

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY II (GRADE 10)

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

**REGENTS EXAM IN GLOBAL HISTORY
AND GEOGRAPHY II (GRADE 10)**

Friday, June 17, 2022 — 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.

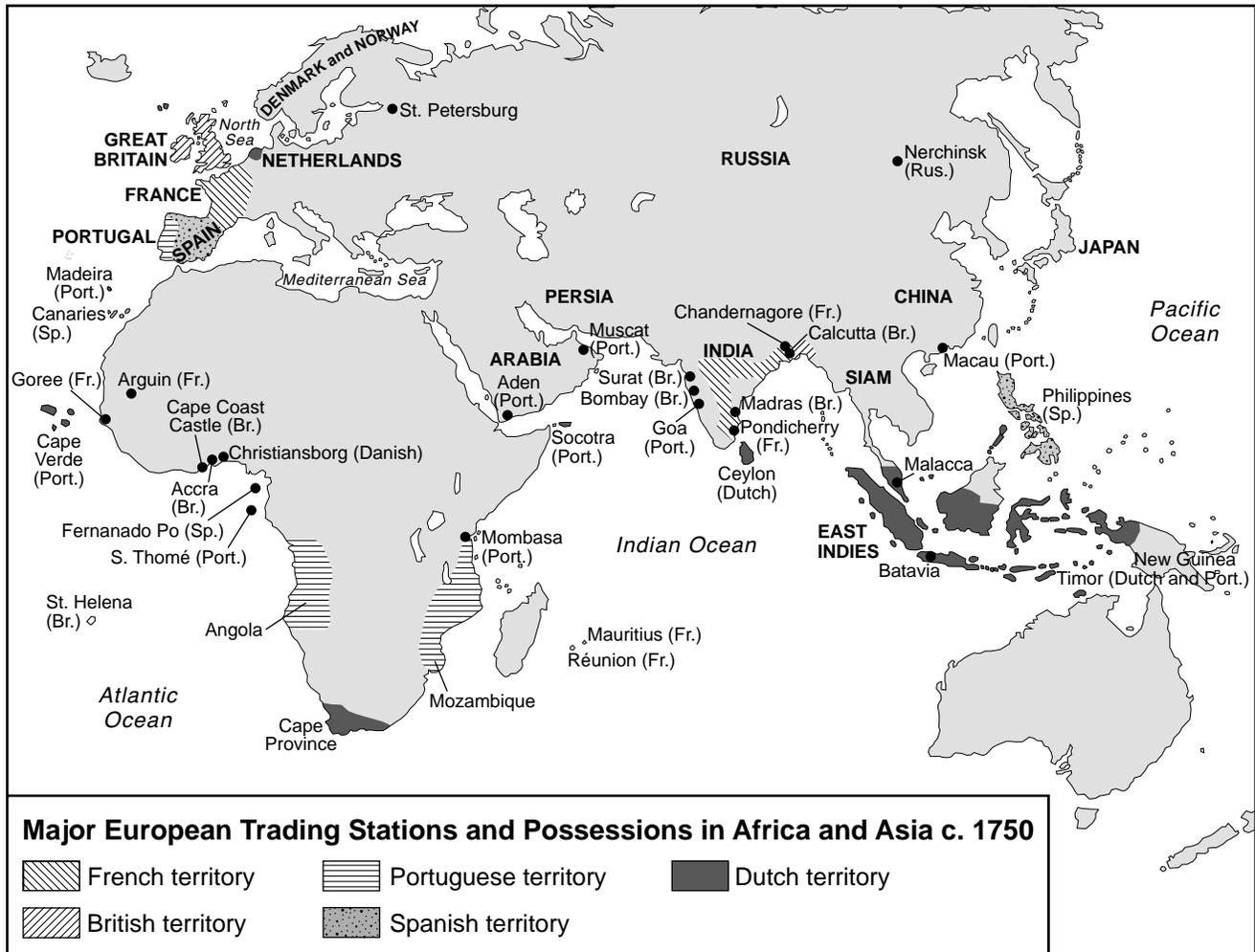
DO NOT OPEN THIS EXAMINATION BOOKLET UNTIL THE SIGNAL IS GIVEN.

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.

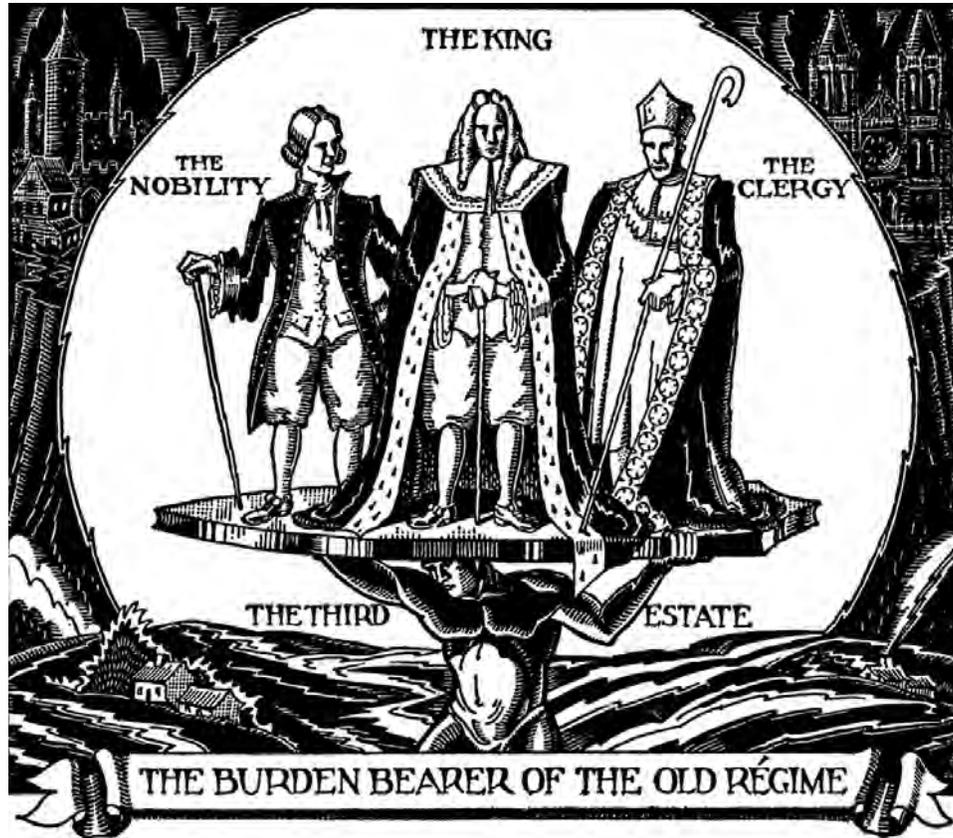
Base your answer to question 1 on the map below and on your knowledge of social studies.



Source: J. M. Roberts, *A History of Europe*, Allen Lane (adapted)

- 1 What was a contributing factor to the historical development shown on this map?
- (1) the abolition of the slave trade
 - (2) the growing strength of Asian states
 - (3) the lack of seafaring technology
 - (4) the desire for markets and raw materials

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



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

2 Which claim is best supported by information from this illustration?

- (1) The clergy and the nobles have the least amount of power.
- (2) The Third Estate supported the First and Second Estates.
- (3) The First Estate supported the Third Estate.
- (4) The three Estates shared power equally.

3 What was one effect of the historical development shown in this illustration?

- (1) The king was overthrown and communism was introduced.
- (2) The king became an Enlightened despot and a totalitarian government was created.
- (3) A republic was established and the king was beheaded.
- (4) A directory was formed and the king maintained his power.

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

. . . In the Moghul [Mughal] empire the core contradiction had always been Hindus versus Muslims. Akbar the Great had worked out a sort of accommodation, but his great-grandson Aurangzeb reversed all his policies, enforcing orthodox Islam rigidly, restoring discrimination against Hindus, squashing smaller religious groups such as the Sikhs, and generally replacing tolerance with repression. And yet, say what you will about the man's narrow-minded zealotry [fanaticism], Aurangzeb was a titanic talent, so he not only held his empire together but extended it. The whole time, however, he was sowing the discord [division] and tension that would erupt to ruin the empire as soon as a less capable ruler took charge. . . .

. . . This glimpse into the Ottoman social clockwork does not begin to exhaust its fractal intricacy [complexity]: look closer and deeper into Ottoman society and you'll see the same order of complexity at every level. Everything was connected to everything else and connected in many ways, which was fine when all the connections balanced out and all of the parts were working. Centuries later, when the empire entered its decrepitude [decaying state], all the intertwining parts and intermeshing [connecting] institutions became a peculiarly Ottoman liability; their intricacy meant that trouble in one place or sphere translated mysteriously to trouble in a dozen other places or spheres—but that came later. In the sixteenth century, the Ottoman Empire was an awesomely well-functioning machine. . . .

Source: Tamim Ansary, *Destiny Disrupted: A History of the World Through Islamic Eyes*, Public Affairs

4 Based on these passages, what is a primary similarity between the Mughal and Ottoman Empires?

- (1) Social conflict did not exist in either empire.
- (2) Each empire experienced a period of success.
- (3) Each empire lasted less than a century.
- (4) Hinduism had little influence in the development of either empire.

5 Which statement best explains a reason the Mughal Empire declined and a reason the Ottoman Empire declined?

- (1) Mughal leaders were ineffective; Ottoman society was too interconnected.
- (2) Mughal society was too secular; policies of Ottoman sultans were inconsistent.
- (3) Religious diversity in the Mughal Empire was lacking; the Ottoman Empire never worked efficiently.
- (4) Mughal society paid little attention to the government; Ottoman social groups were too isolated.

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

Mary Wollstonecraft’s Book Dedication to M. Tallyrand-Périgord

... Contending for the rights of woman, my main argument is built on this simple principle, that if she be not prepared by education to become the companion of man, she will stop the progress of knowledge and virtue; for truth must be common to all, or it will be inefficacious [ineffective] with respect to its influence on general practice. And how can woman be expected to co-operate unless she know why she ought to be virtuous? Unless freedom strengthen her reason till she comprehend her duty, and see in what manner it is connected with her real good? If children are to be educated to understand the true principle of patriotism, their mother must be a patriot; and the love of mankind, from which an orderly train of virtues spring, can only be produced by considering the moral and civil interest of mankind; but the education and situation of woman, at present, shuts her out from such investigations. . . .

Source: Mary Wollstonecraft, 1792

6 Which historical development was influenced by Wollstonecraft’s writing?

- (1) the rise of British nationalism
- (2) the Glorious Revolution
- (3) the woman’s suffrage movement
- (4) the Irish Home Rule movement

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

If you grew up in Ireland you were told about the Famine. It was dinned [pounded] into you. In the history books there were pictures of huddled families dying of hunger in their hovels [simple dwelling], the same families being evicted—by English landlords—and with no place to go but a ditch.

In the 1930s and 1940s old people in Limerick City still whispered of the horrors of that Famine less than 100 years before. They said it was the fault of the English. They said it was a fact that tons of corn [grain] were shipped out of the country to feed Her Majesty’s armies beyond. There was enough food to go around to feed Ireland ten times over.

The old people said they would never forgive that of the English and they hoped we wouldn’t either. . . .

Source: Frank McCourt, “Scraps and Leftovers: A Meditation,” Hyperion

7 According to this document, what was a contributing factor to the famine in Ireland?

- (1) The British government exported much of the food produced in Ireland.
- (2) The British army drafted the young farmers of Ireland to fight overseas.
- (3) British shipments of corn and potatoes were delayed due to poor weather.
- (4) Landlords evicted English families out of their houses.

8 What was a result of the situation described in this document?

- (1) The Irish nationalist movement grew.
- (2) The Irish farmers destroyed their crops.
- (3) The Irish cut off diplomatic ties with the British government.
- (4) The Irish were forced to work in British colonies by the millions.

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

The Charter Oath (of the Meiji Restoration), 1868

By this oath, we set up as our aim the establishment of the national weal [public good] on a broad basis and the framing of a constitution and laws.

1. Deliberative assemblies shall be widely established and all matters decided by public discussion.
2. All classes, high and low, shall unite in vigorously carrying out the administration of affairs of state.
3. The common people, no less than the civil and military officials, shall each be allowed to pursue his own calling so that there may be no discontent.
4. Evil customs of the past shall be broken off and everything based upon the just laws of Nature.
5. Knowledge shall be sought throughout the world so as to strengthen the foundations of imperial rule.

Source: Wm. Theodore de Bary, ed., et al., *Sources of Japanese Tradition*, Columbia University Press

- | | |
|---|---|
| 9 Based on the aims presented in the Charter Oath, it can best be inferred that the | 10 Which event most directly led to the issuing of the 1868 Charter Oath? |
| (1) emperor was no longer a symbol of power | (1) Britain's victory in the Opium War |
| (2) samurai directly controlled public discussions | (2) Russia's defeat in the Russo-Japanese War |
| (3) Japanese government encouraged western learning | (3) the establishment of a separate port for Dutch traders |
| (4) lowest classes of Japanese society were excluded from government | (4) the collapse of the Tokugawa Shogunate |
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Base your answer to question 11 on the cartoon below and on your knowledge of social studies.

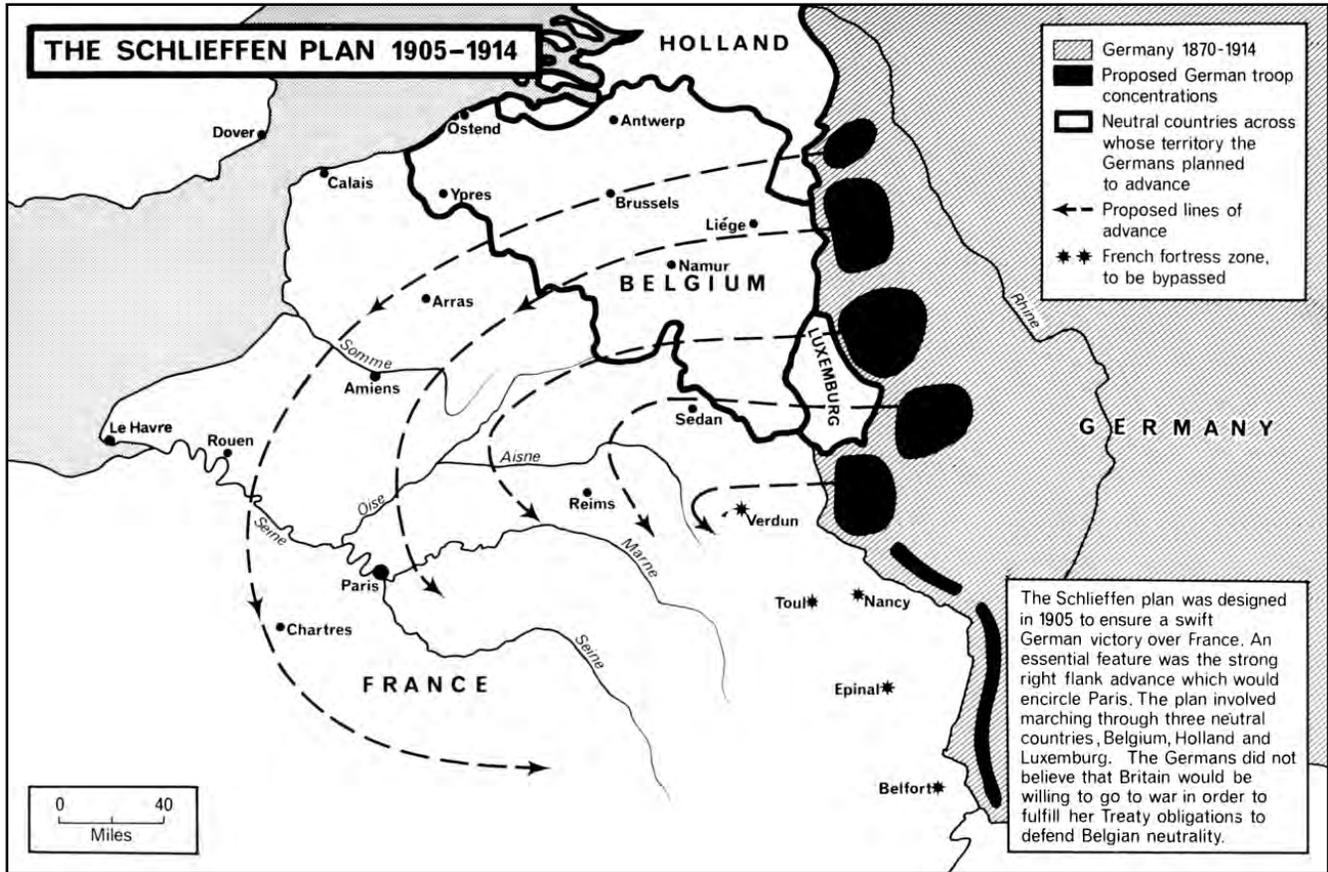
THE CRIME OF THE AGES. WHO DID IT?



