

# FOR TEACHERS ONLY

The University of the State of New York

## REGENTS HIGH SCHOOL EXAMINATION

# GLOBAL HISTORY AND GEOGRAPHY

Wednesday, June 13, 2007 — 1:15 to 4:15 p.m., only

## SCORING KEY AND RATING GUIDE

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

### Contents of the Rating Guide

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

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

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

- A question-specific rubric

### Mechanics of Rating

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

## Global History and Geography

June 13, 2007

### Part I

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## Scoring the Part I Multiple-Choice Questions

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

## Rating the Essay Questions

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

### *Introduction to the task—*

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

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

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

### *Practice scoring individually—*

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

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

## Rating the Scaffold (open-ended) Questions

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

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

**Global History and Geography**  
**Content-Specific Rubric**  
**Thematic Essay**  
**June 2007**

**Theme: Political Change**

Often, governments implement policies in an attempt to change society

**Task:** Choose *one* example from global history where a government attempted to change society and

- Describe the change the government wanted to bring about
- Explain why the government wanted to make this change
- Describe *one* specific policy the government used to try to bring about this change
- Discuss the extent to which this change was achieved

You may use any example of governmental change from your study of global history. Some suggestions you might wish to consider include efforts to strengthen the Empire of Mali under Mansa Musa, Reformation in England under Henry VIII, westernization of Russia under Peter the Great, Reign of Terror during the French Revolution under Robespierre, Meiji Restoration in Japan under the Emperor Meiji, modernization of Turkey under Atatürk, five-year plans in the Soviet Union under Joseph Stalin, fascism in Italy under Benito Mussolini, and oil policies in Venezuela under Hugo Chávez. **Although you are *not* limited to these suggestions, you may *not* use communism under Mao Zedong or Deng Xiaoping as your example of governmental change.**

**Do *not* use an example of governmental change in the United States as your answer.**

***Scoring Notes:***

1. This thematic essay has a minimum of *four* components (a change the government wanted to bring about, the reason the government wanted to make this change, a specific policy the government used to bring about this change, and the extent to which the change was achieved).
2. In some instances, some components of the task may be treated simultaneously, e.g., the description of the specific policy the government used to try to bring about change may be combined with the discussion of the extent to which the change was achieved.
3. The policy the government used to bring about change may be identified by name (perestroika), by the name of a leader (Gorbachev), or by intent (to restructure the Soviet economy).
4. The description of a specific policy the government used to bring about change may take the form of a description of the specific elements of the policy.
5. No credit may be assigned to a response using the Chinese government under Mao Zedong or Deng Xiaoping as its focus.
6. As is the case with many historical topics, the extent to which a change was achieved is subject to point of view. The response may discuss the extent to which a change was achieved from a variety of perspectives as long as the position taken is supported by accurate historical facts and examples.

### Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth by describing the change in society a government wanted to bring about, explaining why the government wanted to make this change, describing one specific policy the government used to bring about this change, and discussing the extent to which the change was achieved
- Is more analytical than descriptive (analyzes, evaluates, and/or creates information), e.g., *modernization of Turkey under Atatürk*: illustrates the depth and breadth of Atatürk's reforms in making Turkey into a modern secular state after World War I; complete separation of church and state by replacing Islamic law with laws modeled after European nations such as Great Britain and France; changing status for Turkish women by granting political rights such as voting and the right to run for political office; replacing traditional Islamic religious schools with secular public schools in which the traditional Islamic curriculum was replaced; introducing a new Turkish alphabet that greatly boosted the literacy rate; makes connections to issues in Turkey today such as the place and role of Islam and the relationship of Turkey to Europe
- Richly supports the theme with relevant facts, examples, and details, e.g., *modernization of Turkey under Atatürk*: Ottoman Empire; Young Turks; Turkish nationalism; secular state; Republic of Turkey; Father of Turkey; westernization; suffrage
- 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 one aspect of the task less thoroughly than the other aspects of the task
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information), e.g., *modernization of Turkey under Atatürk*: changing the remnants of the Ottoman Empire into the modern secular state of Turkey; replacing Islamic law with a legal code based on a European model; replacing Islamic traditions with western practices; legacy of Atatürk in the society and the government that he shaped remains fundamentally unchanged
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

**Note:** At score levels 5 and 4, all **four** components of the task should be developed.

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

### 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 **at least two** components have been thoroughly developed evenly and in depth, and the response meets most of the other Level 5 criteria, the overall response may be considered 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

Throughout the history of the world, the governments of empires have attempted to change the structures of society by implementing various policies. It is with these new policies that societies change and grow, especially during the Meiji Restoration in Japan in the late 1800's.

For many years, the eastern world was carved apart by European imperialism. However, Japan, knowing full well it's vulnerability to western incursion began a very successful period of modernization. The Sat-Cha alliance, a Japanese group bent on modernization, overthrew the remaining Shogun of feudal Japan and, for the first time in centuries, restored the emperor to supreme power over the nation. With this vested power, Emperor Meiji, along with his key advisors, began a series of reforms in order to develop Japan into a powerhouse of military and economic strength.

To begin, the Meiji Restoration involved heavy economic reform. Long an agriculturally based society, Japan became very industrialized as factories, mills, and workshops sprung up everywhere. The Japanese officials relied on Western knowledge to achieve this high scale industrialization. Like in England and other industrialized nations, Japan soon developed a rich mass of entrepreneurs, often referred to as Zaibatsu. Certain families, including Mitsubishi and Yamana, became the corporate heads of entire industries and gained access to unbelievable amounts of wealth. Like under Peter the Great<sup>in</sup> of Russia, students were sent abroad – army officers to Germany, naval officers to Britain, engineers to American schools. Foreign experts were brought to Japan. Not only did the economic policy involve internal change,

but the Japanese, like the Europeans before them, began many campaigns of imperialism for raw materials and markets for industrialized goods. Before the onslaught of World War II, Japan had taken control of Korea, the Kurile islands, and the Manchurian province in China. In fact, the Japanese, in their rapid production of modern weapons and ships, were able to defeat the Russians in the Russo-Japanese conflict. This conflict was the first time in centuries a non-European power fought off a European power, and thus the Japanese, with the economic reforms created by the government, were able to become a global power in their own respect.

Political and social reforms also occurred during the Meiji Restoration in the late 1800's. After the initial and vital reforms were made by Emperor Meiji, a parliamentary body known as the Diet, was formed to govern the imperial nation of Japan. As seen in their European counterparts, political involvement and a rough equality was the only political entity that could satisfy the people of a nation to lead to becoming a great and powerful nation in the world state. Therefore, the Japanese, long since authoritarian in rule, took a large step towards modern government to show that all were roughly equal before the law, the government abolished the privileges of the feudal Samurai classes. Also, the parliamentary Diet created a ~~new~~ law code that applied to all in the nation, and thus the people of Japan were more equal in their political rights, a seemingly vital transformation for the dream of a world power. Also under the Meiji Restoration were vast educational reforms. Like its Asian counterparts, feudal Japan was

very restricted in its ability to take advantage of the talents and abilities of the population. Although Confucian and <sup>traditional</sup> Shinto doctrine helped in giving children education as a means to be good, relatively little scientific and technological knowledge was passed on. However, with change came educational opportunity. A student at a very young age in Japan would be tested upon their ability, and then would be trained to work in the careers in which their aptitudes directed. This mandatory testing was often, and still is today, the standard cause of teenage suicide in Japan. There were few options for those declared scientists and those declared otherwise, but, with change, people became educated for the ability to create and sustain a truly global power.

To conclude, the Meiji Restoration helped create a powerful industrial society. In the process, Japan confronted and transformed its feudal practices of the past.

## Anchor Level 5-A

### **The response:**

- Thoroughly develops all aspects of the task evenly and in depth by discussing why Japan pursued a policy of modernization during the Meiji Restoration, the nature and specific elements of the policy, and the extent to which the policy turned Japan into a strong modern, industrial society
- Is more analytical than descriptive (*Meiji Restoration in Japan under the Emperor Meiji*: eastern world was carved apart by European imperialism; Japan knew full well its vulnerability to western incursion; like England and other industrialized nations, Japan developed a rich class of entrepreneurs; like Peter the Great, students sent abroad, foreign experts brought to Japan; before onslaught of World War II, Japan controlled Korea, Kurile islands, Manchuria; Russo-Japanese conflict was first time in centuries a non-European power fought off a European power; Japan became global power; with reforms aimed at more equality, Japan took a large step towards modern government; feudal Japan was very restricted in ability to take advantage of talents and abilities of population; Japan confronted and transformed feudal practices of the past)
- Richly supports the theme with relevant facts, examples, and details (*Meiji Restoration in Japan under the Emperor Meiji*: Sat-Cho alliance; shoguns; feudal Japan; emperor restored to supreme power for first time in centuries; Zaibatsu, Mitsubishi, Yamaha; imperialism for raw materials; parliamentary body; Diet; tradition of authoritarian rule; abolished privileges of feudal samurai; Confucian and traditional Shinto doctrine; educational opportunity; mandatory testing for advancement)
- Demonstrates a logical and clear plan of organization; includes an introduction that specifies the subject and theme of the response and a conclusion that summarizes the main theme of the response

**Conclusion:** The response fits the criteria for Level 5. The dynamic nature of the Meiji Restoration is shown in a comprehensive treatment of the social, political, and economic changes brought about in Japan. An understanding of where Japan was when the Restoration era commenced and where it wished to go is communicated in rich detail.

Often, when a country is experiencing social, economic, or political problems, the government will institute a changed or new policy in an attempt to rectify the problems that the nation has been struggling with. In the case of the Soviet Union Joseph Stalin attempted mass industrialization to bring the Soviet Union into the industrial age and give the world's first communist government the power to survive in a capitalist world. However, unlike his predecessor Lenin, Stalin did not incorporate various capitalist policies combined with communism. Nevertheless, his implemented policies greatly affected Soviet society.

