by the United States and Iraq over Iraqi invasion of neighbor Kuwait; United States objective was to restore Kuwait to its pre-war state and eliminate threat of dictator Saddam Hussein; United States unable to terminate Hussein's threat to his neighbors and the whole world)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. Analytical and evaluative comments and good relevant outside information are incorporated into the narrative to address all parts of the task. Some outcomes of wars are not explicitly identified as expected or unexpected, but the arguments are presented convincingly and the analysis is implied.

Wars have been started for various reasons since the dawn of man. Religion and the balance of power are two of the biggest catalysts for conflict, and can easily lead to war. War can even occur if the reasons are not entirely genuine.

Eager to prove their worth to God and free a region from Muslims, many knights headed east to fight under the cross and seek adventure (Document 1).

The Christian pride was so strong, even children left their homes to join the knights. The religious motivation must have died down, because the crusaders started looting Byzantine homes and churches, including Constantinople, who were also Christian. Even though the crusades ended up being in vain after the Muslims successfully defended the area, both sides ended up benefiting. ^{Historically} Europe began importing goods from the Ottoman Empire, and the Muslims adopted some European architectural styles (Document 2). Also, after leading knights in battle, Kings began to gain more political power, leading to the decline and end of the feudal system. (OI)

Selfishness and the desire for land gain also ended up causing Adolf Hitler to start World War II.

He believed that Germany's 2,000 year history would culminate in Germany's takeover of Europe (Document 5). Even though he wanted to expand Germany for the benefit of all Germans, he somehow felt that killing off Germany's Jewish population with the start of the Holocaust three years later was necessary. (OI)

After Hitler was defeated, the Atlantic Charter was drawn up, which allows the citizens of a country to decide what type of government they want (Document 6). Not only was Hitler's type of dictatorship destroyed, but Germany ended up with even less land than before the war. It was divided into East and West Germany for over ~~four~~ 40 years, controlled by the United States, England, France, and the Soviet Union (OI). In Iraq, Saddam Hussein also tried to expand his nation into other countries, which led to the Persian Gulf War (Document 7).

~~Then~~ ^{Two} years later, what can arguably be called the second Persian Gulf War has started recently, and Saddam ^{is} still alive and giving orders. (OI)

As shown here, wars can be beneficial and harmful, ~~and~~ even if the results were not intended by the provoker of the war. Wars are never completely predictable and chances are, it will stay that way until

computers calculate the odds of a victory through war before attacking.

Anchor Level 3-A

The response:

- Develops all aspects of the task with little depth by discussing the economic and social reasons for wars and discussing expected and unexpected outcomes of wars
- Is both descriptive and analytical (wars started for various reasons since the dawn of man; religion and balance of power are two of the biggest catalysts for conflict; knights fought in the Crusades because they were eager to prove their worth to God and free the region from the Muslims; knights headed east to fight under the Cross and seek adventure; Muslims successfully defended the area; wars never completely predictable and chances are that they will stay that way until computers calculate the odds of victory before the attack)
- Incorporates some relevant information from documents 1, 2, 5, 6, and 7
- Incorporates some relevant outside information (balance of power; Christian pride so strong, even children left their homes to join the knights; Crusaders looted Byzantine homes in Constantinople, who were also Christian; western Europe began importing foods from Ottoman Empire after the Crusades; kings began to gain more power after Crusades, leading to decline and end of feudal system; killing off Jewish population with Holocaust; Germany divided into East and West Germany; Germany controlled by United States, England, France, and Soviet Union after the war; another Persian Gulf War with Hussein; Saddam supporters are still alive and giving orders)
- Includes some relevant facts, examples, and details (Crusaders wanted to free region from Muslims; Muslims adopted European architectural styles; Adolf Hitler and World War II; Hitler's desire for land; Atlantic Charter; Saddam Hussein and Persian Gulf War); includes minor inaccuracies (Germany's 2,000 year history; Ottoman Empire instead of Constantinople)
- Demonstrates a satisfactory plan of organization; includes an introduction that mentions two reasons for wars and a conclusion that is somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Document analysis is somewhat limited and the discussion of the outcomes of war does not clearly indicate an understanding of the differences between the expected and unexpected outcomes of war. The strength of the response is in the application of relevant outside information.

It is made apparent from various historical events that the causes of war have varied from numerous reasons. As a result of wars and conflicts such as the Crusades, World War I, World War II and the Persian Gulf War, ~~many~~ several unexpected as well as expected results have arisen.

Throughout history, war had ~~arisen~~^{developed} due to economic, political and social factors. As stated in document one, European knights and soldiers were promised that they would achieve a higher level on the spiritual scale, or in the eyes of god if they participated in the Crusades. ~~The~~^{various} European knights and soldiers agreed because they thought this would benefit them socially. Additionally, they were promised to receive some of the land that they conquered, which was another social benefit. A main cause of World War I was ~~three~~^{political} based on ~~economic~~^{as described in Document 1} factors, ~~and~~[^] this included the fact that there was no International Peace Organization to step in and mediate between the countries, such as the United Nations. Additionally, Germany held a great sense of nationalism which led to racism and discrimination against other countries.

