

# FOR TEACHERS ONLY

The University of the State of New York

## REGENTS HIGH SCHOOL EXAMINATION

# GLOBAL HISTORY AND GEOGRAPHY

Wednesday, June 18, 2008 — 1:15 to 4:15 p.m., only

## SCORING KEY AND RATING GUIDE

Updated information regarding the rating of this examination may be posted on the New York State Education Department's web site during the rating period. Visit the site <http://www.emsc.nysed.gov/osa/> and select the link "Examination Scoring Information" for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and at least one more time before the final scores for the examination are recorded.

### Contents of the Rating Guide

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

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

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

- A question-specific rubric

### Mechanics of Rating

The following procedures are to be used in rating papers for this examination. More detailed directions for the organization of the rating process and procedures for rating the examination are included in the *Information Booklet for Administering and Scoring the Regents Examination in Global History and Geography and United States History and Government*.

Global History  
and Geography  
June 18, 2008

### Part I

1... 3 ...	26... 1 ...
2... 4 ...	27... 2 ...
3... 2 ...	28... 1 ...
4... 3 ...	29... 3 ...
5... 4 ...	30... 3 ...
6... 4 ...	31... 1 ...
7... 2 ...	32... 1 ...
8... 2 ...	33... 2 ...
9... 3 ...	34... 1 ...
10... 2 ...	35... 4 ...
11... 1 ...	36... 3 ...
12... 4 ...	37... 3 ...
13... 4 ...	38... 1 ...
14... 1 ...	39... 2 ...
15... 3 ...	40... 1 ...
16... 4 ...	41... 4 ...
17... 4 ...	42... 4 ...
18... 2 ...	43... 3 ...
19... 1 ...	44... 2 ...
20... 4 ...	45... 1 ...
21... 4 ...	46... 3 ...
22... 3 ...	47... 2 ...
23... 1 ...	48... 1 ...
24... 4 ...	49... 3 ...
25... 1 ...	50... 4 ...

Cut Here

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## Scoring the Part I Multiple-Choice Questions

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

### Rating the Essay Questions

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

#### *Introduction to the task—*

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

#### *Introduction to the rubric and anchor papers—*

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

#### *Practice scoring individually—*

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

- (2) When actual rating begins, each rater should record his or her individual rating for a student's essay on the rating sheet provided, *not* directly on the student's essay or answer sheet. The rater should *not* correct the student's work by making insertions or changes of any kind.
- (3) Each essay must be rated by at least two raters; a third rater will be necessary to resolve scores that differ by more than one point.

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

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

The scoring coordinator will be responsible for organizing the movement of papers, calculating a final score for each student's essay, recording that score on the student's Part I answer sheet, and determining the student's final examination score. The conversion chart for this examination is located at <http://www.emsc.nysed.gov/osa/> and must be used for determining the final examination score.

**Global History and Geography**  
**Content-Specific Rubric**  
**Thematic Essay**  
**June 2008**

**Theme: Belief Systems**

The world has many different belief systems. Each is distinctive, but all greatly influenced the lives of their followers and the society in which the belief system was practiced.

**Task:** Choose *two* major belief systems and for *each*

- Explain key beliefs *and/or* practices
- Discuss an influence the belief system had on the lives of its followers or the society in which it was practiced

You may use any example from your study of global history. Some suggestions you might wish to consider include animism, Buddhism, Christianity, Confucianism, Daoism, Islam, Judaism, legalism, and Shinto.

**You are *not* limited to these suggestions.**

**Do *not* use the United States as the focus of your answer.**

***Scoring Notes:***

1. This thematic essay has a minimum of *six* components (*at least two* key beliefs and/or practices of *two* major belief systems **and** *at least one* influence *each* belief system had on the lives of its followers or the society in which it was practiced).
2. The response may explain two beliefs *or* two practices *or* a belief and a practice.
3. A key belief and/or practice may be the same for both belief systems, e.g., reincarnation for both Buddhism and Hinduism.
4. The influence of the different belief systems could be similar although supporting facts and details will vary, e.g., “codes to live by” influence followers in several belief systems but in different ways.
5. The discussion of the influence of the belief system need not be related to the key beliefs and/or practices that are explained.
6. The name of the society in which the belief system was practiced need not be specifically identified.
7. The same information may be used to respond to both elements of the task as long as the facts and examples specifically address each aspect of the task, e.g. prayer may be used as a practice and as an influence on society.
8. The discussion may focus on the theme of belief systems from a variety of perspectives as long as the position taken is supported by accurate historical facts and examples.

**Score of 5:**

- Thoroughly develops **all** aspects of the task evenly and in depth by explaining *at least two* beliefs and/or practices of **two** major belief systems and by discussing an influence **each** belief system had on the lives of its followers or the society in which the belief system is practiced
- Is more analytical than descriptive (analyzes, evaluates, and/or creates information) (*Hinduism*: connects the belief that no one truly dies but is reborn in a new body or different form or level of being to the idea that the life you live determines if you will return as a superior being or something lower; connects actions taken in life and obligations and duties with reincarnation; connects the caste system with potential forfeiture of hope for social advancement or economic furtherance for lower castes; *Christianity*: connects the belief in monotheism to Christians suffering persecution at the hands of Romans because of their refusal to accept the emperor as god; discusses how ideas related to separation of church and state were advanced by the Protestant Reformation; connects the teachings of Christ to individuals who have devoted their lives to service to others and achieving social justice)
- Richly supports the theme with relevant facts, examples, and details (*Hinduism*: Aryans; Vedas; karma; dharma; enlightenment; Ganges River; constitution of India; untouchables; *Christianity*: Old and New Testaments; Sermon on the Mount; crucifixion and resurrection; Martin Luther; Mother Teresa; Desmond Tutu)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

**Score of 4:**

- Develops **all** aspects of the task but may do so somewhat unevenly by developing all aspects of the task for one belief system more thoroughly than for the second belief system
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information) (*Hinduism*: discusses how karma, dharma, and the caste system are related; discusses how the caste system maintained social order but also led to fewer opportunities for those in the lower varna; *Christianity*: discusses the universal promise of salvation and the controversies that stemmed from the sale of indulgences; discusses the spread of the faith and the role of missionary work)
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

**Note:** At score levels 5 and 4, all **six** components should be developed.

*Holistic Scoring Reminder:* This note applies only to the evaluation of bullet 1 of the rubric.

**Score of 3:**

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

**Some examples of addressing *at least four* aspects of the task in some depth at Level 3**

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

1. Discusses **all** aspects of the task for *one* belief system and only **one** aspect of the task for the *second* belief system
2. Discusses any **two** aspects of the task for **both** belief systems

**Exception:** If **all** components have been thoroughly developed evenly and in depth for **one** belief system and the response meets most of the other Level 5 criteria, the overall response may be a Level 3 paper.

**Score of 2:**

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

**Some examples of addressing *at least three* aspects of the task in some depth at Level 2**

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

1. Discusses **all** aspects of the task for *one* belief system
2. Discusses any **two** aspects of the task for *one* belief system and only **one** aspect for the *second* belief system

**Score of 1:**

- Minimally develops some aspects of the task
- Is descriptive; may lack understanding, application, or analysis
- Includes few relevant facts, examples, or details; may include inaccuracies
- May demonstrate a weakness in organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

**Score of 0:**

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

Throughout history, numerous varied belief systems have provided order and stability to regions throughout the world. Both Islam and Hinduism are two powerful networks of beliefs that have shaped the lives of millions, providing a source of hope, a sense of community and a place belonging to their followers.

Islam, a religion founded in the 7<sup>th</sup> century, dominates the region of the Middle East and has spread throughout the world. The founder of Islam was the prophet Mohammad. From its formation, Islam, a monotheistic religion, has provided order and stability, meaning in life, and unity. It also influenced the development of trade networks along with vast civilizations.

The text of the Qu'ran, the five pillars of faith, and the Arabic language ~~provides~~ provides Muslims with ummah, a strong sense of community. This community was bound by and given definition by Sharia- Islamic religious law. The five pillars of faith, which include faith, prayer, alms and pilgrimage set up a structured lifestyle for Muslims. For example, each follower is expected to pray five times a day, facing the Middle Eastern city of Mecca. They are also expected to attend services at the mosque weekly. Other restrictions such as not drinking alcohol shape the lives of many and not eating pork is a strict rule. By following the ideals of the Qu'ran and by also learning the language of Arabic, Muslims create this sense of ummah in their lifestyle. They form a sense of family by being able to relate to the same religious values and language.

Lastly, Islam has sparked trade and cultural diffusion throughout history. In pilgrimage, one of the five pillars of faith, followers are

expected to travel to the City of Mecca once in their lifetime. Therefore, Muslims have traveled over great distances, crossing foreign land to make their pilgrimage. They traveled on routes such as the Silk Road and the trans-Saharan trade route, promoting trade and cultural expansion, making Muslims agents of change. Therefore, an effect of Islam is that Muslims have been exposed to new ideas and cultural beliefs. This has emphasized the value of education to Muslims. Universities such as Timbuktu in Western Africa, were formed as a result of the knowledge brought back from the Islamic pilgrimages to Mecca. This emphasis on education also influences the daily lives of Muslims as they read and study the Qu'ran.

Hinduism has provided a sense of order and stability in India. It is an ancient religion which represents a blend of the influence of traditional Indian beliefs and the development of the caste system under the Aryans. Hinduism is polytheistic, and many gods exist, however followers believe in the concept of having many gods, united under the powerful force of one spirit, known as Brahma. Because of its diverse nature, each small village in India may have their own unique gods, but in the end Hindus are united through Brahma. Hinduism provided order and stability through the development of a social structure, known as the caste system.

This social pyramid put people in distinct classes. At the top, were the religious leaders and priests, <sup>Next</sup> in descending order, were the warriors (Kshatriyas) followed by landowners and merchants or Vaishya. Below these

groups were hired workers. Set off by themselves were the lowest of all, the "untouchables." The most undesirable tasks were performed by this bottom layer in society. You were born into a caste with its specific duties and obligations. This ~~assured~~<sup>assured</sup> that society had people to perform vital functions. This also provided India with order and stability. Hinduism included the concept of reincarnation. This term implies that if you have good karma and performed <sup>your</sup> Dharma well (completed the tasks of your caste), you would come closer to Brahma (the creator) in your next life. However, the trade off for ~~the~~ order and stability was the way the caste system limited social mobility. Supposedly outlawed by the Constitution, caste continues to influence life in India. While the government has passed many affirmative action like laws to overcome traditional restrictions, this practice remains an issue.

Although they are very different, both the religions Islam and Hinduism have provided a sense of order and stability for their followers. They have played a huge role in the development of civilizations, and the world as we know it today.

## Anchor Level 5-A

### **The response:**

- Thoroughly develops all aspects of the task evenly and in depth by explaining key beliefs and practices of Islam and Hinduism and by discussing the influence each belief system had on the lives of its followers and the society in which the belief system was practiced
- Is more analytical than descriptive (*Islam*: from its formation, Islam has provided order and stability, meaning in life, and unity; community bound by and given definition by sharia—Islamic religious law; influenced the development of trade networks along with vast civilizations; traveled on routes such as the Silk Road and the Trans-Saharan trade route, promoting trade and cultural expansion; *ummah*, a strong sense of community; Five Pillars of Faith set up a structured lifestyle; Muslims were agents of change; universities such as Timbuktu were formed as a result of the knowledge brought back from Islamic pilgrimages to Mecca; emphasis on education influences daily lives of Muslims as they read and study the Qu’ran; *Hinduism*: provided a sense of order and stability in India; concept of many gods united under the powerful force of one spirit known as Brahma; diverse nature of Hinduism seen in villages with own unique gods; social pyramid that put people in distinct classes; born into caste with its specific duties and obligations; trade-off for order and stability was in limits on social mobility; though government has passed affirmative action laws to overcome traditional restrictions, these practices remain an issue)
- Richly supports the theme with relevant facts, examples, and details (*Islam*: founded in 7th century; Islam dominates much of the Middle East and has spread throughout the world; prophet Mohammad; pray five times a day, facing the city of Mecca; mosque; Arabic; pilgrimage to Mecca once in lifetime; *Hinduism*: represents a blend of the influence of traditional Indian beliefs and development of caste system under Aryans; polytheistic; *kshatriya*; *vaishya*; untouchables; caste system assured society had people to perform vital functions; caste supposedly outlawed by constitution)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

**Conclusion:** The response fits the criteria for Level 5. The response consistently employs explanations of key beliefs and practices in an analytical fashion to discuss the influences both belief systems had on the lives of followers and society as a whole. Strong theme development illustrates how two diverse belief systems provide meaning and community.

Many people in all parts of the world follow some type of religious belief system. Each religion or belief system has its own unique set of beliefs and practices. These reflect the way that the followers perceive the world around them and in turn affect the way that the followers interact with the world. Two very different belief systems that are practiced today are Judaism and Shinto.

As one of the Abrahamic faiths, Judaism is related to Christianity and to Islam. All three are monotheistic and share Abraham as an important figure, but are set apart by distinct beliefs and practices. Observant Jews keep kosher meaning that they follow a set of Jewish dietary laws. They will attend Shabbat services on Saturday. "Shabbat" being the Hebrew word for "Sabbath." Unlike Christianity, Judaism does not support actively encouraging non-Jews to Judaism although conversions can and do happen. An important rite of passage for Jews occurs at age 13 (or sometimes 12 for girls) and is called a Bar Mitzvah (for boys) or a Bat Mitzvah (for girls). The terms loosely translated mean "Son/Daughter of the Commandments." After the ceremony, a Jewish person is considered an adult within the religious community. One last important belief of Jews is that a certain term should not be written or spoken unless absolutely necessary. This term is often written as "G-d"

Judaism is a way of life and the details of how to live are spelled out in Jewish law. Throughout history Jews have lived by the commandments from the Torah. The moral absolutes given Moses in the commandments have been incorporated in other religions and, some say, form the basis of the legal system of different countries.

Tragically, at many times throughout history and like many other religious groups, Jews have been persecuted for their faith. Of course, one of the most recent events of this type was the Holocaust, during which 6 million Jews (along with members of other groups) out of 15 million total were killed.

One belief system that is very different from Judaism is Shinto. Shinto is the native Japanese religion. At many times throughout Japanese history, Buddhism, another religion common in Japan, has exerted a great influence upon Shinto. Shinto is a polytheistic religion. Spirits or gods are known as "kami" and are often thought to live in unusual or exceptionally beautiful spots in nature. Many Shinto shrines exist throughout Japan, from the central shrine at Ise to tiny fixtures on the sides of small roads. Unlike many other religions, there is no set of scriptures which are essential to Shinto like many other religions. There

are religious officials, including miko (loosely translated "priestesses") and kaminushi ("priests").

Shinto has been somewhat of a unifying force among the Japanese people. Although many modern Japanese do not consider themselves to be particularly religious, Shinto still has important effects on many of their lives. For example, matsuri ("festivals") annual celebrations which are often linked to the changing of the seasons originate from Shinto and are now important community events in Japan. When a baby is born parents may bring him or her to a Shinto shrine for the important first shrine visit. Because Shinto has extended into many areas of Japanese life, it has helped to create a national identity for many Japanese people. Before and during World War II, Shintoism was used to promote extreme patriotism. The idea that the emperor was divine combined with the claim that Japan was destined to conquer and rule a great empire were elements of state Shinto.

Each religion has its own ideas and practices, however, many religions have some of the same effects on their believers. Although Judaism and Shinto are two very different religions, they have had some of the same effects. Compared to the rest of the world population, there are very few Jewish people. Approximately  $\frac{1}{4}$  of 1% of all

people are Jewish. However, Jews feel connected because of their shared beliefs and ways of life. Similarly, Shinto has been one of the unifying forces for the people of the many different islands that make up Japan. Religions can have many varied beliefs, practices and effects on their followers.

Anchor Level 5-B

**The response:**

- Thoroughly develops all aspects of the task evenly and in depth by explaining key beliefs and practices of Judaism and Shinto and by discussing an influence each belief system had on the lives of its followers and the society in which the belief system was practiced
- Is more analytical than descriptive (*Judaism*: as one of Abrahamic religions, Judaism is related to Christianity and to Islam; tragically, many times throughout history and like many other religious groups, Jews have been persecuted for their faith; Judaism is a way of life; moral absolutes given Moses in the Commandments have been incorporated in other religions and, some say, form the basis of the legal systems of different countries; *Shinto*: Buddhism has exerted a great influence upon Shinto; unlike many other religions, there is no set of scriptures which are essential to Shinto; like many other religions, there are religious officials; Shinto has been somewhat a unifying force among the Japanese people; annual celebrations, which are linked to the changing of the seasons, originate from Shinto; because Shinto has extended into many areas of Japanese life, it has helped to create a national identity; unfortunately, before and during World War II, Shinto was used to promote extreme patriotism)
- Richly supports the theme with relevant facts, examples, and details (*Judaism*: Judaism, Christianity, and Islam are all monotheistic; kosher means following a set of Jewish dietary laws; Shabbat; does not support actively encouraging non-Jews to convert although conversions can and do occur; Bar Mitzvah; Bat Mitzvah; “Son/Daughter of the Commandments”; Torah; Holocaust during which 6 million Jews were killed; *Shinto*: Shinto is the native Japanese religion; Shinto is polytheistic; spirits known as *kami*; Shinto shrines exist throughout Japan; shrine at Ise; *miko*; *kannushi*; *matsui*; when a baby is born, parents may bring him or her to a Shinto shrine; idea that emperor was divine; State Shinto)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

**Conclusion:** The response fits the criteria for Level 5. Numerous details employed in the discussion of practices and beliefs demonstrate extensive knowledge of both Judaism and Shinto.

The response effectively communicates the personal nature of many religious practices while also relating both belief systems to key historical episodes and moral issues.

There are numerous belief systems around the world. Some are widely practiced and others never grew to convert people other than from its land of origin. Some belief systems are not quite religions, for example Confucianism. Many of the world's religions are monotheistic while many more are polytheistic, such as Hinduism. While differences between some belief systems are great, they all have one thing in common. Belief systems, for example Hinduism and Confucianism, greatly affect the lives of their followers.

Hinduism is an extremely old religion that grew in India. Upon the arrival of the nomadic Aryans to the Indian subcontinent, life would in many ways forever be altered. The Aryans brought their religious beliefs and practices with them. These religious beliefs and practices would be recorded in the Upanishads and the Vedas. The Aryan religion and social system in combination with Indian culture would also form the basis of the caste system. The Hindu belief in reincarnation is how the caste system was involved in the religion and greatly influenced the lives of its followers. Hindus believed that if they followed the laws of their caste that after death in reincarnation they would be born into a better life. In a way, the caste system is like a flight of stairs. If you do as the laws of your caste say you will proceed up the stairs through reincarnations. If you do not obey the laws of your caste you may move back down the flight of stairs. There comes a time through many good reincarnations that one reaches the highest state of being called Moksha. This is their ultimate goal. The influence of Hinduism can be seen in the villages of India. The Brahmins (priests) preserved the rituals of Hinduism and were leaders in village government. Villages

have their own deity that shapes local forms of worship. Roles assigned by the caste system are the foundation of the village economy.

Confucianism is not exactly a religion, but it has been an extremely influential belief system in China for thousands of years. Confucius developed this philosophy because he wanted to see order restored at the end of the Zhou dynasty.

One aspect of this belief system was filial piety and veneration of ancestors – paying great respect to elders and honoring ancestors. Confucianists dwell on jen which is a focus on kindness and benevolence. Also key to Confucianism are relationships. For example, father to son, brother to brother, subject to ruler. In each of these relationships the authority figure is supposed to be fair to the other who, in turn, owes respect and loyalty to his superior. If these relationships are maintained an orderly society can exist and function. Confucianism greatly affects the people that believe in it. Followers strive to be educated and giving. Superior people are honored and considered to be capable of running the government. A system of civil service exams was established to identify the best potential leaders from Confucian scholars. Confucianism directs an individual to focus on education and kindness in hopes of creating a fair, just, and organized society.

The preceding two examples, Hinduism and Confucianism, are belief systems that have been widely practiced. Hinduism is a religion that not only affects its followers beliefs and goals but also coexists with a social structure that limits and confines peoples relationships and potential. Confucianism is a practical belief system that has affected people's morals, relationships as well as goals. Confucianism also affects the government and community in which its followers live.

## Anchor Level 4-A

### The response:

- Develops all aspects of the task but does so somewhat unevenly by explaining key beliefs and practices of Hinduism and Confucianism more thoroughly than discussing an influence each belief system had on the lives of its followers and society
- Is both descriptive and analytical (*Hinduism*: arrival of nomadic Aryans would alter life in many ways; Aryan religion and social system in combination with Indian culture would also form the basis of the caste system; caste system is like a flight of stairs; priests preserved the rituals of Hinduism and were leaders in village government; roles assigned by the caste system are the foundation of the village economy; not only affects followers' beliefs and goals but also coexists with a social structure that limits and confines people's relationships and potential; *Confucianism*: some belief systems not quite religions; Confucius developed belief system because he wanted to see order restored; key to Confucianism is relationships; if relationships are maintained an orderly society can exist; superior people are honored and considered capable of running government; Confucianism directs an individual to focus on education and kindness in hopes of creating a fair, just, and organized society; a practical belief system that has affected people's morals, relationships, as well as goals)
- Supports the theme with relevant facts, examples, and details (*Hinduism*: polytheistic; Upanishads; Vedas; reincarnation; Brahmins; *Confucianism*: Zhou dynasty; relationships of father to son, brother to brother; subject to ruler; system of civil service exams established to identify best potential leaders from Confucian scholars)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

**Conclusion:** The response fits the criteria for Level 4. Numerous details, insight, and analysis are used to discuss the beliefs and practices of Hinduism and Confucianism; however the response provides only limited details in the treatment of the influences of the belief systems.

Throughout global history, many different belief systems have been established. These belief systems, although different & unique in what they teach, have similarities as well. One similarity is that they all have a large impact on the lives of their followers. Two of the most influential belief systems are Islam and Hinduism, which are no exception to this rule: each day and throughout history they influence, and have influenced every person that follows them.

Islam is one of the most popular belief systems in the world. It was founded by Muhammed, who muslims believe was a prophet who was told directly by God, or Allah, to spread his word. There are many key elements of Islam. Perhaps most important are the five pillars of faith: prayer, ~~alms~~<sup>alms</sup>, faith, fasting and pilgrimage. These mean that each muslim must pray five times a day facing Mecca, the birthplace of Muhammed and the holiest city of Islam. Alms refer to the importance of charity and helping the poor. Belief in Allah as the one God, demonstrates the monotheistic nature of Islam. Fasting during the month of Ramadan is intended to strengthen one's faith and emphasize closeness to God. A pilgrimage to Mecca is a <sup>goal</sup>~~good~~ for Muslims and is a chance to come together with Muslims from all over the world to worship together. Other important beliefs of Islam include tolerance, equality, and fair treatment towards all. These key beliefs define Islam.

Islam has had a very significant impact on its followers. One effect is the unity it caused. Because the Quran (the Islamic holy book) is written in one language, Arabic, and because Muslims have one set of laws, the sharia, Islam unified its followers even if they lived in different parts of the world. The five pillars of faith also have a large impact on followers, because they say what each person must do with their life. The sharia, or laws of Islam, have a similar effect, dictating what one can and cannot do. Finally, the muslims belief in tolerance has impacted their lives. Throughout history the tolerance of Muslim leaders like Suleiman and Akbar has allowed new <sup>ideas</sup> ~~teachings~~ to spread, and their empires to grow. In these ways, Islam has greatly influenced the lives of its followers.