Karl Marx, in his Communist Manifesto, would never have predicted a communist revolution to occur where it did. He predicted a revolt of the working class would naturally occur in an industrialized state. However, contrary to Marx's doctrine, the revolution occurred in Russia, with an emerging working class and industrialization in its early stages. Once Joseph Stalin came into power, he recognized that the Soviet Union was seriously lagging behind countries such as Britain and Germany who had been immersed in industrial activity since early to mid 19<sup>th</sup> century. Realizing this problem, Stalin began to force mass industrialization in an attempt to catch up.

One specific policy that Stalin established was his 5-yr

plans. This policy involved rapid and intense industrialization, collective farms, centralized planning, increased production of metals like iron and steel, and overall increased production of capital goods. Agriculture bore the burden of industrialization. Supposedly, collectivized farms would provide the money and workers as heavy industry produced the weapons needed to protect the Soviet Union. Under Stalin, the Soviet people had a limited number of consumer goods to purchase due to Stalin's industrial and military priorities. Unfortunately, due to Stalin's 5yr plans millions of people were relocated due to the introduction of collectivized farming and even more millions starved.

Stalin's mixed impact can be seen in the successful Soviet space program and failed Soviet agriculture. His ruthless leadership left the Soviet Union scarred. In history, good leaders can recognize when a nation is experiencing troubled times (as Joseph Stalin recognized in the Soviet Union) but only great leaders can successfully solve those problems.

## Anchor Level 5-B

### **The response:**

- Thoroughly develops all aspects of the task evenly and in depth by discussing Stalin's attempt to industrialize the Soviet Union, why the policy was initiated, details of the policy, and the positive and negative impact of the policy
- Is more analytical than descriptive (*five-year plans in the Soviet Union under Joseph Stalin*: attempted mass industrialization to bring Soviet Union into industrial age; unlike predecessor Lenin, Stalin did not use capitalism; contrary to Marx' doctrine, revolution occurred in Russia; emerging working class and industrialization in early stages; Soviet Union behind countries immersed in industrial activity; agriculture bore burden of industrialization; Stalin's mixed impact seen in successful space program and failed agriculture; good leaders can recognize when a nation is experiencing troubled times, only great leaders successfully solve these problems)
- Richly supports the theme with relevant facts, examples, and details (*five-year plans in the Soviet Union under Joseph Stalin*: industrialization to give first communist government power to survive in capitalist world; Karl Marx; *Communist Manifesto*; Stalin forced mass industrialization; collective farms; capital goods; limited number of consumer goods due to industrial and military priorities; millions of people relocated and millions more starved; Soviet space program; Stalin's ruthless leadership left Soviet Union scarred)
- Demonstrates a logical and clear plan of organization; includes an introduction that states the elements of the task in terms of five-year plans and a conclusion that evaluates Stalin by a universal measure of great rulers

**Conclusion:** Overall, the response fits the criteria for Level 5. Analysis and command of detail reflect clear knowledge of Stalin, his policies, and the consequences of these policies. While the discussion of the extent to which Stalin's goals were achieved focuses on the positive and negative impact of the five-year plans, the detail of the discussion goes beyond the requirements of the task.



Before the fall of the Soviet Union, Russia was led by M. Gorbachev. Communism was failing and he recognized the need for change. Gorbachev decided to incorporate democratic principles and economic reforms into Russian politics & economy. By introducing democratic policies and market reforms Gorbachev hoped to modify communism. With this change he also hoped to promote openness & unity among the people. Gorbachev implemented a series of reforms to accomplish this. The most significant of these changes were the policy of glasnost and the policy of perestroika.

Perestroika was a reform that affected the economy in Russia. One aspect of perestroika was the change over to a market economy. Russia had been under the communist command economy since the Bolshevik Revolution in the early 1900's. Many of the people were not accustomed to the competition of a market economy. This lack of experience <sup>hindered</sup> the acceptance & application of this economic reform. Many factories & businesses were unable to survive without government support. They did not receive needed supplies to be successful, causing many to close. Unemployment rate skyrocketed while food production was down. Consumer goods

were still scarce and many people went without them. The economy suffered greatly from this changeover from a command economy. Inflation increased, leading to the rise of black market operators & organized crime.

An aspect of glasnost was the inclusion of democratic principals in the government. Because of Russia's limited experience with democracy, these practices were hard to carry out. Many people rejected the democratic changes, clinging to the familiarity of a communist lifestyle. There was internal government conflict as well. Many staunch communists did not want to change. This conflict led to an attempt to overthrow Gorbachev and an end to the Soviet Union.

In theory, Gorbachev's policies of perestroika and glasnost seemed plausible & effective. In reality, there were several unforeseen factors that contributed to ~~the~~ failure. The Russian people had very limited experience with individual responsibility & democracy. They were accustomed to a communist lifestyle, accounting for the unwillingness of many to accept new ideas like openness. Russia also followed a policy of isolationism, forcing it to depend only on itself for developing & implementing democratic reforms. Also, the reforms were

opposed by older people and communists who said things were better under Stalin.

Reforms were supposed to improve the lives of the people but after Gorbachev, a few got very rich while many suffered. Today, the government is not communist but it does not seem to be democratic either.

**Anchor Level 4-A**

**The response:**

- Develops all aspects of the task but does so somewhat unevenly by discussing why the government wanted change in less depth than the change in the Soviet Union that Gorbachev wanted, the policies used to try to bring about change, and the extent to which change was achieved
- Is both descriptive and analytical (*restructuring the Soviet Union under Mikhail Gorbachev*: Gorbachev ruler of Soviet Union in its last years; Gorbachev hoped to use democratic policies and market reforms to modify communism; Russia had been under communist command economy since Bolshevik Revolution in early 1900s; people not accustomed to competition of market economy; many factories and businesses unable to survive without government support; democratic principles hard to carry out because of limited experience with democracy; conflict led to attempt to overthrow Gorbachev and end of Soviet Union; after Gorbachev, a few got very rich while many suffered; government not communist but does not seem to be democratic either)
- Supports the theme with relevant facts, examples, and details (*restructuring the Soviet Union under Mikhail Gorbachev*: Gorbachev decided to incorporate democratic principles and economic reform in politics and the economy; glasnost; one aspect of perestroika was a change over to a market economy; unemployment rate skyrocketed; inflation increased; black market; organized crime; many staunch communists did not want to change; limited experience with individual responsibility; policies like openness); contains a minor inaccuracy (sometimes refers to the Soviet Union as Russia)
- Demonstrates a logical and clear plan of organization; includes an introduction that specifies what changes Gorbachev wanted to implement and why he wanted to bring about these changes and a conclusion that highlights the shortcomings of the changes attempted under Gorbachev

**Conclusion:** Overall, the response fits the criteria for Level 4. Despite a brief explanation of why government wanted change, the response describes the intended outcomes of perestroika and glasnost and analyzes the reasons for the failure of these policies. Insight is shown in an understanding of the difficulty of managing change and overcoming the old order.

There have been many instances in global history in which governments have implemented policies in an attempt to change society. This action is often taken to increase political stability and strengthen government power. One example of an instance in which a government implemented policies in an attempt to change society was the institution of fascism in Italy under Benito Mussolini.

Early in the 1920s, Benito Mussolini took control of Italy as a result of the march on Rome. Under his direction, one major change the government of Italy wanted to bring about was a complete transformation to fascism. Fascism is a political system similar to communism in that one political party establishes a strong and absolute control over all activities within a country. Unlike communism, fascism stressed nationalism and private ownership of property. A shift to fascism in Italy would make Benito Mussolini a totalitarian dictator. Some major characteristics of fascism include strong government control, the use of military force to maintain order within a country, and limited rights and freedoms for the peoples of the country. The primary reasons that the government of Italy wanted to make this change were to maintain order and stability, and to take a greater role in directly regulating economic activity to ensure financial success. Also, Benito Mussolini wanted Italy to be strong, and he wished to implement fascism to achieve this and to give himself unlimited power.

One specific policy the government of Italy used to try to bring about the change to fascism was the use of military and police force within the country to maintain

order and stability. Often in fascist countries, strong force is used to put down or imprison those who stir up revolts or anti-government feelings. Censorship is also often used to strictly regulate what material is printed in a fascist country and silence those who speak out against government practices. This change to fascism in Italy also claimed to reestablish the glory of the Roman empire while restoring national pride following embarrassment at the end of World War I.

Mussolini did achieve his fascist government and order and stability were maintained in a police state. As they said, he made the trains run on time. Unfortunately, within ten years, victories in World War II turned into defeat and the glory of fascism crumbled.

The institution of fascism in Italy under Benito Mussolini in the early 1900s was one example of an instance in which a government implemented policies in an attempt to change society. This implementation affected the lives of nearly all peoples in Italy. It would be many years before Benito Mussolini and his fascist regime would be removed from power, and such strict control of the country would be over.

## Anchor Level 4-B

### **The response:**

- Develops all aspects of the task evenly by discussing the change Mussolini wanted to bring about in implementing fascism in Italy and the extent to which these changes were implemented up to the end of World War II
- Is both descriptive and analytical (*fascism in Italy under Mussolini*: fascism is a political system similar to communism in that one political party establishes strong and absolute control; unlike communism, fascism stressed nationalism and private ownership of property; fascism claimed to reestablish the glory of the Roman Empire while restoring national pride; he made trains run on time; victories in World War II turned into defeat and the glory of fascism crumbled)
- Supports the theme with relevant facts, examples, and details (*fascism in Italy under Mussolini*: in the 1920s, Mussolini took control of Italy as result of the march on Rome; shift to fascism would make Mussolini totalitarian dictator; characteristics of fascism include strong government control, use of military force, limited rights/freedoms; change was to maintain order and stability and to take a greater role in directly regulating economic activity; censorship; embarrassment at end of World War I; police state)
- 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. A good understanding of the nature of fascism is shown in capturing the essence of Mussolini's rise and fall. The response includes appropriate contextual historical references; however, the repetition of some of these facts weakens the paper.

