

GLOBAL HISTORY AND GEOGRAPHY REGENTS EXAMINATION

TEST SAMPLER DRAFT

SPRING 1999

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Office of Curriculum, Instruction, and Assessment
Albany, New York 12234

June 1999

Dear Colleagues:

Following four years of planning, piloting, and scoring different types of questions, we present this Global History and Geography Test Sampler Draft. These test questions will measure student progress toward achieving the State's learning standards in social studies. The State Education Department, in partnership with a consortium of school districts and with consultants from the Educational Testing Service, have joined social studies teachers and supervisors, administrators, parents, and members of the community to assist in the development process in a variety of ways. Teachers have developed and reviewed the test items and scoring rubrics, pretested items with their students, and selected and annotated the samples of student work included in this test sampler. Teachers and supervisors will continue to develop and pretest different types of multiple-choice questions, thematic and document-based essay questions for future Global History and Geography Regents examinations.

This test sampler is being distributed to each middle and high school, with the request to make additional copies available to all social studies teachers. The test sampler provides examples of the types of questions, formats, and scoring rubrics that are being developed for the Global History and Geography Regents examination that will be administered for the first time in June 2000. We expect that further refinements of the question formats and rubrics will occur as a result of pretests that were conducted this spring.

We are interested in receiving your feedback on these preliminary materials. A comment sheet is included on the inside back cover of the test sampler so that you may forward your responses to us. The comment sheet may be faxed to (518) 474-4884 or mailed to the address listed below:

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Sincerely,

Roseanne DeFabio

Acknowledgments

The New York State Education Department acknowledges the significant contributions made by teachers, supervisors, and other educators who contributed to the development of this Global History and Geography Regents Examination Test Sampler. These contributions include the development and shaping of the Global History and Geography core curriculum, the development of the components of the new Regents examination, the Global History and Geography Regents test specifications grid, the development of test items, and the formation of Global History and Geography field tests.

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Introduction

The new Global History and Geography Regents examination has been developed to reflect the content and intellectual skills described in the five social studies standards. This new assessment will provide students with multiple opportunities to demonstrate what they know and are able to do in a purposeful manner.

Items for the new Global History and Geography Regents examination were developed and piloted by a consortium of teachers, school districts, State Education Department staff, and consultants of the Educational Testing Service. Students will be required to answer all of the questions. Unlike the current social studies Regents examinations, there will be no choice in the essay sections. Each examination will include:

Components and Weighting of the Global History and Geography Regents Examination

ITEM TYPE	NUMBER OF ITEMS	PERCENT OF THE TEST
Multiple-choice items	50	55%
Thematic essay	1	15%
Document-based essay question	1	15% - scaffolded questions 15% - analytic essay TOTAL = 30%

The new Global History and Geography Regents Specifications Grid (see Appendix) indicates the range of specific multiple-choice items from each historical era and social studies standard that can be included. Teachers should review the global history and geography section of the *Social Studies Resource Guide with Core Curriculum* for further detail of what might be asked on future Regents examinations. They should pay close attention to the content column. The multiple-choice items are designed to assess students' understanding of content and their ability to apply this content understanding to the interpretation and analysis of graphs, cartoons, maps, charts, and diagrams.

The social studies intellectual skills are taken from the commencement level performance indicators found in the *Learning Standards for Social Studies*. Students will apply these skills in the thematic essay and document-based essay question included on the Global History and Geography Regents examination. Thematic essays require students to write in depth about one of the themes identified in the global history and geography section of the *Social Studies Resource Guide with Core Curriculum*. In the thematic essay, students are asked to compare and contrast events, analyze issues, or evaluate solutions to problems in a comprehensive and cohesive essay that includes a clearly articulated introduction statement and a logically drawn conclusion. Document-based questions require students to identify and explore multiple perspectives on events or issues by examining, analyzing, and evaluating textual and visual primary and secondary documents.

The Global History and Geography Regents examination will be completed in one three-hour session. The first administration is scheduled for June 2000. Each year this examination will be offered in January, June, and August.

Thematic essays, the scaffolding portion of the document-based question, and the analytic document-based essay will be scored holistically using clearly defined criteria described in the scoring rubrics. Tests will be scored by trained teachers in their districts, following guidelines designed to produce reliable scores.

The passing score will be based on the student's average on the entire test and will be established by a standard-setting process using student responses from the spring field tests. The test will be scaled based on the standard-setting process.

Test modifications will be consistently provided to students with disabilities when it is determined that such accommodations are necessary. Such modifications must be documented in either an Individualized Education Plan (IEP) or in a Section 504 Accommodation Plan. Modifications are being redrawn to reflect the requirements of the new assessments. The revised State assessments are being developed by both special and general educators to ensure they are appropriate for students with disabilities.

The tasks in the Sampler may be administered in the classroom to help teachers plan for instruction. Sometime before taking the sample test, students should be introduced to the test format and scoring guides. Although complete training sets of papers are not yet available to guide the scoring, teachers are encouraged to use the scoring rubrics and sample papers in this document for practice in scoring student papers.

In considering implications of the results for curricular planning, teachers may want to ask the following questions:

- On which components did students seem to be most successful? least successful?
- To what extent did students follow the guidelines included with each question type?
- To what extent did students use the scaffolded portion of the document-based question to properly respond to the larger question presented in the document-based essay?
- What learning experiences do students need to perform well on each question?
- What opportunities do K-12 students have to engage in a social studies instructional program that includes writing in the content area, using documents of all kinds, and engaging in activities requiring higher-order thinking skills?

Teachers who have participated in social studies scoring sessions maintain that teachers make a tremendous difference in how well their students score on the new social studies assessments. Students need multiple opportunities to write thematic essays and answer document-based questions. Test-taking strategies can be taught; students who have been trained in these skills are likely to score better.

PART I: MULTIPLE CHOICE

Directions (1-50):

For each statement or question, write on the separate answer sheet the number of the word or expression that, of those given, best completes the statement or answers the question.

- 1 What would most likely be included in a description of an area's physical geography?
 - 1 customs and traditions
 - 2 distribution of goods and services
 - 3 systems of government
 - 4 landforms of continents and currents of oceans

- 2 An aspect of a society that an economist would study in depth would be the
 - 1 development of self-image and causes of mental illness
 - 2 problem of scarcity of resources
 - 3 origins of religion, legends, and festivals
 - 4 migratory patterns of animals

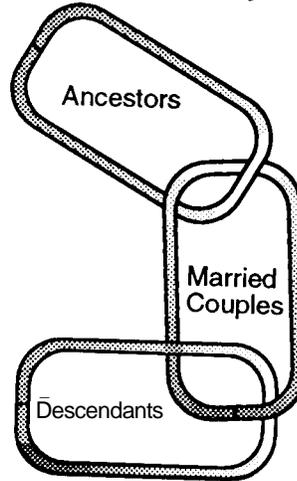
- 3 Which development was a direct result of the Neolithic Revolution?
 - 1 Machines were used to mass-produce goods for markets.
 - 2 The centers of trade moved from the Mediterranean Sea to the Atlantic Ocean.
 - 3 A surplus of food led to more complex societies.
 - 4 Feudal manors provided the necessities of life.

