

# REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY II

The University of the State of New York

## REGENTS HIGH SCHOOL EXAMINATION

# REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY II

**Thursday, January 25, 2024 — 9:15 a.m. to 12:15 p.m., only**

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

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

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

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

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

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

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

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

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

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

## Part I

### Answer all questions in this part.

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

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

. . . He loved splendour, magnificence, and profusion [excess] in all things, and encouraged similar tastes in his Court; to spend money freely on equipages [carriages] and buildings, on feasting and at cards, was a sure way to gain his favour, perhaps to obtain the honour of a word from him. Motives of policy had something to do with this; by making expensive habits the fashion, and, for people in a certain position, a necessity, he compelled his courtiers to live beyond their income, and gradually reduced them to depend on his bounty for the means of subsistence. This was a plague which, once introduced, became a scourge to the whole country, for it did not take long to spread to Paris, and thence to the armies and the provinces; so that a man of any position is now estimated entirely according to his expenditure on his table and other luxuries. This folly, sustained by pride and ostentation [extravagance], has already produced widespread confusion; it threatens to end in nothing short of ruin and a general overthrow. . . .

Source: F. Arkwright, ed., *The Memoirs of the Duke de Saint-Simon*, Brentano's

- |  |  |
|--|--|
| 1 A historian would find this passage most useful for explaining King Louis XIV's attempt to | 2 Which claim is best supported by the evidence in this passage? |
| (1) control the elite class  | (1) Court visits led to the spread of disease in Paris.          |
| (2) establish trust within the court   | (2) Louis XIV supported religious toleration.                    |
| (3) provide necessities to be self-sufficient  | (3) Louis XIV's excessive spending had negative consequences.    |
| (4) eliminate taxation on the poorer classes   | (4) Absolutism in France promoted equality among the classes.    |
-

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

. . .In every government there are three sorts of power: the legislative; the executive in respect to things dependent on the law of nations; and the executive in regard to matters that depend on the civil law. . . .

Source: Baron de Montesquieu, *The Spirit of the Laws*, 1748

- 3 Which concept is being described in this quotation?
- (1) Consent of the governed
  - (2) Natural Laws
  - (3) Separation of powers
  - (4) Social contract
- 

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

. . .By the late eighteenth century the West had a clear if not wholly accurate perception of the Turk's strengths and weaknesses. They saw that the Ottoman army that gathered at Constantinople was only the most visible evidence for the vast resources that the sultan could command. As the Venetians shrewdly noted, 'The security of the Turkish lands depends first on the abundance it has of all the necessities of life.' From the hinterland [interior] of Asia, Europe and North Africa flowed a torrent of goods: wool, leather, furs and cambric [white linen or cotton fabric] through Constantinople; food and spices from the Levant, textiles from Greece; iron from Anatolia; gold and precious stones from India and the Far East. The empire stood astride all the traditional trade routes from East to West, and controlled a coastline of more than 3,000 miles, which encompassed some of the greatest ports of the Mediterranean—Alexandria and Tripoli. Even the great Christian centres—Ragusa (Dubrovnik), Genoa and Venice—although past their peak, traded with the Ottomans more regularly than they fought with them, and were integrated into the Ottoman trade network. . . .

Source: Andrew Wheatcroft, *The Ottomans*, Viking (adapted)

- |   |  |
|---|--|
| 4 Based on this passage, which claim is most plausible?                                 | 5 The author's purpose in writing this passage was to                  |
| (1) Europeans had no awareness of the Ottomans' strengths and weaknesses.               | (1) demonstrate the advantages of state-sponsored religions            |
| (2) The Ottomans maintained political and economic stability over a vast region.        | (2) explain the impact of strategic location on the Ottoman Empire     |
| (3) Traditional Islamic society was undermined by the Ottomans' advances in technology. | (3) describe the causes of the Ottomans' military success              |
| (4) The Ottomans ruled through intimidation and fear.                                   | (4) illustrate the importance of technology to an empire's development |
-

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

...By casting a glance over the past, we shall see what is the basic element of the Republic of Venezuela.

America, on becoming separated from the Spanish monarchy, found itself like the Roman Empire, when that enormous mass fell to pieces in the midst of the ancient world. Each dismembered portion formed then an independent nation in accordance with its situation or its interests, the difference being that those members established anew their former associations. We do not even preserve the vestiges [traces] of what once we were; we are not Europeans, we are not Indians, but an intermediate species between the aborigines and the Spaniards—Americans by birth and Europeans in right, we are placed in the dilemma of disputing with the natives our titles of possession and maintaining ourselves in the country where we were born, against the opposition of the invaders. Thus, ours is a most extraordinary and complicated case. Moreover, our part has always been a purely passive one; our political existence has always been null, and we find ourselves in greater difficulties in attaining our liberty than we ever had when we lived on a plane lower than servitude, because we had been robbed not only of liberty but also of active and domestic tyranny. Allow me to explain this paradox [contradiction]. . . .

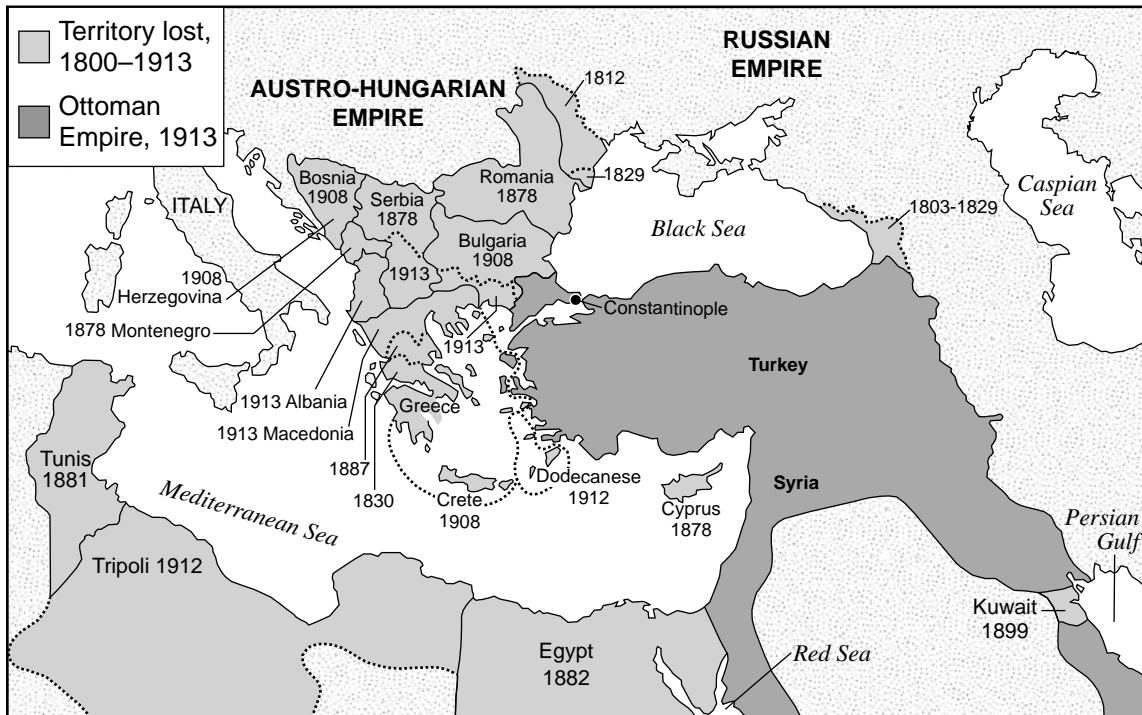
Source: Simón Bolívar, Address to Congress of Angostura, 1819

- |   |  |
|---|--|
| 6 Which historical document most influenced the government of Venezuela as described in this passage? | 7 What was the main purpose of this passage?                     |
| (1) Locke's <i>Two Treatises of Government</i>  | (1) to reestablish political connections with the mother country |
| (2) Adam Smith's <i>The Wealth of Nations</i>   | (2) to promote economic diversity in South America               |
| (3) Mary Wollstonecraft's "A Vindication of the Rights of Woman"                                      | (3) to uncover disloyal elements in Latin American society       |
| (4) The Napoleonic Code   | (4) to identify obstacles to national unity                      |
-



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

**Dates on map indicate the year territory is lost by Ottoman Empire**



Source: *World History on File*, Facts on File, 1999 (adapted)

10 Based on this map, what was a significant challenge faced by the Ottoman Empire between 1800 and 1913?

- (1) Rapid expansion led to high levels of inflation.
- (2) Nationalistic movements led to territorial losses.
- (3) Addition of territories in Africa required a large military presence.
- (4) Acquiring lands in Eastern Europe led to religious uprisings.

11 Which claim about the Ottoman Empire is best supported by this map?

- (1) It had access to important waterways and bodies of water.
- (2) It was carved from the Russian Federation.
- (3) It lacked natural resources and warm water ports.
- (4) It controlled the entire coast of the Mediterranean Sea.

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

Siegfried Sassoon, a British soldier, sent the following letter to his commanding officer and refused to return to the trenches. The letter was eventually read in the House of Commons and was published in local newspapers and *The Times of London*.

I am making this statement as an act of wilful defiance of military authority, because I believe that the war is being deliberately prolonged by those who have the power to end it.

I am a soldier, convinced that I am acting on behalf of soldiers. I believe that this war, upon which I entered as a war of defence and liberation, has now become a war of aggression and conquest. I believe that the purposes for which I and my fellow soldiers entered upon this war should have been so clearly stated as to have made it impossible to change them, and that, had this been done, the objects which actuated [motivated] us would now be attainable by negotiation

I have seen and endured the sufferings of the troops, and I can no longer be a party to prolong these sufferings for ends which I believe to be evil and unjust.

I am not protesting against the conduct of the war, but against the political errors and insecurities for which the fighting men are being sacrificed.

On behalf of those who are suffering now I make this protest against the deception which is being practiced on them; also I believe that I may help to destroy the callous complacency [cold-blooded satisfaction] with which the majority of those at home regard the continuance of agonies which they do not share, and which they have not sufficient imagination to realize.

Source: Siegfried Sassoon, "Finished with the War: A Soldier's Declaration," *Bradford Pioneer*, 1917

12 Which statement best describes this author's point of view?

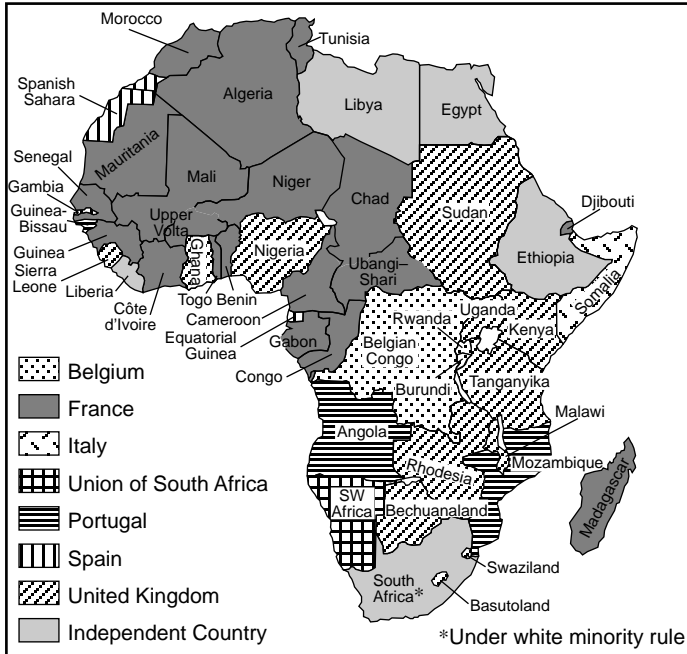
- (1) World leaders continued the war to promote their interests.
- (2) Soldiers never supported the war.
- (3) Soldiers did not support efforts to negotiate an end to the war.
- (4) Nationalism and patriotism increased as the war continued.

13 What was the purpose of this author's letter?

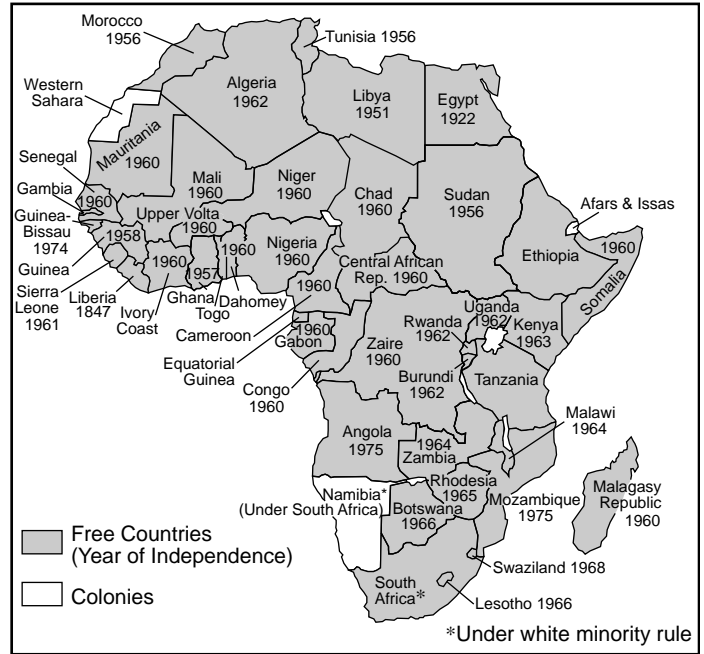
- (1) to promote the goals of the British government
- (2) to improve his status as a British soldier
- (3) to suggest ways to recruit soldiers
- (4) to explain his act of civil disobedience against the war

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

**Map A:**  
**Colonialism in Africa, 1952**



**Map B:**  
**Africa in 1975**



Source: Sidney Schwartz and John R. O'Connor, *Imperialism and the Emerging Nations*, Globe Book (adapted)

- 14 Which historical event was a significant factor in bringing about the conditions shown on Map A?
- (1) the Great Leap Forward
  - (2) the Berlin Conference
  - (3) establishment of the League of Nations
  - (4) formation of the World Trade Organization

- 15 What best explains the differences in national boundaries shown on the two maps?
- (1) new patterns of urbanization
  - (2) opposition to modernization
  - (3) the spread of nationalist movements
  - (4) the end of the Cold War



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



Source: Harcourt Fuller, "Father of the Nation: Ghanaian Nationalism, Internationalism and the Political Iconography of Kwame Nkrumah, 1957-2010," *African Studies Quarterly*

My Cabinet have decided, with my agreement, to put my head on the coinage, because many of my people cannot read or write. They've got to be shown that they are really independent. And they can only be shown by signs. When they buy stamps they will see my picture—an African like themselves—and they will say "Look, here is our leader on the stamps. We are truly a free people!". . .