Governments often implement various policies, in an attempt to change the conditions in the current society. Kemal Atatürk's change from the Ottoman Empire to a modern Turkish state was a sweeping social and political revolution. After defeat in World War I, the Ottoman Empire was broken up. Rather than have their country taken over, Kemal Atatürk and the nationalists fought to establish the Republic of Turkey.

Kemal Atatürk became the head of the Turkish government in the early 1900s and began to put policies of modernization into effect. The change of government for Atatürk was an important factor because he wanted a more influential country that would be able to interact as an equal with the west.

Atatürk brought forth many laws that outlawed some aspects of Turkish society from times prior to Atatürk's rule. Atatürk made the wearing of the "fez," a traditional red hat with a tassel, illegal. For the women, Atatürk did not allow them to cover their heads. Atatürk was well determined to change his current society to blend and actually modernize to meet the demands of development. The modernization of Turkey made women equal to men. He replaced Islamic law with a civil code and encouraged economic development. Atatürk wanted nationalism to be the most important loyalty people felt. He worked for the complete separation of Church and state. Because of his importance, Kemal

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**Anchor Paper – Thematic Essay—Level 4 – C**

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Atatürk became known as the "Father of the Turks," Atatürk. This symbolized how he remade Turkey in his lifetime. This modernization has changed Turkey overtime to be more modern and really changed its influence and function in the Middle East. Islam ties Turkey to its neighbors in the region. Secular government and membership in NATO make it a partner with the west.

The modernization of Turkey under Kemal Atatürk changed Turkey overtime from the past, through the present to the future. The western ways and modern aspects of Turkey changed its society and the government as well.

**Anchor Level 4-C****The response:**

- Develops all aspects of the task but does so somewhat unevenly by treating why change in Turkey was desired in less depth than the other elements of the task
- Is both descriptive and analytical (*modernization of Turkey under Atatürk*: change from Ottoman Empire to modern Turkish state was a sweeping social and political revolution; rather than have the country taken over, Kemal Atatürk and nationalists fought to establish the Republic of Turkey; Atatürk wanted a more influential country able to interact as an equal with the West; modernize to meet the demands of development; Islam ties Turkey to neighbors; membership in NATO makes Turkey a partner with the West)
- Supports the theme with relevant facts, examples, and details (*modernization of Turkey under Atatürk*: after defeat in World War I, Ottoman Empire was broken up; Kemal Atatürk became head of Turkish government in early 1900s; fez; replaced Islamic law with civil code; separation of church and state; "Father of the Turks")
- 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 reflects a clear understanding of the nature of change under Atatürk and his continuing legacy as seen in contemporary Turkey. It successfully demonstrates that Atatürk was a primary agent of change and that he remains an important symbol of Turkey's identity.



Often governments implement policies in an attempt to change society. One example in global history where a government attempted to change society was the Muslim empire. Under their ruler Mansa Musa, Mansa Musa is the ruler that did a lot to unify Mali and to spread its reputation.

During the 1300s, the Mali empire was under the control of the Muslim leader Mansa Musa who implemented many changes in the society at the time. These changes included spreading Islam. It became the national religion of Mali. This is one specific action that he undertook. During the time, Mali was one of the most prominent empires in West Africa with Songhai which followed later. The reason for ~~the~~<sup>its</sup> wealth was the fact that it had a very strategic location adjacent to Saharan trade routes. Another reason Mali was so prominent was due to the fact that its military protected the abundant gold and salt trade. These goods were the reason Mali prospered and flourished and also the reason its economy was high. Through extensive trading it grew to a long lasting and vast empire. Mansa Musa created the government that ruled this empire!

The government under Mansa Musa was an absolute state with Islamic courts and Islamic judges. Mansa Musa built mosques and brought scholars from all over to Timbuktu. When Mansa Musa made the national religion Islam, he did it for a very strong reason. By spreading Islam throughout the region it united all the people that practiced it, along with a common language, Arabic. This change created a common identity, which Islam provided to the region. Mali flourished for many years due to the following factors: a common religion (Islam), strategic location near trade routes, control of gold and salt trade. Mansa Musa established a centralized government and used Mali's riches to strengthen the empire.

In conclusion often governments implement policies in an attempt to change society. One example in history where this could be seen is the Mali empire under Mansa Musa in the 1300s. This ruler spread Islam throughout the region and helped make Mali very prosperous!

### Anchor Level 3-A

**The response:**

- Develops most aspects of the task in some depth by describing the changes Mansa Musa brought about in expanding and solidifying the empire of Mali
- Is more descriptive than analytical (*efforts to strengthen the Mali Empire under Mansa Musa: Mansa Musa did a lot to unify Mali and spread its reputation; by spreading Islam throughout region, it united the people; created a common identity which Islam provided; Mansa Musa used Mali's riches to strengthen the empire*)
- Includes some relevant facts, examples, and details (*efforts to strengthen the Mali Empire under Mansa Musa: Mansa Musa was a Muslim leader who implemented many changes; Mali was one of the most prominent empires in West Africa; strategic location; military protected abundant trade; Islamic courts and judges; Mansa Musa built mosques and brought scholars to Timbuktu; established Arabic as a common language; established a central government*)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that restate the theme

**Conclusion:** Overall, the response fits the criteria for Level 3. Although the response does not explain why the government wanted to make changes, the response recounts how Mansa Musa's reign brought about a strengthened, expanded, and culturally united Mali. Discussion of the extent of change is inherent in the list of changes that occurred.

In many places throughout history, the government has tried to change society through new laws and policies. They think that if they make a change in the government, then hopefully society will be different also. In some cases, this idea does not work, in others it does and society changes with the policies. One example is the reforms of the Mexican Constitution of 1917.

Mexico for years had been ruled by a dictator. Foreign companies and people from the upper class got rich. If peasants or workers tried to get land reform or better conditions they were arrested. This led to a revolution and civil war that went on for several years. This led to the constitution of 1917 that tried to solve Mexico's problems.

In the Reforms of the Mexican Constitution, the government wanted a change in land, religion, labor, and social issues. In 1917, this idea was given a try and significant changes were made.

There was a change in the land policies, there was a breakup of ~~large~~ large estates, restrictions

on ~~the~~ foreign ownership of land, and government control of resources such as oil. Changes concerning religion were made such as state take over of land owned by the Roman Catholic Church.

Changes dealing with labor was a major part in these reforms. There became a minimum wage for workers. They also had the right to strike, and there was an ~~is~~ institution of labor unions. Social issues had changes also. There was equal pay for equal work and limited legal rights for women such as spending money and legal lawsuits.

Workers benefited most from these changes in society. They were happy with the changes and reforms made. Also, these reforms took a long time to make an impact on society and the government was able to change the way people lived by these few reforms.

### Anchor Level 3-B

#### **The response:**

- Develops most aspects of the task in some depth by describing what changes in Mexico were desired, why these changes were desired, and changes that would occur with implementation of the Constitution of 1917
- Is more descriptive than analytical (*reforms of the Mexican Constitution of 1917*: Mexico for years had been ruled by a dictator; constitution of 1917 tried to solve Mexico's problems; government wanted change in land, religion, labor, and social issues)
- Includes some relevant facts, examples, and details (*reforms of the Mexican Constitution of 1917*: peasants or workers seeking change were arrested; revolution and civil war went on for several years; breakup of large estates; restrictions on foreign ownership of land; government control of resources such as oil; minimum wage for workers; right to strike); includes some unclear statements (rights for women such as spending money)
- Demonstrates a satisfactory plan of organization; includes an introduction that states the belief that change in government will change society and a conclusion that generally states the impact of change

**Conclusion:** Overall, the response fits the criteria for Level 3. While the response explains desired changes and lists numerous reforms attributed to the Constitution of 1917, uncritical acceptance of each policy goal as a wholly accomplished fact ignores a more complicated reality.

Throughout history, many different leaders have tried to ~~improve~~ improve or change their society. In order to do this, many leaders set up policies for their people.

~~Several years after the Russian Revolution, Joseph Stalin came to power and became the dictator of Communist Russia. At the time he came to power, Russia was very behind much of the world in technology and industry. In order to industrialize Russia, Stalin set up Five-Year Plans. He wanted to also increase farm output, and he wanted to build up Russia's industry.~~

In order to industrialize quickly, Stalin focused all of his mind on making machinery and factories. He also set up collectives, which were ~~made up of many farmers. These collectives were like small communities. Basically all of the profit of the collectives went to Stalin's government,~~

so the farmers were left with very little. This made the farmers angry, so they started to rebel against Stalin's government. They burned the crops and did many other things to hurt the government. As punishment for these rebellions, Stalin cut off the villages' food supply. Whole communities died from starvation.

Joseph Stalin's Five-Year plans for Russia did help to industrialize. The nation increased in producing oil, coal, steel, and military goods. But the plans were also a bad thing because many Russian died because of the forced famine.

All through history, many leaders have set up policies in order to bring about change in their society. In Russia, Joseph Stalin set up Five-Year plans, which proved to be both good and bad for Russia.



### Anchor Level 3-C

**The response:**

- Develops all aspects of the task with little depth by describing the lag in the Soviet Union behind other countries in technology and industry, the goal of industrialization, agricultural and industrial aspects of the five-year plans, and discussing the human costs of increased production of industrial goods
- Is more descriptive than analytical (*five-year plans in the Soviet Union under Joseph Stalin*: Russia was very much behind much of world in technology and industry; in order to industrialize quickly, Stalin focused on making machinery and factories; as punishment for rebellions, Stalin cut off villages' food supply; whole communities died from starvation; plans were also a bad thing because many Russians died of forced famine)
- Includes some relevant facts, examples, and details (*five-year plans in the Soviet Union under Joseph Stalin*: collectives were small communities; profits of collectives went to Stalin's government; farmers started to rebel, burned crops; nation increased in producing oil, coal, steel, military goods); includes a minor inaccuracy (refers to the Soviet Union as Russia)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that restate the theme

**Conclusion:** Overall, the response fits the criteria for Level 3. The response is a narrow, factual surface account. Facts, examples, and details are appropriate but limited.