Hinduism is another old and prominent belief system of the world. Like Islam, Hinduism also has many defining aspects of the religion. Hindus believing in one <sup>GOD</sup> ~~god~~, with many different parts. Hindus believe in the concepts of dharma, Karma, and reincarnation. Dharma, is one's duty or role in life, and Hindus believe that if you fulfill your dharma you will have good Karma. Karma is the accumulation of all the good and bad deeds you have done, which will effect your next life. Hindus believe this because they believe in reincarnation, or that after one life, one moves on to another life, and what

they did in this life effects their next. Finally, Hindus <sup>had</sup> ~~have~~ a rigid social system called the caste system. In this system each person has a role that he or she is born into and cannot move from. Some classes are very good, but others lead to lives in poverty and outcast. Each of these beliefs make up the religion of Hinduism.

Hinduism also greatly influences its followers. Its most important impact is that it provided centuries of social order and stability. This is because the caste system gave everyone a place in society and they felt that they had to fulfill their role in order to have a better next life. The caste system also affects people's daily lives by defining what they can and cannot do. For example, someone in a low caste is allowed to do only certain jobs, and has little interaction with the higher castes. However, bound by beliefs in dharma and karma, they fulfill their duties for hope in their next life. In this way, Hinduism has had a huge impact on the lives of its followers, as well as an impact of its society as a whole.

Both Islam and Hinduism have distinct traits that make each one separate and unique. However they each possess a similarity as well: their enormous influence on the lives of their followers. This is not unlike any of the belief systems of the world today, that although created separately, have the characteristic of influence in common.

## Anchor Level 4-B

### **The response:**

- Develops all aspects of the task but does so somewhat unevenly by explaining key beliefs and practices of Islam and discussing its influences more thoroughly than those of Hinduism
- Is both descriptive and analytical (*Islam*: Muhammed told directly by God, or Allah, to spread the word; alms refers to the importance of charity and helping the poor; fasting during Ramadan is intended to strengthen one's faith and emphasize closeness to God; pilgrimage to Mecca is a chance to come together with Muslims from all over the world to worship together; because the Qu'ran is written in one language, Arabic, and because Muslims have one set of laws, the sharia, Islam unified its followers even if they lived in different parts of the world; tolerance by Muslim leaders like Suleiman and Akbar allowed ideas to spread and their empires to grow; *Hinduism*: believe in one god with many different parts; dharma is one's duty or role in life and Hindus believe that if you fulfill your dharma you will have good karma; karma is the accumulation of all the good and bad deeds you have done which will affect your next life)
- Supports the theme with relevant facts, examples, and details (*Islam*: founded by Muhammed; Five Pillars of Faith: prayer, alms, faith, fasting, and pilgrimage; Mecca, birthplace of Muhammed and holiest city of Islam; monotheistic; *Hinduism*: dharma; karma; reincarnation; rigid social system called the caste system)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 4. The discussion of Hinduism includes appropriate and adequate details of key beliefs; however, the influence on followers and societies are stated in only general terms. The application of detail in the treatment of Islam demonstrates a thorough understanding of elements of that belief system and its influence on society.

Two major religions in the world are Islam and Christianity. These beliefs are in some ways similar and both have major impacts on their followers through the different ceremonies and rites they have. Christianity evolved from the teachings of Jesus Christ of Nazareth and originated in Palestine. Islam, on the other hand, was founded by the prophet Muhammed in 622 A.D. in Saudi Arabia. <sup>These 2</sup> Monotheistic religions have had powerful influences on followers in both the past and the present.

Christianity promises a life after death. Believers study the Christian holy book called the Bible. The Bible is divided into two major sections: the Old Testament which teaches about the history before Jesus, and the New Testament which teaches about Jesus's life, his death, his resurrection, and what is to come. Most Christians accept the promise of Christ's resurrection. Christians believe that Jesus died in order to save everyone from their sins. As a result, today most Christians baptize their followers to welcome them as members of their faith. Christianity has had a major influence on followers in the past.

There have been many disputes because of different interpretations of the Bible. These have led to conflicts especially in Europe. Martin Luther, for example, proposed to allow everyone access to the Bible and criticized the Roman Catholic Church. This led to what is called the

Reformation, a division between Protestants and Catholics. While both are Christians, they differ on the nature of the sacraments and the role of the clergy and the Pope. This schism has lasted even to today. Although now the emphasis is on what they have in common. Christianity has had major influence on the lives of followers throughout time.

According to Muhammed there is one religion and one god named Allah. Believers, Muslims, study the Islamic holy book called the Koran or Qu'ran. Its scriptures teach about Allah and pillars of faith or how a Muslim should live life. These five basic rules unite all Muslims. In addition to a statement of faith declaring Allah the only god and Mohammed his messenger, Muslims should pray facing Mecca five times a day, show charity to those less fortunate, fast during Ramadan, and attempt the hajj to Mecca at least once in their lifetime. Muslims must not eat products that derive from pork nor must they consume alcohol. This set of rules has been preserved even today. Muslims still celebrate Ramadan in which they must fast from sunrise to sunset. Strict rules such as those have developed people's lives in the past in different ways. During the Middle Ages, civilizations such as Mali and Songhai were founded on the Islamic way of life. Their legal systems and education stressed the practices and beliefs of

Islam. Later the Ottoman Empire and the Seljuk empire arose under Islamic leadership. These civilizations unified and spread Muslim cultures. As a result, Islam has affected followers in both the present and the past. Islam and Christianity, both powerful religions, have greatly influenced their followers. Through rules and different teachings and beliefs, they have had great influence not only on lives, but also on the world's history as well.

Anchor Level 4-C

**The response:**

- Develops all aspects of the task but does so somewhat unevenly by explaining key beliefs and practices of both Christianity and Islam and by discussing the influence of Christianity more thoroughly than the influence of Islam
- Is both descriptive and analytical (*Christianity*: Bible divided into history before Jesus and Jesus' life, death, resurrection and what is to come; most Christians accept the promise of Christ's resurrection; Christians believe that Jesus died in order to save everyone from their sins; most Christians baptize their followers to welcome them as members of their faith; different interpretations of the Bible have led to conflicts, especially in Europe; now emphasis is on what Christians have in common; *Islam*: according to Muhammed there is one religion and one God named Allah; five basic rules unite all Muslims; statement of faith declaring Allah the only God and Muhammed his messenger; pray facing Mecca five times a day; show charity to those less fortunate; fast during Ramadan; attempt the hajj at least once in lifetime; during Middle Ages, Mali and Songhai legal systems and education stressed practices and beliefs of Islam; Ottoman Empire and Seljuk Empire arose under Islamic leadership and unified and spread Muslim culture)
- Supports the theme with relevant facts, examples, and details (*Christianity*: Jesus Christ of Nazareth; originated in Palestine; monotheistic; Bible; Old Testament; New Testament; Reformation; *Islam*: founded by prophet Muhammed in 622 A.D. in Saudi Arabia; Muslims; Qu'ran; Pillars of Faith)
- Demonstrates a logical and clear plan of organization; includes an introduction that is beyond a restatement of the theme and a conclusion that restates the theme

**Conclusion:** Overall, the response fits the criteria for Level 4. The response is a focused and thorough narrative that employs a few statements of analysis along with numerous facts, examples, and details. However, it fails to link and integrate this content information into the analysis.

NATURE IS FULL OF DIVERSITY, SO MANY THINGS CAN APPEAR TO BE SIMILAR OR BASED ON THE SAME THING BUT IN ACTUALITY ARE QUITE DIFFERENT. RELIGION IS JUST ONE EXAMPLE OF HOW THINGS MANY APPEAR SIMILAR BUT UPON CLOSER INSPECTION ARE IN FACT VERY DIFFERENT AND HAVE DIFFERENT EFFECTS ON THEIR SURROUNDINGS. TWO RELIGIONS THAT HAVE HAD SOME INTERESTING EFFECTS ON THEIR PRACTITIONERS ARE HINDUISM AND ANIMISM.<sup>?</sup>

HINDUISM IS BASED AROUND THE BELIEF THAT THERE ARE MULTIPLE GODS. EACH GOD IS THE GOD OVER A SPECIFIC OBJECT OR ACTIVITY. THIS POLYTHEISTIC RELIGION HAS NO KNOWN CREATOR AND DEVELOPED IN INDIA OVER THE AGES. HINDUISM HOLDS CERTAIN ANIMALS SACRED, THIS BELIEF CREATES DIETARY LAWS. HINDUS ARE NOT ALLOWED TO EAT THE MEAT OF HOLY ANIMALS. MANY FAMILIES WORSHIP SEVERAL DIFFERENT GODS AND USUALLY HAVE AN ALTAR AT THEIR HOUSE FOR THIS PURPOSE. ONE MAJOR BELIEF IS THE BELIEF OF REINCARNATION AND KARMA. THE BELIEF OF REINCARNATION IS THAT WHEN SOMEBODY OR SOMETHING DIES IT IS REBORN INTO ANOTHER BODY. KARMA IS YOUR LUCK OR FORTUNE, IF IN PAST LIFE OR IN YOUR PRESENT LIFE YOU HAVE DONE WRONG YOU WILL HAVE BAD KARMA AND POSSIBLY BE BORN INTO A LOWER CASTE LEVEL. IF YOU DID GOOD THEN YOU WILL HAVE GOOD KARMA AND BE REWARDED. FROM THESE BELIEFS SPRINGS THE PRACTICE OF THE CASTE SYSTEM. THERE ARE SEVERAL LEVELS IN THE CASTE SYSTEM, THE LEVEL YOU ARE BORN INTO DICTATES YOUR FUTURE AND LIFE. THIS PRACTICE OF THE CASTE SYSTEM HAS HAD A HUGE INFLUENCE ON THE LIVES OF ITS PRACTITIONERS. THOSE BORN TO THE LOWEST LEVEL, THE UNTOUCHABLES HAVE USUALLY BAD LIVES. THESE PEOPLE ARE HARDLY EVER SPOKEN TO AND HAVE ONLY LITTLE RIGHTS IN THE

PAST, WHILE OTHER PEOPLE ARE BORN INTO THE UPPER CLASS AND HAVE ALL THE OPPORTUNITIES THEY COULD WISH FOR. THE CASTE SYSTEM USED TO BE A MAJOR PROBLEM IN INDIA. PEOPLE WOULD BE DISCRIMINATED AGAINST BECAUSE OF THEIR CASTE LEVEL. WHILE LAWS HAVE BEEN PASSED AGAINST THE CASTE SYSTEM IT IS STILL STILL A PROBLEM IN RURAL AREAS IN INDIA.

ANIMISM IS A BELIEF SYSTEM THAT EXISTS IN VARIOUS AREAS THROUGHOUT THE WORLD. THE MAIN BELIEF BEHIND ANIMISM IS THAT EVERYTHING IN NATURE TO SOME DEGREE HAS A SPIRIT OR LIFE FORCE. THIS BELIEF INCLUDES INANIMATE OBJECTS AND CAN BE SEEN IN REFERENCES TO THE RIVER GOD OR GODDESS AND THE SUN GOD.

THIS BELIEF HAS MADE THE PEOPLE THAT PRACTICE ANIMISM VERY CLOSE TO NATURE. THEY OFTEN EXPLAIN FLOODS, LAND SLIDES AND OTHER NATURAL OCCURANCES AS THE WORK OF THE SPIRIT WORLD. OFFERINGS OF FOOD OR SACRIFICES OF ANIMALS MAY BE USED TO TRY TO SATISFY THE SPIRITS. PEOPLE WHO CAN EXPLAIN THE WORKINGS OF THE SPIRITS OFTEN HAVE STATUS AND INFLUENCE IN ANIMIST SOCIETIES.

WHILE THE RELIGIOUS BELIEFS OF PEOPLE CAN BE AS DIFFERENT AS NIGHT AND DAY ALL BELIEFS AFFECT THEIR PEOPLE. THESE BELIEFS CHANGE PEOPLE'S STYLES OF LIVING, THEY CAN DICTATE WHERE A PERSON WORKS OR WHAT THEIR JOB IS.

### Anchor Level 3-A

#### **The response:**

- Develops all aspects of the task by explaining key beliefs and practices of Hinduism and animism and by discussing an influence each belief system had on the lives of its followers and society but develops Hinduism more extensively than animism
- Is more descriptive than analytical (*Hinduism*: based on belief that there are multiple gods; worship several different gods; belief of reincarnation is that when somebody or something dies, it is reborn into another body; karma is luck or fortune; behavior determines karma; caste system has had huge influence on lives of practitioners; people discriminated against because of caste level; while laws have been passed against the caste system, it is still a problem in rural areas of India; *animism*: belief that everything in nature has a spirit or life force; has made the people that practice animism very close to nature; often explain natural occurrences as work of the spirit world; people who can explain the workings of the spirits often have status and influence)
- Includes some relevant facts, examples, and details (*Hinduism*: polytheistic; developed in India; dietary laws; untouchables; *animism*: river god or goddess; sun god; spirits)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 3. The response includes a thorough treatment of the beliefs and practices of Hinduism and a working knowledge of the beliefs and practices of animism. The limited development of the influences of both belief systems detracts from the response.

The world is always changing. Throughout the history of the world, there has been many new types and forms of religion and belief systems. Belief systems often affect the lives of people and their daily rituals. Each belief system is unique in its own individual way, however they all influenced their following people and societies.

The Egyptian Society had its own unique form of religion, and beliefs. All Egyptians were polytheistic, which means they believed in more than one god. They had different gods for different things such as the sun, water, and agriculture. Their society believed that in order to be prosperous and live a good fulfilled life, you must please the gods and not disobey them. The Egyptians respected them at all times. Another belief from their own belief system was the afterlife. Egyptian people believed that after ~~you~~ a person died, they would go to the afterlife if they had lived a good life. Because of this belief, Egyptian people would ~~bury~~ place their dead pharaohs (Egyptian rulers) into great and lavish pyramids. They mummified their bodies and placed gold, riches, and personal belongings into the pyramid, in hope that these things would be carried through to the afterlife, along with the pharaoh himself. The Egyptian belief system influenced following belief systems by their <sup>many</sup> gods, and being polytheistic.

Another major belief system during history happened

in Greece. Like Egyptians, Greeks were polytheistic. They had many different gods and goddesses. For example, Athena was the goddess of war, Poseidon—god of the sea, and Hades, god of the underworld. They tried every day to please the gods and goddesses. In honor of them, the Greeks built many statues and buildings in honor of them. The Parthenon is a great, extravagant building that was built in honor of Athena, the goddess of war. The Greek people believed that all the gods and goddesses lived together on Mount Olympus. Also in honor of the gods, the Greek people held the very first Olympics which were individual athletic competitions. Greeks also believed in an afterlife, much like the Egyptians. However if ~~you~~<sup>a person</sup> did not live a good life, and did not honor the gods in order to pass through to the afterlife, the person would instead be sent to the underworld to live with Hades. Greek people honored and praised the gods and goddesses daily, so they would not be sent to the underworld. One influence from the Greek belief system was the Olympics. Countries today still gather to compete just like the Greeks did.

Throughout history, there has been many different belief systems. Each system is different from each other, but they all influence their followers, and the

everyday lives of citizens. Belief systems can  
effect and change the world.

**Anchor Level 3-B**

**The response:**

- Develops most aspects of the task in some depth by explaining key beliefs and practices of ancient Egyptian polytheism and ancient Greek polytheism and by mentioning the influences of Greek polytheism
- Is more descriptive than analytical (*Egypt*: different gods for different things such as the sun, water, and agriculture; believed that in order to be prosperous and live a fulfilled life, people must please the gods and not disobey them; placed gold, riches and personal belongings into the pyramid; *Greece*: built statues and buildings in honor of gods; Parthenon built in honor of Athena; believed gods and goddesses lived on Mount Olympus; first Olympics held in honor of gods; if person did not live a good life and honor the gods, the person would be sent to the underworld)
- Includes some relevant facts, examples, and details (*Egypt*: polytheistic; afterlife; pharaohs; *Greece*: polytheistic; Athena; Poseidon; Hades)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that restate the theme

**Conclusion:** Overall, the response fits the criteria for Level 3. While both belief systems represent examples of polytheism, the response clearly distinguishes between Egyptian and Greek beliefs and practices, showing each society had a separate and unique belief system. The response briefly discusses how Greek society was influenced but fails to mention any influence on Egyptian society or the followers of Egyptian polytheism.

Religions and belief systems have existed as long as civilization, in some cases longer. The belief systems of a region have impacted the people in many ways. For example, the belief systems of Hinduism in India and Confucianism in China have had social and political effects on their followers.

Hinduism is more than a religion, it is a hierarchy system. Due to its followers' belief in reincarnation, karma, and dharma, there is a strict caste system. Karma is a person's good deeds and bad deeds, and how well they followed their dharma. Dharma is a person's duties based on gender, age, and place in the caste system. The presence of this belief system has shaped political and social institutions that are characteristic of India. The caste system shows their values; the Brahmin, or priest class, being at the top of the hierarchy. An untouchable class also emphasizes how this is a system rooted in spiritual beliefs. The cause for a rigid, immobile social class is reincarnation. If you are at the top of the ladder, you earned it. Therefore, being in the untouchable class is believed to mean lifetimes of poor karma caused you to be born there. ~~For~~ This caste system, and also the belief in fulfilling your duty to society, has been a large part of the government. This system is so strong in India that the caste system has often historically been the unifying force.

Confucianism is more of a social philosophy than a religion. It is characterized mainly by definite relationships that are superior to inferior. For example, fathers to sons, older brother to younger brother, teacher to student, and husband to wife. ~~Confucianism~~ Followers of Confucianism also believe that each relationships involve obligations by each party. This

belief system had a profound effect on China socially and politically. The inferior to superior relationships have created a more defined social structure, often within which women have had lower status. The writings of Confucius, valued greatly in the government, have been utilized in the civil service system. To find good officials for the bureaucracy, a civil service exam was created to test for educated officials, most often from the scholar-gentry class. This illustrated China's value on education. Like India had their caste system to fall back on, China held to its civil service system. For example, after ousting the Mongols after their rule during the Yuan dynasty, China reestablished the exams which the Mongols had eliminated.

Hinduism and Confucianism had a strong impact on shaping the cultures of India and China. The distinct belief systems caused the creation of institutions specific to each region's politics, ~~social hierarchy~~ and social hierarchy. The caste system in India and the civil service system in China are two important examples of how belief systems influence the development of their followers.

### Anchor Level 3-C

#### **The response:**

- Develops all aspects of the task by explaining key beliefs and practices of Hinduism and Confucianism and by discussing an influence of each belief system on the lives of its followers and society
- Is both descriptive and analytical (*Hinduism*: karma is a person's good deeds and bad deeds and how well they followed their dharma; dharma is person's duties based on gender, age, and place in the caste system; has shaped political and social institutions of India; being an untouchable is believed to mean lifetimes of poor karma caused you to be born there; caste system is so strong in India that it has often been the unifying force; *Confucianism*: more of a social philosophy than a religion; characterized by definite relationships that are superior to inferior; followers believe each relationship involves obligations by each party; created more defined social structure, often within which women have had lower status; like India had their caste system to fall back on, China had its civil service system)
- Includes some relevant facts, examples, and details (*Hinduism*: Brahmin; rigid, immobile classes; reincarnation; *Confucianism*: relationships: fathers to sons, older brother to younger brother, husband to wife; civil service exam; bureaucracy; scholar-gentry class; Yuan dynasty; Mongols); includes a minor inaccuracy (*Confucianism*: teacher to student as a key relationship)
- Demonstrates a satisfactory plan of organization; includes an introduction that is a restatement of the theme and a conclusion that is beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 3. The response shows a satisfactory understanding of the influences of both belief systems on followers and society. However, the beliefs and practices are stated but not fully developed.

The two belief systems that have influenced the lives of their followers are Legalism and Buddhism. These two are important because ~~they were used~~ they effected so many people's lives today and in the past.

The main belief of Legalism is rewarding people for doing good and extremely strict punishment for doing something bad. Legalism was used in China around the ~~three~~ time they were building the Great Wall of China. The workers worked very long~~s~~ and hard on the wall and workers that ~~if~~ fell asleep while they were working were punished by death. Shi Wong Di had them thrown to the wall and built right on top of them. Other strict punishments were if ~~you~~ <sup>someone</sup> was caught stealing, which ever hand they stole the object with was chopped off. The punishments were very harsh when Legalism was being used. The other belief system is Buddhism. The main goal of Buddhist was to reach Nirvana. Nirvana is achieved over a long period of time and is the highest point in ~~the~~ a Buddhist life. You need to follow the 8 fold path which are stepping stones to achieving Nirvana. The only way to move up ~~to~~ the 8 fold path is to live a good life and ~~never~~ give up ~~your~~ anything you can live without. If you do that then you will move a step closer to Nirvana. Nirvana takes more than one life time so Buddhist also ~~believe~~ believe in reincarnation, which is being reborn after you have died. Those are the many beliefs of Buddhism and Legalism.

Legalism and Buddhism had and have a lot of influence on the followers lives. ~~In~~ Legalism ~~can affect~~ influences there life in good ~~ways~~

~~ways~~ ways. It influences ~~the~~ followers to respect the law and to obey the law. They will respect the law because they know if you obey it then ~~you~~ you will be rewarded and if you disobey the law you will be punished very harshly. This ~~also~~ influences the life of the followers because there will be very little crime happening around them and if there is then they will be caught and punished. Buddhism also influences ~~the~~ the followers' lives because they ~~live~~ live very simple lives. They live simple lives because they are taught that a ~~low~~ life with less is better. They will also try and live good and honest lives so they can eventually achieve Nirvana.

Legalism and Buddhism affect the lives of its followers in good ways because they try ~~and~~ to live good lives so they will later be rewarded and not be punished. The concept of Nirvana in Buddhism and the concept of ~~being~~ being rewarded for good ~~had~~ and still have positive impacts on the lives of their followers.

#### Anchor Level 2-A

##### The response:

- Minimally develops all aspects of the task by relating anecdotes illustrating the main belief of legalism, explaining key beliefs of Buddhism, and touching on an influence each belief system had on the lives of its followers
- Is primarily descriptive (*legalism*: main belief of legalism is rewarding people for doing good and extremely strict punishment for doing something bad; used in China around the time they were building the Great Wall; *Buddhism*: main goal is to reach nirvana; nirvana achieved over long period of time and is the highest point in Buddhist life; Eightfold Path are stepping stones to achieving nirvana; live a good life and give up anything you can live without)
- Includes few relevant facts, examples, and details (*legalism*: Great Wall; Shi Huangdi); *Buddhism*: Eightfold Path; reincarnation)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a conclusion that is somewhat beyond a restatement

**Conclusion:** Overall, the response fits the criteria for Level 2. The response demonstrates an understanding of the basic premises of legalism and Buddhism. The attempt to discuss the influences of each belief system is repetitive and conjectural.

Throughout world history, belief systems had major impacts and influences over the world. It influenced people's lives and sometimes even the government and the economy. Two examples of such belief systems are Christianity and Confucianism.

Christianity was found by Jesus, who was believed to be the Messiah. Christianity began during the reign of the Holy Roman Empire. Unlike Judaism, this new religion welcomed everyone. It was not limited to one group. Jesus Christ taught people to be kind and merciful to the poor. He also taught people can only reach Heaven through him, God's only son. Jesus was crucified for his teachings. His follower like Paul, too was punished for spreading the gospels. The Romans persecuted Christians but that did not stop the religion from spreading. Later, the empire converted itself to Christianity.

Christianity also played a major role during the Middle Ages. When European rulers were weak, the Church accessed political power. The Church even gave out its own laws and ~~laws~~ laws. Church officers were rich and owned many lands. During the Renaissance, the Church supported trade. Military example of Christian influence is the Crusades, which was a series of wars/battles to reconquer the Holy Land.