Source: Kwame Nkrumah, June 21, 1957

16 Which statement is best supported by the evidence included in these documents?

- (1) Media and propaganda can be used to promote national goals.
- (2) Dictatorships lead to rebellions and nationalist struggles.
- (3) Government-supported agricultural programs are necessary.
- (4) Citizens should have freedom to travel and trade with anybody.

17 These stamps were used by the government of Ghana as a way to promote

- (1) British imperialism
- (2) environmental issues in Ghana
- (3) involvement in international groups
- (4) national pride in a largely illiterate population

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

### Whittling Him Down



Source: Gib Crockett, *Washington Star Syndicate*, 1965

- 18 Which claim is best supported by the evidence depicted in this cartoon?
- (1) Ho Chi Minh wanted to keep North Vietnam separated from South Vietnam.
  - (2) The United States used air strikes to stop the spread of communism into South Vietnam.
  - (3) Ho Chi Minh invited the United States to use air strikes to end French colonization of Vietnam.
  - (4) Efforts by the United States to free South Vietnam from China were successful.
- 19 The reach of Ho Chi Minh's tentacles in the cartoon suggests that
- (1) he was interested in developing a strong naval presence in the region
  - (2) his goal was to unify Vietnam
  - (3) he sought to cooperate with the United States to gain Chinese support
  - (4) his political ambitions included conquering South Vietnam's neighbors

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



Source: Fabrizio Bensch, "The Day the Wall Came Down," *Slate*



Source: Carol Guzy, Berlin, 1989 (adapted)

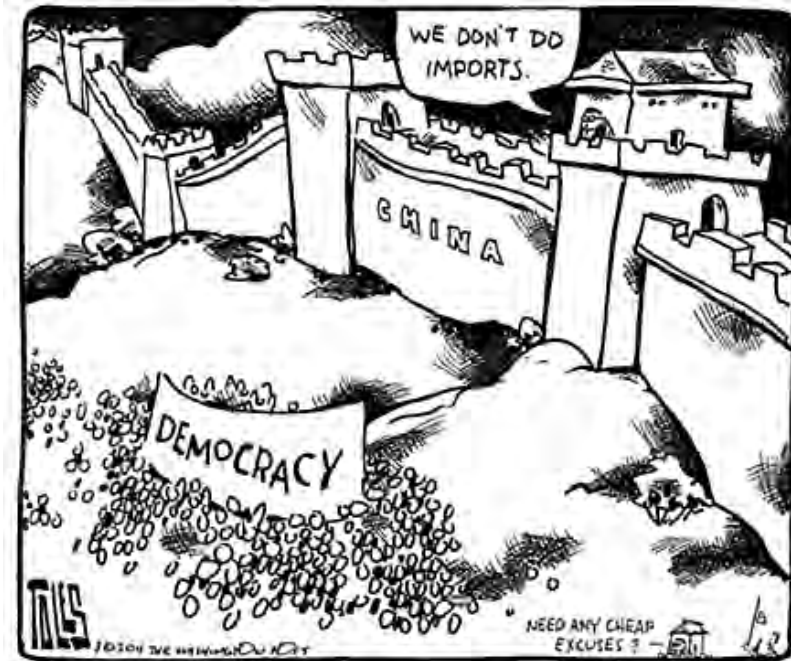
20 These photographs could best be used when studying the end of which conflict?

- (1) Korean War
- (2) World War II
- (3) Cold War
- (4) Persian Gulf War

21 What was an immediate result of the actions shown in these photographs?

- (1) the creation of a one-party political system
- (2) the rise of fascist dictators
- (3) an easing of tensions between Eastern and Western Europe
- (4) the formation of North Atlantic Treaty Organization [NATO]

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



Source: Tom Toles, "Unfavorable Exchange Rate,"  
*Washington Post*, 2011

22 What point of view is depicted in this cartoon?

- (1) China is not participating in the global trade market at this time.
  - (2) China has attempted to prevent democratic ideas from entering the country.
  - (3) China viewed democracy as an attractive import.
  - (4) China was looking for excuses to strengthen the wall.
-

Base your answer to question 23 on the passage below and on your knowledge of social studies.

. . . One problem in making the case for open borders is that few of the winners recognize the extent of the gains they enjoy as a result of free trade. The losses suffered by displaced workers in the auto, apparel, or shoemaking industries are vividly portrayed on the nightly news, but few Americans realize that cars, clothes, and shoes are cheaper, better made, or more varied as a result of their country's openness to the rest of the world. Workers who make products sold outside the United States often fail to recognize how much their jobs and wages depend on America's willingness to import as well as its capacity to export. People contributing to a pension fund seldom realize that their returns . . . are boosted by the fund's ability to invest overseas, and almost no borrower understands that the cost of a mortgage or car loan is lower because of America's attractiveness to foreigners as a place to invest their money. All of these benefits help improve the standard of living of typical Americans, and they can be directly or indirectly traced to our openness. They are nearly invisible to most citizens, however; certainly far less visible than the painful losses suffered by workers who lose their jobs when a factory is shut down. . . .

Source: Burtless et al., *Globaphobia*, Brookings Institution, 1998

23 An economist would find this passage most useful for

- |                                       |  |
|---------------------------------------|--|
| (1) supporting laissez-faire policies | (3) organizing protests against labor abuses     |
| (2) justifying protective tariffs     | (4) arguing for fewer environmental restrictions |
-

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

**“HIV/AIDS Still of Global Concern”**  
**“West Nile Virus Presents a Major Threat”**  
**“Ebola Kills 11,000 in West Africa”**  
**“Zika Virus Spreads to 50 Countries”**

24 Which claim is best supported by these 21st-century headlines?

- (1) Global interaction can help spread epidemic diseases.
- (2) High income countries don't have to worry about contagious diseases.
- (3) Pollution is the cause of most contagious diseases.
- (4) Epidemic diseases are a primary cause of economic inequality.

25 Which international response resulted from these 21st-century headlines?

- (1) The North Atlantic Treaty Organization (NATO) responded with military force to stop the spread of diseases.
- (2) Non-governmental organizations (NGOs) withheld financial support until diseases were contained.
- (3) The European Union (EU) established refugee camps for victims.
- (4) The World Health Organization (WHO) and the international community worked to find causes and remedies for these epidemics.

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

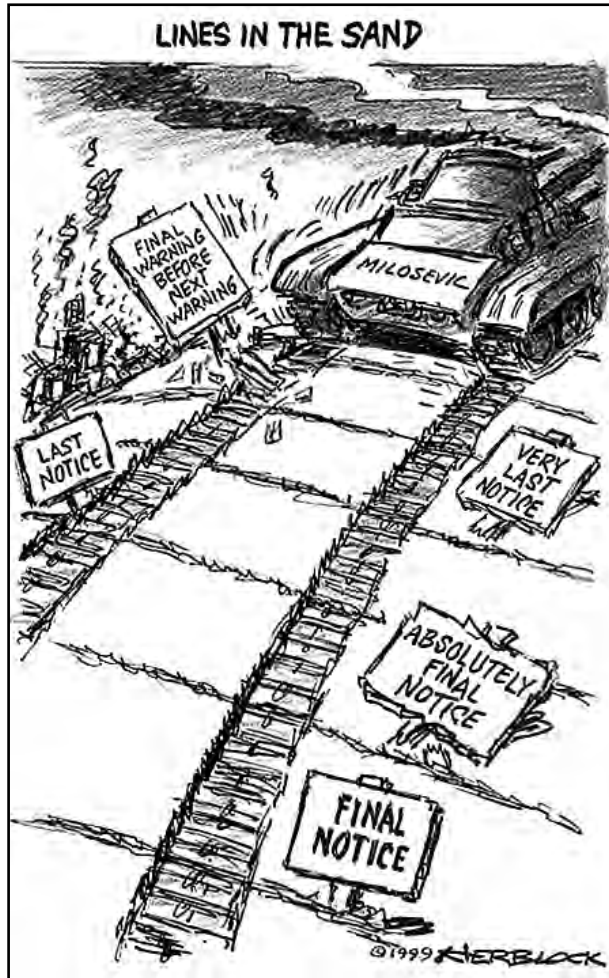
. . .As soon as we refueled and resupplied, we headed back for another air patrol over the region. By this time, the entire villages of Hashaba and Kokono and 90 percent of Um Zaifa had been destroyed by fire. Every single nomad hut and every item of loot distributed by the Janjaweed [militia] three hours earlier had been moved. All we could observe in any direction was white or gray or charcoal outlines of what had recently been places where people lived. I had never seen systematic destruction on this scale.

Source: Steidle and Wallace, *The Devil Came on Horseback: Bearing Witness to the Genocide in Darfur*, PublicAffairs, 2008

26 Which provision of the United Nations Universal Declaration of Human Rights was violated by the actions described in the passage?

- (1) No one shall be held in slavery or servitude.
  - (2) No one shall be subjected to arbitrary arrest, detention, or exile.
  - (3) No one shall be forced to belong to an association.
  - (4) No one shall be arbitrarily deprived of his property.
-

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



Source: Herblock, *Washington Post*, February 26, 1999

27 The behavior criticized in this cartoon is most similar to which concept?

- (1) alliances
- (2) appeasement
- (3) nonalignment
- (4) nuclear proliferation

28 Which organization directly helped to end the human rights violation shown in this cartoon?

- (1) WTO – World Trade Organization
- (2) OAU – Organization of African Unity
- (3) NATO – North Atlantic Treaty Organization
- (4) OPEC – Organization of the Petroleum Exporting Countries



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

## Part II

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

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

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

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

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

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#### Short-Answer CRQ Set 1 Structure

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

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#### Short-Answer CRQ Set 2 Structure

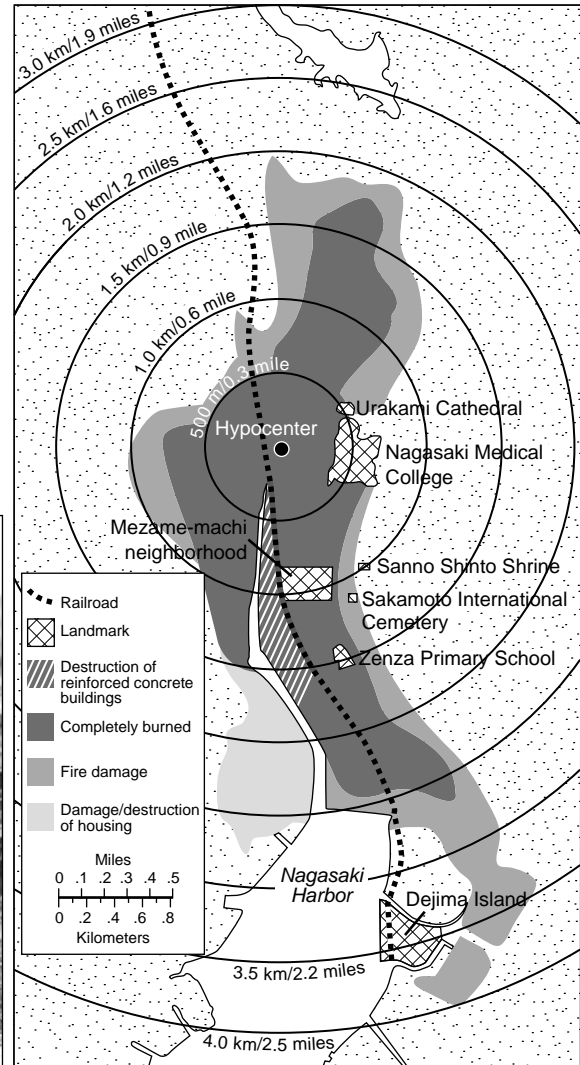
- Question 32 uses Document 1 (Context)
  - Question 33 uses Document 2 (Source)
  - Questions 34a and 34b use Documents 1 and 2 (Relationship between documents)
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**CRQ Set 1 Directions (29-31):** Analyze the documents and answer the short-answer questions that follow each document in the space provided.