Often, governments implement policies in an attempt to change society. These implements may or may not succeed to implement change on society. One example of these implement is the westernization under Peter the Great.

Peter the Great wanted to force the change of his country from old and rural to new and modern, like the rest of western Europe such as England and France. He wanted this because he ~~was~~ saw the importances of keeping up with the rest of the world and not fall behind. Peter the Great implemented policies of westernize his country, such as wearing western clothing, shaving beards. For noble that refuses to shave their beards, Peter the Great cut it off personally.

Peter the Great also established a warm water port at St. Peterburg as part of his westernization movement. From there, he can easily get access to the Mediterranean and connect with the rest of Europe, so he can keep up with them.

Peter the great westernization policies come out as a successful reform. He was named Peter the Great for such achievement.

## Anchor Level 2-A

### **The response:**

- Develops some aspects of the task by identifying Peter the Great's policy goals, the reason for these goals, and stating some actions taken
- Is primarily descriptive (*westernization of Russia under Peter the Great*: Peter the Great wanted to force his country from old and rural to new and modern; saw the importance of keeping up with the rest of the world)
- Includes few relevant facts, examples, and details (*westernization of Russia under Peter the Great*: wearing western clothing; shaving beards); includes some inaccuracies (established warm-water port at St. Petersburg . . . from there, he can easily get access to the Mediterranean)
- Demonstrates a general plan of organization; includes a general introduction and conclusion

**Conclusion:** Overall, the response fits the criteria for Level 2. An attempt is made to address elements of the task, but the response does not demonstrate how a change in the appearance of nobles is related to the policy goals attributed to Peter the Great. In addition, the response does not discuss the extent of achievement.

Often governments implement policies in an attempt to change society. A period of change introduced new ideas either politically, economically or socially. Joseph Stalin tried to change the U.S.S.R. economically.

Joseph Stalin introduced the five-year plan in the Soviet Union. He was attempting to modernize the Soviet economy. The Soviet Union was behind the other European countries and was unable to effectively fight in WWI. The government placed peasants on command farms in an attempt to increase food production. Stalin used a command economy to produce what was needed. The labor conditions were horrible. Peasants were often overworked and underpaid. Stalin's five year plan was mostly successful. Grain production increased, but the goals set by Stalin were not reached.

Often governments implement policies in an attempt to change society. Stalin used communal farming and a command economy to achieve greater grain production, at the cost of human rights.

## Anchor Level 2-B

### **The response:**

- Develops some aspects of the task in some depth by describing the goal of modernizing and the agricultural components of the five-year plans in the Soviet Union
- Is primarily descriptive (*five-year plans in the Soviet Union under Joseph Stalin*: Soviet Union behind other European countries; labor conditions were horrible; achieved grain production at cost of human rights)
- Includes few relevant facts, examples, and details (*five-year plans in the Soviet Union under Joseph Stalin*: Stalin attempting to modernize the Soviet economy; government placed peasants on communal farms; command economy); includes an inaccuracy and overstates an outcome (Soviet Union unable to effectively fight in WWI; grain production increased)
- Demonstrates a general plan of organization; does not clearly identify which aspect of the task is being addressed; includes an introduction that restates the theme and a conclusion that restates material from the response

**Conclusion:** Overall, the response fits the criteria for Level 2. The response focuses on changes in agriculture in the Soviet Union but does not demonstrate how these changes modernized the economy or helped the Soviet Union catch up with other countries.

Many times governments propose policies to change society. Leaders such as Peter the Great, Robespierre, or Josef Stalin ~~sh~~ showed new ideas to their country, and put them into effect. One leader that stands out is Ayatollah Khomeini of Iran.

Iran's government was once ~~was~~ wanting to be westernized, but time changed and so did the leader. The Ayatollah decided that the ~~was~~ holy book, The Koran, was so important that it could be the base of a government. This changed a lot of things such as, the role of women, westernization, and mosque, rights.

The Ayatollah wanted to make this change because it was important to not lose the ~~was~~ culture of their ancestors. This change brought ~~was~~ a lot of ~~was~~ fighting to the streets, and cruel punishment. The women had to cover themselves at all times, war with Iraq over a border dispute and children being chosen to fight for their country was all effects of this change.

Changes like the ones in Iran were not very helpful to some countries, but they still exist today.

## Anchor Level 2-C

### **The response:**

- Develops some aspects of the task in some depth by describing the desired change in Iran and some aspects of the policy implementing the change
- Is primarily descriptive (*revolution in Iran under Ayatollah Khomeini*: Iran's government once wanted to be westernized; Ayatollah decided the Koran was so important it could be the basis of a government; changed the role of women, westernization, and rights)
- Includes few relevant facts, examples, and details (*revolution in Iran under Ayatollah Khomeini*: Ayatollah wanted to make change because it was important not to lose culture of ancestors; war with Iraq over a border dispute and children being chosen to fight for country were effects of change)
- Demonstrates a general plan of organization; includes an introduction that states the theme of the response and a brief conclusion

**Conclusion:** Overall, the response fits the criteria for Level 2. The response includes factual information that describes the desired change and gives a reason for this change. However, the description of specific policy is confusing, and the extent to which the change was achieved is omitted.

Often governments attempt to change society and implement policies. One example from history that attempted to change society was the westernization of Russia under Peter the Great.

Peter the Great had many ideas that he wanted to include Russia in. He wanted to westernize, ~~in~~ meaning make Russia more modern. He ~~was~~ also wanted to ~~take~~ ~~the~~ ~~ideas~~ ~~from~~ ~~Europe~~. ~~and~~ ~~take~~ the ideas from Europe. ~~and~~

The government wanted to make this change ~~to~~ because Peter the Great was an army ruler who knew that he had the power to change and make Russia more like Europe.

In conclusion, Peter the Great attempted to change society by westernizing Russia. He wanted to make Russia more like Europe by ~~the~~ ~~idea~~ using their ideas. ~~By~~ By doing so, Peter the Great also implemented policies in government ~~to~~ in an attempt to change society.



## Anchor Level 1-A

### **The response:**

- Minimally develops some aspects of the policy of westernization in Russia under Peter the Great
- Is descriptive (*westernization of Russia under Peter the Great*: wanted to take ideas from Europe; make Russia more like Europe by using their ideas)
- Includes few relevant facts, examples, or details (*westernization of Russia under Peter the Great*: westernize means to make Russia more modern; Peter knew he had the power to change); includes an inaccuracy (Peter the Great was an army ruler)
- Demonstrate a general plan of organization; does not clearly identify which aspect of the task is being addressed; includes an introduction that restates the theme and a conclusion that repeats previous points

**Conclusion:** Overall, the response fits the criteria for Level 1. The response includes a simplistic definition of westernization and indicates the importance of ideas from Europe, but fails to describe the implementation of policy and does not discuss the extent of the change on society.

During the French Revolution, there was a man who wanted to make everyone loyal to the King of France, his name was Maximilien Robespierre. Robespierre felt that there were not enough people that were loyal to the King so he wanted to ~~make~~ make sure there were enough people that were loyal. To make people loyal, there would be public executions. His method of killing people was the guillotine, a device which severed the head from a person's body. Anyone he felt that was not loyal to the King was executed. This eventually became known as the Reign of Terror. Hundreds of thousands of people were killed during this time. Eventually, Robespierre became obsessed with this power and felt that his friend Georges Danton was going to become more powerful than he was so Robespierre had Danton executed. After Robespierre had Danton executed, people became suspicious of him, so they had Robespierre executed. This execution brought an end to the Reign of Terror.

## Anchor Level 1-B

### **The response:**

- Minimally develops some aspects of the task by describing the events of the Reign of Terror
- Is descriptive (*Reign of Terror during the French Revolution under Robespierre*: Robespierre became obsessed with his power; felt his friend Georges Danton was going to become more powerful so Robespierre had Danton executed; people became suspicious of Robespierre and had him executed)
- Includes few relevant facts, examples, or details (*Reign of Terror during the French Revolution under Robespierre*: public executions; guillotine); includes inaccuracies (confuses the king with the revolutionary government; hundreds of thousands were killed during this time)
- Demonstrates a general plan of organization; does not clearly identify which aspect of the task is being addressed; lacks an introduction and a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 1. While the incorrect reference to the king is repeated throughout the response, a limited understanding of the Reign of Terror is demonstrated.

There comes a time in the existence of a government in which corruption occurs or it just isn't that effective, when a gov't tries to regain power. At this time, the society has grown chaotic, or at least, not up to par. Therefore, often governments implement policies in an attempt to change society, which can be seen by Peter the Great's attempts at westernization in Russia.

First of all, Peter the Great tried to westernize Russia. He realized Russia was behind the times, affecting their productivity + influence in the world. ~~There for~~ Since Russia ~~had~~ was ignorant to all the scientific, artistic, etc. breakthroughs, they were not up to date. This poses a problem, as the "Red Queen Principle" demonstrates. The "Red Queen Principle" ~~deals with~~ originates from a scene in Alice in Wonderland, in which the Red Queen tells Alice to run, but she oddly finds herself in the same place. If she were to stop, she would find herself moving backwards, which is the same situation Peter the Great

found his country. They had been standing still for quite ~~at~~ some time, meanwhile ~~a~~ the rest of the world was sprinting. Therefore, Peter wanted to ~~be able to~~ have a chance to race with the other countries + wanted to start running. Thus, he needed to modernize + westernize in order to be in the race.

Secondly, ~~one~~ Peter the Great travelled all around the world to gain ideas for modernization, + applied them to Russia per his return. He visited so many places, bringing home with him a doctor, an architect, + many ideas. One policy Peter the Great established was that men could not have beards. ~~Now,~~ this however, the people thought did not want to follow. So, Peter, who was ~~got~~ determined to make every policy + step towards modernization a success, literally tore + ripped off beards, flesh coming off with it. These harsh actions eventually achieved the

Lack of beards in Russia, however, this shows Peter's reactions to bigger problems in the country: with force + violence. He achieved what he wanted through fear + brutality, yet he did accomplish it. ~~In conclusion~~ He also had St. Petersburg built. When it was finished, it was a great symbol of Russia's new modernizing life, but many, many, died for the cause. Peter got his modernization, but at the loss of many of his people + ~~to~~ through brutality.