Causes of the Persian Gulf War were also political, as described in Document Seven. ~~These~~ These political causes included the idea that President George H.W. Bush felt that all the Nations were fighting for a common goal. As expressed in Document Four, Hitler felt that another War would increase Germany's economy as well as "lebensraum," living space.

As a result of the Crusades, WWI, ~~and~~ WWII and the Persian Gulf War, various expected and unexpected outcomes arose. As explained in Document Two, an unexpected result of the Crusades on Western Civilization was that they recieved invaders from all parts of Europe. The West gained a greatly expanded knowledge of geography. Another unexpected outcome of the Crusades was that the Christian Kingdom of Jerusalem was obtained by the Moslems for good. As cited in Document Four, Germany did not expect that as a result of World War II, they would be forced to take full responsibility for the War as well as pay many reparations. An unexpected outcome of the Persian Gulf War is explained in the cartoon displayed in Document

eight. The outcome is that the United States will ~~is~~ now constantly live in a state of fear on account of the idea that Saddam Hussain might have possession of biological and chemical weapons.

In conclusion, war is caused by various political, social and economic factors. As a result of war, vary several expected and unexpected outcomes can arise. This is made evident in the Crusades, World War I, World War II and the Persian Gulf War.

Anchor Level 3-B

The response:

- Develops most aspects of the task in some depth by discussing the economic, social, and political reasons for wars and discussing the unexpected outcomes of wars
- Is more descriptive than analytical (European knights and soldiers promised they would achieve a higher level on a spiritual scale if they participated in the Crusades; no international peace organization to step in and mediate between the countries; Germany's great sense of nationalism led to racism and discrimination against other countries; all nations fighting for a common goal; United States will live in constant fear because Hussein might have possession of biological and chemical weapons)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, 7, and 8
- Incorporates limited relevant outside information (United Nations; war would improve Germany's economic future; *lebensraum*; living space)
- Includes some relevant facts, examples, and details (Crusaders promised land that they conquered; greatly expanded knowledge of geography for the West; Christian kingdom of Jerusalem obtained by Moslems;); includes some inaccurate statements (outcome of the Crusades was that Western civilization received invaders from all parts of Europe; Germany had to take responsibility for World War II as well as pay reparations)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. The explanation of the information from the documents is good and some outside information is included. In this response, the use of several wars to support a point leads to disconnected discussions.

War has taken place since the beginning of humanity. From the ancient civilization of Egypt to the modern countries of the west, war has endured. However, throughout history every war has taken place for certain reasons and have had certain outcomes. These wars can be divided into three causes and outcomes.

War has been caused for three reasons. The first is the economic reason. Sometimes a group need more land or resources so they fight to enrich their economy. "Divinas will have to win territory by the power of a triumphal sword," is a quote taken from Adolf Hitler's "Mein Kampf" (Document 5). It shows how one of Germany's intentions for WWII was to gain land, which is economic. Another reason for war is for social reasons. After times, nationalism is a major social cause of war as seen in Document 3. Nationalism is when a

surge of pride for one's country goes through the population. The 3rd and final cause of war falls under the category of political reasons. Many times one country will try to stop another country from enlarging itself, giving itself more power and territory. When another country tries to stop them, it is for political reasons, such as when the U.S. tried to stop Iraq from spreading into Kuwait through war in the early 1990's (Document 7).

The outcomes of war can be divided into 2 parts. The first is the expected outcomes. When a country starts a war they expect that if they lose they will have to pay reparations to the winners, for example when Germany lost WWI and had to give up mining areas to France this was expected. (Document 4). There are also the unexpected outcomes of war. Many times these outcomes fall under

cultural diffusion. During the Crusades, much cultural diffusion took place between Crusaders of Europe and Muslims of the Middle East. After the Crusades, European knights brought back the knowledge of geography and later stained glass (Document 2). Although the Europeans did not go to war for these ~~things~~^{things}, they were an outcome of the war. This was unexpected.

Anchor Level 3-C

The response:

- Develops most aspects of the task in some depth by discussing the economic, social, and political reasons for wars and discussing an expected and an unexpected outcome of wars
- Is more descriptive than analytical (some countries fight to enrich the economy by getting more land and resources; many times, one country will try to stop another country from giving itself more power and territory; if a country loses a war, they expect to pay reparations)
- Incorporates some relevant information from documents 2, 3, 4, 5, and 7
- Incorporates limited relevant outside information (nationalism is when a surge of pride for one's country goes through the population; cultural diffusion took place between Crusaders of Europe and Moslems of the Middle East)
- Includes some relevant facts, examples, and details (Hitler's *Mein Kampf*; United States tried to stop Iraq from spreading into Kuwait; Crusaders brought back stained glass and knowledge of geography from the Middle East)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme but also includes the information that war has taken place from the ancient civilization of Egypt to the modern countries of the West; lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 3. Repetition of information and lack of explanation weakens the response. Although the discussion is brief, the response cites one specific fact from a different war to support each reason for war and each outcome of war that is mentioned.