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

**Document 1**

**Nagasaki, Japan—August 1945**



Source: Caren Stelson, *Sachiko: A Nagasaki Bomb Survivor's Story*, Carolrhoda Books, 2016 (adapted)

29 Explain the historical circumstances that led to the situation shown in the images in Document 1. [1]

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Score

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

**Document 2**

This is an excerpt taken from selected articles of the Treaty on the Non-Proliferation of Nuclear Weapons, commonly known as the Non-Proliferation Treaty or NPT. It was enacted on March 5, 1970. This treaty is revisited every five years by those United Nations members associated with it. Countries, at that time, can choose to remain a party to this treaty or leave.

**Article I**

Each nuclear-weapon State Party to the Treaty undertakes not to transfer to any recipient whatsoever nuclear weapons or other nuclear explosive devices or control over such weapons or explosive devices directly, or indirectly; and not in any way to assist, encourage, or induce [cause] any non-nuclear-weapon State to manufacture or otherwise acquire nuclear weapons or other nuclear explosive devices, or control over such weapons or explosive devices.

**Article II**

Each non-nuclear-weapon State Party to the Treaty undertakes not to receive the transfer from any transferor whatsoever of nuclear weapons or other nuclear explosive devices or of control over such weapons or explosive devices directly, or indirectly; not to manufacture or otherwise acquire nuclear weapons or other nuclear explosive devices; and not to seek or receive any assistance in the manufacture of nuclear weapons or other nuclear explosive devices. . . .

Source: Treaty on the Non-Proliferation of Nuclear Weapons, enacted on March 5, 1970, United Nations Office for Disarmament Affairs

30 Explain the purpose of the Non-Proliferation Treaty based on this passage. [1]

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Score

**GO ON TO THE NEXT PAGE** ➞

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

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

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

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

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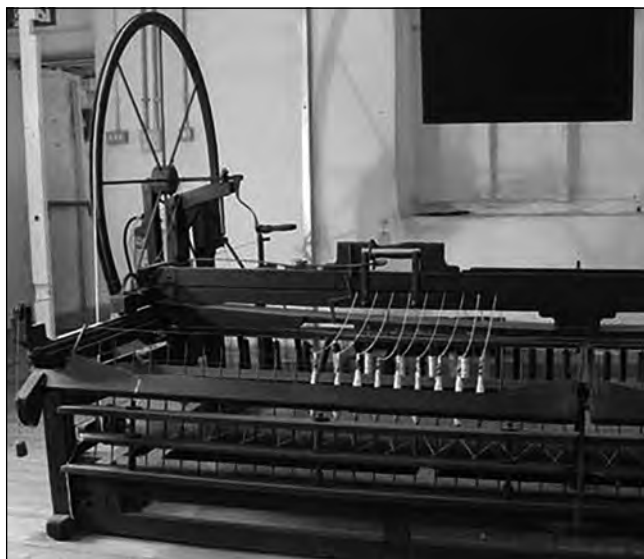
Score

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

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

**Document 1**

**Spinning Jenny**



Source: *The British Museum, BBC*

**Water Frame**



Source: *The Science Museum Group*

32 Explain the historical circumstances that led to the developments shown in these photographs. [1]

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Score

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

**Document 2**

This is an excerpt from a petition by workers in Leeds, a major center of wool manufacturing in Yorkshire, England. It appeared in a local newspaper in 1786.

**To the Merchants, Clothiers and all such as wish well to the Staple Manufactory of this Nation.**

The Humble ADDRESS and PETITION of Thousands, who labour in the Cloth Manufactory.

SHEWETH [shows], That the Scribbling-Machines [wool-carding machines] have thrown thousands of your petitioners out of employ, whereby they are brought into great distress, and are not able to procure a maintenance [earn a living] for their families, and deprived them of the opportunity of bringing up their children to labour: We have therefore to request, that prejudice and self-interest may be laid aside, and that you may pay that attention to the following facts, which the nature of the case requires.

The number of Scribbling-Machines extending about seventeen miles south-west of LEEDS, exceed all belief, being no less than one hundred and seventy! and as each machine will do as much work in twelve hours, as ten men can in that time do by hand, (speaking within bounds) and they working night-and day, one machine will do as much work in one day as would otherwise employ twenty men. . . .

We therefore hope, that the feelings of humanity will lead those who have it in their power to prevent the use of those machines, to give every discouragement they can to what has a tendency so prejudicial [harmful] to their fellow-creatures. . . .

Signed, in behalf of THOUSANDS, by  
Joseph Hepworth, Thomas Lobleby  
Robert Wood, Thos. Blackburn

Source: Leeds Woollen Workers Petition, 1786

33 Based on this excerpt, explain the purpose of the 1786 petition written by Woollen Workers in Leeds, England. [1]

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Score

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

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

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

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Score

**GO ON TO THE NEXT PAGE** ⇨

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

**ENDURING ISSUES ESSAY**

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

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

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

**Task:**

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

**In your essay, be sure to**

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

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

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

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

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



## Document 1

This is an excerpt of the testimony given by Gavrilo Princip reprinted in *The Sarajevo Trial*. He was accused of assassinating the Archduke and the Archduchess of Austria in July 1914.

### **The Hearing of Gavrilo Princip 12 October 1914 In the Afternoon**

. . . Pr. [Prosecutor]: — Call Gavrilo Princip. (He is brought in.) Do you consider yourself guilty?

Acc. [Accused, Gavrilo Princip]: — I am not a criminal, because I destroyed that which was evil. I think that I am good. . . .

Pr.: — What kind of ideas did you have?

Acc.: — I am a Yugoslav nationalist and I believe in the unification of all South Slavs in whatever form of state and that it be free of Austria.

Pr.: — That was your aspiration [goal]. How did you think to realize it?

Acc.: — By means of terror.

Pr.: — What does that signify?

Acc.: — That means in general to destroy from above, to do away with those who obstruct and do evil, who stand in the way of the idea of unification.

Pr.: — How did you think that you might realize your objectives?

Acc.: — Still another principal motive was revenge for all torments which Austria imposed upon the people. . . .

Pr.: — What was the feeling about Austria in your circles?

Acc.: — It was the opinion that Austria behaved badly to our people, which is true, and certainly that she (Austria) is not necessary. . . .

Source: W. A. Dolph Owings, *The Sarajevo Trial, Vol. I*, Documentary Publications, 1984

## Document 2

### Pledge Taken on January 26th, 1930

We believe that it is the inalienable right of the Indian people, as of any other people, to have freedom and to enjoy the fruits of their toil and have the necessities of life, so that they may have full opportunities of growth. We believe also that if any government deprives a people of these rights and oppresses them, the people have a further right to alter it or to abolish it. The British Government in India has not only deprived the Indian people of their freedom but has based itself on the exploitation of the masses, and has ruined India economically, politically, culturally, and spiritually. We believe, therefore, that India must sever the British connection and attain Purna Swaraj or complete independence. . . .

Politically, India's status has never been so reduced as under the British regime. No reforms have given real political power to the people. The tallest of us have to bend before foreign authority. The rights of free expression of opinion and free association have been denied to us, and many of our countrymen are compelled to live in exile abroad and cannot return to their homes. All administrative talent is killed, and the masses have to be satisfied with petty village offices and clerkships.

Culturally, the system of education has torn us from our moorings [beliefs], and our training has made us hug the very chains that bind us. . . .

Source: *Jawaharlal Nehru: An Autobiography*, Bodley Head, 1942

### Document 3

This poster commemorates the Freedom Charter meeting held in Soweto, South Africa, on June 25 and 26, 1955. The South African Congress Alliance adopted the Charter on June 26, 1955.



Source: Judy Ann Seidman, Medu Art Ensemble, 1982

\* Africa Mayibuye means “Bring Back Africa.” It was a slogan used during the struggle in Southern Africa.

## Document 4

The Khmer Rouge captured Phnom Penh, the capital of Cambodia, on April 17, 1975.

. . . This time, the fears proved correct. The Khmer Rouge immediately ordered everyone to leave major cities, even persons in hospital beds. They killed anyone who hesitated. About 2.5 million men, women, and children were marched into the countryside to create an entirely new society. One million died of starvation, beatings, overwork, or from being buried alive. The Khmer Rouge did not shoot many people because they wanted to save ammunition. . . .

It appears today that the Khmer Rouge leader, Pol Pot, believed his country would not work properly until he stamped out all foreign influence. That meant killing Cambodians who spoke French or wore western clothes and wiping out villagers whose ancestors were Vietnamese. Refugees began to arrive in Thailand during the summer of 1975. Their stories were so terrible that at first no one believed them. . . .

Source: David K. Wright, *War in Vietnam, Book IV—Fall of Vietnam*, Childrens Press, 1989

## Document 5

### Rwandan Genocide

. . .The Hutu extremists, most of them members or supporters of the ruling party, produced a set of Ten Commandments that dictated how Hutus should treat their Tutsi neighbours. Among other things it described as ‘traitors’ any Hutus who married, befriended or employed Tutsis; all Tutsis were dishonest and they were to be excluded from business and from positions of influence in education; crucially the Commandments—given wide circulation in Rwanda—urged Hutus to ‘stop having mercy on the Batutsi’ [Tutsi]. This last injunction [order] was to be obeyed by thousands of Hutu peasants when the genocide began. The theology of hate espoused [supported] by the extremists was remarkably similar to that of the Nazis in their campaign against the Jews prior to the outbreak of the Second World War. It was designed to marginalize [belittle] the Tutsis and create an atmosphere in which their mass destruction would be acceptable, almost inevitable. . . .

Source: Christina Fisanick, ed., *The Rwanda Genocide*, Opposing View Points Series, Thomson Gale, 2004

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## OPTIONAL PLANNING PAGE

### Enduring Issues Essay Planning Page

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

My Enduring Issue is: \_\_\_\_\_

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

Refer back to page 24 to review the task.

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

# REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY II

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REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY II



**January 2024 Regents Exam in Global History and Geography II**

**Scoring Key: Part I (Multiple-Choice Questions)**

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

MC = Multiple-choice question

## January 2024 Regents Exam in Global History and Geography II

### Scoring Key: Parts II and III

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

CRQ = Constructed Response Question      ES = Essay

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

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# FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

## GLOBAL HISTORY AND GEOGRAPHY II

Thursday, January 25, 2024 — 9:15 a.m. to 12:15 p.m., only

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

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

#### Contents of the Rating Guide

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

- A question-specific rubric

For **Part III** Enduring Issues Essay:

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

General:

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

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

## Mechanics of Rating

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

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

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

*Introduction to the task—*

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

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

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

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

### Rating the Enduring Issues Essay Question

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

*Introduction to the task—*

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

*Introduction to the rubric and anchor papers—*

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

*Practice scoring individually—*

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

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

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

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

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

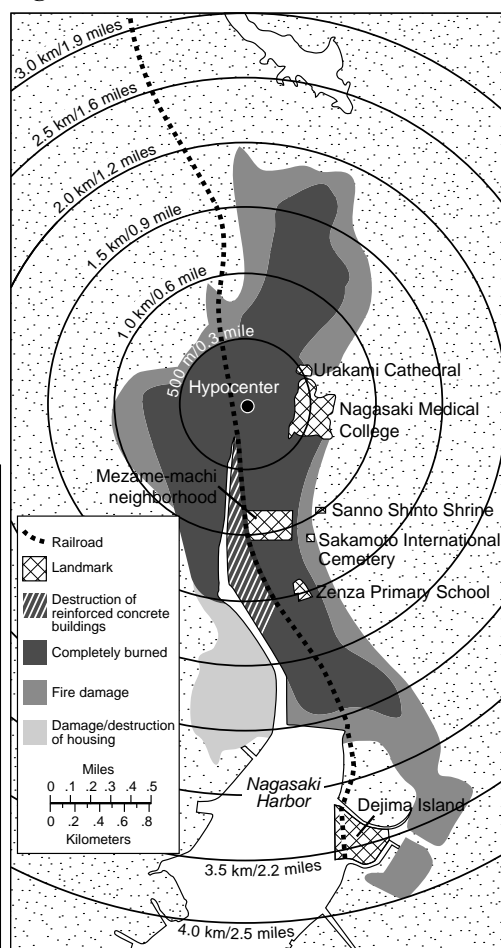
The conversion chart for this examination is located at <https://www.nysed.gov/state-assessment/high-school-regents-examinations> and must be used for determining the final examination score.

# Global History and Geography II Part II Question-Specific Rubric Constructed Response Questions January 2024

CRQ Set 1:

Document 1

## Nagasaki, Japan—August 1945



Source: Caren Stelson, *Sachiko: A Nagasaki Bomb Survivor's Story*, Carolrhoda Books, 2016 (adapted)

**29 Explain the historical circumstances that led to the situation shown in the images in Document 1.**

**Score of 1:**

- Correct response

*Examples:*

- Japan was engaged in World War II, which led to the United States dropping the atomic bomb on Nagasaki;
- Japan’s refusal to surrender unconditionally led the United States to use the atomic bomb on Nagasaki;
- World War II in Europe was over and the Allies wanted to end the war in the Pacific;
- United States wanted to demonstrate the power of the atomic bomb to scare the Soviets;
- scientists used new technologies and developed atomic weapons;
- during World War II, civilian populations were targeted as part of total war;
- the firebombing of Japanese cities failed to end the war in the Pacific;
- the Potsdam Declaration announced to Japan terms of surrender, but the Japanese did not initially agree to them;
- after the bombing of Pearl Harbor, the United States declared war on Japan

**Score of 0:**

- Incorrect response

*Examples:*

- Soviet Union/Hitler/Germany bombs Japan;
- the atomic bomb caused a 2.5-mile radius of destruction;
- World War II;
- Japan had fire damage and was completely burned;
- Japan surrendered

- No response

## Document 2

This is an excerpt taken from selected articles of the Treaty on the Non-Proliferation of Nuclear Weapons, commonly known as the Non-Proliferation Treaty or NPT. It was enacted on March 5, 1970. This treaty is revisited every five years by those United Nations members associated with it. Countries, at that time, can choose to remain a party to this treaty or leave.