In conclusion, gov'ts, like Peter in Russia, often try to institute policies to change their country. However, the means by which they achieve these things, and who is hurt in the process, is of no consequence to the gov't.

The 16th century can be seen as a time of revolution and chaos. An example of this, is the English Reformation. Issues concerning Henry VIII's marriages caused a major shift in power. King Henry wanted absolute power and nobody, including the Church would be allowed to stand in his way. It is evident that absolutism would challenge the Church power in society.

The excuse for this chaos was the desire to have a male heir to the throne. Henry VIII's first marriage to Catherine of Aragon was a disaster. Catherine of Aragon was a few years older than Henry and when she produced no male heir, Henry decided it was a time for a new wife. Catherine only produced a daughter Mary and Henry wanted a divorce. The major problem that stood in his way was the Catholic Church of England. The Church would not allow this divorce.

In the meantime, Henry fell in love with Anne Boleyn and used Parliament to defy Church authority. Henry convinced Parliament to create the Act of Supremacy. The Act of Supremacy was part of a policy that eliminated the Catholic Church's authority. This act made everyone recognize that the King was not only the head of state but also of the new Church of England. Henry used this power to grant himself a divorce and married Anne Boleyn. Anne also did not produce a male heir, but a daughter named Elizabeth. On Henry's third marriage, he finally had a male to rule his Kingdom. This son, Edward, was sickly and only reigned a few years.

King Henry went against the Catholic Church to get the male heir he wanted. He also wanted to control the Catholic Church of England.

Henry VIII's reason for controlling the Church was because he wanted absolute power. The Catholic Church went against the issues Henry believed in, such as divorce. He also believed that the King had superior power over everyone including the Church. The Act of Supremacy brought fear to society forcing the people to go with this act. Henry VIII made it clear that whoever went against the Act of Supremacy would be severely punished. This included executing someone as important as Sir Thomas More. Catholic monasteries were dissolved and Catholic land was taken over by the government. Henry VIII used the divorce issue to create the Anglican Church of England and expand his political power.

Throughout history, the government often implements policies in an attempt to change society. The English Reformation with the issues of Henry VIII is seen as an example. His ambition to achieve absolute monarchy led to creating the Church of England.



When governments try to change the way that their country is run, it usually does not go over well with the people that live there. When changes are proposed that is when revolutions come alive.

During the 1600's in Russia a leader emerged his name was Peter the great. Peter the great did not like how things in Russia were looking; Peter the great did not see a good future for Russia at this time. However in the west things were looking great and the future looked bright. Peter then came up with the idea of "westernization", which is when one country tries to take the ideas of the west and use them in their own country and that is exactly what Peter the great tried to do.

Peter the great took away some of the Russian traditions and replaced them with the traditions of the west. Traditionally russians have their long beards and that's just one of ~~the~~ their cultures as russians. When Peter the Great came in ~~to~~ with his idea of westernization he made the men shave their beards because what he saw in the west was that the men had no facial hair. Peter the Great then made it a law that you could not have any facial hair or you would be fined.

Everyone knew what Peter the Great was doing because he would go around the world trying to find new ideas to bring to Russia. Peter the Great was almost seven feet tall so even when he disguised himself people still knew that it was him. And the Russian people were not happy with Peter the Great at first because he brought about changes to their country, and really changed the way that they ~~star~~ lived their lives.

When governments try to change the way that ~~the~~ their country is run, people will usually have a negative attitude towards these changes.

Throughout time governments implement policies are in attempt to change society. One example of a change in what the government wanted to bring to society was the reformation in England under Henry VIII.

The reformation in England under the rule of Henry VIII helped provide changes to the government because reform means to change, so they ended up changing their whole government when Henry VIII took over. This effected the government because they were not following different rules that they were not use to and didn't like. This also cause conflict because not everyone liked the reformation in England that took place under Henry VIII rule. The government wanted to make this change because as a new leader took over it was time to reform the government. Some people found it hard trying to accept the new rule and the many changes that took place in the government.

Throughout history many governments faced many situations where they attempted to change society. One example is the reformation in England under Henry VIII rule.

The early 1900s ~~was~~ ~~was~~ was a hard time for <sup>the Soviet Union</sup> ~~the~~ World War I had left the <sup>Soviet Union</sup> ~~the~~ economy ~~ruined~~ and its industry at a standstill. When Stalin came to power ~~he~~ he realized the need for change and began to do so using his Five Year plans. ~~Under~~ Under this plan, society changed greatly, ~~not~~ not without some resistance, of course, but ~~none~~ none the less, industry picked up and the economy started to build itself up again.

The major goal for Stalin's five year plan was to make the <sup>Soviet Union</sup> ~~the~~ into an industrial superpower and jumpstart the economy. He was so adamant about achieving these goals because ~~the~~ the Soviet Union was <sup>rapidly</sup> falling behind other European countries in terms of technology and production. Stalin believed that the only way to keep <sup>the Soviet Union</sup> ~~the~~ from being crushed by other countries was to build it up and become so powerful that other countries would never dream of attacking it.

Under the Five Year Plan, farmers were put onto collectivized farms. This policy was called collectivization. The collectivized farms were large farms, similar to mills, on which hundreds of farmers ~~and~~ their families lived. There was so much resistance to collectivization that agricultural production was actually set back. Millions of peasants burned their own farms and refused to grow ~~good~~ crops. Those who resisted were often arrested and executed, yet millions continued to <sup>reap</sup> ~~reap~~ anyway.

By the time the second Five Year Plan was over, industry had increased. Steel production increased by 800% and agriculture was beginning to get back on track. ~~On~~ On the whole, the Five Year Plans were successful in achieving Stalin's plan for ~~making~~ making the Soviet Union into an industrial superpower.

### Practice Paper A—Score Level 3

**The response:**

- Develops all aspects of the task with little depth by describing why Peter the Great employed a policy of westernization, some actions taken with this policy, and the nature of change
- Is more descriptive than analytical (*westernization of Russia under Peter the Great*: Russia was behind the times, affecting their productivity and influence in the world; St. Petersburg was a great symbol of Russia's new modernizing life; Peter got his modernization but at the loss of many people and through brutality)
- Includes some relevant facts, examples, and details (*westernization of Russia under Peter the Great*: Russia had been standing still for quite some time; needed to modernize and westernize to be in the race); includes some overgeneralizations (Russia was ignorant of all scientific and artistic breakthroughs; Peter traveled all around the world)
- Demonstrates a satisfactory plan of organization; contains digressions; includes an introduction that ties conditions in society to the need for westernization and a conclusion that is a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 3. While the response adequately addresses most aspects of the task, its effectiveness is lessened by digression, overgeneralization, and an abbreviated discussion of the extent to which change was achieved.

### Practice Paper B—Score Level 4

**The response:**

- Develops all aspects of the task evenly by discussing Henry VIII's goal of absolutism, why he wanted control of the Church, the expansion of his power, and the extent to which his policies affected society
- Is both descriptive and analytical (*Reformation in England under Henry VIII*: King Henry wanted absolute power and nobody, including the church, would be allowed to stand in his way; absolutism would challenge the church power in society; Act of Supremacy made everyone recognize the King not only as the head of state but also of the new Church of England; Henry VIII used the divorce issue to create the Anglican Church of England and expand his political power)
- Supports the theme with relevant facts, examples, and details (*Reformation in England under Henry VIII*: 16th century was a time of revolution and chaos; absolutism; Catherine of Aragon; Catherine's daughter Mary; Anne Boleyn; Parliament; Act of Supremacy; Anne's daughter Elizabeth; third marriage had a son, Edward; Sir Thomas More)
- Demonstrates a logical and clear plan of organization; includes an introduction that casts Henry VIII's desire for absolute power as a major issue in the Reformation in England and a conclusion that restates the introduction

**Conclusion:** Overall, the response fits the criteria for Level 4. While some elements of the response are repetitive, sufficient historical detail and analysis are employed in demonstrating that Henry VIII used the Reformation and issue of marriage to expand his power. In listing specific actions that occurred, such as Catholic land taken over by the government, the response implies the extent to which the desired change was achieved.

## Practice Paper C—Score Level 2

### **The response:**

- Develops some aspects of the task in some depth by describing why Peter the Great promoted westernization and a policy to meet this goal
- Is primarily descriptive (*westernization of Russia under Peter the Great*: westernization is when one country takes the ideas of the west and uses them in their own country; traditionally Russians have long beards; made men shave their beards; made it a law that you could not have any facial hair or you would be fined ); includes weak application (Peter the Great was almost seven feet tall so even when he disguised himself people still knew it was him)
- Includes few relevant facts, examples, and details (*westernization of Russia under Peter the Great*: 1600s in Russia; replaced Russian traditions with traditions of the West)
- Demonstrates a general plan of organization; does not clearly identify which aspect of the task is being addressed; includes an introduction and a conclusion that state a premise not developed by the response

**Conclusion:** Overall, the response fits the criteria for Level 2. The response minimally meets requirements by defining westernization and describing how Peter had men’s beards cut off as a policy. Anecdotal information concerning Peter’s physical stature is accurate but does not contribute to the response.

## Practice Paper D—Score Level 0

### **The response:**

Fails to develop the task; includes no relevant facts, examples, or details; includes a suggestion copied from the test booklet

**Conclusion:** The response employs the example of Reformation in England under Henry VIII from the suggestions and then makes general, conjectural statements about change that do not address to the task.