- 4 One similarity in the Mesopotamian, Egyptian, ancient Indian (Harappan), and ancient Chinese civilizations was that they each developed
 - 1 democratic governments
 - 2 monotheistic religions
 - 3 irrigation systems
 - 4 industrialized economies

- 5 Hammurabi's Code, the Twelve Tables, and the Justinian Code are examples of early developments in the area of
 - 1 literature
 - 2 law
 - 3 engineering
 - 4 medicine

6 According to Confucius, which factor linked the three groups represented by the chain shown in the illustration below?

Chain of Humanity



- 1 the need for education
- 2 legalistic principles
- 3 the Four Noble Truths
- 4 filial piety

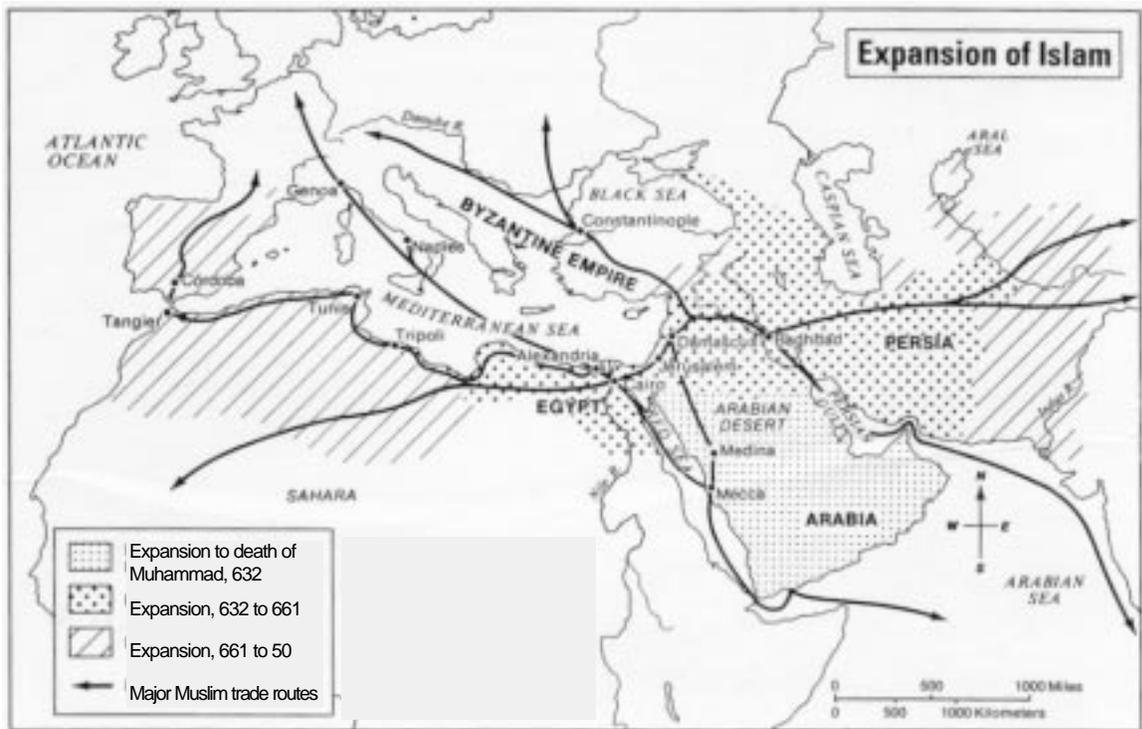
7 The Silk Road was important to China because it provided

- 1 contact with other cultures through trade
- 2 a means of administering civil service examinations
- 3 a military route for the defense of the northern border
- 4 a means for the country to expand its borders

8 In Western Europe, which development caused the other three?

- 1 decline of trade
- 2 fall of Rome
- 3 breakdown of central government
- 4 rise in the power of the Roman Catholic Church

Base your answer to question 9 on the map below and on your knowledge of global history.



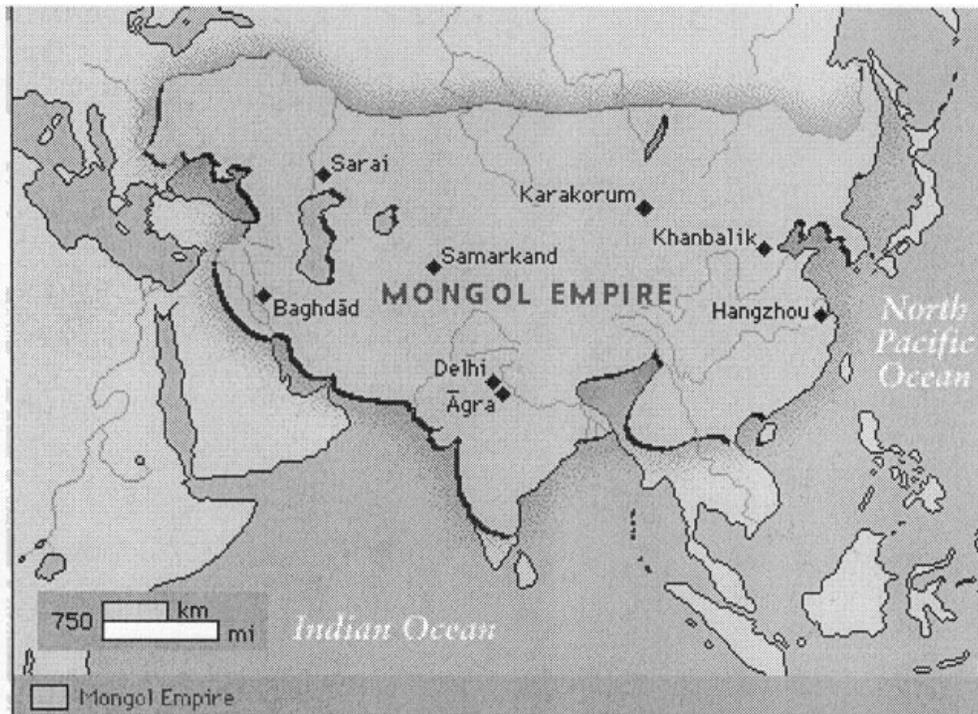
9 The most valid conclusion that can be drawn about the spread of Islam during the time period illustrated is that Islam

- 1 was limited to the areas east and south of the Mediterranean Sea
- 2 became the major religion in the Byzantine Empire
- 3 spread along Muslim trade routes
- 4 was widely accepted outside Arabia during Muhammad's lifetime

10 Which statement expresses a direct result of the Crusades?

- 1 The volume of trade decreased as the manors became self-sufficient.
- 2 Christians gained permanent control of the Holy Land.
- 3 The power of European nations declined because of a lack of interest in world affairs.
- 4 Contact with the Muslim and Byzantine worlds brought new ideas to Western Europe.

11 The outlined area on the map below shows the Mongol Empire in 1290.



In addition to China, which modern-day nations were ruled by the Mongols?

- | | | | |
|---|-----------------|---|--------------------------|
| 1 | Russia and Iraq | 3 | Iran and Thailand |
| 2 | Japan and Tibet | 4 | Saudi Arabia and Georgia |

Base your answer to question 12 on the map below and on your knowledge of global history.



12 What conclusion about the effects of the Black Death can be drawn from this map?

- 1 It did not spread beyond Europe.
- 2 It was most severe in Europe, but was also found in North Africa and Asia.
- 3 It affected only crowded, urban areas.
- 4 It spread rapidly throughout the Russian states.

13 An important characteristic of Renaissance humanists was their emphasis on

- 1 accepting ideas based on Confucian thought
- 2 the teachings of the Roman Catholic Church
- 3 magic and alchemy
- 4 classical Roman and Greek writings

14 An immediate result of the Protestant Reformation was the

- 1 end of religious unity in Europe
- 2 translation of the Koran (Qur'an)
- 3 increase in power of the Roman Catholic Church
- 4 destruction of the increasing power of monarchs

15 One similarity between the Tokugawa Shogunate in Japan and the system of feudalism in medieval Europe is that both included

- 1 separation of church and state
- 2 decentralized government
- 3 rule by consent of the governed
- 4 opportunities for social mobility

16 "They [Zheng He and his men] were directed to ... open trade contacts.... The densely populated regions of southern China were experiencing repeated epidemics ... and the herbs believed to be effective in controlling them had become impossible to obtain because of the earlier ban on foreign trade."

The issue under discussion in this passage is

- 1 urbanization
- 2 interdependence
- 3 revolution
- 4 immigration

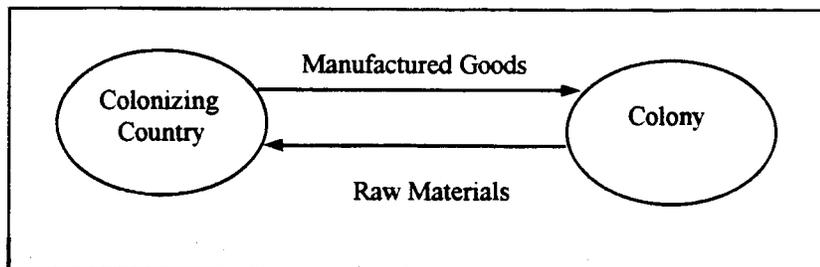
17 Which statement about the Aztec and Incan civilizations is a fact rather than an opinion?