### Article I

Each nuclear-weapon State Party to the Treaty undertakes not to transfer to any recipient whatsoever nuclear weapons or other nuclear explosive devices or control over such weapons or explosive devices directly, or indirectly; and not in any way to assist, encourage, or induce [cause] any non-nuclear-weapon State to manufacture or otherwise acquire nuclear weapons or other nuclear explosive devices, or control over such weapons or explosive devices.

### Article II

Each non-nuclear-weapon State Party to the Treaty undertakes not to receive the transfer from any transferor whatsoever of nuclear weapons or other nuclear explosive devices or of control over such weapons or explosive devices directly, or indirectly; not to manufacture or otherwise acquire nuclear weapons or other nuclear explosive devices; and not to seek or receive any assistance in the manufacture of nuclear weapons or other nuclear explosive devices. . . .

Source: Treaty on the Non-Proliferation of Nuclear Weapons, enacted on March 5, 1970, United Nations Office for Disarmament Affairs

### 30 Explain the purpose of the Non-Proliferation Treaty based on this passage.

#### Score of 1:

- Correct response

*Examples:*

- treaty seeks to discourage countries from trading/sharing/transferring nuclear weapons technology;
- the treaty discourages non-nuclear states from acquiring/manufacturing nuclear weapons technology;
- the treaty seeks to place restrictions on the manufacture of/distribution of nuclear weapons;
- the treaty seeks to limit possession of nuclear weapons to those who already have them;
- to keep non-nuclear states non-nuclear;
- to set guidelines regarding nuclear technology for both nuclear and non-nuclear states;
- to limit nuclear weapons/war in the world

#### Score of 0:

- Incorrect response

*Examples:*

- guidelines for transferring of nuclear weapons to non-nuclear states;
- sharing nuclear weapons/weapon technology;
- every nation has the right to develop nuclear weapons;
- the treaty allows parties to leave every five years;
- they think nuclear weapons are dangerous

- No response



## Documents 1 and 2

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

### Score of 1:

- Correct response

*Examples:*

- the devastation of the atomic bombing of Nagasaki contributed to the international community to work to limit the spread of nuclear weapons;
- the use of nuclear weapons in World War II as shown in Document 1 eventually led to the international community signing a United Nations treaty limiting/restricting the production of nuclear weapons, as shown in Document 2;
- the devastation caused by the use of nuclear weapons in World War II helped inspire the United Nations to safeguard the world from their proliferation;
- the nuclear age started with the atomic bombing of Japan, and international concerns over the spread of nuclear weapons led the United Nations to create and adopt the Non-Proliferation Treaty;
- bombing Hiroshima/Nagasaki led to nuclear proliferation during the Cold War and the desire of the international community to limit the spread of nuclear weapons

### Score of 0:

- Incorrect response

*Examples:*

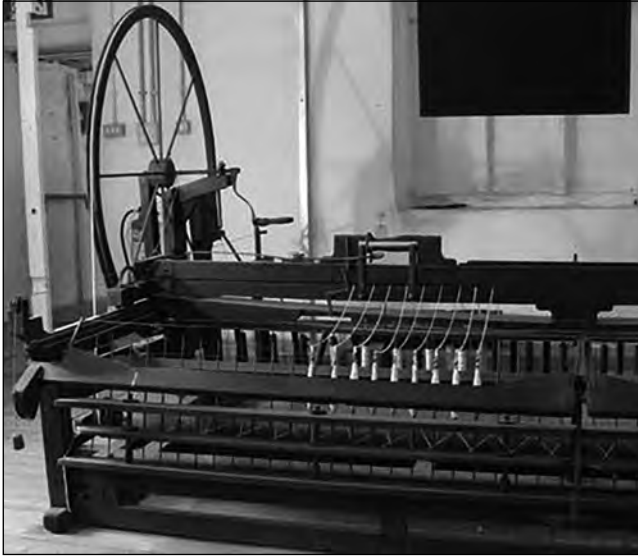
- the bombing of Japan led to the end of World War II;
- the creation of the United Nations;
- the bombing of Nagasaki led to a worldwide ban on nuclear weapons;
- Nagasaki led to an agreement;
- World War II ended with the signing of the Nuclear Proliferation Treaty

- No response

## CRQ Set 2:

### Document 1

**Spinning Jenny**



Source: *The British Museum, BBC*

**Water Frame**



Source: *The Science Museum Group*

**32 Explain the historical circumstances that led to the developments shown in these photographs.**

#### Score of 1:

- Correct response

##### *Examples:*

- advances in technology led to changes in textile production;
- the domestic system/cottage industry was used to produce goods/textiles by hand before these machines were used;
- goods/textiles were produced primarily by hand before the invention of large machines powered by water/fast-running streams;
- some British citizens had wealth/capital that could be invested in new machines because of changes in commerce/because of expanding markets overseas/because of the growth of a maritime empire;
- availability of natural resources/water power led to changes in textile production;
- beginning of the Industrial Revolution brought about more efficient machines/increased production/helped keep up with demands;
- the Enclosure Movement/Agricultural Revolution led to an increased urban population, creating an available workforce for factories

#### Score of 0:

- Incorrect response

##### *Examples:*

- people invented machines;
- more thread was produced;
- child labor laws were passed;
- the Spinning Jenny/Water Frame was invented

- No response

## Document 2

This is an excerpt from a petition by workers in Leeds, a major center of wool manufacturing in Yorkshire, England. It appeared in a local newspaper in 1786.

### **To the Merchants, Clothiers and all such as wish well to the Staple Manufactory of this Nation.**

The Humble ADDRESS and PETITION of Thousands, who labour in the Cloth Manufactory.

SHEWETH [shows], That the Scribbling-Machines [wool-carding machines] have thrown thousands of your petitioners out of employ, whereby they are brought into great distress, and are not able to procure a maintenance [earn a living] for their families, and deprived them of the opportunity of bringing up their children to labour: We have therefore to request, that prejudice and self-interest may be laid aside, and that you may pay that attention to the following facts, which the nature of the case requires.

The number of Scribbling-Machines extending about seventeen miles south-west of LEEDS, exceed all belief, being no less than one hundred and seventy! and as each machine will do as much work in twelve hours, as ten men can in that time do by hand, (speaking within bounds) and they working night-and day, one machine will do as much work in one day as would otherwise employ twenty men. . . .

We therefore hope, that the feelings of humanity will lead those who have it in their power to prevent the use of those machines, to give every discouragement they can to what has a tendency so prejudicial [harmful] to their fellow-creatures. . . .

Signed, in behalf of THOUSANDS, by  
Joseph Hepworth, Thomas Lobley  
Robert Wood, Thos. Blackburn

Source: Leeds Woollen Workers Petition, 1786

### **33 Based on this excerpt, explain the purpose of the 1786 petition written by Woollen Workers in Leeds, England.**

#### **Score of 1:**

- Correct response

#### *Examples:*

- to share their concerns about the use of machines taking their jobs;
- to let the public/community know that they are losing jobs to machines;
- to protest the use of machines;
- to show that Scribbling Machines have thrown thousands of people out of work;
- to show the negative impact that machines are having on jobs;
- to complain about the effects of machines on workers' jobs/on workers' ability to maintain their families/on their opportunities to have their children follow in their footsteps as laborers;
- to estimate the total number of British men/workers who will be unemployed as a result of the Scribbling Machine;
- to ask those who have it in their power to prevent/discourage the use of machines

**Score of 0:**

- Incorrect response

*Examples:*

- to show their support for these new machines;
- to gain employment for everybody;
- to employ twenty men;
- to allow someone to become an apprentice;
- to ask those in power to not work night and day/for twelve hours;

- No response

## Documents 1 and 2

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

### Score of 1:

- Correct response

*Examples:*

- Industrial Revolution;
- development of factory system;
- large machines in factories replacing manual labor;
- decline/downfall of the domestic system/cottage industries;
- invention of new textile machines;
- beginnings of capitalism

### Score of 0:

- Incorrect response

*Examples:*

- rise of the domestic system;
- end of factory system;
- rise of Marxism/communism;
- child labor laws

- No response

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

**Score of 1:**

- Correct response

*Examples:*

- the development of machinery to speed production led to a loss of jobs, causing laborers to organize and protest;
- new inventions as shown in the images led to the increased use of machines like the Scribbling Machine in factories during the Industrial Revolution;
- in Document 1, the introduction of machinery led to major changes in production and the loss of jobs by some laborers as described in Document 2;
- the increased use of machines led to the decline of the cottage industry and a major shift in how labor was used to produce goods;
- new inventions in the textile industry led to the mechanization of wool production and loss of some skilled jobs;
- the development of new machines revolutionized the production of textiles and changed how workers were utilized/employed;
- the development of large machines changed where goods were produced, increasing urbanization and changing how and where workers worked;
- entrepreneurs invested in new technology/machinery that led to the rise of factories and a desire to make a profit by developing an efficient workforce;
- because of new inventions, textiles produced in factories became the staple manufactured good of the nation

**Score of 0:**

- Incorrect response

*Examples:*

- inventions to make a profit;
- increased production;
- workers went on strike/were unhappy;
- urbanization;
- new inventions were made

- No response

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

**Task:**

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

**In your essay, be sure to**

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

**Scoring Notes:**

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

**Score of 5:**

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

**Score of 4:**

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

**Score of 3:**

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

**Score of 2:**

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



**Score of 1:**

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

**Score of 0:**

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

## Issues found in documents

**Document 1:** Impact of nationalism; conflict; desire for self-determination; abuse of power; lack of access to power; unequal distribution of power; political violence; protests; terrorism/use of terror; ethnic tensions; inequality; human rights violations; marginalization of people; discrimination

**Document 2:** Impact of nationalism; abuse of power; desire for self-determination; desire for freedom; inequality; lack of access to wealth/livelihood; human rights violations; conflict; impact of imperialism; protests; ethnic tensions; destruction of culture; people being forced to live in exile; marginalization of people; discrimination

**Document 3:** Human rights violations; lack of security; lack of a voice in government; unequal distribution of power; discrimination; protests; inequality; use of propaganda; conflict; abuse of power; ethnic tensions; marginalization of people

**Document 4:** Human rights violations; impact of migration; abuse of power; conflict; discrimination; impact of nationalism; starvation; political violence; ethnic tensions; people forced to live in exile; marginalization of people; destruction of foreign influence; genocide

**Document 5:** Human rights violations; genocide; abuse of power; lack of access to education; lack of access to employment; inequality; discrimination; conflict; use of terror; ethnic tensions; impact of nationalism; political violence; impact of propaganda/use of propaganda; segregation; marginalization of people

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

Possible Enduring Issues in the Documents	Documents Associated with Enduring Issue
Human rights violations	1, 2, 3, 4, 5
Conflict	1, 2, 3, 4, 5
Abuse of power	1, 2, 3, 4, 5
Ethnic tensions	1, 2, 3, 4, 5
Inequality	1, 2, 3, 5
Marginalization of people	1, 2, 3, 4, 5
Political violence	1, 4, 5
Protests	1, 2, 3
Impact of nationalism	1, 2, 4, 5
Self-determination/sovereignty	1, 2, 3
Discrimination	1, 2, 3, 4, 5

## Example Issue: Abuse of Power

### *Identify and Explain:*

Leaders and governments sometimes abuse their power by overstepping their authority, exploiting those they govern, or persecuting groups of people who they consider different from themselves. Governments and their rulers are sometimes willing to use their power to silence opposition through discrimination, intimidation, terror, or violence. When faced with this abuse of power, groups or individuals often take action to address the problems.

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

**Document 1:** The government of Austria-Hungary prevented the independence and freedom of the Slavic territories under its rule. This led Gavrilo Princip to use terror against the empire and to kill the archduke.

**Document 2:** Indians saw British control of India as unfair because they exploited the Indian people and destroyed their economy, political system, culture, and spiritual beliefs. This led the Indians to demand independence and freedom.

**Document 3:** The South African Congress Alliance rallied to support the Freedom Charter which sought to correct problems imposed by the apartheid government such as unemployment, lack of security, unequal human rights, and lack of a voice in government.

**Document 4:** The Khmer Rouge in Cambodia attempted to stamp out all foreign influence by forcing city dwellers to leave the cities and killing anyone who hesitated to follow their orders. They created conditions that led to starvation, mass murder, and refugees living in Thailand.

**Document 5:** Hutu extremists, many of whom were supporters of the ruling party of Rwanda, created a set of Ten Commandments with the sole aim of empowering Hutu peasants to marginalize and brutalize the Tutsis and their allies.

