

TRANSITION EXAM IN GLOBAL HISTORY AND GEOGRAPHY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

**TRANSITION EXAM IN GLOBAL HISTORY
AND GEOGRAPHY — GRADE 10**

Thursday, June 20, 2019 — 9:15 a.m. to 12:15 p.m., only

Student Name _____

School Name _____

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

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

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

Part I contains 30 multiple-choice questions. Record your answers to these questions as directed on the answer sheet.

Part II contains one thematic essay question. Write your answer to this question in the essay booklet, beginning on page 1.

Part III is based on several documents:

Part III A contains the documents. When you reach this part of the test, enter your name and the name of your school on the first page of this section.

Each document is followed by one or more questions. Write your answer to each question in this examination booklet on the lines following that question.

Part III B contains one essay question based on the documents. Write your answer to this question in the essay booklet, beginning on page 7.

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

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

Part I

Answer all questions in this part.

Directions (1–30): For each statement or question, record on your separate answer sheet the *number* of the word or expression that, of those given, best completes the statement or answers the question.

- 1 Which heading best completes the partial outline below?

I. _____

- A. The world in spatial terms
- B. Places and regions
- C. Environment and society
- D. Human and physical systems

- (1) Elements of Geography
- (2) Levels of Technological Development
- (3) Classifications of Economic Activities
- (4) Models of Government

- 2 Which type of map would be most useful in determining boundaries and capitals of countries?

- (1) climate
- (2) physical
- (3) resource
- (4) political

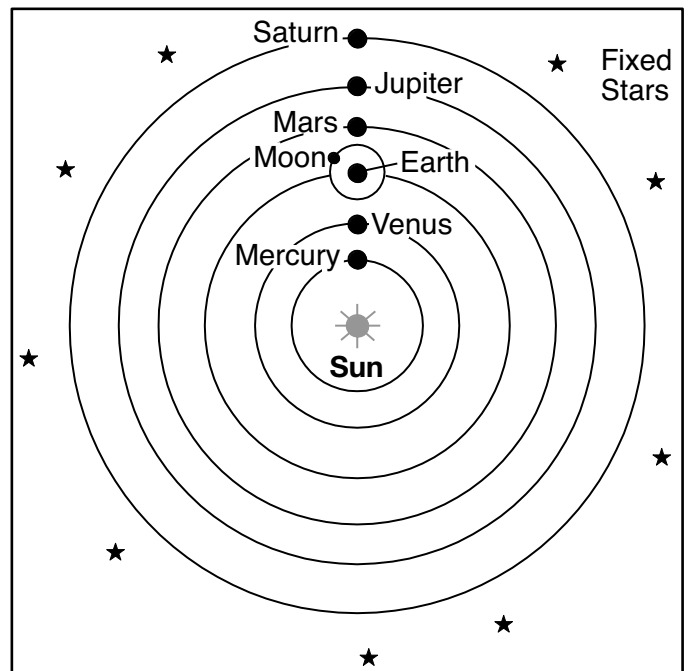
- 3 In which economic system does the government control what to produce, how to produce it, and who shall receive the goods and services produced?

- (1) command economy
- (2) market economy
- (3) traditional economy
- (4) mixed economy

- 4 Which area of Japan is most densely settled?

- (1) mountains
- (2) forests
- (3) northern snow zones
- (4) coastal plains

Base your answer to question 5 on the diagram below and on your knowledge of social studies.



- 5 Which individual is credited with developing the scientific theory illustrated in this diagram?

- (1) Charles Darwin
- (2) Nicolaus Copernicus
- (3) René Descartes
- (4) Isaac Newton

- 6 One way in which the writings of John Locke and of Baron de Montesquieu are similar is that they
- (1) supported the idea of governments having limited powers
 - (2) resulted in the development of mercantile economic systems
 - (3) promoted the ideas of the Protestant Reformation
 - (4) strengthened the divine right claims of European monarchs

Base your answer to question 7 on the proclamation below and on your knowledge of social studies.

Article 1. –General Toussaint and General Christophe are outlawed; every good citizen is commanded to seize them, and to treat them as rebels to the French Republic. . . .

– Leclerc Saint-Domingue proclamation (1802)

- 7 Based on this 1802 French proclamation, the French government reacted to the Haitian Revolution by
- (1) accepting Haitian demands to end slavery and oppression
 - (2) encouraging Haitians to rebel against French rule
 - (3) ordering the capture of Haitian revolutionary leaders
 - (4) agreeing to give Haitians all the rights guaranteed to French citizens
-
- 8 German unification was the immediate result of
- (1) Napoleon Bonaparte’s surrender at the Battle of Waterloo
 - (2) Otto von Bismarck’s wars with Denmark, Austria, and France
 - (3) Maria Theresa’s reign as an enlightened despot
 - (4) Archduke Franz Ferdinand’s assassination in Sarajevo

- 9 In the 19th century, a major reason the British wanted to control the Suez Canal region was to
- (1) ensure easier access to India
 - (2) facilitate the slave trade in eastern Africa
 - (3) promote nationalism in Egypt
 - (4) improve farming in the Middle East

- 10 As a result of the growth of Zionism, which region experienced an increase in immigrants from Eastern Europe in the early 20th century?
- | | |
|--------------|---------------|
| (1) Chechnya | (3) Kurdistan |
| (2) Kosovo | (4) Palestine |

- 11 • More than 400,000 workers go on strike as a result of Bloody Sunday.
 • Czar Nicholas II abdicates the throne.
 • Lenin returns from exile and challenges the Kerensky government.

These events are considered causes of the

- (1) Russo-Japanese War
- (2) Bolshevik Revolution
- (3) Great Depression
- (4) Treaty of Kanagawa

- 12 An example of self-determination after World War I is the
- (1) establishment of the Polish Corridor
 - (2) demilitarization of the Rhineland
 - (3) creation of new countries from the Austro-Hungarian Empire
 - (4) occupation of German colonies by the Allied powers

Base your answer to question 13 on the images below and on your knowledge of social studies.

The Rhodes Colossus



Source: *Punch*, 1892 (adapted)

Yoruba Wood Carving



Source: Leon E. Clark, ed., *Through African Eyes*, Praeger, (adapted)

13 These images related to Africa best represent

- (1) viewpoints on the nature of imperialism
 - (2) evidence of traditional art forms
 - (3) obstacles to developing the Nile River region
 - (4) efforts to promote travel from Cairo to Capetown
-

Base your answer to question 14 on the map below and on your knowledge of social studies.



Source: Henry Brun et al., *Global History: The Growth of Civilizations*, AMSCO, 2000 (adapted)

- 14 What is the best title for this map?
- (1) Southeast Asian Independence Efforts
 - (2) Korean Battlegrounds
 - (3) Japanese Territorial Expansion
 - (4) Chinese Military Aggression

- 15 What was a significant result of Stalin's five-year plans?
- (1) Production in heavy industries increased.
 - (2) Religious leaders controlled the courts.
 - (3) Democratic practices spread.
 - (4) Freedom of expression in the arts flourished.
- 16 Which statement best describes Mohandas Gandhi's response to British imperialism?
- (1) He led an armed revolt backed by the Sepoys.
 - (2) He urged Indians to follow a policy of noncooperation.
 - (3) He campaigned for the Indians and the British to rule the subcontinent jointly.
 - (4) He demanded the British Parliament partition the subcontinent between Hindus and Muslims.
- 17 British government propaganda during World War II encouraged British citizens to
- (1) boycott overseas manufactured goods
 - (2) call for the breakup of the empire
 - (3) support governmental war efforts
 - (4) discuss troop movements during the war
- 18 How was the conduct of World War II affected by geography?
- (1) The Black Sea restricted military activities between Europe and Africa.
 - (2) Mountain ranges and oceans were effective barriers against aerial bombardment.
 - (3) North- and south-flowing rivers were primarily used to move troops to battle sites quickly.
 - (4) The harsh climate and long distances hampered Germany's efforts to succeed on its eastern front.
- 19 One reason the Soviet Union established satellites in Eastern Europe after World War II was to
- (1) protect its western border
 - (2) remove nuclear weapons
 - (3) assure cultural diversity
 - (4) provide space for its increasing population

Base your answer to question 20 on the passage below and on your knowledge of social studies.

... The UN [United Nations] must be re-founded on the basis of its original principles. The standard for admission should not be a country's mere existence, but its fulfillment of certain criteria of democratic governance. Like the European Union, the UN should possess mechanisms to suspend or even expel members that fail to respect democratic norms [rules]. . . .

— Emma Bonino and Gianfranco Dell'Alba, "Making the UN Fit for Democracy," June 2003

- 20 According to these authors, which type of criteria should all members of the United Nations meet?
- | | |
|---------------|---------------|
| (1) religious | (3) economic |
| (2) military | (4) political |
-
- 21 Which factor strongly contributed to most independence movements in Africa and Asia after World War II?
- | | |
|-----------------------|-----------------|
| (1) migrations | (3) nationalism |
| (2) industrialization | (4) pandemics |
- 22 Which statement best explains why the Communists won the Chinese civil war in 1949?
- (1) Communist Party membership was promised to businessmen and landlords.
 - (2) Large numbers of women voted for the Communist Party.
 - (3) China's peasant population supported the Communists.
 - (4) Western powers provided arms and advisers to China's Communist army.
- 23 Which term describes India's foreign policy during the Cold War?
- | | |
|-----------------|------------------|
| (1) militarism | (3) appeasement |
| (2) containment | (4) nonalignment |
- 24 What was the purpose behind the construction of the Berlin Wall?
- (1) safeguarding industrial secrets
 - (2) protecting the power of a regime
 - (3) discouraging the movement of pastoral herders
 - (4) testing the viability of technological innovations

Base your answer to question 25 on the cartoon below and on your knowledge of social studies.

Mr. Putin Demonstrates to Secretary Rice that Russia Indeed Has a Free Press



Source: Danziger, *Times Union*, April 25, 2005 (adapted)

25 The main idea of this cartoon suggests that Russian President Putin

- (1) supports a free press
- (2) limits dissent
- (3) promotes capitalism
- (4) distrusts the United States

26 **“Chemical Plant at Bhopal, India, Releases Toxic Fumes”**

“Nuclear Reactor Explodes at Chernobyl, USSR; Releases Radiation”

“Oil Tanker *Exxon Valdez* Runs Aground in Alaska”

Which global concern is illustrated in these headlines?

- (1) events that pollute the environment
- (2) disasters that cause tsunamis
- (3) circumstances that contribute to soil erosion
- (4) incidents that lead to the depletion of the ozone

27 Which situation is a cause of the other three?

- (1) Agricultural output increased.
- (2) Crops were grown more efficiently.
- (3) The Green Revolution was introduced.
- (4) Chemical pesticides were used to increase agricultural output.

28 Which nation’s ongoing efforts to develop nuclear weapons in the early 21st century has caused international concern?

- (1) France
- (2) China
- (3) North Korea
- (4) Soviet Union

- 29 One way in which the Congress of Vienna (1814–1815) and the Paris Peace Conference (1919) are similar is that both meetings sought to
- (1) protect the rights of ethnic and religious minorities in newly created countries
 - (2) restore monarchs to power in France, Germany, and Russia
 - (3) distribute aid to people displaced by conflict
 - (4) establish stability after a period of war and revolution

- 30 Terrace farming, building bridges, and constructing canals are ways in which various societies have
- (1) promoted cultural diversity
 - (2) reduced the threat of invasion
 - (3) established permanent boundaries
 - (4) modified their environment

Answers to the essay questions are to be written in the separate essay booklet.

In developing your answer to Part II, be sure to keep these general definitions in mind:

- (a) **describe** means “to illustrate something in words or tell about it”
- (b) **discuss** means “to make observations about something using facts, reasoning, and argument; to present in some detail”

Part II

THEMATIC ESSAY QUESTION

Directions: Write a well-organized essay that includes an introduction, several paragraphs addressing the task below, and a conclusion.

Theme: Human Rights

At various times in history, the human rights of certain groups have been denied. Individuals and groups have made attempts to resist and oppose these human rights violations.

Task:

Select **two** groups whose human rights have been denied and for **each**

- Describe how the human rights of this group were denied
- Discuss an attempt made by an individual or a group to resist or oppose this violation of human rights

You may use any group whose human rights have been denied from your study of global history and geography. Some suggestions you might wish to consider include untouchables in India, indigenous people in Latin America, Armenians, Ukrainians, Jews, Black South Africans, Cambodians, Chinese students, Rwandans, and Afghani women.

You are *not* limited to these suggestions.

Do *not* write about a group from the United States.

Guidelines:

In your essay, be sure to

- Develop all aspects of the task
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization, including an introduction and a conclusion that are beyond a restatement of the theme

Part III

DOCUMENT-BASED QUESTION

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

Historical Context:

Throughout history, leaders and their governments developed policies in response to specific issues. These policies have had significant impacts on the leader's country or the surrounding region. These leaders and their policies include *Emperor Meiji and westernization*, *Kemal Atatürk and westernization*, and *Deng Xiaoping and the one-child policy*.

Task: Using the information from the documents and your knowledge of global history and geography, answer the questions that follow each document in Part A. Your answers to the questions will help you write the Part B essay in which you will be asked to

Select *two* leaders and the associated policy mentioned in the historical context and for *each*

- Describe the historical circumstances that influenced this leader and his government to develop this policy
- Discuss the impacts of this policy on the leader's country *and/or* on a region

In developing your answers to Part III, be sure to keep these general definitions in mind:

- (a) describe means “to illustrate something in words or tell about it”
- (b) discuss means “to make observations about something using facts, reasoning, and argument; to present in some detail”

Part A

Short-Answer Questions

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

Document 1a

In the mid-1800s, the Tokugawa shogunate was weak and faced external threats. This passage explains the situation.

. . . Most of all the Japanese realists noticed what had happened to China—noticed, and were appalled. China was not just another country but the Middle Kingdom, the Central Country. Its emperor had historically referred to Japan’s emperor as “your little king.” A new China had been carved up by Westerners, debauched [corrupted] by opium and left totally unprotected by either the Ch’ing dynasty or armed force. If the British and French could polish off China, what hope was there for little Japan—against Britain, France, Russia and the United States? Japan could try to enforce its seclusion law, said one of its very shrewdest leaders after the Biddle affair, but if “the foreigners retaliated, it would be a hopeless contest, and it would be a worse disgrace for Japan.” . . .

Source: James Fallows, “When East met West: Perry’s mission accomplished,” *Smithsonian*, July 1994

Document 1b

Japanese Wood Block Print Depicting One of Perry’s Ships



. . . On July 8, 1853 four black ships led by USS *Powhatan* and commanded by Commodore Matthew Perry, anchored at Edo (Tokyo) Bay. Never before had the Japanese seen ships steaming with smoke. They thought the ships were “giant dragons puffing smoke.” They did not know that steamboats existed and were shocked by the number and size of the guns on board the ships. . . .

Source: “Commodore Perry and the Opening of Japan,” U.S. Navy Museum online

1. Based on these documents, what is **one** fear Japanese leaders had for their country? [1]

Score

Document 2a

. . . As the object of modernisation was to obtain equal treatment by the West many of the cultural innovations, besides being more than outward forms to the Japanese themselves, had an important psychological influence on Western diplomats and politicians. Under the [Tokugawa] shogun, members of the first Japanese delegation to the United States in 1860 wore traditional samurai dress with shaved pate [top of the head] and long side hair tied in a bun and carried swords. Under the [new Meiji] emperor, Western-style haircuts were a major symbol of Westernisation. Soldiers and civilian functionaries [officials] wore Western-style uniforms, and politicians often adopted Western clothes and even full beards. In 1872 Western dress was prescribed for all court and official ceremonies. Meat eating, previously frowned on because of Buddhist attitudes, was encouraged, and the beef dish of sukiyaki was developed at this time. Western art and architecture were adopted, producing an array of official portraits of leading statesmen as well as an incongruous [incompatible] Victorian veneer [appearance] in the commercial and government districts of the cities and some rather depressing interiors in the mansions of the wealthy. . . .

Source: Richard Perren, "On the Turn—Japan, 1900," *History Today*, June 1992

Document 2b

Picture of Songs Amid Plum Blossoms



Source: Hashimoto Chikanobu, December 1887 (adapted)

2a According to Richard Perren, what was **one** reason the Japanese government adopted Western cultural innovations? [1]

Score

b Based on these documents, state **one** way westernization influenced Japanese culture during the rule of Emperor Meiji. [1]

Score

Document 3

Growth of Nationalism Under the Meiji

. . . Nationalism also emerged in Japan in the 1880s, but there under [Meiji] government sponsorship after a period of vigorous Westernization. During the 1870s large numbers of Western advisers had poured into Japan, staffing and administering much of the growing school system, among other duties. Conservative officials, including the emperor, worried that Western individualism and other corrosive [destructive] values might damage Japanese culture, and they called on nationalism, supplemented by a revived Shinto religion and other, partially invented traditions, to support more assured loyalty to state and hierarchy. Nationalism began to be used to motivate higher production, economic sacrifices, and other qualities that helped propel rapid development; it soon sparked a new imperialism as well. . . .

Source: Peter N. Stearns, *Cultures in Motion: Mapping Key Contacts and Their Imprints in World History*, Yale University Press

- 3 According to Peter N. Stearns, what is **one** way the conservative Japanese officials attempted to prevent westernization from damaging Japanese traditions? [1]

Score

Document 4a

1918

- World War I ends; Ottoman lands in southwest Asia divided into European-controlled mandates
- Britain, France, Italy, and Greece occupy Turkish lands in Asia Minor

1920–1922

- Kemal Atatürk forms nationalist government; conflict erupts between Atatürk's government and government of Sultan Mohammed VI
- Sultan Mohammed VI forced to abdicate throne

1923

- Treaty of Lausanne establishes borders of Turkey
- European powers recognize Turkey as a country
- Turkey officially declared a republic with Atatürk as leader

Source: Based on L. E. Snellgrove, *The Modern World Since 1870*, Longman Group

4a According to this chart, what was **one** problem Turkey faced that convinced Atatürk that Turkey needed to undergo major changes? [1]

Score

Document 4b

. . . No nation was ever founded with greater revolutionary zeal than the Turkish Republic, nor has any undergone more sweeping change in such a short time. In a very few years after 1923, Mustafa Kemal Atatürk transformed a shattered and bewildered nation into one obsessed with progress. His was a one-man revolution, imposed and steered from above. Atatürk knew that Turks were not ready to break violently with their past, embrace modernity and turn decisively toward the West. He also knew, however, that doing so would be the only way for them to shape a new destiny for themselves and their nation. So he forced them, often over the howling protests of the old order.

The new nation that Atatürk built on the rubble of the Ottoman Empire never could have been built democratically. Probably not a single one of his sweeping reforms would have been approved in a plebiscite [public vote]. The very idea of a plebiscite, of shaping a political system according to the people's will, would have struck most Turks of that era as not simply alien but ludicrous [ridiculous]. . . .

Source: Stephen Kinzer, *Crescent and Star: Turkey Between Two Worlds*, Farrar, Straus and Giroux, 2001

4b According to Stephen Kinzer, what was **one** problem Atatürk faced as he forced his country to change? [1]

Score

Document 5

. . . Powerful leaders used to be called “makers of history”; few so obviously deserve the title as Atatürk. Between 1923 and 1938, the year he died, he made this mostly Muslim country into a largely secular state, modeled on the nations of Western Europe. History has seen no national transformation swifter or more dramatic. In a little more than 15 years, he tried to accomplish the work of centuries.

He abolished the sultanate in 1922 and, a year later, exiled the caliph, took education away from the clerics and closed the religious courts. The effect of these measures was to separate church and state, something that had never happened before in western Asia. He banned the fez [traditional hat], which had become a symbol of Ottoman and Islamic orthodoxy, adopted a modified Latin alphabet, outlawed polygamy and championed equal rights for women. It's largely because of Atatürk that, today, Turkish women have made their mark in medicine, law, even politics. Though her political future is currently in doubt, Tansu Ciller, Turkey's bright, forward-looking prime minister [1993–1996], has been one of only a handful of women to head a government anywhere. . . .