- 1 The Incas had a culture that was superior to the Aztec culture.
- 2 Incan temples and Aztec calendars are the best examples of advanced science and technology.
- 3 Religion, art, and science were better in Aztec and Incan cities than they were in European cities.
- 4 Both the Incas and the Aztecs had large urban areas with governmental and religious buildings.

18 Unlike Louis XIV of France, Akbar, the Mughal ruler of India, strengthened his control of his state by

- 1 banning Islamic practices
- 2 openly converting to the state religion
- 3 promoting religious tolerance
- 4 persecuting Jesuit missionaries

19 Which economic system is shown in this diagram?



- 1 socialism
- 2 manorialism
- 3 laissez-faire capitalism
- 4 mercantilism

20 Which outcome was a direct result of the social structure established during European colonization of Latin America?

- 1 inequalities of income and power
- 2 communist governments were formed in most countries
- 3 a small but powerful middle class that owned the land and businesses
- 4 family structure of native peoples was destroyed

21 One similarity between the European concept of divine right and the Chinese concept of Mandate of Heaven is the idea that a leader's power

- 1 can be challenged by his subjects
- 2 comes from a higher power than the ruler himself
- 3 is an inherited right that cannot be taken away
- 4 should be limited

- 22 What was a belief of many writers of the Enlightenment?
- 1 The wealthy class should govern society.
 - 2 People are basically evil.
 - 3 Kings are responsible only to God.
 - 4 Ideas can be proven by reason.
- 23 How did the French Revolution affect the Latin American independence movements?
- 1 It encouraged the British to meet the demands of the people.
 - 2 It promoted regional cooperation to solve economic problems.
 - 3 It provided ideas for making political changes.
 - 4 It was a model for peaceful solutions to political conflicts.
- 24 Which development caused the other three?
- | | |
|--------------------------------------|------------------------------------------------|
| 1 introduction of the factory system | 3 increased productivity of industrial workers |
| 2 increased urbanization | 4 unsafe working conditions |
- 25 According to Karl Marx, the course of history is determined by
- | | |
|---------------------------|---------------------------|
| 1 religious wars | 3 economic class struggle |
| 2 nationalistic uprisings | 4 political domination |
- 26 Which statement is true about the influence of geography on Japan?
- 1 Extensive flat, fertile plains have enabled Japan to export rice.
 - 2 Rich deposits of oil have made Japan a leader in the Organization of Petroleum Exporting Countries (OPEC).
 - 3 Japan's location near India has allowed for much cultural diffusion.
 - 4 Scarcity of natural resources has resulted in Japan's becoming an importer of raw materials.
- 27 What was an important development during the Meiji Period in Japan?
- 1 Christian missionaries were banned.
 - 2 Direct democracy was instituted.
 - 3 Japan adapted Western models of industrialization.
 - 4 Shoguns increased their power.
- 28 Which situation led to the defeat of China in the Opium War (1839-1842)?
- 1 a civil war on the Sino-Tibetan border
 - 2 the technological advantages of the European powers
 - 3 a famine that weakened the Chinese military
 - 4 the lack of support for the Manchu government from Chinese scholars
- 29 A common goal of the Salt March in India, the Boxer Rebellion in China, and the Zulu resistance in southern Africa was to
- 1 overthrow totalitarian leaders
 - 2 force upper classes to carry out land reform programs
 - 3 remove foreign powers
 - 4 establish Communist parties to lead the governments

30 The technology developed during World War I resulted in

- 1 smaller nations becoming part of larger empires after the war
- 2 a smaller number of refugees during the war
- 3 increased military casualties in battles fought during the war
- 4 a slowdown in transportation improvements after the war

31 One significant change that Kemal Atatürk introduced in Turkey was

- 1 replacing secular schools with traditional Islamic schools
- 2 giving women many political and legal rights
- 3 uniting the Islamic and Armenian populations
- 4 replacing European law with Islamic law

32 "Beginning in 1929, the value of Chile's exports fell by 80%, and the value of exports from other Latin American countries fell by at least 50%."

This change in the economy of Latin America was the result of

- 1 crop failures and other natural disasters
- 2 revolutions and class conflict
- 3 labor unrest in factories and mines
- 4 the worldwide economic depression

33 Which economic program is associated with Joseph Stalin?

- | | |
|----------------------|-----------------------|
| 1 Five Year plan | 3 Four Modernizations |
| 2 Great Leap Forward | 4 perestroika |

34 "But this trial has shown that under the stress of a national crisis, ordinary men—even able and extraordinary men—can delude [fool] themselves into the commission of crimes and atrocities so vast and heinous [terrible] that they beggar [shock] the imagination."

Judgment at Nuremberg

This quotation is referring to the

- 1 dropping of the atomic bomb on Hiroshima
- 2 actions taken against Jews and others in the Holocaust
- 3 Allied bombing of German cities during World War II
- 4 German invasion of Poland

35 The purpose of the Truman Doctrine and the North Atlantic Treaty Organization (NATO) was to provide

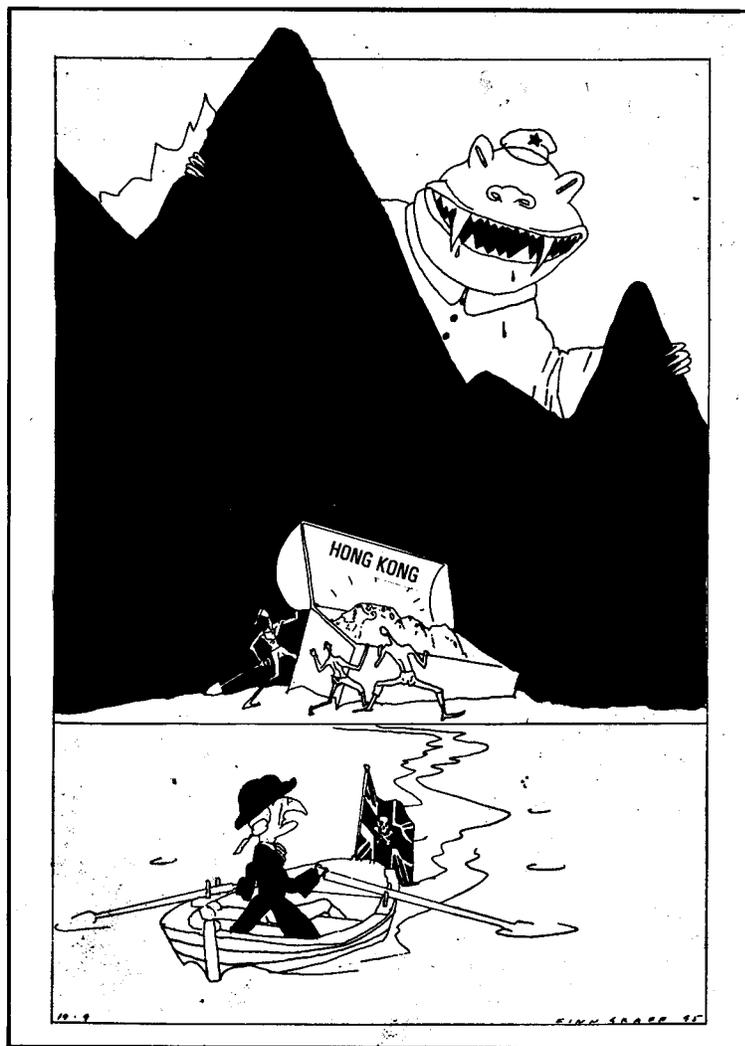
- 1 economic and military support to European nations to stop the spread of communism
- 2 military troops to end ethnic warfare in the former Yugoslavia
- 3 humanitarian aid to starving people in Ethiopia and Sudan
- 4 the rights of freedom of speech and the press to Greek and Turkish citizens

36 What was one reason for the victory of the Communists over the Nationalists in China in 1949?

- 1 The Nationalists received no foreign aid.
- 2 The Communists promised land reform to the peasants.
- 3 Mao Zedong was an imperialistic leader.
- 4 Japan gave military support to the Communists.