### Example Issue: Abuse of Power

Document Information	Outside Information
How issue affected people/how people affected issue	How issue affected people/how people affected issue
<p><b>Doc 1</b>—Slavic people living under foreign rule/Austro-Hungarian rule but wanted freedom Reaction of Gavriilo Princip to torment of Slavs by assassinating Archduke Ferdinand</p> <p><b>Doc 2</b>—Indian people exploited living under British rule and wanting independence Benefits of work not reaped by Indian people Many Indians forced to live in exile Indian people denied freedom of expression and free association Destruction of traditional Indian economy, political system, culture, and spiritual beliefs by British</p> <p><b>Doc 3</b>—Support of South African people for creation of the Freedom Charter to address problems of government policy South Africans calling for security, employment, equal human rights, and a voice in government</p> <p><b>Doc 4</b>—Cambodian men, women, and children ordered out of major cities and into countryside by Khmer Rouge Killing of anyone who failed to comply with Khmer Rouge Killing of Cambodians who spoke French, wore Western clothes, or whose ancestors were Vietnamese Death of one million Cambodians from starvation, beatings, overwork, or being buried alive Fleeing of some Cambodian refugees to Thailand where few believed their stories</p> <p><b>Doc 5</b>—Set of Ten Commandments that dictated how Hutus should treat Tutsi neighbors produced by Hutu extremists Hutus who married, employed, or befriended Tutsis considered traitors Tutsis excluded from business and positions of influence in education by Hutu extremists Use of the Commandments by Hutu extremists as propaganda to encourage Hutu peasants to carry out genocide against Tutsis and their allies</p>	<p>Works and ideas of Enlightenment thinkers used to challenge absolute monarchs/autocrats Use of terror by Robespierre as a method to remove enemies of the state within French government and in French society Abuse of power by Napoleon Bonaparte (invasion of countries in Europe; removal of traditional monarchs; reinstatement of slavery; denial of women’s rights) Rebellions, revolutions, and growth of nationalism among colonists as result of abuses of power Rebellion of colonized people against abusive foreign governments or actions of foreigners (Sepoys; Zulu; Ethiopians; Boxers; Taiping rebels; Mau Mau) Rise of abolitionist movements and women’s rights movements in response to lack of rights and abuse of power Effects of unfair British economic and political policies on Ireland (Irish Famine; absent British landlord rent policies) Commitment of atrocities by Ottomans against Armenians Abuse by Russian czars to control their people Rights and freedoms limited and opponents purged by Stalin, Hitler, and Mao (pogroms; Holodomor; gulags; use of propaganda; Nuremberg Laws; anti-Jewish propaganda; ghettos; forced migration; Holocaust; Cultural Revolution) Details of modern-day violators of human rights (Pinochet; Deng; Milosevic) Details about apartheid Efforts to combat/resist abusive governments (Mothers of the Plaza de Mayo; International Criminal Court; Human Rights Watch; Amnesty International)</p>

### Example Issue: Abuse of Power

Document Information	Outside Information
How issue continued/changed over time	How issue continued/changed over time
<p><b>Continuity:</b>  <b>Doc 2</b>—Exploitation of India under British rule (economically; politically; culturally; spiritually)            Despite appearance of reform, real political power not given to Indian people  <b>Doc 3</b>—Continuing struggle to achieve equality by black South Africans  <b>Doc 4</b>—Under rule of Khmer Rouge, Cambodians considered threats to the state persecuted (people who lived in major cities; people who refused to comply with the state; people influenced by the West; people of Vietnamese descent)</p> <p><b>Changes:</b>  <b>Doc 1</b>—Assassination of Archduke because of perception that Austro-Hungarian government abused its power            Nationalist feelings created among Slavs because of Austro-Hungarian rule  <b>Doc 2</b>—Call for complete independence from Britain as result of exploitation of Indian masses  <b>Doc 3</b>—Freedom Charter created to protest policies of South African government  <b>Doc 4</b>—People seeking refuge in Thailand in 1975 because of rule of Khmer Rouge            Cambodian men, women, and children ordered out of major cities and into countryside by Khmer Rouge  <b>Doc 5</b>—Divisions intensified within Hutu and Tutsi populations by Hutu extremists with exploitation of government policies            Creation of set of Ten Commandments to promote genocide</p>	<p><b>Continuity:</b>            Use of technology by individuals to draw attention to perceived governmental abuses of power (Herzl publishing pamphlets; Gandhi using newspapers and radio to reach masses; media coverage of Mandela; Arab Spring leaders using social media to inform and organize protests)            Abuse of power by authoritarian regimes (Louis XVI; Robespierre; Leopold II; Nicholas II; Mussolini; Hitler and the Nazis; Stalin; Shah Pahlavi; Mao; Deng; Kim Jong Un; Saddam Hussein)            Use of propaganda by governments to control/abuse their people            Abuse of power often associated with human rights violations</p> <p><b>Changes:</b>            Rise of nationalism and nationalist movements as a response to abuses of power that threaten local identity            Organization of protest movements when power abused            International tribunals or courts established to try officials/individuals who abuse their power (attempt by League of Nations to enforce sanctions on Italy and Japan; Nuremberg trials; Tokyo trials; International Court hearings on Bosnia and Rwanda)</p>

One example of an enduring issue throughout the history of the world is that of conflict. Conflict occurs when people with different ideas advocate for different ways of government or control. In nations or governments that have many different viewpoints and interests, conflicts are often solved with violence and unfortunately murder. Conflict occurs everywhere but in some governments is solved by voting, the courts, debates, and other peaceful methods. However, in other places conflicts become major destructive turning points. It is impossible to deny that conflict has had a large impact throughout history as evidenced by Gavrilo Princep's trial after assassinating the Archduke and Archduchess of Austria, due to his nationalistic views for Serbia and against the authoritarian Austro-Hungarian Empire. Also, the Khmer Rouge's mistreatment and murder of the Cambodian people that had been influenced by foreign influence, and the Rwandan Genocide, where the Hutu extremists severely mistreated and murdered the Tutsi people and moderate Hutu population are all conflicts with detrimental consequences.

For many years the Austrian Empire ruled as an absolute government. They ruled many different ethnicities and did not provide them with any voice or power. In the late 1800s it "reformed" to give voice to a major ethnicity within its empire, the Hungarians, and renaming itself the "Empire of Austria-Hungary." However, this caused more problems because the Austrians still controlled many ethnicities and treated them badly. These people, including the Serbs and more broadly the Slavs became angry due to their lack of voice. Gavrilo Princep, a Slavic Bosnian Serb Nationalist, wanted to achieve his nationalist goals of an independent Serbian state through terror, and by violent

means, as evidenced by his assassination of Archduke Ferdinand of Austria, and his wife. The conflict over who has the right to rule and whether self-determination should be valued and considered led to the assassination. He explicitly said that one of his motives was to enact revenge on Austria after they had supposedly raised conflict by mistreating the Slavic peoples.

At the time, the political and military situation in Europe was extremely tense, and a local incident could easily have set off a widescale conflict. Due to a complicated system of secret alliances, the assassination of Austria's archduke and archduchess led to a chain reaction of other countries such as Russia and France getting involved, turning a local conflict into one of the largest catastrophes in history, World War I. Austria declared war on Serbia. Germany, an ally of Austria then declared war on Russia, which was an ally of Serbia, and on France, which was an ally of Russia. After Germany invaded Belgium to get to France, which was Russia's ally, Great Britain, declared war on Germany.

Also, the conflict has endured, given that not even 40 years later, a second massive global conflict occurred in World War 2, partly as a result of the unanswered or poorly answered questions and conflicts that existed in World War I. Clearly, Princep's assassination highlights the enduring issue of conflict, how it affected people, and how it endured. Unfortunately this question of who gets to rule whom and whether people have the right to rule themselves (known as self-determination) still exists in this world and causes many conflicts.

During the 1970s in Cambodia another conflict emerged in the former French Indo-China region. The Vietnam war followed French

withdrawal from the region which led to a chaotic void in the area that eventually caused unstable governments to form, including in Cambodia. Conflict started over who should rule and how. Pol Pot, leader of the Khmer Rouge eventually came to power. Pol Pot, believed that foreign influence helped cause the conflicts and chaos in Cambodia and so the Khmer Rouge, began forcefully and violently evicting foreign influenced people, and forcing them to start new lives, and killing those who hesitated. Pol Pot wanted to restart Cambodia and make it a pure agrarian society as it was during its Golden Age of the Khmer Kingdom. However, because of its imperial past, as well as other outside forces, many people especially those who lived in cities were already influenced by foreign cultures. He tried to “reeducate”, relocate, or kill many people including those with a foreign education, those who wore glasses, those who drove cars, had bicycles, dressed in western ways, and other things that showed they were westernized. Over 2 million people were affected by the Khmer Rouge’s oppression, and about a million people died because of it, showing that conflict, in this case between a government and foreign influence affects, and kills, many people. This sort of systematic oppression has occurred before, as during the World War 2 era, the Nazi party killed over 6 million Jews, and affected countless other people in the Holocaust, and even now, as racial minorities struggle in their fight for equality, showing that conflict has endured throughout time. Obviously, the Khmer Rouge’s oppression of foreign influence has affected many people. Conflict around resisting foreign influence has endured throughout time, especially as other Asian nations like Japan under the Tokugana Shogunate and China resisted outside/foreign interference



and influence, although the west ultimately succeeded in getting to interfere in their affairs. This conflict was a major turning point in Cambodia not only because so many were killed but also because of the massive numbers of refugees who fled the country due to the conflict and violence.

The independence movements and deimperialism in Africa has led to many conflicts over who should rule and how. In Rwanda two major ethnic groups, the Tutsis and the Hutus, were historically pitted against each other by their colonial government run by Belgium. This was an easier way to maintain control but it led to enduring and longlasting conflict and resentment. In the 1990s, the Hutu extremists in Rwanda violently discriminated against the Tutsi group, and the Hutus' version of the "Ten Commandments" essentially allowed, and encouraged to an extent, the horrific violence and mistreatment towards the Tutsi group. This sort of conflict between different groups in Rwanda also heavily mirrors the violence and atrocities committed by Austria and Cambodia as well as the Nazis in WW2 and the Holocaust, which also outlines how conflict has endured throughout history. In 100 days approximately 1 million Tutsis, moderate Hutus and Twa were killed, often with machetes and clubs. The government was controlled by radical Hutus who wanted to rule the country without the voice of the Tutsis and who ultimately wanted to get rid of all other voices that did not agree with them. The title of Genocide is given when an extremely large amount of people are systemically targeted and killed. In Rwanda not only were almost a million people killed but also more than 500,000 fled and became refugees, primarily to the DRC, Uganda, and Burundi, causing another localized conflict to

become larger and more extensive. This also helped lead to the Civil War in the DRC that is one of the most deadly and long lasting conflicts in the modern world which shows that conflict affects a large amount of people. Clearly, the Rwandan genocide is an example of conflict affecting a large amount of people, and enduring through time, similar to the Khmer Rouge's treatment of foreign influenced people.

With these three examples, conflict is clearly shown to have endured throughout history and affected a vast amount of people, albeit in very different ways. Conflicts occur naturally. They can be solved without violence and through peaceful means. However, when people or governments turn to violence conflict can grow into larger problems and cause extraordinary consequences, often violent.

## Anchor Level 5

### **The response:**

- Clearly identifies and accurately explains *conflict* as an enduring issue raised in the documents (occurs when people with different ideas advocate for different ways of government or control; in nations where governments have many different viewpoints and interests, conflicts often solved with violence and unfortunately murder; occurs everywhere but in some solved by voting, the courts, debates, and other peaceful methods while in other places become major destructive turning points)
- Develops an even, thoughtful, and in-depth argument for both aspects of the task
- Is more analytical than descriptive (Princip assassinated Archduke and Archduchess of Austria due to his nationalist views; conflict over right to rule and whether self-determination should be valued and considered led to assassination; Pol Pot tried to reeducate, relocate, or kill many people including those with a foreign education, those who wore glasses, those who drove cars, had bicycles, dressed in western ways, and other things that showed they were westernized; Hutus’ “Ten Commandments” encouraged mistreatment of and violence toward Tutsis; government of Rwanda controlled by radical Hutus who wanted to rule the country without the voice of the Tutsis)
- Richly supports the task by incorporating relevant evidence that includes facts, examples, and details from Documents 1, 4, and 5
- Richly supports the task by incorporating substantial relevant outside information (Austrian Empire ruled many different ethnicities and did not provide them with any voice or power; any minor conflict could have set off World War I but assassination final straw because of extremely complicated system of entangling alliances; because of relatively small scale conflict between Serbia and Austria, a massive conflict started causing upheaval and suffering for many people; World War II partly a result of unanswered or poorly answered questions and conflicts that existed in World War I; unfortunately, question of who gets to rule whom and whether people have right to rule themselves, known as self-determination, still exists and causes many conflicts; French withdrawal from former French Indo-China region following Vietnam War which led to a chaotic void and eventually caused unstable governments to form, including in Cambodia; Pol Pot wanted to restart Cambodia and make it a pure agrarian society as it was during Golden Age of Khmer Kingdom; during World War II, Nazi Party killed over six million Jews and affected countless others in Holocaust; conflict a major turning point in Cambodia not only because so many killed but also because of massive numbers of refugees who fled country because of conflict and violence; in Rwanda, Tutsis and Hutus historically pitted against each other by colonial government run by Belgium; in Rwanda, not only almost a million people killed but also more than 500,000 fled and became refugees, primarily to DRC, Uganda, and Burundi, causing another localized conflict to become larger and more extensive; Rwanda helped lead to the civil war in the DRC that is one of the most deadly and long lasting conflicts in the modern world)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that explains why conflict is an enduring issue

**Conclusion:** Overall, the response fits the criteria for Level 5. Rich historical details and analytic connections to relevant outside information provide a good context to support conflict as an enduring issue. Interpretation of document information serves as the framework for the discussion and a critical appraisal of that information leads to thoughtful conclusions.