Source: Eric Lawlor, “Isn't modernizing a nation a serious business?”, *Smithsonian*, March 1996 (adapted)

- 5 Based on this excerpt from Eric Lawlor's 1996 article, state **two** actions Atatürk took to make his country into a more modern, secular state modeled on the nations of western Europe. [2]

(1)

Score

(2)

Score

Document 6

. . .The dichotomy [between dictatorship and democracy] was built into the new state [of Turkey] by its founder. Atatürk was a soldier; in the heady, early days of revolution the Army could be regarded as its shield, guaranteeing survival against the machinations [conspiracies] of the dictators to the west and north. Atatürk encouraged the formation of an opposition party, the Liberal Republican Party, but it received little support and the ghazi [warrior/ Atatürk] reverted to what was essentially one-party rule, that of his own Popular Party.

The machinery of democratic government was left in place by him. But his legacy also included the idea that army leaders, being above politics, could and should intervene to save the country from itself—as when MPs [members of Parliament] broke up sittings of Parliament, brandishing guns and indulging in fisticuffs, or when rival gangs of political gunmen took their quarrels on to the streets, or when inflation began to turn the lira into ‘funny money’.

Three times in twenty years the army has taken over Turkey, tearing up the Constitution and invoking the spirit of Atatürk. . . .

Source: John F. Crossland, “Turkey’s Fundamental Dilemma,” *History Today*, November 1988 (adapted)

6 According to John F. Crossland, what was **one** impact of Atatürk’s rule on Turkey? [1]

Score

Document 7

One-Couple-One-Child Policy: Science Becomes Party Policy

. . . In mid-September 1980 the third session of the Fifth National People's Congress [NPC] gave its seal of approval to a new policy designed to keep the population within 1.2 billion by the end of the century by encouraging one child for all. The Government Work Report issued by the NPC was the first general call for one-child families. This policy was then widely publicized in a highly unusual Open Letter dated 25 September from the Central Committee to all members of the party and the Communist Youth League. Packed with numbers of every kind, the Open Letter embodied the new, numerical mode of political reasoning about population. In its formulations of the population problem, the Letter combined the social and natural scientists' formulations into a picture of a grave population-economy-environment crisis. With all scientific uncertainty having been put to rest, the Letter outlined China's severe crisis in grim terms:

According to the present average of 2.2 children per couple, China's population will reach 1,300 million [1.3 billion] in 20 years and will surpass 1,500 million [1.5 billion] in 40 years. . . . This will aggravate the difficulties for the four modernizations and give rise to a grave situation in which the people's standard of living can hardly be improved. . . . Moreover, too fast a growth of population not only creates difficulties in education and employment but will overtax [make excessive demands on] the energy, water, forest, and other natural resources, aggravate environmental pollution and make the production conditions and living environment downright bad and very hard to be improved. . . .

Source: Susan Greenhalgh, "Science, Modernity, and the Making of China's One-Child Policy," *Population and Development Review*, Vol. 29, No. 2, June 2003 (adapted)

7 According to this article by Susan Greenhalgh, what was **one** reason Chinese authorities were concerned about rapid population growth? [1]

Score

Document 8a

The Internal Debate on Birth Planning

. . .As preparations were being made to launch the propaganda and sterilization campaign in late 1982, special attention was also being given to a profoundly disturbing consequence of the program. With couples limited to only one child, or perhaps two, reports of female infanticide, infant abandonment, and violence against women who gave birth to girls began to rise dramatically. Although many of those reports came from backward rural areas, there were urban cases as well, suggesting a deeply ingrained sex bias. That bias transcended [went beyond] socioeconomic and educational status and could not be eliminated by the ongoing propaganda campaign denouncing “feudal” preferences for sons over daughters. . . .

Source: Tyrene White, *China's Longest Campaign: Birth Planning in the People's Republic, 1949–2005*, Cornell University Press, 2006 (adapted)

Document 8b

Billboard in Hebei Province Promoting Girls



The advertisement reads, “There’s no difference between having a girl or a boy—girls can also continue the family line.”

Source: Therese Hesketh, et al.,
“The Effect of China’s One-Child Family Policy after 25 Years,”
The New England Journal of Medicine online, September 15, 2005

8 Based on this excerpt by Tyrene White and on this Chinese advertisement, state **one** cultural impact the one-child policy had on Chinese society. [1]

Score

Document 9

China announced an end to its one-child policy in October 2015.

BEIJING – The “one child” policy change announced by the Communist Party on Thursday left some economists and investors wondering how the government would address longer-term financial and economic pressures. . . .

Mr. Yao [director of the China Center for Economic Research at Peking University in Beijing], said that an aging population threatened to weigh down China’s economic prospects not so much because of a shrinking work force, but because of shrinking consumer demand. He drew comparisons to Japan, saying that its [Japan’s] struggle to revive the economy in the 1990s showed that the biggest threat came from stagnating [sluggish] demand as people aged. . . .

China’s population has grown increasingly lopsided since the “one child” policy was introduced in 1979. A third of the population is expected to be over age 60 by 2050, up from about a seventh last year, placing significant strains on the government’s budget and its benefits programs for older citizens.

At the same time, the size of the labor force has dwindled in recent years and will probably continue to shrink, economists said, raising questions about how China will sustain a historic economic boom and pay for pensions and health insurance programs. The working-age population dropped for the first time in 2012; last year, it totaled 916 million people, down 3.7 million from 2013, according to the government.

In the long term, an increase in the birthrate would likely offset some of the decline in the working-age population. But in the short term, as children remain out of the labor force and in school, it could place new pressure on the economy, as the overall share of the population dependent on the government rises. . . .

Source: Javier C. Hernández, “Experts Weigh Likely Impacts of China’s ‘One Child’ Reversal,” *New York Times* online, October 29, 2015

- 9 According to Javier C. Hernández, what is **one** way the discontinued one-child policy will continue to impact China after 2015? [1]

Score

Part B

Essay

Directions: Write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Use evidence from *at least four* documents in your essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context:

Throughout history, leaders and their governments developed policies in response to specific issues. These policies have had significant impacts on the leader's country or the surrounding region. These leaders and their policies include ***Emperor Meiji and westernization, Kemal Atatürk and westernization, and Deng Xiaoping and the one-child policy.***

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

Select ***two*** leaders and the associated policy mentioned in the historical context and for ***each***

- Describe the historical circumstances that influenced this leader and his government to develop this policy
- Discuss the impacts of this policy on the leader's country ***and/or*** on a region

Guidelines:

In your essay, be sure to

- Develop all aspects of the task
- Incorporate information from *at least four* documents
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization, including an introduction and a conclusion that are beyond a restatement of the theme

TRANSITION EXAM IN GLOBAL HISTORY AND GEOGRAPHY

June 2019 Transition Regents Examination in Global History and Geography – Grade 10

Scoring Key: Part I (Multiple-Choice Questions)

Examination	Date	Question Number	Scoring Key	Question Type	Credit	Weight
Global History & Geography	June '19	1	1	MC	1	2
Global History & Geography	June '19	2	4	MC	1	2
Global History & Geography	June '19	3	1	MC	1	2
Global History & Geography	June '19	4	4	MC	1	2
Global History & Geography	June '19	5	2	MC	1	2
Global History & Geography	June '19	6	1	MC	1	2
Global History & Geography	June '19	7	3	MC	1	2
Global History & Geography	June '19	8	2	MC	1	2
Global History & Geography	June '19	9	1	MC	1	2
Global History & Geography	June '19	10	4	MC	1	2
Global History & Geography	June '19	11	2	MC	1	2
Global History & Geography	June '19	12	3	MC	1	2
Global History & Geography	June '19	13	1	MC	1	2
Global History & Geography	June '19	14	3	MC	1	2
Global History & Geography	June '19	15	1	MC	1	2
Global History & Geography	June '19	16	2	MC	1	2
Global History & Geography	June '19	17	3	MC	1	2
Global History & Geography	June '19	18	4	MC	1	2
Global History & Geography	June '19	19	1	MC	1	2
Global History & Geography	June '19	20	4	MC	1	2
Global History & Geography	June '19	21	3	MC	1	2
Global History & Geography	June '19	22	3	MC	1	2
Global History & Geography	June '19	23	4	MC	1	2
Global History & Geography	June '19	24	2	MC	1	2
Global History & Geography	June '19	25	2	MC	1	2
Global History & Geography	June '19	26	1	MC	1	2
Global History & Geography	June '19	27	3	MC	1	2
Global History & Geography	June '19	28	3	MC	1	2
Global History & Geography	June '19	29	4	MC	1	2
Global History & Geography	June '19	30	4	MC	1	2

MC = Multiple-choice question

June 2019 Transition Regents Examination in Global History and Geography – Grade 10

Scoring Key: Parts II, IIIA, and IIIB

Examination	Date	Question Number	Scoring Key	Question Type	Credit	Weight
Global History & Geography	June '19	Part II: Thematic Essay	-	ES	5	3
Global History & Geography	June '19	Part IIIA - 1	-	SCF	1	1
Global History & Geography	June '19	Part IIIA - 2a	-	SCF	1	1
Global History & Geography	June '19	Part IIIA - 2b	-	SCF	1	1
Global History & Geography	June '19	Part IIIA - 3	-	SCF	1	1
Global History & Geography	June '19	Part IIIA - 4a	-	SCF	1	1
Global History & Geography	June '19	Part IIIA - 4b	-	SCF	1	1
Global History & Geography	June '19	Part IIIA - 5	-	SCF	2	1
Global History & Geography	June '19	Part IIIA - 6	-	SCF	1	1
Global History & Geography	June '19	Part IIIA - 7	-	SCF	1	1
Global History & Geography	June '19	Part IIIA - 8	-	SCF	1	1
Global History & Geography	June '19	Part IIIA - 9	-	SCF	1	1
Global History & Geography	June '19	Part IIIB: DBQ Essay	-	ES	5	3

SCF = Scaffold question

ES = Essay

The chart for determining students' final examination scores for the **June 2019 Transition Regents Examination in Global History and Geography - Grade 10** will be posted on the Department's web site at: <http://www.p12.nysed.gov/assessment/> on the day of the examination. Conversion charts provided for the previous administrations of the Transition Exam in Global History and Geography – Grade 10 must NOT be used to determine students' final scores for this administration.

FOR TEACHERS ONLY

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

VOLUME
1 OF **2**
THEMATIC ESSAY

TRANSITION EXAM IN GLOBAL HISTORY AND GEOGRAPHY—GRADE 10

Thursday, June 20, 2019 — 9:15 a.m. to 12:15 p.m., only

RATING GUIDE FOR PART II (THEMATIC ESSAY)

Updated information regarding the rating of this examination may be posted on the New York State Education Department's web site during the rating period. Visit the site at: <http://www.p12.nysed.gov/assessment/> and select the link "Scoring Information" for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and several times throughout the Regents Examination period.

Contents of the Rating Guide

For **Part II** (thematic) essay:

- A content-specific rubric
- Five prescored anchor papers ordered from score levels 5 to 1
- Commentary explaining the specific score awarded to each paper
- Five prescored practice papers

General:

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

Mechanics of Rating

The following procedures are to be used in rating essay papers for this examination. More detailed directions for the organization of the rating process and procedures for rating the examination are included in the *Information Booklet for Scoring the Transition Regents Examination in Global History and Geography—Grade 10*.

Rating the Essay Question

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

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

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

Transition Exam in Global History and Geography (Grade 10)
Content-Specific Rubric
Thematic Essay
June 2019

Theme: Human Rights

At various times in history, the human rights of certain groups have been denied. Individuals and groups have made attempts to resist and oppose these human rights violations.

Task: Select *two* groups whose human rights have been denied and for *each*

- Describe how the human rights of this group were denied
- Discuss an attempt made by an individual or a group to resist or oppose this violation of human rights

You may use any group whose human rights have been denied from your study of global history and geography. Some suggestions you might wish to consider include untouchables in India, indigenous people in Latin America, Armenians, Ukrainians, Jews, Black South Africans, Cambodians, Chinese students, Rwandans, and Afghani women.

You are *not* limited to these suggestions.

Do *not* write about a group from the United States in your response.

Scoring Notes:

1. This thematic essay has a minimum of *four* components (for *each* of *two* groups, discussing how their human rights were denied **and** an attempt made by an individual or a group to resist or oppose the violation of those human rights).
2. The same group of people may be discussed in two different settings, e.g., Jews in the pogroms in the late 19th century and in the Holocaust in the mid–20th century.
3. The response may discuss attempts made by an individual or a group to resist or oppose violations of human rights from a variety of perspectives as long as the position taken is supported by accurate historical facts and examples.
4. If more than two groups whose human rights have been denied are discussed, only the first two groups may be scored.

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth for **each** of **two** groups by discussing how their human rights were denied **and** an attempt made by an individual or a group to resist or oppose the violation of those human rights
- Is more analytical than descriptive (analyzes, evaluates, and/or creates information), e.g., *Ukrainians*: connects the implementation of the policy of forced collectivization to Stalin's desire to extend totalitarian rule into Ukraine and to the resistance offered by Ukrainians in refusing to meet grain quotas and to give up their traditional lifestyle; *Rwandans*: connects the tension between Hutus and Tutsis to the ethnic cleansing of the Tutsi population and the invasion of Rwanda by the Tutsi-led Rwandan Patriotic Front from neighboring Uganda and to the eventual establishment of a multifaction government with a promise of safe return for all refugees
- Richly supports the theme with relevant facts, examples, and details, e.g., *Ukrainians*: forced famine; Holodomor; selling grain for industrial technology; industrialization; five-year plans; kulaks; isolated villages; secret police; slaughter of livestock; burning of crops; *Rwandans*: Belgian colonial rule; Tutsi minority; Hutu majority; assassination of President Habyarimana; genocide; United Nations peacekeepers
- 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 discussing **all** aspects of the task for one group more thoroughly than for the other group
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information), e.g., *Ukrainians*: discusses Stalin's efforts to force collectivization on Ukrainians, the kulaks refusal to surrender their farms and livestock, sealing of borders, and starvation of millions; *Rwandans*: discusses the competition between Hutus and Tutsis for power in Rwanda and the mass murder of Tutsis by the Hutu-controlled government, the invasion of Rwanda by the Tutsi-led Rwandan Patriotic Front, and the formation of a new government
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

- Develops **all** aspects of the task with little depth *or* develops **at least three** aspects of the task in some depth
- Is more descriptive than analytical (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

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

Score of 2:

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

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

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

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

The 20th century witnessed great technological advancements and achievements. Unfortunately, it was also a century that featured persecution and genocide. During the 1930's and 1940's the actions of Adolph Hitler in Germany and Joseph Stalin in the Ukraine led to great suffering and ultimately death for millions of people.

Adolph Hitler came to power in Germany in the 1930's as a result of widespread dissatisfaction following defeat in World War I. Using propaganda, he directed people's anger toward Jews, making them a scapegoat. Under Hitler's leadership, the Reichstag passed the Nuremberg Laws restricting Jews' rights as citizens. To the Nazi party, Jews were among the many considered less than human beings, not belonging to the Aryan race. The first widespread attack was known as Kristallnacht "the Night of Broken Glass" in 1938. Jewish businesses were attacked by supporters of the Nazi party. Over 1,000 synagogues were burned down. People were also forced to change their middle names as a way of being labeled. Men changed to "Israel" and women changed to "Sarah." Jews were forced out of their homes into ghettos. These actions marked the beginning of Hitler's ultimate plan to exterminate Jews. Eventually Jews would be transported to concentration camps. Conditions in the concentration camps, where the Holocaust was carried out, were terrible. Families were separated. Without food or water, many died of malnutrition. Concentration camps became death camps as part of Hitler's "Final Solution." The human costs of the Holocaust are the lives of six million Jews.

Throughout this tragedy, there were attempts to resist. Despite threats of deportation and deaths many Jewish people hung on to their cultural tradition as a way of defying Hitler. They maintained

Jewish schools, places of worship, and other aspects of Jewish culture. An example of a more aggressive resistance occurred in Warsaw, Poland in what is known as the Warsaw Ghetto uprising. A group known as the ZOB formed as an armed unit. In 1943 they attempted an armed uprising against German soldiers. Warsaw ghetto residents fought and held off the soldiers for approximately four weeks. Although it ended in defeat, it remained a symbol of defiance against Hitler's atrocities. Similar Jewish resistance groups formed in many of the countries under German occupation.

Prior to the Holocaust, off in Eastern Europe, Joseph Stalin was in control of the USSR. When he gained power in the late 1920's, his goal was to quickly industrialize the Soviet Union. This became known as his "5 Year Plan." In order to accomplish this goal, Stalin looked to the Ukraine, known as the "bread basket." He believed that the abundance of grain from this region could be exported to finance the industrial growth under the 5 Year Plan. To maximize grain production, Stalin took away private farmland and forced peasants onto collective farms. Any peasants who resisted could be murdered or sent away to Siberia. In an attempt to resist the Soviets and to survive many chose to flee the Ukraine. These attempts were held off by the Soviets passing a law that forbid the peasants from leaving. The grain harvested in this region was taken from the people and used for export. As a result of this policy, millions starved to death in what was ultimately a "man-made" famine. Many believe that the famine was intentional and meant to smash Ukrainian nationalism. Because of Stalin's propaganda, much of the world remained unaware of this tragedy. At the time, Stalin banned any mention of the word

“famine.” Even today, historians are not sure how many people died. Some estimates are as high as 7 million people. Like the Jews in Warsaw, peasants often resisted. They burned their own homes rather than surrender them and tried to take back property from the collectives. Rather than allow the grain to be taken by the government, peasants hid or burned their grain. Occasionally, Ukrainians launched armed resistance. Stalin sent Soviet troops to put down these acts of resistance.

Unfortunately, it took many years for the world to understand the horrors of the Holocaust and the Ukrainian Famine. Organizations have been formed to raise awareness and bring the world’s attention to these genocides. The United Nations also created a Declaration of Human Rights after World War II. Although the goal was to eliminate human rights violations, these types of tragedies still exist into the 21st century.

Anchor Level 5

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing human rights violations and efforts to resist or oppose for both Jews and Ukrainians
- Is more analytical than descriptive (*Jews*: Adolph Hitler came to power in Germany in the 1930s as a result of widespread dissatisfaction following World War I; using propaganda he directed people's anger toward Jews, making them scapegoats; Hitler's ultimate plan to exterminate Jews; concentration camps became death camps as part of Hitler's Final Solution; despite threats of deportation and death, many Jewish people hung onto cultural traditions as a way of defying Hitler; armed uprisings ended in defeat but remained symbol of defiance against Hitler's atrocities; *Ukrainians*: Stalin believed the abundances of grain could be exported to finance industrial growth under five-year plan; many Ukrainians chose to flee Ukraine; "man-made" famine; because of propaganda, much of world remained unaware of tragedy; Stalin banned mention of word famine; even today historians are not sure how many people died)
- Richly supports the theme with relevant facts, examples, and details (*Jews*: Aryan race; Night of Broken Glass; name changes; forced out of homes into ghettos; Warsaw Ghetto uprising; ZOB; armed uprising against Jewish soldiers; *Ukrainians*: Ukraine known as "bread basket"; collectivization; peasants who resisted could be murdered or sent to Siberia; 7 million people died; peasants burned their homes and their grain; Ukrainian armed resistance; Soviet troops sent to put down resistance)
- 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 analyzes and provides insight as to how the human rights of Jews and Ukrainians were violated as well as efforts to resist those violations. Framing the response in the context of historical circumstances demonstrates strong analysis.

Throughout global history many groups of people have been denied basic human rights. These individuals were often looked down upon by the majority, simply because of their race/nationality their religion or their looks. Attempts to receive human rights were made by these outcasts.