Unlike Christianity, Confucianism was not an actual religion. It was developed during the Zhou Dynasty. It was founded by the Chinese scholar Confucius. This belief system was about relationships between different people. It emphasized the importance of respect for elders and men. Confucianism had the most impact on Asia. It influenced the Chinese government in many dynasties. Because Confucianism taught the importance of homage for

The emperor, many emperors followed it. Confucianism had an effect on education. The civil service exam was mainly based on Confucian teachings. The government officials were mostly the Confucian gentry. It was the Confucian scholars that founded Chinese history.

To the present times, major belief systems like Christianity and Confucianism are continued to be followed. Christianity still have major impacts on the world as one of the most influential religion. One third of the earth's population are Christians. Confucianism, too, have major influences especially in China. Major belief systems will always have transformative impacts on the world. They will always play major roles in history!

#### Anchor Level 2-B

##### The response:

- Minimally develops all aspects of the task by stating key beliefs of Christianity, summarizing the essence of Confucianism; describing historical episodes related to Christianity, and discussing an influence of Confucianism on China
- Is primarily descriptive (*Christianity*: Jesus believed to be the Messiah; Jesus Christ taught people to be kind and merciful to the poor; Jesus taught people can only reach heaven through him; *Confucianism*: emphasized respect; influenced Chinese government in many dynasties); includes isolated application and analysis (*Christianity*: during the Renaissance, the Church supported trade; Church officers were rich and owned many lands)
- Includes few relevant facts, examples, and details (*Christianity*: was not limited to one group; Romans persecuted Christians but that did not stop spread; Church taxes and laws; Crusades; *Confucianism*: Zhou dynasty; civil service exams; Confucian scholars); includes an inaccuracy (*Christianity*: began during reign of the Holy Roman Empire)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a conclusion that is somewhat beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 2. The response identifies aspects of society and government influenced by Confucianism in some detail. Attempts to utilize historical details in the discussion of Christianity's influence are either too general or misapplied.

The world has many different belief systems. Each is distinctive, but they all greatly influence the lives of their followers. Two key belief systems that have affected its followers greatly are Christianity and Communism. Christianity influenced the basis of religion while Communism preached a no-class system. Each did not only affect their followers, but they spread rapidly. These belief systems greatly influenced its followers in both positive and negative ways.

Communism was a belief in a classless society where everyone contributed equally to the community. It started to first form in Russia back when Vladimir Lenin enforced it. But of course Communism would not have been possible without the beliefs of Karl Marx. His original ideas of Communism are called Marxism. Communism lasted a long time in Russia. The Communists took over the czar back with Lenin and took control of Russia. Russia's ideas of Communism included the 5 year Plans which started to form when Stalin came to power after the death of Lenin. It benefitted Russia on the fact that the industrial production like steel increased greatly. But

during this time, hundreds of Russians died because of communism, and especially when Lenin first enforced it. Communism has spread to China, North Korea, North Vietnam, and even Cuba throughout history. But most of those were just hot spots for a while. Hot spots are spots where Communism begins to grow. Although among them was a huge place where Communism spread and affected people and that was China. They have been communist for a while dating back to Mao Zedong, but communism killed thousands in China. For example, the Great Leap Forward alone killed thousands when they tried to put people in communes and spread agriculture. But other belief systems affected countries as well.

Christianity had a strong religious belief system. Christians believe in one God and that Jesus Christ is their savior. Way back when Christianity was formed, the church was like their government. It was powerful and the center of the people's everyday life. Christianity has since then limited the power of the church. Martin Luther's 95 thesis was a big factor in this along

with Johannes Gutenberg's printing press. They opened the eyes of people and spread truth about the evils of the church. The printing press allowed them to read what the bible was really saying too. Now Christians are everywhere but even Christianity had other down-falls. The Crusades was a mass war over the holy land between Christians and Muslims. Thousands of Christians and Muslims died. But even that did not stop Christianity. Today Christianity is a common belief where you attend church when you can read the bible as a guide to the past, and what's wrong and right.

The world's many different belief systems have resulted in both positive and negative effects on the people. With these effects, belief systems have evolved mostly to become more beneficial. Two major belief systems that resulted in this were Communism and Christianity. They have spread and affected the lives of many. Today they still exist and are even the main source of people's everyday life.

## Anchor Level 2-C

### **The response:**

- Minimally develops all aspects of the task by explaining key beliefs and practices of communism, stating key beliefs of Christianity, discussing the influence of communism on societies where it was practiced, and mentioning a broad influence of Christianity
- Is primarily descriptive (*communism*: preached a no-class system; may not have been possible without the beliefs of Karl Marx; original ideas of communism are called Marxism; Russia's ideas of communism included the five-year plans which started when Stalin came to power after Lenin; industrial production like steel increased greatly, but Russians died because of communism; Great Leap Forward tried to put people on communes and spread agriculture; *Christianity*: Christians believe in one God and that Jesus is their savior; Church was powerful and the center of people's everyday life;); includes isolated application (*communism*: hundreds of Russians died because of communism and especially when Lenin first enforced it; communism killed thousands in China; *Christianity*: Christianity has since then limited the power of the church)
- Includes few relevant facts, examples, and details (*communism*: czar; Mao Zedong; Great Leap Forward; *Christianity*: Martin Luther; 95 Theses; Gutenberg; printing press)
- Demonstrates a satisfactory plan of organization; includes an introduction and conclusion that are somewhat beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 2. The response demonstrates that communism can legitimately be considered a belief system by identifying the theoretical basis of Marxism, explaining practices under Stalin and Mao, and discussing the human cost of implementing the system in both the Soviet Union and China. Treating the church and Christianity as two separate entities opposing one another shows a limited understanding of this aspect of the topic.

Throughout history & the world, there are many different belief systems. Two belief systems are Christianity & Buddhism. Both have had severe impact on its followers.

The first system is Buddhism. Buddhists believe in reincarnation or afterlife. They also believe in karma & dharma. They are taught that what you do in this life affects what you are in your next. If you lived a good life, you move up, if you're bad, you move down. The ultimate goal was to become in union with the god, called Nirvana. Many people, especially in India, follow this religion. When one practices it you feel relaxed. One important influence is that Buddhists live in peace with the natural world & practice nonviolence.

The second belief system is Christianity. Christianity has a long history. Going back all the way to the Crusades, people have given their lives for what they believe. There are many branches of Christianity, but one very important thing's the same, they are monotheistic, meaning they believe in one God. People go to churches for worship & prayers. Christianity is practiced all over the world. There are certain guidelines that have to be followed in order to give the way of God.

No matter where you're from, who you are, or what you do, there's always a belief system in every culture. It's belief systems like these that have helped shape societies.

## Anchor Level 1-A

### **The response:**

- Minimally develops some aspects of the task by explaining beliefs of Buddhism and mentioning one belief of Christianity
- Is descriptive (*Buddhism*: taught that what you do in this life affects what you are in your next; *Christianity*: many branches of Christianity, all are monotheistic); lacks understanding and application (*Christianity*: going back all the way to the Crusades, people have given their lives for what they believe; there are certain guidelines to be followed)
- Includes few relevant facts, examples, and details (*Buddhism*: reincarnation; karma; dharma; nonviolence; *Christianity*: many branches); includes an inaccuracy (*Buddhism*: god called nirvana)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that restate the theme

**Conclusion:** Overall, the response fits the criteria for Level 1. The response shows some understanding of the concept of reincarnation in Buddhism. Beyond the definition of monotheism, the discussion of Christianity has little substance.

Throughout the world there are many religious beliefs. Some believe in one God and others in many gods. belief in one God is monotheism but belief in many gods is polytheism. All the religions are distinctly different and they have some kind of impact on the worshippers.

Christianity is one belief system I chose. It is Monotheistic, belief in one God. It believes that Jesus is 3 persons in one God, father, son and the Holy spirit, they believe Jesus died on the cross and rose 3 days later. They teach and learn from the Holy Book, The bible. It is made up of the New testament and old testament. Christianity teaches to treat others the way you want to be treated.

The 2nd religion I chose is Legalism. This is monotheism belief in one God. The God is the president or king chosen by God. They have to live their life by the law and are not able to break the law.

In the world religions are either monotheistic or polytheistic. They have a Holy Book different from the rest of the religions. They also have a different impact on the worshippers.

## Anchor Level 1-B

### **The response:**

- Minimally develops some aspects of the task by explaining beliefs of Christianity and mentioning an influence of legalism
- Is descriptive (*Christianity*: monotheistic, belief in one God; believe Jesus died on the cross and rose three days later; teach and learn from the holy book, the Bible; teaches to treat others the way you want to be treated; *legalism*: have to live life by the law); lacks understanding of legalism (monotheism; God is the president or king chosen by God)
- Includes few relevant facts, examples, and details (*Christianity*: New Testament; Old Testament); includes inaccuracies (*Christianity*: believe that Jesus is three persons in one; *legalism*: they are not able to break the law)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are somewhat beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 1. The response treats Christianity by defining monotheism and listing a set of beliefs. The description of legalism adds little to the response.

There are several different belief systems all around the world that have developed throughout history. They all have their own ~~own~~ distinctive characteristics, but they also relate to each other in one, strong way: they affect the lives of their followers. There are certain beliefs and practices that each belief system has, and their followers ~~must~~ must incorporate these into ~~their~~ their lives. Christianity and ~~the~~ Hinduism are examples of belief systems that ~~is~~ greatly influence the lives of their followers.

Christianity developed in Europe ~~over~~ <sup>many</sup> years ago. It is a monotheistic religion that centered around Jesus Christ, who was believed to be the Messiah. Christians must believe that Jesus is the son of ~~the~~ the all-powerful ~~one~~ God. The Bible is the ~~main~~ main text that Christians must abide to. The Bible is full of teachings, and stories of life both before and after Jesus Christ. Christians also have to follow the Ten Commandments. This is a set of rules, such as "thou shall not kill" and "thou shall not steal", that all followers base their lives on. There ~~are~~ is also ~~many~~ <sup>most</sup> Sacraments that Christians follow. This includes Baptism, Confirmation, marriage, and other ~~many~~ ceremonial events that take place throughout a Christians life. There are holidays that Christians celebrate as well, such as Christmas, which is the birth of Jesus Christ, and ~~the~~ Easter, which is when Jesus rose from the dead. Christianity is a strong religion that ~~is~~

affects the lives of its followers with certain beliefs and practices.

Hinduism, which was developed many years ago, ~~was~~ ~~also~~ also affects the lives of those who follow it. Hinduism is a polytheistic religion, with one main god, ~~Brahma~~ <sup>Brahma</sup>, who exists in three different forms. The ~~goal~~ goal of Hindus is to reach nirvana, which is when they are the closest they can possibly get to Brahma. There is a very strict caste system within Hinduism that all followers are placed in. People are born into a certain caste and there is no social mobility. However, the belief of reincarnation, allows people to move to a different caste. Good karma, which people have when they have good dharma (deeds ~~of~~ of a certain caste that must be followed), allows them to be born into a higher caste in their next life. Hinduism greatly affects people's lives, with the caste system being a very strong practice and belief.

Christianity and Hinduism are ~~both~~ very different religions, but they both affect the lives of their followers. There are many beliefs and practices that must be followed. People are expected to incorporate these beliefs and practices into their lives. All belief systems are distinctive, but they all greatly affect people's lives.

The world has had many variations of religions and belief systems. With all of their differences, they had a large impact on the people who followed them. Most of them had books, and moral teachings for the people to ~~follow~~ live their lives by.

~~At the~~ At a time of confusion, and disrespect in the Chinese ~~society~~ society, Confucius developed confucianism, which developed to be the main philosophy of their culture. The ~~main~~ basic teachings of confucianism, is respect, to your parents, and your ~~other~~ elders. Children are below their parents. ~~making~~ ~~it~~ It was considered an honor if an elder, like a grandparent lived with you, because they were filled with knowledge and wisdom. ~~These beliefs caused their society to be stronger and~~ ~~kept~~ if a child was disrespectful to their parents it was a disgrace. ~~these beliefs caused their society to be stronger and kept any rebellions~~ from happening.

Christianity was a religion that involved a great deal of ~~loving~~ <sup>a</sup> loving God who came down to earth as Jesus to save us. ~~At~~ ~~age~~ ~~beginning~~ ~~at~~ ~~age~~ ~~30~~, Jesus quickly gained followers, including his 12 <sup>for the next 3 years,</sup> disciples. <sup>^</sup>He traveled speaking to large ~~crowds~~ crowds about knowledge, wisdom, patients, mercy, compassion, and love. At age 33 some political leaders feared losing power to a man, who said he was ~~the~~ the messiah. They put him on trial and <sup>they</sup> found him guilty, they crucified him on the cross, <sup>with nails in</sup> ~~and~~ his hands. 3 days later he rose from the dead, ~~ten~~ ten days later he ascended into heaven. ~~giving~~ Giving people the opportunity to go to heaven if they accept him as their savior.

From the past two thousand years religion has interwoven with many perspectives of life. Many religions have certain restrictions that are crucial points that should be kept to portray that specific religion in a positive way. Although many religions seem different, they come from a similar ancestry.

Take Christianity for instance the followers that have practiced Christianity since it had begun, grew more and more over time which made it the most noticeable religion, that it is to this day. The spread of Christianity had limited into different places all over the world, mostly from trade which caused exploration. At this point Cultural Diffusion starts to take effect where the teachings, ideas, practices and beliefs start to enroll in many places all over the world.

The development of many civilizations around the world were greatly influenced by the world belief systems that developed over time. Among the many belief systems that evolved over time are Confucianism and Buddhism. Both Confucianism and Buddhism developed on the continent of Asia. They both soon greatly effected the development of countries such as China, Japan, Vietnam, and Korea.

Confucianism was founded around 500 BC in China. Confucius was a philosopher who experienced first hand the effects of the political chaos during the period of the warring states at the time of the Zhou dynasty was in decline. The political desurity led to Confucius' great teachings. These have been collected in a text called the Analects. Confucius developed the five key relationships. They were the relationship between emperor and subject, father and son, husband and wife, older brother to younger brother, and friend to friend. All these key relationships showed the superiority of one over the other except the relationship of friend to friend which was mutual care, obedience and respect to each other. Confucius said that if everyone could follow the rules of these five key relationships then there would be peace and political stability. Besides his five key relationships he also developed the characteristics of the superior man. These were guidelines for men to achieve the most. These characteristics included ren (kindness) li (propriety) and xiao (loyalty to one's family). If any man could achieve these characteristics then he would

be known as a superior man. In the Confucian view, this man would be most fit to rule because he would make wise decisions. The idea behind the civil service exams was to identify the most capable and to bring them into public service. Liu Bang led the rebellion that established the Han dynasty. This was an empire where Confucianism became the basic belief system and Confucianist five key relationships became dominant. The government bureaucracy was based on the civil service exams. The civil service system was based on the main teachings of Confucianism. In theory anyone could rise through the system, even a peasant, by doing well on the exam. In reality, this was a meritocracy of Confucian scholars.

Another main belief system that developed around 500 BC in India was Buddhism. Buddhism was founded by Siddhartha Gautama, a local prince, whose own enlightenment led to the development of this belief system. He developed a belief system based on the notion a person could find nirvana (unity) with the creator. In order to reach nirvana one is guided by the four noble truths which were: all life is suffering, suffering is caused by false desire, in order to get rid of suffering one must get rid of false desire, in order to get rid of false desire one must follow the eight fold path. This path consists of a code to live by that promotes selflessness and guides a person closer to nirvana. Buddhism became a major religion in India during the rule of Ashoka. Ashoka became a devout Buddhist and was famous for

his edicts which show his dedication to Buddhism. He encouraged people to be kind and generous and administrators to be tolerant and moral, values derived from Buddhism. He sent out teaching missionaries to spread Buddhist ideals but also recognized other religions. The famous pillars containing his edicts show his emphasis on compassion and tolerance.

These are the effects that Buddhism and Confucianism had on the development of empires and societies of the world. They both greatly affected the growth of these civilizations.

### Practice Paper A—Score Level 3

**The response:**

- Develops some aspects of the task by explaining key beliefs of Christianity and Hinduism and discussing an influence Hinduism had on the lives of its followers and society
- Is more descriptive than analytical (*Christianity*: Jesus Christ believed to be the Messiah; Jesus the son of the all-powerful God; Bible full of teachings and stories before and after Jesus Christ; holidays such as Christmas, which is the birth of Jesus Christ, and Easter, which is when Jesus rose from the dead; *Hinduism*: polytheistic religion with one main god, Brahma, who exists in three different forms; good karma, which people have when they have good dharma (deeds of a certain caste that must be followed), allows them to be born into a higher caste in their next life; caste system a very strong practice and belief); includes faulty application (goal of Hindus is to reach nirvana, which is when they are the closest they can possibly get to Brahma)
- Includes some relevant facts, examples, and details (*Christianity*: monotheistic; Bible; Ten Commandments; *Hinduism*: caste system; reincarnation)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are somewhat beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 3. The response demonstrates an understanding of beliefs and practices of both Christianity and Hinduism. How the caste system affects the lives of the people is the limited extent of the discussion of the influence of Hinduism. The response uses general statements in an attempt to address influences but fails to develop them.

### Practice Paper B—Score Level 2

**The response:**

- Develops some aspects of the task in some depth by explaining a key belief of Confucianism and two key beliefs of Christianity
- Is primarily descriptive (*Confucianism*: basic teaching of Confucianism is respect; was considered an honor if an elder, like a grandparent, lived with you; *Christianity*: Jesus spoke to large crowds about knowledge, wisdom, patience, mercy, compassion, love; Jesus was the Messiah; crucified, rose from the dead, ascended); includes weak application and analysis (*Confucianism*: caused their society to be stronger)
- Includes few relevant facts, examples, and details (*Confucianism*: main philosophy; *Christianity*: loving God; savior); includes an inaccuracy (*Confucianism*: kept any rebellions from happening)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and lacks a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 2. The response satisfactorily explains two key beliefs of Christianity in a tone that suggests an expression of personal belief. Examples give meaning to the importance of respect in Confucian relationships; however, the response lacks any reference to the influence of these belief systems on the lives of followers or on the societies in which they are practiced.

## Practice Paper C—Score Level 0

**The response:**

Fails to develop the task; includes no relevant facts, examples, or details

**Conclusion:** The response fits the criteria for level 0. It consists largely of statements related to cultural diffusion. Sentences that hint at having focus are not relative to the task.

## Practice Paper D—Score Level 5

**The response:**

- Thoroughly develops all aspects of the task evenly and in depth by explaining key beliefs of Confucianism and Buddhism and by discussing influences each belief system had on a society in which the belief system was practiced
- Is more analytical than descriptive (*Confucianism*: relationships between emperor and subject, father and son, husband and wife, older brother to younger brother, and friend to friend; key relationships showed superiority of one over the other, except friend to friend which was mutual care, obedience, and respect to each other; characteristics of superior man were guidelines for men to achieve the most; this man would be most fit to rule because he would make wise decisions; civil service exam was to identify and bring most capable into public service; in theory, anyone could rise through the system, in reality, it was a meritocracy of Confucian scholars; *Buddhism*: Siddhartha Gautama’s own enlightenment led to the development of this belief system; in order to reach nirvana, one is guided by the Four Noble Truths; Eightfold Path consists of a code to live by that promotes selflessness and guides a person closer to nirvana; Ashoka encouraged people to be more kind and generous and administrators to be tolerant and moral, values derived from Buddhism; recognized other religions; famous pillars containing edicts show his emphasis on compassion and tolerance)
- Richly supports the theme with relevant facts, examples, and details (*Confucianism*: founded around 500 B.C. in China; period of the warring states; Zhou dynasty in decline; *Analects*; Confucius developed the five key relationships; *ren* [kindness], *li* [propriety], *xiao* [loyalty to one’s family]; Liu Bang led rebellion that established the Han dynasty; civil service system was based on the teachings of Confucianism; *Buddhism*: developed around 500 B.C.; became a major religion in India during the rule of Ashoka; Ashoka, a devout Buddhist, was famous for his edicts which show dedication to Buddhism; sent out teaching missionaries to spread Buddhist ideas)
- Demonstrates a logical and clear plan of organization; includes an introduction that is beyond a restatement of the theme and a conclusion that restates the theme

**Conclusion:** Overall, the response fits the criteria for Level 5. The response demonstrates how the ideals of Buddhism permeated the reign of Ashoka. It is particularly strong in discussing how Confucianism shaped both the government and society of China.

**Global History and Geography**  
**Part A Specific Rubric**  
**Document-Based Question—June 2008**

**Document 1**

Raphael Lemkin created the term genocide. He sent a letter to the *New York Times* editor explaining the importance of the concept of genocide.

**Genocide Before the United Nations**

TO THE EDITOR OF THE NEW YORK TIMES:

The representatives of Cuba, India and Panama to the United Nations Assembly have brought forth a resolution which calls upon the United Nations to study the problem of genocide and to prepare a report on the possibilities of declaring genocide an international crime and assuring international cooperation for its prevention and punishment and also recommending, among others, that genocide should be dealt with by national legislation in the same way as other international crimes. . . .

**International Concept**

The concept of genocide thus is based upon existing and deeply felt moral concepts. Moreover, it uses as its elements well defined and already existing legal notions and institutions. What we have to do is to protect great values of our civilization through such accepted institutions adjusted to a formula of international law which is ever progressing. Because of lack of adequate provisions and previous formulation of international law, the Nuremberg Tribunal had to dismiss the Nazi crimes committed in the period between the advent of Nazism to power and the beginning of the war, as “revolting and horrible as many of these crimes were,” to use the expression of the Nuremberg judgment.

It is now the task of the United Nations to see to it that the generous action of the three member states should be transferred into international law in order to prevent further onslaughts [attacks] on civilization, which are able to frustrate the purposes of the Charter of the United Nations. . . .

Source: Raphael Lemkin, *New York Times*, Nov. 8, 1946 (adapted)

**1 According to Raphael Lemkin, what is *one* way the world community can address the problem of genocide?**

**Score of 1:**

- States a way the world community can address the problem of genocide according to Raphael Lemkin  
*Examples:* United Nations could declare genocide an international crime; United Nations Assembly could pass a resolution to study the problem of genocide; genocide can be dealt with by national legislation in the same way as other international crimes; genocide can be declared illegal; international laws could be created to prevent further attacks on civilization; laws can be passed so that crimes of genocide can be prosecuted through international cooperation

**Score of 0:**

- Incorrect response  
*Examples:* a letter could be written to the editor of the *New York Times*; Nuremberg Tribunal dismissed the Nazi crimes; genocide is a terrible crime
- Vague response that does not answer the question  
*Examples:* genocide was important; genocide was an international concept; the world community is angry; these revolting crimes need to be stopped; it can do something to stop it
- No response

## Document 2

. . . In 1948, the fledgling UN General Assembly adopted an international Convention on the Prevention and Punishment of the Crime of Genocide, which came into force in 1951. That convention defines genocide as “acts committed with intent to destroy, in whole or in part, a national ethnic, racial or religious group,” including inflicting conditions calculated to lead to a group’s destruction. . . .

After the horrors of the Holocaust were revealed, the mantra [slogan] of the time became “never again.” But it would take four decades, with the creation of the International Criminal Tribunal for the former Yugoslavia in 1994, before the international community would finally come together to prosecute the crime of genocide again.

Why did it take so long, despite atrocities and mass killings in Cambodia, East Timor, and elsewhere? . . .