Source: John McCutcheon, *The Chicago Tribune*, August 5, 1914 (adapted)

- 11 Which statement best represents the cartoonist's point of view?
- (1) Working together will bring peace back to Europe.
 - (2) Germany is best positioned to revive peace in Europe.
 - (3) The nation of Italy was not guilty of any crimes in Europe.
 - (4) There is plenty of blame to go around for the death of peace in Europe.

Base your answer to question 12 on the map below and on your knowledge of social studies.



Source: Martin Gilbert, *The Routledge Atlas of the First World War*, Routledge, 2008

12 What was a major result of Germany's decision to use the Schlieffen Plan in 1914?

- (1) French and Germans engaged in ongoing fighting across trenches.
- (2) British submarines came to the aid of Germans to defeat France.
- (3) Serbia and Austria-Hungary attacked Germany and France.
- (4) Russia applied diplomatic pressure to achieve a peace settlement between Germany and France.

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

Description of the experiences of Deng Yingchao, a young Chinese woman during the protests of 1919

When the May Fourth Movement took place in 1919, I was only sixteen years old, a student at the Tianjin Women’s Normal College. . . . On May 4, 1919, students in Beijing held a demonstration asking the government to refuse to sign the Versailles Peace Treaty and to punish the traitors at home. In their indignation [displeasure], they burned the house at Zhaojialou and beat up Lu Zhongxiang, then Chinese envoy to Japan. The following day, when the news reached Tianjin, it aroused the indignation of students there who staged their own demonstration on May 7th. They began by organizing such patriotic societies as the Tianjin Student Union, the Tianjin Women’s Patriotic Society, and the Tianjin Association of National Salvation. We had no political theory to guide us at that time, only our strong patriotic enthusiasm. In addition to the Beijing students’ requests, we demanded, “Abrogate [reject] the Twenty-One Demands!” “Boycott Japanese Goods!” and “Buy Chinese-made goods!” Furthermore, we emphatically refused to become slaves to foreign powers! . . .

Source: Patricia Buckley Ebrey, *Chinese Civilization: A Sourcebook*, The Free Press

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|---|--|
| 13 Based on this passage, what was the purpose of the May 7th protest in Tianjin? | 14 Which claim is best supported by this passage? |
| (1) to condemn international wars | (1) Industrial modernization has been delayed by gender inequality in the workplace. |
| (2) to demonstrate national pride | (2) Women should hold positions of leadership in business and government. |
| (3) to support economic interdependence | (3) Government and society must return to a reliance on Confucian values. |
| (4) to criticize progressive revolutionaries | (4) Consumers should choose to purchase domestically manufactured goods. |
-

Base your answers to questions 15 and 16 on the account below and on your knowledge of social studies.

The quotations below are from Denys, a British officer serving in the British Indian Army in 1947, who was interviewed as part of the “Partition Voices” project.

“We were fairly thin on the ground by August 1947. On Independence Day I was in Lahore making my way back to England. I remember people shaking my hand saying, ‘Thank you. Thank you for making us independent.’

“The station was knee-deep in bodies. It was a terrible time. Trains coming from one direction full of dead Sikhs and Hindus – and trains coming from the other full of dead Muslims.

“We all – sort of people like myself, British officers – felt Partition went through too fast. The whole thing was not thought through.

“I think the British government of the day was anxious to get it done quickly. It was a great mistake.”

Source: “A Country Divided: How it affected me,” *BBC News* online

15 Based on Denys’ account, which situation developed during the partition of India?

- (1) British troops seized control of trains.
- (2) India became a mandate of Great Britain.
- (3) Religious and ethnic conflict increased along the borders.
- (4) Pakistan installed a communist regime.

16 Which statement best supports the conclusion that Denys is a reliable source of evidence regarding the partition of India?

- (1) He provides examples of the hostility individual Indians showed toward British soldiers.
- (2) He includes details that support the British government’s position regarding the division of British India.
- (3) He reports that India requested the continued help of the British military.
- (4) He gives an eyewitness account describing what he saw on Independence Day.

Base your answers to questions 17 and 18 on the map below and on your knowledge of social studies.

Berlin Air Corridors, November 1948



Source: Illingworth Collection, *From Warfare to Welfare: 1939–1959*, National Library of Wales, 2008

- 17 Which policy is most closely associated with the event featured on this map?
- (1) détente
 - (2) perestroika
 - (3) containment
 - (4) nonalignment
- 18 The situation illustrated by this map was resolved when
- (1) Joseph Stalin ordered the end of the blockade
 - (2) Winston Churchill delivered the “Iron Curtain” speech
 - (3) the United Nations negotiated on behalf of East Germany
 - (4) the North Atlantic Treaty Organization (NATO) threatened to use atomic weapons

Base your answers to questions 21 and 22 on the passages below and on your knowledge of social studies.

Passage A

. . . I wish to go to my own words during my trial in 1964. They are as true today as they were then. I wrote: I have fought against white domination, and I have fought against black domination. I have cherished the idea of a democratic and free society in which all persons live together in harmony and with equal opportunities.

It is an ideal which I hope to live for and to achieve. But if needs be, it is an ideal for which I am prepared to die. . . . My friends, I have no words of eloquence to offer today except to say that the remaining days of my life are in your hands. I hope you will disperse with discipline. And not a single one of you should do anything which will make other people to say that we can't control our own people.

Source: Transcript of Nelson Mandela's speech "Africa It Is Ours!," February 10, 1990

Passage B

. . . Our country and all its people have been embroiled [involved] in conflict, tension and violent struggle for decades. It is time for us to break out of the cycle of violence and break through to peace and reconciliation. The silent majority is yearning for this. The youth deserve it.

With the steps the Government has taken it has proven its good faith and the table is laid for sensible leaders to begin talking about a new dispensation [direction], to reach an understanding by way of dialogue and discussion.

The agenda is open and the overall aims to which we are aspiring should be acceptable to all reasonable South Africans.

Among other things, those aims include a new, democratic constitution; universal franchise [vote]; no domination; equality before an independent judiciary; the protection of minorities as well as of individual rights; freedom of religion; a sound economy based on proven economic principles and private enterprise; dynamic programmes directed at better education, health services, housing and social conditions for all. . . .

Source: F. W. de Klerk, speech at the opening of Parliament, February 2, 1990

- | | | |
|---|--|--|
| 21 According to Passages A and B, both men are striving to do what? | | 22 Which long-standing policy influenced the actions and words expressed in these passages by Nelson Mandela and F. W. de Klerk? |
| (1) lead mass protests in South Africa | | (1) tribal decision-making |
| (2) compete for political power in South Africa | | (2) international cooperation |
| (3) maintain discrimination in South Africa | | (3) apartheid |
| (4) end racial conflict in South Africa | | (4) non-aggression |

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

We realize that to demand the fulfillment of human rights is a revolutionary act, that to question the government about bringing our children back alive was a revolutionary act. We are fighting for liberation, to live in freedom, and that is a revolutionary act. The day in which there will be no more hunger, that justice will be done, that the murderers will be in jail, then we will have accomplished a revolution. To transform a system is always revolutionary.

Mothers of the Plaza de Mayo



The Mothers “put the torturers behind bars” in 1987 with murals posted before a military parade.

Source: Marguerite G. Bouvard,
“Revolutionizing Motherhood: The Mothers of the Plaza de Mayo,”
National Geographic, December 1984 (adapted)

- 23 Which issue are the Mothers of the Plaza de Mayo addressing?
- (1) oppressive rule by a military dictatorship
 - (2) lack of job opportunities
 - (3) a policy of ethnic cleansing
 - (4) the need for education reform
- 24 What is the primary method used by the Mothers of the Plaza de Mayo to achieve their objectives?
- (1) making terrorist attacks against civilians
 - (2) staging non-violent protests
 - (3) organizing a coup d'etat against the government
 - (4) boycotting international corporations

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

Part II

SHORT-ANSWER CONSTRUCTED RESPONSE QUESTIONS (CRQ)

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

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

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

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

Short-Answer CRQ Set 1 Structure

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

Short-Answer CRQ Set 2 Structure

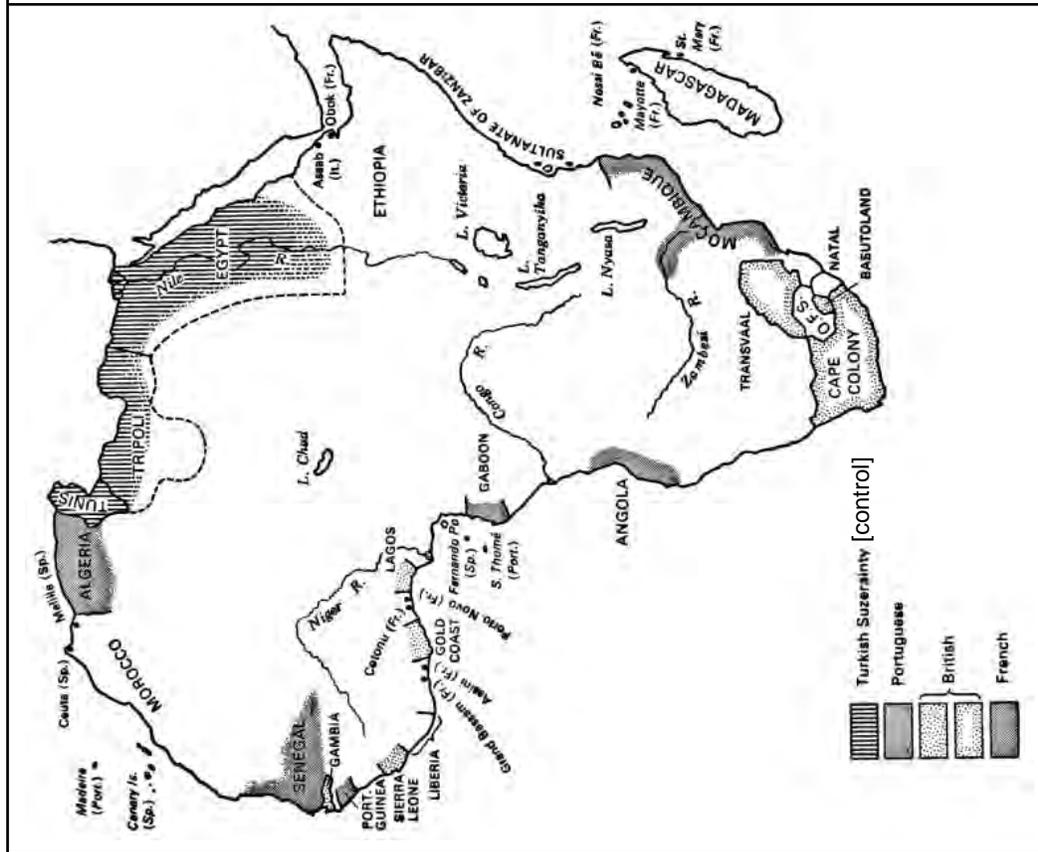
- Question 32 uses Document 1 (Context)
 - Question 33 uses Document 2 (Source)
 - Questions 34a and 34b use Documents 1 and 2 (Relationship between documents)
-

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

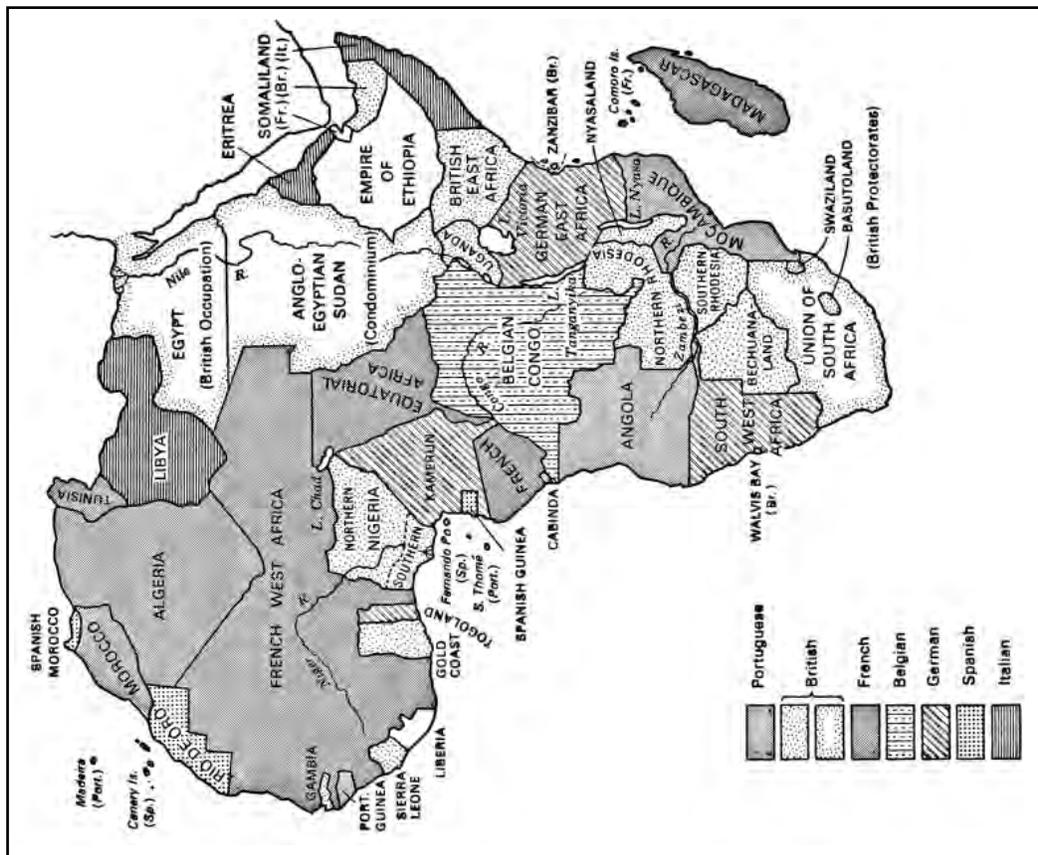
Base your answer to question 29 on Document 1 below and on your knowledge of social studies.

Document 1

Africa in 1879



Africa in 1914



Source: Raymond F. Betts, ed., *The Scramble for Africa: Causes and Dimensions of Empire*, D.C. Heath and Company, 1972 (adapted)

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

29 Explain the geographic context for the change shown on the maps of Africa between 1879 and 1914. [1]

Score

GO ON TO THE NEXT PAGE ➡

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

Document 2

E. D. Morel is a French-born British businessman and reformer who drew attention to imperial abuses. He worked for a London-based shipping company that did business with Belgium. He wrote extensively about the Congo. He wrote *The Black Man's Burden* in 1920 as a reaction to Rudyard Kipling's poem, "The White Man's Burden."