### Practice Paper E—Score Level 3

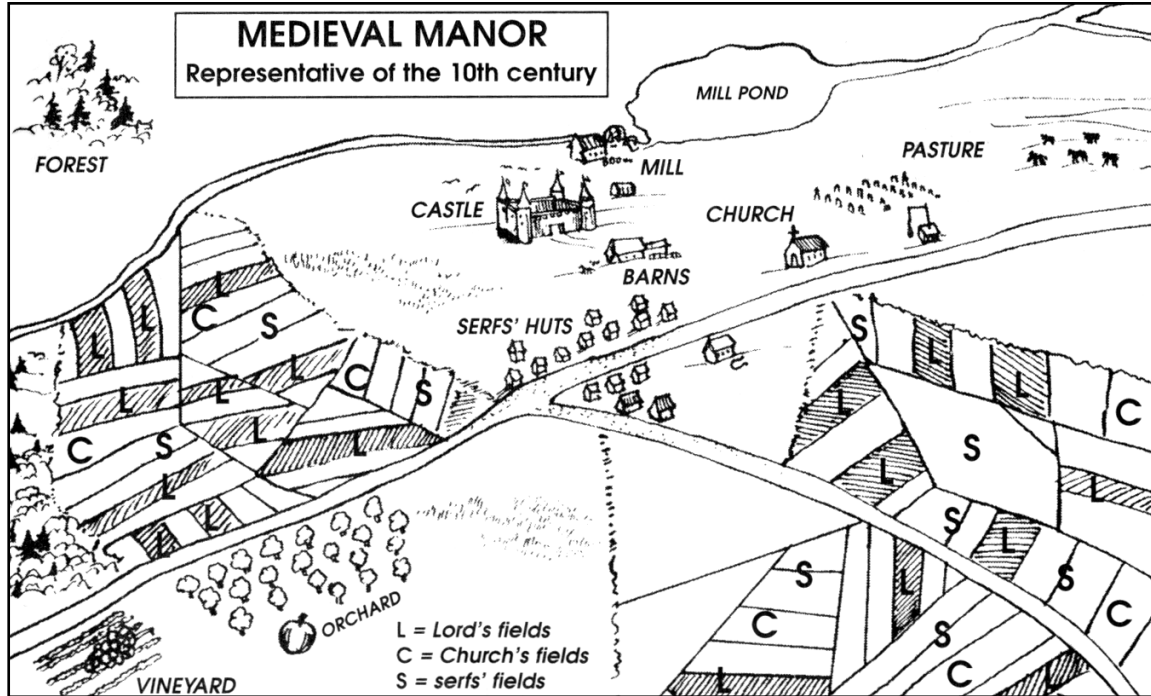
**The response:**

- Develops all aspects of the task with little depth by describing the purpose of Stalin’s five-year plans, a reason for the plans, and making summative statements about the success of the plans
- Is more descriptive than analytical (*five-year plans in the Soviet Union under Stalin*: World War I had left the Soviet Union’s economy ruined and industry at a stand still; major goal for Stalin’s five-year plan to make the Soviet Union an industrial superpower and jumpstart the economy; Stalin believed the only way to keep the Soviet Union from being crushed was to build it up and become so powerful other countries would not attack; collectivized farms were large farms)
- Includes some relevant facts, examples, and details (*five-year plans in the Soviet Union under Stalin*: Soviet Union was falling behind other European countries in terms of technology and production; collectivization; *mirs*; steel production)
- Demonstrates a satisfactory plan of organization; includes an introduction that relates the five-year plans to the task and lacks a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 3. While developing elements of the task in some depth, the response fails to discuss what steps were taken to reach the goal of becoming an industrial superpower. However, the discussion of agricultural policy and its consequences under the five-year plans strengthens the response.

**Global History and Geography**  
**Part A Specific Rubric**  
**Document-Based Question—June 2007**

**Document 1**



Source: Kime and Stich, *Global History and Geography*, STARreview, N & N Publishing Company

**1** Based on this diagram, state *one* economic characteristic of the medieval manor.

**Score of 1:**

- States an economic characteristic of the medieval manor as shown in this diagram  
*Examples:* fields were divided between the lord, the church, and the serfs; most of the activity was agricultural; farmland was divided into strips; the manor provided almost everything the people needed; manors contained orchards/vineyards/mills/pastures/fields

**Score of 0:**

- Incorrect response  
*Examples:* the manor had a church; the manor was representative of the 10th century; the castle was near the mill pond; serfs had huts
- Vague response that does not answer the question  
*Examples:* manor was medieval; shows how manorialism worked; manorialism; things were traded
- No response



## Document 2

Tenants on a manor owed services to their lord. Some of these services are listed below.

. . . To carry manure for two days, with a cart and two oxen, receiving food as before [3 meals each day];  
To find a man to mow for two days receiving food as above; it is estimated that he can mow 1 1/2 acres in the two days;  
To gather and lift the hay so mown, receiving 2 meals for one man;  
To carry the lord's hay for one day with a cart and three of the tenant's own beasts, receiving 3 meals as before;  
To carry beans or oats for two days in the autumn, and wood for two days in the summer, in the same manner and with the same food as before; . . .

Source: S. R. Scargill-Bird, ed., *Customals of Battle Abbey in the Reigns of Edward I and Edward II (1283–1312)*, The Camden Society (adapted)

### 2a Based on the *Customals of Battle Abbey*, state *one* benefit the lord received under manorialism.

#### Score of 1:

- States a benefit the lord received under manorialism according to the *Customals of Battle Abbey*  
*Examples:* manure/beans/oats/wood were carried; hay was mown; tenants used their own beasts to carry hay; tenants on a manor performed services for their lord; work on the manor was done by tenants

#### Score of 0:

- Incorrect response  
*Examples:* the lord provided food for the tenants; the lord received two meals for one man; the manor owed services
- Vague response that does not answer the question  
*Examples:* days were worked; two days were spent mowing; tenants lived on a manor; he had the best deal
- No response

### 2b Based on the *Customals of Battle Abbey*, state *one* benefit that tenants received under manorialism.

#### Score of 1:

- States a benefit that tenants received under manorialism according to the *Customals of Battle Abbey*  
*Examples:* tenants had various opportunities to earn food; tenants received two meals for one man when hay was gathered and lifted; tenants received food for services performed for the lord

#### Score of 0:

- Incorrect response  
*Examples:* tenants owed services to the lord; the lord carried manure/mowed for two days
- Vague response that does not answer the question  
*Examples:* many things had to be carried; wood was cut in the summer; they got things for work
- No response

### Document 3

. . . Of necessity, the manor was a self-sufficient economic unit in view of the overwhelming difficulties of transportation in the period. International trade was carried on only to serve the demands of the wealthy, and it was largely in the hands of aliens [different peoples]—Greeks, Jews, Moslems. Local society made almost no use of money. To the extent that local exchange was carried on, it was conducted by barter. The small amount of international trade precluded [ruled out] the need for gold coinage. The Carolingians minted only silver coins, which were all that was usually necessary when the smallest silver coin could buy a cow. When gold coins were needed, Byzantine and Moslem currency was used. . . .

Source: Norman F. Cantor, *The Civilization of the Middle Ages*, Harper Perennial

### 3 According to Norman Cantor, what are *two* ways manorialism influenced the economy of Europe?

#### Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* way manorialism influenced the economy of Europe according to Norman F. Cantor  
*Examples:* there was limited trade with other places; the self-sufficiency of the manor tended to limit international trade; international trade was carried on only to serve the demands of the wealthy; local societies had almost no use for money; barter was used to conduct local trade; during Carolingian times, transactions were made with silver coins; international trade was largely in the hands of the Greeks, Jews, and Moslems; used Byzantine and Moslem currency when gold coins were needed

**Note:** To receive maximum credit, two *different* ways that manorialism influenced the economy of Europe must be stated. For example, *local society made almost no use of money* and *local society used a barter system* are the same influence expressed in different words. In this and similar cases, award only *one* credit for this question.

#### Score of 0:

- Incorrect response  
*Examples:* Moslems had gold coins; transportation was difficult
- Vague response that does not answer the question  
*Examples:* the manor was an economic unit; silver coins were minted; no money was used
- No response

The Mercantilist Argument for Colonial Expansion



Source: Philip Dorf, *Our Early Heritage: Ancient and Medieval History*, Oxford Book Company (adapted)

4 According to this cartoon by Philip Dorf, what is *one* characteristic of mercantilism from the perspective of the mother country?