- 37 Which statement best expresses the key issue in the continuing dispute between Israelis and Arabs?
- 1 Both sides have historic claims to the same land.
 - 2 Other religious groups continue to claim rights to historic sites.
 - 3 Israel has been denied access to water rights.
 - 4 Control of oil resources in the area is essential to both groups.
- 38 Which phrase best describes the conditions of the territories of both the former Soviet Union and the former Yugoslavia in the late 1980s and the 1990s?
- 1 great economic growth and productivity
 - 2 ethnic unrest caused by a quest for self-determination
 - 3 golden age of cultural development
 - 4 peace and stable political progress
- 39 Which statement best expresses the change in economic policy between Deng Xiaoping and Mao Zedong?
- 1 A more favorable attitude toward a market economy existed under Deng Xiaoping than under Mao Zedong.
 - 2 Deng Xiaoping and Mao Zedong rejected Western capitalism.
 - 3 Both Deng Xiaoping and Mao Zedong encouraged peaceful protest.
 - 4 Deng Xiaoping wanted greater government control of the economy than Mao Zedong did.
- 40 Which factor has weakened the caste system in India?
- 1 increased urbanization
 - 2 immigration of Americans
 - 3 increased migration to rural areas
 - 4 increased power of Islam
- 41 "We advocate a government based on legal principles established in the Koran (Qur'an)."
- Which political event would most likely be associated with this statement?
- 1 Chinese Communist Revolution of 1949
 - 2 overthrow of the Shah of Iran in 1979
 - 3 unification of Germany in 1990
 - 4 election of Nelson Mandela as President of South Africa in 1994

Base your answers to questions 42 and 43 on the cartoon below and on your knowledge of global history.



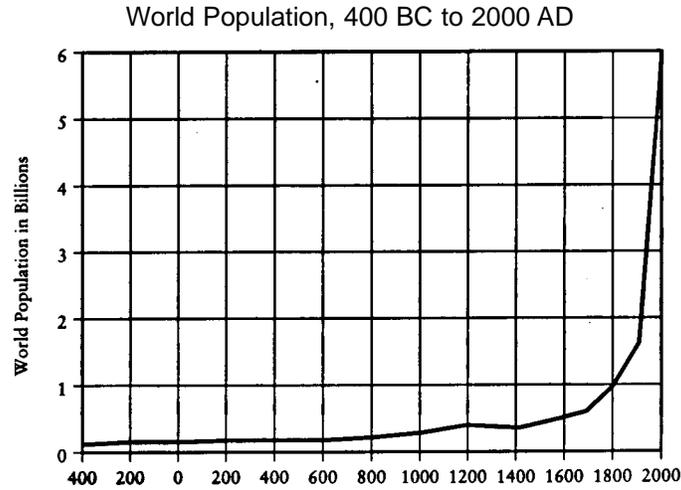
42 The treasure chest in the cartoon probably symbolizes the

- 1 undeveloped status of Hong Kong's economy
- 2 central role of Hong Kong in international commerce and trade
- 3 past success of the communist economy in Hong Kong
- 4 economic wealth of China

43 The historical event that this cartoon refers to is the

- 1 loss of Hong Kong to Great Britain after the Opium War of 1842
- 2 revolt against foreigners in China during the Boxer Rebellion of 1900
- 3 invasion of China by Japanese forces during World War II
- 4 transfer of Hong Kong from British to Chinese authorities in 1997

Base your answer to question 44 on the graph below and on your knowledge of global history.



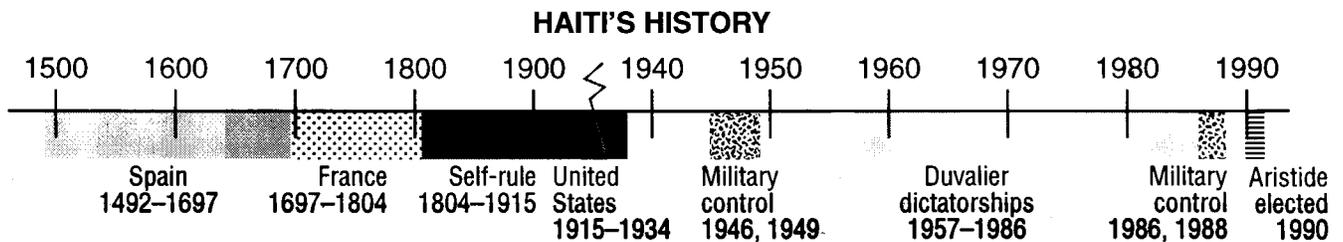
44 Which conclusion about the world's population can be drawn from the information provided by this graph?

- 1 It has increased steadily since 400 BC.
- 2 It has increased sharply between 1200 AD and 1400 AD.
- 3 It grew slowly until about 1700 AD and then increased rapidly.
- 4 It will decrease rapidly after 2000 AD.

45 Which factors contribute to the destruction of the Brazilian rain forest?

- 1 poverty, abuse of natural resources, and a large national debt
- 2 drug traffic, tourists, and local trade
- 3 lack of technology, climatic patterns, and international pressures
- 4 regional cooperation, environmentalists, and political corruption

Base your answer to question 46 on the timeline below and on your knowledge of global history.



46 According to the timeline, which period of Haiti's history had the greatest European influence?

- 1 1492-1804
- 2 1805-1914
- 3 1915-1934
- 4 1950-1986

47 The Tang Dynasty in China, the Gupta Empire in India, and the city-state of Athens in Greece during their golden ages were known as eras of

- | | |
|--------------------------------|-------------------------------------------|
| 1 major industrial development | 3 economic poverty and political upheaval |
| 2 intense nationalism | 4 artistic and intellectual achievement |

48 The intent of both the Russian czarist policy of Russification and the adoption of English as the national language in India was to

- 1 defeat foreign invaders
- 2 promote unity within diverse societies
- 3 strengthen the authority of divine right rulers
- 4 bring an end to feudalism

- 49
- Unification of German States (1865-1871)
 - Establishment of Indian National Congress Party (1885)
 - Chinese Revolution (1911)
 - Mexico's seizure of foreign-owned industries (1930's)

These events illustrate the desire of various nations to

- | | |
|------------------------------------|-------------------------------------------|
| 1 control people of other cultures | 3 strengthen national pride and self-rule |
| 2 economically isolate a country | 4 industrialize an agricultural country |

50 Which basic belief characterized the totalitarian governments of Benito Mussolini and Saddam Hussein?

- 1 Nations must have written constitutions and free elections.
- 2 All religions are accepted.
- 3 The needs of the state are more important than individual rights.
- 4 Representatives of the people make the laws.

PART II: THEMATIC ESSAY SCORING RUBRIC

5

- Shows a thorough understanding of the theme
- Addresses all aspects of the task
- Shows an ability to analyze, evaluate, compare, and/or contrast issues and events
- Richly supports essay with relevant facts, examples, and details
- Writes a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Includes a strong introduction and conclusion

4

- Shows a good understanding of the theme
- Addresses all aspects of the task
- Shows an ability to analyze, evaluate, compare, and/or contrast issues and events
- Includes relevant facts, examples, and details, but may not support all aspects of the task evenly
- Writes a well-developed essay, demonstrating a logical and clear plan of organization
- Includes a good introduction and conclusion

3

- Presents a satisfactory understanding of the theme
- Addresses most aspects of the task or addresses all aspects in a limited way
- Shows an ability to analyze or evaluate issues and events, but not in any depth
- Writes a satisfactorily developed essay, demonstrating a general plan of organization
- Uses some facts, examples, and details
- Restates the theme in the introduction and concludes with a simple restatement of the theme

2

- Attempts to address the theme, but uses vague and/or inaccurate information
- Develops a faulty analysis or evaluation of theme
- Writes a poorly organized essay lacking focus; uses few facts, examples, and details; and includes information that contains inaccuracies
- Has vague or missing introduction and/or conclusion

1

- Shows limited understanding of the theme; omits concrete examples; uses weak details or none at all
- Lacks an analysis or evaluation of the issues and events beyond stating vague and/or inaccurate facts
- Attempts to complete the task, but demonstrates a major weakness in organization
- Uses little or no accurate or relevant facts, details, or examples
- Has vague or missing introduction and/or conclusion

0

- Fails to address the theme
- Is illegible
- Blank paper

PART II: THEMATIC ESSAY

Directions: Write a well-organized essay that includes an introduction, several paragraphs explaining your position, and a conclusion.