. . . For three centuries the white man seized and enslaved millions of Africans and transported them, with every circumstance of ferocious cruelty, across the seas. Still the African survived and, in his land of exile, multiplied exceedingly.

But what the partial occupation of his soil by the white man has failed to do; what the mapping out of European political "spheres of influence" has failed to do; what the maxim and the rifle, the slave gang, labour in the bowels of the earth and the lash, have failed to do; what imported measles, smallpox and syphilis have failed to do; what even the oversea slave trade failed to do, the power of modern capitalistic exploitation, assisted by modern engines of destruction, may yet succeed in accomplishing.

For from the evils of the latter, scientifically applied and enforced, there is no escape for the African. Its destructive effects are not spasmodic [periodic]: they are permanent. In its permanence resides its fatal consequences. It kills not the body merely, but the soul. It breaks the spirit. It attacks the African at every turn, from every point of vantage. It wrecks his polity [government], uproots him from the land, invades his family life, destroys his natural pursuits and occupations, claims his whole time, enslaves him in his own home. . . .

Source: E. D. Morel, *The Black Man's Burden*,
The National Labour Press, 1920

30 Based on this excerpt from *The Black Man's Burden*, identify E. D. Morel's point of view concerning the effect of European involvement in Africa. [1]

Score

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

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

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

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

Score

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

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

Document 1

JALALPUR, India, April 5 — Four hundred police arrived here today and 100 more went to Dandi, where tomorrow morning Mahatma Gandhi and his followers planned to manufacture salt from the water of the Gulf of Cambay. . . .

At Dandi tonight they were preparing for the first definite act of civil disobedience. They will wade into the waters of the tidal marshes and fill pots with salt water. These will be placed in the sun for evaporation of the water and the residue of salt will be removed for sale.

The first sales will be made in the streets of Ahmedabad, with members of the All-India Congress committee directing the hawking [selling]. The salt is said to be unedible, but the mere manufacture and sale of it constitutes a breach of law and fulfills Mr. Gandhi's aim.

The attitude of the government has not been announced. The Viceroy, Lord Irwin, is understood to be avoiding measures that would provoke disturbances and the government does not wish to give Mr. Gandhi the status of a martyr, but the British troops are on the alert, nevertheless. . . .

Source: Associated Press, "Gandhi Makes Salt, Defying India's Law," *New York Times*, April 6, 1930

32 Explain the historical circumstances that led to Gandhi's actions in India in 1930. [1]

Score

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

Document 2

On December 19, 1946, Ho Chi Minh appealed to the people of Vietnam. This appeal was the result of the failed cease-fire with France and the lack of response by French officials to Ho Chi Minh's appeals to negotiate.

Wage Resistance War!

An Appeal to the Vietnamese People

Compatriots throughout the country!

Out of love for peace we have made concessions [sacrifices]. But the more concessions we made, the further the French colonialists went because they are resolved to invade our country once again. No! We would rather sacrifice everything than lose our country, than return to slavery.

Compatriots! Rise up!

Men and women, old and young, regardless of creeds, political parties, or nationalities, all the Vietnamese must stand up to fight the French colonialists to save the Fatherland. Those who have rifles will use their rifles. Those who have swords will use their swords. Those who have no swords will use their spades, hoes, and sticks. Everyone must endeavor to oppose the colonialists and save his country.

Soldiers, self-defense guards, militiamen!

The hour of national liberation has struck! We must sacrifice to our last drop of blood to save our country. Whatever hardships we must endure, we are ready to endure them. With the determination to sacrifice, victory will be ours!

Long live an independent and unified Vietnam!

Long live the victorious resistance!

Source: Truong Nhu Tang, *A Vietcong Memoir*, Vintage Books, 1986

33 Based on this excerpt, identify Ho Chi Minh's point of view concerning French colonialism. [1]

Score

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

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

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

- a) Identify a similarity **or** a difference in Gandhi’s and Ho Chi Minh’s responses to European colonization. [1]
- b) Explain the similarity **or** difference you identified using evidence from both documents. [1]

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| 34a Score | <input type="text"/> |
| 34b Score | <input type="text"/> |

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

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

During the mid nineteenth century, defeating cholera [a waterborne illness] was of paramount importance to those responsible for the metropolis. Between 1831 and 1866, four separate epidemics took over forty thousand Londoners lives. Little was known about the cause of the disease at the time, as it was generally considered to be linked to London's foul air or miasma. The miasmatists* held sway until the truth about the cause of cholera, was conclusively proven by Robert Koch with his discovery of the cholera bacillus. This further scientific proof reinforced the theory put forward by Dr. John Snow that the disease was spread through ingesting soiled water, rather than inhaling foul air. Although the cause of cholera was a subject of debate, it was agreed that the polluted River Thames, where the people of London drew their drinking water from, was to blame. It was clear that something had to be done to address this issue, however, the disorganized state of local government within London prevented many schemes [plans] from coming to fruition [completion]. Local government was based around church parishes and the vested interests that held sway were rarely wise enough to see beyond the narrow interests of their local parish to the wider interests of London as a city itself. The Metropolitan Commission of Sewers Act 1848, pushed through by the health reformer Edwin Chadwick, tried in a limited way to instigate a London wide system of waste management. However it was never powerful or decisive enough to implement the changes that were necessary for a London wide programme of reform.

By 1850, population growth and the inception of the water closet [indoor toilet], popularized by the Great Exhibition in 1851, resulted in ineffective and overflowing household cesspools. Water closets were responsible for households producing nearly one hundred additional gallons of waste per day on average. In 1848, in order to eliminate this problem, the Metropolis Sewers Commission mandated cesspools and house drains be connected to sewers, which emptied, unfiltered, in to the River Thames. This worsened the problem and affectively turned London's main waterway in to an open sewer. . . .

Source: Chad Hansen, "The Big Thames Clean Up," Westminster City Archives online

* miasmatists: people who believed disease was spread through foul air

Document 2

. . . Nothing, however, has precipitated [caused] the water crisis more than three decades of breakneck industrial growth. China's economic boom has, in a ruthless symmetry, fueled an equal and opposite environmental collapse. In its race to become the world's next superpower, China is not only draining its rivers and aquifers [underground water sources] with abandon; it is also polluting what's left so irreversibly that the World Bank warns of "catastrophic consequences for future generations." . . .

The Yellow River's epic journey across northern China is a prism through which to see the country's unfolding water crisis. From the Tibetan nomads leaving their ancestral lands near the river's source to the "cancer villages" languishing [suffering] in silence near the delta, the Mother River puts a human face on the costs of environmental destruction. But it also shows how this emergency is shocking the government—and a small cadre of environmental activists—into action. The fate of the Yellow River still hangs in the balance. . . .

As an employee of Green Camel Bell, an environmental group in the western city of Lanzhou, Jiang [Lin, mother of the founder] is following up on a tip that the [paper] mill is dumping untreated chemical waste into a tributary of the Yellow River. There are hundreds of such factories around Lanzhou, a former Silk Road trading post that has morphed [changed] into a petrochemical hub. In 2006 three industrial spills here made the Yellow River run red. Another turned it white. This one is tainting the tributary a toxic shade of maroon. When Jiang gets back to the office, the GPS data will be emailed to Beijing and uploaded onto a Web-based "pollution map" for the whole world to see. . . .

Source: Brook Larmer, "Bitter Waters: Can China save the Yellow—its Mother River?"
National Geographic Magazine online, May 2008

Document 3

Lyrics and Latrines

Feliciano dos Santos, lead singer of the band Massuko, is an influential environmentalist who worked to provide clean water to the village of Niassa, Mozambique.

. . . In 2000, Santos founded a nonprofit organization called Estamos, with the mission of providing clean water throughout Niassa by installing water pumps plus low-cost, sustainable sanitation facilities.

The project is succeeding. Villagers have installed thousands of "EcoSan" portable bathrooms. These facilities are brick-lined to keep bacteria from infiltrating the groundwater supply. After six months of composting, the contents become fertilizer that farmers can safely use in their fields. For the first time, Niassa has a rudimentary [basic] sanitation system.

In addition, Santos is using music to teach people better hygiene, or the practice of keeping clean to prevent disease. One of Massukos's greatest hits is called "Tissambe Manja," meaning "Wash Our Hands." "Clean water is a basic human right, yet so many people don't have it," says Santos. "I'm using my music to be the voice of people who have no voice."

Source: Andrew J. Milson, *Global Issues: Health*,
National Geographic Learning, Cengage Learning, 2014

Document 4

Grabbing Water From Future Generations

Suresh Ponnusami sat back on his porch by the road south of the Indian textile town of Tirupur. He was not rich, but for the owner of a two-acre farm in the backwoods of a developing country he was doing rather well. He had a TV, a car, and a maid to bring him drinks and ensure his traditional white Indian robes were freshly laundered every morning.

The source of his wealth, he said, was a large water reservoir beside his house. And as we chatted, a tanker drew up on the road. The driver dropped a large pipe from his vehicle into the reservoir and began sucking up the contents.

Ponnusami explained: "I no longer grow crops, I farm water. The tankers come about ten times a day. I don't have to do anything except keep my reservoir full." To do that, he had drilled boreholes deep into the rocks beneath his fields, and inserted pumps that brought water to the surface 24 hours a day. He sold every tanker load for about four dollars. "It's a good living, and it's risk-free," he said. "While the water lasts." . . .

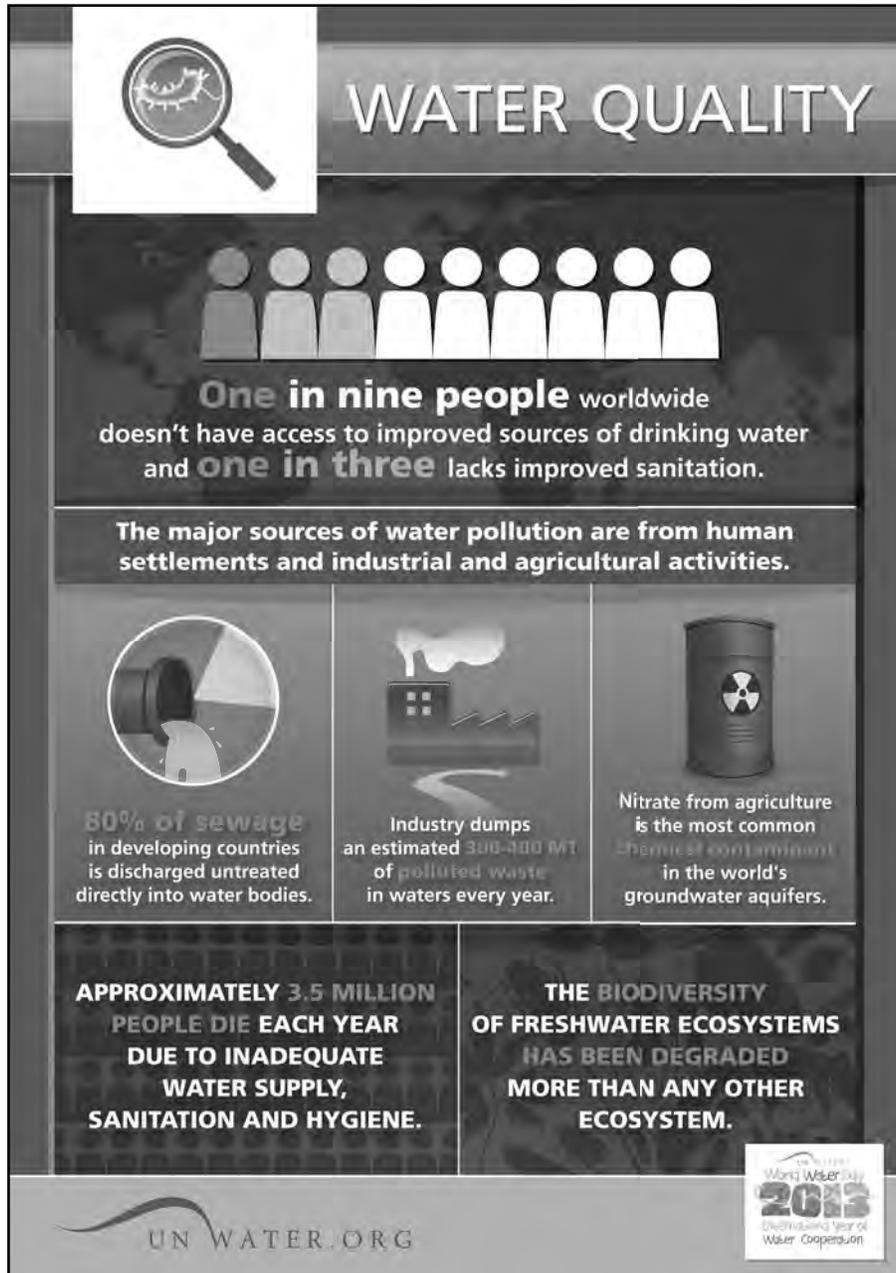
We are emptying these giant natural reservoirs far faster than the rains can refill them. The water tables are falling, the wells have to be dug ever deeper, and the pumps must be ever bigger. We are mining water now that should be the birthright of future generations.

In India, the water is being taken for industry, for cities, and especially for agriculture. Once a country of widespread famine, India has seen an agricultural revolution in the past half century. India now produces enough food to feed all its people; the fact that many Indians still go hungry today is an economic and political puzzle, because the country exports rice.

But that may not last. Researchers estimate that a quarter of India's food is irrigated with underground water that nature is not replacing. The revolution is living on borrowed water and borrowed time. Who will feed India when the water runs out?

Nobody knows how much water is buried beneath our feet. But we do know that the reserves are being emptied. The crisis is global and growing, but remains largely out of sight and out of mind. . . .

Source: Fred Pearce, "Grabbing Water From Future Generations,"
When the Rivers Run Dry, Beacon Press December, 2006



The infographic is titled "WATER QUALITY" and features a magnifying glass icon over a globe. It uses a row of nine stylized human figures to represent the statistic that one in nine people worldwide lacks access to improved drinking water and one in three lacks improved sanitation. The infographic is divided into several sections: a main title, a central statistic, a section on major pollution sources, three sub-sections detailing sewage, industrial waste, and agricultural nitrate, and two bottom sections on human mortality and biodiversity. The UN Water logo and the 2013 World Water Day logo are at the bottom.

WATER QUALITY

One in nine people worldwide doesn't have access to improved sources of drinking water and **one in three** lacks improved sanitation.

The major sources of water pollution are from human settlements and industrial and agricultural activities.

- 80% of sewage** in developing countries is discharged untreated directly into water bodies.
- Industry dumps an estimated **300-400 MT** of polluted waste in waters every year.
- Nitrate from agriculture is the most common chemical contaminant in the world's groundwater aquifers.

APPROXIMATELY 3.5 MILLION PEOPLE DIE EACH YEAR DUE TO INADEQUATE WATER SUPPLY, SANITATION AND HYGIENE.

THE BIODIVERSITY OF FRESHWATER ECOSYSTEMS HAS BEEN DEGRADED MORE THAN ANY OTHER ECOSYSTEM.

UN WATER.ORG

World Water Day 2013
International Year of Water Cooperation

Source: UN Water Day 2013 International Year of Water Cooperation, *United Nations Water* online (adapted)

* MT is metric tons

OPTIONAL PLANNING PAGE
Enduring Issues Essay Planning Page

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

My Enduring Issue is: _____

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

Refer back to page 26 to review the task.