An enduring issue can be defined as a problem that occurs throughout time. One such issue is the abuse of power which often appears when one group exerts its rule over another group of people often exploiting them, their land, or their resources. In some cases, groups of people have been targeted or persecuted resulting in a violation of human rights. Some examples in which the abuse of power took place in history are during the British Raj in India, under the Khmer Rouge in Cambodia, and throughout the Rwandan genocide. It is important that people in society take note of the ways in which power has been abused and in turn attempt to help.

Abuse of power occurred between 1858 and 1947 during the British Raj when the British ruled in India. The British were oppressive to the Indian people by exploiting Indian labor and natural resources. Indian resources and cash crops were exported to Britain helping the British empire become extremely wealthy. A monopoly on products like salt meant further profits for the British government. The British also harmed Indians' culture and identity. This can be seen in the banning of certain practices and the disregard for Indian customs, traditions, and religious beliefs. Overtime, people like Gandhi and Nehru worked with the Indian National Congress to achieve home rule in India. They used tactics like civil disobedience to achieve this goal. Despite India gaining its independence, the roots of British oppression prevailed. Religious tensions between Hindus and Muslims worsened under British control. Ultimately India was divided into a majority Hindu India and a majority Muslim Pakistan. Fighting has continued since the partition, particularly in Kashmir, an independent state.

Another example of the abuse of power is the Khmer Rouge's

treatment of Cambodians. The Khmer Rouge took over the government in Cambodia in 1975 and committed a genocide, killing anyone considered foreign. Those Cambodians who spoke French, had Vietnamese ancestry or were influenced by western culture were targeted. This illustrates the abuse of power because the Khmer Rouge, led by Pol Pot, killed anyone with foreign influence in Cambodia. Cambodians were forced from urban areas into the rural countryside where the “killing fields” awaited because many there were killed or died of overwork, exhaustion, and starvation. Those who wore glasses, and those deemed foreign were killed. This abuse of power can be compared to the Armenian genocide, during World War I. The Armenians were targeted by Ottoman Turks. Although some Turkish officials consider these atrocities to be simply a consequence of the relocation of the Armenian people, many Armenians stay firm in the belief that this was in fact a genocide. Many Armenians were marched until they died of exhaustion or starvation to eliminate them. By the end of this genocide, more than one million people were killed.

The Rwandan genocide is another example of the abuse of power. In the 1990s in Rwanda, the Hutus practised “ethnic cleansing”, as they wanted to rid Rwanda of the Tutsis. This illustrates abuse of power because the Hutus were the ruling class and exerted their power over Rwanda by encouraging all Hutus to destroy the Tutsis. As the British pitted Hindus against Muslims, European conquest of Africa created similar situations, in this case between the Hutus and Tutsis. Encouraged by the government hundreds of thousands of Tutsis were murdered. The UN faced some criticism for not acting quickly enough in addressing this conflict. Similarly abuse of power also existed

during the Holocaust in Germany. Christian Germans weren't allowed to marry Jews and were encouraged to boycott Jewish businesses, like with the Tutsis in Rwanda. There seemed to be warning signs that are common when an abuse of power is taking place. Sometimes that abuse of power leads to genocide.

In conclusion, the enduring issue of abuse of power can be seen in many places across time. Some examples are the Rwandan genocide, the cleansing of foreign influence in Cambodia, and the British oppression in India. We need to do a better job of recognizing the signs of the abuse of power to prevent the exploitation or genocide of other groups of people in the future.

## Anchor Level 4

### **The response:**

- Identifies and accurately explains *abuse of power* as an enduring issue raised in the documents (often appears when one group exerts its rule over another group of people often exploiting them, their land, or their resources; in some cases, groups of people have been targeted or persecuted, resulting in a violation of human rights; seem to be common warning signs when abuse of power taking place; sometimes abuse of power leads to genocide)
- Develops a thoughtful argument in some depth for both aspects of the task
- Is both descriptive and analytical (important that people in society take note of ways in which power has been abused and in turn attempt to help; British oppressive towards Indian people; British harmed Indian culture and identity; despite India gaining independence roots of British oppression prevailed; Khmer Rouge targeted Cambodians who spoke French, had Vietnamese ancestry, or were influenced by Western culture; Cambodians forced from urban areas into rural countryside; in 1990s Hutus practiced “ethnic cleansing” as they wanted to rid Rwanda of the Tutsis)
- Supports the task by incorporating relevant evidence that includes facts, examples, and details from Documents 2, 4, and 5
- Supports the task by incorporating relevant outside information (by exploiting Indian labor and natural resources, Indian resources and cash crops exported to Britain helping British empire become extremely wealthy; monopoly on products such as salt meant further profits for British government; certain practices banned and Indian customs, traditions, and religious beliefs disregarded; people such as Gandhi and Nehru worked with Indian National Congress to achieve home rule in India with use of tactics such as civil disobedience; religious tensions between Hindus and Muslims worsened under British control; ultimately India divided into a majority Hindu India and a majority Muslim Pakistan; fighting continued since partition, particularly in Kashmir, an independent state; Khmer Rouge took over Cambodia in 1975 and committed a genocide; “killing fields” where many killed or died of overwork, exhaustion, and starvation; those who wore glasses killed; Cambodian genocide can be compared to Armenian genocide during World War I; Armenians targeted by Ottoman Turks; some Turkish officials consider atrocities to be a consequence of relocation of Armenian people but many Armenians stay firm in belief that it was a genocide; many Armenians marched until died of exhaustion or starvation; by end of Armenian genocide, more than one million people killed; encouraged by government hundreds of thousands of Tutsis murdered; United Nations faced some criticism for not acting quickly enough in addressing the conflict; during the Holocaust, Christian Germans not allowed to marry Jews and were encouraged to boycott Jewish businesses)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 4. The strength of the response is the interpretation of document information and thoughtful analytic comparisons that acknowledge abuse of power as an enduring issue. The inclusion of additional supporting facts and details would have added depth to the overall development of the task.

Throughout history, conflicts have arisen over many issues. Some of these issues have been resolved and forgotten about, meanwhile others have persisted throughout time. Those issues that persist and significantly effect people are known as enduring issues. One particular enduring issue, which is the abuse of power, has significantly impacted people during the Rwandan Genocide, under the British Raj, and under the Khmer Rouge.

While the desire for power can be seen throughout history, when power is left unchecked it can lead to human rights violations, mass genocides, and more. In the case of the Rwandan Genocide, the Hutu extremists attempted to target Tutsis and create an environment where Hutus felt comfortable criticizing, abusing, and many cases killing Tutsis. The Hutu extremists wanted power and control over the Tutsis, so they presented the Tutsis as “traitors,” “dishonest,” and created Commandments to exclude them from society. This led to the genocide of hundreds of thousands of Tutsis in Rwanda and many more fled their homes and lived as refugees. Similarly the abuse of power can be found in Nazi Germany, when Hitler’s control led him to introduce the Nuremberg laws and eventually led to the deaths of approximately six million Jews during the Holocaust. There are many examples of leaders and groups who have abused their power and committed genocide in history.

Another example of this was during India’s struggle for independence from Britain. When they were finally able to declare independence, they reflected on the path that brought them there. Jawaharlal Nehru, an Indian Nationalist, argued that India’s rights were violated and restricted under the British regime. Indians lacked a



real voice in government in their own nation. The British government wanted to control as it was very profitable for them. However, their actions destroyed India economically, politically, culturally, and spiritually. Millions of people were negatively impacted by this. It would be almost a century before Indian nationalists would achieve independence. However, a lot of damage was already done and a lot of Indian wealth was taken out of the country and never returned.

Another instance in which the desire for power had a negative impact was in the Khmer Rouge which came to power in Cambodia. Under the Khmer Rouge leader, Pol Pot, a goal was to eliminate all foreign influence by killing those who spoke French or had Vietnamese ancestors. Many Cambodians were forced to leave their homes in the city and relocate to the “killing fields.” People who wore glasses or were seen as a threat to the Khmer Rouge were killed. His actions resulted in millions of deaths and many forced relocations. The Khmer Rouge also has similar elements to Russia’s invasion of Ukraine recently. Russia’s leader, Vladimir Putin, abused his power which led him to invade Ukraine and also caused hundreds of thousands of deaths and relocations.

The abuse of power is an enduring issue that has significantly impacted large amounts of people throughout history. This is evident in the Rwandan genocide, India’s struggle for independence, the reign of the Khmer Rouge, and more recent event such as the Holocaust and Russia’s invasion of Ukraine. The abuse of power has resulted in millions of deaths throughout history. Thus, it is arguably one of the most significant enduring issues.

### Anchor Level 3

#### **The response:**

- Identifies and explains *abuse of power* as an enduring issue raised in the documents (when power left unchecked can lead to human rights violations, mass genocides, and more; many examples of leaders and groups who have abused their power and committed genocide in history; has resulted in millions of deaths throughout history)
- Develops both aspects of the argument with some depth
- Is more descriptive than analytical (in Rwanda Hutu extremists attempted to target Tutsis and create environment where Hutus felt comfortable criticizing, abusing, and in many cases killing Tutsis; Hutu extremists wanted power and control over Tutsis, so presented them as “traitors”, “dishonest”, and created commandments to exclude them from society; when India finally able to declare independence from Britain they reflected on path that brought them there; Nehru argued India’s rights violated and restricted under British regime; Indians lacked a real voice in their government in their own nation; British actions destroyed India economically, politically, culturally, and spiritually; millions of people negatively impacted by British rule of India; Pol Pot’s goal to eliminate all foreign influence in Cambodia by killing those who spoke French or had Vietnamese ancestors)
- Includes relevant evidence that includes facts, examples, and details from Documents 2, 4, and 5
- Includes relevant outside information (genocide of hundreds of thousands of Tutsis in Rwanda and many more fled their homes and lived as refugees; abuse of power can be found in Nazi Germany when Hitler’s control led him to introduce Nuremberg laws and eventually led to deaths of approximately six million Jews during Holocaust; British control of India very profitable for them; it would be almost a century before Indian nationalists achieved independence; however, much damage already done and much Indian wealth taken out of country and never returned; many Cambodians forced to leave their homes in city and relocate to “killing fields”; people who wore glasses or seen as threat to Khmer Rouge killed; Khmer Rouge similar elements to Russia’s recent invasion of Ukraine; Russian leader Putin abused his power which led him to invade Ukraine and cause hundreds of thousands of deaths and relocations)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 3. Interpretation of document information frames the response and is supported by outside information that addresses all aspects of the task. Limited development and isolated analysis weaken the application of that information to different aspects of the task.

Human rights violations are portrayed in these documents, as one party is shown to oppress another in each document. These violations are portrayed in Austrian rule of the South Slavs, the treatment of the Indian people by the British, South African apartheid, and Pol Pot and his violations.

Document 1 shows a testimony about the man who assassinated Archduke Franz Ferdinand and his wife, which sparked World War I. He is a Yugoslav nationalist who wants the South Slavs to be free from Austria, who behaved badly and tormented them. This shows human rights violations in Austria's harsh treatment. Document 2 shows a pledge taken by Nehru, an advocate for Indian independence from the British. He discusses how Indians lack freedom, rights, and opportunity due to British rule. People are killed and sent away from home, which shows human rights violations. Document 3 shows a poster depicting struggles for certain ethnic groups who are struggling in South Africa. They hope to secure work and security human rights equal to those of the white population. Nelson Mandela became a leader in ending these human rights violations in South Africa, where people were divided and treated completely differently depending upon race.

Document 4 discusses how the Khmer Rouge has killed, starved, beaten, overworked, or even buried alive people in Cambodia who didn't leave cities. They wanted to save ammunition, so they didn't shoot people often. They killed any Vietnamese in Cambodia or those who spoke French or wore western clothes. This certainly depicts human rights violations.

Document 5 discusses the Rwandan Genocide, and how the Hutus treated the Tutsis to harsh extremes, similar to how the Nazis started

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## Anchor Paper – Enduring Issues Essay—Level 2

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their campaign against the Jewish people during World War II. The Ten Commandments produced by Hutu extremists created a harsh atmosphere where human rights are being violated for Tutsis to a large extent. Even today, the Tutsis and Hutu groups have great conflicts in and near Rwanda.

Human rights violations are evident in these documents, as shown through continuities and changes over time portrayed where one group is oppressed by another, typically due to ethnicity.

### Anchor Level 2

**The response:**

- Identifies and explains *human rights violations* as an enduring issue raised in the documents (harsh treatment of people; people killed and sent away from home; one group oppressed by another, typically due to ethnicity)
- Minimally develops both aspects of the argument
- Is primarily descriptive (Princip wants South Slavs to be free of Austria who behaved badly towards them and tormented them; Nehru discusses how Indians lack freedom, rights, and opportunities due to British rule; ethnic groups in South Africa struggling to secure work and security equal to white population; Hutus treated Tutsis to harsh extremes, similar to Nazi campaign against Jewish people during World War II; Ten Commandments produced by Hutu extremists created a harsh atmosphere where human rights were violated)
- Includes few relevant facts, examples, and details from all of the documents
- Presents little relevant outside information (assassination of Archduke Franz Ferdinand and his wife sparked World War I; Nelson Mandela leader in ending human rights violations in South Africa; people in South Africa divided and treated completely different depending upon race)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that briefly explains human rights violations

**Conclusion:** Overall, the response fits the criteria for Level 2. Simplistic interpretation of document information demonstrates an understanding of the task. Some relevant outside information is mentioned but lack of application and explanation weakens the effort.

In Documents 3, 4, and 5 the enduring issue is the Human Rights Violation.