Theme: Belief Systems

At various times in global history, members of different religions have acted to bring people together. Members of these same religions have also acted to divide people and have caused conflict.

Task:

Choose *two* religions from your study of global history and geography.

For *each* religion:

- Describe *two* basic beliefs of the religion
- Explain how members of the religion, at a specific time and place, acted either to unify society or to cause conflict in society

You may use any example from your study of global history and geography. Some suggestions you might wish to consider include: Judaism in the Middle East, Roman Catholicism in Latin America, Hinduism in India, Islam in Iran, Protestant Reformation and the Counter Reformation in Europe, animism in Africa, Shintoism in Japan, and Buddhism in Southeast Asia.

You are *not* limited to these suggestions.

PART III: DOCUMENT-BASED QUESTION SCORING RUBRIC

5

- Thoroughly addresses all aspects of the task by accurately analyzing and interpreting most of the documents
- Incorporates relevant outside information
- Richly supports essay with relevant facts, examples, and details
- Writes a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Uses information from the documents in the body of the essay, but does not copy document
- Includes a strong introduction and conclusion

4

- Addresses all aspects of the task by accurately analyzing and interpreting most of the documents
- Incorporates relevant outside information
- Includes relevant facts, examples, and details, but discussion may be more descriptive than analytical
- Writes a well-developed essay, demonstrating a logical and clear plan of organization
- Includes a good introduction and conclusion

3

- Addresses most aspects of the task or addresses all aspects in a limited way; uses some of the documents
- Incorporates limited or no relevant outside information
- Uses some facts, examples, and details, but discussion is more descriptive than analytical
- Writes a satisfactorily developed essay, demonstrating a general plan of organization
- Restates the theme in the introduction and concludes with a simple restatement of the theme

2

- Attempts to address some aspects of the task, making limited use of the documents
- No relevant outside information
- Presents few facts, examples, and details; simply restates contents of the documents
- Writes a poorly organized essay, lacking focus
- Has vague or missing introduction and/or conclusion

1

- Shows limited understanding of the task with vague, unclear references to the documents
- Presents no relevant outside information
- Attempts to complete the task, but essay demonstrates a major weakness in organization
- Uses little or no accurate or relevant facts, details, or examples
- Has vague or missing introduction and/or conclusion

0

- Fails to address the task
- Is illegible
- Blank paper

PART III: DOCUMENT-BASED ESSAY

This task is based on the accompanying documents (1-6). Some of these documents have been edited for the purposes of this task. This task is designed to test your ability to work with historical documents. As you analyze the documents, take into account both the source of each document and the author's point of view.

Directions: Read the documents in Part A and answer the questions after each document. Then read the directions for Part B and write your essay.

Historical Context:

Throughout history, societies have held different viewpoints on governmental decision making and the roles of citizens in this decision-making process. The decision-making process can range from absolute control to democracy.

Task:

Using information from the documents and your knowledge of global history and geography, write an essay in which you

- Compare and contrast the different viewpoints societies have held about the process of governmental decision making and about the role of citizens in the political decision-making process.
- Discuss the advantages and disadvantages of a political system that is under absolute control or is a democracy.

NOTE: The scoring rubric for this essay appears opposite.

Part A Short Answer

Directions:

- Analyze the documents and answer the questions that follow each document in the space provided.

Document 1

The Wise Man's policy, accordingly,
Will be to empty people's hearts and minds,
To fill their bellies, weaken their ambition,
Give them sturdy frames and always so,
To keep them uninformed, without desire,
And knowing ones not venturing to act.

Be still while you work
And keep full control
Over all.

—Lao Tzu (6th century BC)

- 1 What role does the citizen play in this political system?

Document 2

"We are a democracy because the power to make the laws is given to the many rather than the few. But while the law gives equal justice to everyone, it has not failed to reward excellence. While every citizen has an equal opportunity to serve the public, we reward our most distinguished [best] citizens by asking them to make our political decisions. Nor do we discriminate against the poor. A man may serve his country no matter how low his position on the social scale.

An Athenian citizen does not put his private affairs before the affairs of the state; even our merchants and businessmen know something about politics. We alone believe that a man who takes no interest in public affairs is more than harmless—he is useless."

—"Pericles' Funeral Oration"
Athens, 5th century BC

2 According to Pericles, what is a responsibility of a citizen in a democracy?

Document 3

"...Whereas ... King James II, ... did attempt to undermine ... the laws and liberties of this kingdom...

Therefore, the Parliament declares:

1. That the King's supposed power of suspending laws without the consent of Parliament is illegal.

4. That the levying of taxes for the use of the king without the consent of Parliament is illegal.

8. That the king should not interfere with the election of members of Parliament.

13. And that to redress grievances and amend, strengthen, and preserve the laws, Parliament ought to be held [meet] frequently."

—The English Bill of Rights, 1689

3 How did the English Bill of Rights change governmental decision making?

Document 4



4 Based on this cartoon, who controlled the government of France from the mid-1600s to the early 1700s?

Document 5

After Socialism, Fascism combats the whole complex system of democratic ideology [theory], and repudiates [denies] it, whether in its theoretical premises [basis] or in its practical application. Fascism denies that the majority, by the simple fact that it is a majority, can direct human society; it denies that numbers alone can govern by means of a periodical consultation [elections], and it affirms the . . . beneficial, and fruitful [useful] inequality of mankind, which can never be permanently leveled through . . . universal suffrage.

—Benito Mussolini, 1932

5 What was the basis of Mussolini's argument against democracy?

Document 6

"We the Japanese people, acting through our duly elected representatives in the National Diet [legislature], resolve that never again shall we be visited with the horrors of war through the action of government, do proclaim that sovereign power resides with the people and do firmly establish this Constitution. Government is a sacred trust of the people, the authority for which is derived from the people, the powers of which are exercised by the representatives of the people, and the benefits of which are enjoyed by the people. This is a universal principle of mankind upon which this Constitution is founded. We reject and revoke all constitutions, laws, ordinances, and rescripts in conflict herewith."

—The Japanese Constitution of 1947

6 Which universal principle is the basis for the Japanese Constitution?

GO ON TO PART B

Part B Essay

Directions:

- Write a well-organized essay that includes an introduction, several paragraphs, and a conclusion.
- Use evidence from the documents to support your response.
- Do not simply repeat the contents of the documents.
- Include specific related outside information.

Historical Context:

Throughout history, societies have held different viewpoints on governmental decision making and the role of citizens in this decision-making process. The decision-making process can range from absolute control to democracy.

Task:

Using information from the documents and your knowledge of global history and geography, write an essay in which you

- Compare and contrast the different viewpoints societies have held about the process of governmental decision making and about the role of citizens in the political decision-making process.
- Discuss the advantages and disadvantages of a political system that is under the absolute control of a single individual or a few individuals, or a political system that is a democracy.

Be sure to include specific historical details. You must also include additional information from your knowledge of global history and geography.

Scoring Guide

In the student booklet following the essay questions are generic rubrics. These rubrics were used to develop the specific rubrics that are given for each essay question. The specific rubric for each item should be the first one used by teachers scoring student work. The specific rubric takes precedence over the generic rubric. The essays and short answer questions to the documents have different criteria and are scored independently. Each part is rated holistically using the criteria from the specific rubric. Keeping the criteria in mind, make a single judgment about the overall quality of the student's response.

A set of student responses is provided for each open-ended question. You may notice that some of the student responses include misspelled words or incorrect grammar and yet are still considered top student responses because criteria of the specific rubric were met.