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

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY II

The State Education Department / The University of the State of New York
June 2022 Regents Exam in Global History and Geography II (Grade 10)

Scoring Key: Part I (Multiple-Choice Questions)

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

MC = Multiple-choice question

June 2022 Regents Exam in Global History and Geography II (Grade 10)

Scoring Key: Parts II and III

| Examination | Date | Question Number | Scoring Key | Question Type | Credit | Weight |
|-------------------|----------|----------------------|-------------|---------------|--------|--------|
| GHG II (Grade 10) | June '22 | Part II - 29 | - | CRQ | 1 | 1 |
| GHG II (Grade 10) | June '22 | Part II - 30 | - | CRQ | 1 | 1 |
| GHG II (Grade 10) | June '22 | Part II - 31 | - | CRQ | 1 | 1 |
| GHG II (Grade 10) | June '22 | Part II - 32 | - | CRQ | 1 | 1 |
| GHG II (Grade 10) | June '22 | Part II - 33 | - | CRQ | 1 | 1 |
| GHG II (Grade 10) | June '22 | Part II - 34a | - | CRQ | 1 | 1 |
| GHG II (Grade 10) | June '22 | Part II - 34b | - | CRQ | 1 | 1 |
| GHG II (Grade 10) | June '22 | Part III - 35 | - | ES | 5 | 3 |

CRQ = Constructed Response Question ES = Essay

The chart for determining students' final examination scores for the **June 2022 Regents Exam in Global History and Geography II (Grade 10)** will be posted on the Department's web site at <https://www.nysedregents.org/ghg2/> on the day of the examination. Conversion charts provided for the previous administrations of the Regents Exam in Global History and Geography must NOT be used to determine students' final scores for this administration.

FOR TEACHERS ONLY

The University of the State of New York
REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY II (GRADE 10)

Friday, June 17, 2022 — 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: <http://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 two papers. 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

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 <http://www.nysed.gov/state-assessment/high-school-regents-examinations> and must be used for determining the final examination score.

Score of 0:

- Incorrect response

Examples:

- no one lived in the interior of Africa until the Europeans took over;
- Europeans wanted Africa to start the trans-Atlantic slave trade;
- fall of the Ottoman Empire;
- Africa remained independent;
- European imperialism in Africa ended in 1914;
- there were raw materials;
- the French controlled West Africa;
- Belgian Congo;
- Berlin Conference;
- Scramble for Africa

- No response

Document 2

E. D. Morel is a French-born British businessman and reformer who drew attention to imperial abuses. He worked for a London-based shipping company that did business with Belgium. He wrote extensively about the Congo. He wrote *The Black Man's Burden* in 1920 as a reaction to Rudyard Kipling's poem, "The White Man's Burden."

. . . For three centuries the white man seized and enslaved millions of Africans and transported them, with every circumstance of ferocious cruelty, across the seas. Still the African survived and, in his land of exile, multiplied exceedingly.

But what the partial occupation of his soil by the white man has failed to do; what the mapping out of European political "spheres of influence" has failed to do; what the maxim and the rifle, the slave gang, labour in the bowels of the earth and the lash, have failed to do; what imported measles, smallpox and syphilis have failed to do; what even the oversea slave trade failed to do, the power of modern capitalistic exploitation, assisted by modern engines of destruction, may yet succeed in accomplishing.

For from the evils of the latter, scientifically applied and enforced, there is no escape for the African. Its destructive effects are not spasmodic [periodic]: they are permanent. In its permanence resides its fatal consequences. It kills not the body merely, but the soul. It breaks the spirit. It attacks the African at every turn, from every point of vantage. It wrecks his polity [government], uproots him from the land, invades his family life, destroys his natural pursuits and occupations, claims his whole time, enslaves him in his own home. . . .

Source: E. D. Morel, *The Black Man's Burden*,
The National Labour Press, 1920

30 Based on this excerpt from *The Black Man's Burden*, identify E. D. Morel's point of view concerning the effect of European involvement in Africa.

Score of 1:

- Correct response

Examples:

- he believed European imperialism was destructive/brought permanent harm to Africans;
- he thought European imperialism/the trans-Atlantic slave trade harmed Africans;
- Europeans hurt Africans by bringing in diseases/measles/smallpox/syphilis;
- capitalist exploitation is the most destructive force used by Europeans in Africa;
- industrial/modern engines assist Europe in conquering Africa like no other weapon has done in the past;
- Europeans oppressed Africans;
- imperialism wrecked African self-government/African polities;
- European involvement has damaged African social/economic structure;
- European involvement was cruel/bad/evil;
- despite European cruelty Africans survived;
- European involvement has made Africans slaves in their own home;
- he felt that European involvement in Africa was a burden for the black man;
- the evils inflicted by the Europeans were destructive to Africans/broke African spirits/harmed African souls;
- there was no escape for Africans from European cruelty

Score of 0:

- Incorrect response

Examples:

- European involvement has killed everybody in Africa;
- white men have failed to occupy Africa;
- Europeans have assisted with modern engines in Africa;
- multiplied exceedingly;
- Africans failed to fight back;
- it is an outsider/European point of view;
- it is dangerous;
- Europeans have given Africans every point of advantage;
- imperialism;
- exploitation;
- establishing a capitalist economy;
- Europe really did not do anything to help

- No response

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 Scramble for Africa led to the destruction of political/social/economic structures in Africa;
- European imperialism in Africa caused problems/imperial abuses;
- European takeover of Africa oppressed Africans in their own home;
- European imperialism was cruel to Africans and inspired advocacy/reform/abolition/ decolonization efforts;
- loss of African autonomy has wrecked African families;
- continuous European involvement in Africa as shown in Document 1 led to destructive effects in Africa as shown in Document 2;
- European expansion into Africa has contributed to capitalistic exploitation;
- Belgium’s control of Congo inspired Morel to write about the conditions there;
- maxim gun/imported diseases/industrial machines contributed to the expansion of European colonization in Africa;
- colonization beyond the coastal areas of Africa shown in Document 1 led to harmful consequences for Africans as shown in Document 2;
- Document 1 shows Europeans expanding their colonies in Africa and Document 2 shows the effects of expanded colonization;
- from 1879 to 1914, Europe expanded its colonization of Africa which caused E.D. Morel to write about the impacts of colonization in *Black Man’s Burden*;
- evils happened in Africa because Europeans expanded their colonies there;
- the need for raw materials/desire for/prestige led European countries to set up colonies in Africa which led to the exploitation of Africans

Score of 0:

- Incorrect response

Examples:

- European presence in Africa;
- *The Black Man’s Burden* inspired imperialism;
- African independence led to the slave trade;
- the cause of enslavement;
- division of Africa;
- Europeans worked for shipping companies that did business with Belgian-controlled Congo;
- in Document 1 Africa is independent and in Document 2 it is controlled by Europeans;
- Document 1 shows maps of Africa and Document 2 shows bad things happening there;
- evils happened in Africa;
- the consequences and colonies;
- spasmodic destructive effects in African colonies

- No response

CRQ Set 2:

Document 1

JALALPUR, India, April 5 — Four hundred police arrived here today and 100 more went to Dandi, where tomorrow morning Mahatma Gandhi and his followers planned to manufacture salt from the water of the Gulf of Cambay. . . .

At Dandi tonight they were preparing for the first definite act of civil disobedience. They will wade into the waters of the tidal marshes and fill pots with salt water. These will be placed in the sun for evaporation of the water and the residue of salt will be removed for sale.

The first sales will be made in the streets of Ahmedabad, with members of the All-India Congress committee directing the hawking [selling]. The salt is said to be unedible, but the mere manufacture and sale of it constitutes a breach of law and fulfills Mr. Gandhi's aim.

The attitude of the government has not been announced. The Viceroy, Lord Irwin, is understood to be avoiding measures that would provoke disturbances and the government does not wish to give Mr. Gandhi the status of a martyr, but the British troops are on the alert, nevertheless. . . .

Source: Associated Press, "Gandhi Makes Salt, Defying India's Law," *New York Times*, April 6, 1930

32 Explain the historical circumstances that led to Gandhi's actions in India in 1930.

Score of 1:

- Correct response

Examples:

- British imperialism in India inspired Gandhi's civil disobedience;
- Gandhi, a nationalist leader, inspired Indian resistance to British rule;
- Gandhi believed in the use of satyagraha to change British policies;
- Gandhi used the press to gain support for Indian independence from Britain;
- India was a British colony fighting for its independence;
- British colonial policies limited/inhibited Indian economic development;
- British economic policies led to collapse of Indian industries;
- Britain controlled the sale of salt, which is needed to live;
- the British had a monopoly on salt which Indians/Gandhi resented;
- India was occupied by British troops in the 1930s;
- he took action because the British had directly controlled India since the Sepoy Mutiny;
- since Gandhi's return to India after World War I, he supported the use of nonviolent resistance to gain independence from the British

Score of 0:

- Incorrect response

Examples:

- the police arrived here today;
- they will wade into the marshes and fill their pots with salt water;
- Gandhi was a Hindu;
- the partition of India;
- Gandhi's assassination;
- the Salt March;
- laws were breached;
- Gandhi and his followers planned to manufacture salt;
- resentment;
- nationalism;
- Indian independence;
- because he thought it was right;
- taxes on things

- No response

Document 2

On December 19, 1946, Ho Chi Minh appealed to the people of Vietnam. This appeal was the result of the failed cease-fire with France and the lack of response by French officials to Ho Chi Minh's appeals to negotiate.

Wage Resistance War!

An Appeal to the Vietnamese People

Compatriots throughout the country!

Out of love for peace we have made concessions [sacrifices]. But the more concessions we made, the further the French colonialists went because they are resolved to invade our country once again. No! We would rather sacrifice everything than lose our country, than return to slavery.

Compatriots! Rise up!

Men and women, old and young, regardless of creeds, political parties, or nationalities, all the Vietnamese must stand up to fight the French colonialists to save the Fatherland. Those who have rifles will use their rifles. Those who have swords will use their swords. Those who have no swords will use their spades, hoes, and sticks. Everyone must endeavor to oppose the colonialists and save his country.

Soldiers, self-defense guards, militiamen!

The hour of national liberation has struck! We must sacrifice to our last drop of blood to save our country. Whatever hardships we must endure, we are ready to endure them. With the determination to sacrifice, victory will be ours!

Long live an independent and unified Vietnam!

Long live the victorious resistance!

Source: Truong Nhu Tang, *A Vietcong Memoir*, Vintage Books, 1986

33 Based on this excerpt, identify Ho Chi Minh's point of view concerning French colonialism.

Score of 1:

- Correct response

Examples:

- he believes French colonialism should be ended;
- he thinks the Vietnamese people should wage war/to end French colonialism;
- he believes the French are resolved to invade;
- he believes peaceful negotiations have failed to bring French colonialism to an end;
- he thinks the French take advantage of the Vietnamese;
- he believes the French cannot be trusted;
- the French are aggressive;
- he thinks it will be hard to defeat the French/end French colonial control;
- he thinks it will take all Vietnamese/everyone to defeat the French;
- he believes that if the Vietnamese do not stand up against the French, then the Vietnamese will lose the Fatherland;
- he thinks French officials are unresponsive to the people of Vietnam;
- he supports an independent Vietnam;
- he believes if the Vietnamese show determination in their resistance to the French, victory will be theirs;
- he believes Vietnam belongs to the Vietnamese people and they should not allow themselves to be enslaved by the French colonists;
- he distrusts the French

Score of 0:

- Incorrect response

Examples:

- he was in favor of French colonialism;
- he wanted to work with the French to unify Vietnam;
- French colonialists will save the Fatherland;
- out of love of peace we have made concessions;
- he is a communist;
- dishonorable;
- uncompromising;
- took advantage;
- it concerns sacrifices made;
- creed/political parties/nationalities do not matter;
- ready to endure;
- a unified Vietnam

- No response

34a Identify a similarity *or* a difference in Gandhi's and Ho Chi Minh's responses to European colonization.

Score of 1:

- Correct response

Similarities:

- both Gandhi and Ho Chi Minh appealed to nationalism;
- both appealed to the masses to resist colonial power;
- both were willing to face hardships;
- both Gandhi and Ho Chi Minh wanted independence from a European colonizer;
- both wanted their people to unify and save their respective countries;
- they just wanted to be free

Differences:

- their tactics/methods for gaining independence were different;
- Gandhi's approach was through nonviolence while Ho planned a violent response

Score of 0:

- Incorrect response

Examples:

- they were the same;
- they were different;
- both leaders achieved independence by using only nonviolent tactics;
- both supported the use of violent resistance;
- they had different colonizers;
- each had a different location in the world

- No response

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

Score of 1:

- Correct response

Similarities:

- Gandhi used nationalism to motivate Indians to participate in the Salt March in opposition to British policies and Ho Chi Minh used nationalism to motivate Vietnamese to fight against the French colonizers;
- both appealed to the masses to resist colonial powers, Gandhi by organizing large marches and Ho Chi Minh by raising an army;
- Gandhi used civil disobedience and Ho Chi Minh tried making diplomatic concessions in response to European colonizers;
- in their efforts to gain independence, Gandhi and his followers were willing to face the response of the British troops to their salt protests and Ho Chi Minh and his followers were willing to sacrifice their blood to French troops

Differences:

- Gandhi supported civil disobedience/nonviolent methods and Ho Chi Minh promoted violent resistance to remove colonial powers;
- Gandhi encouraged nonviolent resistance while Ho Chi Minh encouraged armed resistance;
- Gandhi wants to defy the British by producing salt and Ho Chi Minh wants to defy the French by shedding blood;
- Gandhi wanted the Indian people to resist with civil disobedience when Indians produced/sold salt and Ho Chi Minh wanted the Vietnamese to show resistance by fighting with whatever weapons they had

Score of 0:

- Incorrect response

Examples:

- they were the same;
- they were different;
- both leaders achieved independence by using nonviolent tactics;
- both used violent resistance;
- Gandhi was in India and Ho Chi Minh was in Vietnam;
- Gandhi is resisting the British and Ho Chi Minh is resisting the French

- No response

Global History and Geography II (Grade 10)
Part III Content-Specific Rubric
Enduring Issue Essay

Task:

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

In your essay, be sure to

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

Scoring Notes:

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

Score of 5:

- Clearly identifies and accurately explains *one* enduring issue raised in *at least three* documents (See Explanation and Evidence from Documents on page 19)
- Develops an even, thoughtful, and in-depth argument about how the enduring issue has affected people *or* how the issue has been affected by people **and** how the issue continues to be an issue *or* has changed over time
- Is more analytical than descriptive (analyzes, evaluates, and/or creates information)
- 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 people **and** how it continues to be an issue *or* has changed over time *or* develops the argument somewhat unevenly by discussing one aspect of the argument more thoroughly than the other aspect
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information)
- 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 (applies, may analyze and/or evaluate information)
- Includes some relevant evidence that includes facts, examples, and details from some of the documents
- Includes limited relevant outside information
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion

Score of 2:

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

Score of 1:

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

Score of 0:

Fails to develop the task or may only refer to the 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

All sample student essays in this rating guide are presented in the same cursive font while preserving actual student work, including errors. This will ensure that the sample essays are easier for rater to read and use as scoring aids.

Raters should continue to disregard the quality of a student's handwriting in scoring examination papers and focus on how well the student has accomplished the task. The content-specific rubric should be applied holistically in determining the level of a student's response.