According to Document 5 the "Rwandan Genocide" it says, "The theology of hate espoused by the extremists was remarkably similar to that of the Nazis in their campaign against the Jews prior to the outbreak of the Second World War." This means the Tutsis were treated the same as the Jews prior to World War II, Everyone was told they were dishonest and should be discluded from everything.

In Document 4 "The Khmer Rouge" it explains that over 2.5 million men, women and even children were forced to march because if they resisted they would be beaten and killed. "Aproximety One million died of starvation, beatings, overwork, and being buried alive. The Khmer Rouge did not shoot many people because they wanted to solve ammunition".

In Document 3 you can see there are many African people protesting for equal rights & for work and security. This most likely means that they didn't have money or a place to feel safe, and were possibly beaten by other people.

This is why the enduring issue; Human Rights Violation is seen in the 3 Documents, 3, 4, and 5.

## Anchor Level 1

### **The response:**

- Identifies and implies *human rights violations* as an enduring issue raised in the documents
- Minimally addresses both aspects of the argument
- Is descriptive (Tutsis treated similar to Jews prior to outbreak of World War II; people told Tutsis dishonest and should not be included in anything; in Cambodia, men, women, and children forced to march because resistance meant being beaten and killed; Africans protested because they did not have a place to feel safe)
- Includes minimal facts, examples, and details some of which is copied from Documents 3, 4, and 5
- Presents no relevant outside information
- Demonstrates a general plan of organization; includes a one sentence introduction and a conclusion that identifies human rights violations as an enduring issue

**Conclusion:** Overall, the response fits the criteria for Level 1. Quotations and limited document interpretation frame the discussion. Despite lack of development, a general understanding of human rights violations as an enduring issue is demonstrated.

The enduring issue of conflict can be seen throughout history. Conflict is the disagreement between people, groups, or countries. This can be seen in British India, during apartheid in South Africa, and during the Rwandan genocide. Many groups have experienced conflict which has resulted in a variety of problems. Conflicts can be complicated and sometimes difficult to resolve.

In the 1800s and 1900s conflict existed between the British and Indians. It is clear that the British Government denied Indian people their freedom and exploited their labor. The British were a powerful imperialist country that took control of many places including India. When they did take control they treated the people there poorly and profited from the colony. The British made money off of Indian resources and goods produced by Indians. They called the colony its "crown jewel" because it was so valuable. Many Indians lived in poverty in their own country while the British became wealthier. One powerful person who fought against this was Gandhi. He believed in civil disobedience or peaceful protesting. Martin Luther King Jr later used this method to fight for equality during the Civil Rights movement in the United States. One example of Gandhi's passive resistance was through a salt march, where thousands of people marched about 240 miles to get salt because the British raised the price on it. He also called for the burning and boycotting of all British cloth. This caused Britain to lose money as Indians began making their own clothing. This was known as the Home Spun Movement. The British also killed/arrested the protesters when they did protest, as in the Amritsar Massacre. In 1947 India finally achieved independence from Britain although there was still conflict between Hindus and Muslims over who would

rule the country. It was decided to split the country between India and Pakistan.

The British also took over South Africa. As shown in document 3, the poster says, "There shall be Work and Security. All shall enjoy equal Human rights." These are the things South Africans wanted during the Age of apartheid. Even though South Africa was independent, apartheid meant the white minority maintained control over the black majority. Black South Africans were treated unfairly. They were forced to live in homelands and were sometimes killed and arrested for protesting. One person who challenged apartheid was Nelson Mandela, who was put in jail for 27 years. Eventually President F.W. De Klerk released him from jail and Apartheid, the laws that discriminated against blacks were repealed. Nelson Mandela soon became the first black South African president. He and DeKlerk soon won the Noble Peace Prize for their work in uniting the people of South Africa.

Decades after achieving independence a genocide was conducted. The Rwanda genocide was between Hutus and Tutsi and began in April 1994, right after their president was killed. They started killing with machetes and sometimes guns. The Tutsis were targeted and so was anyone who got in the Hutus' way. The government encouraged Hutu persecution of the Tutsis. Although during the genocide were many people willing to help including Carl Wilkens and used his connections to protect the orphanage from militias. He worked hard to bring food, water, and medicine to orphans in Rwanda. He ensured the orphans would remain safe despite the violence.



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

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Conflict can be complicated and involve many different groups of people. Unfortunately many conflicts result in the violation of human rights of others. Still there are always good people who look for ways to help others.

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Throughout history many people and places have experienced conflict. These 3 documents show conflict that the world has faced. Starting with document 2. In document 2, it shows that the British had taken control of India also including their economy, politically, culturally, and spiritually. India was trying to get independence from the British and to do that they have to sever the British connection and attain Purna Swaraj.

Moving on to document 4, in document 4 it shows that the Khmer Rouge had ordered people to leave major cities, even if they were in hospital bed. If anyone who hesitated they were killed. About 2.5 million men, women, and children marched into the countryside. The Khmer Rouge leader, Pol Pot had killed Cambodians who spoke French or wore western clothing and he also wiped out villagers whose ancestors were Vietnamese.

Lastly on document 5 shows conflict through rights. Anyone who married an Arab would be considered a "traitor". They would be excluded from business, positions, and the influence of education. The Arabs were seen as "dishonest" that was the reason to why they were being excluded from all of these things. They were treated unfairly from the stereotypes.

These three documents showed conflict because they had suffered through loss, pain, and no human rights. These three each had an enemy they were going against and it was very traumatic for them.

As humans settled societies became increasingly more complex. When societies expand new problems emerged. Some of these problems have existed for centuries and despite efforts people could not solve them. These are called enduring issues and many of these problems still exist today. One example of an enduring issue that has existed overtime and throughout several regions today is Injustice. Injustice can involve the exploitation of a group of people, denial of rights, and discrimination. Often there are groups that attempt to address injustice but we continue to see its presence today.

One prime example of Injustice, was in India during the 1930s. India was under the rule of the British Raj. Imperialism, which is a nation conquering other nations for their own benefit leads to injustice as it did during the rule of the Raj. India was colonized by Britain in 1858 as it desired laborers and natural resources to fuel their Industrial Revolution. When Britain colonized India it did bring Western innovations to the subcontinent. However, Britain also exploited Indians for their work on cash crop plantations and were often denied basic freedoms and rights. Cotton produced by Indian labor was transported by railroad to the coast where it was shipped back to Britain and manufactured into cloth. In turn Indians were then forced to buy the British products which undermined traditional industries. As Britain continued to extract wealth from India, its "crown jewel," Indians faced tremendous political and economic injustices. In response Gandhi, through civil disobedience was able to draw global attention to the nationalist cause and India would finally become independent in 1947 after years of resistance.

Black South Africans were also victims of injustice. In South Africa the white minority government, was able to suppress the majority of Black South Africans using the apartheid policy. The Apartheid policy was similar to the Jim Crow law in the US. Similar to the Jim Crow law, it segregated Black South Africans from white South Africans, and it ranged from schools to public buildings. From 1948-1994, Black South Africans were restricted to certain areas where they had to live. They were also required to carry pass books indicating who they were and where they were from, further limiting their ability to travel. The system of apartheid allowed for the continuation of inequity between blacks and whites, as well as maintaining an all white government. The work of activists like Nelson Mandela gave rise to the anti-apartheid movement. The South African Congress Alliance adopted the Freedom Charter in 1955 calling for equality and an end to injustice. The anti-apartheid movement sparked international attention and sanctions were placed on South Africa until Apartheid policy was finally removed in 1994. Though work has been done to improve conditions for Black South Africans in many ways they are still not treated equally to white South Africans.

Another instance of injustice was the Rwanda genocide. This genocide can be traced back to when Europeans colonized Africa through the Berlin Conference, during the Scramble for Africa. The scramble for Africa was basically the drawing of random lines in Africa disregarding current ethnic boundaries and giving the land to European powers. Under Belgian control Tutsis had control over the Hutus. Tutsis had more and better job opportunities and were favored more because they were lighter skinned compared to Hutus.

The legacy of colonialism created conflicts between these groups despite independence. In 1994, the Hutu president died when his plane was shot down. In response blame was placed on Tutsi rivals. The Hutu creation of a Ten Commandments encouraged Hutu segregation and discrimination of and violence against Tutsis. It created an environment where genocide became acceptable. Under Hutu control, Tutsi lost education opportunities, their jobs, and in general they faced political, economic, and social challenges. Many of these factors led to the later Rwanda genocide in 1994. What makes it worse is although there was awareness in the world little was done to help in a timely fashion. Many have criticized the UN for not acting quickly enough. Tragically genocides have been committed both before and after Rwanda.

Injustice isn't just in history, it is still around today. People face exploitation, discrimination, inequity, lack of voice in government and denial of basic rights. However, it is commendable that some groups and governments continue to work to combat injustice when they see it.

An enduring issue that has been highlighted time and time again across countless societies for hundreds of years is conflict. Conflict can come to fruition for a variety of reasons but it can be most generally described as struggle and strife between groups of people often with differing, or opposing, views and beliefs. A prevalent manifestation of conflicts, especially in the Twentieth century with the rise of nationalist and anti-colonialist movements, was conflict due to the struggle for independence and for political rights.

Gavrilo Princip was a Yugoslav nationalist who assassinated the heir to the Austrian throne, Archduke Franz Ferdinand and the Archduchess in July 1914, which served as the catalyst for the start of World War I. In his testimony, Princip explained his motives for assassination, which include revenge for all of the torments Austria has imposed on Slavic people, as well as his desire for independence from Austria and thus a willingness to remove all obstacles in the way of Princip's goal. He committed this violent act because Austria refused to give the Slavic people a state of their own, in other words, self-determination. Gavrilo Princip along with many others advocated for more political rights. Due to entangling alliances in which the Slavic people were supported by Russia primarily and the Austrians were supported primarily by Germany this nationalist struggle led to a huge conflict. In this situation there is conflict between Austrians and Slavs as well as providing context for an even more influential and significant conflict, WWI, which included the major European powers and had a massive impact, not only on the European continent but also on European colonies and the world.

Following the end of World War I, people from colonial societies who

had fought for their European colonizers in the Great War returned home with a new found knowledge and desire for rights. Some had been exposed to Enlightened European thinking, especially in regards to government and political representation. Furthermore, fighting alongside their European colonizers made these soldiers of colonized societies realize that perhaps the Westerners weren't as powerful as they once believed. Woodrow Wilson during the Versailles Conference advocated for self-determination within Europe which the colonized saw as hypocritical because some of them remained colonies. Consequently, anti-colonial sentiments in European colonies grew across the globe and fostered independent movements. Many colonies started fighting for independence, such as Vietnam, but a prime example of this is the conflict between the Indian people and the British Government in India's struggle for independence.

The British government's exploitation of Indian workers, denial of Indian rights, as well as the devastation to India's economy, cultural and spiritual identity, and government, fostered conflict. Prior to WWI India had advocated for independence and once the British tried to reassert their colonial power upon India after the war this ultimately led to the Indian Independence Movement, spearheaded by the Indian National Congress and Mohandas Gandhi.

Another independence movement that resulted from the conflict between two ideologies was the Independence Movement in South Africa. Although South Africa was independent, white South Africans called Afrikaners, who were predominantly the descendants of the Dutch settlers, had complete control and power in the country. Document 3 shows South Africa's struggle for rights. A poster reads

“There shall be work and security. All shall enjoy human rights. Africa Mayibuye (Bring Back Africa)”. The enduring conflict between black South Africans and white settlers manifested itself in Apartheid policies and government which promoted the segregation of white and black people. As shown in the poster, black South Africans were also fighting for their right of self-government and equality. “Africa Mayibuye” can be interpreted as South Africans wanting to end white minority control in their country which led to a lot of conflict and strife between black South Africans and the white South Africans including the Afrikaners. Document 1 demonstrates conflict between Austrians and Slavs in 1914. This leads into the conflict of European nations in WWI from 1914-1918. As a result, independence movements begin in European colonial societies. Document 2 demonstrates India’s struggle for independence against the British government in 1930. Furthermore, Document 3 shows black South Africa’s struggle for self-rule and equality against the white South African government in 1955.

Clearly, the enduring issue of conflict has been prevalent across time, affecting numerous societies, groups, and individuals, as well as leading up to each greater conflict. Conflict will continue to be present within and among societies, groups, and individuals throughout the world. In an increasingly globalized world especially with the rise of technology and the Internet, conflict on one side of the globe can send a ripple effect to other countries. The enduring issue of conflicts is increasing interconnected and will continue to be prevalent in world history, as clearly demonstrated from past historical trends.



An enduring issue that has affected world history is Human Rights violations. Human Rights violations is when people take away human rights from someone or a group a people. This enduring issue was shown in, "Rwandan Genocide", "The Khmer Rouge", and "anti apartheid movement in South Africa."

The Rwandan Genocide violated Human rights very badly. The Hutus who were members of the ruling family hated the Tutsis and disrespected them. (Doc 5.) German Soldiers and people who supported the Nazi's disrespected and mistreated Jews, even had a genocide called the "holocaust". (OI) The Hutus made ten commandments on how to treat tutsis. (Doc 5) There were laws in South Africa called Apartheid laws that mistreated Blacks in South Africa. (OI). A huge genocide began when the Hutus were influenced to not treat any tutsis with respect nor have mercy. (Doc 5). This is important because it shows human rights violations in history.