Source: Irina Lagunina, “World: What Constitutes Genocide Under International Law, and How Are Prosecutions Evolving?,” Radio Free Europe/Radio Liberty, 9/10/2004

### 2a According to Irina Lagunina, what was *one* criticism of the international community’s response to genocide?

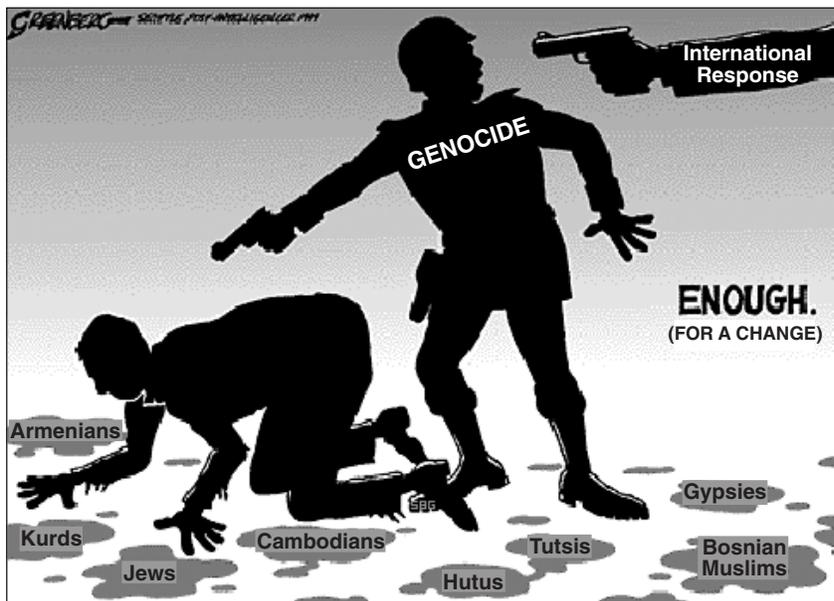
#### Score of 1:

- States a criticism of the international community’s response to genocide as stated by Irina Lagunina  
*Examples:* it did not act despite atrocities/mass killings in Cambodia/East Timor; international community took too long to act against genocide after the Holocaust; it took four decades to prosecute the crime of genocide again; it did not do enough to stop it

#### Score of 0:

- Incorrect response  
*Examples:* United Nations General Assembly adopted an international convention; the response ended with Yugoslavia; the International Criminal Tribunal was created
- Vague response that does not answer the question  
*Examples:* the slogan was “never again”; genocide was a crime; acts were committed with the intent to destroy a group; they were a bad group
- No response

## Document 2b



Source: Steve Greenberg, *Seattle Post-Intelligencer*, March 29, 1999 (adapted)

**2b** Based on this 1999 cartoon, identify *two* specific groups that have been victims of genocide.

### Score of 1:

- Identifies *two* groups shown in this 1999 cartoon that have been victims of genocide  
*Examples:* Armenians; Kurds; Jews; Cambodians; Hutus; Tutsis; Gypsies; Bosnian Muslims

**Notes:** (1) For this question, two accurate groups must be listed to receive *one* credit. No partial credit should be awarded for identifying only one correct group. The two groups may be listed on the lines for question 2b in any order. Both correct answers may be listed on either line for the *one* credit. However, only the *first two* groups listed may be considered in deciding whether to award credit. For example, if *Tutsis* are listed along with an *incorrect* answer on line (1), and *Hutus* are listed on line (2), award *no* credit.

(2) If *Rwandans* are listed with either *Hutus* or *Tutsis*, award *no* credit since *Hutus* and *Tutsis* are a subgroup of *Rwandans*.

### Score of 0:

- Incorrect response  
*Examples:* any group not mentioned in the cartoon
- Vague response that does not answer the question  
*Examples:* people; international response; lots of groups; eight groups
- No response

### Document 3

. . . Undeniably, there have been terrible human rights failures—in Cambodia, Bosnia, Rwanda. There, and elsewhere, national constitutions and international norms failed to deter; international institutions and powerful governments failed to respond promptly and adequately. (The expectation that they would fail to respond no doubt contributed to their failure to deter.) But international human rights may be credited with whatever responses there have been, however inadequate, however delayed; and international human rights inspired all subsequent and continuing efforts to address the terrible violations. The major powers have sometimes declared gross violations of human rights to be “threats to international peace and security” and made them the responsibility of the UN Security Council, leading to international sanctions (and even to military intervention, as in Kosovo in 1999). International tribunals are sitting to bring gross violators to trial; a permanent international criminal tribunal to adjudicate [judge] crimes of genocide, war crimes, and crimes against humanity is being created. Various governments have moved to support international human rights and made their bilateral and multilateral influence an established force in international relations. . . .

Source: Louis Henkin, “Human Rights: Ideology and Aspiration, Reality and Prospect,” *Realizing Human Rights*, St. Martin’s Press, 2000

### 3 Based on this document, state *one* attempt made to address the problem of genocide.

#### Score of 1:

- States an attempt made to address the problem of genocide according to this document  
*Examples:* international sanctions have been brought against violators; there has been military intervention; human rights violations have been brought to the United Nations Security Council; international tribunals have brought gross violators to trial; a permanent international criminal tribunal has been created to judge crimes of genocide; governments have moved to support international human rights

#### Score of 0:

- Incorrect response  
*Examples:* international crimes have been supported; peace/security has been threatened
- Vague response that does not answer the question  
*Examples:* there have been human rights failures; violations have been terrible; governments have moved; governments responded promptly; the United Nations has acted
- No response

## Document 4

At the dawn of the twenty-first century, the Earth's physical and biological systems are under unprecedented strain. The human population reached 6.3 billion in 2003 and is projected to increase to about 9 billion in the next half century. The United Nations estimates that one-third of the world's people live in countries with moderate to high shortages of fresh water and that this percentage could double by 2025. Many of the world's largest cities are increasingly choked by pollution. As carbon dioxide and other greenhouse gases build in the atmosphere, the average surface temperature of the Earth has reached the highest level ever measured on an annual basis. The biological diversity of the planet is also under heavy stress. Scientists believe that a mass extinction of plants and animals is under way and predict that a quarter of all species could be pushed to extinction by 2050 as a consequence of global warming alone. Without question, the human impact on the biosphere will be one of the most critical issues of the century. . . .

Source: Norman J. Vig, "Introduction: Governing the International Environment," *The Global Environment: Institutions, Law, and Policy*, CQ Press, 2005 (adapted)

### 4 According to Norman J. Vig, what are *two* environmental problems that pose a threat to the world?

#### Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* environmental problem that poses a threat to the world according to Norman J. Vig

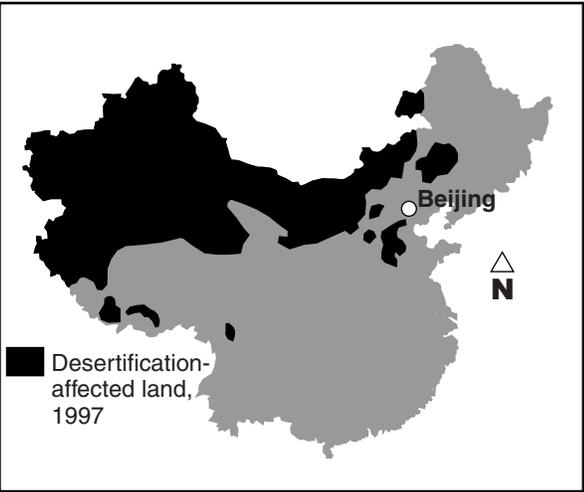
*Examples:* increasing population; moderate to high shortages of fresh water/shortages of fresh water could double by 2025; many of the world's largest cities are increasingly choked by pollution; carbon dioxide and other greenhouse gases are building up in the atmosphere; increase in the average surface temperature of Earth; biological diversity has been threatened by the stress placed on it; probable mass extinction of plants/animals

**Note:** To receive maximum credit, two *different* problems that pose a threat to the world must be stated. For example, *some countries suffer from shortages of fresh water and shortages of fresh water could double by 2025* are the same problem stated in different words. In this and similar cases, award only *one* credit.

#### Score of 0:

- Incorrect response  
*Examples:* human population has decreased; plant/animal population is increasing; the planet has biological diversity
- Vague response that does not answer the question  
*Examples:* 21st century; there is a strain; environment has consequences; air; water
- No response

## Document 5



Source: China National Committee for Implementation of the U.N. Convention to Combat Desertification (adapted)

Dragon dumped 30,000 tons of sand on the city. People on the street covered their mouths with surgical masks or their faces with scarves in a futile attempt to keep the sand out. . . .

Officials here are trying to stop the sands by building green buffers. A project intended to protect Beijing in advance of the 2008 summer Olympic Games involves reclaiming desertified land in 75 counties. . . .

Whipped by the wind, sand from Sky Desert swept through this village [Longbaoshan] last month like sheets of stinging rain, clattering against dried corn husks and piling up in small dunes against buildings.

Longbaoshan, a farming community about 40 miles northwest of Beijing, stands on the front line of China's losing war against the country's advancing deserts. Driven by overgrazing, overpopulation, drought and poor land management, they are slowly consuming vast areas of the country in a looming ecological disaster.

Official figures tell a frightening story.

Between 1994 and 1999, desertified land grew by 20,280 square miles. Desert blankets more than a quarter of China's territory. Shifting sands threaten herders and farmers in a nation with one-fifth of the world's population and one-fifteenth of its arable land. Scientists warn of calamity if the government fails to stop the sands.

"Pastures, farmland, railroads and other means of transportation will be buried under sand," said Dong Guangrong, a research fellow in environmental engineering at the Chinese Academy of Sciences. "People will be forced to move." . . .

In March, the worst sandstorm in a decade blinded the capital, painting the sky yellow and engulfing 40-story buildings as visibility dropped to less than a football field. Beijingers gritted their teeth as a seasonal storm known as the Yellow

Source: Frank Langfitt, "Desertification," *The Post-Standard*, May 13, 2002 (adapted)

### 5a Based on this document, state *one* problem desertification poses in China.

#### Score of 1:

- States a problem that desertification poses in China based on this document  
*Examples:* farmland has been lost; storms are dumping sand on cities; expanding deserts could lead to an ecological disaster; vast areas are becoming unusable deserts; shifting sands threaten herders/farmers; sandstorms have caused loss of visibility; railroads/means of transportation could be buried; if the deserts continue advancing, people may be forced to move

#### Score of 0:

- Incorrect response  
*Examples:* the Sky Desert has brought stinging rain; the Olympic Games have reclaimed desertified land; there is overgrazing/overpopulation
- Vague response that does not answer the question  
*Examples:* official figures are frightening; scientists have warned of calamity; people are on the street
- No response

### 5b Based on this document, state *one* attempt the Chinese officials have made to address the problem of desertification.

#### Score of 1:

- States an attempt the Chinese have made to address the problem of desertification based on this document  
*Examples:* green buffers have been built; a project to protect Beijing has been started; desertified land has been reclaimed

#### Score of 0:

- Incorrect response  
*Examples:* small dunes have been piled up against buildings; Olympic Games will be held in 2008; sand has been dumped on the city; people cover their mouths with masks/scarves
- Vague response that does not answer the question  
*Examples:* there have been official figures; officials tell frightening stories; the problem was addressed
- No response

## Document 6

Selected Efforts to Preserve the Environment

1972	Stockholm—United Nations Conference on Human Environment—beginning of organized international effort to safeguard the environment
1973	The Convention on International Trade in Endangered Species of Wild Fauna and Flora (CITES)—restricts trade in 5,000 animal and 25,000 plant species
1987	Montreal Protocol—binding agreement on protection of the ozone layer
1992	Rio de Janeiro “Earth Summit”—produced treaties on climate change and biodiversity
1994	The World Conservation Union (IUCN)—published a revised Red List of endangered and threatened species, creating a world standard for gauging threats to biodiversity
1997	Kyoto Protocol—negotiated an agreement on obligations to reduce greenhouse gases in the atmosphere
2004	European Union—issued its first-ever pollution register containing data on industrial emissions and representing a “landmark event” in public provision of environmental information
2006	United Nations General Assembly—declared the International Year of Deserts which led to the United Nations Convention to Combat Desertification

Source: “Environmental Milestones,” World Watch Institute (adapted)

### 6 Based on this document, identify *two* ways the international community has attempted to address environmental problems.

#### Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* way that the international community has attempted to address environmental problems based on this document

*Examples:* a United Nations Conference on Human Environment was held in 1972; trade in animals/plant species has been restricted; Montreal Protocol was a binding agreement to protect the ozone layer; an Earth Summit was held in 1992; treaties have been produced on climate change/biodiversity; a revised Red List of endangered and threatened species has been published; a world standard has been created for gauging threats to biodiversity; an agreement to reduce greenhouse gases in the atmosphere was negotiated; the European Union issued its first-ever pollution register

**Note:** To receive maximum credit, two *different* ways that the international community has attempted to address environmental problems must be stated. For example, *agreements have been made to protect the atmosphere and Montreal Protocol was issued to protect the ozone layer or Kyoto Protocol reduced greenhouse gases* are the same way stated in different words since the Montreal Protocol and the Kyoto Protocol are examples of agreements to protect the atmosphere. In this and similar cases, award only *one* credit.

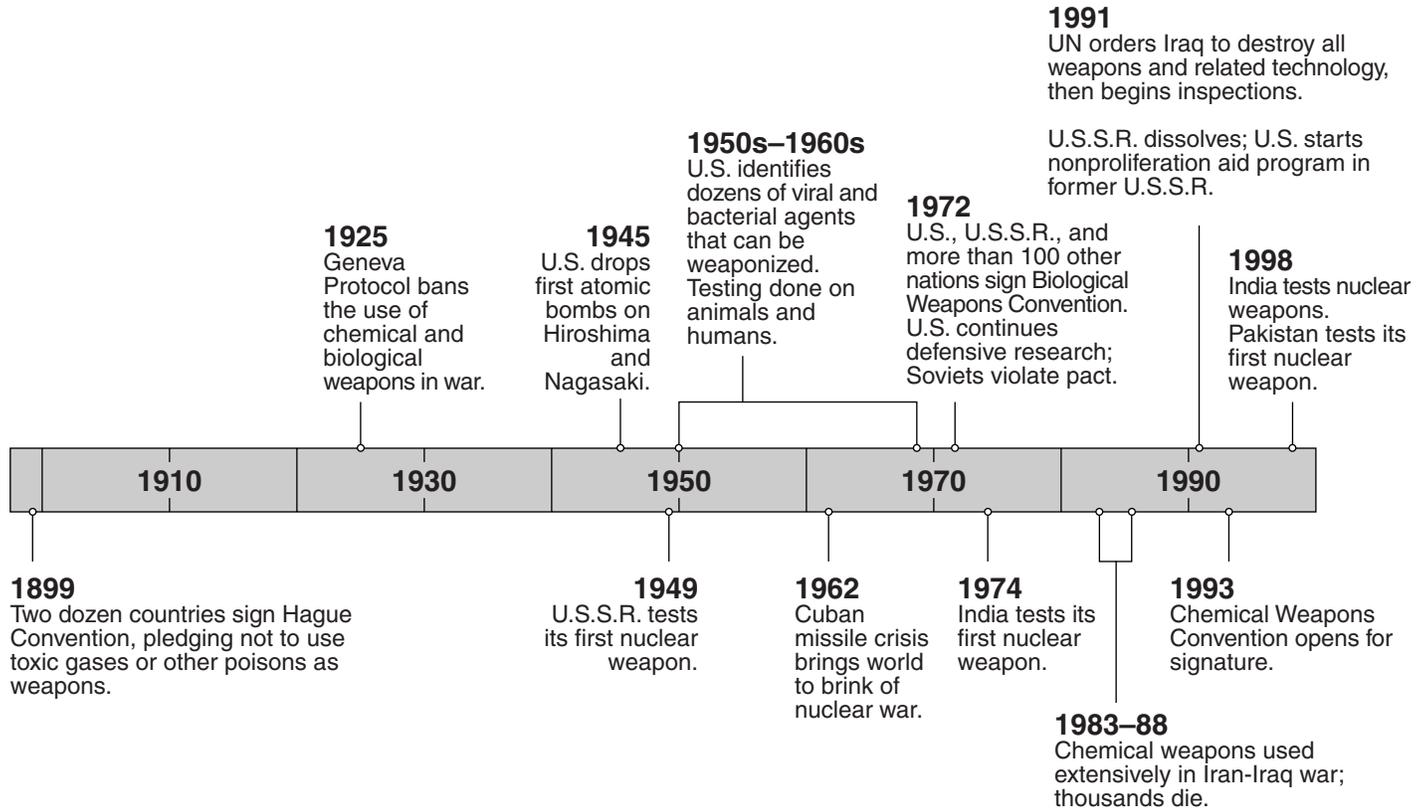
#### Score of 0:

- Incorrect response  
*Examples:* the environment has been safeguarded by the United Nations; international trade was increased; the Red List was abolished
- Vague response that does not answer the question  
*Examples:* international efforts were made; landmark events were held; a world standard has been set
- No response

## Document 7

### The Twentieth Century's Deadly Yield

Weapons of mass destruction generally refer to biological, chemical, and nuclear weapons.



**7a** Using the information on this time line, identify *one* way a weapon of mass destruction was used.

#### Score of 1:

- Identifies a way in which a weapon of mass destruction has been used as shown on this time line  
*Examples:* atomic bombs were dropped on Hiroshima/Nagasaki; nuclear weapons have been tested; viral/bacterial agents have been tested on animals and humans; chemical weapons were used extensively in the Iran-Iraq war; to kill people

#### Score of 0:

- Incorrect response  
*Examples:* Hague Convention was signed; nonproliferation programs have been started; U.S.S.R. was dissolved; viral agents can be weaponized; inspections were held
- Vague response that does not answer the question  
*Examples:* Cuba had a crisis; chemical/biological weapons have been banned in warfare; there was a deadly yield; tested
- No response

**7b Using the information on this time line, identify *one* attempt made to address a problem related to weapons of mass destruction.**

**Score of 1:**

- Identifies an attempt made to address a problem related to the use of weapons of mass destruction as shown on this time line  
*Examples:* countries signed the Hague Convention; Geneva Protocol banned the use of chemical/biological weapons in war; nations signed the Biological Weapons Convention; Iraq was ordered to destroy all weapons and related technology by the United Nations; United Nations began inspections in Iraq for weapons and related technology; a nonproliferation aid program was started in the former U.S.S.R. by the United States; Chemical Weapons Convention was opened for signature

**Score of 0:**

- Incorrect response  
*Examples:* weapons of mass destruction are generally referred to as biological/chemical/nuclear weapons; there were no attempts after 1998; war was illegal; chemical weapons were used in Iran
- Vague response that does not answer the question  
*Examples:* thousands died; protocol was banned; countries signed
- No response

## Document 8



Source: Jeff Danziger, Tribune Media Services, January 4, 2002 (adapted)

**8** Based on this cartoon, state *one* reason nuclear weapons pose a threat to the world community.

### Score of 1:

- States a reason nuclear weapons pose a threat to the world community as suggested by this cartoon  
*Examples:* nuclear weapons could wipe out the whole world; nuclear war would not just be between India and Pakistan; nuclear war cannot be limited to one area

### Score of 0:

- Incorrect response  
*Examples:* nuclear weapons cannot be used in war; Pakistan/India was not ready for nuclear war; nuclear weapons have destroyed India/Pakistan; they would kill Einstein
- Vague response that does not answer the question  
*Examples:* Einstein gave a warning; next war will be with sticks and stones; India and Pakistan are separated; they destroyed everything in sight
- No response

## Document 9

Civilian uranium is found at nonmilitary sites. It is used to conduct scientific and industrial research or to produce radioisotopes for medical purposes. This uranium can also be used to make highly enriched uranium (HEU), which is used in nuclear weapons.

### Overview/Securing Civilian Uranium 235

- Terrorists who acquired less than 100 kilograms of highly enriched uranium (HEU) could build and detonate a rudimentary but effective atomic bomb relatively easily. HEU is also attractive for states that seek to develop nuclear weapons secretly, without having to test them.
- Unfortunately, large quantities of HEU are stored in nuclear research facilities worldwide—especially in Russia, often under minimal security.
- The U.S. and its allies have established programs to bolster security measures, convert reactors to use low-enriched uranium (which is useless for weapons) and retrieve HEU from research-reactor sites around the world. Dangerous gaps remain, however.
- High-level governmental attention plus a comparatively small additional monetary investment could go a long way toward solving the problem for good.

Source: Glaser and von Hippel, "Thwarting Nuclear Terrorism," *Scientific American*, February 2006

**9 Based on this article by Glaser and von Hippel, state an attempt being made by the United States and its allies to improve the security of highly enriched uranium (HEU).**

#### Score of 1:

- States an attempt being made by the United States and its allies to improve the security of highly enriched uranium (HEU) according to Glaser and von Hippel  
*Examples:* programs have been established to bolster security measures/to convert reactors to use low-enriched uranium/to retrieve HEU from research-reactor sites around the world

#### Score of 0:

- Incorrect response  
*Examples:* nuclear weapons do not have to be tested; large quantities of uranium are stored in nuclear research facilities; civilian uranium has been secured; encouraging the use of low-enriched uranium
- Vague response that does not answer the question  
*Examples:* Russia has minimal security; nuclear research facilities have HEU; uranium is stored worldwide
- No response

**Global History and Geography**  
**Content-Specific Rubric**  
**Document-Based Question**  
**June 2008**

**Historical Context:** *Genocide, threats to the environment, and weapons of mass destruction* are problems that the world has had to face. Various attempts have been made by the international community and its members to address and resolve these problems.

**Task:** Select *two* problems mentioned in the historical context and for *each*

- Describe the problem
- Discuss attempts made to address *and/or* resolve the problem

**Score of 5:**

- Thoroughly develops *all* aspects of the task evenly and in depth by describing *two* problems the world has had to face and discussing *at least two* attempts made to address and/or resolve each problem
- Is more analytical than descriptive (analyzes, evaluates, and/or creates information) (*genocide*: connects the imperialism in the Belgian Congo and the ethnic tensions between Hutus and Tutsis, resulting in the massacre of the Tutsis, to the intervention of United Nations forces and the efforts by groups to stabilize the area and deal with the refugee problem; *threats to the environment*: connects the rapid industrialization of places like the Ruhr valley in Germany and the overdependence on fossil fuels and the emission of greenhouse gases, which helped lead to global warming, to international pressure and agreements such as the Kyoto Protocol, which attempted to limit pollution, despite disagreements concerning different standards of different countries)
- Incorporates relevant information from *at least four* documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related to problems facing the world (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details (*genocide*: Rwanda; Zaire; Amnesty International; civil wars; United Nations Tribunal; *threats to the environment*:; greenhouse effect; United States refusal to ratify Kyoto Protocol; different requirements for China and India)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

**Score of 4:**

- Develops *all* aspects of the task but may do so somewhat unevenly by addressing all aspects of the task for one problem the world has had to face more thoroughly than for the second problem
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information) (*genocide*: describes ethnic tensions between Hutus and Tutsis and the resulting civil war and discusses different media attempts to show the mass murder of Tutsis by Hutus thus drawing world attention to the massacre; *threats to the environment*: describes the overdependence of industrialized nations on fossil fuels and the development of the greenhouse effect and discusses the Kyoto Protocol and the European Union pollution register as an attempt to reduce global warming)
- Incorporates relevant information from *at least four* documents
- Incorporates relevant outside information
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

**Score of 3:**

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

**Note:** If *all* components have been thoroughly developed evenly and in depth for *one* problem and the response meets most of the other Level 5 criteria, the overall response may be a Level 3 paper.

**Score of 2:**

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

**Score of 1:**

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

**Score of 0:**

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

**Scoring Notes:**

1. This document-based question has a minimum of *six* components (a description of *two* problems the world has had to face **and** a discussion of *at least two* attempts that have been made to address and/or resolve *each* problem).
2. The two problems must be selected from the historical context; if three problems are addressed, only the first two problems discussed should be scored.
3. The attempt to address a problem could be the same for the two different problems, but the details should be specific to each problem, e.g., international conferences have been held to discuss both environmental issues and the spread of weapons of mass destruction.
4. Attempts to address and/or resolve a problem may be immediate or long term.
5. The description of genocide could be a description of a specific genocide or of genocide in general.
6. For the purposes of meeting the criteria of using *at least four* documents in the response, documents 2a and 2b may be counted as separate documents *if* the response uses specific facts from each document.