War is something that is brought about by many reasons. Some actions that can lead to war are some countries need for dominance. When war occurs there are many outcomes that can be positive or negative. There is not just one reason for war, war can be influenced from social, political, and economic actions.

Social aspects that can lead to war are religion which led to the Holy War of the Crusades. In Document 1 it states the reasons for some Europeans who entered the war. These reasons were to fight for Christianity and to obtain land as a reward. During this war of Jerusalem many unexpected and expected things happened. ^{Document 2 shows} two positive unexpected outcomes ^{which} were a greatly expanded knowledge of geography.

A negative unexpected affect again from Doc. 2 was the western world returned the Christian Kingdom of Jerusalem to the Moslems.

Conflicting beliefs can lead to tension possibly causing war.

Political reasons for war can include governments, and the actions taken

by that government. Also militaries can increase suspicion of an attack and may initiate an attack. In Document 3 you can see some specific causes of WWI such as Imperialism, and alliances. Both Imperialism, and alliances are choices that a government makes that can produce negative outcomes such as war. In Document 4 it states that due to

an unexpected outcome for Germany
Germans actions in WWI they were responsible this was
The actions carried out by Germany all were from a political stand point.

Another thing that can influence war is Economically concerned. If a country has a poor economy but a strong military they may attempt to attack those who have better economies. The rebuilding of Europe's economic life discussed in Document 6 can be a result of a war that may be positive for that country but negative for others that have to help rebuild it. An economies suffering could lead to desperate measures being taken to improve it such as war.

Although war may have many reasons some that have been seen over time are social, political, and economical. All of these things could potentially start a war.

Anchor Level 2-A

The response:

- Minimally develops all aspects of the task by discussing the economic, social, and political reasons for wars and mentioning expected and unexpected outcomes of wars
- Is primarily descriptive; includes some application and analysis (some countries' need for dominance can lead to war; reason for Crusades to obtain land as a reward; war of Jerusalem greatly expanded knowledge of geography; conflicting beliefs can lead to tension, possibly causing war; militaries can increase suspicion of an attack; imperialism and alliances are choices that a government makes that can produce negative outcomes; German actions in World War I responsible for outcomes; if a country has a poor economy but a strong military, they may attempt to attack those who have better economies; rebuilding of Europe's economic life negative for those who have to help rebuild it; suffering economy could lead a country to take desperate measures, such as war)
- Incorporates limited relevant information from documents 1, 2, 3, 4, 6
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (Crusades are a holy war; fight for Christianity; Christian kingdom of Jerusalem; imperialism and alliances are causes of World War I); includes an inaccuracy (Western world returned the Christian kingdom of Jerusalem to the Moslems)
- Demonstrates a general plan of organization; contains digressions; includes an introduction and a conclusion that are somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. Although all aspects of the task are addressed, the lack of continuity weakens the response. The section addressing the effect of a country's economic reasons for war lacks specific details and references. The response also demonstrates a lack of understanding about the difference between expected and unexpected outcomes of war.

Many different reasons can cause war. There can be economic, social, or political reasons causing war. In war there are many expected outcomes and unexpected outcomes. War can be caused for all these reasons.

One cause for war could be for economical reasons. There could be problems with situations in the country such as low ~~agricott~~ agriculture rates, bad economy, high unemployment, or one group of people doing all the work. As shown in Document 5, Adolf Hitler felt that Germany should go to war to win territory, since they are imprisoned with an impossible territorial area. World War II is an example of economic causes for that reason.

Besides economic problems, war is also caused by political problems. Leaders of different countries might not get along and disagree on topics. For example, as shown in Document 3, World War I was caused by imperialism, nationalism, alliances and disquiet among countries. Having one country try to be better than all the rest could easily turn into war.

Though ~~economic~~ economic and political

problems exist, there is still social causes. There might be disputes with ~~a~~ class systems. Some people might feel they are better than others. People might just fight for the "glory" of winning. There could also be religious causes. The Crusades was a holy war over who would own certain areas of land. As shown in Document 1, Knights and soldiers were encouraged to join for the possibility of them being able to keep the land that they won.

Every war will eventually come to an end ~~at~~ ^{with} an outcome. It could be an expected or unexpected outcome. One side would walk away happy and pleased while the other sad and disappointed. No matter what there would be loss of life and injury. As shown in Document 2, the Westerners and Muslims learned about each others customs. Though the land remained in Muslim hands, both walked away with a greater knowledge. After World War I (Document 4) Germany was forced to compensate France for all it lost ~~s~~ and damage. World War II ended with an end with communism in Europe. As shown in Document 6, Europe had to destroy all communist remains and

choose a new form of government.