Part I
Global History and Geography Sampler
Key

Multiple-Choice Items Identified by
Unit (Roman Numeral) and Standard (Arabic Number)

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

Part II Thematic Essay Specific Rubric

5

- Shows an understanding of belief systems
- Discusses all aspects of the task evenly and in depth
- Shows an ability to analyze issues and events
- Writes a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Summarizes key arguments and points made in the essay incorporating accurate facts, examples, and specific historical details
- Includes a strong introduction and conclusion

4

- Addresses all aspects of the task but may do so somewhat unevenly
- Analyzes issues and events
- Writes a well-developed essay that demonstrates a logical and clear plan of organization
- Incorporates accurate facts, examples, and specific historical details but may be somewhat uneven in treatment
- Includes an introduction and conclusion

3

- May make only vague reference to time and place
- Addresses most aspects of the task or addresses all aspects in a limited way
- May contain minimal factual errors
- Analyzes issues and events but not in any depth
- Writes a satisfactorily developed essay, demonstrating a general plan of organization
- Includes an introduction and/or conclusion

2

- Attempts to address the theme, but uses vague and/or inaccurate information
- Fails to address all aspects of the task
- Weak or no reference to time and place
- Develops faulty analysis of belief systems
- May contain some inaccurate information
- Narrative goes off on tangents; essay lacks focus
- Has vague or missing introduction and/or conclusion

1

- Shows limited understanding of belief systems; omits concrete examples
- Details are weak or nonexistent
- Fails to address all aspects of task
- Supportive factual information is weak or nonexistent
- Lacks analysis
- Has vague or missing introduction or conclusion

0

- Fails to address the theme
- Includes so many indecipherable words that no sense can be made of the response
- Blank paper

PART II: THEMATIC ESSAY

Directions: Write a well-organized essay that includes an introduction, several paragraphs explaining your position, and a conclusion.

Theme: Belief Systems

At various times in global history, members of different religions have acted to bring people together. Members of these same religions have also acted to divide people and have caused conflict.

Task:

Choose *two* religions from your study of global history and geography.

For *each* religion:

- Describe *two* basic beliefs of the religion
- Explain how members of the religion, at a specific time and place, acted either to unify society or to cause conflict in society

You may use any example from your study of global history and geography. Some suggestions you might wish to consider include: Judaism in the Middle East, Roman Catholicism in Latin America, Hinduism in India, Islam in Iran, Protestant Reformation and the Counter Reformation in Europe, animism in Africa, Shintoism in Japan, and Buddhism in Southeast Asia.

You are *not* limited to these suggestions.

Religion is perhaps the strongest force in society. At many times in history a people's religion has divided a nation, however religion has also unified people to a common goal. This theme is displayed in Catholicism during the Crusades and Judaism in WWII.

Catholicism is a religion that was widespread in Europe during the Middle Ages before the Reformation. It consisted of a belief in one God who is three beings: the father, the son and the Holy Spirit, the Catholics ^{who} follow the teachings of the Bible. During the Crusades the Holy Land of the Catholics was threatened by the Turks occupation. The pope at the time, Pope Urban II, rallied the Catholics at Clermont. He called for all Catholics to

band together and regain their holy land. The crowd heard this word and responded "God wills it!" The Crusades were originally a time of intense religious loyalty. Fueled by speeches from Urban and others like Peter the Hermit, common people dropped everything to fight for God. Everyone was involved, even children. Two children's Crusades were launched, both were unsuccessful. However, the fact that school age children cared enough about God and were so proud that they would sacrifice their lives to protect what God labeled Holy is phenomenal. The Crusades are a brilliant example of how religion can unify.

Judaism was also very popular in this time. It too consists of one god called Jahveh and it relies on the teachings of the Lord. Judaism has suffered many trials but none so great as the Holocaust of WWII. The Jews were fingered by Hitler as evil, they were the scapegoats. Every problem in the world seemed to find its source with the Jews. Jews were forced to live in small sections of towns called ghettos. Many were taken to concentration camps where they did hard physical labor for no pay and little food. All Jews had to follow special laws, for example abiding to their curfew and wearing the yellow star. The attempted extermination of a people caught the eyes of other nations. Soon the war became about them too.

It is hard to see how one religion minding its own business could inadvertently cause such a violent conflict among so many nations but that's the power of religion.

Religion is not something to be taken lightly. Handled correctly it can bind a people for life but abused it can crack a society in two. It is definitely a power to be respected.

Commentary
Score Level 5

- Shows an in-depth understanding of belief systems
- Discusses two basic beliefs of Catholicism and Judaism, although second belief of Judaism is somewhat weaker
- Analyzes the ways in which each religion influences society and supports each example with a time period, specific place, and numerous details to explain the effect
- Elaborates clearly and consistently, presenting historically relevant examples to support all aspects of the theme
- Writes a well-developed essay, consistently demonstrating a logical and clear plan of organization by using specific historical details to show how each religion influenced society. The strong concluding sentence in each paragraph adds to the essay
- Strong introduction with a clear thesis and strong conclusion

Throughout history, religion has either served as a means to unite the people or deeply divide them. Two examples of this are Hinduism in India and Roman Catholicism in medieval Europe.

In India, where Hinduism originated, there is a deep cultural tie to the religion. The main Hindu beliefs are in reincarnation and the caste system, which can be traced back to ancient times. Hindus believe that when your body dies, your soul is reborn. Your place in society in this new life is based on your behavior in your previous life. The caste system is the rigid class structure that defines Indian society; it is divided into thousands and thousands of sub-castes branching off from the main castes. The lowest caste is the "untouchables", so low that they are on the outside of society itself. They suffer discrimination and persecution on a regular basis - most Indians believe that the untouchables must not have been good people in their previous lives, or else the gods would not have punished them.

so much.

The majority of all Indians are Hindu, which has helped to unite a people separated by geographical and linguistic barriers. Yet the Hindu majority has been fighting with the Islamic minority for years. After receiving their independence from Great Britain, the Indian Muslims spoke up, demanding Islamic laws and spaces of their own. As a result they received the nation of Pakistan, carved out of Indian land. While the majority of ~~Indians~~^{Muslims} in India have since migrated to Pakistan, India and Pakistan continue to have heated border disputes to the present day, culminating in recent nuclear-weapons testing near the Pakistani border by India.

Roman Catholicism in medieval Europe is an example of how religion can unite a people. Catholics believe in one ethical god, who gives you a clear choice between evil ^{and} god but does

not force you to choose one or the other. They also believe in an afterlife, where all who have accepted Jesus Christ as their savior and who have repented from their sins can live in eternal glory with God, their father. In medieval Europe, which was isolated and disconnected by a decentralized government and a decline ~~ages~~ of trade with other ~~cont~~ cultures and continents, Roman Catholicism served to unite them. They all shared the same beliefs in God, eternity, and the Messiah.

As you can see, while causing some of the biggest wars in history, religion also has served to unite whole continents! Only when mankind ~~learns~~ ^{learns} to accept one another for what they are, regardless of religious difficulties, can true peaceful co-existence be possible.

**Commentary
Score Level 5**

- Shows an understanding of belief systems
- Explains two basic beliefs of Hinduism and Catholicism, although discussion is interwoven throughout the essay
- Analyzes the ways in which each religion influences society and supports each example with a time period, specific place, and details to explain the effect
- Supports all aspects of the theme with historically relevant examples, even though this, in some cases, is done in one sentence, e.g., medieval Europe
- Uses specific historical details to show how each religion influenced society, although Hinduism discussion is supported with more specific details
- Adequate introduction and conclusion

Score Level 4

At various times in global history, religions have brought people together. These same religions have also divided people & caused conflict. Some examples of this are the Protestant Reformation in Europe & Judaism in the Middle East.

The Protestant Reformation in Europe is one example where religion caused conflict in society. Protestants are Christian & believe in only one God. They also believe that the pastor is able to have children. This is the belief of non-celebracy & therefore the pastor is also able to have a wife. The Protestant ~~Reformation~~ Reformation in Europe ~~caused~~ caused society to break apart. During the ~~1600's~~ period ~~of~~ the 1600's ~~the~~ the Catholic Church began to break away from the teachings of the bible. They started collecting taxes from the people & they also started selling indulgences to forgive people for their sins & ^{to} make sure they got into heaven. A man named Martin Luther began to realize what was happening & so he began to write up a list of all the Catholic churches wrong doings. This list

was called the 95 theses + it basically stated that the teachings of the church should come straight from the bible + only that. So Luther broke away from the church + started his own religion based on the bible's teachings + many people broke away w/him. This caused a separation + a new diversity among the religious groups of Europe. Now the people had a choice of which religion they wanted to follow whereas before it had only been Catholic. The protestant Reformation caused conflict in society because it allowed people the freedom to choose which religion they wanted to practice.