**Genocide—Key Ideas from Documents 1–3**

Description of the Problem	Attempts Made to Address or Resolve the Problem
<p><b>Doc 1</b>—Lack of adequate provisions and international law Dismissal of Nazi crimes committed in the period between the rise of Nazism and the beginning of the war by the Nuremberg Tribunal</p> <p><b>Doc 2</b>—Destruction of national ethnic, racial, and religious groups Atrocities and mass killings in Yugoslavia, Cambodia and East Timor Victims of genocide: Armenians, Kurds, Jews, Cambodians, Hutus, Tutsis, Bosnian Muslims, and Gypsies</p> <p><b>Doc 3</b>—Human rights failures in Cambodia, Bosnia, and Rwanda Threat of violations of human rights to international peace and security Failure of national constitutions and international norms Failure of international institutions and powerful governments to respond promptly and adequately</p>	<p><b>Doc 1</b>—Introduction of resolution to the United Nations declaring genocide an international crime and assuring international cooperation for prevention and punishment Recommendation that genocide be dealt with in the same way as other international crimes</p> <p><b>Doc 2</b>—Adoption of International Convention on the Prevention and Punishment of the Crime of Genocide by United Nations General Assembly Creation of International Criminal Tribunal for the former Yugoslavia in 1994 Prevention of future genocide by armed international response</p> <p><b>Doc 3</b>—Giving responsibility for some violations of human rights to the United Nations Security Council Use of military intervention in Kosovo in 1999 by United Nations Security Council Using international tribunals to bring gross violators to trial Creation of a permanent international criminal tribunal to adjudicate crimes of genocide, war crimes, and crimes against humanity Support of various governments for international human rights</p>

**Genocide—Relevant Outside Information** (This list is not all-inclusive.)

Description of the Problem	Attempts Made to Address or Resolve the Problem
<p>Additional details about specific genocides mentioned in the documents: Jews in Germany and eastern Europe during World War II; Belgian colonial control in Rwanda led to power struggles and hatred between Hutus and Tutsis; Christian Armenians were accused of allying with Russia and were forced to leave the Ottoman Empire or face death</p> <p>Details about specific genocides not mentioned in the documents: Darfur in the Sudan, Ukrainians under Stalin</p>	<p>Harsh sentencing of top Nazi political and military leaders, including death; additional details of Nuremberg trials Drafting of the Universal Declaration of Human Rights by the United Nations in 1948 Establishment of Jewish state, partly as a result of acts of genocide against Jews during World War II Conviction of Prime Minister of Rwanda (Jean Kambanda) of the crime of genocide in 1990 Indictment of Slobodan Milosevic in 2003 with genocide and crimes against humanity Use of museums, historical sites, movies, and books to draw attention to genocidal acts and to try to prevent future occurrences Creation of organizations to raise awareness of human rights violations: Human Rights Watch, Amnesty International Individual activists: Elie Wiesel Mandate of some governments to include teaching about genocide in curriculums (New York State)</p>

**Threats to the Environment—Key Ideas from Documents 4–6**

Description of the Problem	Attempts Made to Address or Resolve the Problem
<p><b>Doc 4</b>—Strain on Earth’s physical and biological systems due to increase in human population                      Doubling of shortage of freshwater by 2025                      Pollution in many of the world’s largest cities                      Buildup of carbon dioxide and other greenhouse gases in the atmosphere and increase in average surface temperatures                      Extinction of a quarter of all species of plants and animals by 2050 due to global warming</p> <p><b>Doc 5</b>—Desertification of nearly one-quarter of Earth’s land                      Loss of vast areas of China                      Overgrazing, overpopulation, drought, and poor land management                      Threat of shifting sands to herders and farmers in China                      Pastures, farmland, railroads and other means of transportation in China at risk                      Migration of people in China to other areas because of sand                      Threat of sandstorm to 2008 summer Olympic Games in Beijing</p>	<p><b>Doc 5</b>—Building green buffers                      Reclaiming desertified land in 75 counties to protect Beijing</p> <p><b>Doc 6</b>—1972 United Nations Conference on Human Environment—international effort to safeguard the environment                      1973 Convention on International Trade in Endangered Species of Wild Fauna and Flora—restricted trade in 5,000 animals and 25,000 plant species                      1987 Montreal Protocol—binding agreement to protect the ozone layer                      1992 Rio de Janeiro “Earth Summit”—produced treaties on climate change and biodiversity                      1994 World Conservation Union—published a revised Red List of endangered and threatened species, creating a world standard for gauging threats to biodiversity                      1997 Kyoto Protocol—negotiated an agreement on obligations to reduce greenhouse gases in the atmosphere                      2004 European Union—issued a pollution register on industrial emissions                      2006 United Nations General Assembly—declared the International Year of Deserts</p>

**Threats to the Environment—Relevant Outside Information** (This list is not all-inclusive.)

Description of the Problem	Attempts Made to Address or Resolve the Problem
<p>Desertification in the Sahel region of Africa; threat to food supplies; civil war in the Sudan                      Threat to historical monuments and historic sites: Taj Mahal, Valley of the Kings                      Lack of resources in economically struggling areas: Africa, Latin America                      Lack of environmental concern in industrialized and industrializing nations: use of coal in China; refusal of United States to sign the Kyoto Protocol                      Additional details about problems mentioned in the documents: melting of polar ice caps due to global warming; production of chlorofluorocarbons (CFCs)                      Details about other specific environmental problems: destruction of the rain forest, use of fossil fuels</p>	<p>Decreased dependence on fossil fuels: Hewlett Packard, Honda, consumers                      Efforts to decrease effects of environmental problems: desalinization, population control                      Designation of World Heritage Sites by the United Nations to address encroaching environmental problems: Great Barrier Reef, Tower of London                      Use of ecotourism to draw attention to the preservation of ecological regions: Amazon, Serengetti                      Programs to increase the efficiency of irrigation; production of more drought- and-salt-tolerant crop varieties requiring less water                      Awarding of prizes to organizations and individuals: 2007 Nobel Peace Prize to Al Gore; the United Nations Intergovernmental Panel on Climate Change                      Programs for the preservation and protection of the environment: emission standards; recycling                      Activities of media and organizations: <i>An Inconvenient Truth</i>; World Wildlife Federation (WWF)</p>

**Weapons of Mass Destruction—Key Ideas from Documents 7–9**

Description of the Problem	Attempts Made to Address or Resolve the Problem
<p><b>Doc 7</b>—Development and use of atomic and nuclear bombs Threat of nuclear war during the Cuban missile crisis Death of thousands in the Iran-Iraq war as a result of chemical weapons United States testing of viral and bacterial agents on animals and humans Possible turning of viral and bacterial agents into weapons</p> <p><b>Doc 8</b>—Development of nuclear weapons in India and Pakistan; increasing tensions between Pakistan and India Nuclear weapons war sending the world back to the Stone Age</p> <p><b>Doc 9</b>—Acquisition of highly enriched uranium by terrorists to build and detonate nuclear bombs Availability of highly enriched uranium (HEU) to states seeking to develop atomic weapons secretly Storage of highly enriched uranium (HEU) under minimal security Lack of government attention and money to secure highly enriched uranium (HEU)</p>	<p><b>Doc 7</b>—1899 Signing of the Hague Convention pledging not to use toxic gases or other poisons as weapons 1925 Banning of the use of chemical and biological weapons in war by the Geneva Protocol 1972 Signing of the Biological Weapons Convention by more than 100 nations 1991 United Nations ordering Iraq to destroy all weapons of mass destruction and related technology 1991 Beginning of United Nations inspections in Iraq 1991 Start of the nonproliferation aid program in the former USSR by the United States 1993 Opening of the Chemical Weapons Convention</p> <p><b>Doc 9</b>—Establishment of programs to bolster security measures Conversion of reactors to the use of low-enriched uranium Retrieval of highly enriched uranium (HEU) from research-reactor sites around the world</p>

**Weapons of Mass Destruction—Relevant Outside Information** (This list is not all-inclusive.)

Description of the Problem	Attempts Made to Address or Resolve the Problem
<p>Manhattan Project development of atomic bomb Arms race during the Cold War leading to international tensions Additional details on specific problems mentioned in the documents: impact of atomic bombs on Hiroshima and Nagasaki; gassing of Kurds during Iran-Iraq war Details about situations not mentioned in the documents: use of poison gas in World War I; North Korea’s nuclear weapons program; use of napalm in Vietnam</p>	<p>Use of military intervention: Iraq Implementation of economic sanctions: Iran; Iraq; North Korea Negotiations of arms limitation agreements: SALT I; SALT II; Nuclear Non-Proliferation Treaty; Comprehensive Test Ban Treaty Enforcement of agreements; weapons inspections; surveillance; cameras; creation of International Atomic Energy Agency (IAEA) Conducting trials of perpetrators: Saddam Hussein Activities of organizations: Greenpeace; No Nukes Attention of media to problem: <i>The Day After</i>; <i>Jericho</i></p>

History has shown that some international problems have posed great threats to our society and at times it's important for there to be people, alliances, and interventions in order to prevent such problems from getting out of hand. Genocide and human activities threatening the environment are just two examples of international problems. Great measures have been taken to assure that these problems do not escalate.

Throughout history there have been examples of attempts at wiping out an entire group of people based on race, ethnicity, religion or sexuality. The most infamous attempt being Hitler's attempt at destroying Jews during the Holocaust in World War II. Hitler used the Jews as a scapegoat for Germany's deteriorating economy. He used propaganda to gain popularity and through manipulation was able to convince most of a nation that the European Jews should be eliminated. His Nazi party gathered up and killed upward of 6 million Jews across Europe, mainly in Germany and Poland. Hitler's followers created a horrific demonstration of genocide under the noses of the rest of the world. When people are able to gain power such as Hitler did and use it for a horrible cause human rights are violated. Genocide threatens our societies and nations. When such

disturbing and inhumane events are able to take place our society is no longer moving forward to a better place but regressing to dark ignorant times. [Doc #1, 2a]

There are always attempts to solve a problem such as genocide. After Hitler's Holocaust a series of trials were held in Nuremberg to prosecute those accused of war crimes and genocide. Not only were these trials justified but they showed what would happen to others who were found guilty of such a crime. No longer could "I was following orders" be used as an excuse. Genocide is such an inhumane and disturbing action that it is considered an international crime. International attention and education try to prevent such actions from taking place. By educating people about the horrors of genocide through movies, books, museums, and school programs, understanding and compassion are spread. By understanding our past we should be able to stop similar events from taking place. Understanding that what happened was wrong should help people prevent future genocides. [1, 2b, 3]

Another international problem is the poor state of the environment. Over the past few decades human activities have caused the environment to worsen. Population increases, caused by improved medicine and living conditions, has

CAUSED A NEED FOR MORE FOOD. THE MORE FOOD THAT HAS TO BE GROWN THE MORE THE LAND IS OVERUSED. THIS CAN LEAD TO DESERTIFICATION. THE SPREADING OF DESERTS ACROSS AN AREA IS DESERTIFICATION AS SEEN IN SUB-SAHARAN AFRICA AND CHINA. NATIONS HAVE TRIED TO STOP DESERTIFICATION BY PLANTING TREES TO HOLD THE SOIL IN PLACE. IN CHINA THEY HAVE CREATED GREEN BUFFERS TO STOP THE DESERT FROM SPREADING. THE INCREASE OF TECHNOLOGY SUCH AS PLANES, TRAINS, AND CARS WHICH ARE DEPENDENT ON FOSSIL FUELS ADD TO THE GREENHOUSE GASES IN THE AIR. THE GREENHOUSE GASES HAVE ADDED TO GLOBAL WARMING. THIS HAS HELPED LEAD TO THE MELTING OF THE POLAR ICE CAPS WHICH HAS DISRUPTED THE ATLANTIC CURRENTS AND ALSO HAS CAUSED AN AVERAGE TEMPERATURE INCREASE. THE TEMPERATURE INCREASE HAS ALSO NEGATIVELY EFFECTED ANIMALS AND PLANTS. INCREASING AWARENESS OF THE EFFECTS OF GREENHOUSE GASES IS ONE WAY THAT PEOPLE ARE ATTEMPTING TO PREVENT MORE DAMAGE. HOLLYWOOD MOVIES SUCH AS "THE DAY AFTER TOMORROW" SHOW THE EXTREMES OF WHAT CAN HAPPEN TO THE ENVIRONMENT. PEOPLE WHO WATCH MOVIES LIKE THIS MAY TRY TO CUT DOWN ON THEIR PRODUCTION OF GREENHOUSE GASES.

POLLUTION AND DESTRUCTION OF NATURAL <sup>LANDS</sup> THROUGH DEFORESTATION HAS LED TO THE ENDANGERMENT AND EXTINCTION OF MANY PLANTS AND ANIMALS. THE PLANTS ARE EATEN BY

ANIMALS, WHO ARE HUNTED AND EATEN BY OTHER ANIMALS WHO DIE AND CREATE FERTILE LAND FOR OTHER PLANTS TO GROW, THUS CREATING THE FRAGILE FOOD WEB WHICH DEPENDS ON BALANCE AND NATURAL ORDER TO CONTINUE. BY KILLING OFF CERTAIN PLANTS AND ANIMALS WE HAVE DISRUPTED THIS DELICATE BALANCE. ORGANIZATIONS LIKE THE WWF (WORLD WILDLIFE FEDERATION) WORK WITH GOVERNMENTS TO INCREASE PROTECTION FOR ENDANGERED ANIMALS. THE WORLD CONSERVATION UNION HAS ALSO PUBLISHED A LIST OF ENDANGERED PLANTS AND ANIMALS CALLED THE RED LIST. THE RED LIST DRAWS ATTENTION TO ANIMALS AND PLANTS FACING EXTINCTION.

[DOC 4,5,6]

ALTHOUGH HUMANS ARE TO BLAME FOR INTERNATIONAL PROBLEMS SUCH AS GENOCIDE AND DESTROYING THE ENVIRONMENT IT IS GOOD THAT EFFORTS ARE MADE TO HELP STOP THESE EVENTS FROM HAPPENING. AWARENESS IS THE KEY TO PREVENTING FUTURE DAMAGE.

## Anchor Level 5-A

### The response:

- Thoroughly develops all aspects of the task evenly and in depth by describing the problems of genocide and threats to the environment and discussing attempts to address and resolve the problems
- Is more analytical than descriptive (*genocide*: Hitler's followers created a horrific demonstration of genocide under the world's nose; when disturbing and inhumane events are able to take place, society is no longer moving forward, but regressing to dark ignorant times; international attention and education are being used to prevent genocide; understanding that what happened was wrong should help people prevent genocide; *threats to the environment*: human activities have caused the environment to worsen; the more food that has to be grown, the more the land is overused; increasing awareness of the effects of greenhouse gases is one way people are attempting to prevent more damage; by killing certain plants and animals, we have disrupted nature's delicate balance)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates substantial relevant outside information (*genocide*: by using Jews as a scapegoat for Germany's deteriorating economy, Hitler was able to convince people that European Jews should be eliminated; Nazi Party killed upward of six million Jews mainly in Germany and Poland; no longer could "I was following orders" be used as an excuse; movies, books, museums, and school programs are used to spread understanding and compassion; *threats to the environment*: nations have tried to stop desertification by planting trees to hold the soil in place; increases in technology add to greenhouse gases; melting of polar ice caps has disrupted Atlantic currents and caused a temperature increase; *The Day After Tomorrow* shows the extremes of what can happen to the environment; pollution and deforestation have led to the endangerment and the extinction of many plants and animals; the fragile food web depends on balance and natural order to continue; World Wildlife Federation raises awareness and works with the government to increase protection for endangered animals)
- Richly supports the theme with many relevant facts, examples, and details (*genocide*: is the wiping out of an entire group of people based on race, ethnicity, religion, or sexuality; series of trials were held in Nuremberg to prosecute those accused of war crimes and genocide; *threats to the environment*: overuse of land and population increases can lead to desertification which is seen in sub-Saharan Africa and China; in China green buffers have been created; greenhouse gases add to global warming; Red List draws attention to animals and plants facing extinction)
- Demonstrates a logical and clear plan of organization; includes an introduction that is a restatement of the theme and a conclusion that states humans are to blame for the problems and awareness is the key to preventing future damage

**Conclusion:** Overall, the response fits the criteria for Level 5. Extensive and accurate historical details support the discussion of genocide, which focuses on the Holocaust, and the effective discussion of many different environmental problems. Document interpretation and evaluative statements contribute to the overall strength of the response.

Many problems, such as environmental issues and weapons of mass destruction, continue to face the world today. The international community has made various attempts in order to address these problems.

There are many threats to the environment due to mostly human activity. Carbon dioxide and other greenhouse gases from pollution has increased the Earth's surface temperature. (Document 4) This increase is melting the polar ice caps which will lead to a rise in sea level. The rise in temperature affects the very sensitive coral reefs. A large variety of fish and plants live in the coral reefs, but they can only survive if they are in a certain temperature and depth. However, as sea level and temperature increase, the coral reefs are dying off at a rapid rate and killing those who are living in it. In addition, because of environmental problems, a quarter of all species could be pushed to extinction by 2050 (Document 4). In order to address the situation, many organizations have come together and agreements have been signed. Greenpeace was organized to protect endangered species throughout the world. In 1973, CITES restricted trade in 5,000 animals and 25,000 plant species. The 1997 Kyoto Protocol is an agreement that limited certain nations on their release of greenhouse gases. (Document 4) These organizations and agreements have tried to stop further damage but many believe that irreversible damage has already been done. The coral reefs that have already died can never be recovered.

Desertification is another environmental problem that posed as a major threat to the world and China. Due to the spreading desert and <sup>massive</sup> sand storms in China, large buildings and means of transportation could be buried under sand. Scientists expect people will be forced to move. As the sand shifts, not only are herders and farmers threatened but also large population centers like Beijing. Officials have been trying to prevent the spread of desertification by building green buffers to protect Beijing. These green buffers will hopefully help prepare the nation for the 2008 summer Olympics which is where the games will be held. (Document 5) The conditions in Beijing are so bad due to desertification and pollution that many athletes are worried. Some athletes are planning to wear masks to protect them from the pollution and dust. Others are just thinking of not competing in the Olympic games. Some question whether the Olympics should be held in Beijing at all. Others think the publicity has caused the Chinese government to address the problem but worry that the changes will only be short term.

As environmental issues threaten the Earth, the spread of weapons of mass destruction have threatened the survival of humans as well. Many countries have recently gotten to possess biological, chemical, and nuclear weapons. If these weapons are used in war, there wouldn't be anything left in the world that is necessary for human survival. (Document 8) The world experienced first-hand what weapons of mass

destruction were truly capable of when the U.S. dropped ~~two~~ atomic bombs on Hiroshima and Nagasaki. The explosions and radiation devastated and almost completely destroyed the cities and their people. Some Japanese people still have problems due to radiation from the bombs today. Nuclear weapons have threatened U.S. ~~safety~~. As nations acquire these weapons tensions rise between nations, which was what happened to the U.S. and the U.S.S.R. in 1962. During the Cold War, the Cuban missile crisis led the world to the brink of a nuclear war. If a war did erupt, the consequences would've been catastrophic. Saddam Hussein used chemical toxins against his own people which frightened the world that he might use it against other nations especially since he was a ruthless dictator. After the Persian Gulf War, the UN ordered Iraq to destroy all weapons and related technology and then begin weapons inspections. But when Iraq stopped cooperating with UN inspectors, tensions again increased. The United States had to force Iraq to again accept inspectors by ~~using~~ air strikes. Even the current war was started in part because of fears that Iraq still possessed weapons of mass destruction. Although people might not agree about the actions of the U.S. in Iraq, many agree the spread of weapons of mass destruction must be stopped.

When the USSR dissolved, the U.S. gave aid in order to secure HEU in the newly formed countries. Many nations in the former USSR possessed HEU which could be used for nuclear bombs. If it was sold

or stolen by other countries or groups HEU could be in the hands of terrorists. Although the world community has tried to prevent this, many gaps remain because in many places HEU is stored in nuclear facilities with very minimal security. The U.S. and its allies are worried. They are working to convert reactors to low-enriched uranium which is useless for atomic bombs.

(Document 9)

Environmental threats and mass destruction are some of the problems that face the world. Carbon dioxide and greenhouse gases have raised the Earth's surface temperature, which has affected the environment and threatened the existence of many plants and animals. Desertification in China threatens their civilization and awareness has been raised because of the 2008 summer olympics. Weapons of mass destruction have been acquired by many nations which could lead to wars that could devastate the world. However, controversy remains about how to deal with this problem.

Various problems threaten human survival but actions have been taken to address the situations.

## Anchor Level 5-B

### The response:

- Thoroughly develops all aspects of the task evenly and in depth by describing the problems of threats to the environment and weapons of mass destruction and discussing attempts to address and resolve both problems
- Is more analytical than descriptive (*threats to the environment*: many feel there has been irreversible damage that will be difficult to stop; some question if the Olympics should be held in Beijing because people worry that environmental changes will be short term; *weapons of mass destruction*: world understood destruction when the United States dropped atomic bombs; Hussein's use of chemical toxins against his own people raised fears that he might use them against other nations; tensions increased when Iraq stopped cooperating with inspectors; although people might not agree with United States actions in Iraq, many agree weapons of mass destruction must be stopped; if highly enriched uranium was sold or stolen, it could be in the hands of terrorists)
- Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates substantial relevant outside information (*threats to the environment*: increase in temperature is melting polar ice caps which could raise sea levels; coral reefs can only survive in a certain temperature and depth and are dying off at a rapid rate; Greenpeace was organized to protect endangered species; conditions in Beijing are so bad that many Olympic athletes are planning to wear masks or not participate at all; *weapons of mass destruction*: explosions and radiation almost completely destroyed Hiroshima and Nagasaki and some people still have problems; United States used air strikes to force Iraq to accept inspectors; current war was started in part because of fears that Iraq still possessed weapons of mass destruction)
- Richly supports the theme with many relevant facts, examples, and details (*threats to the environment*: carbon dioxide and other greenhouse gases have increased world's surface temperature; a quarter of all species could be pushed to extinction by 2050; CITES restricted trade in animals and plant species; Kyoto Protocol limited certain nations on their release of greenhouse gases; due to spreading desert and massive sandstorms in China, large buildings and means of transportation could be buried; scientists expect that people in China will be forced to move; green buffers are being built which will hopefully prepare Beijing for the Olympics; *weapons of mass destruction*: Cuban missile crisis brought the world to the brink of nuclear war; after Persian Gulf War, United Nations ordered Iraq to destroy all weapons and related technology and begin weapons inspections; United States gave aid to secure highly enriched uranium in the newly formed countries of USSR; highly enriched uranium is stored in nuclear facilities with minimal security; reactors have been converted to low-enriched uranium which is useless for atomic bombs)
- Demonstrates a logical and clear plan of organization; includes an introduction that restates the theme and a conclusion that summarizes the discussion of both problems

**Conclusion:** Overall, the response fits the criteria for Level 5. The detailed explanation of environmental problems and the analysis of document information are enhanced by the inclusion of relevant outside examples. Concise explanations and good details about weapons of mass destruction are complemented by expansion of document information, especially in the case of events in Iraq.