There are economic, political, and social reasons ~~causi~~ that cause every war. The out come could be expected or unexpected. No matter what the cause is, war is ~~here~~ not the answer. Throughout the Crusades, World War I, and World War II little was resolved yet much was lost.

Anchor Level 2-B

The response:

- Minimally develops all aspects of the task by discussing the economic, social, and political reasons for wars and discussing expected and unexpected outcomes of wars
- Is primarily descriptive; includes weak and isolated application and analysis (leaders of countries might not get along and disagree on topics; having one country try to be better than all the rest could easily turn into war; some people might feel they are better than others; people might fight for the glory of winning; one side would walk away happy and pleased, while others would be sad and disappointed; Westerners and Muslims learned about each other's customs; land remained in Muslim hands, but both walked away with greater knowledge)
- Incorporates limited relevant information from documents 1, 2, 3, 4, 5, and 6
- Presents little relevant outside information (problems such as low agricultural rates, bad economy, high unemployment, one group of people doing all of the work; might be disputes within class systems)
- Includes few relevant facts, examples, and details (Adolf Hitler felt Germany should go to war; World War I caused by imperialism, nationalism, alliances, and disquiet among countries; Crusades was a holy war over who would own certain areas of land; knights and soldiers encouraged to join Crusades for possibility of keeping land; loss of life and injury after World War I; Germany forced to compensate France for all she lost); includes some inaccuracies (World War II ended with an end to communism in Europe; Europe had to destroy all the communism that remained and choose new forms of government)
- Demonstrates a general plan of organization; lacks focus; contains digressions; includes an introduction that restates the theme and a conclusion that expresses the opinion that no matter what the cause, war is not the answer

Conclusion: Overall, the response fits the criteria for Level 2. Some good generalizations are made, but in many cases, the facts used to support them are not related and this leads to confusion. Outcomes are stated but not identified as expected or unexpected.

Throughout history, there have been many different reasons for war. An example of this would be World War I. Many factors contributed to the cause of this war.

According to document 3, there were eight just causes for the start of World War I. One cause is economic competition. Some countries were developing and industrializing faster than others and this caused a conflict. A second cause would be entangled alliances, when one country was taking the side of two other countries at whatever could be done to benefit them. Another cause for World War I is the people's sense of nationalism. Every country had people who felt a strong pride for their country and wanted their country to be the best. A final reason for the cause of World War I is the fact that there was no peace organization. Without someone

there to make peace, the fighting would just continue.

There are always benefits and losses after a war. There are also expected and unexpected outcomes. As shown in Document 4, compensation was given to France for the losses it withheld. Germany gave France the coal mines in the Saar Basin and France then had complete control over and possession over them. As for Germany, she gave up all of her overseas possessions. Germany took full responsibility for her actions.

An unexpected outcome of any war would be the country falling into a depression or recession. Also, the economy not being affected too greatly would also be unexpected. An expected outcome would be the loss of troops in many cases and a substantial amount of damage. Also expected, would be some damage to food sources.

Anchor Level 2-C

The response:

- Minimally develops all aspects of the task by discussing the economic, social, and political reasons for wars and discussing expected and unexpected outcomes of wars
- Is primarily descriptive; includes faulty, weak and isolated application and analysis (without someone there to make peace, the fighting would just continue; Germany took full responsibility for her actions; outcome was a loss of troops in many cases and a substantial amount of damage)
- Incorporates limited relevant information from documents 3 and 4
- Presents little relevant outside information (some countries developing and industrializing faster than others; nationalism is feeling a strong pride for their country; unexpected outcome would be a country falling into a depression or a recession)
- Includes few relevant facts, examples, and details (economic competition; entangling alliances; nationalism; no peace organization; compensation given to France for its losses)
- Demonstrates a general plan of organization; lacks focus; contains digressions; includes an introduction that restates the theme and a conclusion that summarizes general outcomes of wars

Conclusion: Overall, the response fits the criteria for Level 2. Most of the response depends on brief explanations of the reasons for World War I that are stated in document 3. It then mentions two outcomes of the war from document 4. Some of the limited outside information presented is not connected to the task.

Throughout history there have been many different reasons for wars. These reasons are often political. When the war is said and done consequences can come into play. Many are unexpected but some, they are expected.

Along with war comes many outcomes, ^{most} ~~many~~ are ~~some~~ expected ~~some~~. In the Yalta conference in 1945, Europe was expected to form a democracy and to get rid of fascism and Nazism (Document 1). In most wars a poor economy is expected for the years to follow. In the Gulf War in the 1990's, it was expected that Kuwait's legitimate government would be returned along with the protection of American citizens (Document 2). There are many expected outcomes to war.