India is a south Asian subcontinent known as the birthplace of Hinduism. Hinduism is a polytheistic religion dominant in south Asia specifically India. Hindus believed in karma and reincarnation, as a result of these beliefs India created a social structure based on the caste system. Hindus believed your actions in your past life determined your social rank in the next life. At the bottom of the caste system were the untouchables. They were the outcasts in society, people of higher ranks refused to socialize or touch them, hence the title “untouchable”. They were given the dirtiest occupations, denied education and had no social mobility. It was commonly believed untouchables deserved what they got, because they had bad karma in their past life. Gandhi, was a very powerful political figure in India who not only fought for Indian independence but also the rights of untouchables. He tried to use his wise words and nonviolence to help the outcasts in Hindu society with peaceful protests, hunger strikes and unwavering determination. Gandhi helped others to realize the untouchables are people too, and they shouldn't be frowned upon throughout society. When India gained independence, its new constitution made the caste system illegal. Although this was a great step there are still places in India where discrimination still exists.

Jews also faced problems with human rights in the 1940s. The 1940s was the period of time that included World War II, the peak of

Fascism, the Holocaust and bitter rivalries between European nations. When Adolf Hitler rose to power in Germany he targeted the Jewish population. Jews were scapegoated and blamed for Germany's loss in World War I. A turning point was Kristallnacht or "The Night of Broken Glass". Hitler ordered Nazis to destroy Jewish shops, and bash all the windows, leaving only vandalized property and broken glass behind. The plan was to punish and direct people's anger toward Jews. Hitler eventually took extreme measures. He launched a plan to eliminate the Jews. Nazis came into the homes of Jewish families and rounded them up. Millions of Jews were captured and sent to concentration camps. The Nazis worked the Jews hard, fed them very little and tortured them because they were Jewish. Many times families were separated from one another and never saw each other again. The Nazis would send the Jews into gas chambers, burning their bodies afterward. If you weren't captured or killed, you were in complete shock and fear.

Many Jewish families hid in the houses of their friends. They lived in constant fear and were shut out from the outside world. People who sheltered Jews risked their own lives. Other brave people like the people of Denmark did so as well. They provided hiding places, escape routes and false papers. Fishermen used their boats to bring people to safety. Despite these heroic efforts millions of Jews were killed. Facing harsh and extreme discrimination many Jews tried to escape Germany as refugees and hoped to find comfort in some other land. Due to millions being killed and becoming refugees no human rights were granted right away. Over time however following the death of Hitler, the fall of Fascism and the end of the Holocaust, many countries in

Europe soon began to become more tolerant of Jews.

Overall many groups of people have faced several problems and human rights violations. They faced discrimination and persecution. Eventually, the actions of some brave individuals raised awareness of these human rights violations.

Anchor Level 4

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing Jews more fully than untouchables
- Is both descriptive and analytical (*untouchables*: India created a social structure based on the caste system; Hindus believed actions in past life determined your social rank in the next life; outcasts in society; people of higher rank refused to socialize or touch them; when India gained independence, new constitution made caste system illegal; *Jews*: Kristallnacht or “Night of Broken Glass” was turning point; plan was to punish and direct people’s anger toward Jews; many Jewish families hid in houses of friends, lived in constant fear, and were shut out from the outside world; people who sheltered Jews risked their own lives; they provided hiding places and false papers; despite heroic efforts millions of Jews were killed)
- Supports the theme with relevant facts, examples, and details (*untouchables*: South Asia birthplace of Hinduism; Hinduism is a polytheistic religion dominant in India; reincarnation; given dirtiest occupations, denied education, and had no social mobility; *Jews*: fascism; Hitler rose to power and targeted the Jewish population; Jews were scapegoated and blamed for Germany’s loss in World War I; launched plan to eliminate Jews; Jewish families sent to concentration camps; families separated and sent to gas chambers)
- 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. Treatment of both topics is detailed, though the discussion of Jews is more analytical. The discussion unevenly addresses the importance of individuals in resisting and opposing human rights violations.

Throughout history many different groups have had their human rights denied. These groups were persecuted and denied basic rights. While being persecuted, individuals or smaller groups attempted to oppose the violations of their basic rights. Two groups that had their human rights violated and had an individual or smaller group resist were the Jewish during the Holocaust and the Rwandans.

The Rwandan Genocide started because of the ethnic tension between two tribal groups, the Hutus and the Tutsi. The Tutsi were the minority group of Rwanda but they were socially higher than the Hutus. This made a tension between the two groups because of the higher class of the Tutsi. The Rwandan Genocide started on April 6th, 1994 when the president Habyarimana, a Hutu, was on a plane and it got shot down. The Hutu people blamed the Tutsi for the assassination and began slaughtering the Tutsi. The genocide lasted 100 days. It was 100 days of slaughtering and killing your neighbors. The Tutsi's human right to live was being violated. Hutus would walk around neighborhoods with all kinds of weapons and kill any Tutsi they saw. They also killed any Hutu that helped Tutsis or opposed the killings. After some of the Tutsi realized that they were being killed in their own home, they fled to neighboring countries as refugees. A specific group of Tutsi fled to Uganda and made a rebel group. They named themselves the Rwandan Patriotic Front, or the RPF. This group of Tutsis rebelled against the Rwandan Genocide and the killings of the Tutsi. They got together to fight what was happening to their people. They fought the Hutus and in the process many people died. The Rwandan Genocide is an example of a groups' human rights being violated and the RPF is an example of a group opposing the

violation.

Another group that had their basic human rights violated were the Jewish people during the Holocaust. Anti-semitism had always been around Europe for a long period of time. Hitler didn't just randomly bring up a hatred of Jewish people. He strategically planned the Holocaust for a while. He started by creating the Nuremburg Laws. These laws took away basic rights of the Jews. An example of one was that any non-Jewish person could not marry a Jewish person. Another way he took away the Jewish people's human rights was when he put them into ghettos. He had his Nazi Party round up the Jewish people and put them into one spot so that they were easier to control. After the Jewish people were in the ghettos he put them into concentration camps. This violates every human right there is. He would have them killed for no reason and beat them for no reason. At the camps the Jews were only given small amounts of food, they were extremely malnourished. The Jewish people were prosecuted in the Holocaust and their human rights were violated. The Jewish people tried to fight back but there was only so much they could do when their whole country hated them. The Jewish persecution in the Holocaust is an example of violation of human rights and the many people who tried to oppose it.

The Rwandan Genocide and the Holocaust are examples of violations of human rights. The RPF and many Jews tried to oppose these things. Throughout history many groups have had their basic human rights violated.

Anchor Level 3

The response:

- Develops three aspects of the task in some depth by discussing how human rights were denied and an attempt to oppose violations of human rights for Rwandans and how human rights were denied for Jews
- Is more descriptive than analytical (*Rwandans*: 100 days of slaughtering and killing your neighbors; Tutsi's human right to live; *Jews*: anti-Semitism had been around Europe for a long time; Hitler did not randomly bring up hatred of Jewish people, it was strategically planned; Jewish people tried to fight back but there was only so much they can do when their whole country hated them)
- Includes some relevant facts, examples, and details (*Rwandans*: Hutus; Tutsis; ethnic tensions between two tribal groups; Rwandan genocide; President Habyarimana shot down; Hutus blamed Tutsis for assassination; *Jews*: Nuremberg Laws; non-Jewish person could not marry a Jewish person; took away Jewish people's human rights when put in ghettos; concentration camps)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are restatements of the theme

Conclusion: Overall, the response fits the criteria for Level 3. The strength of the response is in the discussion of genocide in Rwanda which demonstrates knowledge of the tensions between the Hutus and Tutsis and subsequent outbreaks of violence. Discussion of resistance to the Holocaust would have strengthened the response.

During many times in history, human rights have been oppressed and denied. Individuals and groups have made attempts to resist and oppose these human rights violations. Two groups whose rights have been denied are the Ukrainians and Jews.

The Ukrainians human rights were denied in the 20th century due to Joseph Stalin and the Soviet Union. Under his orders, millions of Ukrainians died due to starvation. This event was known as the Ukrainian Genocide, or holodomor. Numerous individuals tried to attempt or protest to resist this human rights violation from happening. However, their efforts were unsuccessful. By the time this genocide ended in the 1930's about 7,000,000 Ukrainians from the population were deceased. Stalin ordered for this happen because he did not like the Ukrainians and therefore took away their grain. In numerous photographs from that event you could see how starved the children were to the point where you could see their ribs. Therefore, this was a major human rights violation.

Another human rights violation that was denied was against the Jew in the 20th century. During that time, the Germans restricted the rights of the Jews under Hitler's orders since he viewed the Jews as the enemy. The Jews were sent to concentration camps, starved to death, beaten, put in poisonous showers, or killed on the spot. The Jews rights were completely oppressed and not given any say. Millions of them tragically died due to this event known as World War II. The Jews were alienated and killed for no concrete reason besides the fact that Hitler did not like them and ordered them dead/to suffer. This was a important event in history. Some Jews tried to runaway to escape this oppression of human rights, but very few were successful. Therefore,

Anchor Paper – Thematic Essay—Level 2

this was a human rights violation which killed millions.

In conclusion, both from the Ukrainian Genocide and WWII the Ukrainians and the Jews were the groups of individuals whose rights were severely oppressed and died. These events were so major that we still discuss the events today even though they happened many years ago.

Anchor Level 2

The response:

- Develops two aspects of the task in some depth by discussing how the human rights of Ukrainians and Jews were denied
- Is primarily descriptive (*Ukrainians*: human rights denied due to Joseph Stalin and the Soviet Union; 7,000,000 deceased; *Jews*: restricted rights of Jews under Hitler's orders; Hitler saw Jews as the enemy); includes weak application (*Ukrainians*: Stalin ordered this because he did not like Ukrainians and therefore took away their grain; *Jews*: millions died due to event known as World War II)
- Includes few relevant facts, examples, and details (*Ukrainians*: Holodomor; children starved; *Jews*: sent to concentration camps; starved to death; killed)
- Demonstrates a general plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. The discussion consists of a general narrative about how the rights of both groups were denied but is limited to a cursory treatment of the second aspect of the task. Inclusion of more supporting facts and details would have enhanced the response.

Anchor Paper – Thematic Essay—Level 1

In history there have been some groups of people that were denied basic human rights. The two that we are focusing on are the Jews and the Black South Africans.

The Jews were denied rights during the holocaust they were taken from their home and forced to work in labor camps. The Jews were either killed from overworking or were gassed to death. The Jews couldn't do much to oppose this but called for an entire Jewish state in palestine. This request would not be realized until the end of the war.

The blacks of southern Africa could not go anywhere without their passes. The blacks had to use passes to go to work or to go out of their town. These South Africans led a peaceful protest to the jail without their passes and were met with a firing squad. This led to the pass law being taken down.

In conclusion in history some groups have been oppressed and stripped of their human rights but have fought to get them back. This has shaped our world today.

Anchor Level 1

The response:

- Minimally develops some aspects of the task
- Is descriptive (*Jews*: denied rights during the Holocaust; Jews could not do much to oppose but called for Jewish state in Palestine; request not realized until end of the war; *Blacks in South Africa*: could not go anywhere without passes); lacks understanding (*Blacks in South Africa*: led peaceful protest to jail without passes and were met with a firing squad)
- Includes few relevant facts, examples, or details (*Jews*: taken from homes; forced to work in labor camps; killed from overworking or gassed; *Blacks in South Africa*: had to use passes to go to work or go out of town)
- Demonstrates a general plan of organization; includes an introduction and a conclusion
- **Conclusion:** Overall, the response fits the criteria for Level 1. A few facts, examples, and details frame the brief discussion. Treatment of both topics is limited to statements of major ideas and a few generalizations.

Throughout history groups of people have been denied their human rights. Two groups specifically were Jews and Ukrainians. The Jews were denied rights by the Nazis and the German government, and the Ukrainians rights were denied by the Soviet Union. The Jews and Ukrainians did fight against the government but that didn't stop millions from being killed.

The Nazis and Hitler were denying the Jews their equal rights. After World War I Hitler rose to power by using Jews as a scapegoat for Germany's problems. Laws like the Nuremberg Laws were passed. Jews had to live in unrestricted areas called ghettos. Jews were not allowed to do things that other Germans could do. Any books that Jews wrote were burned and synagogues and Jewish businesses were destroyed. During the Holocaust the Nazis packed the Jews on trains like cattle. Jews were on those trains for days. They were sent to Concentration camps where they were either killed, when they first got there, worked to death, or sent to a gas chamber.

The Jews had tried to resist or fight back against the Nazis. Some Jews had even tried fleeing the country. The Jews would claim they were not Jewish while some were rescued or hidden by brave people. The Nazis had denied the Jews of plenty of rights but the Jews fought against the discrimination.

Stalin and the Soviet Union denied human rights to the Ukrainians. Stalin wanted the Soviet Union to modernize and become a strong communist nation. Stalin made up a Five-Year Plan to rapidly industrialize. His plan included a policy of collectivization. Under this policy, farms had to be split up and divided equally, and farmed by everyone. The Ukrainians did not like the idea and resisted

Thematic Essay—Practice Paper – A

to modernize or give up their land. Stalin then stopped sending food to the Ukrainians to starve them while he also took their grain and killed their livestock. Many Ukrainians died not only from starvation but because Stalin purged them. Stalin had turned where the Ukrainians lived into work camps. The Ukrainians tried to resist Stalin and his denial of human rights towards them. Stalin violated the Ukrainians human rights, but the Ukrainian did try to resist by refusing to give up their grain by hiding it.

These denial of rights to the Jews and Ukrainian were turned into genocides. Many Jews and Ukrainians had died because of the denial of their human rights. Both of these groups had resisted to the violations of their human rights.

All throughout history numerous human rights violations have been committed. As a result, those targeted would often take a stance of resistance against the unfair treatment inflicted on them. Unfortunately, in the case of the Holocaust and the Rwandan Genocide, the global community was slow to respond to these atrocities.

The Holocaust was initiated by Adolf Hitler, leader of Nazi Germany. What initially began as a persecution, ultimately became a coordinated plan to exterminate all Jews. Not only did he attempt to remove Jews during the Holocaust, but also gays, other races, and Jehovah's Witnesses. His plan began at first with the Enabling Act that allowed him to enact any law without discussing it with legislators. This effectively gave Hitler and his advisors ultimate power. On November 11, 1938, Kristallnacht took place. Jewish places of worship, homes, and business were destroyed. For many Jews the horror had only begun. Hitler was able to commit such terrible crimes against the Jews because he convinced the general public into believing that the Jews were responsible for their economic crisis. In 1939 Hitler invaded Poland and began to set up concentration and work camps. These were basically death traps used for the purposes of extermination. To relocate the Jews and others into concentration camps, fear, starvation, and deception was used. Cattle trains were used to transport the Jews into concentration camps. Inside of the camps, men, women and families were separated and underwent a process of selection. All those strong and able to work were set aside for work in the labor camps. In the concentration camps gas chambers and scientific experiments also led many Jews to their graves. As a result

of the Holocaust, millions of Jews were slaughtered.

Jews were not helpless victims as they fought back in a variety of ways. They created underground newspapers and pamphlets and organized ghetto communities to help as many people as they could. Some individuals took great risks to assist in sheltering Jews. One example is Oskar Schindler who employed over 1,000 Jews in his factory as a way of saving them. It wasn't until allied forces began to close in on Germany and Hitler's Nazi regime that the world became fully aware of the atrocities committed. After the war, the allies finally stepped in. High ranking officials and anyone responsible for the Holocaust were put on trial in what was called the Nuremberg trials. The Nuremberg trials brought worldwide attention to the full effects of the Holocaust. As a result of the Holocaust, the U. N. established the word genocide and vowed that it should never occur in the history of mankind again.

Unfortunately, genocide has been a recurring problem as shown by the Rwandan Genocide. The conflict started with a struggle for power between the Hutus and the Tutsi's. Under Belgian rule, the Tutsi minority was favored over the Hutu majority. After gaining independence from Belgium, the Hutu gained control of the government but tensions between the two groups continues. A civil war broke out in 1994 when the Hutu president's plane was shot down. His death started a massacre between Hutus and Tutsi's. The Hutus felt that it was the Tutsi's fault. Over 8000,000 were killed during this time. The Hutu had set up road blocks so that anyone traveling could be stopped and identified. Their primary target was Tutsis, but moderate Hutus were also killed. The choice weapon was the machete

Thematic Essay—Practice Paper – B

and anyone who was an enemy could be killed. At roadblocks regardless of who you were, you could be dragged out of your car and killed on the roadway.

Unfortunately, much of the world ignored the killings in Rwanda as the word "genocide" was not even used to describe what was occurring at that time. The U.N. ordered a few thousand soldiers to defend civilians, but they had a limited role. The United States didn't have the desire to get involved, while other African nations didn't have the resources. Some individuals did, however step in like hotel owner Ruseefabagina who saved the lives of over a thousand refugees regardless of what side they were on. He gave them water from the swimming pool so they wouldn't die from dehydration and smuggled in food so they wouldn't starve.

In the end, both the Holocaust and the Rwandan genocide are clear examples of human rights violations that escaped much of the world's attention until after the horrors of the events occurred. As a result, many have gained an awareness of human rights violations.

At various times in history, the human rights of certain groups of people have been denied. Many of these individuals have attempted to resist or oppose the human rights violation. One example of this, is the Jews. The Jews were treated unfairly. These Jews did not have blonde hair and blue eyes so they were not superior. Adolf Hitler had taken all their rights away. For instinct they had to wear a Jewish star on their cloth if they were to go out. Also after Hitler came in to rule, he killed all Jews and put them into concentration camps. And made they work in harsh conditions. After that he would put them in gas chambers and they would burn to ashes. Many of the Jews thought they were going to take a shower, but going there was the end of your life.

Another example of this is when the Chinese students tried to rebel at the Tiananmen Square. They wanted to rebel against Mao Zedong and the Red Booklet. They shot the kids and it turned into a massacre.

Throughout history, groups of people have been oppressed and denied basic human rights. Within these horrible atrocities, good people have taken a stand and helped move towards change. One example of this is Sir Nicholas Winton, who helped save many Jewish children from Nazi occupation in Czechoslovakia. Another example is Mohandas Gandhi, and his efforts to make India free from imperialist oppression.

Under the leadership of Adolf Hitler, the Nazi Party in Germany committed horrible violations of human rights. Soon after the Nazis took power they instituted the Nuremberg Laws. These placed a lot of restrictions on Jews, making them second class citizens. In 1938 Jewish homes and businesses were attacked. Jews were forced to identify themselves by wearing a yellow star and forced to live in ghettos. These were the first steps that led to a policy of genocide. In concentration camps, for example Aushwitz or Bergan Belson, thousands of Jews and other minorities were tortured, starved, and poisoned to death. Medical "experiments" were performed on innocent people until they died. These atrocities were committed against adults and children alike. There were some people who tried to rescue Jews from this horrible situation. Nicholas Winton, a British stockbroker, went on a trip to Prague with his friend. When he saw the mass displacement of refugees fleeing Nazi rule, he decided to help.

Nicholas Winton spent a month or so in Prague, assisting with the refugee crisis. Afterwards, he decided to work to save Jewish children in Czechoslovakia, his mother's country of origin. He arranged for homes in England where refugee children could be adopted and raised. He then established a system based on "Kindertransport" in Austria,

where he helped children escape via train. His actions saved the lives of over 500 children just as war started. Despite the actions of people like Winton, millions of Jews were killed as a result of the Holocaust.

During the 18th and 19th centuries, major world powers followed mercantilist policies. In order to maintain a favorable balance of trade and obtain natural resources, these nations turned to imperialism. They took over developing nations, and used them to grow cash crops and take their natural resources. Often, the people were abused by their imperialist mother nations. Britain's presence in India was no exception.