Humans have proved to be not only the most intelligent species, but also the most destructive species on earth. The problems we face today are 100% self-inflicted, and it is only now that we are aware enough to look back in retrospect, realized what we have done to our world, and attempt to fix it. This isn't so easy, though. Problems such as what we have done to our environment and weapons of mass destruction are among the gravest of our self-afflicted catastrophes, or should I say "soon-to-be" catastrophes. That is, if it's not already too late. What humans have done to the biosphere is simply atrocious. The burning of hydrocarbon fossil fuels results in the output of excess  $\text{CO}_2$  into the atmosphere, as well as carbon monoxide and carbon soot when incomplete combustion occurs.  $\text{CO}_2$ , as well as other greenhouse gases, have contributed to the steady increase in average temperature of our biosphere. This will have many negative effects, including the melting of our polar ice caps. This will increase the water levels of the oceans which could put port cities and many islands under water. Pollution has also infiltrated and consumed the world we live in. Our air quality has plummeted in the past few years, and it has only gotten worse because of the skyrocketing population in places such as Beijing and Mexico City. As population in cities becomes more concentrated, air quality decreases due to the increased output of pollution by concentrated, these industrialized urban areas. In addition to the

atmosphere, human infiltration has led to decreased habitat for wild animals and plants, which has and will continue to lead to the extinction of many species. Humans have cut down vast parts of the rainforest in the Amazon. Instead of replanting the forest, cities have been built and farmland has been extended. While this may result in short term growth, it could later cause major economic problems as the land becomes less and less useful. The biodiversity of our world will decrease quickly. The challenge now is for gov'ts across the globe to set in place and reinforce restrictions, guidelines, laws, etc., to try and salvage what we can of our already diminished environmental status. The world community has held conventions and issued protocols to help do this very task of salvaging our environment. These meetings addressed issues such as pollution, biodiversity, desertification, and global warming. They're trying, but so many years of destruction may not be able to be reversed (docs 4, 6).

What we may be able to reverse is the status of weapons of mass destruction. During the 20<sup>th</sup> century, humans have arrived at an incredibly effective method of eradicating life on earth if given the opportunity: weapons have been perfected so that man can now wipe out massive #'s of his own kind, if he so chooses. The problem is proliferation of WMD's which have gotten into the hand of the wrong people. Many occasions have come up

through the last century where many lives have been lost due to WMD's, including the use of them in wars, such as the use of poison gas in World War I. Likewise, resolutions have been made to limit/ban the use of WMD's. To show their immense destructive power, Jeff Danziger of the Tribune Media Service, showed Einstein basically saying that if a nuclear war occurred, life would be totally destroyed, and the world would start over its clyde back in the stone age. The internat'l community has attempted to limit ~~prof~~ proliferation of highly enriched uranium - 235 and convert HEU into LEU. HEU is the main component in nuclear weapons that makes them so destructive and powerful, but LEU can be used for energy but not for WMD's. This can be more feasibly dealt with, but it's still not going to be easy to solve the problem. (docs 7, 8, 9).

Problems that humans have put on themselves are very hard to solve. Though efforts are made to solve them, so many years were put in while creating and continuing problems such as the destruction of the environment ~~and~~ and WMD's that solving them will certainly be no walk in the park. However, we have only ourselves to blame.

## Anchor Level 4-A

### The response:

- Develops all aspects of the task but describes the problems of threats to the environment and weapons of mass destruction more thoroughly than discussing the attempts to address and resolve the problems
- Is both descriptive and analytical (*threats to the environment*: pollution has infiltrated and consumed the world; air quality has plummeted and gotten worse because of skyrocketing population in places such as Beijing and Mexico City; while deforestation may result in short-term growth, it could later cause major economic problems as land becomes less and less useful; challenge now is for governments to set in place and reinforce restrictions, guidelines, and laws to try and salvage what we can of our already diminished environmental status; so many years of destruction may not be able to be reversed; *weapons of mass destruction*: we may be able to reverse the status of weapons of mass destruction; during the 20th century, humans have arrived at an incredibly effective method of eradicating life on Earth if given the opportunity; if nuclear war occurred, the world would start over in the Stone Age; highly enriched uranium is the main component that makes nuclear weapons so destructive and powerful; weapons of mass destruction can be more feasibly dealt with, but it is still not going to be easy to solve the problem)
- Incorporates relevant information from documents 4, 6, 7, 8, and 9
- Incorporates relevant outside information (*threats to the environment*: burning of hydrocarbon fossil fuels results in excess carbon dioxide in the atmosphere as well as carbon monoxide and carbon soot when incomplete combustion occurs; increase in average temperature will have many negative effects, including the melting of our polar ice caps; water levels of the oceans could increase and put port cities and many islands under water; vast parts of the rainforest in the Amazon have been cut down; instead of replanting the forest, cities have been built and farmland has been extended; *weapons of mass destruction*: problem is proliferation of weapons, which have gotten into the hands of the wrong people; poison gas was used in World War I)
- Supports the theme with relevant facts, examples, and details (*threats to the environment*: carbon dioxide and other greenhouse gases have contributed to a steady increase in the average temperature of our biosphere; world community has held conventions and issued protocols; *weapons of mass destruction*: nuclear, chemical, and biological weapons have been perfected; man can now wipe out massive numbers of people; international community has attempted to limit proliferation of highly enriched uranium and convert it into low-enriched uranium; low-enriched uranium can be used for energy but not for weapons)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that discusses the difficulty of solving the problems that humans have created

**Conclusion:** Overall, the response fits the criteria for Level 4. The discussion of human effects on the biosphere and on the habitat for wild animals and plants is strengthened by good analysis of outside information and of document information. The perfunctory listing of information that addresses attempts to resolve both problems is somewhat enhanced by some statements and opinions.

Now as long as civilization has existed, there have been various issues of peaceful coexistence. War has been an inevitable presence throughout all civilizations and is nearly as old as civilization itself. However, disputes between nations and ethnic groups do not always end with honorable warfare. Throughout the years, many civilizations and ethnic groups have sunk to the level of utter inhumanity. These acts of inhumanity have included both genocide and weapons of mass destruction. Fortunately, the modern world has taken notice of these issues and a solution may be possible.

Genocide has occurred in many areas of the world. These areas include Germany, Rwanda, Serbia, and many others. The genocide cartoon by Steve Greenberg (document 2b) illustrates just how many groups have been victimized by harsh acts of genocide. Genocide is often caused by irrational hatred of a certain group of people or perhaps the usage of a group as a scapegoat during difficult times. Raphael Lemkin, the man who created the term genocide, said it was "based upon existing and deeply felt moral concepts" (Document 1). These elements of genocide were all present in the mass killings of Jews and other groups during the Holocaust, the slaughter of the Tutsis by the Hutus and other atrocities that exemplify man's inhumanity to man.

Genocide has not gone undetected by other nations of the world. However, the best courses of action have not always been taken and procrastination is always a threat especially by a country that is not directly involved. Inia Laguerria criticized the slow course of action of the world community in prosecuting genocide (Document 2a). Despite rather delayed reactions and inadequate attempts,

some progress has been made. In some instances, international tribunals, such as in the former Yugoslavia, have been established to hold trials of the perpetrators. Military intervention by outside nations or groups occurred to stop genocide such as the actions of NATO in Kosovo (Document 3). Should progress continue, then perhaps the threat of genocide will be reduced, at long last. However, nations and groups need to be willing to get more involved sooner in order to allow progress to continue.

Genocide is not the only inhuman abomination that has struck the world. The creation of nuclear weapons is another atrocious example of man's ~~inhumanity~~ inhumanity to man, as well as a threat to the civilized world. The twentieth century rivalry between the U.S. and the U.S.S.R. exemplified the tensions that could be created by the manufacturing of nuclear weapons. The world was on the verge of war many times such as during the Cuban missile crisis. But the U.S. and U.S.S.R. were worried that if there was a nuclear war the entire world would be destroyed. War was stopped because no country wanted to be responsible for blowing up the world (Document 7). Although actual warfare between the U.S. and the U.S.S.R. was not evident in the case of the cold war, other situations have turned out differently. The U.S. entered the country of Iraq in 2003 in an attempt to discover and destroy weapons of mass destruction because President Bush believed that if Iraq had weapons of mass destruction, the world would not be safe. As long as these dangerous weapons are created, many countries of the world will not be able to peacefully coexist.

Steps have been taken towards controlling the materials used to create nuclear

weapons as well as who could potentially gain access to those materials. In places where security is weak, terrorists could get HEU and use it to make dirty bombs. The U.S. and other nations have established programs that have taken security measures to ensure that dangerous materials, such as HEU are checked around the world and when possible, regulated. (Document 9) This is difficult when some countries such as North Korea resist inspections and share nuclear secrets with other countries, including Iran. More government attention has also <sup>been</sup> called upon by many, which could further check the spread of nuclear weapons. For nations to settle prevailing disputes through honorable means is an international goal. Genocide and nuclear weapons are by no means included in the definition of honorable warfare. These are dangerous tools of hatred that could potentially destroy the civilized world and all that humanity has accomplished. The powers that can intervene must do so before yet another Holocaust occurs, or a full blown nuclear war tears the world into shreds.

## Anchor Level 4-B

### **The response:**

- Develops all aspects of the task by describing the problems of genocide and weapons of mass destruction and discussing attempts to address and resolve both problems
- Is both descriptive and analytical (*genocide*: murder of a group of people just because of who they are is against deeply felt moral concepts; best course of action has not always been taken, especially by a country that is not directly involved; nations and groups need to be willing to get more involved quicker in order to allow progress to continue; *weapons of mass destruction*: creation of nuclear weapons is an atrocious example of man's inhumanity to man as well as a threat to the civilized and the uncivilized world; the 20th-century rivalry between the United States and the USSR exemplifies the tensions that could be created by the manufacturing of nuclear weapons; nuclear war was stopped because no country wanted to be responsible for blowing up the world; as long as these dangerous weapons are being created, many countries of the world will not be able to peacefully coexist)
- Incorporates relevant information from documents 1, 2, 3, 7, and 9
- Incorporates relevant outside information (*genocide*: groups have been used as scapegoats during difficult times; *weapons of mass destruction*: during the Cuban missile crisis, the United States and the USSR were worried the entire world would be destroyed; although actual warfare between the United States and the USSR was not evident in the Cold War, other situations have turned out differently; the United States entered Iraq in 2003 in an attempt to discover and destroy weapons of mass destruction; President Bush believed that if Iraq had weapons of mass destruction, the world would not be safe; highly enriched uranium could be used to make dirty bombs; North Korea has resisted inspections and shared nuclear secrets with other countries including Iran)
- Supports the theme with relevant facts, examples, and details (*genocide*: genocide has occurred in Germany, Rwanda, and Serbia; elements of genocide were present in the mass killings of Jews and other groups during the Holocaust and the slaughter of the Tutsis by the Hutus; international tribunals were established to hold trials of the perpetrators; military intervention has occurred to stop genocide, such as the actions of NATO in Kosovo; *weapons of mass destruction*: in places where security is weak, terrorists could acquire highly enriched uranium; the United States and other nations have established programs that have taken security measures to ensure that highly enriched uranium is checked around the world)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses the inevitable presence of disputes between nations and a conclusion that discusses the need to settle these disputes by honorable means

**Conclusion:** Overall, the response fits the criteria for Level 4. Although outside information about genocide is limited, the analysis and interpretation of document information demonstrates a good but not exceptional understanding of this topic. Supporting historical facts and details are used to illustrate that genocide and weapons of mass destruction are unacceptable.

Our present world is plagued by many problems. Two of which are threats to the environment and weapons of mass destruction. How both of these threats are handled will have serious affects on our generation and all those yet to come.

Our current environment is under constant siege, caused by us. Over population, global warming, and desertification continue to eat away at the fragile balance of the Earth. As stated in document 4 the human population exceeded six billion, and it is expected to grow. In places such as Japan the cities have to compete with the farm for land. This growth has already caused problems. Starvation is becoming a real threat because agriculture has been unable to keep up with the demand placed on it by increases in population and loss of farmland. The more people in the world, the more waste and pollution that is produced and this decreases the amount of productive land. The Green Revolution was an attempt to increase food production; however it led to even more environmental problems.

Global climate change is inevitable and has continued for billions of years, but never at such a rapid rate as it currently is. Earth's average temperature has increased by almost  $1^{\circ}\text{C}$ . in the last century. This may not seem like much, but where ice sheets cover different areas one degree is the difference between ice and water. In other areas the deserts have also expanded, known as desertification. The Sahara expands by tens of hundreds of acres a year and takes away arable land. This is also occurring in China, as shown by document 5. In 5 years the desert grew by 20,280 square

miles. Many problems have resulted from this, such as the threat of people having to move or the loss of even more farmland.

Measures have been taken to protect the environment and prevent desertification. Document 6 is a chronological list of the formation of committees and other actions. In 1997 the Kyoto Protocol negotiated an agreement on responsibility to cut green house gas emissions and prevent global warming, and in 2006 the United Nations General Assembly declared the International Year of Deserts which led to the United Nations Convention to Combat Desertification. This organization and many others attempt to prevent, or at least slow, desertification. Even though organizations have been set up and agreements have been negotiated, individual nations have not always chosen to follow them.

Another threat to humanity is weapons of mass destruction. Biological, chemical, and nuclear weapons are available to many groups throughout the world, including terrorists and countries that could be on opposing sides in war. As Document 8 suggests, a nuclear war is one that no one would win. It could disrupt the balance of Earth and alter climate and terrain. Blast areas would be entirely wiped out and the soil would be full of radiation and unusable for many decades. As Document 8 say "but the one after that will be with sticks and stones."

Many steps have been taken to prevent the use of weapons of mass destruction. Document 7 is a timeline of important events that have taken place in the world of weapons of mass destruction. In 1925 the Geneva

Protocol banned the use of biological and chemical weapons. Then again in 1972 and in 1993 more actions had to be taken to limit weapons. In Document 9 security measures are discussed. Security has been increased for high enriched uranium in research facilities and many reactors have been modified to use only low-enriched uranium, which can not be used in weapons. However, concerns still exist because of the lack of security in nuclear sites in the former Soviet Union.

Yet with all of these counter measures weapons of mass destruction and environmental problems remain. No one single country will bring any of them to an end by itself. It will take global cooperation to solve them, and it won't be easy either. What we do now will effect hundreds of generations to come. I hope that we can live with our decisions, and that man's downfall will not be by his own doing.

## Anchor Level 4-C

### The response:

- Develops all aspects of the task by describing the problems of threats to the environment and weapons of mass destruction and discussing attempts to address and resolve both problems
- Is both descriptive and analytical (*threats to the environment*: our current environment is under constant siege; overpopulation, global warming, and desertification continue to eat away at the fragile balance of Earth; global climate change is inevitable and has continued for billions of years, but never at such a rapid rate as it currently is; even though organizations have been set up and agreements have been negotiated, individual nations have not always chosen to follow them; *weapons of mass destruction*: a nuclear war is one that no one would win)
- Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates relevant outside information (*threats to the environment*: in places such as Japan, cities have to compete with farms for land; starvation is becoming a real threat because agriculture has been unable to keep up with demands placed on it by increases in population and loss of farmland; the more people in the world, the more waste and pollution there is; Green Revolution attempted to increase food production, however it led to more environmental problems; Earth's average temperature has increased by almost one degree centigrade in the last century; where ice sheets cover areas one degree is the difference between ice and water; Sahara expands by tens of hundreds of acres a year and takes away arable land; *weapons of mass destruction*: nuclear war could disrupt the balance of Earth and alter climates and terrain; blast areas would be entirely wiped out and the soil would be full of radiation and unusable for many decades; concerns still exist because of the lack of security in nuclear sites in the former Soviet Union)
- Supports the theme with relevant facts, examples, and details (*threats to the environment*: human population has exceeded six billion and is expected to grow; in the last five years, the desert in China has grown 20,280 square miles; problems have resulted from desertification in China such as the threat of having to move or the loss of farmland; Kyoto Protocol negotiated an agreement to cut greenhouse gas emissions and prevent global warming; in 2006, United Nations General Assembly declared the International Year of Deserts; *weapons of mass destruction*: biological, chemical, and nuclear weapons are available to many groups, including terrorists and countries that could be on opposing sides in wars; Geneva Protocol banned use of biological and chemical weapons; security has been increased for highly enriched uranium and many reactors have been modified to use only low-enriched uranium, which cannot be used in weapons)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion, noting that how the world addresses these problems will affect the future

**Conclusion:** Overall, the response fits the criteria for Level 4. Connecting natural changes in the environment and exacerbation of these changes by humans to the fragile balance of Earth is effective. Although attempts to address and resolve both problems tend to list historical facts and details, the conclusion that global cooperation is needed to solve these problems is insightful.

At the beginning of the 21<sup>st</sup> century, the world is facing a diverse list of growing problems. Thankfully, the international community seems to be getting better at cooperating to solve them. The response to genocide during World War II was an oath of "never again," which the world has been trying to keep throughout recent humanitarian crisis. The world and its leaders are getting better at tackling environmental problems.

The current environmental problems the world is facing are numerous and diverse. Desertification in China and Africa is threatening farmland, transportation and health, according to Document 5. One-third of the world's population is facing shortages of fresh water and that figure may double by 2025, according to Document 4. Possibly the biggest environmental problem of our time is global warming. Unfortunately, some global leaders have refused to believe that our atmosphere is warming due to greenhouse gases, even though the average surface temperature of the planet is hotter than it ever has been (Document 4). Many species of plants and animals are facing extinction by 2050 (document 4) due to global warming. All of these problems seem to stem from ~~are~~ <sup>our</sup> rapidly growing population: it reached 6.3 billion in 2003 and is projected to increase to 9 billion by 2050 (document 4). The increase in people is stressing the ecosystem, increasing desertification

by over-using the land, and each person adds to the greenhouse gases in the atmosphere.

Despite all of those issues, the international community is fighting to contain them and is starting to win. To combat desertification in China, the Chinese are building green buffers to stop the sand from spreading (Doc. 5). In 1972 the United Nations Conference on Human Environment began the organization of the international effort to protect the environment (Doc 6). According to document 6, in 1973 the CITES protected plants and animals by restricting trade in 30,000 of them. The most significant step to combat global warming came in 1997 with the signing of The Kyoto Protocol by many countries (Doc. 6). The Kyoto Protocol signers promised to cut their greenhouse gases to reduce global warming, but the United States did not sign for fear that the restrictions would hurt the economy. Though no global organized effort has yet been made to decrease the birth rate, the steps that have been taken to protect the environment are significant.

Genocide was first brought to the international community's view after the horrors of the Holocaust were revealed during the Nuremberg trials. Hitler's success in killing almost 6 million Jews during WWII led the UN to define genocide and pass a resolution regarding it in

1948 (document 2a). Even though the world said "never again" regarding the genocide of Jews (doc 2a), genocide has since been committed against the Cambodians, Kurds, Hutus, Tutsis and Bosnian Muslims (doc. 2b). When Raphael Lemkin created the term genocide in 1946 he also said that the United Nations should prevent genocide and punish those who commit it. The UN and its member states have done this with mixed results.

History has shown that genocide is hard to prevent and punish. The international community failed to stop genocide in Cambodia in the 1970s, Bosnia and Rwanda in the 1990s (doc. 3). No one stopped Saddam Hussein from killing 1,000s of his own people of the Kurdish minority with WMDs, but he was tried in Iraq for some of his crimes and was executed. In 1999, NATO was relatively successful in ending genocide in Kosovo by intervening militarily (doc. 3). Charles Taylor of Liberia was also on trial due to his crimes against humanity in the 1990s. However, no real effort has been made to stop genocide in Sudan, where the government is killing people in the Darfur region.

In conclusion, the diverse problems facing humanity are being met with equally diverse responses. Environmental issues and genocide are being addressed by the international community with varied success. Despite the response, these issues will continue to affect our lives in the 21<sup>st</sup> century.

### Anchor Level 3-A

#### **The response:**

- Develops all aspects of the task with little depth by describing the problems of threats to the environment and genocide and discussing attempts to address and resolve both problems
- Is both descriptive and analytical (*threats to the environment*: some global leaders have refused to believe our atmosphere is warming due to greenhouse gases, even though average surface temperature of the planet is hotter than it ever has been; increase in people is stressing the ecosystem, increasing desertification by overusing the land and adding to the greenhouse gases; most significant step to combat global warming came with the signing of the Kyoto Protocol; *genocide*: even though the world said “never again” regarding genocide of Jews, genocide has since been committed against the Cambodians, Kurds, Hutus, Tutsis, and Bosnian Muslims; the United Nations and its member states have had mixed results in preventing genocide and punishing those who commit it)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates limited relevant outside information (*threats to the environment*: there is desertification in Africa; United States did not sign the Kyoto Protocol for fear that the restrictions would hurt the economy; *genocide*: Hitler was successful in killing almost six million Jews during World War II; no one stopped Saddam Hussein from killing thousands of his own people of the Kurdish minority with weapons of mass destruction; in 1999, NATO was relatively successful in ending genocide in Kosovo by intervening militarily; Charles Taylor of Liberia was also on trial due to his crimes against humanity in the 1990s; no real effort has been made to stop genocide in Sudan where the government is killing people in the Darfur region)
- Includes relevant facts, examples, and details (*threats to the environment*: desertification in China is threatening farmland, transportation, and health; one-third of the world’s population is facing shortages of fresh water; Chinese are building green buffers; United Nations began organizing an international effort to protect the environment; convention on endangered species protected plants and animals by restricting trade; the Kyoto Protocol signers promised to cut their greenhouse gases to reduce global warming; *genocide*: was first brought to the international community’s view after the horrors of the Holocaust were revealed during the Nuremberg trials; Hitler’s actions led the United Nations to define genocide and pass a resolution regarding it in 1948; the international community failed to stop genocide in Cambodia in the 1970s and in Bosnia and Rwanda in the 1990s)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are somewhat beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 3. Despite the heavy reliance on excerpts from the documents, analytical statements and interpretation of these excerpts strengthen the discussion of environmental problems. Outside information is used to discuss both the failures and successes of the international communities’ attempts to address genocide.

A MAJORITY OF TODAY'S INTERNATIONAL ISSUES STEM FROM ENVIRONMENTAL PROBLEMS, AND WEAPONS OF MASS DESTRUCTION. EFFORTS <sup>HAVE BEEN MADE</sup> BY THE INTERNATIONAL COMMUNITY TO MINIMIZE THE EFFECTS OF THESE PROBLEMS. ENVIRONMENTAL PROBLEMS AND WEAPONS OF MASS DESTRUCTION ARE PROBLEMS FACING THE WORLD ~~PROBLEMS~~.

DESERTIFICATION AND THE ~~THE~~ <sup>INCREASED</sup> PRESENCE OF GREEN HOUSE GASES ARE ENVIRONMENTAL ISSUES THAT GREATLY AFFECT THE INTERNATIONAL COMMUNITY. IN CHINA, THE SPREAD OF THE DESERT HAS FORCED THE INTERNATIONAL COMMUNITY TO TAKE NOTICE. CHINESE CITIES ARE WHIPPED BY SAND STORMS FROM A DESERT THAT HAS GROWN ~~20,280~~ <sup>300</sup> SQUARE MILES BETWEEN 1994 AND 1999 (DOC 5). DUE TO THE DESERT SPREADING, CITIES, PUBLIC TRANSPORTATION, AND FARMLAND WILL BE COVERED IN SAND. PEOPLE WILL BE FORCED TO MOVE. DESERT ALREADY COVERS 30% OF CHINA'S TERRITORY, IN A NATION WITH 1/5 OF THE WORLD'S POPULATION AND 1/5 OF THE WORLD'S ARABLE LAND (DOC 5). TO PREVENT DESERTIFICATION, THE CHINESE GOVT HAS "GREEN AREAS" IN WHICH THEY WILL RE-PLANT VEGETATION IN ATTEMPTS TO RE-CLAIM THE LAND.