Along with expected outcomes, comes unexpected outcomes. After the Crusades the knowledge of the geography of the western civilizations, was greatly expanded (Document 2). In some cases the unexpected effects can be harmful. Repercussions of

WWI were felt when the German's started WWII. A political cartoon ~~also~~ greatly displays the unexpected, ~~not~~ hatred and a bit of insecurity from Iraq after the Gulf War. There are many unexpected outcomes. In conclusion, war is started for a number of reasons, many times political. The outcomes are unexpected and expected. These wars are so diverse.

Anchor Level 1-A

The response:

- Minimally develops some aspects of the task by mentioning expected and unexpected outcomes of wars
- Is descriptive; lacks understanding, application, and analysis (most outcomes of war expected; in the Yalta Conference, Europe was expected to form a democracy and get rid of fascism and Nazism; poor economy expected in most wars; expected that Kuwait's legitimate government would be returned; repercussions of World War I felt when Germans started World War II)
- Makes vague, unclear references to documents 2, 5, 6, and 7
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (Yalta Conference of 1945; democracy; fascism; Nazism)
- Demonstrates a general plan of organization; lacks focus; contains digressions; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 1. Expected and unexpected outcomes of wars are stated, but they are not explained. References to the documents are vague. Some relevant statements are made, but the lack of connections leaves them as isolated facts. In addition, the use of document 8 is a misinterpretation of the intent of this cartoon.

Through out the years there have been many reasons for war. In history, people rose to power using tactics to influence the people.

In Germany, Hitler used the impoverished economy and nationalism to get the Germans to follow him. In document 5 he gave multiple reasons for war. The people were behind him in that they felt they needed to defend their territory. In other instances, influence was drawn by fear of going against him. The holocaust gave reason for the other nations to interfere.

In another case,

war broke out because
built up tension between
nations. In document 3,
it shows the causes for
WWI. Alliances were made
between nations and competition
in militarism / Arms Race
began.

Anchor Level 1-B

The response:

- Minimally develops some aspects of the task by mentioning economic, social, and political reasons for wars
- Is descriptive; lacks understanding, application, and analysis (tension built up between nations)
- Makes vague references to documents 3 and 5
- Presents little relevant outside information (Hitler used impoverished economy and nationalism to get Germans to follow him)
- Includes few relevant facts, examples, and details (causes of World I included alliances and competition; militarism and arms race began); contains inaccuracies (German people needed to defend their territory; Holocaust gave a reason for other nations to interfere)
- Demonstrates a weakness in organization; lacks focus; contains digressions; includes an introduction that refers to reasons for wars and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Although outside information is mentioned, no connection is made to the task and document information. Attempts to generalize document information are misleading and confusing.

Through out history there have been many reasons for war. Some have been good reasons & others have been bad.

There are many different reasons for war. Some people go to war for freedom or economic status, others go to war for against the governments.

The out comes of war are sometimes benefical to the country & other times hurt the country. War is some thing bad that should eventually be abolished.

Anchor Level 0

The response:

Fails to develop the task; only refers to the theme in a general way; includes no relevant facts, examples, and details

Conclusion: Overall, the response fits the criteria for Level 0. The introduction restates the historical context. General statements are used to give reasons for war. The second aspect of the task is a rewording of the theme. The conclusion states an opinion about war. No substantial statements are made to develop the task.

Throughout the past, there have been many reasons, causes, and outcomes of war. War is fought most times due to much increased tensions between nations. War is very destructive and often results in much loss of life. Nations have had many reasons for declaring war and there have been many different outcomes.

In Europe during the Crusades some leaders used religion as a reason for war against the Muslims. European knights and soldiers traveled to the Holy Land to fight the Muslims for the Christian Kingdom of Jerusalem (document #1). The Christians were fighting for the cross and against the Muslims who they felt were infidels. There were many results and unexpected outcomes of the Holy War. The West gained much geographic knowledge and many new goods such as stained glass and silk from the Crusades (document #2). The Arab Muslims gained knowledge of military masonry from the westerners. They results weren't expected but helped in the future when they fortified the cities. Due to increased

geographical knowledge eventually the West expanded across the Atlantic to create new empires. Also, the Arabs later were able to strengthen the Ottoman Empire through their new military knowledge. There were other reasons for war as well.

Political reasons such as militarism and alliances led to war. Such a case is World War I which was a conflict between the Triple Entente (Britain, France, Russia) and Triple Alliance (Germany, Austria-Hungary, Italy). Much tension was growing as nations mobilized their armies for war. Germany built up its military, France became fearful of this move and war drew closer as Germany crossed the Maginot Line. Alliances were a major cause for war (document #3). Alliances were to help protect the borders such as the one France shared with Germany. Germany felt these alliances were a way to surround Germany and grew suspicious. War ultimately came with the killing of Austria's archduke Ferdinand. Germany was greatly affected as a result of World War I. In the Treaty of Versailles, Germany had to pay reparations for the damages caused. They also were forbidden had to take full responsibility for war (document #4). They also were forbidden to build up their military. Which

Hitler ignored and that led to World War II.