When Great Britain annexed India, it was with the goal of improving Britain's economy and providing resources to fuel the growing industrial revolution. The British followed a policy of mercantilism in India in order to benefit the British. India was used for growing cash crops and providing markets for British manufactured goods. British rule in India was, in many ways, about the violation of human rights that came with imperialism. A notable feature of British rule was the Indian Civil Service that implemented regulations to govern India. Really, the purpose of the Civil Service was to keep Indians from governing themselves. Only a handful of Indians were selected for these jobs. One of the biggest ways the British hurt the Indian people was by destroying their local economy. Cheap British goods flooded Indian markets, leading to unemployment as local manufacturers and artisans lost business. For these reasons, the Indian people began to seek independence.

Gandhi was a western-educated lawyer who became a leader of this independence movement. He was aghast at Britain's actions in India,

Thematic Essay—Practice Paper – D

but believed in the Hindu principle of ahimsa, or nonviolence. He worked with the Indian National Congress, an organization dedicated to achieving Indian independence. He went on many nonviolent protests, like the Great Salt March, to protest and gain support. Although India was partitioned, his goal of independence was realized.

Both Sir Nicholas Winton and Mohandas Gandhi worked tirelessly to end human rights violations. Their results had a wide impact, Winton giving thousands of descendants a life they otherwise wouldn't of had, and Gandhi protecting his people's rights.

Throughout history some groups have had their basic human rights taken away. Often times, these groups had resisted these violation in several manners. Two examples of this violation-opposition relationship can be seen in the former French colony of Saint Domingue and in the protest of Chinese peoples under communist rule during the 20th century.

Saint Domingue, present day Haiti, was once an extremely profitable colony for the French. As one of France's last Atlantic colonies, they felt strongly that they had to keep it. Most of the work on the plantations was done through the use of slave labor. These slaves were denied basic human rights—they were forced to work of exhaustion, they were abused, mistreated, killed, and had absolutely no say in the matter. Eventually, many of the Saint Domingue slaves banded together in famous uprisings. The slave revolt of Saint Domingue was, after brutal fighting and help from the British, eventually won by the slaves. This slave revolt was the first such example of slaves winning their independence through uprising, and is an example of a group of peoples rising up against the violation of their rights.

Communist China in the 20th century was extremely oppressive. Although leaders like Deng Xiaoping made transitions to more capitalistic policies in economics, the people of China still lacked many basic human rights. To protest, thousands gathered in Tiananmen's Square to peacefully protest. The government sent in soldiers & tanks, resulting in thousands being killed. This clearly shows an example of people protesting against a violation of their rights.

Practice Paper A—Score Level 3

The response:

- Develops all aspects of the task with little depth for Jews and Ukrainians
- Is more descriptive (*Jews*: sent to concentration camps where they were either killed or worked to death; some were rescued or hidden by brave people; *Ukrainians*: Stalin made up a five-year plan)
- Includes some relevant facts, examples, and details (*Jews*: using Jews as a scapegoat; Nuremberg Laws; synagogues; gas chamber; *Ukrainians*: collectivization; tried to starve them while he also took their grain and killed their livestock)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are restatements of the theme

Conclusion: Overall, the response fits the criteria for Level 3. The response includes facts, examples, and details related to two groups whose human rights were denied. Discussion is almost wholly descriptive but effectively fulfills the requirements of the task.

Practice Paper B—Score Level 5

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing human rights violations and efforts to resist or oppose for both Jews and Rwandans
- Is more analytical than descriptive (*Jews*: global community was slow to respond to these atrocities; Hitler convinced the general public that the Jews were responsible for their economic crises; Jews were not helpless victims as they fought back; Nuremberg Trials brought worldwide attention to the effects of the Holocaust; *Rwandans*: unfortunately genocide has been a recurring problem as shown by the Rwandan genocide; much of the world ignored the killings in Rwanda as the word “genocide” was not even used)
- Richly supports the theme with relevant facts, examples, and details (*Jews*: Enabling Law; Kristallnacht; 1939 Hitler invaded Poland; extermination; millions of Jews slaughtered; underground newspapers; Nuremberg Trials; *Rwandans*: under Belgian rule, the Tutsi minority was favored over Hutu majority; after gaining independence from Belgium, Hutus gained control of government; Hutu president’s plane shot down, 800,000 killed; moderate Hutus also killed; hotel owner Rusesabagina saved the lives of over a thousand refugees)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 5, thoroughly establishing the historical context and explaining the impact of the Holocaust and the Rwandan genocide. The discussion of human rights violations of Jews and Rwandans contains depth and breadth. Treatment of attempts to oppose human rights violations demonstrates an understanding of the limitations of those efforts and the heroism of individuals involved.

Practice Paper C—Score Level 1

The response:

- Minimally develops some aspects of the task by discussing treatment of Jews and conditions in concentration camps
- Is descriptive (*Jews*: treated unfairly; Hitler had taken all their rights away; *Chinese students*: tried to rebel at Tiananmen; turned into massacre)
- Includes few relevant facts, examples, or details (*Jews*: wear a Jewish star; Hitler; concentration camps; gas chambers); includes an inaccuracy (*Chinese students*: wanted to rebel against Mao Zedong and the Red Booklet)
- Demonstrates a plan of organization; includes an introduction but lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Only two of the four tasks are addressed. While some relevant details indicate limited knowledge, accurate and inaccurate information is mixed and the response is unevenly developed.

Practice Paper D—Score Level 4

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing Indians under colonial rule more thoroughly than Jews
- Is both descriptive and analytical (*Jews*: in 1938 Jewish homes and businesses were attacked; Jews forced to wear a yellow star and forced to live in ghettos led to policy of genocide; some people tried to rescue Jews from horrible situation; Nicholas Winton arranged for homes where refugee children could be adopted; system based on “kindertransport” helped over 500 children escape via train; *Indians under colonial rule*: British rule in India is about violation of human rights that came with imperialism; purpose of civil service was to keep Indians from governing themselves; cheap British goods flooded Indian markets, leading to unemployment; Gandhi aghast at Britain’s actions but believed in principle of ahimsa or nonviolence)
- Supports the theme with relevant facts, examples, and details (*Jews*: Nazi party; Auschwitz; Bergen Belsen; medical experiments; tortured; starved; poisoned; Prague; Czechoslovakia; *Indians under colonial rule*: major world powers followed mercantilist policies; took over developing nations and used them to grow cash crops; India was used for growing cash crops and providing markets for British goods; Gandhi worked with Indian National Congress; goal of independence realized)
- 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 response is both descriptive and analytical. The Winton discussion provides a specific and detailed example of an action taken by an individual to resist a human rights violation. The discussion of Indians under British rule includes analysis that strengthens the narrative.

Practice Paper E—Score Level 2

The response:

- Minimally develops all aspects of the task
- Is primarily descriptive (*slave revolt of Saint Domingue*: French felt strongly they had to keep extremely profitable colony; slaves denied basic human rights; first example of slaves winning independence through uprising; *Chinese students*: lacked many basic human rights; government sent in soldiers and tanks, resulting in thousands being killed)
- Includes few relevant facts, examples, and details (*slave revolt of Saint Domingue*: present-day Haiti; slave labor; plantations; *Chinese students*: Deng Xiaoping; transitions to more capitalistic policies; the people of China still lacked basic human rights)
- Demonstrates a general plan of organization; includes an introduction but lacks a conclusion

Conclusion: The response fits the criteria for Level 2. The discussion demonstrates some understanding of the task but lacks development. Additionally, the response relies on a few generalities.

Transition Exam in Global History and Geography—Grade 10 Specifications June 2019

Part I Multiple-Choice Questions by Standard

Standard	Question Numbers
1—United States and New York History	N/A
2—World History	5, 7, 8, 11, 12, 16, 17, 19, 20, 21, 22, 23, 25, 28, 29
3—Geography	1, 2, 4, 9, 10, 13, 14, 18, 24, 26, 30
4—Economics	3, 15, 27
5—Civics, Citizenship, and Government	6

Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Human Rights	Standards 2, 4, and 5: World History; Economics; Civics, Citizenship, and Government
Document-based Essay	Change; Conflict; Economic Systems; Political Systems; Power; Human Rights	Standards 2, 3, 4, and 5: World History; Geography; Economics; Civics, Citizenship, and Government

Scoring information for Part II is found in Volume 1 of the Rating Guide.

Scoring information for Part III is found in Volume 2 of the Rating Guide.

The *Chart for Determining the Final Examination Score for the June 2019 Transition Exam in Global History and Geography—Grade 10* will be posted on the Department’s web site at: <http://www.p12.nysed.gov/assessment/> on the day of the examination. Conversion charts provided for the previous administrations of the Transition Exam in Global History and Geography 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.forms2.nysed.gov/emsc/osa/exameval/reexameval.cfm>.
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.

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

VOLUME
2 OF 2
DBQ

TRANSITION EXAM IN GLOBAL HISTORY AND GEOGRAPHY — GRADE 10

Thursday, June 20, 2019 — 9:15 a.m. to 12:15 p.m., only

RATING GUIDE FOR PART III A AND PART III B (DOCUMENT-BASED QUESTION)

Updated information regarding the rating of this examination may be posted on the New York State Education Department's web site during the rating period. Visit the site at: <http://www.p12.nysed.gov/assessment/> and select the link "Scoring Information" for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and several times throughout the Regents Examination period.

Contents of the Rating Guide

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

- A question-specific rubric

For **Part III B** (DBQ) essay:

- A content-specific rubric
- Five prescored anchor papers ordered from score levels 5 to 1
- Commentary explaining the specific score awarded to each paper
- Five prescored practice papers

General:

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

Mechanics of Rating

The procedures on page 2 are to be used in rating papers for this examination. More detailed directions for the organization of the rating process and procedures for rating the examination are included in the *Information Booklet for Scoring the Transition Examination in Global History and Geography — Grade 10*.

Copyright 2019

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

Rating the Essay Question

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

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

Rating the Scaffold (open-ended) Questions

- (1) Follow a similar procedure for training raters.
- (2) The scaffold questions are to be scored by one rater.
- (3) The scores for each scaffold question must be recorded in the student's examination booklet and on the student's answer sheet. The letter identifying the rater must also be recorded on the answer sheet.
- (4) Record the total Part III A score if the space is provided on the student's Part I answer sheet.

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

The scoring coordinator will be responsible for organizing the movement of papers, calculating a final score for each student's essay, recording that score on the student's Part I answer sheet, and determining the student's final examination score. The conversion chart for this examination is located at <http://www.p12.nysed.gov/assessment/> and must be used for determining the final examination score.

Transition Exam in Global History and Geography (Grade 10)
Content Specific Rubric
Document-Based Question
June 2019

Document 1a

In the mid-1800s, the Tokugawa shogunate was weak and faced external threats. This passage explains the situation.

... Most of all the Japanese realists noticed what had happened to China—noticed, and were appalled. China was not just another country but the Middle Kingdom, the Central Country. Its emperor had historically referred to Japan's emperor as "your little king." A new China had been carved up by Westerners, debauched [corrupted] by opium and left totally unprotected by either the Ch'ing dynasty or armed force. If the British and French could polish off China, what hope was there for little Japan—against Britain, France, Russia and the United States? Japan could try to enforce its seclusion law, said one of its very shrewdest leaders after the Biddle affair, but if "the foreigners retaliated, it would be a hopeless contest, and it would be a worse disgrace for Japan." . . .

Source: James Fallows, "When East met West: Perry's mission accomplished," *Smithsonian*, July 1994

Document 1b

Japanese Wood Block Print Depicting One of Perry's Ships



... On July 8, 1853 four black ships led by USS *Powhatan* and commanded by Commodore Matthew Perry, anchored at Edo (Tokyo) Bay. Never before had the Japanese seen ships steaming with smoke. They thought the ships were "giant dragons puffing smoke." They did not know that steamboats existed and were shocked by the number and size of the guns on board the ships. . . .

Source: "Commodore Perry and the Opening of Japan," U.S. Navy Museum online

1 Based on these documents, what is *one* fear Japanese leaders had for their country?

Score of 1:

- States a fear Japanese leaders had for their country based on these documents
Examples: other countries would take over/foreign countries taking over/would be taken over as China had been; other countries would invade; other countries would carve them up; Britain/France/Russia/United States were too strong for Japan; the disgrace of losing to a foreign country; if China could not stand up to the Western powers, how could Japan; feared Perry's ships; feared number and size of guns onboard ships; fear of steamships; hopeless contest would be waged with the foreign powers; foreign retaliation; foreign steamships armed with guns would invade; being defeated/taken over by foreigners/Britain/France/Russia/United States; the Japanese would be corrupted by opium; external threats

Score of 0:

- Incorrect response
Examples: they liked Commodore Perry's ships; foreign countries would leave Japan; being left totally unprotected by the Ch'ing dynasty/Ch'ing armed force
- Vague response
Examples: realists noticed what had happened; it was the mid-1800s; Japanese wood blocks; China was the Middle Kingdom

Document 2a

. . . As the object of modernisation was to obtain equal treatment by the West many of the cultural innovations, besides being more than outward forms to the Japanese themselves, had an important psychological influence on Western diplomats and politicians. Under the [Tokugawa] shogun, members of the first Japanese delegation to the United States in 1860 wore traditional samurai dress with shaved pate [top of the head] and long side hair tied in a bun and carried swords. Under the [new Meiji] emperor, Western-style haircuts were a major symbol of Westernisation. Soldiers and civilian functionaries [officials] wore Western-style uniforms, and politicians often adopted Western clothes and even full beards. In 1872 Western dress was prescribed for all court and official ceremonies. Meat eating, previously frowned on because of Buddhist attitudes, was encouraged, and the beef dish of sukiyaki was developed at this time. Western art and architecture were adopted, producing an array of official portraits of leading statesmen as well as an incongruous [incompatible] Victorian veneer [appearance] in the commercial and government districts of the cities and some rather depressing interiors in the mansions of the wealthy. . . .

Source: Richard Perren, "On the Turn—Japan, 1900,"
History Today, June 1992

Document 2b

Picture of Songs Amid Plum Blossoms



Source: Hashimoto Chikanobu,
December 1887 (adapted)

2a According to Richard Perren, what was *one* reason the Japanese government adopted Western cultural innovations?

Score of 1:

- States a reason the Japanese government adopted Western cultural innovations according to Richard Perren
Examples: to obtain equal treatment by the West; was an outward sign of change to the Japanese themselves; to achieve important psychological influence on Western diplomats and politicians; as a symbol of westernization; to show they were changing; as a sign to Western diplomats they were changing; to look more like Westerners to Western diplomats; to modernize

Score of 0:

- Incorrect response
Examples: to reject Western influence; meat eating was encouraged; to show they would not give up traditional dress; the Tokugawa shogun was new
- Vague response
Examples: Buddhist attitudes; was incongruous with Victorian veneer; to sing songs amid plum blossoms; ceremonies were official
- No response

2b Based on these documents, state *one* way westernization influenced Japanese culture during the rule of Emperor Meiji.

Score of 1:

- States a way westernization influenced Japanese culture during the rule of Emperor Meiji based on these documents
Examples: adopted Western-style haircuts; adopted Western clothes; full beards were adopted; Western-style uniforms were worn; meat eating was encouraged; Western art was adopted; Japanese produced an array of official portraits of leading statesmen; adoption of Western architecture; a Victorian veneer appeared in the commercial and government districts of the cities; Western music was adopted; Western musical instruments were adopted; practices previously frowned on were now encouraged; the beef dish of sukiyaki was developed; Western dress was prescribed for all court and official ceremonies; women wore Western-style clothing; women played Western-style musical instruments; traditional samurai dress was abandoned for meetings with Westerners

Score of 0:

- Incorrect response
Examples: prohibited Western dress for official ceremonies; forced to carry swords; politicians shaved their beards; Western art was removed; Buddhist attitudes were encouraged
- *Vague response*
Examples: prescribed for all court and official ceremonies; produced an array; pictures of songs
- No response

Document 3

Growth of Nationalism Under the Meiji

. . . Nationalism also emerged in Japan in the 1880s, but there under [Meiji] government sponsorship after a period of vigorous Westernization. During the 1870s large numbers of Western advisers had poured into Japan, staffing and administering much of the growing school system, among other duties. Conservative officials, including the emperor, worried that Western individualism and other corrosive [destructive] values might damage Japanese culture, and they called on nationalism, supplemented by a revived Shinto religion and other, partially invented traditions, to support more assured loyalty to state and hierarchy. Nationalism began to be used to motivate higher production, economic sacrifices, and other qualities that helped propel rapid development; it soon sparked a new imperialism as well. . . .

Source: Peter N. Stearns, *Cultures in Motion: Mapping Key Contacts and Their Imprints in World History*, Yale University Press

3 According to Peter N. Stearns, what is *one* way the conservative Japanese officials attempted to prevent westernization from damaging Japanese traditions?

Score of 1:

- States a way conservative Japanese officials attempted to prevent westernization from damaging Japanese traditions according to Peter N. Stearns
Examples: revived Shinto religion; encouraged/supported partially invented traditions; they encouraged nationalism; used nationalism to support more assured loyalty; used nationalism to motivate higher production/economic sacrifice; used nationalism to propel rapid development; nationalism was used to spark a new imperialism; nationalism

Score of 0:

- Incorrect response
Examples: Western advisers had poured into Japan; Westerners staffed/administered a growing school system; banned Shinto religion; discouraged nationalism; production was decreased
- Vague response
Examples: Meiji government emerged; westernization was vigorous; emperor worried; key contacts were mapped; Western individualism; partially invented
- No response

Document 4a

1918

- World War I ends; Ottoman lands in southwest Asia divided into European-controlled mandates
- Britain, France, Italy, and Greece occupy Turkish lands in Asia Minor

1920–1922

- Kemal Atatürk forms nationalist government; conflict erupts between Atatürk's government and government of Sultan Mohammed VI
- Sultan Mohammed VI forced to abdicate throne

1923

- Treaty of Lausanne establishes borders of Turkey
- European powers recognize Turkey as a country
- Turkey officially declared a republic with Atatürk as leader

Source: Based on L. E. Snellgrove, *The Modern World Since 1870*, Longman Group

4a According to this chart, what was *one* problem Turkey faced that convinced Atatürk that Turkey needed to undergo major changes?

Score of 1:

- States a problem Turkey faced that convinced Atatürk that Turkey needed to undergo major changes according to this chart

Examples: after World War I, Ottoman lands divided; Ottoman lands in southwest Asia divided into European-controlled mandates; land divided into mandates; Britain/France/Italy/Greece occupied Turkish land in Asia Minor; loss of lands in Asia Minor; conflict between Sultan's government and Kemal Atatürk's government; loss of lands; lost control of some of its land

Score of 0:

- Incorrect response
Examples: Sultan restored to the throne; Turkey declared a republic; recognition of Turkey as a country by European powers; Ottoman lands unified after World War I; abdication of Atatürk from the throne
- Vague response
Examples: Treaty of Lausanne; end of World War I; officially declared
- No response

Document 4b

. . .No nation was ever founded with greater revolutionary zeal than the Turkish Republic, nor has any undergone more sweeping change in such a short time. In a very few years after 1923, Mustafa Kemal Atatürk transformed a shattered and bewildered nation into one obsessed with progress. His was a one-man revolution, imposed and steered from above. Atatürk knew that Turks were not ready to break violently with their past, embrace modernity and turn decisively toward the West. He also knew, however, that doing so would be the only way for them to shape a new destiny for themselves and their nation. So he forced them, often over the howling protests of the old order.

The new nation that Atatürk built on the rubble of the Ottoman Empire never could have been built democratically. Probably not a single one of his sweeping reforms would have been approved in a plebiscite [public vote]. The very idea of a plebiscite, of shaping a political system according to the people's will, would have struck most Turks of that era as not simply alien but ludicrous [ridiculous]. . . .

Source: Stephen Kinzer, *Crescent and Star: Turkey Between Two Worlds*, Farrar, Straus and Giroux, 2001

4b According to Stephen Kinzer, what was *one* problem Atatürk faced as he forced his country to change?