Pol Pot a leader in Cambodia violated people's human rights severely in history. Pol Pot was a leader of a group called the "Khmer Rouge" and they murdered people with no hesitation. (Doc 4) Joseph Stalin had millions of people die under his rule. (OI) Pol Pot killed a lot of people millions even, but did not shoot everyone, because he wanted to save ammunition. (Doc 4) This shows that Pol Pots leadership in Cambodia is important, because he violated so many human rights to innocent lives in Cambodia.

Another violation to human rights were the apartheid laws, and people fought back for their rights. Black Natives in South Africa wanted their human rights. (Doc 3) Nelson Mandela was the first Black President in South Africa. (OI) The people of South Africa were

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

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being mistreated and disrespected because they were black, they just wanted to be at home with everyone equal. (Doc 3). White settlers in South Africa had more rights than Black Natives. (01) The Black Natives wanted more political power as well. (Doc 3). This shows that Black Natives in South Africa had no rights, which is a violation to human rights.

As you can see human rights have been violated throughout history with Genocides, and people simply having no rights. This enduring issue was shown in "Rwandan Genocide", "The Khmer Rouge", and "anit apartheid movement in South Africa." Human rights violations still happen today but when everyone one day can see people as equals there won't be multiple races, we all will be the Human Race.

## Practice Paper A — Score Level 3

### **The response:**

- Identifies and explains *conflict* as an enduring issue raised in the documents (disagreement between people, groups, or countries; many groups experienced conflict which resulted in variety of problems; can be complicated and sometimes difficult to resolve)
- Develops both aspects of the argument with some depth
- Is more descriptive than analytical (clear that British government denied Indian people freedom, exploited their labor, and profited from the colony; black South Africans treated unfairly; Tutsis targeted in Rwanda and so was anyone who got in the Hutus' way; government encouraged Hutu persecution of Tutsis)
- Includes relevant evidence that includes facts, examples, and details from Documents 2, 3, and 5
- Includes relevant outside information (British powerful imperialist country that took control of many places including India; British made money from Indian resources and goods produced by Indians; British called India its "crown jewel" because so valuable; many Indians lived in poverty in own country while British became wealthier; Gandhi believed in civil disobedience or peaceful protesting; Martin Luther King later used Gandhi's methods to fight for equality during Civil Rights Movement in United States; Gandhi led a Salt March where thousands of people marched about 240 miles to get salt because British raised price; Gandhi also called for burning and boycotting of all British cloth known as Homespun Movement which caused Britain to lose money as Indians began making their own clothing; British also killed and arrested protesters as in Amritsar Massacre; in 1947 India finally achieved independence from Britain although still conflict between Hindus and Muslims over who would rule; decided to split country between India and Pakistan; British also took over South Africa; even though South Africa independent apartheid meant white minority maintained control over black majority; black South Africans forced to live in homelands and sometimes killed and arrested for protesting; Mandela put in jail for 27 years and eventually released by President F.W. De Klerk and laws that discriminated against blacks ended; Mandela first black South African president; Mandela and De Klerk won Nobel Peace Prize for their work in uniting people of South Africa; genocide in Rwanda began soon after president killed; in Rwanda many people willing to help including Carl Wilkens who worked to bring food, water, and medicine to orphans to help them remain safe)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 3. Document information and brief summaries of that information are employed as stepping stones to relevant outside information, especially in the discussion of India. Some information lacks supporting facts and details which detracts from its effectiveness.

## Practice Paper B — Score Level 1

### **The response:**

- Identifies and implies *conflict* as an enduring issue raised in the documents (conflict often results in loss, pain, trauma, and no human rights; usually going against an enemy)
- Minimally addresses both aspects of the argument
- Is descriptive (India had to sever connection with British; Khmer Rouge ordered people to leave major cities even if they were in hospital beds; Tutsis seen as dishonest so excluded from many things; Tutsis treated unfairly because seen as stereotypes)
- Includes minimal facts, examples, and details from Documents 2, 4, and 5
- Presents no relevant outside information
- Demonstrates a general plan of organization; includes an introductory statement and a conclusion that explains why the documents show conflict

**Conclusion:** Overall, the response fits the criteria for Level 1. Limited general summaries minimally address the task and demonstrate a limited understanding of conflict as an enduring issue. A lack of supporting facts and details and connections further weaken the effort.

## Practice Paper C — Score Level 5

### **The response:**

- Clearly identifies and accurately explains *injustice* as an enduring issue raised in the documents (some problems have existed for centuries and despite efforts people could not solve them; can involve exploitation of a group of people, denial of rights, and discrimination)
- Develops an even, thoughtful, and in-depth argument for both aspects of the task
- Is more analytical than descriptive (Britain exploited Indians for their work on cash crops and plantations and often denied them their basic freedoms and rights; legacy of colonialism created conflicts between groups despite independence; Hutu creation of a Ten Commandments encouraged Hutu segregation and discrimination of and violence against Tutsis and created an environment where genocide acceptable; although there was awareness in the world, little was done to help in a timely fashion and many have criticized United Nations for not acting quickly enough; commendable that some groups and governments continue to work to combat injustice when they see it)
- Richly supports the task by incorporating relevant evidence that includes facts, examples, and details from Documents 2, 3, and 5
- Richly supports the task by incorporating substantial relevant outside information (imperialism leads to injustice as it did in India under rule of British Raj in 1930s; India colonized by Britain as it desired laborers and natural resources to fuel their Industrial Revolution; cotton produced by Indian labor transported by railroad to coast where shipped back to Britain and manufactured into cloth; Indians forced to buy British products which undermined traditional industries; Britain continued to extract wealth from India, its “crown jewel”; using civil disobedience Gandhi was able to draw global attention to the nationalist cause and India would finally become independent after years of resistance; in South Africa, the white minority government was able to suppress the majority of black South Africans using apartheid which was similar to Jim Crow laws in the United States; from 1948 to 1994 black South Africans restricted to certain areas where they had to live and required to carry passbooks indicating who they were and where they were from, further limiting their ability to travel; system of apartheid allowed for the continuation of inequity between blacks and whites as well as maintaining an all-white government; work of activists such as Nelson Mandela gave rise to anti-apartheid movement which sparked international attention and sanctions placed on South Africa; although conditions for black South Africans have improved in many ways they are still not treated equally to white South Africans; Rwandan genocide can be traced back to European colonization of Africa through the Berlin Conference during the Scramble for Africa; Scramble for Africa basically drawing of random lines in Africa disregarding current ethnic boundaries and giving land to European powers; under Belgian control, Tutsis had control over Hutus; Tutsis had more and better job opportunities and favored more because they were lighter skinned compared to Hutus; in 1994, Hutu president died when his plane shot down)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that discuss injustice as an enduring issue

**Conclusion:** Overall, the response fits the criteria for Level 5. Substantive historical details effectively support a critical appraisal of document information to justify the role injustice has played in different societies. Analytic conclusions and relevant outside information appear throughout the response and add depth to the discussion.

## Practice Paper D — Score Level 4

### The response:

- Identifies and accurately explains *conflict* as an enduring issue raised in the documents (can come to fruition for variety of reasons; generally described as struggle and strife between groups of people often with differing or opposing views and beliefs; prevalent manifestation especially in 20th century with rise of nationalist and anti-colonial movements was conflict due to struggle for independence and political rights)
- Develops a thoughtful argument in some depth for both aspects of the task
- Is both descriptive and analytical (Princip's motives included revenge for all of torments Austria imposed upon Slavic people as well as desire for independence from Austria; British government's exploitation of Indian workers, denial of Indian rights, as well as devastation to India's economy, cultural and spiritual identity, and government fostered conflict; South Africans wanted to end white minority control; black South Africans struggled for self-rule and equality against white South African government)
- Supports the task by incorporating relevant evidence that includes facts, examples, and details from Documents 1, 2, and 3
- Supports the task by incorporating relevant outside information (Princip wanted self-determination for Austria; due to entangling alliances in which Slavic people supported primarily by Russia and Austria supported primarily by Germany, nationalist struggle led to a huge conflict; assassination provided context for World War I which included major European powers and had a massive impact, not only on European continent but on European colonies and the world; following end of World War I, people from colonial societies who had fought for their European colonizers in the Great War returned home with a newfound knowledge and desire for rights; fighting alongside European colonizers made soldiers of colonized societies realize that perhaps Westerners not as powerful as they once believed; Woodrow Wilson during Versailles Conference advocated for self-determination within Europe which colonized saw as hypocritical because some of them remained colonies; many colonies such as Vietnam started fighting for independence; prior to World War I, India had advocated for independence and British reassertion of their colonial power upon India after the war led to independence; Indian independence movement spearheaded by Indian National Congress and Gandhi; although South Africa independent white South Africans called Afrikaners, who were predominantly descendants of Dutch settlers, had complete control and power in country; enduring conflict between black South Africans and white settlers manifested itself in apartheid policies)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 4. Critical appraisal of document information, comparative statements, and historical examples effectively establish links across time and place and the unfortunate endurance of conflict in today's world. Lack of supporting facts and details, especially in the treatment of South Africa detract from the effectiveness of the discussion.

## Practice Paper E — Score Level 2

### **The response:**

- Identifies and explains *human rights violations* as an enduring issue raised in the documents (happen when people take away human rights from someone or a group of people)
- Minimally develops both aspects of the argument
- Is primarily descriptive (Rwandan genocide violated human rights very badly; Hutus influenced to not treat any Tutsi with respect; Khmer Rouge murdered people with no hesitation; Pol Pot did not shoot everyone because he wanted to save ammunition; Black South Africans wanted their human rights; people of South Africa being mistreated and disrespected because they were black)
- Includes few relevant facts, examples, and details from Documents 3, 4, and 5
- Presents little relevant outside information (Nazi genocide of Jews called the Holocaust; apartheid laws in South Africa mistreated blacks; millions of people died under Stalin's rule; Nelson Mandela first black president in South Africa; white settlers in South Africa more rights than black natives)
- Demonstrates a general plan of organization; includes an introduction that identifies human rights violations as an enduring issue and a conclusion that states human rights violations continue to happen today but might end one day

**Conclusion:** Overall, the response fits the criteria for Level 2. Most of the discussion focuses on a basic interpretation of document information that addresses all aspects of the task with general statements that lack development. Relevant outside information is mentioned but is only loosely connected to the task and lacks supporting facts and details.

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

<b>Question Number</b>	<b>Key Idea</b>
1	10.1
2	10.1
3	10.2
4	10.1
5	10.1
6	10.2
7	10.2
8	10.4
9	10.4
10	10.2
11	10.2
12	10.5
13	10.5
14	10.4
15	10.7
16	10.7
17	10.7
18	10.6
19	10.6
20	10.6
21	10.6
22	10.8
23	10.9
24	10.9
25	10.9
26	10.10
27	10.10
28	10.10
29	10.5
30	10.6
31	CT
32	10.3
33	10.3
34a	CT
34b	CT
35	CT

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



***The Chart for Determining the Final Examination Score for the January 2024 Regents Exam in Global History and Geography II will be posted on the Department's web site at: <https://www.nysed.gov/state-assessment/high-school-regents-examinations> on the day of the exam. Conversion charts provided for the previous administrations of any Global History and Geography examinations must NOT be used to determine students' final scores for this administration.***

### **Submitting Teacher Evaluations of the Test to the Department**

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

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

## January 2024 Regents Exam in Global History and Geography II

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

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

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

### Part III Essay Score

		0	0.5	1	1.5	2	2.5	3	3.5	4	4.5	5
Part I and Part II Score	0	0	6	12	18	23	27	32	36	40	44	48
	1	4	10	16	21	26	30	35	39	43	46	50
	2	8	14	19	24	29	33	38	41	45	49	52
	3	12	18	23	27	32	36	40	44	48	51	54
	4	16	21	26	30	35	39	43	46	50	53	56
	5	19	24	29	33	38	41	45	49	52	55	58
	6	23	27	32	36	40	44	48	51	54	57	60
	7	26	30	35	39	43	46	50	53	56	59	62
	8	29	33	38	41	45	49	52	55	58	61	63
	9	32	36	40	44	48	51	54	57	60	63	65
	10	35	39	43	46	50	53	56	59	62	64	67
	11	38	41	45	49	52	55	58	61	63	66	68
	12	40	44	48	51	54	57	60	63	65	67	70
	13	43	46	50	53	56	59	62	64	67	69	71
	14	45	49	52	55	58	61	63	66	68	70	72
	15	48	51	54	57	60	63	65	67	70	72	74
	16	50	53	56	59	62	64	67	69	71	73	75
	17	52	55	58	61	63	66	68	70	72	74	76
	18	54	57	60	63	65	67	70	72	74	76	78
	19	56	59	62	64	67	69	71	73	75	77	79
	20	58	61	63	66	68	70	72	74	76	78	80
	21	60	63	65	67	70	72	74	76	78	79	81
	22	62	64	67	69	71	73	75	77	79	81	82
	23	63	66	68	70	72	74	76	78	80	82	83
	24	65	67	70	72	74	76	78	79	81	83	85
	25	67	69	71	73	75	77	79	81	82	84	86
	26	68	70	72	74	76	78	80	82	83	86	87
	27	70	72	74	76	78	79	81	83	85	86	88
	28	71	73	75	77	79	81	82	84	86	88	90
	29	72	74	76	78	80	82	83	86	87	89	91
	30	74	76	78	79	81	83	85	86	88	90	92
	31	75	77	79	81	82	84	86	88	90	92	94
	32	76	78	80	82	83	86	87	89	91	93	95
	33	78	79	81	83	85	86	88	90	92	94	97
	34	79	81	82	84	86	88	90	92	94	96	98
35	80	82	83	86	87	89	91	93	95	97	100	

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