Another reason for war is due to a nation invading to gain land. Hitler did this when he invaded Poland, France, and Britain then declared war on Germany. In document #5, Hitler states that any country who doesn't protect its soil deserves to lose it. He invaded Poland to expand Germany's living space. As a result of World War II, Germany was divided into four zones and Russia gained political control over almost all Eastern European countries. Also, democratic governments were to be established in those liberated countries to destroy nazist and fascist governments. This plan (document #6) was developed at the Yalta Conference.

Feelings for war are spurred for many reasons. Whether it be political, social, or economical. War is the worst thing that can happen between nations because it only brings devastation and destruction. Germany is one country that is a good example. Due to wars Germany had to pay indemnities and became divided. War sometimes results in a positive way for countries such as the U.S. and Soviet Union after World War. The Soviet Union gained control of much territory and protected its western border. The U.S. used its strength and provided aid to protect the more democratic Western European countries. But most times it only drains a country and it takes them years to recover.

War is an undesirable and unavoidable solution to an ongoing problem. The majority of the time war is considered as a last resort. Many wars have occurred throughout the history of the world, through them we see that wars are caused by economical and political reasons. We also see both the expected and unexpected outcomes of war.

Economic problems often lead to war. When a country is suffering from economic depression it gives aggressive governments, such as nazism and fascism, the chance to form, once established, these governments try to better their country by trying to overpower other countries. For example, Nazi Germany wanted to open up it's market for industry and provide more space to do it in (lebensraum). This is what caused Germany to take over neighboring countries and expand the German Empire. (Doc 5) The attacks that were caused by economic reasons often led to the formation of alliances, such as the alliance between Mussolini and Hitler.

Political problems often led to war in the form of nationalism, militarism, and alliances. (Doc 3) Many countries often went to war solely because one of their allies had went to war. For example, when France declared war on Germany during World War I, Great Britain soon declared war because neutral Belgium was invaded. Because there were entangling alliances in Europe at that time, what might have been a war

between two countries ended up being a world war. Alliances were meant as a means of protection for member countries, but often led to wars involving many ~~more~~ countries and resulted in both expected and unexpected outcomes.

Wars often led to changes in the world. At the end of World War II it was expected that the liberated peoples of Europe would destroy any or all remains of nazism and facism. It was also expected as in places like Poland that democratic institutions would be established and free elections would take place. (Doc 6) Another example of expected outcomes occurred at the end of World War I. Germany was the loser and was expected to give away its coal-mines and surrender all her rights and possessions to the Allied and Associated Powers. Germany was also expected to take full responsibility for all loss and damage caused during World War I. (Doc 4) Although wars were expected to change the world some changes were often very unexpected. The Crusades changed Western civilization by bringing improvements in geographic knowledge which led to the Age of Exploration, and new trade routes and colonies in the Western Hemisphere. (Doc 2)

Wars also led to the unexpected development of new weapons, such as the tanks, machine guns, and poison-gas that were used in World War I. The use of the atomic bomb was the first use of a weapon of "mass destruction" and would

become the basis of tensions in the world today in North Korea, India, and Iran

Wars have made a huge impact on the world's history. Their economic or political causes led to both the expected and unexpected outcomes that have greatly influenced today's society.

Throughout history there have been many different reasons for wars. Social, economic, and political reasons are always factors in wars. There are always expected and sometimes unexpected outcomes in wars.

Economic reasons are always big factors in wars. War can mess up an economy. People (countries) may be competing + trying to have better economies than other countries. This would cause a problem because there may be many disagreements that contribute. According to Document 3, one factor that caused WWI was economic competition.

Throughout history there have been many ~~different~~ different reasons for war. Some of the reasons were political while others were social problems. There were many expected outcomes of the war. There were also some unexpected outcomes of the war.

There were many political and social causes for war. Some of the political reasons for war was that some leaders wanted one certain democracy while another nation wanted communism. Another reason for war was that there is "no international peace organization" (Document #3). Also Saddam Hussein was a big threat to nations (Document #7). A social cause for war was that some countries wanted ~~to~~ to have a social pyramid while other nations didn't.

There were some expected outcomes of the war. Some of

Expected outcomes were good. Other expected outcomes were not as good. The U.S. had a lot of expected outcomes from the Persian Gulf war. President H. W. Bush said that the Persian Gulf War was justified (Downfall). That was an expected outcome of war. There were also some unexpected outcomes of the Persian Gulf War. After the war Saddam kept on threatening the U.S. even though he didn't have a lot of power. That was a very unexpected unexpected outcome of war.