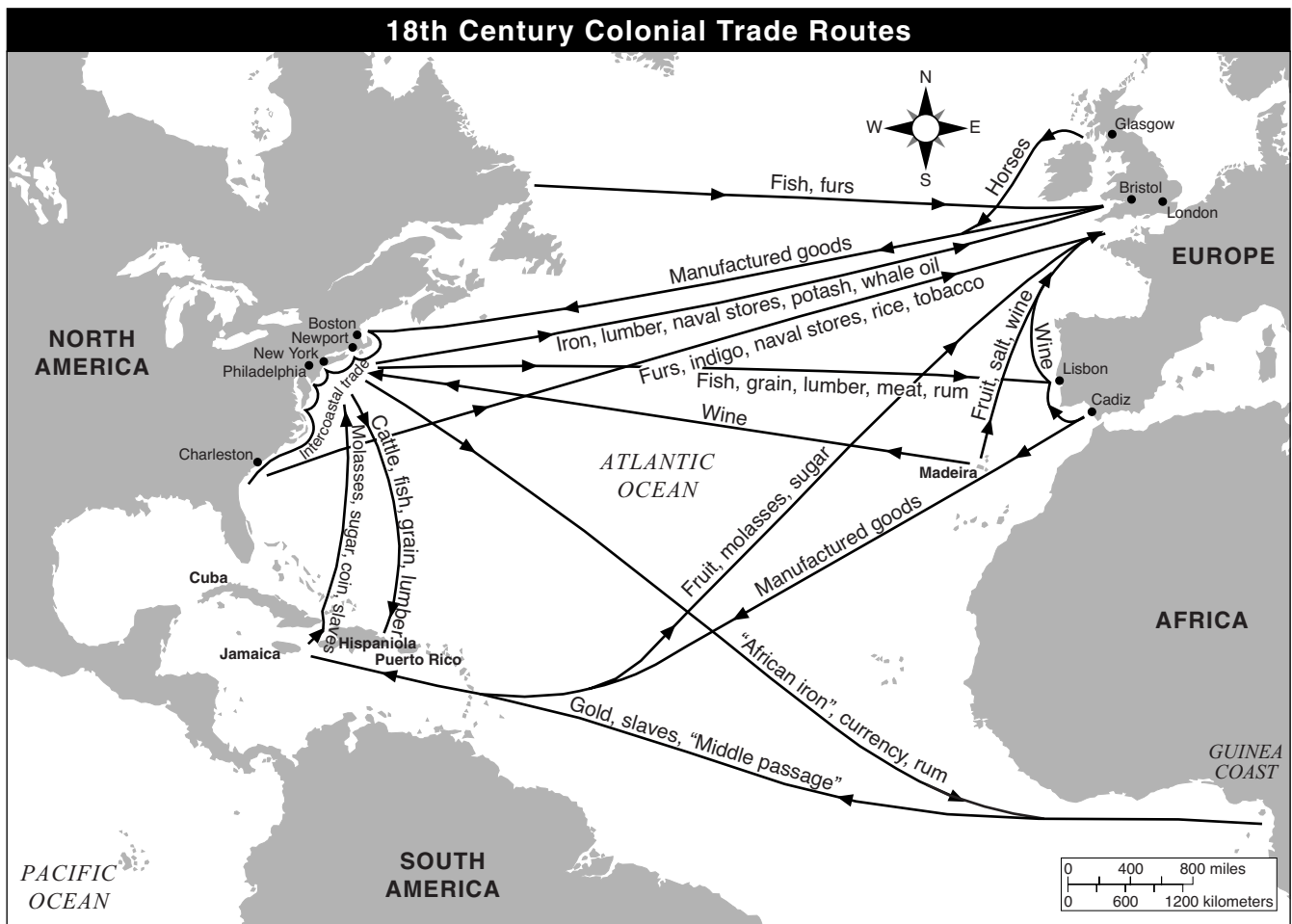
Score of 1:

- States a characteristic of mercantilism from the perspective of the mother country as shown in this cartoon by Philip Dorf  
*Examples:* colonies provided the mother country with gold/silver/foodstuffs/raw materials; colonies were there to help the mother country; the mother country thought she was superior to her colonies; colonies were supposed to serve the mother country; colonies existed to benefit the mother country

Score of 0:

- Incorrect response  
*Examples:* the mother country would serve the colonies; mother country provided the colonies with gold and silver; mother countries are women; the queen is rich
- Vague response that does not answer the question  
*Examples:* argument for colonial expansion; the colonies surprised the mother country; colonies were needed; provide benefits
- No response

Document 5



Source: *Historical Maps on File*, Revised Edition (adapted)

5 Based on this map, state *one* effect of the Atlantic trade.

Score of 1:

- States an effect of the Atlantic trade based on this map  
*Examples:* European nations received many raw materials from the Americas; manufactured goods were sent from Europe to the colonies; Africa received currency/rum/African iron from North America; enslaved Africans were sent across the Atlantic; North American colonies sent goods to colonies in the Caribbean; Africa/Europe/the Americas were able to import and export goods

Score of 0:

- Incorrect response  
*Examples:* rum was sent to North America; enslaved Africans were sent to Europe; there were no trade routes to Spain
- Vague response that does not answer the question  
*Examples:* colonial trade routes were important; colonies had trade routes in the 18th century; it traded many things
- No response

## Document 6

This is an excerpt from a letter written in 1559 by Michele Soriano about Spain's interactions with its colonies in the Americas.

. . . From New Spain are obtained gold and silver, cochineal, (little insects like flies,) from which crimson dye is made, leather, cotton, sugar and other things; but from Peru nothing is obtained except minerals. The fifth part of all that is produced goes to the king, but since the gold and silver is brought to Spain and he has a tenth part of that which goes to the mint and is refined and coined, he eventually gets one-fourth of the whole sum, which fourth does not exceed in all four or five hundred thousand ducats, although it is reckoned not alone at millions, but at millions of pounds. Nor is it likely that it will long remain at this figure, because great quantities of gold and silver are no longer found upon the surface of the earth, as they have been in past years; and to penetrate into the bowels of the earth requires greater effort, skill and outlay, and the Spaniards are not willing to do the work themselves, and the natives cannot be forced to do so, because the Emperor has freed them from all obligation of service as soon as they accept the Christian religion. Wherefore it is necessary to acquire negro slaves [enslaved Africans], who are brought from the coasts of Africa, both within and without the Straits, and these are selling dearer [more expensive] every day, because on account of their [enslaved Africans'] natural lack of strength and the change of climate, added to the lack of discretion [care] upon the part of their masters in making them work too hard and giving them too little to eat, they fall sick and the greater part of them die. . . .

Source: Merrick Whitcomb, ed., "The Gold of The Indies — 1559," *Translations and Reprints from the Original Sources of European History*, The Department of History of the University of Pennsylvania

### 6 According to Michele Soriano, what is *one* influence that gold and silver had on Spain?

#### Score of 1:

- States an influence that gold and silver had on Spain according to Michele Soriano  
*Examples:* the king/Spain got millions of pounds of gold and silver from New Spain; Spain needed laborers to work in the mines in its colonies since Spaniards were unwilling to do the work; since gold and silver were no longer found on the surface, the Spanish imported enslaved Africans to do the work in New Spain; while large amounts of gold and silver came into Spain in the early days, it was projected to drop with time so Spain would only be wealthy for a short time; the king got rich; Spain became greedy for mineral wealth

#### Score of 0:

- Incorrect response  
*Examples:* natives accepted the Christian religion; Peru had no minerals; Spaniards were not willing to work
- Vague response that does not answer the question  
*Examples:* New Spain was important; crimson dye is made; eventually one-fourth of whole sum
- No response

## Document 7

This is an excerpt from Chapter 1, General Principles, of the 1954 “Constitution of the People’s Republic of China.”

**Article 1** The People’s Republic of China is a people’s democratic state led by the working class and based on the alliance of workers and peasants.

**Article 6** The state sector of the economy is the socialist sector owned by the whole people. It is the leading force in the national economy and the material basis on which the state carries out socialist transformation. The state ensures priority for the development of the state sector of the economy.

All mineral resources and waters, as well as forests, undeveloped land and other resources which the state owns by law, are the property of the whole people.

**Article 7** The co-operative sector of the economy is either socialist, when collectively owned by the masses of working people, or semi-socialist, when in part collectively owned by the masses of working people. Partial collective ownership by the masses of working people is a transitional form by means of which individual peasants, individual handicraftsmen and other individual working people organize themselves in their advance towards collective ownership by the masses of working people. . . .

Source: *Constitutions of Asian Countries*, N. M. Tripathi Private

### 7 Based on these articles from the “Constitution of the People’s Republic of China,” state *two* characteristics of the communist economic system in China.

#### Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* characteristic of the communist economic system in China based on these articles from the 1954 Constitution of the People’s Republic of China  
*Examples:* it was led by the working class/it was based on an alliance of workers and peasants; the state sector of the economy was owned by the whole people; the state ensures the growth of the state sector of the economy; working people organize themselves in their advance towards collective ownership; all mineral resources and waters which the state owns are the property of the people

**Note:** To receive maximum credit, two *different* characteristics of the communist economic system in China must be stated. For example, *it was led by the working class* and *it was based on an alliance of workers and peasants* are the same characteristic expressed in different words. In this and similar cases, award only *one* credit for this question.

#### Score of 0:

- Incorrect response  
*Examples:* China was a people’s democratic state; collective ownership was not allowed; the working class had no role
- Vague response that does not answer the question  
*Examples:* it was the basis of the People’s Republic of China; they had a constitution; it was the material basis of the communist economic system; carries out socialist transformation; leading force in the national economy
- No response

## Document 8

In an attempt to break with the Russian model of Communism and to catch up with more advanced nations, Mao proposed that China should make a “great leap forward” into modernisation. He began a militant Five Year Plan to promote technology and agricultural self-sufficiency. Overnight, fertile rice fields were ploughed over, and factory construction work began. Labour-intensive methods were introduced and farming collectivised on a massive scale. The campaign created about 23,500 communes, each controlling its own means of production. But former farmers had no idea how to actually use the new factories and what was once fertile crop land went to waste on a disastrous scale. The Great Leap Forward was held responsible for famine in 1960 and 1961. Twenty million people starved, and Mao Zedong withdrew temporarily from public view.

Source: BBC News, Special Reports, China's Communist Revolution

### 8 Based on this BBC News article, what is *one* effect the Great Leap Forward had on China's economy?

#### Score of 1:

- States an effect the Great Leap Forward had on China's economy based on this article from BBC News  
*Examples:* newly-built factories lacked trained workers; labor-intensive methods and collectivization were introduced in farming; means of production was controlled by each commune; fertile land went to waste on a disastrous scale; millions of people starved; responsible for a famine; fertile rice fields were plowed over

#### Score of 0:

- Incorrect response  
*Examples:* it broke the Russian model; farmers were not allowed to use the new factories; it brought self-sufficiency
- Vague response that does not answer the question  
*Examples:* it was proposed by Mao; new methods were introduced; modernization was important
- No response

## Document 9

This is an excerpt from the speech “We Shall Speed Up Reform” given by Deng Xiaoping on June 12, 1987.