Score of 1:

- States a problem Atatürk faced as he forced his country to change according to Stephen Kinzer
Examples: nation shattered/bewildered at start of republic; Turks were not ready to embrace modernity; Turks not ready to break with the past and turn to the West; howling protests of the old order; the old order protested change; building the new nation on the rubble of the Ottoman Empire; attempting reforms against the people's will; resistance

Score of 0:

- Incorrect response
Examples: plebiscite shaped political system; people wanted new destiny and had revolutionary zeal; a nation willing to accept the West; democratic plebiscites; Turks supported modernity
- Vague response
Examples: sweeping change; it was a short time; it was imposed from above; new destiny was shaped
- No response

Document 5

. . . Powerful leaders used to be called “makers of history”; few so obviously deserve the title as Atatürk. Between 1923 and 1938, the year he died, he made this mostly Muslim country into a largely secular state, modeled on the nations of Western Europe. History has seen no national transformation swifter or more dramatic. In a little more than 15 years, he tried to accomplish the work of centuries.

He abolished the sultanate in 1922 and, a year later, exiled the caliph, took education away from the clerics and closed the religious courts. The effect of these measures was to separate church and state, something that had never happened before in western Asia. He banned the fez [traditional hat], which had become a symbol of Ottoman and Islamic orthodoxy, adopted a modified Latin alphabet, outlawed polygamy and championed equal rights for women. It’s largely because of Atatürk that, today, Turkish women have made their mark in medicine, law, even politics. Though her political future is currently in doubt, Tansu Ciller, Turkey’s bright, forward-looking prime minister [1993–1996], has been one of only a handful of women to head a government anywhere. . . .

Source: Eric Lawlor, “Isn’t modernizing a nation a serious business?”, *Smithsonian*, March 1996 (adapted)

5 Based on this excerpt from Eric Lawlor’s 1996 article, state *two* actions Atatürk took to make his country into a more modern, secular state modeled on the nations of Western Europe.

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* action Atatürk took to make his country into a more modern, secular state based on this excerpt from Eric Lawlor’s 1996 article

Examples: abolished the sultanate; exiled the caliph; took education away from the clerics; closed religious courts; banned the fez/banned a symbol of Ottoman and Islamic orthodoxy; adopted a modified Latin alphabet; outlawed polygamy; championed equal rights for women; separated church and state

Note: To receive maximum credit, two *different* actions Atatürk took to make his country into a more modern, secular state must be stated. For example, *banned the fez* and *banned a symbol of Ottoman and Islamic orthodoxy* is the same effect expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: appointed a bright forward-looking woman as prime minister; promoted the caliph; opened religious courts; established polygamy; ended equal rights for women
- Vague response
Examples: national transformation; accomplished the work of centuries; powerful leaders; it never happened in western Asia
- No response

Document 6

. . .The dichotomy [between dictatorship and democracy] was built into the new state [of Turkey] by its founder. Atatürk was a soldier; in the heady, early days of revolution the Army could be regarded as its shield, guaranteeing survival against the machinations [conspiracies] of the dictators to the west and north. Atatürk encouraged the formation of an opposition party, the Liberal Republican Party, but it received little support and the ghazi [warrior/ Atatürk] reverted to what was essentially one-party rule, that of his own Popular Party.

The machinery of democratic government was left in place by him. But his legacy also included the idea that army leaders, being above politics, could and should intervene to save the country from itself—as when MPs [members of Parliament] broke up sittings of Parliament, brandishing guns and indulging in fisticuffs, or when rival gangs of political gunmen took their quarrels on to the streets, or when inflation began to turn the lira into ‘funny money’.

Three times in twenty years the army has taken over Turkey, tearing up the Constitution and invoking the spirit of Atatürk. . . .

Source: John F. Crossland, “Turkey’s Fundamental Dilemma,” *History Today*, November 1988 (adapted)

6 According to John F. Crossland, what was *one* impact of Atatürk’s rule on Turkey?

Score of 1:

- Identifies an impact of Atatürk’s rule on Turkey according to John F. Crossland
Examples: he left the machinery of democratic government in place even though he ruled through one party; his legacy included the idea that army leaders were above politics; legacy included the idea that army leaders could and should intervene to save the country; MPs broke up sittings of Parliament; the army took over Turkey; the army ignored the Constitution a few times; an opposition party was encouraged, but received little support; dichotomy between democracy and one-party rule built into the new state; created the appearance of democracy in Turkey

Score of 0:

- Incorrect response
Examples: survival of dictators guaranteed; army leaders could not intervene in the government; army always supported the Constitution
- Vague response
Examples: conspiracy of dictators; easy days of revolution; formation encouraged; it received little support
- No response

Document 7

One-Couple-One-Child Policy: Science Becomes Party Policy

. . . In mid-September 1980 the third session of the Fifth National People's Congress [NPC] gave its seal of approval to a new policy designed to keep the population within 1.2 billion by the end of the century by encouraging one child for all. The Government Work Report issued by the NPC was the first general call for one-child families. This policy was then widely publicized in a highly unusual Open Letter dated 25 September from the Central Committee to all members of the party and the Communist Youth League. Packed with numbers of every kind, the Open Letter embodied the new, numerical mode of political reasoning about population. In its formulations of the population problem, the Letter combined the social and natural scientists' formulations into a picture of a grave population-economy-environment crisis. With all scientific uncertainty having been put to rest, the Letter outlined China's severe crisis in grim terms:

According to the present average of 2.2 children per couple, China's population will reach 1,300 million [1.3 billion] in 20 years and will surpass 1,500 million [1.5 billion] in 40 years. . . . This will aggravate the difficulties for the four modernizations and give rise to a grave situation in which the people's standard of living can hardly be improved. . . . Moreover, too fast a growth of population not only creates difficulties in education and employment but will overtax [make excessive demands on] the energy, water, forest, and other natural resources, aggravate environmental pollution and make the production conditions and living environment downright bad and very hard to be improved. . . .

Source: Susan Greenhalgh, "Science, Modernity, and the Making of China's One-Child Policy," *Population and Development Review*, Vol. 29, No. 2, June 2003 (adapted)

7 According to this article by Susan Greenhalgh, what was *one* reason Chinese authorities were concerned about rapid population growth?

Score of 1:

- States a reason Chinese authorities were concerned about rapid population growth according to Susan Greenhalgh

Examples: population will reach 1.3 billion in 20 years; population could surpass 1.5 billion in 40 years; people's standard of living will not improve; creates difficulties in education/in employment; will overtax energy resources/water resources/forest resources/other natural resources; will aggravate environmental pollution; will make production conditions/living environment very hard to be improved; make production conditions downright bad; could cause environment/economic/population crisis; will aggravate the difficulties for the Four Modernizations

Score of 0:

- Incorrect response
Examples: the National People's Congress rejected the policy; population will reach 1.5 billion in 20 years; people's standard of living will improve; production conditions have improved
- Vague response
Examples: numerical mode of political reasoning; formulated problems; combined social crisis outlined
- No response

Document 8a

The Internal Debate on Birth Planning

...As preparations were being made to launch the propaganda and sterilization campaign in late 1982, special attention was also being given to a profoundly disturbing consequence of the program. With couples limited to only one child, or perhaps two, reports of female infanticide, infant abandonment, and violence against women who gave birth to girls began to rise dramatically. Although many of those reports came from backward rural areas, there were urban cases as well, suggesting a deeply ingrained sex bias. That bias transcended [went beyond] socioeconomic and educational status and could not be eliminated by the ongoing propaganda campaign denouncing “feudal” preferences for sons over daughters. . . .

Source: Tyrene White, *China's Longest Campaign: Birth Planning in the People's Republic, 1949–2005*, Cornell University Press, 2006 (adapted)

Document 8b

Billboard in Hebei Province Promoting Girls



The advertisement reads, “There’s no difference between having a girl or a boy—girls can also continue the family line.”

Source: Therese Hesketh, et al., “The Effect of China’s One-Child Family Policy after 25 Years,” *The New England Journal of Medicine* online, September 15, 2005

8 Based on this excerpt by Tyrene White and on this Chinese advertisement, state *one* cultural impact the one-child policy had on Chinese society.

Score of 1:

- States a cultural impact the one-child policy had on Chinese society based on this excerpt and this Chinese advertisement

Examples: with couples limited to one child, reports of female infanticide/infant abandonment increased; increase in female infanticide/infant abandonment; violence against women giving birth to girls rose dramatically; beginning of a sterilization campaign; propaganda convincing the public of the equal value of having a girl or boy; propaganda campaigns denouncing preference for sons over daughters; concern over families favoring the birth of sons to continue the family line; evidence suggested a deeply ingrained sex bias; continuation of feudal preferences for sons

Score of 0:

- Incorrect response
Examples: larger families; female infanticide decreased; feudal preferences for girls
- Vague response
Examples: feudal preferences; rural areas were backward; special attention was given; consequences; preparations were made; bias transcended
- No response

Document 9

China announced an end to its one-child policy in October 2015.

BEIJING – The “one child” policy change announced by the Communist Party on Thursday left some economists and investors wondering how the government would address longer-term financial and economic pressures. . . .

Mr. Yao [director of the China Center for Economic Research at Peking University in Beijing], said that an aging population threatened to weigh down China’s economic prospects not so much because of a shrinking work force, but because of shrinking consumer demand. He drew comparisons to Japan, saying that its [Japan’s] struggle to revive the economy in the 1990s showed that the biggest threat came from stagnating [sluggish] demand as people aged. . . .

China’s population has grown increasingly lopsided since the “one child” policy was introduced in 1979. A third of the population is expected to be over age 60 by 2050, up from about a seventh last year, placing significant strains on the government’s budget and its benefits programs for older citizens.

At the same time, the size of the labor force has dwindled in recent years and will probably continue to shrink, economists said, raising questions about how China will sustain a historic economic boom and pay for pensions and health insurance programs. The working-age population dropped for the first time in 2012; last year, it totaled 916 million people, down 3.7 million from 2013, according to the government.

In the long term, an increase in the birthrate would likely offset some of the decline in the working-age population. But in the short term, as children remain out of the labor force and in school, it could place new pressure on the economy, as the overall share of the population dependent on the government rises. . . .

Source: Javier C. Hernández, “Experts Weigh Likely Impacts of China’s ‘One Child’ Reversal,” *New York Times* online, October 29, 2015

9 According to Javier C. Hernández, what is *one* way the discontinued one-child policy will continue to impact China after 2015?

Score of 1:

- States a way the discontinued one-child policy will continue to impact China according to Javier C. Hernández

Examples: a third of the population is expected to be over age sixty by 2050; will place significant strains on the government’s budget/will place strains on its benefits programs for older citizens; size of labor force will probably continue to shrink/dwindling labor force/drop in working-age population; raises questions about how China will sustain an economic boom; raises questions about how China will pay for pensions and health insurance programs; working-age population dropped for first time in 2012 and will continue to drop; children remaining out of the labor force and in school could place new pressure on the economy; shrinking consumer demand as population ages threatens the economy/threat of stagnating demand because of aging population; rise in number of people dependent on government; aging population may weigh down China’s economic prospects; pressure on the economy

Score of 0:

- Incorrect response
Examples: labor force increased in recent years; children remain in labor force; working-age population increasing; growth in consumer demand; there are no children in the labor force; decrease in birthrates
- Vague response
Examples: comparisons to Japan; Communist Party announced a change; Center for Economic Research will be set up; it is lopsided; historic economic boom; overall share of population
- No response

Transition Exam in Global History and Geography (Grade 10)
Content Specific Rubric
Document-Based Question
June 2019

Historical Context: Throughout history, leaders and their governments developed policies in response to specific issues. These policies have had significant impacts on the leader's country or the surrounding region. These leaders and their policies include *Emperor Meiji and westernization*, *Kemal Atatürk and westernization*, and *Deng Xiaoping and the one-child policy*.

Task: Select *two* leaders and the associated policy mentioned in the historical context and for *each*

- Describe the historical circumstances that influenced this leader and his government to develop this policy
- Discuss the impacts of this policy on the leader's country *and/or* on a region

Scoring Notes:

1. This document-based question has a minimum of *six* components (for *each* of *two* leaders and their associated policies, describing the historical circumstances that influenced this leader and his government to develop this policy and discussing *at least two* impacts of the policy on the leader's country and/or on a region).
2. The impacts of the policy may be immediate or long term.
3. The impacts of the policy may be on a leader's country, on a region, or on both.
4. The leader's country or a region need not be specifically identified as long as it is implied in the discussion.
5. A description of the policy may be included in the discussion but is not required.
6. Information that is used to describe the historical circumstances that influenced the Leader and his government to develop a policy may also be used to discuss the impacts of the policy.
7. The impacts of the policy may be discussed from different perspectives as long as the position taken is supported by accurate historical facts and examples.
8. Only two leaders and their policies should be chosen from the historical context. If three leaders and their policies are discussed, only the first two should be scored.
9. For purposes of meeting the criteria of using *at least four* documents in the response, documents 1a, 1b, 2a, 2b, 4a, 4b, 8a, and 8b may be counted as separate documents *if* the response uses specific information from each of the documents.

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth for **each** of **two** leaders by describing the historical circumstances that influenced **each** leader and his government to develop this policy and discussing **at least two** impacts of the policy on the leader's country and/or on a region
- Is more analytical than descriptive (analyzes, evaluates, and/or creates information), e.g., *Meiji and westernization*: connects a weakened shogunate and fear of possible control by foreign countries to the rise of the Meiji and reforms based on Western influences as well as increased Japanese nationalism in social, economic, and political affairs; *Atatürk and westernization*: connects the breakup of the Ottoman Empire following World War I to the development of a secular state that featured sweeping social and political changes through strong authoritarian rule
- Incorporates relevant information from **at least four** documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., *Meiji and westernization*: seclusion law; role of Commodore Perry; Western individualism; revived Shinto religion; loyalty to the state; foreign education of students; emergence of zaibatsu; role of imperialism; *Atatürk and westernization*: mandates; Islamic orthodoxy; constitutional government; military rule; Father of Modern Turkey; equality for women; fez; Latin alphabet
- 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 discussing the policy of one leader more thoroughly than the policy of the other leader **or** by developing one aspect of the task less thoroughly than the others
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information), e.g., *Meiji and westernization*: discusses how the fears of a takeover by foreign countries led to reforms that included increased Western influence as well as rising Japanese nationalism; *Atatürk and westernization*: discusses how Ottoman losses following World War I influenced Turkey's modernization and how secular principles borrowed from the West influenced the separation of church and state and led to social changes
- 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** aspects of the task are thoroughly developed evenly and in depth for the policy of **one** leader and if the response meets most of the other Level 5 criteria, the 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

Emperor Meiji and westernization

Key Ideas from Documents 1–3

Historical Circumstances	Impacts of Policy on Japan or a region
<p>Doc 1—Weak Tokugawa shogunate subject to external threats China, the Middle Kingdom, carved up by Westerners, corrupted by opium, and left unprotected Fear of being polished off as China had been by Britain and France Inability of Japan to enforce its seclusion law if foreigners tried to take over Japanese surprised by Commodore Perry’s steam-powered ships in 1853 Japanese shocked by the number and size of guns of the United States ships</p>	<p>Doc 2—Adoption of Western musical instruments, Western-style dress, and haircuts Change to Western-style uniforms, clothes, and full beards Use of Western dress for court and official ceremonies Meat eating encouraged (sukiyaki) Adoption of Western art and architecture Use of Victorian style (commercial and government districts, in mansions of wealthy)</p> <p>Doc 3—Emergence of nationalism under Meiji sponsorship in 1880s after a period of westernization Introduction of large numbers of Western advisers to staff and administer much of the school system Fear of emperor and conservative officials of damage to Japanese culture by Western individualism and values Use of nationalism, revival of Shinto religion, and other traditions to assure loyalty to state Use of nationalism to motivate higher production, economic sacrifice, and rapid development Development of a new imperialism</p>

Relevant Outside Information

(This list is not all-inclusive.)

Historical Circumstances	Impacts of Policy on Japan or a region
<p>Rule of Japan for centuries by shoguns Details about isolationist policies Need by Japan to increase access to raw materials to support growth of industry (iron, hard coal)</p>	<p>Development of a modern army (rifles, cannon, adoption of Prussian/German army techniques) Introduction of railroads, Western banking, and a university system Sending students to Britain, Germany, and the United States for education Sale of state-owned industries leading to privatization and rise of zaibatsu Details about Japanese expansion Details of new imperialism Control of Taiwan after Sino-Japanese War (1895) Control of Port Arthur after Russo-Japanese War (1905) Adoption of British naval techniques Adoption of Meiji Constitution in 1889 preserving power of emperor and increasing democracy Annexation of Korea (1910)</p>

Kemal Atatürk and westernization

Key Ideas from Documents 4–6

Historical Circumstances	Impacts of Policy on Turkey or a region
<p>Doc 4—Ottoman Empire divided after World War I (Turkish lands in Asia Minor occupied by Great Britain, Italy, France, and Greece) Lands in southwest Asia divided into European-controlled mandates Eruption of conflict between Sultan’s government and Atatürk’s government Abdication of Sultan Mohammad VI New borders of Turkey established by Treaty of Lausanne Turkey officially declared republic in 1923 with Atatürk as leader Turks not ready to break violently with their past, embrace modernity, and turn toward the West Shattered, bewildered nation transformed by Atatürk over protest of old order, shaping a new destiny for Turkey</p>	<p>Doc 5—Introduction of a secular state, modeled after western Europe between 1923 and 1938 Abolishing sultanate, exiling caliph, secularizing education, closing of religious courts Separation of church and state—a first in western Asia Banning of the fez, symbol of Islamic orthodoxy Adoption of a modified Latin alphabet Outlawing of polygamy Start toward equal rights for women</p> <p>Doc 6—Dichotomy between dictatorship and democracy built into Turkey by its founder Formation of an opposition party, the Liberal Republican Party, but little support given One-party rule Development of machinery of democratic government Idea that army leaders could/should intervene to save the country from itself Idea that army leaders above politics Occasional takeover of government by army, tearing up of the constitution (3 times in 20 years)</p>

Relevant Outside Information

(This list is not all-inclusive.)

Historical Circumstances	Impacts of Policy on Turkey or a region
<p>President Atatürk called “Father of Modern Turkey” Defeat of Central Powers in World War I (Germany, Austria-Hungary, Ottoman Empire, Bulgaria) Mandate system created by League of Nations Treaty of Versailles Treaty of Sevres</p>	<p>Glorification of Turkish history/nationalism Personality cult of Atatürk Belief in homogenous Turkey (treatment of ethnic groups) Military as guardian of Turkish nationalism Institution of civil marriage and divorce Discouraging women from wearing veils Expanded opportunities for women (access to secondary schools, factory jobs) Resistance to reforms in the rural areas Sending sons to Western schools/universities</p>

Deng Xiaoping and one-child policy

Key Ideas from Documents 7–9

Historical Circumstances	Impacts of Policy on China or a region
<p>Doc 7—Policy approved by Fifth National People’s Congress (NPC) to keep population to 1.2 billion by end of century, encouraging one child for all (1980)</p> <p>New numerical mode of political reasoning about population embodied in open letter</p> <p>Grave population-economy-environment crisis publicized in open letter from Central Committee to members of the Party and Communist Youth League</p> <p>Population 1.3 billion in 20 years, over 1.5 billion in 40 years with average of 2.2 children per couple</p> <p>Probability that Four Modernizations made more difficult with population growth</p> <p>Predictions about impacts of population growth (standard of living hurt, difficulties in education and employment, energy, water, forest, and other resources overtaxed)</p> <p>Predictions that environmental pollution, production conditions, and living environment aggravated by population growth</p>	<p>Doc 7—Efforts to keep population at 1.2 billion by end of century</p> <p>Doc 8—Reports of female infanticide/abandonment, rise in violence against women giving birth to girls</p> <p>Ingrained sex bias (in urban as well as rural areas; across socioeconomic and educational status)</p> <p>Failure of propaganda campaign denouncing feudal preferences for sons over daughters</p> <p>Promotion of girls to continue the family line</p> <p>Use of billboards for propaganda</p> <p>Doc 9—Some economists and investors worrying about long-term financial and economic pressures</p> <p>Threat of aging population to China’s economy because of shrinking demand</p> <p>One-third of population to be over 60 by 2050</p> <p>Strain on government’s budget and benefits for older citizens</p> <p>Dwindling labor force likely to continue</p> <p>Question of sustaining China’s economic boom while paying for pensions and health insurance programs</p> <p>Drop in working-age population for first time in 2012</p> <p>Working-age population down 3.7 million from 2013</p> <p>Increase in birthrate possibly offsetting decline in working-age population if policy changed</p> <p>New pressures on economy with children out of labor force and in school</p>

Relevant Outside Information

(This list is not all-inclusive.)