Issues found in documents

Document 1: Spread of disease/cholera; foul air/air pollution; foul/dirty/polluted water/unfiltered water; need for a waste management system/need to control waste disposal/need for sanitation; lack of government response for public safety; need for health reform; ineffective legislation regarding sanitation; impact of urbanization; lack of access to clean water; impact of technology; impact of humans on environment; impact of modernization/tradition vs. modernization; need for cooperation among groups; impact of industrialization

Document 2: Impact of industrialization/impact of economic boom/factories polluting; water crisis; environmental collapse/destruction; draining rivers/aquifers; pollution; dumping of untreated chemical waste; lack of access to clean water; industrial spills; impact of humans on environment; cancer/disease; impact of technology; need for cooperation among groups

Document 3: Lack of access to clean water; water contamination; need for sanitation; impact of technology; spread of disease; pollution; impact of industrialization; impact of humans on environment

Document 4: Farming water instead of growing crops; impact of technology; impact of humans on environment; impact of environmental degradation on future generations; food insecurity/famine; strain on water resources; water crisis; lack of access to clean water; impact of tradition vs. modernization; impact of industrialization/urbanization

Document 5: Lack of access to clean water; poor sanitation; water pollution caused by industry/agriculture/human settlement; loss of biodiversity; contamination of freshwater ecosystems; impact of industrialization; need for cooperation among groups; impact of humans on environment

This chart suggests enduring issues that can 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 |
|---|--|
| Pollution | 1, 2, 3, 5 |
| Need for sanitation/for improved sanitation | 1, 2, 3, 5 |
| Impact of tradition vs. modernization | 1, 3, 4 |
| Impact of industrialization | 1, 2, 3, 4, 5 |
| Impact of humans on the environment | 1, 2, 3, 4, 5 |
| Need for cooperation among groups | 1, 2, 5 |
| Impact of technology | 1, 2, 3, 4, 5 |
| Lack of access to clean water | 1, 2, 3, 4, 5 |
| Disease/spread of disease | 1, 2, 3 |

Example Issue: Pollution

Identify and Explain:

Pollution is the introduction of harmful elements into the environment. Environmental contamination often results from man-made waste and is a consequence of human existence and activity around the world. Pollution can alter or damage the health and safety of humans, animals, plants, and property. Pollution affects people as well as the environment.

Evidence from the documents to support the explanation:

Document 1: In London, air and water pollution occurred as a result of population growth. As a result of sewers being emptied into the Thames, contaminated water led to the spread of cholera.

Document 2: In China, industrial growth has led to untreated chemical waste which has contaminated China's water sources, leading to the development of "cancer villages."

Document 3: In Niassa, Mozambique, bacteria contaminated the ground water supply.

Document 5: Human settlements and industrial and agricultural activities have caused degradation of fresh water ecosystems through untreated sewage, industrial dumping, and nitrates from agriculture.

Example Issue: Pollution

| Document Information | Outside Information |
|---|---|
| How issue affected people/how people affected issue | How issue affected people/how people affected issue |
| <p>Doc 1—Indoor toilets and sewers emptying into Thames which used for drinking water</p> <p>Outbreaks of cholera as a result of contaminated water</p> <p>Failure of early waste management attempts to solve the sewage problem</p> <p>Doc 2—Untreated chemicals dumped into rivers</p> <p>Environmental destruction from Yellow River’s source to delta (Tibetan nomads leaving ancestral lands; “cancer villages”)</p> <p>Investigation of pollution of river by environmental group (Green Camel Bell)</p> <p>GPS used to track pollution and create maps</p> <p>Doc 3—Formation of Estamos to provide clean water</p> <p>Installation of water pumps and sustainable sanitation facilities</p> <p>Portable bathroom facilities brick-lined to keep bacteria from infiltrating ground water</p> <p>Use of composting to provide safe fertilizer for farmers to use in their fields</p> <p>Use of music to teach people better hygiene</p> <p>Doc 5—Untreated sewage discharged into bodies of water</p> <p>Polluted waste dumped into water by industries</p> <p>Aquifers contaminated by nitrates from agriculture</p> <p>People throughout the world lacking clean drinking water and sanitation improvements</p> <p>United Nations making people aware of negative pollution outcomes (death of approximately 3.5 million people each year due to inadequate water supply, sanitation, and hygiene)</p> | <p>Contamination of water in rivers and oceans (industrial dumping; cargo spills; oil spills)</p> <p>Burning of coal/fossil fuels introduced by Industrial Revolution</p> <p>Regions polluted as result of nuclear disasters (Chernobyl, Fukushima)</p> <p>Pollution of Ganges a sacred river for Hindus (cremated bodies; industrial waste; human excrement)</p> <p>Risks of oil and gas pipelines (aging; faulty construction; accidents)</p> <p>Agricultural use of pesticides and fertilizers resulting in chemical run-off into waterways (Green Revolution)</p> <p>Impact of pollution (animal life; marine life)</p> <p>Medical conditions caused as result of pollution (asthma; COPD; cardiovascular; diarrhea; intestinal parasites)</p> <p>Pollution resulting in increased production of CO₂, nitric acid, and sulfur dioxide</p> <p>Results of pollution (damage to the ozone; restriction of vehicle usage/ownership; governmental restrictions/regulations)</p> <p>Growing activism for alternative sources of energy (solar; wind; geothermal)</p> |

Example Issue: Pollution

| Document Information | Outside Information |
|---|--|
| How issue continued or changed over time | How issue continued or changed over time |
| <p>Continuity:</p> <p>Doc 1—Use of indoor toilets, overflowing cesspools, and sewers that emptied unfiltered directly in Thames</p> <p>Doc 2—Industrial spills continuing to pollute Yellow River and tributaries</p> <p>Doc 5—Millions of deaths (inadequate water supply; lack of sanitation; inadequate hygiene)</p> <p>Degradation of biodiversity of freshwater ecosystems</p> <p>Changes:</p> <p>Doc 1—Increase in number of gallons of waste per day as result of indoor toilets and population growth</p> <p>Doc 2—Damaging pollution increasing in China as a result of industrial growth</p> <p>Efforts by Green Camel Bell to track and report industrial spills (pollution maps)</p> <p>Doc 3—More hygienic society as a result of Estamos’ mission of providing clean water throughout Niassa by installing water pumps and portable bathrooms</p> <p>Impacts of Estamos project (helping prevent disease and spread of bacteria; helping to bring clean water; creating safe fertilizers)</p> | <p>Continuity:</p> <p>Urban industrial areas prone to smog/poor air quality (Beijing; Mexico City; New Delhi)</p> <p>Direct correlation between production and waste (vehicle emissions; solid waste; factory emissions)</p> <p>Changes:</p> <p>Developments to limit pollution (hybrid cars; recycling; carpooling; increased public transportation)</p> <p>Use of scrubbers to eliminate acid rain</p> <p>Development and use of solar power/wind power to limit pollution</p> <p>Use of natural gas to reduce pollution by coal and oil</p> <p>Development of fracking technology</p> <p>Development of different technologies to address waste disposal over time (landfills; incineration; recycling)</p> <p>Development of standards to increase effectiveness of recycling programs</p> <p>Development and improvement of sanitation systems (urban sewer systems; handwashing stations; water treatment facilities)</p> <p>Activism to address pollution problems (Greenpeace; Kyoto Protocol; Paris Treaty on climate change)</p> <p>Protests by groups and individuals to change environmental policies (Greta Thunberg; Wangari Maathai; Nature Conservancy; Greenbelt Movement)</p> <p>Increased construction of dams to produce hydroelectric power to address pollution</p> <p>Increased pollution in natural environment as result of growth of tourism</p> |

We all have basic needs to survive. These include water, food, and shelter. Fresh water is a need that is increasingly becoming more and more scarce. Having a clean source of water needs to be a top priority. However, ever since civilizations first developed along rivers clean water sources have been sacrificed and often polluted because of population growth, urban growth, and economic development and modernization. However, because this vital resource has been continuously compromised by humans society is facing some severe problems today. Water pollution is a major issue that continues to persist, with the main causes of water pollution being, industrialization, agricultural advancement, population growth, urban development, and inadequate sanitation systems.

Throughout history, as civilizations began to industrialize and develop urban areas and factories, water sources took a huge hit. From the dumping of human waste to the dumping of industrial waste water pollution resulted from the growth of rising urban populations. When industry thrives, large companies and corporations seek to lower their costs of production. Early factories were built on water sources in order to use water power. Not realizing the horrible impact, these factories often dumped dye, scraps, and other materials into the water. This would contaminate the water supplies which would affect the people who worked and lived near these factories. Industry caused many water sources to no longer be viable and safe drinking sources because of dumping their waste. This was true during the early Industrial Revolution and it remains true today. Many corporations have chosen profits over the environment throughout history. In 2013 the UN agency called UN Water states that the major sources of water

pollution are from human, industrial, and agricultural activities. It is estimated that between 300 to 400 metric tons of industrial waste pollutes water sources every year. (Doc 5) Problems of industrial pollution are particularly bad in places without strict laws to protect the environment. Places like China's Yellow River is in danger of being polluted to a point beyond repair because of their desire to industrialize quickly and their lack of concern for the environmental impact (Doc 2). Settlements along the Yellow River which historically was the heart of early Chinese civilization have become "cancer villages" because the river is so polluted. Many of China's rivers have water that is considered unhealthy to drink. This problem is not just isolated to China. Places like India, Indonesia, and the Philippines have similar problems, often choosing industrial growth over the environment and human health.

Another leading cause of water pollution throughout history is the use of new technologies in agriculture which has gotten worse with more modern technology. Following the settlement of people in river valleys throughout the world following the Neolithic Revolution, agriculture became the main source of food for most civilizations. With this emphasis on agriculture and growing populations many technological advancements took place to make farming easier, more efficient and more productive. One of the main innovations of agriculture in the 20th century was the invention of pesticides. The Green Revolution started in the 1950s in places like Mexico, India, and Bangladesh by introducing new pesticides, genetically modified seeds, and chemical fertilizers. The goal was to increase production of food but some of the negative results of this revolution were the over

use, over dependence, and polluting of water. Pesticides allowed for farming to take place without the worry of crops being destroyed by insects. Although the invention of pesticides was ultimately a positive innovation for crops, one major negative side effect was the pollution of ground water. Pesticides would be sprayed on crops and when it rained, the pesticides would runoff into water sources or soak into the ground, polluting the natural water sources. Also with a growing amount of food being produced in the developing world often by hand such as in Northern India, the spraying of these pesticides has resulted in increased instances of cancers, birth defects, and abnormalities. This posed a huge threat to the environment and human life which was caused by a human innovation and many argue the technology simply was not worth it.

As populations increase and urban areas develop, especially during and after the Industrial Revolution, water has become more scarce and more polluted. Civilizations and then towns and cities grew along fresh water sources. With population growth there are more people consuming water. In modern times this population growth and urban development led to problems because urban areas did not have sufficient sanitation systems. There is often not a sufficient system for keeping main water sources from being contaminated. This can lead to disease and death. Following the industrialization of the city of London, England, in the 1800s there was a large outbreak of the waterborne, bacterial disease cholera. This outbreak of cholera killed over forty thousand people in London and was a direct result of there lacking sanitation system. (Doc 1). The sewage system directly emptied into the fresh water source, the Thames. While this was what

cities and towns historically did because of massive urbanization and population growth the amount of raw sewage led to this deadly outbreak. The fresh water sources and wells throughout London were contaminated and contained sewage, allowing for the Cholera disease to spread. A lack of knowledge about this disease and the effects contaminated water have on humans, allowed for the spread of this disease to continue for quite some time before it was determined that there needed to be a sewage system separate from the main water sources. Once they figured this out, governments struggled to fix the problem. Eventually they created waste treatment centers as well as water treatment centers to keep the solid waste away from the fresh water and to treat the water before human consumption. In other areas such as Mozambique Africa sustainable sanitation facilities are being built by NGOs in order to keep bacteria from entering into the water supply. No matter whether it is in rural areas or urban areas more modern societies have learned to create better more hygienic systems to separate sewage and fresh water sources in order to decrease disease and try to maintain clean water sources. However, this isn't always necessarily true — many places in the world have polluted water sources that are leading to higher risk of disease and other health problems.

Water pollution is a huge issue that persisted through out history, due to human interaction with the environment. The effect humans have on the environment is negative in that human advancements in society have largely contributed to the pollution of major water sources. Some societies have created technology and systems to deal with this problem but because water is scarce this will continue to be an enduring issue in the future.

Anchor Level 5

The response:

- Clearly identifies and accurately explains *pollution of water* as an enduring issue raised in the documents (continues to persist with main causes being industrialization, agricultural advancement, population growth, urban development, and inadequate sanitation systems; from dumping of human waste to dumping of industrial waste water pollution resulted from growth of rising urban populations; estimated that between 300 to 400 metric tons of industrial waste pollute water sources every year; settlements along Yellow River which historically heart of early Chinese civilization have become cancer villages because river so polluted; following industrialization of London in 1800s large outbreak of waterborne bacterial disease cholera killing over 40,000 people as result of sewage system emptying directly into fresh water source; in areas such as Mozambique, Africa sustainable sanitation facilities being built by NGOs to keep bacteria from entering water supply)
- Develops an even, thoughtful, and in-depth argument for both aspects of the task
- Is more analytical than descriptive (as civilizations began to industrialize and develop urban areas and factories water sources took a huge hit; contaminated water supplies would affect people who worked and lived near factories during Industrial Revolution and remains true today; China's Yellow River in danger of being polluted to a point beyond repair because of desire to industrialize quickly and lack of concern for environmental impact; whether in rural or urban areas modern societies have learned to create better more hygienic systems to separate sewage and fresh water sources to decrease disease and try to maintain clean water sources)
- Richly supports the task by incorporating relevant evidence that includes facts, examples, and details from Documents 1, 2, 3, and 5
- Richly supports the task by incorporating substantial relevant outside information (early factories built on water sources to use waterpower; factories often dumped dye, scraps, and other materials into the water not realizing horrible impact; problems of industrial pollution particularly bad in places without strict laws to protect environment; in addition to China places such as India, Indonesia, and the Philippines similar problems, often choosing industrial growth over environment and human health; following settlement in river valleys with Neolithic Revolution agriculture became main source of food and many technological advancements took place to make farming easier, more efficient, and more productive; Green Revolution started in 1950s in places such as Mexico, India, and Bangladesh by introducing new pesticides, genetically modified seeds, and chemical fertilizers; goal of Green Revolution to increase production of food but negative results overuse, overdependence, and polluting of water; pesticides sprayed on crops and when it rained would runoff into water sources; lack of knowledge about cholera and effects contaminated water have on humans allowed for spread of disease to continue for some time before determined that sewage system needed to be separate from water sources; eventually governments created waste treatment centers as well as water treatment centers to treat water before human consumption)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 5. A critical appraisal of document information establishes a strong evaluative basis for addressing that pollution of water is and continues to be an enduring issue that needs to be addressed. Numerous good historical examples effectively demonstrate continuity and linkage between different time periods.

There are some things many people in countries like the U.S. take for granted everyday, and they think nothing of it. Clean water is one example of one of these things. Yet not every person and not every country has that luxury. It is human activity such as the construction industry, disposing of waste and garbage, and exploiting water that is causing this issue of a lack of clean water in many places. The lack of healthy, abundant amounts of drinking water, or water in general, has been an issue for centuries and has continued to worsen over time.

There are several historical instances where a lack of clean water has presented an issue for societies. One such instance of this dates back to the 1800's in London. During this time Britain was undergoing an Industrial Revolution. As a result rural life and clean air became scarce, while urban centers with a wide variety of pollutants became the new norm. Denser populations and the rise of the factory system contributed to the production of an enormous amount of waste. Ultimately the improper disposal of such waste created the outbreak of illness throughout London. Beyond the industrial waste, the factory system and the economic growth that occurred due to the Industrial Revolution led to massive urbanization. London quickly grew in population leading to a massive strain on the sewage system which literally dumped raw sewage into the river which was also used as drinking water (Doc 1). The Cholera outbreak, caused mainly by the highly contaminated River Thames was directly related to the dumping of sewage directly into the river on a daily basis. Overtime, the government enacted legislation and implemented reforms to appropriately manage waste removal. These

efforts addressed the cholera problem in London. However, Dr. John Snow was instrumental in connecting the cause of the outbreak to contaminated water instead of air over 100 years later societies are still struggling to address issues of water being contaminated by human activity. Cholera is still an issue today in many regions largely due to the use and consumption of contaminated water. Until sanitation systems are developed in these places, people will continue to suffer. Efforts are being made by the WHO and other organizations to help people who contract cholera. Unfortunately there seems to be a strong link between those who live in urban slums and those who are susceptible to illnesses such as cholera.