THE DEVASTATING EFFECTS OF DESERTIFICATION HAVE ALREADY BEEN SEEN IN AFRICA. DESERT HAS CLAIMED MUCH OF AFRICA ALREADY AND HAS A MAJOR IMPACT. DUE TO THE DESERT PARTS OF AFRICA HAVE NOT BEEN ABLE TO PLANT FOOD AND DEVELOP AGRICULTURE. SOME ECONOMIES HAVE BEEN CRIPPLED AND ARE KEEPING SOME OF AFRICA IN A STAGNANT ECONOMIC STATE. A SIDE EFFECT OF INDUSTRIALIZATION, A PROBLEM AFRICA DOESN'T HAVE IS THE EMISSION OF GREEN HOUSE GASES. INDUSTRIALIZATION LEADS TO POLLUTION, AND THE POLLUTION PRODUCES GREEN HOUSE GASES. THESE GASES INCREASE THE GLOBE'S AVERAGE SURFACE TEMPERATURE CAUSING GLOBAL WARMING. THE GLOBAL WARMING COULD EVENTUALLY MELT THE EARTH'S POLAR

ICE CAPS, CAUSING MUCH LAND TO BE SUBMERGED IN WATER. THE OCEAN COULD DEVOUR CONTINENTS AND DESTROY CIVILIZATION. TO ELIMINATE GLOBAL WARMING, THE INTERNATIONAL COMMUNITY HAS ~~REACHED~~ <sup>INTERVENED</sup> BOTH IN THE MONTREAL PROTOCOL OF 1987, AND THE KYOTO PROTOCOL OF 1997, AGREEMENTS HAVE BEEN REACHED TO ADDRESS THE RELEASE OF GREEN HOUSE GASES (DOC 6). TO DRASTICALLY DECREASE GREENHOUSE GAS EMISSIONS, FOSSIL FUELS SHOULD NOT BE USED. THIS INCLUDES OIL SO HYBRID CARS AND OIL CONSERVATION HAS BEEN INTRODUCED TO HELP SOLVE THE GREENHOUSE GAS ISSUE.

WEAPONS OF MASS DESTRUCTION HAVE POSED A MAJOR THREAT TO KEEPING PEACE IN THE WORLD. IN 1962, THE CUBAN MISSILE CRISIS BROUGHT THE WORLD TO THE BRINK OF NUCLEAR WAR (DOC 7). IT WAS DURING THE COLD WAR, AND A VICIOUS RIVALRY BETWEEN THE USSR AND THE US, NIKITA KRUSHCHEV SENT MISSILES TO CUBA IN A RESPONSE TO US'S IN TURKEY. NEITHER NATION WOULD STEP DOWN AND REMOVE ITS WEAPONS. THE WORLD WAS ON THE BRINK OF NUCLEAR WAR. THE COLD WAR WAS NOT THE ONLY TIME IN WHICH RIVALS HAD NUCLEAR WEAPONS. JUST RECENTLY, PRESIDENT BUSH MADE A TRIP TO NEGOTIATE WITH INDIA AND PAKISTAN. EACH ARE RIVALS AND EACH HAVE NUCLEAR WEAPONS (DOC 8). BUSH REACHED AN AGREEMENT TO ALLOW FOR THE USE OF NUCLEAR ENERGY IN INDIA, BUT NOT IN PAKISTAN. HIS MUCH DEBATED AGREEMENT COULD EVENTUALLY LEAD TO NUCLEAR WAR. IF ENEMIES EACH HAVE THESE DANGEROUS WEAPONS, THERE IS A DISTINCT POSSIBILITY THEY WILL USE THEM AGAINST EACH OTHER. MILLIONS OF PEOPLE COULD DIE. IT HAS BEEN SEEN b/t RUSSIA AND THE UNITED STATES, AND NOW BETWEEN PAKISTAN AND INDIA. TO TRY AND CONTAIN NUCLEAR PROLIFERATION, THE U.S. HAS TRIED TO CONTAIN THE SPREAD OF HEU. "TERRORISTS... COULD BUILD AND DETONATE A RUDIMENTARY BUT EFFECTIVE ATOMIC BOMB RELATIVELY EASILY." (DOC 9) TO CONTAIN HEU, THE U.S. HAS MADE EFFORTS TO BOLSTER SECURITY AROUND HEU, AND HAS ALSO CONVERTED REACTORS TO <sup>USE</sup> LOW ENRICHED URANIUM. THE USE OF

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**Anchor Paper – Document–Based Essay—Level 3 – B**

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LEU COULD ELIMINATE THE VAST SPREAD OF WEAPONS OF MASS DESTRUCTION.  
ENVIRONMENTAL AND MILITARY ISSUES HAVE EFFECTED THE INTERNATIONAL  
COMMUNITIES. DESERTIFICATION, GREENHOUSE GASES, AND THE SPREAD OF WEAPONS  
OF MASS DESTRUCTION HAVE EVOKED MUCH VIOLENCE. ALTHOUGH GOVTS HAVE MADE  
MANY EFFORTS TO SOLVE THESE PROBLEMS, THEY STILL POSE A MASSIVE THREAT TODAY.

**Anchor Level 3-B****The response:**

- Develops all aspects of the task with little depth by describing the problems of threats to the environment and weapons of mass destruction and discussing attempts to address and resolve both problems
- Is both descriptive and analytical (*threats to the environment*: the spread of the Sky Desert has forced the international community to take notice; the ocean could devour continents and destroy civilization; fossil fuels should not be used; *weapons of mass destruction*: Cold War was not the only time in which rivals had nuclear weapons; if enemies each have dangerous weapons, there is a distinct possibility that they will use them against each other); includes faulty application (pollution produces greenhouse gases; use of low enriched uranium could eliminate vast spread of weapons of mass destruction; neither the United States nor the USSR would step down and remove its weapons)
- Incorporates some relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates relevant outside information (*threats to the environment*: due to the desert, parts of Africa have not been able to plant food and develop agriculture; some of Africa's economies have been crippled and are keeping some of Africa in a stagnant economic state; global warming could eventually melt Earth's polar ice caps, causing much land to be submerged in water; hybrid cars and oil conservation have been introduced to help solve issues with greenhouse gases; *weapons of mass destruction*: during the Cold War, there was a vicious rivalry between the United States and the USSR; Nikita Khrushchev sent missiles to Cuba in response to United States missiles in Turkey; President Bush made a trip to negotiate with India and Pakistan; an agreement was reached to allow for the use of nuclear energy in India, but not in Pakistan; to try to contain nuclear proliferation, the United States has tried to contain the spread of highly enriched uranium)
- Includes some relevant facts, examples, and details (*threats to the environment*: Chinese cities are whipped by sandstorms from a desert that grew between 1994 and 1999; greenhouse gases increase the globe's average surface temperature; Montreal Protocol and Kyoto Protocol were agreements to address the release of greenhouse gases; *weapons of mass destruction*: United States has tried to contain spread of highly enriched uranium by making efforts to bolster security around highly enriched uranium and has also converted reactors)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a conclusion that is somewhat beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 3. Analytical statements introduce and enhance information from the documents. Good outside information, particularly in the comparison of desertification in China and Africa, strengthens the response. However, the response does not make connections between the lists of information, and it includes several overgeneralizations.

Environmental changes and weapons of mass destruction <sup>threats</sup> ~~the~~ the world today and even in the future, many attempts to stop these factors have been made but have had minimal success. Environmental change like global warming, destruction of the ozone layer, ~~deforestation~~ deforestation, desertification, etc. have the entire world in panic because these changes can be our extinction. Weapons of mass destruction have been a problem since the invention of the first chemical weapons. This factor have to stop if humans want to live in a healthy earth.

Environmental changes are the biggest factors effecting the globe today. Every where there is deforestation, ~~this~~ this occurs to obtain timber or wood and also to build more house for ~~people~~ people. when deforestation occurs thousands of forest animals lose their homes and <sup>some</sup> plants are becoming ~~very~~ very rare. ~~Plants~~ Plants have many ~~uses~~ purposes like some plants are used to cure certain diseases, others are used as ingredients for medicine. There are still thousands of unidentified ~~species~~ species of plants that can help in modern diseases and if deforestation occurs this plants will be lost for ever. Also there is ~~desertification~~ desertification occurring in Africa and also in China. In China 20,280 square miles have been taken by the desert between 1994 and 1999 (Document #5). ~~The~~ This happening there is less living space for humans and animals to live in so there is probably going to be some competition. Another problem is global warming, this is caused by the greenhouse effect. The greenhouse effect happens when carbon dioxide does not leave the atmosphere and in doing so the sun's rays stay trapped in the atmosphere making the globe <sup>warmer</sup>.

The annual average of surface temperature is rising because of the greenhouse effect and this could lead to the deaths of many species (Document #4). Also the destruction of the ozone layer is a major problem. The ozone layer protects people, probably animals too, against ultraviolet rays. ~~U~~ ~~l~~ ultraviolet rays cause skin cancer.

~~U~~ Weapons of mass destruction also cause a problem to the world today. Weapons of mass destruction can end the lives of millions in a matter of seconds. In Document #8 the cartoon illustrates India & Pakistan ready to use weapons of mass destruction against each other. In the middle of the two is Albert Einstein telling them that they can have a nuclear war but the next war they fight will be with sticks and stones. In saying this Albert shows how destructive the weapons are showing that the weapons can destroy entire cities in matter of seconds and leave basically ~~a~~ no trace behind. The use of uranium as a nuclear power source is good but if terrorist groups get or hold on these there are not going to build generators they are going to build bombs.

There have been laws passed trying to stop these factors from destroying the world. Document #7 shows a time line of weapons of mass destruction. In there there are acts passed trying to prevent the use of weapons that can kill millions in seconds. Like in 1925 the Geneva protocol bans the use of chemical and biological weapons in war. In doing this ~~there~~ <sup>there</sup> is still a hope in the world that these few factors may not end life in this earth. There are also ways of farming that can slow down desertification.

To sum it all weapons of mass destruction; environmental changes effect the peoples lives. weapons of mass destruction can kill millions in seconds and environmental changes effect the living ways of many. the attempts to stop are minimal and should be more.

Anchor Level 3-C

**The response:**

- Develops most aspects of the task in some depth by describing the problems of threats to the environment and weapons of mass destruction and mentioning an attempt to address and resolve each problem
- Is both descriptive and analytical (*threats to the environment*: environmental changes are the biggest factors affecting the globe today; desertification means less living space for humans and animals, so there is probably going to be some competition; *weapons of mass destruction*: the use of uranium as a nuclear power source is good, but if terrorist groups get these, they are not going to build generators, they are going to build bombs; by taking action, there is still hope that environmental problems and weapons of mass destruction may not end life on the earth)
- Incorporates some relevant information from documents 4, 5, 7, and 8
- Incorporates relevant outside information (*threats to the environment*: deforestation occurs to obtain timber or wood and also to build houses for people; deforestation causes thousands of forest animals to lose their homes; some plants are used to cure diseases; others, used as ingredients, for medicine will become rare; desertification is occurring in Africa; the greenhouse effect happens when carbon dioxide does not leave the atmosphere and the Sun's rays stay trapped in the atmosphere making the globe warmer; the destruction of the ozone layer is also a major problem; the ozone layer protects people and animals against ultraviolet rays, which cause skin cancer; there are ways of farming that can slow desertification; *weapons of mass destruction*: can destroy entire cities in a matter of seconds and leave basically no trace behind)
- Includes some relevant facts, examples, and details (*threats to the environment*: in China, 20,280 square miles have been lost to desertification between 1994 and 1999; global warming is caused by the greenhouse effect; the average annual surface temperature is rising because of the greenhouse effect and this could lead to the deaths of many species; *weapons of mass destruction*: India and Pakistan have threatened to use weapons of mass destruction against each other; acts have been passed trying to prevent the use of weapons of mass destruction; Geneva Protocol banned the use of chemical and biological weapons in war)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that state attempts to stop both problems are minimal

**Conclusion:** Overall, the response fits the criteria for Level 3. Much of the discussion on environmental problems centers on document 4. Document 8 is used to discuss a problem of weapons of mass destruction. Although the response demonstrates an understanding that more needs to be done to promote a better future, it only minimally mentions attempts already made to address the problems.

Through out history there have been conflicts between different peoples. Some of the problems the world face today are infinitely serious, because of the technology that has developed. Two of these serious problems are genocide, and the use, ~~of~~ and possession of weapons of mass destruction; two different yet equally harmful problems that the world must face.

Genocide, the mass killing of people of a certain group, is a problem that the world has faced for countless years. The most known ~~of~~ genocide was the Holocaust, where many millions of Jews and other minorities in Europe were killed. According to document 2b, some of the other peoples that have been victims of genocide are Bosnian Muslims, Cambodians, Armenians, and Gypsies. This mentality that one type of person is superior to others is what causes genocide to occur. If no action is taken to stop these atrocities from occurring, the worlds moral and ethical standard will drop dramatically. Fortunately, however, the world is trying to prevent more genocides to occur. According to

the first document the United Nations has been urged to make genocide an international crime that will be punished just as any other international crime is punished. In document 2a it states that such a document to prevent more genocide was made by the UN in 1951.

The threat present because of weapons of mass destruction can certainly not be overlooked. Simply the existence of weapons of mass destruction causes the world to live in constant fear. Having ~~at~~ these weapons can cause tensions in the world to rise. For example, according to document seven, the presence of weapons of mass destruction in Cuba during the Cold War led the world to the brink of nuclear war; this is known as the Cuban Missile Crisis. If nuclear weapons are in fact used they cause immense amounts of damage and, according to document 8, the world will have to rebuild itself. Efforts are being made, however, to solve the problems caused by the presence of weapons of mass destruction. Document nine states that the United States and their allies are trying to increase the security where HEU is located, as well as retrieve HEU from research-reactor sites around the world.

Genocide and Weapons of mass destruction are two of the many problems that the whole world faces today. Efforts worldwide are being made to prevent these problems from developing further. Hopefully in the near future the atrocities of genocide and the constant threat from weapons of mass destruction will be under control or eliminated.

Anchor Level 2-A

**The response:**

- Minimally develops all aspects of the task by describing the problems of genocide and weapons of mass destruction and discussing attempts to address and resolve both problems
- Is both descriptive and analytical (*genocide*: the world has faced the problem of genocide for countless years; genocide occurs because of the mentality that one type of person is superior to others; if no action is taken to stop the atrocities of genocide from occurring, the world's moral and ethical standard will drop dramatically; crimes of genocide should be punished just as any other international crime; *weapons of mass destruction*: existence of weapons causes the world to live in constant fear; having weapons of mass destruction can cause tensions in the world to rise; nuclear weapons can cause immense amounts of damage and the world will have to rebuild itself if they are used)
- Incorporates limited relevant information from documents 1, 2, 7, 8, and 9
- Presents little relevant outside information (*genocide*: millions of Jews and other minorities in Europe were killed during the Holocaust; *weapons of mass destruction*: Cuban missile crisis was part of the Cold War)
- Includes some relevant facts, examples, and details (*genocide*: is the mass killing of people of a certain group; victims of genocide have included Bosnian Muslims, Cambodians, Armenians, and Gypsies; the United Nations was urged to make genocide an international crime that would be punished; *weapons of mass destruction*: presence of weapons of mass destruction in Cuba during the Cuban missile crisis led the world to the brink of nuclear war; the United States and its allies are trying to increase security where highly enriched uranium is located and retrieve it from reactor sites around the world)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a conclusion that is somewhat beyond a restatement

**Conclusion:** Overall, the response fits the criteria for Level 2. The description of the problems of genocide and weapons of mass destruction includes sporadic analytical statements and some outside historical information; however, the discussion of attempts to address and solve the problems is limited to simple statements of fact from the documents.

Today, there are several world problems that plague us. Two of these problems are genocides and environmental problems. Genocides are the cruel treatment of people of another race.

Environmental problems can be ones such as pollution and global warming. People have made attempts to rid the world of these problems. These problems, however, greatly hurt our society ~~today~~ ~~great~~ throughout history.

Throughout history, especially in the past century or so, there have been many genocides. Perhaps the most famous of these genocides was the Holocaust.

The Holocaust involved the mass killing of Jews, Gypsies, homosexuals and other people by the Nazi Germans. There have also been genocides in Cambodia, Bosnia and Rwanda (Doc 2b), however, other powerful countries failed to stop them (Doc 3). After people saw the horrors of the Holocaust, they said "never again" (Doc 2a), however, some people recommended that genocides be made an international crime (Doc 1). The I F would take, <sup>however,</sup> ~~almost~~ almost 4 decades until the international community would join together to prosecute the crime of a genocide.

Another worldly problem that exists today is environmental. With the human population rapidly growing, several problems may take place (Doc 4). Water may will become scarce in some countries. The temperature of the world has hit record highs due to global warming. In about 45 years, a quarter of all species on earth could become extinct. Due to overgrazing and poor land management, much of the once arable land has become deserts (Doc 5). Sand storms cover farms, rail roads and pastures. People will could be forced to move unless a major stand is made.

Many efforts have been made to save the environment. Green buffers have ~~mad~~ been made to deal with the problem of sand storms. Many organizations and treaties have been made to help protect the ozone layer & reduce the gases in the atmosphere. <sup>(Doc 2)</sup> The European Union issued a pollution register on factory emissions. Trade of endangered species has been restricted. Lists are constantly updated of the endangered animals & plants.

Two of the main world problems we have dealt with recently are genocides and environmental problems. Although it took us a long time to make a stand, the efforts we have put in have stopped genocides & helped protect the environment. The efforts made in stopping these global problems have helped make the world a better place for future generations.

Anchor Level 2-B

**The response:**

- Minimally develops all aspects of the task by describing the problems of genocide and threats to the environment and discussing attempts to address and resolve both problems
- Is primarily descriptive (*genocide*: the Holocaust was the most famous of genocides; powerful countries failed to stop the genocides in Cambodia, Bosnia, and Rwanda; *threats to the environment*: many organizations and treaties have been made to help protect the ozone layer and reduce gases in the atmosphere; lists of endangered animals and plants are constantly updated); includes faulty and weak application (took four decades until the international community would prosecute the crime of genocide; generalization of the specific problems in China to the world)
- Incorporates limited relevant information from documents 1, 2, 3, 4, 5, and 6
- Presents little relevant outside information (*genocide*: Holocaust involved the mass killings of Jews, gypsies, homosexuals, and other people by the Nazi Germans)
- Includes some relevant facts, examples, and details (*genocide*: genocide is the cruel treatment of people of another race; some people recommended that genocide be made an international crime; *threats to the environment*: water will become scarce in some countries because of the rapidly growing population; a quarter of all species on Earth could become extinct; green buffers have been made to deal with the problem of sandstorms; European Union issued a pollution register on factory emissions; trade of endangered species has been restricted)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are a bit beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 2. Appropriate information is selected from the documents to form a coherent response that demonstrates an understanding of the task. However, the response lacks specificity of historical details and includes several sweeping generalizations.

Both genocide and environmental threats are serious issues facing our world. The international community has tried many different things, seeking an end to these problems. Yet, both problems continue to exist. If these issues do not lessen, our world may fall into serious jeopardy.

Genocide is the killing off of a specific race or other group because of moral concepts. Some more commonly known genocides include the Holocaust and the Armenian genocide. However, many others have existed over the years. If these terrible events which have caused many deaths have been occurring so commonly, why hasn't more been done to stop them? Between the Holocaust, the first mass killing addressed by the UN and the genocide in Yugoslavia in 1994, the next one addressed, killings have occurred throughout the world. Despite this fact, many governments have tried to establish international laws protecting human rights, and the UN Security Council works day to day trying to fight genocide.

Environmental threats caused by various things are another important problem in our world. Overpopulation, fresh water shortages, pollution, global warming and a stress on biodiversity are a few components of the environmental issue. Humans have made a strong impact on Earth, resulting in each of these issues. If these problems are not solved, our resources will diminish and we will not survive. Members of the world community have made many efforts to preserve the environment. A lot of conferences and conventions have been held to try and "safeguard" the environment. Nations have signed agreements and established laws pledging to combat environmental issues. Hopefully, they will succeed in their attempts and we will be able to enjoy our planet for

centuries to come.

Earth's issues have not gone totally ignored. World leaders have made attempts to stop these issues and various nations have joined together as one "international community" to create treaties and legislations protecting the Earth. Human rights now exist to protect victims of genocide and environmental problems are being combatted through agreements and laws regulating human impact on the Earth. Hopefully, these attempts will continue to prove successful and Earth will stay a peaceful place to live.

Anchor Level 2-C

**The response:**

- Minimally develops all aspects of the task by describing the problems of genocide and threats to the environment and discussing attempts to address and resolve both problems
- Is primarily descriptive (*genocide*: why has not more been done to stop these terrible events that have caused so many deaths and have been occurring so commonly; many governments have tried to establish international laws protecting human rights; *threats to the environment*: if environmental problems are not solved, our resources will diminish and we will not survive; many conferences and conventions have been held to try and safeguard the environment); includes weak and faulty application (United Nations Security Council works day to day trying to fight genocide; human rights now exist to protect victims of genocide and environmental problems)
- Incorporates limited relevant information from documents 1, 2, 3, 4, and 6
- Presents no relevant outside information
- Includes some relevant facts, examples, and details (*genocide*: it is the killing off of a specific race or other group because of moral concepts; some more commonly known genocides include the Holocaust and the Armenian genocide; the Holocaust was the first mass killing addressed by the United Nations; *threats to the environment*: overpopulation, fresh water shortages, pollution, global warming, and a stress on biodiversity are a few components of the environmental issue; members of the world community have made many efforts to preserve the environment)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that make general statements related to the topic

**Conclusion:** Overall, the response fits the criteria for Level 2. The problems and the attempts to address and resolve the problems of genocide and threats to the environment are addressed with general statements. The response is organized around the theme that the world may jeopardize its future if it ignores these problems; however, the lack of supporting details weakens the effort.

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## Anchor Paper – Document–Based Essay—Level 1 – A

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THROUGHOUT THE YEARS OF HISTORY THERE HAVE BEEN MANY CASES OF GENOCIDE, THREATS TO THE ENVIRONMENT AND THE SPREAD OF WEAPONS OF MASS DESTRUCTION. ALTHOUGH THERE HAVE BEEN MANY CASES OF WORLIDLY PROBLEMS, THERE HAVE BEEN MANY ATTEMPTS TO STOP THESE PROBLEMS.

MANY CASES OF GENOCIDE HAVE BEEN REPORTED, BUT THERE HASN'T BEEN MUCH HELP TO PREVENT GENOCIDE FROM HAPPENING AGAIN. AS SEEN IN DOCUMENTS ONE AND TWO THE UNITED NATIONS COULDN'T DO ANYTHING TO THE ACTS OF GENOCIDE BECAUSE THERE WAS NO ACTUALLY INTERNATIONAL LAW TO ~~PROSECUTE~~ <sup>PROSECUTE</sup> ACTS OF GENOCIDE. SINCE THERE WAS NO INTERNATIONAL LAW THAT HAD ANYTHING TO DO WITH GENOCIDE, THE NUREMBERG TRIAL HAD TO DISMISS NAZI CRIMES. THE PREVENTION AND PUNISHMENT OF THE CRIME OF GENOCIDE CAME INTO FORCE IN 1948.

ANOTHER PROBLEM IN THE WORLD TODAY IS WEAPONS OF MASS DESTRUCTION. THE TIMELINE IN DOCUMENT SEVEN SHOWS EVENTS CONSISTING OF THE WEAPONS OF MASS DESTRUCTION. DURING 1925 THE GENEVA PROTOCOL BANNED THE USE OF CHEMICAL AND BIOLOGICAL WEAPONS IN WAR, BUT DURING 1945 THE UNITED STATES DROPPED ATOMIC BOMBS ON HIROSHIMA AND NAGASAKI. IN 1972, ~~THE~~ <sup>THE</sup> U.S. AND OTHER NATIONS CREATED A PACT WHICH THE SOVIET UNION VIOLATED. IN DOCUMENT EIGHT THE CARTOON SHOWS THAT IF NUCLEAR WEAPONS ARE USED IN WAR THERE WON'T BE ANYTHING ELSE LEFT OF THE WORLD.