Historical Circumstances	Impacts of Policy on China or a region
<p>Practice of Confucian obligations of a son diminished under early communism</p> <p>Adoption of policies by Mao that sometimes promoted large families and sometimes promoted small families</p> <p>Adoption of policies by Deng to increase wealth and power of China through economic reform</p> <p>Details about Four Modernizations</p> <p>Details about Mao and communism</p>	<p>Material incentives to promote the policy</p> <p>Declining fertility rates in urban areas</p> <p>Underreporting of female births</p> <p>Variations in policy practices in rural areas and in autonomous regions</p> <p>Fines/limited food rations/loss of employment for families violating the policy</p> <p>Possible wage raises and other benefits to families who accepted one-child limit</p>

At different points in history, governments of certain nations establish policies as a response to certain issues. These policies offer short and long term effects on their nation or surrounding region. Two leaders are Kemal Atatürk, and his westernization policy, and Deng Xiaoping, and his one-child policy.

Kemal Atatürk established a policy of westernization when he came into power as leader of Turkey in 1923. Prior to Atatürk's rule, Turkey had been a part of the Ottoman Empire, which had been an ally of Germany and Austria during World War I (Doc 4a). After the war multiple European nations, such as Britain and France occupied some former Ottoman lands. (Doc 4a) In the time period between 1920 and 1922, Mustafa Kemal, a war hero who fought for the Ottomans in World War I, formed a nationalist government and forced Sultan Mohammad VI out of the throne. (Doc 4a) It wasn't until 1923 that Turkey was recognized as it's own country and a republic. At this time, Mustafa Kemal became known as Atatürk which means "Father of the Turks." He established a secular single party regime focused on maintaining independence and power with Atatürk as the ruler. (Doc 4a). Atatürk realized that in order for Turkey to be a long lasting country, it would need to modernize and westernize. However, he also realized that the Turkish people would be divided about this goal because so much of Turkey previously followed shariah and more conservative Islamic religious ideas and many would not willingly accept the westernization and abandon their history (Doc 4b).

Atatürk forced new modernization policies onto the people for many reasons. First, it would allow Turkey to compete and protect itself better from invaders. He also encouraged relations with the west

so Turkey could trade, work with, and be helped by their western allies. This would allow Turkey to become economically, militarily, and politically stronger. With his new modern authoritarian government and western styled army, Atatürk would also be able to secure and increase his own political power. Part of Atatürk's westernization included separating church and state (Doc 5). He closed religious Islamic courts, wanting to keep religion out of politics. This separation of "church and state" is a central ideal developed during the Enlightenment and promoted by western nations and it was a total break from the Islamic governments whose law and justice system was based on shariah and carried out by Islamic scholars. He also introduced a western legal code and promoted the emancipation of women. He abolished Islamic dress including banning the wearing of headscarves by government employees (Doc 5). He also banned the fez, a symbol of Islamic Orthodoxy. He adopted a new Latin alphabet in order to promote connections with the West, increase literacy, and promote nationalism and unity among the Turkish people, many who spoke or wrote different languages. He also outlawed polygamy and promoted equal rights for women, allowing women to work in medicine, law, and politics (Doc 5).

These modernizations have effected Turkey tremendously. He promoted Turkey as a strong independent country and encouraged nationalism. He promoted Turkification getting rid of outside forces. Secularism and his new law code molded and promoted his ideal of a Turkish national citizen and decreased the power of Islamic scholars within Turkey which meant that his own power was increased. These effects changed Turkey long term. In the mid 1990s, Tansu Ciller, a

Turkish prime minister, was one of the few women in history to govern a country with a large Islamic population (Doc 5). Far more impacts have occurred as Atatürk's westernization policies have progressed. When Atatürk came to power, he encouraged an opposition party to his government in order to create a multi-party western style republic. However it received little support and Turkey remained as a one party government (Doc 6). Due to this, Atatürk ruled as a dictator and allowed the military to be above politics and suspend democracy by getting rid of the Constitution three times in 20 years (Doc. 6). Atatürk believed that the military was above politics, and since there was only one party, the military could overrule Turkey to save the country from itself (Doc 6). Atatürk's policy of westernization has impacted Turkey for a great length of time.

In 1979, a one-child policy was introduced to China by Deng Xiaoping who took over after Mao Zedong. Mao had promoted some medical care and sanitation which caused the death rate to decrease leading to a quick rise in population. By the time Mao died the population was headed towards 1 billion. In 1980, the one-child policy was approved to keep the Chinese population no greater than 1.2 billion by 2000 (Doc 7). At the time of the passing of the policy, the average Chinese family had two or three kids. At that rate, by 2000, the Chinese population would be 1.3 billion, and by 2020, 1.5 billion (Doc 7). Larger populations would drastically increase waste, poverty, pollution and put strains on natural resources, living space, employment, and the ability to be educated (Doc 7). Larger populations would lead to many problems with economic growth which Deng Xiaoping was trying to encourage with his Four Modernizations.

Due to these issues, the one-child policy was put into place to manage population, preventing some of these negative issues. With such a drastic change of life in China, there were drastic effects. Due to a sex bias in the country of China, prioritizing males over females, female infanticide and abandonment of female babies increased with couples limited to a single child (Doc 8a). Mothers who birthed females were often abused as if having a female child was a crime. Advertisements were set up, by the government promoting girls, stating that both girls and boys can continue family lineage (Doc 8b). Some say that the one child policy was too effective and will cause even fewer births in the next generation which has led the Chinese government to change the policy, but the policy has definitely impacted the country long-term. Despite this, the sex bias could never be eliminated, as it is so deeply ingrained into the minds of Chinese citizens (Doc 8a). Because of this sex bias there is a skewed sex ratio with more boys than girls in China. This is causing problems today with the scarcity of marriage age women and men not being able to find a wife and get married.

While population has remained down, approximately one third of the population is the elderly (Doc 9). This large elderly population may not be able to be taken care of because there are simply too few people to support them. Also as these elderly people retire there are not enough people to take their jobs. The economy may be in danger of deteriorating, with the work force decreasing in size, and less people to demand goods (Doc 9). While the birth rates of children are now allowed to increase, hopefully offsetting economic decline in the long run, short term impacts could strain the economy, as the budget for

elderly care, pensions, health care, etc is limited (Doc 9). Deng Xiaoping's one child-policy has worked efficiently for containing China's population, but has caused a few other short and long term impacts.

Kemal Atatürk's westernization policy in Turkey, and Deng Xiaoping's one-child policy in China have effected their countries significantly. Atatürk's policy has allowed Turkey to sustain itself as a country up until today. Deng Xiaoping's one-child policy has allowed China to keep rising population down, allowing natural resources, education, and employment to remain available. The specific issues of each country has allowed these policies to be put into place and work effectively.

Anchor Level 5

The response:

- Thoroughly develops all aspects of the task evenly and in depth for Kemal Atatürk and westernization and Deng Xiaoping and the one-child policy
- Is more analytical than descriptive (*Kemal Atatürk*: established a secular single party regime focused on maintaining independence and power; promoted Turkey as a strong independent country and encouraged nationalism; secularism and his new law code promoted his ideal of a Turkish national citizen and decreased the power of Islamic scholars within Turkey; allowed military to be above politics and suspended democracy; *Deng Xiaoping*: larger populations would drastically increase waste, poverty, pollution, and put strains on natural resources, living space, employment, and ability to be educated; due to sex bias prioritizing males over females, female infanticide and abandonment of female babies increased; while birthrates now allowed to increase hopefully offsetting economic decline in long run, short term impact could drain economy as budget for elderly care, pensions, and health care limited)
- Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates substantial relevant outside information (*Kemal Atatürk*: encouraged relations with West so Turkey could trade, work with, and be helped by Western allies allowing it to become economically, militarily, and politically stronger; abolished Islamic dress including banning wearing of headscarves by government employees; adopted a new Latin alphabet to promote connections with West; encouraged opposition party to create a multi-party Western-style republic but it received little support; *Deng Xiaoping*: Mao had promoted some medical care and sanitation which caused death rate to decrease; larger populations would lead to problems with economic growth which Deng trying to encourage with Four Modernizations; problems in China today with scarcity of marriage-age women)
- Richly supports the theme with many relevant facts, examples, and details (*Kemal Atatürk*: Sultan Mohammad VI forced from throne; banned wearing of fez; outlawed polygamy and promoted equal rights for women, allowing women to work in medicine, law, and politics; ruled as a dictator; military got rid of Constitution three times in twenty years; *Deng Xiaoping*: policy to keep Chinese population no greater than 1.2 billion by 2000; average Chinese family had two to three kids when policy passed; advertisements promoted girls stating both girls and boys can continue family lineage)
- Demonstrates a logical and clear plan of organization; includes an introduction that is a restatement of the theme and a conclusion that summarizes the effects of each policy

Conclusion: Overall, the response fits the criteria for Level 5. Historical details and analytic statements are interwoven and effectively support document interpretation. The assessment of the impacts of both policies integrates relevant political and economic concepts demonstrating a good understanding of the role of leaders in developing policies in response to specific issues.

Since the start of civilization, Heads of State and government have created policies to address specific and often pertinent issues in their nation. These policies can leave a profound impact for decades or even centuries to come. These can be positive or negative due to their actions. Two excellent examples of this can be seen in Emperor Meiji and the westernization of his nation of Japan, and Dictator Deng Xiaoping and his one-child policy in his nation of the People's Republic of China.

Emperor Meiji of Japan had several reasons for his rapid industrialization of his nation. For most of its history, Japan was a somewhat isolated archipelago following in China's footsteps. There was cultural diffusion throughout the Korean peninsula but Japan generally was left untouched. Japan remained feudal with shoguns and samurais following bushido. This however also meant it was just as vulnerable as China during the Age of Imperialism. China's loss of independence began with their defeat in the Opium Wars between China and the U.K. resulting in China becoming a puppet of European powers. Japan became worried that it would fall to the same fate as China—invaded, conquered, and divided between western powers such as the U.S., the U.K., Russia, and France (Doc. 1a). These fears seemed to come to fruition in 1853; the U.S. growing impatient with Japan's isolationism sent a convoy of four steam ships to Edo (modern Tokyo) to open Japan to trade. The sight of the convoy frightened the Japanese as they had never seen a steam ship before (Doc. 1b). With the U.S. at their doorstep Japan signed the unfair trade Treaty of Kanagawa in 1854. This opened Japan to trade with the U.S., the U.K., and Russia who could arrive at any moment. This

angered the Japanese populous, they were angered at the Tokugawa Shogunate for being so weak after more than 250 years of military rule. Thus in 1868 the Meiji Restoration occurred, the Tokugawa Shogunate was overthrown, and the Emperor's power was restored. There was still the issue of European imperialist powers so the new Emperor Meiji knew he had to change Japan quickly to avoid China's fate.

Emperor Meiji concluded that he would need to fight fire with fire. His conclusion was: for Western Europe to take Japan seriously it must become more like Western Europe. This meant rapid industrialization and modernization of the economy. This began with the dress of his people. Traditional Japanese samurai attire and haircuts were tossed aside in favor of European uniforms for the military and European haircuts along with eating meat (Doc. 2a). It wasn't just men and the military who had a change of dress. Women were encouraged to wear European dresses and take up Western musical instruments like the piano (Doc. 2b). This however also created new problems for Meiji. Chief among them was Western ideas such as individualism which were damaging to traditional Japanese culture. To counter this Emperor Meiji encouraged nationalism amongst his citizens like in order to increase economic output Western style factories were built (Doc. 3). All of this would take Japan from a backwards neighbor of China to a modern industrialized nation. However, Europe would continue to refuse to recognize Japan as an equal. It wasn't until World War II that European countries started to see Japan as a world power. This was partially due to inherent racism to anyone who wasn't of Western European descent and thus anyone who wasn't was inferior and

should be colonized. Ironically, Japan would develop the same imperialist ideas as Europe in the years leading up to World War II, especially during the inter-war period. Japan is mostly mountainous and thus needed to imperialize to get necessary resources. Ultimately, for better or worse, Emperor Meiji modernized Japan, although his actions weren't always so positive even in the short-term.

Dictator Deng Xiaoping had many issues during the PRC when he took office. Most notably however, was China's overpopulation. Due to Deng's predecessor, Mao Zedong, China experienced rapid population growth in order to increase economic output. This however would prove problematic by the time Deng was in power. In September of 1980, Beijing released an open letter to its people encouraging them to only have a single child. This was due to projected population growth to 1.3 billion by 2000 and 1.5 billion by 2020 at current birth rates, along with overburdening China's natural resources and worsening pollution (Doc. 7). With all these issues stemming from population growth, the obvious solution was to cap the population, thus the one-child policy took effect. This policy accomplished decreased population growth rates but added a slew of other problems, predominantly towards women. This was mainly in the form of couples doing everything to not have a baby girl as their only child, due to an inherent bias across Chinese society that only a boy could continue the family line regardless of education or the socio-economic status of the parents. Baby girls were sometimes left abandoned to try again for a boy or violence was used against mothers or daughters (Doc. 8a). This inherent sexism has left 118 males for every 100 females in China leading to an increase in sex trafficking or girls

from nearby nations into China to marry rural boys. Various attempts to improve the situation have failed, such as proposals stating that having a girl is no different than having a boy and both can continue a family lineage (Doc. 8b). The one child policy was altered over the years to discourage social unrest and criticism. One exception was for twins. Another exception was for rural populations and minority Chinese. The Chinese government ultimately concluded that the one-child policy was flawed from the start. Thus in 2016, the one-child policy became the two-child policy. This choice was made after reports surfaced of China's aging population, low birth rates, and a dwindling workforce as no one was replacing those aging out (Doc. 9). This truly will haunt China for years to come and may even lead to the end of the People's Republic of China.

Anchor Level 4

The response:

- Develops all aspects of the task for Emperor Meiji and westernization and Deng Xiaoping and the one-child policy
- Is both descriptive and analytical (*Emperor Meiji*: Japan worried it would fall to same fate as China—invaded, conquered, and divided between Western powers such as United States, United Kingdom, Russia, and France; United States convoy of ships frightened Japanese as they had never seen a steamship before; Western ideas such as individualism damaging to traditional Japanese culture; encouraged nationalism among citizens to increase economic output; *Deng Xiaoping*: one-child policy accomplished decreased population growth rates; inherent bias across Chinese society that only a boy could continue family line regardless of education or socio-economic status of parents; baby girls sometimes left abandoned or violence used against mothers of daughters; proposal that states having a girl no different than having a boy and both can continue family lineage failed)
- Incorporates relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates relevant outside information (*Emperor Meiji*: Japan had remained feudal with shoguns and samurais following bushido; Japan signed unfair trade treaty of Kanagawa in 1854 opening Japan to trade with United States, United Kingdom, and Russia who could arrive at any moment; in 1868 Meiji Restoration occurred, Tokugawa shogunate overthrown, and Emperor's power restored; Japan developed same imperialist ideas as Europe in years leading to World War II; Japan mostly mountainous and needed to imperialize to get resources; *Deng Xiaoping*: under Mao Zedong, China experienced rapid population growth to increase economic output; inherent sexism left 118 males for every 100 females in China leading to increase in sex trafficking of girls from nearby nations into China to marry rural boys; exceptions to one-child policy included having twins, rural populations, and minority Chinese)
- Supports the theme with relevant facts, examples, and details (*Emperor Meiji*: in 1853 United States sent convoy of four steamships to Edo to open Japan to trade; traditional Japanese samurai attire and haircuts set aside in favor of European uniforms; women encouraged to wear European dresses and take up Western musical instruments such as piano; *Deng Xiaoping*: in 1980, Beijing released open letter to its people encouraging them to have a single child; projected population growth to 1.3 billion by 2000 and 1.5 billion by 2020 which would overburden China's natural resources and worsen pollution)
- Demonstrates a logical and clear plan of organization; includes an introduction that is a restatement of the theme and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 4. The strength of the response is in the treatment of long-term impacts of both policies and the incorporation of some thoughtful analysis. Document interpretation is supported by brief explanations and some relevant outside information.

Throughout history, each nation has had a long line of rulers. Each ruler had his own distinct policies and method of ruling. Many times, the ruler is faced with a growing issue that may threaten the success of the nation. In response, he must adopt a new policy that will keep the country the way it is supposed to be. Some policies proved to have positive lasting legacies, some did not, and many had both good and bad impacts on the nation. Two rulers who created a policy in response to an issue were Emperor Meiji of Japan and Deng Xiaoping of China.

In the mid-1800s in Japan, the shogunate government was proving to be weak, and this was not ideal against the rising conflict with western powers. China, a much bigger and more powerful nation than Japan, had been conquered by western European nations in the Opium Wars against Britain and later the unfair treaties that China was forced to sign by many western countries. The Japanese felt that if they could do this to China, they most certainly could do the same to Japan because Japan was smaller than China. (doc 1) These circumstances led to the rise to power by Emperor Meiji. The Meiji emperor adopted a policy of westernization and modernization in an attempt to conform to western ways and receive equal treatment or at least respect from these countries. The impact these changes had on Japan truly changed the traditions of the country. Political and military officials ditched the traditional samurai dress and haircuts and instead began to wear western, modern clothes with western-style haircuts, including beards. The Japanese also adopted western art and architecture styles and allowed meat-eating, once discouraged by the practice of Buddhism (doc 2a). Buddhism fell out of favor with the government and Shinto became the country's official religion.

This created a greater connection to the Emperor who was believed to be descended from a Shinto God. All of these policies began to move the Japanese away from tradition, which is why they also led conservative officials to promote nationalism and bring back old traditions (doc 3). They were able to do this because of the development of a modern school system by the Meiji. Before this the majority of the people were not formally educated. During the Meiji Restoration schools were mandatory and followed the western model. Literacy rates increased to almost 100 percent. Schools taught Japanese nationalism and ideas of loyalty and devotion to their country. This increased efficiency in the factories and eventually led to Japanese imperialism. Altogether, Emperor Meiji left a lasting legacy on Japan by breaking from traditions and modernizing the land in an attempt to conform.

Deng Xiaoping ruled communist China long after Meiji was in Japan, in the late 1900s. China became communist in the 1940s. Mao Zedong ruled and introduced some health care to a country that was plagued by wars, rebellions, and conquests for about a hundred years. While the health care was minimal the combination of it and a stable government caused rapid population growth. China's population was estimated to grow to 1.5 billion by 2020. It was predicted that overpopulation would prove to worsen the standard of living, increase pollution, and create employment difficulties. (doc 7) In order to control population growth Deng Xiaoping issued the one-child policy. As the name indicates, the policy was that every couple was only allowed to have one child together. This would over time, decline the soaring population. Unfortunately, the impact the policy had on the nation was mostly negative. It led to a gender bias, as many saw

males as stronger and superior and therefore wanted their only child to be a boy.

This led to violence against women who birthed girls and many parents abandoned these daughters (doc 8a). The economic legacy it left on China throughout the years was also not as positive as it should have been. For example, as the population of children declined the working age population declined and the older population increased, leading to a greater need for a senior citizen welfare plan. Also, the economy was proving to be in danger as the labor force decreased significantly (doc 9). In the long run, the one-child policy left economists wondering how to continue their economic success with less labor in China.