In China, as well as other industrialized nations, the practice of dumping chemical waste directly into water such as rivers still exists. (Doc 2) This issue, in China specifically, would be much less worrying if not for the fact that many of their people depend on the water that has been polluted in order to live. China's massive economic growth has led to a water crisis. Because of the industrial dumping cities along the river have been called "cancer villages." As the water became contaminated by industrial waste the water turned different unnatural colors. The Chinese government has not established and enforced enough policies to curb industrial pollutants being dumped into its rivers. This situation combined with a rising population has put China in a vulnerable situation where they risk not having enough clean water to meet the demand required by its citizens. In addition to industrial dumping China is draining much of its water from the ground to support their population and industries. This will cause catastrophic consequences for future generations because

aquifers are not easily refilled — it takes many years for them to refill. China is facing water shortages that may interrupt its economic growth in the near future. The country will have to put in a tremendous amount of money to clean up its water sources and to insure a clean and safe water supply in the future. The crisis with water isn't always due to pollution, as the decline in its abundance is just as worrying.

Many countries, either due to a large population or a lack of resources, don't have enough water to support themselves for long. In India, for example, there are so many people and so many industries that need fresh water that one can make a living selling off groundwater. In this case water is so scarce that selling it is a safer more stable living than growing crops. For this reason some farmers are making the decision to sell water rather than growing crops. The water is then used for industry, cities, and agriculture. But because agriculture is dependent upon ground water, India's food production cannot be maintained forever. Eventually the aquifers will run dry and the amount of food will decrease. This could lead to mass starvation of the Indian population. This in itself creates another issue, as it is taking away the water they should now have to use, water that could be used to sustain future generations of their people (Doc 4). Many countries both developing and developed also experience these water criseses, with no way to obtain water easily they eventually just won't have any. India's water supply is also contaminated and depleted by industrial and agricultural activities. However, one source of water, the Ganges River is also contaminated by human remains. The Ganges is sacred to Hindus and as a result

Anchor Paper – Enduring Issues Essay—Level 4

the ashes and remains of loved ones are often deposited into its waters. Bathing and human sewage further pollute the water. Although the Ganges is a major source of water to the people of India, the practices and developments of the populace has negatively impacted the water. Sanitation systems and clean-up efforts have been made but more needs to be done to protect the water resources of the India subcontinent. Due to a lack of resources, rise in population and other factors, a water crisis is and has always been in effect.

Many people over the years have had to deal a lack of clean water. Often people are dealing with this as a result of human actions. Settlement, a growth in population, the development of industry, and the disposal of human waste are all factors that have damaged water sources. It takes significant time to resolve even one of these factors that contribute to water problems. Though the issue is being addressed in some places, the lack of clean water continues to be a problem for many.

Anchor Level 4

The response:

- Identifies and accurately explains *lack of clean water* as an enduring issue raised in the documents (human activity such as construction industry, disposing of waste and garbage, and exploiting water causing issue in many places; lack of healthy, abundant amounts of drinking water issue for centuries and has continued to worsen over time; practice of dumping chemical wastes directly into rivers still exists in China; India has so many people and so many industries that need fresh water that one can make a living by selling groundwater; settlement, a growth in population, development of industry, and disposal of human waste all factors that have damaged water sources; although issue being addressed in some places, lack of clean water continues to be problem for many)
- Develops a thoughtful argument in some depth for both aspects of the task
- Is both descriptive and analytical (not every person and not every country can take for granted luxury of clean water; ultimately improper disposal of waste created outbreak of illness throughout London; many people in China depended on polluted water to live; China's massive economic growth has led to a water crisis; China draining much of its water from ground to support population and industries causing catastrophic consequences for future generations because aquifers not easily refilled; crisis with water not always due to pollution as decline in abundance just as worrying; because agriculture dependent upon ground water in India food production cannot be maintained forever; eventually aquifers in India will run dry and amount of food will decrease leading to mass starvation of the population; India is using water that could be used to sustain future generations)
- Supports the task by incorporating relevant evidence that includes facts, examples, and details from Documents 1, 2, and 4
- Supports the task by incorporating relevant outside information (during 1800s as result of Industrial Revolution in Britain rural life and clean air became scarce while urban centers with wide variety of pollutants became new norm; beyond industrial waste, factory system and economic growth that occurred Industrial Revolution led to massive urbanization leading to massive strain on sewage system; cholera still an issue today in many regions largely because of lack of sanitation systems; efforts being made by World Health Organization and others to help people who contract cholera; strong link between those who live in urban slums and those susceptible to illnesses such as cholera; China facing water shortages that may interrupt its economic growth in near future; China will have to put in a tremendous amount of money to clean up its water sources and insure a clean and safe water supply in the future; India's water supply contaminated and depleted by industrial and agricultural activities; Ganges River also contaminated by human remains as river sacred to Hindus and as result ashes and remains of loved ones often dumped into its waters; sanitation systems and clean-up efforts made but more needs to be done to protect water resources of Indian subcontinent)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 4. Lack of clean water as well as lack of water itself is compared across time and place demonstrating a good understanding of it as an enduring issue. Critical appraisal of document information is integrated throughout the response, but additional facts and details would have strengthened the historical details.

The amount of freshwater available for consumption is limited worldwide. However, it is becoming even more limited because our rivers, lakes and underground reservoirs are being polluted and sucked dry. The scarcity and abuse of water has been an issue for much of history and we need to do something about it.

China is a place that embraces industry. It produces large amounts of the products in factories shipped and used around the world. Although it is economically successful, its rivers pay the price. China's Yellow River is lined with booming cities with factories that must get rid of waste products somehow. Unfiltered, these waste products are dumped into the Yellow River "and its tributaries" (Doc 2). Hundreds of factories allow the waste to flow into the river every day. The river, in contrary to its name, has been turned into different colors, such as red, white, and maroon because of the chemicals that factories throw in untreated. (Doc 2) Chemicals that are dumped are polluting the land and surrounding areas as well. Much of the water in China's rivers is so polluted that they are unsuitable to drink from or use for agriculture. This leads to another problem — where to get the water that everyone uses. Underground aquifers are being tapped and used up so people have to boil or use bottled water to drink. Unfortunately many industries are not listening to either the warnings or the experts and are still using polluted water to produce their products and crops. This may affect consumers worldwide.

India is another country flourishing from industry. Document 4 shows a man who makes money off of selling underground reservoir water. Emptying these reservoirs throws off the water table (Doc 4). As the water table drops, the wells have to be dug deeper with bigger pumps.

Draining the reservoirs in the way this man does is too fast for rains to replenish them which will lead to major problems. Relatively soon, the reservoirs will be used up and dry. This man and many others will not have water to use making agriculture impossible and industry very difficult. This may lead to famines and cause industry to weaken.

While countries like China and India misuse the water they have, many places in Africa don't have access to water. Estamos, an organization that installs water pumps to give Africans clean water, has been successfully running (Doc 3). This organization also installs "EcoSan" portable bathrooms with brick linings, to keep bacteria from getting into the water supply (Doc 3). An added benefit of "EcoSan," is that farmers get fertilizer that is safe for the environment (Doc 3). This charity is also trying to teach about hygiene and prevention of disease by creating songs about hygiene, such as "Tissanole Marja" (wash our hands). These three ways (water pumps, safe sanitation, and promoting better hygiene) will help villages like Niassa, Mozambique to better obtain and protect its water supply from diseases and contaminants.

This issue goes back as far as the early 19th century. A waterborne illness known as Cholera was involved in four separate epidemics killing 40,000+ people in London. This disease was from the drinking water from the polluted River Thames. (Doc 1) Similar to Niassa, London was able to stop the disease by altering its sanitation system and dealing with its wastes, both industrial and human, in better ways. By doing this they could clean up, maintain, and protect their water sources and systems.

These are ways that we can help the issue of water pollution and scarcity. For example, Marine Biologist Jeremy Wade recently filmed a

series called “Mighty Rivers” that featured major waterways around the world. During his visit to China, he was introduced to a man who invented an app in which users can mark polluted areas along the Yangtze River. He uses it to track down factories that pollute and tell companies outside of China who buy goods from these factories so they can pressure the factory to change the way they get rid of waste. In India, Jeremy was shown a camera that is attached to a plane. It filmed chemical signatures that can lead back to factories. This gave clearly visible solid proof that a factory was polluting and would provide evidence that would be difficult to deny. The final episode of the series was in Africa and showed the difference along a river that runs through six countries. At the beginning of his journey, he found that the river was overfished due to traders buying and selling fish and the villager’s desperation to survive. Now there are almost no fish left in the river. Dam projects further down the river threatened to flood an area, so that hydro electricity could be made. Resistance to the dam is forbidden by the dictator even though it is said that the dam might not generate enough electricity for everyone. Documentaries such as this expose what people are doing to the environment and our water sources. Through this exposure and making companies and countries do better will hopefully make change happen.

Overall, though we know we are running our rivers, we often care more about the immediate economic gain. However, these gains are only temporary and our resources can’t last forever. Eventually, we need to take steps to fix the problems we created — whether it is by building better sanitation systems or shaming corporations and forcing them to do the right thing.

Anchor Level 3

The response:

- Identifies and explains *scarcity and abuse of water* as an enduring issue raised in the documents (amount of fresh water available for consumption limited worldwide; fresh water becoming even more limited because rivers, lakes, and underground reservoirs being polluted and sucked dry; unfiltered waste products dumped into Yellow River and its tributaries; chemicals dumped into rivers from factories pollute the land and surrounding areas; underground aquifers being tapped and used up; reservoirs being drained too fast for rains to replenish them; many places in Africa do not have access to water; London able to stop cholera by altering its sanitation system and dealing with its wastes, both industrial and human, in better ways)
- Develops both aspects of the argument with some depth
- Is more descriptive than analytical (scarcity and abuse of water an issue for much of history; China economically successful but its rivers pay the price; much of water in China's rivers so polluted that rivers unsuitable to drink from or use for agriculture; emptying reservoirs throws off water table which means wells have to be dug deeper with bigger pumps; dried up reservoirs will make agriculture impossible and industry very difficult which may lead to famines and cause industry to weaken; water pumps, safe sanitation, and promoting better hygiene will help villages such as Niassa better obtain and protect its water supply from diseases and contaminants)
- Includes relevant evidence that includes facts, examples, and details from Documents 1, 2, 3, and 4
- Includes relevant outside information (China produces large amounts of products in factories shipped and used around the world; Yellow River lined with booming cities and factories that must somehow get rid of waste products; people in China must boil or use bottled water to drink; many industries in China not listening to warnings or the experts and are still using polluted water to produce products and crops; marine biologist Jeremy Wade filmed a series called "Mighty Rivers" that featured major waterways around the world; interviewed a man who invented an app containing a map showing pollution along the Yangtze River which he used to track down factories that pollute and tell companies outside China who bought goods from these factories so they could pressure the factories to change the way they got rid of waste; in India a camera attached to a plane filmed chemical signatures that can lead back to factories and give clearly visible solid proof of pollution that would be difficult to deny; in Africa a river that flows through six countries overfished due to traders buying and selling fish and villagers' desperation to survive; floods threatened by dam projects further down the river; resistance to dam forbidden by the dictator even though said that dam might not generate enough electricity for everyone)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 3. Good relevant outside information about Jeremy Wade's documentary "Mighty Rivers" demonstrates water pollution in different countries and its impact on people. Additional supporting facts and details and better integration of information would have strengthened a comparison between countries that embrace industry and misuse water resources to countries who lack water.

We as humans are growing everyday, we improve and modernize. Technology seems to improve everyday and advancements are made. But there are consequences, a crisis is still going on since the 1800's. People ignored it and others try to take action with little success. It's the water crisis, an enduring issue that has been going on for generations.

Clean water is becoming scarce and as more industry grows, the more pollution it would cause, having an effect on civilians. In document 5, it said "Industry dumps an estimated 300-400 MT of polluted waste in water every year." In London an illness had spread between 1831-1866. This illness was called, "cholera," and it was a waterborne illness. At that time little was known about cholera and as a result, forty thousand people died. In document 1, it states, "it was agreed that the polluted River Thames, where the people of London drew their drinking water from, was to blame." This quote tells us that cholera came from River Thames. In addition, China's water was also polluted due to high population/demand. In document 2, it said "In its race to become the world's next superpower, China is not only draining its rivers and aquifers...with abandon; it is also polluting..." This shows China's desire to become the next superpower can cause serious environmental issues. These water from the Yellow River goes through villages and many would call it "cancer villages." The Yellow River is so polluted that "in 2006 three industrial spills here made the Yellow River run red. Another turned it white," as stated in document 2.

As time passes by, people are acknowledging the issue that has been going around and some companies are trying to create a solution to

Anchor Paper – Enduring Issues Essay—Level 2

make the world a more green environment. In document 3, it states that "In 2000, Santos founded a nonprofit organization called Estamos, with the mission of providing clean water throughout Niassa by installing water pumps plus low-cost sustainable sanitation facilities." This is a beginning of a new era where everyone could be able to have clean water. The project has even installed portable bathrooms, called "EcoSan" and it "keep bacteria from infiltrating the groundwater supply," as stated in document 3. As these technology spread to third world countries it can seriously have an impact in humanity and of course the world.

In conclusion, clean water should be a resource that anyone in the world can obtain. Industries should take in consideration the harm they are doing to our water and try to make a solution for it. "Clean water is a basic human right, yet so many people don't have it." – Santos.

Anchor Level 2

The response:

- Identifies and explains *the water crisis* as an enduring issue raised in the documents (people ignored crisis and others tried to take action with little success; clean water becoming scarce as industry grows and causes more pollution; every year industry dumps polluted waste into water; cholera came from River Thames; China's water polluted due to high population and demand; pollution turning Yellow River different colors)
- Minimally develops both aspects of the argument
- Is primarily descriptive (crisis because humans growing every day and improving and modernizing; crisis consequence of improving technology and advancements; desire to become world's next superpower resulting in China draining rivers and aquifers with abandon causing serious environmental issues; people acknowledging issue and some companies trying to create a solution to make a more green environment; installation of water pumps and low-cost sustainable sanitation facilities in Niassa beginning of new era where people will be able to have clean water; installation of portable bathrooms to try to keep bacteria from infiltrating groundwater supply; clean water should be a resource that anyone in world can obtain)
- Includes few relevant facts, examples, and details from Documents 1, 2, 3, and 5
- Presents no relevant outside information
- Demonstrates a general plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. The response focuses on selected information quoted from the documents followed by a statement or two of minimal interpretation. Although overgeneralizations and lack of explanation detract from the effort, the use of a quote by Feliciano dos Santos to summarize the water crisis is a compelling conclusion.

Anchor Paper – Enduring Issues Essay—Level 1

Through out history the water quality has progressively gotten better. Because of our advancement through out time.

Back in London in 1848 they had water closets. They where like bathrooms. The water closets where not attached to the city sewer system. (Document 1) "The water closets where responseable for producing nearly 100 aditional gallons of waste per day on average." So these water closets where creating lots of waste that eventually got dumped in to the citys drinking water, and contamating their water.

In India a lot of their water is being used for farming. (Document 3) "researchers estamate that a quarer of indias food is irrigated with under ground water that is not being replaced." So they will eventually run out of their under ground water and not have much drinking water left. Because how will they make food if they have water.

Sometimes there is no improvement in how we advance. In (Document 5) it states "80% of sewage is being discharged un treated in to clean water" so this is killing wild life and contamitaning our water. We cant drink dirty water because we will die.

This is how through history you can see improuvment and no improuvment on the way we do things and treat water.