ALTHOUGH THERE ARE STILL MANY CASES OF GENOCIDE AND WEAPONS OF MASS DESTRUCTION THE WORLD IS STILL TRYING TO PREVENT SUCH CASES FROM HAPPENING.

## Anchor Level 1-A

### **The response:**

- Minimally develops most aspects of the task by briefly describing the problems of genocide and weapons of mass destruction and mentioning attempts to address and resolve each problem
- Is descriptive (*genocide*: many cases of genocide have been reported, but there has not been much help to prevent it from happening again; *weapons of mass destruction*: if nuclear weapons are used in war, there will not be anything left of the world); includes faulty and weak application (*genocide*: Nuremberg had to dismiss Nazi crimes; United Nations could not do anything because there was no actual international law to prosecute acts of genocide; prevention and punishment of the crime of genocide came into force in 1951)
- Incorporates limited relevant information from documents 1, 2, 7, and 8
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*weapons of mass destruction*: during 1925, the Geneva Protocol banned the use of chemical and biological weapons in war; during 1945, the United States dropped atomic bombs on Hiroshima and Nagasaki; in 1972, the United States and other nations created a pact which the Soviet Union violated)
- Demonstrates a general plan of organization; does not clearly identify which aspect of the task is being addressed; includes an introduction that restates the theme and a brief conclusion

**Conclusion:** Overall, the response fits the criteria for Level 1. Although all aspects of the task are addressed, the information presented is minimal and lacks development. The isolated facts, selected from the documents, are not put into historical context.

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## Anchor Paper – Document–Based Essay—Level 1 – B

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Throughout the course of history issues of genocide and threats to the environment have created turmoil in daily life. Several efforts to reform and resolve these issues have taken place and are currently in effect. However, only with cooperation by the state can these problems be resolved.

Our environment is the basis for our living. However with advancement in technology it has become corrupt and is being destroyed. In accordance with Document 4, pollution and global warming may lead to the extinction of many plants and animals by the year 2050. Based on Document 5, it discusses the effects of Desertification on China. Sandstorms which engulf parts of the city. In an effort to stop desertification, officials build green buffers. Document 6, tells of the efforts used to preserve the environment. These include, the Convention on International Trade in Endangered of Wild Fauna and Flora which restricts trade in 5,000 animals and 25,000 plant species.

### Anchor Level 1-B

#### The response:

- Minimally develops some aspects of the task by describing the problems of threats to the environment and mentioning attempts to address and resolve this problem
- Is descriptive (our environment is the basis for our living)
- Incorporates limited relevant information from documents 4, 5, and 6
- Presents little relevant outside information (advancements in technology have corrupted the environment and it is being destroyed)
- Includes few relevant facts, examples, and details (pollution and global warming may lead to the extinction of many plants and animals by the year 2050; in an effort to stop desertification, officials build green buffers; Convention on International Trade in Endangered Species of Wild Fauna and Flora restricts trade in 5,000 animals and 25,000 plant species)
- Demonstrates a weakness in organization; includes an introduction that restates the theme and lacks a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 1. The explanation of document information is weak and much of the information is copied directly from the documents. Only one problem is minimally discussed.

The world has faced many problems throughout history and it still faces many problems today. The problems of years past have <sup>had</sup> long lasting effects. Many different attempts have been made to address these problems and to figure out ways of resolving these problems. Two problems that the world faces is genocide and threats to the environment.

The problem of genocide has been an issue for decades. According to (Doc 2), the meaning of genocide is, "an act committed with intent to destroy, in whole or in part, a national, ethnic, racial, or religious group." This means that there are people who ultimately believe they are superior in one way or another and the only way to stay superior is to take out the opposition. ~~There~~ There have been many acts of genocide throughout history. The most famous has to be the Holocaust where six million Jews were murdered by the Nazis. This could be illustrated in (Doc. 2b). The threat posed by this problem is that whole groups of people are being eliminated, causing crime to increase and whole religions to be taken out.

According to (Doc. 2a), it took four decades for the international community to take a stand against genocide and prosecute the crime. All over the world, ~~there~~ in countries such as Cambodia, Rwanda and Bosnia there were acts of genocide where thousands died. According to Document 3, the International Criminal Tribunal has taken a stand. This organization is trying to justify and protect the human rights of people. They will judge the crimes of

genocide and convict. When human rights are denied by genocide, the international peace and safety is threatened. So the problem of genocide is beginning to be dealt with, a little late but still in progress. The slogan of "never again" should be remembered.

Another problem facing the world today is the threat to our environment. Our environment is a fragile thing and should be protected and cared for. Earth's physical and biological systems are in trouble. According to (Doc. 4), our population has reached 6.3 billion and is still rapidly increasing. Population growth is a problem because it causes overcrowding, the need for more cars and more building of factories for goods to be manufactured. All these cars and factories cause air pollution. Air pollution chokes the world's largest cities. Global warming also causes big problems. Global warming is one of the causes of the extinction of animal and plant species.

There are other problems to the environment like the greenhouse effect, which is when too much carbon dioxide escapes into the air and builds up in the atmosphere. ~~the~~ Desertification is also an issue. Desertification threatens nearly one-quarter of the Earth's land, according to (Doc. 5) One major problem of desertification happens in China where ~~the~~ the sand storms ~~wipe~~ wipe out many farms that produce the countries crop production and the

animal population. The international community is trying to prevent many of these problems. In China to prevent desertification, the officials are building green buffers. According to (Doc. 6) the (CITES) restricts the trading of 5,000 animals and 25,000 plant species. The Montreal Protocol is a binding agreement that protects the ozone layer. Many things are being done to protect the environment.

Our world has been through a lot. Many issues cause problems that should be dealt with accordingly. Genocide hurts people and many of them. It is <sup>an</sup> unjust thing that happened to a group of people and still happens but now that it is an international crime it is being dealt with. There is also the problem of the threat to our environment. People think they can do anything they want and it will always be there but that is not true. We need to protect our environment because it provides us with ~~our~~ nourishment, safety, and a home. We need to protect the animals and plants, and if ~~we~~ we keep living the way we do we will destroy it. ~~The~~ International community is protecting the environment with laws that we should abide by. These are only two of the world's greatest problems but we are trying to resolve them and others.

The world today faces many threats, two of these being genocide and weapons of mass destruction. Genocide has been a problem in many countries, and there have been many attempts to end it and prosecute those who carry out genocide, which is the systematic killing of a certain race, or religion, or other group in an attempt to reduce or extinguish its population in a given area. Weapons of mass destruction are slightly newer problems, and although the world community has forced bans and laws against the use of them, such as the Geneva Protocol seen in document seven, they still are a major problem today. These weapons have been spread from those who originally had access to them, making them an even worse problem.

The problem of genocide is most widely known to the people of the world as being embodied in the Holocaust, but this is not the only known use of a group being so hideously persecuted and murdered. Genocide has also occurred in the area of Cambodia <sup>(document 43)</sup>. The leader of the Communist group known as the Khmer Rouge wanted to kill anyone who was educated. In Cambodia more than one fourth of the people were killed. Murder, however, is not the only major threat of this horrid crime. Even after the Khmer Rouge was defeated and the killing stopped, Cambodia still suffers because it did not have an educated class to help in the nation's development. Genocide is a human rights violation when people are killed only for what they believe or who they are. The international community has attempted to address this problem many times. Many attempted

to have genocide be considered an international crime, and the cry of the people led to the formation of the international Convention on the Prevention and Punishment of the Crime of Genocide. Also, the crime of genocide has been reacted to in the form of stronger human rights laws, and in some cases, the prosecution of the leaders and those who took part in this crime, such as the Nazis in Germany and Milosevic in the former Yugoslavia. But because so many have not been prosecuted, people are still willing to commit this horrible crime.

Weapons of mass destruction are, in essence, chemical, biological, and nuclear weapons. From the United States, which had nuclear weapons originally, today's world sees many new nuclear nations, such as India and Pakistan. The threat of these weapons is not only loss of life, but nuclear poisoning which causes cancer and other bodily harm, and also, the loss of technology and other advances made by the world so far, if the world falls to nuclear or biological war. Nations that hate each other are more likely to use weapons of mass destruction to destroy their enemies. The world <sup>community</sup> cannot depend on countries such as India and Pakistan who have already fought several wars not to use these weapons. The world community has, in many instances, attempted to stop the use of these powerful weapons. Examples of these instances include the Geneva Protocol, and the Chemical Weapons Convention, as seen in Document seven. Although these attempts had good meaning, many countries

continued to test and build nuclear weapons, and some countries became new nuclear nations because they felt they needed the weapons to be considered powerful. This problem must be dealt with to avoid all-out nuclear war.

To conclude, the world community faces many problems in today's world, two of them being genocide and the threat of weapons of mass destruction. Genocide has been seen in many ~~cases~~ cases as a horrible crime, and the world has addressed it by beginning the Convention on Prevention and Punishment of the Crime of Genocide. The threat, above that of immense loss of life and human rights, remains that nations still have to deal with the effects of these mass murders. Also, some of the leaders of such nations have escaped punishment because the world community has not prosecuted or punished those who committed the crimes. Weapons of mass destruction are a threat to the world community in many ways, including the threat of nuclear war, loss of many lives, and radiation poisoning among survivors or those exposed. The Geneva Protocol and the Chemical Weapons Convention were attempts to control these horrible weapons. Overall, there are many threats involved with both genocide and weapons of mass destruction, but the world community has dealt with and is still dealing with finding answers to these problems and more that face the world now and will face the world in the future.

Life is highly valued by many. However, the presence of numerous genocides and environmental issues indicate a lack of respect for living things, and the international community and its members have taken action to counter them and prevent them from arising again.

Genocide has threatened the lives and values of many, prompting the international community to punish the perpetrators, though its reaction was a bit slow. The international Convention on the Prevention and Punishment of the Crime of Genocide defines genocide to be an attempt to eliminate an ethnic, racial, or religious group. (Doc. 2a) As indicated by Steve Greenberg's political cartoon, many groups were targeted, including the Jews, Kurds, and Armenians. (Doc. 2b) This denial of the right to live threatened the cultural diversity of the world, and it seemed especially abhorrent to the Western world because it violated constitutional freedoms. For example, the US constitution asserted life as a basic right and granted freedom of religion. Moreover, according to Lemkin, genocide seemed to be morally unjust. He proposed that the international community draw up laws against genocide so that there would be legal grounds for punishing the nations that committed genocide. (Doc. 1) The United Nations took similar actions. For example, it set up international courts to punish those who committed genocide. Sanctions were imposed on violator nations, and sometimes military interventions were necessary. However, the response of the international community was slow. (Doc. 3) As explained by Lagunita, decades passed after the Holocaust before anything was done, and in the meantime, other genocides occurred. (Doc. 2a)

Such astonishment is understandable because it concerns humans, yet environmental issues indicated a lack of respect for life as well. As Vig explains, numerous problems plagued the Earth's environment. For example, large cities were spewing out so much pollution that there was global warming, which contributed to the extinction or endangerment of many plant and animal species. (Doc 4) Another climate problem involved desertification in China, which threatened to bury large portions of its infrastructure. Arable land and transportation systems such as railroads would be lost. China took action by building green buffers in order to prevent the sand from coming into needed lands. (Doc 5) Since humans depend on Earth to live, the numerous environmental problems that arose threatened human lives as well. Thus, the international community took action, creating many negotiations and agreements over <sup>part of</sup> the decades. Sometimes information was published, such as the Red List of endangered species and the first pollution register, so that people would realize just how many problems the Earth has. Actions that threatened the environment were restricted, such as by issuing the Kyoto Protocol to limit greenhouse gases, which cause global warming.

The lack of respect for life from genocide and the presence of environmental issues was tackled by the international community, though sometimes not adequately.

Threats to the environment and the spread of weapons of mass destruction are problems facing the world today. Various attempts have been made by the international community to address and resolve these problems.

Threats to the environment include global warming, fresh water shortages, and extinction of plants and animals. Document 4 states that "The United Nation estimates that  $\frac{1}{3}$  of the world's people live in countries with moderate to high water shortages of fresh water and this percent could double by 2025." Another huge environmental threat is global warming. "Scientists believe that a mass extinction of plants and animals is underway and predict that a quarter of all species could be pushed to extinction by 2050 as a consequence of global warming alone." There are <sup>many</sup> other problems ~~and~~ concerning the environment and need to be taken care of.

The world is ~~an~~ trying to address these problems and resolve them. Document 6 shows examples of these efforts. In 1994 the IUCN published a revised ~~list~~ Red list of endangered and threatened species, creating a world standard for gauging threats to biodiversity. Another example is in 1997 Kyoto Protocol negotiated an agreement of obligations to reduce green house gases in the atmosphere. These are great ways in trying to solve the problems with the environment and making the world a better place.

Another problem of today's world is the spread of weapons of mass destruction. Document 7 is a time line showing when nuclear weapons became the most popular. In 1945, the United States dropped the first atomic bombs on Hiroshima and Nagasaki. In 1949

Document-Based Essay—Practice Paper – D

USSR tests its first nuclear weapon. This started the ~~complete~~ arms race between USSR and ~~the~~ the US and in 1962, USSR puts missiles in Cuba pointing toward the US. This brought the world on the brink of nuclear war.

The cartoon in Document 8 shows how dangerous and threatening nuclear weapons are. It shows Pakistan and India pointing nuclear weapons at each other and Einstein saying go ahead and have a nuclear war, but the next war will be fought with sticks and stones. This means nuclear weapons are so powerful they could destroy the entire planet and ~~everything~~ civilization would start ~~over~~ ~~over~~ ~~over~~ ~~over~~ from the beginning all over again.

The government is ~~it~~ attempting ~~to~~ help this matter. Document 9 explains how the US and its allies are improving the security of highly enriched uranium (HEU). This chemical "could build and detonate a rudimentary but effective atomic bomb relatively easy." HEU is easily ~~accessably~~ accessible world wide, mainly in Russia. The US and its allies established programs to bolster security measures, convert reactors to use low-enriched uranium and retrieve HEU from research-reactor sites around the world. Low-enriched uranium cannot be used for making weapons. In the 1960's, the US and the USSR made an ~~agreement~~ agreement and the nuclear weapons were taken out of Cuba. In 1972, <sup>about one</sup> hundred nations, including the US and USSR, signed a Biological Weapons Convention.

There are many different problems facing the world today, including environmental threats and the spread of weapons of mass destruction. The government is trying to stop these conflicts

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**Document-Based Essay—Practice Paper – D**

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by making people aware of things like endangered animals and making regulations against certain nuclear chemicals. Everyday citizens can help resolve these problems by being friendly to the environment ~~being~~ having acceptance to people and things of all kinds, so nuclear wars don't start.

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**Practice Paper A—Score Level 3****The response:**

- Develops all aspects of the task with little depth by describing the problems of genocide and threats to the environment and discussing attempts to address and resolve both problems
- Is both descriptive and analytical (*genocide*: has been an issue for decades; there are people who ultimately believe they are superior in one way or another and the only way to stay superior is to take out the opposition; when human rights are denied by genocide, international peace and safety are threatened; slogan of “never again” should be remembered; *threats to the environment*: the environment is fragile and needs to be protected and cared for; in China, sandstorms wipe out many farms that produce the country’s crops and animals; many things are being done to protect the environment); includes faulty and weak application (it took four decades for the international community to take a stand against genocide and prosecute the crime); includes faulty analysis (genocide hurts people and many of them)
- Incorporates some relevant information from documents 2, 3, 4, 5, and 6
- Incorporates limited relevant outside information (*genocide*: most famous act of genocide has to be the Holocaust when six million Jews were murdered by the Nazis; there is the threat that whole groups of people will be eliminated, causing crime to increase and whole religions to be wiped out; *threats to the environment*: population growth is a problem because it causes overcrowding, the need for more cars, and building of more factories where goods are manufactured resulting in air pollution; greenhouse effect is when too much carbon dioxide escapes into the air and builds up in the atmosphere)
- Includes some relevant facts, examples, and details (*genocide*: thousands have died in acts of genocide all over the world in such countries as Cambodia, Rwanda, and Bosnia; the International Criminal Tribunal is trying to justify and protect the human rights of people; *threats to the environment*: Earth’s physical and biological systems are in trouble; global warming is one of the causes of the extinction of animal and plant species; desertification threatens nearly one-quarter of Earth’s land; Convention on International Trade in Endangered Species of Wild Fauna and Flora restricts the trading of animals and plant species; Montreal Protocol is a binding agreement that protects the ozone layer)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a conclusion that is beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 3. Conclusions that are drawn from document information are sophisticated, but lack supporting historical details. Different environmental problems are included but some, such as global warming and air pollution, lack adequate development.

## Practice Paper B—Score Level 4

### The response:

- Develops all aspects of the task by describing the problems of genocide and weapons of mass destruction and discussing attempts to address and resolve the problems
- Is both descriptive and analytical (*genocide*: problem of genocide is most widely known as being embodied in the Holocaust; genocide is a human rights violation where people are killed only for what they believe or who they are; because so many have not been prosecuted, people are still willing to commit this horrible crime; *weapons of mass destruction*: if the world falls to nuclear or biological war, there will be a loss of technology and other advances made by the world so far; nations that hate each other are more likely to use weapons of mass destruction to destroy their enemies; many countries continue to test and build nuclear weapons, and some countries have become new nuclear nations because the nations feel that they need the weapons to be considered powerful; weapons of mass destruction must be dealt with to avoid all-out nuclear war)
- Incorporates relevant information from documents 1, 2, 3, 7, and 8
- Incorporates relevant outside information (*genocide*: leader of the communist group known as the Khmer Rouge wanted to kill anyone who was educated; in Cambodia, more than one-fourth of the people were killed; even after the Khmer Rouge was defeated and the killing stopped, Cambodia still suffered because it did not have an educated class to help in the nation's development; Milosevic in the former Yugoslavia was prosecuted; *weapons of mass destruction*: threat of these weapons is not only loss of life but also nuclear poisoning, which causes cancer and other bodily harm; the world community cannot depend on countries such as India and Pakistan who have already fought several wars not to use weapons of mass destruction)
- Supports the theme with relevant facts, examples, and details (*genocide*: many attempted to have genocide be considered an international crime; cry of the people led to the formation of an international Convention on the Prevention and Punishment of the Crime of Genocide; leaders and those who took part in the crime were prosecuted such as the Nazis in Germany; *weapons of mass destruction*: chemical, biological, and nuclear weapons; today's world sees many new nuclear nations; the world community has attempted to stop the use of powerful weapons with the Geneva Protocol and the Chemical Weapons Convention)
- Demonstrates a logical and clear plan of organization; includes an introduction that defines genocide and states that the Geneva Protocol was an attempt to address weapons of mass destruction and a conclusion that summarizes some attempts the world has made to address these problems

**Conclusion:** Overall, the response fits the criteria for Level 4. Although the statement that public outcry has caused the international community to act against genocide and prosecute leaders of genocide is overstated, the specific example of genocide in Cambodia strengthens the response. The discussion of weapons of mass destruction is sophisticated in the explanation of the reason nations develop them; however, the problems that result from the use of these weapons are listed without any development of the attempts to resolve them.

## Practice Paper C—Score Level 3

### The response:

- Develops all aspects of the task with little depth by describing the problems of genocide and threats to the environment and discussing attempts to address and resolve both problems
- Is both descriptive and analytical (*genocide*: has threatened the lives and values of many, prompting the international community to punish the perpetrators although its reaction was a bit slow; astonishment over the slow response to genocide is understandable because genocide concerns humans; *threats to the environment*: numerous problems plagued Earth’s environment; since humans depend on Earth to live, the numerous environmental problems that arose threatened human lives as well; the Kyoto Protocol restricted actions that threatened the environment); includes faulty and weak application (decades passed after the Holocaust before anything was done and in the meantime other genocides occurred; Red List of endangered species and the first pollution register were published so that people would realize just how many problems Earth has)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates limited relevant outside information (*genocide*: the denial of the right to live threatened the cultural diversity of the world and seemed especially abhorrent to the Western world because it violated constitutional freedoms; the United States Constitution asserted life was a basic right and granted freedom of religion)
- Includes relevant facts, examples, and details (*genocide*: International Convention on the Prevention and Punishment of the Crime of Genocide defines genocide to be an attempt to eliminate an ethnic, racial, or religious group; many groups were targeted with genocide, including Jews, Kurds, and Armenians; it was proposed that the international community draw up plans against genocide so that there would be legal grounds for punishing the nations that committed genocide; sanctions were imposed on violator nations and sometimes military interventions were necessary; the United Nations set up international courts to punish those who committed genocide; *threats to the environment*: global warming contributed to the extinction or endangerment of many plant and animal species; desertification in China threatened to bury large portions of its infrastructure; arable land and transportation systems, such as railroads, would be lost; China built green buffers; many negotiations and agreements were developed in the past few decades)
- Demonstrates a satisfactory plan of organization; includes an introduction indicating that these problems show a lack of respect for living things and a brief conclusion mentioning the inadequate reaction of the international community

**Conclusion:** Overall, the response fits the criteria for Level 3. Although most of the discussion of environmental problems depends on document information, the United States reaction to genocide as a violation of constitutional freedoms provides a good context for that discussion. The response states that both genocide and environmental issues indicate a lack of respect for life; however, the lack of development of this premise diminishes the response’s effectiveness.

## Practice Paper D—Score Level 2

### The response:

- Minimally develops all aspects of the task by describing the problems of threats to the environment and weapons of mass destruction and discussing attempts to address and resolve both problems
- Is primarily descriptive (*threats to the environment*: problems concerning the environment need to be taken care of; trying to solve the problems with the environment will make the world a better place; *weapons of mass destruction*: nuclear weapons are so powerful that they could destroy the entire planet and civilization would start from the beginning all over again)
- Consists primarily of relevant information copied from documents 4, 6, 7, 8, and 9
- Presents little relevant outside information (*weapons of mass destruction*: USSR testing its first nuclear weapon started an arms race between the United States and the USSR; in 1962, the USSR put missiles in Cuba pointing towards the United States)
- Includes some relevant facts, examples, and details (*threats to the environment*: threats include global warming, fresh water shortages, and extinction of plants and animals; it is predicted that a quarter of all species of plants and animals could be pushed to extinction by 2050 as a consequence of global warming alone; in 1994, the World Conservation Union published a revised Red List of endangered and threatened species; in 1997, Kyoto Protocol negotiated an agreement of obligations to reduce greenhouse gases in the atmosphere; *weapons of mass destruction*: in 1945, the United States dropped the first atomic bombs on Hiroshima and Nagasaki; Pakistan and India have pointed nuclear weapons at each other; the United States and its allies are improving the security of highly enriched uranium; highly enriched uranium is easily accessible worldwide, mainly in Russia; the United States and its allies established programs to bolster security measures, convert reactors to use low-enriched uranium, and retrieve highly enriched uranium from research-reactor sites around the world; a Biological Weapons Convention was signed in 1972); includes a minor inaccuracy (nuclear chemicals)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a conclusion that summarizes the attempts to solve the problems

**Conclusion:** Overall, the response fits the criteria for Level 2. Direct quotations and a literal explanation of that information provide the structure for the response. The selective nature of the quotations demonstrates an understanding of the task.

# Global History and Geography Specifications Grid

## June 2008

### Part I Multiple Choice Questions by Standard

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

### Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Belief Systems	Standard 2: World History
Document-based Essay	Human Rights; Environment and Society; Science and Technology; Power; Conflict	Standards 2, 3, 4, and 5: World History; Geography; Economics; Civics, Citizenship, and Government

**The *Chart for Determining the Final Examination Score for the June 2008 Regents Examination in Global History and Geography* will be posted on the Department's web site <http://www.emsc.nysed.gov/osa/> on the day of the examination. Conversion charts provided for the previous administrations of the Global History and Geography examination must NOT be used to determine students' final scores for this administration.**

### **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.emsc.nysed.gov/osa/exameval>.
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.