Judaism in the Middle East was another religion that caused ~~se~~ their society to ~~break~~ ^{come} together. In the religion of Judaism they do not believe in Jesus. They believe in one God (monotheistic) + that they are still waiting for their savior to come. They believe that Jesus was a man but not the son of God. Since Israel became

a country, they have been fighting with Palestine ~~and~~ over their land. Both the Jews of Israel + the Palestinian Arabs believed that the land of Israel was their holy land. Both countries have been fighting over this land for a long time. The PLO or Palestine Liberation Organization has terrorist groups who have used bombs + other forms of violence to ~~get~~ try to get the Jews out of Israel. This has only caused the Jewish to unite even more. They must stick together ~~in~~ in order to keep the land that they want, because if at any time their society becomes weak, it will make it that much easier ~~to take~~ for Palestine to take over Israel. Judaism ~~was~~ ~~was~~ was united closer together because they need to be a strong nation in order to keep their holy land.

At many times in history religion has caused people to unite together + also to grow apart.

**Commentary
Score Level 4**

- Shows a good understanding of belief systems
- Explains two basic beliefs of Protestantism and Judaism, although second belief in both cases is weaker, especially with Judaism
- Analyzes the ways in which each religion influences society and supports each example with a time period, specific place, and details to explain the effect
- Supports all aspects of theme, although treatment may be somewhat uneven. Examples are historically accurate but discussion in some places focuses more on political rather than religious aspects, e.g., Palestinians
- Writes a well-developed essay, demonstrating a logical and clear plan of organization with good concluding sentences for each religion
- Introduction and conclusion restate theme and task

At various times in global history religions have brought people together. These same religions have also divided people and caused conflict.

~~Roman Catholicism in Latin America has brought this area together. Two beliefs of Catholicism are no birth control and the belief in God.~~

The Protestant Reformation and Counter-Reformation brought disention to Europe. The Protestant religion believes in non-celibacy for the clergy as well as the belief that the interpretation of the Bible is up to the reader. The Protestants branched off from the Catholic Religion in the ~~1500~~ 1600's in Europe. A man named Luther did not agree with what the Catholic Church was doing. The Church was selling indulgences which meant that people could pay for repentence for their sins. There was also ~~non-celibacy~~ a violation of the celibacy rule going on. He gathered a group of followers after he ~~he~~ posted a list of the Church's transgressions. This list ~~was~~ was printed and sent throughout Europe. Many people created their own protestant sect after

This occurrence. The first Protestant religion was Lutheran. As a result of this the religious unity in Europe was destroyed. They ^{people} branched off in all different directions. The Catholic Church was frightened because they were losing control. They set forth a plan for a Counter-reformation to bring people back to the Church. They ~~set~~ tried to correct some of the corruptness that had been going on. Another more violent occurrence was the Spanish Inquisition in which anyone thought to be a Protestant in Spain was killed. The Protestant Reformation and Counter-reformation in Europe caused conflict because it destroyed the religious unity in Europe.

Shintoism in Japan unified its society. Shintoism is a polytheistic religion. They believe in ancestral spirits and respect of nature. This religion was prevalent throughout most of

its history, Shintoism united Japan because the entire country believed in the same things. Their respect for the ancestral spirits also increased their filial piety. This brought the family closer together as well as Japan. Shintoism united Japan because it increased filial piety and religious unity throughout the country. Protestantism and Shintoism both had an effect on the unity of their respective countries whether it be causing unity or conflict.

**Commentary
Score Level 4**

- Shows understanding of belief systems
- States two basic beliefs of Protestantism and Shintoism with little discussion
- Analyzes the ways in which each religion influences society. Supports Protestantism with a time period, but time period for Shintoism very general. Specific place and details are used to explain the effect but discussion of Shintoism extremely weak
- Supports all aspects of the theme, although treatment is uneven, e.g., Shintoism. Discussion of Shintoism is weak, except for filial piety
- Essay is coherent, but not well developed
- Introduction and conclusion only restate theme and task

Many times in global history, religions have either brought people together or divided them and caused conflict. Two religions that did either are Judaism in the Middle East and Hinduism in India. Judaism in the Middle East divided people and caused conflict while Hinduism in India brought people together. Both religions certainly made a huge impact, positive or negative, on global history.

Judaism in the Middle East has been present since B.C. There has ~~been~~ conflict between the ~~Jews~~ Arabs and Jews has steadily grown since then and the ~~20~~ twentieth century is the height of conflict between Jews and Arabs. Two basic beliefs of Jews is: ~~to~~ to follow the ten commandments written by Moses including not to steal, kill, or commit adultery, and one must circumsize a baby when he is born. In the twentieth century Arabs have not agreed with Jews on many issues. Most specifically, a piece of land where the holy city of Jerusalem is located is historically divided between the two ~~a~~ cultures. Because of the conflict of land ownership, brutal and violent wars have occurred causing unrest between Jews and Arabs and many innocent people killed. The Jews believe that the land should be theirs because Jerusalem is their holy city and they feel they have rights to it, but the Arabs historically have owned ~~the~~ the strip of land. In conclusion, Judaism in the Middle East has caused religious, political, and social conflict between Jews and Arabs.

Two basic beliefs of Hinduism are, people are set into a social class upon birth and may not be changed according to the caste system and people are reincarnated once they die. Hinduism has brought people together especially in the 1940's when ~~for~~ Mohandas Gandhi lead a revolt for freedom against the British who owned India. He used nonviolent protests where no matter how many Indians were hurt, they would not fight back against the British. The ~~people's~~ Indian people's religion helped them survive through this revolt, for whatever happened to them and their families, they still had their beliefs, a means for them to live. This helped unify the nation and, in event, they were able to obtain their freedom from the strict, imperialistic rule of England.

Judaism in the Middle East and Hinduism in India left a big impact on the two geographical areas. Judaism has made a negative impact on the Middle East while Hinduism has left a ~~negative~~ positive impact on India. These two religions were very important in geographical history.

Commentary
Score Level 4

- Shows understanding of belief systems
- States two basic beliefs of Judaism and Hinduism, although discussion of both is somewhat weak
- Analyzes the ways in which each religion influences society and supports each example with a general time period, specific place, and details to explain the effect. Discussion of the use of Hinduism to unite the Indians is weak
- Supports all aspects of the theme, although treatment is somewhat uneven, e.g., Hinduism. Examples are historically accurate, but discussion in both cases focuses more on political rather than on religious aspects
- Essay is coherent but not well developed
- Introduction and conclusion only restate theme and task

Score Level 3

The religions of a group of people in an area can either unite these people, or draw them farther apart. Two examples of the effects of religion on groups of people are Judaism in Israel and Roman Catholicism in Latin America.

The belief in Judaism also involves a belief in one god and the belief that Jesus was a prophet, and not the son of God. Judaism in the Middle East is accepted particularly in the nation of Israel. Although accepted in this country, all other nations in this area can not tolerate it, and thus, it has separated the people of Israel from the surrounding nations in the Middle East. The land that Israel occupies is believed to be the holy land of the religions of Islam and Judaism. The other nations in the Middle East who are opposed to Judaism are Islamic, and the citizens in these nations wish to have the "holy land" of Israel as a part of their country. Because of these opposing points of views, there has been many disputes over the land of Israel, which wishes to remain sovereign.

and neighboring nations, who want this land. These opposing forces have all been brought about by religious differences.