Anchor Level 1

The response:

- Identifies and explains *poor water quality* as an enduring issue raised in the documents (water closets responsible for producing nearly 100 additional gallons of waste per day on average; estimated that a quarter of India's food irrigated with underground water that not being replaced; untreated sewage being discharged into clean water)
- Minimally addresses both aspects of the argument
- Is descriptive (because of advancements throughout time it has progressively gotten better; water closets created lots of waste which eventually dumped into city's drinking water contaminating it; India will eventually run out of underground water and not have enough drinking water; question is how will India have food if they do not have water; untreated sewage killing wildlife and contaminating water; drinking dirty water could cause people to die); includes faulty and weak application (80 percent of sewage is being discharged untreated into clean water)
- Includes minimal facts, examples, and details from Documents 1, 4, and 5
- Presents no relevant outside information
- Demonstrates a general plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. A few document quotations and limited general summaries minimally address the task and demonstrate a limited understanding of poor water quality as an enduring issue. A lack of supporting facts and details and overgeneralizations further weakens the effort.

Enduring Issues Essay—Practice Paper – A

The lack of clean water has plagued our world for hundreds of years. From Great Britain and India, to China and Africa; inadequate amounts of clean water have had devastating results. Part of this issue may be caused by geography, but the problem has been worsened by rapid industrialization around the world.

The loss of clean drinking water can be attributed to major industrial growth. One major example of this is the outbreaks of cholera in London during the industrial revolution. During this time, many poor farmers left their homes in the country to move to the city. This came with the promise of a better life as a factory worker. However, the poorer areas where these people moved to often had poor sewage systems that emptied into the river Thames—the main source for Londoner's drinking water. This caused many outbreaks of cholera, a water borne illness, in the mid-1800s. This problem became worse with the popularization of the indoor toilet. The toilet sewage was then emptied in to the River Thames. "This worsened the problem and affectively turned London's main water way into an open sewer." (Document 1) Similar things have happened to the Yellow River in northern China. The rapid industrial growth China has had to become a world super power have had devastating effects on its central source of drinking water. "In its race to become the world's next super power China is not only draining its rivers and aquifers with abandon; it is also polluting what's left so irreversibly that the world bank warns of "catastrophic consequences for future generations" (Document 2). China is depleating its natural water supply for economic growth; however, the longevity of this is called into question as future generations will not have these sources available to them.

Enduring Issues Essay—Practice Paper – A

A final example of this comes from the depletion of the natural underground reservoirs in India. Because of its geography, parts of India receive large amounts of rain, while others receive very little. In order for large cities to receive enough water, water must be drained from giant reservoirs underground. "We are emptying these giant natural reservoirs far faster than the rain can fill them." (Document 3)

The lack of clean water is not a recent issue, however it continues to this day. "One in nine people worldwide doesn't have access to improved sources of drinking water and one in three lacks improved sanitation." (Document 5)

Enduring Issues Essay—Practice Paper – B

The issue of lack of clean water is one so widespread and persistent that it affects people in most regions around the world. Waterways have become open sewers, promoting the spread of diseases. Factories have resorted to making waterways chemical dumps, plaguing everyone who comes in contact with the tainted water with health defects and disease. It is necessary for societies to take this issue seriously before it is too late.

The outbreak of Cholera occurred in 19th century industrial London. Interestingly enough, it was due to the consumption of contaminated water from the Thames River. It was agreed that the outbreak was due to the ingestion of soiled water but little was done to stop it. The River Thames became increasingly polluted as London became more urban and industrial. Factories produced waste and people living in tenements produced sewage. Both toxins found their way into the river. This period in London became known as the "Great Stink." The situation of the poor water quality was only further exacerbated by a mandate by the metropolis sewer commission stating that cess pools and house drains were to be drained, directly into the River Thames. The poor water quality caused a Cholera outbreak that killed over 40,000 Londoners. Today, people who live near and consume contaminated water also suffer from disease and illness. In many areas people who live in poverty and lack proper sanitation struggle with issues such as waterborne illness.

The Yellow River, an icon river in China, faces its own water crisis. Like 19th century England industrialization in China had a negative impact. China is draining its rivers and aquifers, constantly withdrawing more water faster than it can be replaced.

Enduring Issues Essay—Practice Paper – B

Additionally industrial dumping has occurred as large factories dump unfiltered chemical waste into the Yellow River wreaking havoc and at times causing the river to turn red, maroon and white. It was suggested that a paper mill may have contributed to the problem by dumping untreated waste into the river. As a result of these actions diseases have spread to those who live nearby. "Cancer villages" near the coast may be connected to declining water quality as more and more chemicals are introduced. China's Yellow River has been facing a water crisis for over 3 decades and it is constantly worsening with limited intervention. If organizations such as Green Camel Bell or the government cannot address these water issues China will run out of water to support its large population.

The UN reports that 300-400 MT of waste is dumped by industries leading to more contaminated water sources every year. This combined with agricultural activities that have produced nitrates which are the most common chemical contaminate in groundwater aquifers spells nothing but trouble for water quality. During the Green Revolution while the introduction of chemical pesticides and fertilizers contributed to an increased supply of food, it also led to the pollution of soil and water sources. As the agricultural industry has maintained the use of various chemicals the contamination of water supplies has worsened. Unnatural and toxic chemicals are introduced into aquatic environments, degrading ecosystems and standards of living world wide.

This has led to the destruction of environments for humans and animals alike. Water is one of the most precious resources in our world. Unfortunately, human activity has continually caused the

Enduring Issues Essay—Practice Paper – B

depletion and contamination of our necessary water supplies. This has led to illness, death, migration, and destruction of habitats. Though organizations such as the UN have attempted to address these issues more needs to be done. Creative minds need to continue to develop ways to cleanse current water supplies and reduce further pollution of this resource. We must learn from our history before it's too late.

Clean water is necessary for life. However, there is a massive problem plaguing our world today, and that is restricted access to clean water. Due to circumstances such as water pollution, overirrigation, and water mis use, many people are denied access to something so fundamentally important to our survival. Increasing urbanization combined with population growth in developing countries shines light on the fact that we are unaware of how to sustainably extract our water resources. This results in a lack of water for many people in developing countries. Our misuse and pollution of water resources has occurred since the beginning of industrialization and continues to threaten our future today.

Water pollution has plagued Britain since 1831. Cholera, an infectious disease caused by untreated sewage in waterways, was a major problem that developed because people drank the untreated water that was contaminated by human sewage. Four separate epidemics took the lives of forty thousand Londoners. Because of a lack in sewage treatment facilities and public sanitary measures, many people lost their lives due to their polluted water source. It took a more comprehensive cooperative effort to treat the water and sewage on the large scale than was initially passed by Parliament. The government eventually provided the infrastructure needed to handle the sewage problem and clean the water, causing cholera to basically be ended in London by the late 1800s. However, Britain still struggles with keeping the Thames clean. Today's problem like in many bodies of water is plastic pollution which harms fish, wildlife, and potentially can have negative effects on human health. This issue is also still present today, mainly in developing nations. In many developing

countries planned infrastructure and sewage systems do not even exist. Billions of people do not have access to basic sanitation facilities such as toilets or latrines. Many simply defecate in open areas polluting the water sources. NGOs such as Estamos in Mozambique have formed to provide communities with water pumps and low cost sustainable sanitation facilities. However, we still have a long way to go. As shown in a poster made by the UN Water day 2013 International Year of Water Corporation, one in nine people worldwide still don't have access to improved sources of drinking water, and 80% of sewage in developing countries is released into the environment without being treated. This demonstrates how water pollution has been a problem that has persisted since the Industrial Revolution.

A major cause of the lack of clean water is the overuse of water for agricultural and industrial purposes. For example, China has been rapidly developing and polluting its water resources including its Mother River, the yellow river. China's large population has strained water resources in the country. Additionally businesses continue to dump toxic chemicals into the rivers, at times changing their color. This has negatively affected drinking water supplies as well as destroyed a habitat for many fish and other species in the rivers. Additionally, due to excessive water use for personal, agricultural, and industrial reasons some Chinese rivers have become depleted causing people to drain groundwater aquifers. Increased urbanization resulting in paved streets and concrete buildings also decreases water infiltration that would refill the aquifers. It also blocks recharge areas, which is especially harmful for confined aquifers. The drying up of aquifers is not unique to China. In countries such as India, this

is also a common problem concerning water use. One Indian farmer makes his money by pumping out water from groundwater reserves near his house. This has led to a profitable income for him. As in China water demands in India are high due to industrial and agricultural uses. Additionally a large population puts a tremendous strain on water resources. Rivers like the Ganges in India are a source of tremendous pollution. Human waste as well as ashes of the deceased have been thrown into the Ganges River. This combined with industrial dumping has proved detrimental for individuals who rely on the Ganges for bathing and as a source of drinking water. The government and organizations have looked for ways to clean the Ganges but much still needs to be done. Clearly, there is a link between population and pollution. In all places human development and activity are devastating our world. The use of water for irrigation instead of public drinking has serious affects on humans and the environment.

The damage done by water pollution and overuse is shocking. As stated in the UN International Year of Water cooperation, there are 3.5 million deaths every year due to inadequate water supply, sanitation, and hygiene. Human settlement, industrial waste, pollution, and agricultural activities have resulted in a fresh water deficit for people. What makes the problem worse is that our scarce fresh water sources are being overused by our current irrigation and where we choose to grow our food. In India areas that used to have vast access to rivers no longer do because they are dry so they are forced to tap into underground aquifers. Closer to home California pumps much of its needed water from agricultural purposes. They use the water to grow

Enduring Issues Essay—Practice Paper – C

high water needed products such as almonds. The use of water for agriculture is making human drinking water supplies even more scarce. Switching to practices such as drip irrigation would lessen this issue. Additionally, worldwide water-demanding crops such as cotton are being grown in the dry Asian steppe. This has resulted in a severe shrinkage of bodies of water such as the Aral sea, where they obtain water for crop growing from. The anthropogenic environmental and human affects of water use and pollution are very present in our world today.

It is clear that we are quickly losing access to freshwater supplies. There are ways to mitigate these loses, however. stricter industrial dumping laws, sewage treatment plants, and smarter agricultural methods would all help. From the polluting of the Thames in 1831 to the current day polluting of the Yellow River, improper water treatment has been present for hundreds of years. As we look towards the future, we should hope for smarter and more sustainable water use, as well as eliminating water pollution. Organizations such as the UN, UNICEF, and the Nature Conservancy are tackling this major issue. However, individuals and families are going to need to do their part as well.

Enduring Issues Essay—Practice Paper – D

Throughout history, the issue of water pollution has affected many countries. Some of these countries being India and China, where the quality of the water was not the only issue, but so was the quantity.

During the time of 1831-1866 in London, over 40,000 lives were lost due to 4 different epidemics that swept through the area. The epidemics were originally thought to have been spread through the miasma, or foul air. However, in Document 1, it states "the truth about the cause of cholera was conclusively proven by Robert Koch with his discovery of the cholera bacillus." This discovery also backed the theory of Dr. John Snow "that the disease was spread through ingesting soiled water, rather than inhaling foul air" (Doc 1). The people of London had drawn their water out of the polluted River Thames and this was to blame for the epidemics.

Another country affected by the pollution and lack of water was China and the Yellow River. China was using its water sources quicker than they could be reproduced. Also, the little water they have left was being polluted in such a bad way that warnings from the World Bank were issued for "catastrophic consequences for future generations..." (Doc 2). The "country's unfolding water crisis" is also leading the country to possibly face the costs of environmental destruction.

Similarly, in Document 5, the statistics of the water quality in our world today is shown. For example, 80% of untreated sewage is being emptied directly into bodies of water, further polluting it, making it unsafe to drink. Also, radioactive materials are in the water we drink, causing many people to get sick or acquire diseases. Another statistic stated in this document is, "one in nine people worldwide

Enduring Issues Essay—Practice Paper – D

doesn't have access to improved sources of drinking water and one in three lacks sanitation" (Doc.5).

Enduring Issues Essay—Practice Paper – E

An issue that has endured across time has been the cleanliness of fresh water. Humans, as well as many other animals, can only live off of clean fresh water (as opposed to saltwater or contaminated water). Throughout history, however, bodies of water were frequently used as a place to dump unwanted excrements and industrial waste. To obtain more fresh water to replace it, people have extracted water from underground aquifers causing a strain on this water source as well. In total we humans have used, abused, and taken our limited supplies of water leading to a scarcity of freshwater.

When many countries began to industrialize in the 1800s people thought little about the environment. Mass production of manufactured goods starting with the textile industry resulted in massive amounts of waste that was often dumped into rivers which were also used as people's source of fresh water. This combined with an inadequate sewer system left human waste untreated and dumped into the river causing incredibly polluted drinking water sources. One place this occurred was in London during the 19th century. In London, inefficient waste management combined with the extensive amounts of waste produced by water closets and factories led to a major problem for Londoners who used the River Thames for their water. The river infected with industrial waste water was unhealthy to consume but was made worse by the sewer system which dumped human waste into it as well. A major disease that was caused by the human waste was cholera. In London during the 19th century, four separate epidemics killed over forty thousand Londoners (Document 1). Despite the high toll of lives, the solutions humans provided have not solved the problem. Because of the combined

Enduring Issues Essay—Practice Paper – E

problems of urbanization, industrialization, few laws and regulations, and inadequate infrastructure many of the solutions that people such as Edwin Chadwick came up with were too little, too late. It wasn't until decades later when the national government got more involved and public health became more of a priority that better sanitation and sewer systems were built and allowed the epidemics to be ended. While the human waste and cholera problems were generally solved London still suffered. Like many other places that have industries located near their rivers industrial pollution is still a major problem. In China during the 21st century, similar events are happening since the factories that operate along the Yellow River dump their wastes into the river (Document 2). Water from the yellow River today is basically unsafe to drink due to the pollution that has been dumped into the river due to industrial, agricultural, and human waste. Much of it is even unfit for agricultural and industrial uses. Water has to be boiled or people need to buy bottled water which increases the plastic pollution that is adding to the destruction of even more water sources. The scarcity of freshwater sources in China has led to more problems which impact the entire ecosystem. In both London and China the water that ordinary people drunk from became polluted. This problem has many impacts on the ecosystem, and on human health.

Another solution that people have come up with for the scarcity of water is to use aquifers. This is particularly a problem because in many areas we are draining the aquifers far faster than they can naturally replenish. In other words we will eventually run out of this fresh water source. In India to obtain the desperately needed water for

Enduring Issues Essay—Practice Paper – E

agriculture and life support, humans have chosen to mine it from underground reserves (Document 4). Eventually, they will run out and leave the world with only contaminated water. Like India, the Middle East is also draining its aquifers, largely for agricultural use. This is straining water resources as these aquifers dry up. Additionally conflict has emerged between Middle Eastern countries as they compete for access and control over water resources. The solution is easier said than done. We need to stop dumping waste into our waterways and find better ways to deal with our waste. Beyond this we need to clean our contaminated water and we need to protect what clean water we have left. But because people own land that has fresh water and they can make a lot of profit selling the water (Document 4) there have to be restrictions on the use and sale of water. All of this will require governmental intervention and possible international agreements to help us maintain our water sources.

Back when countries were first industrializing the workers were clumped into slums to conserve space. The slums were filthy, due to poor management of waste and garbage. Eventually, however, it needed to be cleaned, to create cleaner, better cities. Waste, and garbage was removed, but dumped into bodies of water—initially it was a simple solution to the main problem at the time. Nowadays, although it is now realized what problems it can bring—such as a means of spreading the cholera disease (Document 1)—many people continue to ignore the main problem, that the water bodies are polluted and/or can not be renewed fast enough. In developed countries alone 80% of the sewage (for a system meant to keep cities clean) is discharged untreated into bodies of water (Document 5). Even now, the drinkable

Enduring Issues Essay—Practice Paper – E

water resource is being continuously depleted by pollution and usage. Change is difficult but it is overdue.