Both leaders may have lived in different time periods and ruled different nations, but they were similar in that each responded to a problem by forming a reformation policy. Meiji's westernization succeeded in modernizing Japan, but also led conservative officials to push for nationalism and traditionize again. Deng Xiaoping's one-child policy succeeded in controlling population growth, but also led to gender biases, discrimination, and potential economic failure. This proves that policies issued by rulers will almost always have both positive and negative lasting effects on the nation or region. However, the reason for beginning these policies is to improve the welfare of the nation, even if it ends up not succeeding.

Anchor Level 3

The response:

- Develops all aspects of the task in some depth for Emperor Meiji and westernization and Deng Xiaoping and the one-child policy
- Is more descriptive than analytical (*Emperor Meiji*: in mid-1800s Japan, shogunate government proving to be weak which was not ideal against rising conflict with Western powers; adopted Western ways in attempt to receive equal treatment or respect from Western countries; political and military officials ditched traditional samurai dress and haircuts; *Deng Xiaoping*: predicted overpopulation would worsen standard of living, increase pollution, and create employment difficulties; one-child policy led to gender bias as many saw males as stronger and superior and therefore wanted only child to be male; economy in danger as labor force decreased significantly)
- Incorporates some relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates relevant outside information (*Emperor Meiji*: a much bigger and more powerful China conquered by Western European nations in Opium Wars against Britain and later forced to sign unfair treaties; Buddhism fell out of favor with government and Shinto became country's official religion; developed modern school system where education was mandatory and followed Western model increasing literacy rates; schools taught Japanese nationalism and ideas of loyalty and devotion to country; *Deng Xiaoping*: China became communist in 1940s; Mao Zedong introduced some health care to country plagued by wars, rebellions, and conquests for about a hundred years; older population increased leading to greater need for senior citizen welfare plan)
- Includes some relevant facts, examples, and details (*Emperor Meiji*: officials began to wear Western clothes, haircuts, and beards; adopted Western art and architecture styles; allowed meat eating, once discouraged by practice of Buddhism; *Deng Xiaoping*: population estimated to grow to 1.5 billion by 2020; issued one-child policy to control population growth; policy led to violence against women who birthed girls)
- Demonstrates a satisfactory plan of organization; includes an introduction that is a restatement of the theme and a conclusion that discusses the positive and negative effects of both rulers

Conclusion: Overall, the response fits the criteria for Level 3. Document interpretation leads to some good conclusions concerning the positive and negative impacts of the policies of both leaders. Good historical references would have benefited from further explanation.

Ever since the beginning of history, leaders and their governments have developed policies in response to uprising issues. The policies that were created have had a significant impact on the leader's country and its surrounding regions. Some leaders and their policies were Deng Xiaoping and the one-child policy and Emperor Meiji and westernization. These leaders created their policies for a reason and the results of their policies were also good and bad.

Japan was a country that did not like foreign influence and followed a long-term policy of isolationism. However, that policy soon came to an end when the Tokugawa shogunate was weak and faced external threats. Japanese realists came to realize that its neighbor China was "polished off" by Britain and France, soon they would be next. Especially if Britain, France, Russia, and the US invaded Japan, they would have no chance at all to defend themselves since they were so outdated (Doc 1a). Since they have not updated recently their technology, when Commander Perry and his crew came to visit Japan, the Japanese people were in awe and shocked to see the US crew on a "giant dragon puffing smoke." (Doc 1b). They had no knowledge that such things existed since they followed a policy of isolationism and never knew that there were people living outside Japan.

When Emperor Meiji came to power, he decided that it was time that Japan modernize and ultimately developed a policy of westernization. Once the policy took place, several changes had occurred throughout Japan. Western-style haircuts were a major symbol of westernization. Meat-eating, previously disapproved of by Buddhist attitudes, was encouraged and the beef dish sukiyaki was developed (Doc 2a). However, conservative Japanese officials attempted to prevent

westernization by promoting nationalism to support more loyalty to the state and hierarchy (Doc 3).

In 1980, China soon was to adopt the one-child policy plan which limited one child per family. The reason for the policy was because if the population continued to grow, they would deplete all of their natural resources and production conditions and living environments would end up terribly (Doc 7). After the one-child policy was enforced, social/cultural problems began to arise. The policy suggested a sex bias that only got worse due to propaganda campaigns denouncing preferences for sons over daughters (Doc 8a). Several decades later, the policy became discontinued but problems still lingered. The size for labor decreased and was still continuing to shrink raising questions about how China would sustain an economic boom and pay for pensions and health insurance programs (Doc 9).

Depending on the problem, policies are created as a solution to the arising plight. However, not all policies are assured a long term solution. New plights may rise and be even more challenging than the previous. These leaders tried to solve their problems by creating policies they deemed fit. Some worked, others didn't. However, that never stopped them from surpassing the past and trying to create a bright future.

Anchor Level 2

The response:

- Minimally develops all aspects of the task
- Is primarily descriptive (*Emperor Meiji*: isolationism came to an end when Tokugawa shogunate was weak and faced external threats; felt if Britain, France, Russia, and United States invaded Japan they would have no chance to defend themselves as they were outdated; Japanese people shocked when Commander Perry and crew visited Japan as they had no knowledge of such ships; felt it was time for Japan to modernize and developed policy of westernization leading to changes; *Deng Xiaoping*: feared if population continued to grow, it would deplete natural resources and production conditions and environment would suffer; propaganda campaigns denounced preferences for sons over daughters; size of labor force decreased raising questions about how China would sustain economic boom and pay for pensions and health insurance programs); includes faulty and weak application (*Emperor Meiji*: since they followed policy of isolationism they never knew people were living outside Japan; *Deng Xiaoping*: sex bias got worse as result of propaganda campaigns)
- Incorporates limited relevant information from documents 1, 2, 3, 7, 8, and 9
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Emperor Meiji*: beef dish sukiyaki developed; *Deng Xiaoping*: adopted one-child plan)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. Brief explanations of document information and generalizations are the basis for a minimal discussion of all aspects of the task. Weak connections and basic statements lack supporting facts and details which hampers development.

In recent history, there have been leaders who have adopted policies in order to fix/help their nation. These policies have had both positive and negative drastic effects.

In the twentieth century, the Chinese population reached frightening numbers. If the population were to exceed 1.5 billion there would be a lot more people to accommodate for. There would be an increase in energy use, water use, deforestation and a lack of resources. As stated in Document 7. To prevent this, Deng Xiaoping adopted the one-child policy. The name is self explanatory, everyone could have only one child. As a result of this policy, there was a rise in reports of female infanticide (people murdered baby girls). People assaulted women who gave birth to girls and abandoned babies who were female (Doc 8a). This policy is no longer in effect but as a result children aren't working but staying in school. This may pressure the economy.

After World War I, Turkish land was divided by Britain, France, Italy and Greece. After this, Kemal Atatürk dethroned Sultan Mohammed VI with his nationalist movement and took over. Kemal adopted westernization in order to gain independence and have the other European countries recognize Turkey as a country. Westernization gave way to equal rights for women and also more education. Turkish westernization also had its downside as well. Ataturk gave extra power to the military and place them above politics. This caused the Turkish military to take over Turkey three times in 20 years.

Anchor Level 1

The response:

- Minimally addresses all aspects of the task
- Is descriptive (*Deng Xiaoping*: if population exceeded 1.5 billion would be many more people to accommodate; with one-child policy there was a rise in reports of female infanticide; *Kemal Atatürk*: dethroned Sultan Mohammed VI and took over; westernization gave way to equal rights for women and more education); lacks understanding and application (*Deng Xiaoping*: one-child policy no longer in effect so as a result children not working but staying in school; *Kemal Atatürk*: adopted westernization in order to gain independence and have other countries recognize Turkey as a country)
- Includes minimal information from documents 4, 5, 6, 7, 8, and 9
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Deng Xiaoping*: increase in energy use, water use, deforestation, and lack of resources with increasing population; *Kemal Atatürk*: after World War I, Turkish land divided by Britain, France, Italy, and Greece; Turkish military took over Turkey three times in twenty years)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Simplistic interpretation of document information addresses all aspects of the task and demonstrates a basic understanding of the policies of Deng Xiaoping and Kemal Atatürk. Generalizations and lack of details weaken the response.

Throughout history, many leaders and their governments developed policies in response to certain issues. Along with these issues, came significant impacts on the country or their region. These leaders and ideas include Emperor Meiji and westernization, and Kemal Atatürk and westernization.

Before the Meiji Restoration Japan was ruled by the Shogun. They had a general policy of isolation allowing only China and the Dutch to trade with them through one port city. However, this was in the 1800s and the Industrial Revolution led to the Age of Imperialism. India had been colonized and China lost the Opium War that resulted in spheres of influence in China that basically got rid of autonomy. When Matthew Perry arrived in Tokyo Bay in 1853 asking Japan to open its ports, Japan had to change quickly and significantly. The shogun was removed and the Meiji emperor took over. During the Meiji Restoration, Emperor Meiji had brought significant impacts, because he started a policy of westernization and modernization. The Meiji Emperor had to change technology in order to protect the country's independence and to stop foreign domination. He also had to westernize in order for Japan to be taken seriously and treated equally by the West. When the first Japanese delegation to the United States arrived in 1860 and were wearing traditional samurai dress with shaved pates, buns, and carved swords they were not taken seriously. This is why under the Meiji Emperor things changed to create, expand, and better the relationships with the West (Doc 2a). Under Emperor Meiji, many changes would occur. One change would be making the Japanese have western-style haircuts. These haircuts were a major sign of westernization and allowed the west to think of the Japanese in a

different way. Along with the haircuts, the civil officers, soldiers and civilians wore western-style clothing/uniforms. Politicians even grew full beards and adapted this type of clothing (Document 2a). In 1872, the western dress was ordered to be worn for all official ceremonies by both men and women. Another change that was significant, was the beginning of meat eating. Before the Meiji Restoration, meat-eating was not socially acceptable because of Buddhist attitudes. But, now it was encouraged to eat meat and develop a more western style palate even creating new meat dishes such as "Sukiyaki". (Document 2a) Japanese people dressed like and took cultural ideas from the west. They learned to play western style instruments like the piano, and adopted western art and architecture. Seen in Document 2b, many modern buildings were inspired because of the idea of westernization and cultural diffusion. The blending of two cultures allowed for syncretism and the advancements in technology and science. In Document 2a, many western arts were produced. Many arrays were produced of official portraits of officials, and interiors of mansions. Many designs were also imprinted on clothing or furniture (Document 2b). All of these factors helped the Japanese advance in many things; such as equality with the west. It also impacted Japan in another way – it promoted nationalism within Japan. Japan managed to avoid European domination and was never imperialized. Many citizens took pride in their country because of the Meiji Restoration. Not only were they able to westernize but they were able to compete and challenge the economic power of the west. Because of the acceptance of westernization and modernization, Japan industrialized and was soon out-producing even some western powers.

Not only did Emperor Meiji help restore westernization, but Kemal Atatürk of Turkey was responsible for many changes also.

The Ottoman Empire had experienced many changes in the late 1800s and early 1900s as well. Mustafa Kemal Atatürk was an Ottoman war hero and played a crucial role in important battles such as Gallipoli. In fact he was the only Ottoman general to go undefeated in the brutal war. When World War I had ended and the Central Powers were defeated, the Ottoman Empire collapsed and was divided by Great Britain, France, Greece, and Italy in Asia minor (Document 4a). It was in 1923, when Atatürk had a huge impact on the Turkish. After Sultan Mohammed VI was forced to abdicate the throne, Turkey was recognized as a country (Document 4a). Kemal Atatürk realized that the only way to create and maintain an independent and powerful Turkish state was to force change throughout the country. Between 1923 and 1938, Kemal Atatürk made Turkey modernized and westernized. One action that Kemal Atatürk did was that he banned much of the traditional clothing in Turkey. This clothing included the fez, a hat that symbolized the Ottomans and Islamic Orthodoxy (Document 5). He also banned wearing religious clothes and encouraged women to not wear veils and to dress in a western way. Not only did Atatürk ban many kinds of traditional clothing, but he brought many changes to Turkey's religion. Most of the Turks were Muslim, with a Christian minority. In 1923, Atatürk exiled the caliph, and separated the church and state. He closed religious courts and created a secular law code, judicial system and education system all of which had almost entirely promoted Islamic ideas. These actions were never seen before in Western Asia (Document 5). With this

action, the established government could not intervene with religion allowing for different religions to be tolerated and coexist. Probably the one major action that Atatürk had accomplished was that he granted women equal rights. Women were now allowed to advance in law, science and education, without discrimination. Women were more readily allowed into the workplace and were given the right to vote in the 1930s and were even elected into the Turkish Parliament (Document 5). Atatürk believed in a political dichotomy, between a dictatorship and a democracy. Atatürk had encouraged an opposition party, the Liberal Republic Party, but it received little support from the people. He also created a Parliament but it was dominated by his Popular Party (Document 6). From there, he encouraged many military officers to save their country from itself and protect Turkey from the rise of dictatorships or the abuse of power. The army was to act as the saviors of the country above the politics and fights that could happen. At various times the army intervened in government, took over Turkey, and even tore up the Constitution. They acted as an independent protector of Atatürk's ideas. Because of this, Atatürk's impact was even greater (Document 6). These were all examples of Atatürk's action, no matter what he did, there was a great impact for Turkey.

During the course of history, many leaders and governments developed policies regarding their country. With these policies, came great impacts. Leaders such as Atatürk encouraged western ideas and abolished traditional ideas. Through every leader and government, there also comes a huge impact, no matter the size.

Westernization is the policy of reforming one's country to catch up with western society by creating new court systems, remodeling armies, and adopting new traditions/cultural habits from the west. Emperor Meiji of Japan and Kemal Atatürk of Turkey both saw how far behind their nations were to Western Powers such as the U.S. and Great Britain. They instituted vast restructuring of their countries to modernize and remain independent although they had to sacrifice some of their traditions.

When the Western powers cut up China into spheres of influences, Emperor Meiji knew Japan would not fair better after all because Japanese emperors were considered the "little Kings" by the Chinese Emperors (Doc 1a). Historically China acted as Japan's teacher and superior giving them some key cultural elements such as written characters and Buddhism. Many in Japan felt that if China fell so easily to western powers then Japan had no hope. When the U.S.S. Powhatan landed in Edo Bay on July 8, 1853 and the steam powered ships mesmerized the Japanese people, the U.S. forced Japan to open up to foreign trade making them feel they would lose their control (Doc 1b).

However, Emperor Meiji instituted modernization and westernization so Japan would not be made a "western puppet" and his policy would be known as the "Meiji Restoration." The Meiji emperor tried to change Japan completely in order to avoid being taken over. He modernized the government, the military, industry, and even culture. He sent scholars to learn about western ideas and brought in experts from around the world to teach the Japanese new western technology. The Meiji government for example trained in European

military techniques and use of western guns and adopted law codes modeled after France and Germany. The Meiji emperor also tried to change and westernize Japanese culture. He made people get western-style haircuts. Soldiers and political officials wore western-style beards and western uniforms. At ceremonies you had to wear western outfits. (Doc 2a). Under Buddhism meat-eating was looked down upon but due to new Western policies beef became popular (Doc 2a). New Japanese buildings were modeled with Western architecture. But, conservative Japanese political officials didn't want Japanese values to be utterly destroyed by western principles, so they used nationalism to preserve traditional beliefs while furthering modernization (Doc 3). They used nationalism to raise economic capacity, and unite the Japanese people. They took foreign ideas and made them uniquely Japanese. For example, factories mixed western technology with traditional Japanese ideas of loyalty, discipline, and sacrifice. This helped lead to rapid development (Doc 3). This pride though led to the Japanese becoming hostile to neighboring countries. The Japanese fought and beat the Russians in the Russo-Japanese war which was the first time a major western power was beat by an Asian power. In the 1930's Japanese imperialism brought about by its westernization resulted in it conquering Manchuria and then most of China and Southeast Asia. Japanese nationalism helped Japan to become one of the leading economic powers of today in which Japan is the 3rd largest economy in the world by GDP (nominal).

During World War I the Ottoman empire fought on the side of the Central Powers. When they lost the war they were occupied by Western European powers and soon after what was left of the empire fell to ruin.

and became a shell of its former self. That's when Kemal Atatürk knew his nation needed to be revived so he formed a nationalist gov't. which made Sultan Mohammed VI abdicate the throne (Doc 4a). Kemal Atatürk set up a republic with himself as the leader. He knew his nation needed to westernize to compete in the modern world but many people liked the old orders and traditions. So Kemal Atatürk had to force his policies on them. (Doc 4b) He knew the plebiscite would never pass the reforms so he had to build the new Turkey non-democratically (Doc 4b). Atatürk was a dictator who forced the people to radically change because he feared if they didn't Turkey would fall to European control which is similar to the thinking of the Meiji emperor. Like the Meiji Emperor, Atatürk changed virtually everything. His policies included closing religious courts to separate both the church and state, abolishing the Sultanate, exiling the caliph, and taking education away from clerics. (Doc 5) The policies in a matter of a little more than 15 yrs created a Muslim country modeled after nations of Western Europe (Doc 5)

Kemal Atatürk's legacy in Turkey is huge because his policies supported equal rights for women resulting in one of Turkey's prime minister being a woman named Tansu Ciller who served in the 1990's. She is one of the few women in the world to head a gov't. (Doc 5) His legacy also left Turkey with a democratic gov't., but the army has taken over several times because Atatürk also left the idea that military leaders "could intervene to save the country from itself" (Doc 6).

Both Emperor Meiji and Kemal Atatürk pursued policies of westernization in their countries to make them players in global affairs. Also in order to make their nations strong enough to protect

Document-Based Essay—Practice Paper – B

themselves from outsiders. Both leaders knew that a policy of modernization and westernization would help their nation in the long run, but this also meant sacrificing traditions and values. Japan westernized to compete with the western powers and not be crushed, while Turkey westernized to bring growth and stability to nation that's a part of its former self.

If you flip through the pages of a history textbook, you will find headings and passages underneath them. In almost every textbook, the heading will name a leader and under that heading will be a description of his/her rule and the impact they had on the world as we know it. Every ruler has an impact – that may be because of the policies they establish, or simply because of the time in which they existed. These impacts could be limited to a city or a country, or could reach the nation, the world. Two leaders that had significant impact on cultural, social and political issues include Deng Xiaoping with his one-child policy, and Emperor Meiji with the institution of westernization in Japan.

Emperor Meiji and the Meiji Restoration is an imperative part of the development of Japan. In the current day and age, Japan is a world power. We know them for their cars, their phones, their advanced technology, their food, and their culture. How did this come to pass? In the nineteenth century, Japan was still ruled by a shogunate and was generally foreign to the customs of the rest of the world (Doc 1) after the Japanese had closed its doors to trade in the 1600s. The Japanese were afraid of western domination and looked up to China (Doc 1a). They wanted to maintain their isolationist policy but when the Americans forced Japan to open its ports to trade the Japanese knew something needed to be done. Emperor Meiji believed that the establishment of western thought in their daily lives would help Japan to transform so that it could compete against foreign powers; thereby allowing Japan to maintain its independence. The changes were political, economic, and cultural. For example Japan adopted westernized styles and clothing as well as art and architecture. Other

than this, the new cultural openness was also encouraged. Politically, Japan made feudalism illegal. Economically, Japanese businesses built western style factories to produce goods for the foreign market. There was also a growth of nationalism in Japan. Japan, while still engaging in cultural diffusion, also maintained some of their core cultural ideals, such as Shintoism. And so all of this occurred. But to what end? Following these new reforms and developments, Japan established themselves (or began to) as a power, motivated higher production which led to a new interest in imperialism. (Doc. 3) Ultimately, the Meiji Restoration was vital in the transition of Japan into a great world power.