Recently, ~~these~~ problems of religion btwn. Israel and it's neighbor, Palestine, have become increasingly more acute. Palestinian ~~is~~ soldiers have tried to invade Israel, & fences have been put up ^{at} ~~between~~ the ^{border} ~~of the~~ two nations. Palestines^{ians} and Israelis have ~~to~~ thrown small bombs or explosives over the fences in attempt to hurt citizens of the other country. Some people have been seriously hurt or even killed. Religion, in this case, has proved to separate different ~~groups~~ groups.

Religion ~~is~~ in Latin America, however, has helped to join the nations together. Latin America practices Roman Catholicism, in which the basic beliefs are ~~to~~ ^{to} believe in one god, and to believe that Jesus is the son of God. Because ~~a~~ nearly all of Latin America practices Roman Catholicism, the region becomes united. On the day,

(Christmas), that Jesus Christ was apparently
born, all of the countries celebrate. There
are parades with people from all countries
joining in. It does not matter that they
are from different countries. Religion,
here, unites people from different countries

Commentary
Score Level 3

- Shows a satisfactory understanding of belief systems
- Explains one basic belief of both Judaism and Catholicism; second belief is alluded to
- Relies mostly on generalizations. Addresses place but vaguely refers to time. Treatment of effect is uneven; i.e., analysis and discussion of Latin America and Catholicism are weak
- Discussion of both effects is superficial with little depth and some inaccuracies
- Writes a coherent essay with a general plan of organization
- Restates the theme in the introduction and is missing a conclusion

Judaism

At various times in global history, religions have brought people together. These same religions have also divided people and caused conflict.

Judaism teaches people to believe in one god. This religion is monotheistic and believes that God made the entire world. Judaism also believes that the savior has not come yet. He will ~~soon~~ come some ~~day~~ day, and everyone will rejoice.

This religion caused a conflict in society in the 1900's. Hitler was in control of Germany at this time in history. He blamed the Jewish people for all the hardships. ~~He~~ Hitler began to put the Jews in concentration camps. Thousands of people ~~o~~ were killed during the dreadful Holocaust.

Islam teaches people to follow the five pillars. The first and most important pillar states that there is no god but Allah, and Muhammad is the prophet of Allah. Another basic belief is taught in prayer. The Islam people pray five times a day. During this time the people face in the direction of the holy land.

This religion caused conflict with its society in Iran. During the early 1900's there were many different religions in Iran. Each ~~o~~ religion thought

their teachings were the ones people should follow to obtain salvation. Some fights occurred and different religious groups were in a ~~per~~ period of tension with one another. Soon, a huge war ~~occurred~~ occurred and people were killed in Iran.

Commentary
Score Level 3

- Shows a good understanding of belief systems
- Explains two basic beliefs of both Judaism and Islam. Good explanation of basic Islamic beliefs
- Relies mostly on generalizations. Addresses place, but vaguely refers to time, and in the case of Iran is inaccurate. Treatment of effect is uneven; i.e., analysis and discussion of Islam in Iran are vague and inaccurate
- Analysis of both effects is superficial with little depth
- Writes a coherent essay with a general plan of organization
- Restates the theme in the introduction and is missing a conclusion

Religions are very different and sometimes cause conflicts concerned ones beliefs and others beliefs.

In medieval times in Europe the people were ordered to obey the King and follow his religion. But some wanted to break free from that and begin their own. In those days religion was the most important thing. Well one day this guy, (I forgot his name) got so fed up with the church he posted the 95 thesis on the door. He started the Protestant Revolution. Protestants have pretty much the same Religion (Lutheran) as catholic, but under it you were allowed many other beliefs and freedoms, and you were not under the King.

Unlike Christian, Buddhism is not a monotheistic Religion. They believe in many gods like the Sun God, God of death, ~~NIRVANA~~, Siva-God of Destruction, and their beliefs like NIRVANA. This religion unite the society of Indians and some Islam. But now there is a struggle for the holy land of is real between the Islam and arab. Which is a major conflict.

All religions are different and

there should not be fighting among them. Rather by Rule or Law. Share and listen to what others have to say

Commentary
Score Level 2

- Attempts to address belief systems, but shows little understanding of concept
- Mixes accurate and inaccurate facts of the beliefs of Protestantism and Buddhism. Shows a limited understanding of the two religions
- Attempts to address all aspects of task but references are weak and inaccurate
- Essay is poorly organized with few examples and details; contains little analysis and includes inaccurate information (example: Buddhism is confused with Islam in parts of the discussion)
- Introduction is weak and conclusion is general and not related to the theme

Score Level 2

At various times in global history, religions have brought people together. These same religions have also divided people and caused conflict. Many people in Latin America are catholic. They consider themselves Roman Catholic, but many other people from different nations don't.

Latin Americans follow different rituals, instead of going to church, praying, and reading from the bible. They believe in many gods, pray to idols, burn candles, and give their gods presents. Latin Americans that are catholic and follow the same religion are very close, and aren't enemies. But Roman Catholics don't think they are following the bible right and think they shouldn't be considered Roman Catholic.

The ~~is~~ Muslims in India were led by Muhammad Gandhi. The Muslims believed they should pray five times a day. They have a sacred river that they should cleanse in that will get rid of all their sins. They believed in reincarnation. You must have good karma to return to a higher position in your next life. At the time of ~~Gandhi~~ Gandhi

The British were in India. The Muslims came together to get out the foreign policy. They used non-violent civil-disobedience acts such as boycotting British goods, protests, such as the Salt March. The Muslims wouldn't buy salt from the British stores, so they marched to the sea to make their own. They also wore their own clothes. Another technique by Gandhi was fasting. When the Muslims and Hindus were fighting he would starve himself until the ~~feuding~~ feuding stopped.

Religion brings many people together during times of need, but may cause conflicts. People must work together to bring out the best outcomes.

**Commentary
Score Level 2**

- Attempts to address belief systems, but shows little understanding of the concept
- Confuses Islam and Hinduism with correct facts about both, but with no understanding of which is which. Mixes accurate and inaccurate facts about Catholicism
- Attempts to address all aspects of the task but references are weak and inaccurate or missing
- Essay is poorly organized with few examples and details; little analysis, and no supportive information, e.g., Latin America
- Contains inaccuracies, e.g., Muslims and Hindus
- Introduction and conclusion are weak

Score Level 1

At various times in global history, religions have brought people together. These same religions have also divided people and caused conflict.

One religion of this example is Judaism in the Middle East. Two basic beliefs are 1. they believed Jesus Christ to be the Messiah and 2. Jesus was the Son of God. This religion caused ^{usualer} conflict in the society by, the chief priests and Pharisees questioned Jesus' authority. They were afraid of losing their power. They also wanted to crucify Jesus because they didn't believe in Him. They didn't want Jesus to control, or dominate over them.

Another religion is Protestant Reformation and the Counter Reformation in Europe. Two basic beliefs are 1. the Pope was the head of the Church and 2. they believed in the Sacraments. This religion caused conflict in society in England by, the Council of Trent met in 1453 and decided to make some changes. As a result, the pope and the Church lost power and more missionaries converted people to Christianity.

These are the ways in which religions unite people, and also could disunite them with their careless ways.

Commentary Score Level 1

- Shows little understanding of belief systems
- Attempts to address two beliefs of each religion but mixes accurate and inaccurate facts
- Fails to address all aspects of the task. There is no reference to time, and analysis of effects is vague and inaccurate
- Essay is poorly organized and contains mostly inaccurate information with few relevant facts, details, or examples
- Conclusion and introduction are weak

Score Level 1

At various times in global history, religions have brought people together. These same religions have also divided people and caused conflict.

Two religions are the Roman Catholicism in Latin America and Hinduism in India.

Roman Catholicism in Latin America came from Europeans. People who are in this religion go through Baptism, communion, & Confirmation.

They celebrate Christmas & Easter, have lent. This religion brought people together. Have a pope, priest, bishop.

Hinduism in India They pray to Mecca 5 times a day have dot on center of head

There are many other religions that affected the lives of others

Commentary Score Level 1

- Shows little understanding of belief systems
- Attempts to address two beliefs of each religion but mixes accurate and inaccurate information
- Fails to address all parts of the task. There is no reference to time or effects in either case
- Essay is poorly organized. There are few relevant facts, most of which are inaccurate
- Lacks analysis
- Introduction and conclusion are weak