Wars start for many reasons as well as ending with many outcomes. Politics and Economics are major reasons why wars start. Even during the 11th century people were having wars based on economics and politics. Although every outcome to every war is different the causes are always the same, money and power.

Politics have always been a big part of war, every leader can either make it or break it in a war. Hitler was a man who used the depression to boost his power and get his people to fight for him (Document B). The more he conquered the more and more his people supported him. In the close of the 11th century when the church started to lose its grip on society they came up with the idea of the holy war (Document A). The church gave incentives such as land and riches for the knights and soldiers who fought in this war. No matter what war in history is looked at there is always a political reason for the cause of that war. Politics wasn't the only reason for wars there were also economic reasons too.

In war times economics flourish because of the nationalistic feeling that comes over people. One of the ways Hitler justified his war was that he needed to have more territory to grow as a country. Also in document 3 one of the causes listed for WWI was economic competition. European countries constantly battled between each other to establish a greater economy. As easy as it is to predict when a war will come the outcomes of wars is sometimes uncertain.

During the Holy War many Europeans expected to gain control of Jerusalem but they never even ended up getting that far. In document

2 the Holy War had many great outcomes but none of which were expected. Such as the trade that was established with the Middle East after the war. The treaty of Versailles was a very unjust treaty that was an unexpected turn of events to many Germans. With that unexpected outcome rose Hitler and WWII as seen in document 4. In document 8 the cartoon shows that even after the Persian Gulf War Saddam continued his rain of terror which should of been expected by the US.

There are many reasons for war none which are always the same. Some of the major ones like political and economic have always been a factor. The outcomes of these wars are never as expected and are not always for the bad. It takes many factors to create a war but just one to end it.

Practice Paper A—Score Level 4

The response:

- Develops all aspects of the task by discussing the economic, social, and political reasons for wars and discussing expected and unexpected outcomes of wars but does so unevenly by discussing reasons for wars more thoroughly than outcomes of wars
- Is more descriptive than analytical (unexpected results of Crusades helped Muslims when they fortified their cities; tension growing as nations mobilized armies for war; France became fearful of German buildup of its military; alliances help protect borders such as the one France shared with Germany; Germany felt alliances were a way to surround Germany and grew suspicious; Germany was forbidden to build up military which Hitler ignored and this led to World War II; Hitler states that any country who does not protect its soil deserves to lose it)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates substantial relevant outside information (Muslims felt Crusaders were infidels; West eventually expanded across the Atlantic as a result of increased geographical knowledge and created new empires; Arabs later able to strengthen the Ottoman Empire with their new military knowledge; in World War I, Triple Entente were Britain, France, and Russia; Triple Alliance were Germany, Austria-Hungary, and Italy; Germany crossed the Maginot Line; war ultimately came after the killing of Austria's Archduke Ferdinand; Hitler invaded Poland to expand Germany's living space; Germany divided into four zones; Russia gained political control over almost all of Eastern Europe; Cold War eventually ended in the 1990s)
- Supports the theme with relevant facts, examples, and details (religion, a reason for war against the Muslims in the Crusades; European knights and soldiers traveled to the Holy Land to fight the Muslims for the Christian kingdom of Jerusalem; Christians fighting for the Cross; West gained much geographical knowledge and many new goods such as stained glass from Crusades; Arab Muslims gained knowledge of military masonry from Westerners; militarism and alliances led to war; alliances were a major cause of war; in Treaty of Versailles, Germany to pay reparations for damages caused and take full responsibility for the war; reason for war was to gain land; democratic governments to be established in liberated countries after World War II; Yalta Conference; plan to destroy Nazi and fascist governments)
- Demonstrates a logical and clear plan of organization; includes an introduction that states war is very destructive and often results in much loss of life and a conclusion that uses Germany as an example to demonstrate how war brings devastation and destruction

Conclusion: Overall, the response fits the criteria for Level 4. A discussion of Germany's role in World War I and World War II is used as the focus of the response and is strongly supported by the integration of outside information in the narrative. The treatment of outcomes is also uneven as the expected outcomes are implied in the discussion of the unexpected outcomes.