Another influential leader was Deng Xiaoping in China. This leader instituted one of the longest lasting controversial policies in China ever. Established in 1979, the one-child policy dictated that a family could have only one child. The policy arose out of concern for the welfare of Chinese society and resources. According to document 7, there were concerns on overtaxing the environment and the limited resources people would then receive. With such a high expected population China would most probably run out of resources putting strains on the entire economy. If the normal trajectory had continued, China would have reached and surpassed one billion in their own population perhaps going beyond its carrying capacity. The ever growing population would also have increased pollution as well. China was not the only country interested in environmental issues, either. The human population impact on our planet was being discussed globally and still is even in recent years (relative to 1979). Non governmental organizations like Greenpeace also arose to fight the

negative human impact on the environment. China, pressured by their already large population instituted the one-child policy. However, as good as the intentions were, the policy came with negative effects along with the good. As stated in document 8, rates of infanticide, violence against women (especially those bearing girls) and infant abandonment rose dramatically. The one-child policy revealed a deep gender bias in their Chinese society. On top of this, the one-child policy resulted in a division of age groups in China. The youth population grew smaller and the elderly population grew larger. Consequently, the Chinese workforce has been growing smaller which will cause major decreases in production due to a probable shortage of workers. The policy is controversial because it confronts major issues that are seen worldwide. Do people value the environment, our women, the rights of privacy and to have as many children as you want or our physical output in the race of nations?

Leaders in history are people who test the limits of our society, address issues and ideals that we could not before – they are people who confront the norm. Emperor Meiji did so in the 1800s and took Japan to new heights that it had never seen before. Deng Xiaoping instituted a policy that makes people ask themselves, ‘what do I value?’ To be a leader, of any country or of any people, is to challenge what we do not understand in order to move forward. Can we change and grow within our social, political, cultural borders? How can we expand, change, be better? That is how a leader develops his people. And leaders such as Deng Xiaoping and Emperor Meiji did just that.

Change comes from powerful driving forces. In the case of major countries, the change comes from their leaders. Emperor Meiji and Kemal Atatürk, leaders of Japan and Turkey respectively, successfully westernized their nations in a time of necessity.

Japan in the 19th century was not nearly as advanced as the western countries who moved towards Japan. China had fallen to the west in the Opium Wars, and Japan feared being next in line to be conquered. (Document 1) The new Emperor of Japan, Emperor Meiji, recognized this threat. He decided the best course of action would be to westernize Japan. Meiji felt the need to be looked upon as equals in respect to society. Under Meiji's rule, Japan adopted western fashion, in hairstyles and clothes; food was changed, allowing meat to be eaten normally; and the Architecture and Art of the west was adopted, seeing Victorian styles appear in Japan. (Document 2) These changes successfully westernized Japan in time for the 20th century.

After World War I, the Ottoman Empire collapsed. The Allies made the Sykes agreement to divide up former Ottoman territories. Turkey would remain, fairly undivided. Mustafa Kemal Atatürk, a former soldier who fought in the Great War, rose to lead Turkey in a time of need. World War I had shown the need for modernization, and Atatürk decided he would be the one to do that. Atatürk would secularize Turkey, exiling the caliph and abolishing the sultanate. Women would be given more equal rights under Atatürk's support. (Document 5). Without the Sultanate in control, a democratic government was established. Atatürk recognized that a democracy would not always work, and would allow the military to intervene if necessary. (Document 6).

Document-Based Essay—Practice Paper – D

Great changes come from strong leaders. Japan was faced with potential invasion, but Emperor Meiji westernized to prevent the loss of Japan. Kemal Attatürk would stabilize Turkey, westernizing it after defeat in World War I. The changes these leaders made changed their nations for the better.

History has shown that leaders and the governments developed policies in response to some issues in the past. But these policies impacted the people and the nearby regions. Two examples of this would be Deng Xioping and the one child policy, and Emperor Meiji and westernization.

When Deng Xioping was ruling in China, many concerns came up about the rapidly growing population. Document 7 states, "... growth of population not only creates difficulties in education and employment but will overtax the energy, water, water, forest, and other natural resources aggravate environmental pollution . . ." This document is explaining all the ways rapidly growing population can potentially ruin China. So a policy was passed so that each family would only raise 1 child, to prevent overpopulating. But no one evaluated the negatives of this policy before passing it. Doc 9 says, "an aging population threatened to weigh down China's economic prospects not so much because of shrinking workforce, but because of shrinking consumer demand." Document 9 explains that the decrease in the population is making the economy worse.

Around this time that Emperor Meiji was ruling, China was recently just invaded by the British and the French. And Japan feared that they could be dominated by foreigners, especially because they are small and easier to invade. So to prevent that from happening Emperor Meiji westernized Japan. Document 2a says, "... soldiers and civilians fuctionaries wore western style clothes." And their clothes wasn't the only thing they changed. They changed everything, even things against their culture like eating meat.

In conclusion policy changes everything.

Practice Paper A—Score Level 5

The response:

- Thoroughly develops all aspects of the task evenly and in depth for Emperor Meiji and westernization and Kemal Atatürk and westernization
- Is more analytical than descriptive (*Emperor Meiji*: westernized Japan so they would be taken seriously and treated equally by West; had to change technology to protect country's independence and stop foreign domination; meat eating not socially acceptable because of Buddhist attitudes, but now encouraged; many modern buildings in Japan inspired by westernization; many citizens accepted westernization and took pride in their country; *Kemal Atatürk*: realized only way to create and maintain independent and powerful Turkish state was to force change; actions established a government that allowed different religions to be tolerated and coexist; women allowed to advance in law, science, and education without discrimination; women more readily allowed into workplace and given right to vote; at times army took over Turkey and tore up Constitution; army acted as independent protector of Atatürk's ideas)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates substantial relevant outside information (*Emperor Meiji*: in 1800s Japan had a general policy of isolation allowing only China and Dutch to trade through one port city; India colonized and China lost Opium War that resulted in spheres of influence in China; cultural diffusion allowed for synchrony between two cultures and advancements in technology and science; westernization promoted nationalism in Japan helping it to avoid European domination; *Kemal Atatürk*: played crucial role in battles such as Gallipoli and only general to go undefeated in brutal World War I; banned wearing religious clothes and encouraged women to not wear veil and dress in a Western way)
- Richly supports the theme with many relevant facts, examples, and details (*Emperor Meiji*: before Meiji Restoration Japan ruled by shogun; Matthew Perry arrived in Tokyo Bay in 1853; Western-style clothing and uniforms worn by civil officers, soldiers, and civilians; in 1872 Western dress ordered to be worn for all official ceremonies by men and women; learned to play Western-style instruments such as piano and adopted Western art and architecture; *Kemal Atatürk*: after World War I, Ottoman Empire collapsed and was divided up by Great Britain, France, Greece, and Italy in Asia Minor; Sultan Mohammed VI forced to abdicate throne; Turkey recognized as country; modernized and westernized Turkey; 1923 exiled caliph and separated church and state; created a Parliament but dominated by his Popular Party)
- Demonstrates a logical and clear plan of organization; includes an introduction that is a restatement of the theme and a conclusion that states leaders such as Atatürk encouraged Western ideas and abolished traditional ideas

Conclusion: Overall, the response fits the criteria for Level 5. Interpretive analysis of document information and substantive relevant historical details establish a good context for the discussion of the policies of both leaders but especially for Atatürk. Thoughtful conclusions reflect effective critical appraisals of the impact of each leader's policy.

Practice Paper B—Score Level 4

The response:

- Develops all aspects of the task for Emperor Meiji and westernization and Kemal Atatürk and westernization
- Is both descriptive and analytical (*Emperor Meiji*: many in Japan felt if China fell so easily to Western powers then Japan had no hope; under Buddhism, meat-eating looked down upon but due to Western policies beef became popular; used nationalism to preserve traditional beliefs while furthering modernization; Japanese factories mixed Western technology with traditional Japanese ideas of loyalty, discipline, and sacrifice helping lead to rapid development; *Kemal Atatürk*: soon after World War I what was left of Ottoman Empire fell to ruin and became a shell of its former self; knew his nation needed to westernize to compete in modern world; knew plebiscite would never pass reforms so had to build new Turkey non-democratically)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*Emperor Meiji*: United States forced Japan to open up foreign trade; instituted modernization and westernization so Japan would not be made a “western puppet” in Meiji Restoration; sent scholars to learn about Western ideas; government trained in European military techniques and use of Western guns and adopted law codes modeled after France and Germany; *Kemal Atatürk*: during World War I, Ottoman Empire fought on side of Central Powers which lost; dictator who forced people to radically change because he feared if they did not Turkey would fall to European control)
- Supports the theme with relevant facts, examples, and details (*Emperor Meiji*: USS *Powhatan* landed in Edo Bay on July 8, 1853; modernized government, military, industry, and even culture; made people get Western-style haircuts; soldiers and political officials wore Western-style beards and Western uniforms; Japanese buildings modeled after Western architecture; used nationalism to raise economic capacity and unite Japanese people; *Kemal Atatürk*: formed a nationalist government which made Sultan Mohammed VI abdicate throne; closed religious courts to separate church and state; abolished sultanate, exiled caliph, and took education away from clerics; policies supported equal rights for women)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that discuss reasons leaders adopted policies of westernization even though it meant sacrificing some of their traditions and values

Conclusion: Overall, the response fits the criteria for Level 4. Most of the response focuses on document interpretation and some relevant outside historical information about Japan. The strength of the response is in the treatment of the comparative element of the decisions of both leaders to sacrifice traditions and values to help their respective countries.

Practice Paper C—Score Level 3

The response:

- Develops all aspects of the task in some depth for Emperor Meiji and westernization and Deng Xiaoping and the one-child policy
- Is more descriptive than analytical (*Emperor Meiji*: when Americans forced Japan to open its ports to trade it knew something had to be done; believed establishment of Western thought would help Japan transform so it could compete against foreign powers; cultural openness encouraged; new interest in imperialism; *Deng Xiaoping*: instituted policy out of concern for Chinese society and resources; with such a high expected population, China would most probably run out of resources putting strains on economy; ever-growing population would have increased pollution; workforce growing smaller in China which will cause major decrease in production due to probable shortage of workers)
- Incorporates some relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates limited relevant outside information (*Emperor Meiji*: 19th-century Japan still ruled by shogunate and customs of rest of world were foreign; after Japanese closed doors to trade in 1600s they feared Western domination and looked up to China; Japanese businesses built Western-style factories to produce goods for foreign market; Japan still engaging in cultural diffusion while maintaining cultural ideals such as Shinto; *Deng Xiaoping*: human population impact on our planet being discussed not only in China but globally as well; non-governmental organizations such as Greenpeace organized to fight negative human impact on environment)
- Includes some relevant facts, examples, and details (*Emperor Meiji*: Japan adopted Western styles and clothing as well as art and architecture; growth of nationalism; *Deng Xiaoping*: one-child policy issued because of pressure by already large population; rates of infanticide, violence against women, and infant abandonment rose dramatically; policy revealed deep gender bias in China)
- 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. Some relevant outside information and some analytic statements support document interpretation and are employed to draw thoughtful conclusions about the difficulties both leaders faced. The treatment of the policies of both leaders is satisfactory but lacks supporting facts and details.

Practice Paper D—Score Level 2

The response:

- Minimally develops all aspects of the task
- Is primarily descriptive (*Emperor Meiji*: Japan in the 19th century was not nearly as advanced as Western countries who moved toward Japan; China had fallen to West in Opium Wars and Japan feared it would be next to be conquered; felt need for Japan to be looked upon as equals with respect to society; some Victorian styles appeared in Japan; *Kemal Atatürk*: rose to lead Turkey in time of need; World War I showed need for modernization; secularized Turkey, exiled caliph, and abolished sultanate; with his support, women given more equal rights; recognized that democracy may not always work and allowed military to intervene if necessary)
- Incorporates limited relevant information from documents 1, 2, 4, 5, and 6
- Presents little relevant outside information (*Kemal Atatürk*: Sykes agreement divided up former Ottoman territories after World War I)
- Includes few relevant facts, examples, and details (*Emperor Meiji*: Japan adopted Western fashion in hairstyle and clothes; architecture and art of West adopted; *Kemal Atatürk*: Ottoman Empire collapsed after World War I; former soldier who fought in Great War)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 2. A methodical presentation of information from the documents, and a piece of relevant outside information about Turkey demonstrate an understanding of the task. General, accurate statements that address the impact of westernization in both Japan and Turkey are included, but would have benefited from additional supporting facts and details.

Practice Paper E—Score Level 1

The response:

- Minimally addresses all aspects of the task
- Is descriptive (*Deng Xiaoping*: rapidly growing population creating difficulties in education and employment and overtaxing energy, water, forest, and other natural resources; each family would raise only one child; *Emperor Meiji*: Japan feared being dominated by foreigners because they were smaller and easier to invade than China; changed things that went against culture such as eating meat)
- Includes minimal information from documents 1, 2, 7, and 9
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Deng Xiaoping*: ruled China; shrinking workforce and consumer demand; *Emperor Meiji*: China invaded by British and French; westernized Japan)
- Demonstrates a general plan of organization; includes an introduction and a one-sentence conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Brief explanations accompany document quotations indicating a limited understanding of the task. All aspects of the task are mentioned but development is simplistic and lacks details.

Transition Exam in Global History and Geography—Grade 10 Specifications June 2019

Part I Multiple-Choice Questions by Standard

Standard	Question Numbers
1—United States and New York History	N/A
2—World History	5, 7, 8, 11, 12, 16, 17, 19, 20, 21, 22, 23, 25, 28, 29
3—Geography	1, 2, 4, 9, 10, 13, 14, 18, 24, 26, 30
4—Economics	3, 15, 27
5—Civics, Citizenship, and Government	6

Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Human Rights	Standards 2, 4, and 5: World History; Economics; Civics, Citizenship, and Government
Document-based Essay	Change; Conflict; Economic Systems; Political Systems; Power; Human Rights	Standards 2, 3, 4, and 5: World History; Geography; Economics; Civics, Citizenship, and Government

Scoring information for Part II is found in Volume 1 of the Rating Guide.

Scoring information for Part III is found in Volume 2 of the Rating Guide.

The *Chart for Determining the Final Examination Score for the June 2019 Transition Exam in Global History and Geography—Grade 10* will be posted on the Department’s web site at: <http://www.p12.nysed.gov/assessment/> on the day of the examination. Conversion charts provided for the previous administrations of the Transition Exam in Global History and Geography 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.forms2.nysed.gov/emsc/osa/exameval/reexameval.cfm>.
2. Select the test title.
3. Complete the required demographic fields.
4. Complete each evaluation question and provide comments in the space provided.
5. Click the SUBMIT button at the bottom of the page to submit the completed form.

June 2019 Transition Regents Examination in Global History and Geography – Grade 10

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

To determine the total score for Part I and Part IIIA, multiply the total number of Part I multiple-choice questions answered correctly by 2 and then add the total credits received for Part IIIA. For example, a student answering 22 multiple-choice questions correctly on Part I and receiving 9 credits on Part IIIA would have a total score for Part I and Part IIIA of 53: $22 \times 2 = 44 + 9 = 53$.

To determine the student’s final score, locate the student’s total essay score across the top of the chart and the total Part I and Part IIIA score down the side of the chart. The point where those two scores intersect is the student’s final examination score. For example, a student receiving a total essay score of 7 and a total Part I and Part IIIA score of 53 would receive a final examination score of 80.

Total Essay Score

		0	1	2	3	4	5	6	7	8	9	10
Total Part I and Part IIIA Score	0	0	2	4	6	9	12	15	18	21	24	28
	1	1	3	5	7	10	13	16	19	22	25	29
	2	1	3	5	8	11	14	17	20	23	27	30
	3	2	4	6	9	12	15	18	21	24	28	31
	4	3	5	7	10	13	16	19	22	25	29	33
	5	3	5	8	11	14	17	20	23	27	30	34
	6	4	6	9	12	15	18	21	24	28	31	35
	7	5	7	10	13	16	19	22	25	29	33	36
	8	5	8	11	14	17	20	23	27	30	34	37
	9	6	9	12	15	18	21	24	28	31	35	39
	10	7	10	13	16	19	22	25	29	33	36	40
	11	8	11	14	17	20	23	27	30	34	37	41
	12	9	12	15	18	21	24	28	31	35	39	42
	13	10	13	16	19	22	25	29	33	36	40	43
	14	11	14	17	20	23	27	30	34	37	41	45
	15	12	15	18	21	24	28	31	35	39	42	46
	16	13	16	19	22	25	29	33	36	40	43	47
	17	14	17	20	23	27	30	34	37	41	45	48
	18	15	18	21	24	28	31	35	39	42	46	49
	19	16	19	22	25	29	33	36	40	43	47	51
	20	17	20	23	27	30	34	37	41	45	48	52
	21	18	21	24	28	31	35	39	42	46	49	53
	22	19	22	25	29	33	36	40	43	47	51	54
	23	20	23	27	30	34	37	41	45	48	52	55
	24	21	24	28	31	35	39	42	46	49	53	57
	25	22	25	29	33	36	40	43	47	51	54	58
	26	23	27	30	34	37	41	45	48	52	55	59
	27	24	28	31	35	39	42	46	49	53	57	60
	28	25	29	33	36	40	43	47	51	54	58	61
	29	27	30	34	37	41	45	48	52	55	59	63
	30	28	31	35	39	42	46	49	53	57	60	64
	31	29	33	36	40	43	47	51	54	58	61	65
	32	30	34	37	41	45	48	52	55	59	63	66
	33	31	35	39	42	46	49	53	57	60	64	67
	34	33	36	40	43	47	51	54	58	61	65	68
	35	34	37	41	45	48	52	55	59	63	66	69
	36	35	39	42	46	49	53	57	60	64	67	71

June 2019 Transition Regents Examination in Global History and Geography – Grade 10, continued

Total Essay Score

	0	1	2	3	4	5	6	7	8	9	10
37	36	40	43	47	51	54	58	61	65	68	72
38	37	41	45	48	52	55	59	63	66	69	73
39	39	42	46	49	53	57	60	64	67	71	74
40	40	43	47	51	54	58	61	65	68	72	75
41	41	45	48	52	55	59	63	66	69	73	76
42	42	46	49	53	57	60	64	67	71	74	77
43	43	47	51	54	58	61	65	68	72	75	79
44	45	48	52	55	59	63	66	69	73	76	80
45	46	49	53	57	60	64	67	71	74	77	81
46	47	51	54	58	61	65	68	72	75	79	82
47	48	52	55	59	63	66	69	73	76	80	83
48	49	53	57	60	64	67	71	74	77	81	84
49	51	54	58	61	65	68	72	75	79	82	85
50	52	55	59	63	66	69	73	76	80	83	86
51	53	57	60	64	67	71	74	77	81	84	87
52	54	58	61	65	68	72	75	79	82	85	88
53	55	59	63	66	69	73	76	80	83	86	90
54	57	60	64	67	71	74	77	81	84	87	91
55	58	61	65	68	72	75	79	82	85	88	92
56	59	63	66	69	73	76	80	83	86	90	93
57	60	64	67	71	74	77	81	84	87	91	93
58	61	65	68	72	75	79	82	85	88	92	94
59	63	66	69	73	76	80	83	86	90	93	95
60	64	67	71	74	77	81	84	87	91	93	96
61	65	68	72	75	79	82	85	88	92	94	96
62	66	69	73	76	80	83	86	90	93	95	97
63	67	71	74	77	81	84	87	91	93	96	97
64	68	72	75	79	82	85	88	92	94	96	98
65	69	73	76	80	83	86	90	93	95	97	98
66	71	74	77	81	84	87	91	93	96	97	98
67	72	75	79	82	85	88	92	94	96	98	98
68	73	76	80	83	86	90	93	95	97	98	99
69	74	77	81	84	87	91	93	96	97	98	99
70	75	79	82	85	88	92	94	96	98	98	99
71	76	80	83	86	90	93	95	97	98	99	99
72	77	81	84	87	91	93	96	97	98	99	100

Total Part I and Part IIIA Score