The water problem has endured for a major part of civilized history. On one hand, water is the simplest, easiest way to dispose of wastes allowing for a greater focus on improvement of the industry and mechanization. On the other hand, water is a necessary resource for survival that is being depleted faster than it can be replenished. Efforts to prevent waterway pollution would greatly help conserve water, but it would also possibly hamper the industries and cities, for they will require a more difficult method to dispose of wastes to maintain cleanliness, so they do not return to the conditions of slums. Due to the uncertainty of how much clean water remains, this problem has endured, as countries accepted industrial growth to improve themselves rather than conserve water to prevent an uncertain future.

Practice Paper A—Score Level 2

The response:

- Identifies and explains *lack of clean water* as an enduring issue raised in the documents (plagued our world for hundreds of years; loss of clean drinking water can be attributed to major industrial growth; toilet sewage emptied into Thames which main source for Londoners' drinking water; rapid industrial growth necessary for China to become a superpower devastating effects on Yellow River; in race to become superpower China draining rivers and aquifers and irreversibly polluting what left; natural underground reservoirs in India being emptied faster than rain can fill them)
- Minimally develops both aspects of the argument
- Is primarily descriptive (has had devastating results; part of issue may be caused by geography, but problem worsened by rapid industrialization around the world; poorer areas of cities where people moved had poor sewage systems that emptied into river; cholera in London became worse with popularization of indoor toilet; China's practices of depleting water for economic growth called into question as future generations will not have sources available to them; because of its geography parts of India receive large amounts of rain while others receive little; water drained from giant underground reservoirs in India to supply large cities)
- Includes few relevant facts, examples, and details from Documents 1, 2, 4, and 5
- Presents little relevant outside information (during Industrial Revolution many poor farmers left their homes in the country to move to city; city promised better life as a factory worker)
- Demonstrates a general plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. Quotations of relevant document information and a relevant outside reference to migration of farmers to cities for factory jobs are accompanied by limited explanations. An attempt to compare the problems with the Thames to the Yellow River lacks development. The treatment of how the issue has endured over time is briefly summarized in the conclusion.

Practice Paper B—Score Level 3

The response:

- Identifies and explains *lack of clean water* as an enduring issue raised in the documents (waterways have become open sewers promoting spread of disease; factories resorted to making waterways chemical dumps plaguing everyone who comes in contact with tainted water with health defects and disease; today people who live near and consume contaminated water also suffer from disease and illness; if organizations such as Green Camel Bell or government cannot address water issues China will run out of water to support its large population; United Nations reports more waste dumped by industries every year leading to more contaminated water sources; agricultural activities produce nitrates which most common chemical contaminant in groundwater aquifers spells nothing but trouble for water quality)
- Develops both aspects of the argument with little depth
- Is more descriptive than analytical (necessary for societies to take issue seriously before too late; agreed that cholera outbreak due to ingestion of soiled water but little done to stop it; situation in London further exacerbated by mandate from Sewer Commission stating that cesspools and house drains to go directly into Thames; like 19th century England industrialization in China both draining its rivers and aquifers constantly withdrawing more water faster than can be replaced; industrial dumping has occurred as large factories dump unfiltered chemical waste into Yellow River; “cancer villages” near coast may be connected to declining water quality as more and more chemicals introduced; China’s Yellow River facing a water crisis for over three decades which constantly worsening with limited intervention; unnatural and toxic chemicals introduced into aquatic environments degrading ecosystems and standards of living worldwide; water one of most precious resources in our world but human activity continually caused depletion and contamination of necessary water supplies)
- Includes some relevant evidence that includes facts, examples, and details from documents 1, 2, and 5
- Includes limited relevant outside information (Thames became increasingly polluted as London became more urban and industrial; London factories produced waste and people living in tenements produced sewage; period in 19th century London became known as the “Great Stink”; in many areas of Africa and Latin America people who live in poverty and lack proper sanitation struggle with issues such as waterborne illness; during Green Revolution while introduction of chemical pesticides and fertilizers contributed to increased supply of food they also led to pollution of soil and water resources; as agricultural industry maintained use of various chemicals contamination of water supplies worsened)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 3. An understanding of the lack of clean water as an enduring issue is demonstrated utilizing brief interpretation of document information. While some good statements are included, they lack supporting facts and details weakening the discussion.

Practice Paper C—Score Level 5

The response:

- Clearly identifies and accurately explains *restricted access to clean water* as an enduring issue raised in the documents (clean water necessary for life; many ways humans deplete our water sources; cholera an infectious disease caused by untreated sewage in waterways in Britain; lack of sewage treatment facilities and public sanitation measures led many to lose their lives; Parliament eventually provided infrastructure needed to handle sewage problem, clean the water, and end cholera; China's large population rapidly depleting and polluting water resources including Mother River; human settlement, industrial waste, pollution, and agricultural activities resulted in a fresh water deficit)
- Develops an even, thoughtful, and in-depth argument for both aspects of the task
- Is more analytical than descriptive (increasing urbanization combined with population growth in developing countries shines light on fact that people unaware how to sustainably extract water resources; due to excessive water use for personal, agricultural, and industrial reasons some Chinese rivers depleted causing people to drain groundwater aquifers; drying up of aquifers not unique to China as India similar problems due to agricultural and industrial use and large population; scarce fresh water sources being overused by current irrigation methods and where we choose to grow our food; use of water for agriculture making human drinking water supplies even more scarce; ways to mitigate loss of freshwater include stricter industrial dumping laws, sewage treatment plants, and smarter agricultural methods)
- Richly supports the task by incorporating relevant evidence that includes facts, examples, and details from all the documents
- Richly supports the task by incorporating substantial relevant outside information (Britain still struggles with keeping Thames clean; today's problem plastic pollution which harms fish, wildlife, and potentially can have negative effects on human health; in many developing countries planned infrastructure and sewage systems do not exist and billions of people no access to basic sanitation facilities; continuation of Chinese businesses dumping toxic chemicals into rivers negatively affected drinking water supplies as well as destroying habitat for many fish and other species; increased urbanization resulting in paved street and concrete buildings decreases water infiltration that would refill aquifers; urbanization blocks recharge areas which especially harmful for confined aquifers; human waste and ashes of deceased thrown into Ganges in India and combined with industrial dumping detrimental for individuals who rely on Ganges for bathing and source of drinking water; government and organizations looked for ways to clean Ganges but link between population and pollution means much still needs to be done; California pumps much of its needed water for agricultural products such as almonds which need great amounts of water; switching to practices such as drip irrigation would lessen problems; worldwide water-demanding crops such as cotton being grown in dry Asian steppe resulting in severe shrinkage of bodies of water such as Aral Sea; organizations such as United Nations, UNICEF, and Nature Conservancy tackling issue)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 5. A thoughtful discussion is supported by substantive details and analytic statements. Critical appraisal of document information, comparative statements, and current examples effectively establish links across time and place and the hope for smarter and more sustainable water use in the future.

Practice Paper D—Score Level 1

The response:

- Identifies and explains *water pollution* as an enduring issue raised in the documents (has affected many countries; 40,000 lives lost in London between 1831 and 1866 due to four different epidemics; people of London drank their water out of polluted Thames; water in China being polluted in a bad way; untreated sewage being directly emptied into bodies of water further polluting it; radioactive materials polluting water; one in nine people worldwide do not have access to improved sources of drinking water)
- Minimally addresses both aspects of the argument
- Is descriptive (quality of water not only issue so was quantity; truth about cause of cholera conclusively proven; China using water sources quicker than they can be reproduced; catastrophic consequences for future generations as result of pollution of water left in China; China possibly facing costs of environmental destruction); includes faulty and weak application (80 percent of untreated sewage is being emptied into bodies of water)
- Includes minimal facts, examples, and details from documents 1, 2, and 5
- Presents no relevant outside information
- Demonstrates a general plan of organization; includes an introduction and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Limited methodical interpretation of relevant document information demonstrates a basic understanding of water pollution as an enduring issue. Although all aspects of the task are referenced, lack of development and inclusion of weak generalizations weakens the response.

Practice Paper E—Score Level 4

The response:

- Identifies and accurately explains *water problems* as an enduring issue raised in the documents (humans have used, abused, and taken over limited supplies of water leading to a scarcity of fresh water; massive amounts of waste often dumped into rivers which also used as people's source of fresh water; inadequate sewer system left human waste untreated and when dumped into river caused incredibly polluted drinking water sources; in many areas aquifers being drained faster than can naturally be replenished)
- Develops a thoughtful argument in some depth for both aspects of the task
- Is both descriptive and analytical (despite high toll of lives from cholera, solutions humans provided have not solved problem; scarcity of fresh water sources in China has led to more problems which impact entire ecosystem; eventually world will be left with only contaminated water; need to stop dumping waste into waterways and find better ways to deal with waste; need to clean contaminated water and protect what clean water is left; because people who own land that has fresh water can make great profits there have to be restrictions on use and sale of water; solving water problems will require governmental intervention and possibly international agreements; water simplest, easiest way to dispose of waste allowing for greater focus on improvement of industry and mechanization; efforts to prevent waterway pollution would greatly help conserve water but would possibly hamper industries and cities as they would require a more difficult method to dispose of waste to maintain cleanliness so they do not return to conditions of slums; countries accepted industrial growth to improve themselves rather than conserve water to prevent an uncertain future)
- Supports the task by incorporating relevant evidence that includes facts, examples, and details from documents 1, 2, 4, and 5
- Supports the task by incorporating relevant outside information (humans, as well as many other animals, can only live off clean fresh water as opposed to saltwater or contaminated water; when many countries began to industrialize in the 1800s people thought little about environment; mass production of manufactured goods starting with textile industry resulted in massive amounts of waste; River Thames which infected with industrial waste unhealthy to consume but made worse by sewer system which dumped human waste into it as well; because of combined problems of urbanization, industrialization, few laws and regulations, and inadequate infrastructure many solutions too little too late; not until national government became more involved and public health became more of a priority that better sanitation and sewer systems built allowing cholera epidemics to end; much of water from Yellow River unfit for agricultural and industrial uses; water has to be boiled or people need to buy bottled water which increases plastic pollution adding to destruction of even more water sources; Middle East also draining its aquifers, largely for agricultural use; conflict emerged between Middle Eastern countries as compete for access and control over water resources)
- 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 this response is the interpretation of document information and thoughtful analytic conclusions that acknowledge that countries have prioritized industrialized growth over conservation of water. Additional supporting facts and details would have strengthened the thesis and improved the discussion.

The *Chart for Determining the Final Examination Score for the June 2022 Regents Exam in Global History and Geography II* (Grade 10) will be posted on the Department’s web site at: <http://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 <http://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.

June 2022 Regents Exam in Global History and Geography II (Grade 10)

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

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

To determine the student's final score, locate the student's total essay score across the top of the chart and the total Part I and Part II score down the side of the chart. The point where those two scores intersect is the student's final examination score. For example, a student receiving a total essay score of 3 and a total Part I and Part II score of 27 would receive a final examination score of 80.

Part III Essay Score

| | | 0 | 0.5 | 1 | 1.5 | 2 | 2.5 | 3 | 3.5 | 4 | 4.5 | 5 |
|--------------------------|----|----|-----|----|-----|----|-----|----|-----|----|-----|----|
| Part I and Part II Score | 0 | 0 | 6 | 11 | 16 | 21 | 26 | 30 | 34 | 38 | 42 | 46 |
| | 1 | 4 | 9 | 15 | 19 | 24 | 29 | 33 | 37 | 41 | 44 | 48 |
| | 2 | 8 | 13 | 18 | 23 | 27 | 31 | 36 | 40 | 43 | 47 | 50 |
| | 3 | 11 | 16 | 21 | 26 | 30 | 34 | 38 | 42 | 46 | 49 | 52 |
| | 4 | 15 | 19 | 24 | 29 | 33 | 37 | 41 | 44 | 48 | 51 | 54 |
| | 5 | 18 | 23 | 27 | 31 | 36 | 40 | 43 | 47 | 50 | 53 | 56 |
| | 6 | 21 | 26 | 30 | 34 | 38 | 42 | 46 | 49 | 52 | 55 | 58 |
| | 7 | 24 | 29 | 33 | 37 | 41 | 44 | 48 | 51 | 54 | 57 | 60 |
| | 8 | 27 | 31 | 36 | 40 | 43 | 47 | 50 | 53 | 56 | 59 | 62 |
| | 9 | 30 | 34 | 38 | 42 | 46 | 49 | 52 | 55 | 58 | 61 | 63 |
| | 10 | 33 | 37 | 41 | 44 | 48 | 51 | 54 | 57 | 60 | 63 | 65 |
| | 11 | 36 | 40 | 43 | 47 | 50 | 53 | 56 | 59 | 62 | 64 | 67 |
| | 12 | 38 | 42 | 46 | 49 | 52 | 55 | 58 | 61 | 63 | 66 | 68 |
| | 13 | 41 | 44 | 48 | 51 | 54 | 57 | 60 | 63 | 65 | 67 | 70 |
| | 14 | 43 | 47 | 50 | 53 | 56 | 59 | 62 | 64 | 67 | 69 | 71 |
| | 15 | 46 | 49 | 52 | 55 | 58 | 61 | 63 | 66 | 68 | 70 | 72 |
| | 16 | 48 | 51 | 54 | 57 | 60 | 63 | 65 | 67 | 70 | 72 | 74 |
| | 17 | 50 | 53 | 56 | 59 | 62 | 64 | 67 | 69 | 71 | 73 | 75 |
| | 18 | 52 | 55 | 58 | 61 | 63 | 66 | 68 | 70 | 72 | 74 | 76 |
| | 19 | 54 | 57 | 60 | 63 | 65 | 67 | 70 | 72 | 74 | 76 | 78 |
| | 20 | 56 | 59 | 62 | 64 | 67 | 69 | 71 | 73 | 75 | 77 | 79 |
| | 21 | 58 | 61 | 63 | 66 | 68 | 70 | 72 | 74 | 76 | 78 | 80 |
| | 22 | 60 | 63 | 65 | 67 | 70 | 72 | 74 | 76 | 78 | 80 | 81 |
| | 23 | 62 | 64 | 67 | 69 | 71 | 73 | 75 | 77 | 79 | 81 | 83 |
| | 24 | 63 | 66 | 68 | 70 | 72 | 74 | 76 | 78 | 80 | 82 | 84 |
| | 25 | 65 | 67 | 70 | 72 | 74 | 76 | 78 | 80 | 81 | 83 | 86 |
| | 26 | 67 | 69 | 71 | 73 | 75 | 77 | 79 | 81 | 83 | 85 | 86 |
| | 27 | 68 | 70 | 72 | 74 | 76 | 78 | 80 | 82 | 84 | 86 | 88 |
| | 28 | 70 | 72 | 74 | 76 | 78 | 80 | 81 | 83 | 86 | 87 | 89 |
| | 29 | 71 | 73 | 75 | 77 | 79 | 81 | 83 | 85 | 86 | 88 | 90 |
| | 30 | 72 | 74 | 76 | 78 | 80 | 82 | 84 | 86 | 88 | 90 | 92 |
| | 31 | 74 | 76 | 78 | 80 | 81 | 83 | 86 | 87 | 89 | 91 | 93 |
| | 32 | 75 | 77 | 79 | 81 | 83 | 85 | 86 | 88 | 90 | 93 | 95 |
| | 33 | 76 | 78 | 80 | 82 | 84 | 86 | 88 | 90 | 92 | 94 | 97 |
| | 34 | 78 | 80 | 81 | 83 | 86 | 87 | 89 | 91 | 93 | 96 | 98 |
| 35 | 79 | 81 | 83 | 85 | 86 | 88 | 90 | 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 |