Practice Paper B—Score Level 5

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing the economic and political reasons for wars and discussing expected and unexpected outcomes of wars
- Is more analytical than descriptive (war is an undesirable and avoidable solution to an ongoing problem; majority of the time, war is considered as last resort; economic problems often lead to war; economic depression gives aggressive governments the chance to form; governments try to better their country by overpowering other countries; nations often went to war solely because their allies went to war; because there were entangling alliances in Europe at the time, what might have been a war between two countries ended up being a world war; alliances meant as a means of protection for members but often lead to wars involving many countries; wars often led to changes in the world; although wars are expected to change the world, some changes are often very unexpected; Crusades changed western civilization)
- Incorporates relevant information from documents 2, 3, 4, 5, and 6
- Incorporates substantial relevant outside information (Nazi Germany wanted to open its market for industry and provide more space to do it in; *lebensraum*; Mussolini's alliance with Hitler; when France declared war on Germany during World War I, Great Britain soon declared war because neutral Belgium was invaded; Crusades brought improvements in geographic knowledge, which led to the Age of Exploration, new trade routes, and colonies in the Western Hemisphere; new weapons such as tanks, machine guns, and poison gas used in World War I; atomic bomb is the first use of a weapon of "mass destruction" and would become the basis of tensions in the world today in North Korea, India, and Iran)
- Richly supports the theme with many relevant facts, examples, and details (expansion of German empire to neighboring countries; formation of alliances; nationalism, militarism, and alliances lead to war; expected that liberated peoples of Europe would destroy any or all remains of Nazism and fascism; expected that in places like Poland, democratic institutions would be established and free elections would take place; Germany was the loser at the end of World War I so was expected to give away its coal mines, rights, and possessions; Germany was expected to take full responsibility for all loss and damage caused during World War I)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 5. Although much of the information is derived from the documents, document analysis is accurate. The response is strengthened by the integration of documents and outside information in addressing all aspects of the task. The quality of the content of the response is the determining factor for this score level rather than the weaker introduction and conclusion.

Practice Paper C—Score Level 0

The response:

Fails to develop the task; only refers to the theme in a general way

Conclusion: Overall, the response fits the criteria for Level 0. The introduction restates the theme. Some general economic reasons for wars are mentioned. One factor from document 3 is copied. No attempt to develop the task is present in this response.

Practice Paper D—Score Level 1

The response:

- Minimally develops some aspects of the task by mentioning reasons for wars and unexpected outcomes of war
- Is descriptive; lacks understanding, application, and analysis (some expected outcomes of war are good while other are not; the United States had many expected outcomes from the Persian Gulf War; Hussein kept threatening the United States even though he did not have much power)
- Makes vague, unclear references to documents 3, 7, and 8
- Presents limited relevant outside information (some leaders want democracy, while others want communism)
- Includes few relevant facts, examples, and details (no international peace organization; Saddam Hussein a threat to nations); includes unrelated statements (some countries wanted to have a social pyramid while others did not; expected outcome of the Persian Gulf War is that President H. W. Bush said it was justified)
- Demonstrates a general plan of organization; contains digressions; includes an introduction that restates the theme and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Reasons for wars are stated, but they are disjointed and not explained. Although the statement about Hussein’s threats after the Persian Gulf War is relevant, the response lacks any discussion of this aspect.

Practice Paper E—Score Level 3

The response:

- Develops all aspects of the task with little depth by discussing the political and economic reasons for wars and discussing expected and unexpected outcomes of wars
- Is both descriptive and analytical (money and power are always the causes for war; leader can either make it or break it in a war; Church gave incentives of land and riches to get soldiers to fight in Crusades; European countries constantly battled between each other to establish a greater economy; easy to predict a war, but not its outcomes; Hussein’s reign of terror should have been expected by the United States)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, and 8
- Incorporates limited relevant outside information (Church came up with the idea of a holy war; Hitler used the depression to boost his power)
- Includes some relevant facts, examples, and details (Germany needed more territory to grow as a country; economic competition was a cause for World War I; trade established with the Middle East after the Crusades; Treaty of Versailles was an unjust treaty; Hitler and World War II; Saddam Hussein and the Persian Gulf War); includes a minor inaccuracy (Europeans expected to gain control of Jerusalem, but they never ended up getting that far)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Two wars are used to support a discussion of each reason although they are discussed as separate entities. Good analytical statements are included, but they lose their impact because no explanation or supporting details are given.

Global History and Geography Specifications

June 2005

Part I Multiple Choice Questions by Standard

Standard	Question Numbers
1—US and NY History	
2—World History	4, 5, 6, 9, 10, 15, 16, 20, 21, 26, 27, 29, 30, 34, 38, 39, 40, 45, 46, 47, 48, 49, 50
3—Geography	1, 2, 3, 7, 12, 14, 17, 19, 22, 24, 33, 35, 36, 41, 42, 44
4—Economics	11, 23, 25, 32, 37
5—Civics, Citizenship, and Government	8, 13, 18, 28, 31, 43

Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Interdependence: Global Problems	Standards 2, 3, and 4: World History; Geography; Economics
Document-based Essay	Conflict: Causes and Outcomes of War	Standards 1, 2, 3, and 4: US and NY History; World History; Geography; Economics

The *Chart for Determining the Final Examination Score for the June 2005 Regents Examination in Global History and Geography* will be posted on the Department's web site <http://www.emsc.nysed.gov/osa/> on the day of the examination. Conversion charts provided for the previous administrations of the Global History and Geography examination must NOT be used to determine students' final scores for this administration.