. . . China is now carrying out a reform. I am all in favour of that. There is no other solution for us. After years of practice it turned out that the old stuff didn't work. In the past we copied foreign models mechanically, which only hampered [blocked] the development of our productive forces, induced [caused] ideological rigidity and kept people and grass-roots units from taking any initiative. We made some mistakes of our own as well, such as the Great Leap Forward and the “cultural revolution” [Mao's policies], which were our own inventions. I would say that since 1957 our major mistakes have been “Left” ones. The “cultural revolution” was an ultra-Left mistake. In fact, during the two decades from 1958 through 1978, China remained at a standstill. There was little economic growth and not much of a rise in the people's standard of living. How could we go on like that without introducing reforms? So in 1978, at the Third Plenary Session of the Eleventh Central Committee, we formulated a new basic political line: to give first priority to the drive for modernization and strive to develop the productive forces. In accordance with that line we drew up a series of new principles and policies, the major ones being reform and the open policy. By reform we mean something comprehensive, including reform of both the economic structure and the political structure and corresponding changes in all other areas. By the open policy we mean both opening to all other countries, irrespective [regardless] of their social systems, and opening at home, which means invigorating [quicken] the domestic economy. . . .

Source: Deng Xiaoping, *Fundamental Issues in Present-Day China*, Foreign Languages Press, 1987

### 9 According to Deng Xiaoping, what were *two* ways Mao Zedong's economic policies influenced China?

#### Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* way Mao Zedong's economic policies influenced China according to Deng Xiaoping

*Examples:* the development of productive forces was blocked; there was not much of a rise in the standard of living; there had been little economic growth/China remained at a standstill; people/grass roots units were kept from taking any initiative; Mao's failures led to the need for reform

**Note:** To receive maximum credit, two *different* ways that Mao Zedong's economic policies influenced China must be stated. For example, *Great Leap Forward hampered economic growth* and *China remained at a standstill* are the same influence on China expressed in different words. In this and similar cases, award only *one* credit for this question.

#### Score of 0:

- Incorrect response  
*Examples:* foreign models were rejected; major mistakes have been “Left” ones; the Cultural Revolution failed
- Vague response that does not answer the question  
*Examples:* there were no solutions; after years of practice, the old stuff did not work; little initiative; Mao's ways didn't work
- No response



**Global History and Geography**  
**Content-Specific Rubric**  
**Document-Based Question**  
**June 2007**

**Historical Context:** Throughout history, different economic systems have influenced specific nations, regions, and peoples. These systems include **manorialism** during the Middle Ages in Western Europe, **mercantilism** during the Age of Exploration, and **communism** in post–World War II China.

**Task:** Choose *two* of the economic systems mentioned in the historical context and for *each*

- Describe the characteristics of the economic system
- Discuss the impact of the economic system on a specific nation *or* region *or* on a group of people

*Scoring Notes:*

1. This document-based question has a minimum of **six** components (*at least two* characteristics for *two* economic systems **and** the impact of *each* economic system on a specific nation, region, or on a group of people).
2. Characteristics of the economic systems could be similar; e.g., the degree of government control under mercantilism and the degree of government control under communism have certain similarities.
3. The impact of the economic system on a specific nation, region, or on a group of people may be political, economic, or social.
4. The impact of the economic system on a specific nation, region, or on a group of people may be immediate or long term, e.g., the immediate effects of manorialism on the lives of the serfs *or* the long-term effects of manorialism.
5. The nation, region, or group of people does not need to be specifically identified as long as it is implied in the discussion.
6. Information that is used to describe characteristics of an economic system could also be used to discuss the impact of the economic system, e.g., under mercantilism, manufactured goods were sent to the colonies is both a characteristic and an impact.
7. Characteristics of an economic system may be general or may apply to an economic system at a specific time or place, e.g., Marxist communism in China, communism under Mao, or communism under Deng.
8. Although a specific time and place is provided in the historical context, the influence of the economic system on a different nation, region, or group of people could be discussed as long as the minimum number of documents is used, e.g., the discussion could include the influence of British colonialism in India.

**Score of 5:**

- Thoroughly develops *all* aspects of the task evenly and in depth by describing *at least two* characteristics of *two* economic systems and by discussing the impact of *each* economic system on a specific nation *or* region *or* on a group of people
- Is more analytical than descriptive (analyzes, evaluates, and/or creates information) (*mercantilism*: connects the relationship between the gold and silver in the colonies and the benefit of colonial exports for the mother country to the increasing dependency by Spain on New World bullion which helped lead to inflation in Spain; *communism*: connects Mao Zedong's modifications of the philosophies of Marx and Engels, Lenin, and Stalin in the Great Leap Forward to Deng Xiaoping's modifications in the Four Modernizations and its relationship to the 1989 protests in Tiananmen Square)
- Incorporates relevant information from *at least four* documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related to economic systems (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details (*mercantilism*: favorable balance of trade, conquistadors, Aztec, Inca, Atlantic trade; *communism*: proletariat, *Communist Manifesto*, Mao's *Little Red Book*, capitalism)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

**Score of 4:**

- Develops *all* aspects of the task but may do so somewhat unevenly by addressing all aspects of the task for one economic system more thoroughly than for the second economic system *or* addressing one aspect of the task for both economic systems more thoroughly than the other aspect
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information) (*mercantilism*: discusses the relationship between gold and silver discoveries by Spanish explorers, a favorable balance of trade, and the dependence of colonies on the mother country; *communism*: discusses the failures and the successes of the Great Leap Forward and their relationship to the Four Modernizations)
- 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

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

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

**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

### Examples of addressing *at least four* aspects of the task in some depth at Level 3

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

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

**Exception:** If **all** aspects of the task are thoroughly developed for **one** economic system 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 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

### Examples of addressing *at least three* aspects of the task in some depth at Level 2

*Holistic Scoring Reminder:* These examples apply only to the evaluation of bullet 1.  
A response meeting the criteria below does not, by itself, make it a Level 2 response.

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

#### 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

### *Key Ideas from Documents 1–3*

<b>Manorialism in Europe</b>	<b>Characteristics of the Economic System</b>	<b>Impact of Economic System on a Specific Nation, Region, or Group of People</b>
<b>Doc 1</b>	Agriculture was the basis of the economy Lands of the manor were used by the lord, the church, and the serfs Many necessities (mill, vineyard, orchard, pasture, fields) were provided by the manor Manor was a self-sufficient economic unit	Adjacent strips of land were set aside for serfs, the lord, and the Church Orchards, vineyards, pastures and nearby water and forests helped make the manor self-sufficient
<b>Doc 2</b>	Tenants on a manor owed services to their lord (carrying manure, beans, oats, and wood, mowing, gathering and lifting hay) Tenants on a manor received benefits from the lord (meals)	Tenants on a manor received benefits from the lord (meals) Lord received benefits from the tenants (work done)
<b>Doc 3</b>	International trade was carried on only to serve demands of the wealthy Barter system was used in local exchange Manor was a self-sufficient economic unit	Use of the barter system by local society precluded the use of money International trade was limited Control of most of the international trade went to Greeks, Jews, and Moslems Silver coins, minted by the Carolingians, were sufficient for trade on the manor

### *Relevant Outside Information*

(This list is not all-inclusive.)

#### **Manorialism during the Middle Ages in western Europe**

<b>Characteristics of the Economic System</b>	<b>Impact of Economic System on a Specific Nation, Region, or Group of People</b>
Two-field/three-field system Influence of feudalism Ownership of land by nobles and Church Binding of serfs to the land Land as a source of power Details about the barter economy Subsistence/traditional economy Mutual obligation of lords and serfs under system Determination of wealth and status by birth	Isolation (most people lived and died on the manor) Tying of serfs to the land Taxation of serfs by the nobles (banalities), the clergy (tithe), and the king (taille) Selling surplus by serfs toward the end of the medieval period Determination of wealth and status by birth Protection of serfs by the lord in return for labor Influence of Church/Crusades/plague/growth of towns

### *Key Ideas from Documents 4–6*

<b>Mercantilism</b>	<b>Characteristics of the Economic System</b>	<b>Impact of Economic System on a Specific Nation, Region, or Group of People</b>
<b>Doc 4</b>	Colonies served the mother country Colonies provided gold and silver, foodstuffs, and raw materials for the mother country	Mother country benefited from the colonies Colonies provided gold and silver, foodstuffs, and raw materials for the mother country
<b>Doc 5</b>	Manufactured goods were sent to the colonies Colonies provided gold and silver, foodstuffs, and raw materials for the mother country Enslaved Africans were sent to the colonies	Manufactured goods made in the mother country were sent to the colonies Colonies provided gold and silver, foodstuffs, and raw materials for the mother country Africans were enslaved and sent to the Americas on the “Middle Passage”
<b>Doc 6</b>	Colonies provided gold and silver, foodstuffs, and raw materials for the mother country Native Americans and enslaved Africans provided labor for the mother country in the colonies	Colonies provided gold and silver, foodstuffs, and raw materials for the mother country King of Spain received a large portion of the gold that was mined in the Americas Natives in the Spanish colonies who adopted Christianity could not be forced to work Enslaved Africans in the Americas died due to a change in climate, harsh working conditions, and too little to eat

### *Relevant Outside Information*

(This list is not all-inclusive.)

#### **Mercantilism during the Age of Exploration**

<b>Characteristics of the Economic System</b>	<b>Impact of Economic System on a Specific Nation, Region, or Group of People</b>
Control of economic decisions in colonies by mother country Aim for favorable balance of trade for mother country (colonies exist for the benefit of the mother country) Details about the Atlantic trade (Triangular Trade)	Legislative restriction of trade to only the mother country Restriction of manufacturing in colonies Development of cash-crop economies and influence on present-day economies Details about the “Middle Passage” Details about impact of slave trade(African Diaspora) and later colonization/imperialism on Africa Influence on rapid population decline of Native Americans Inflation in Spain Influence on social structure in Spanish and Portuguese colonies Role of encomienda system and influence of Bartolomé de la Casas Influence of government, laws, and language of mother country on colonies Influence on independence movements in the colonies Effects of competition between Netherlands, Spain, Portugal, Great Britain, and France

### *Key Ideas from Documents 7–9*

<b>Communism in China</b>	<b>Characteristics of the Economic System</b>	<b>Impact of Economic System on a Specific Nation, Region, or Group of People</b>
<b>Doc 7</b>	Socialist state was based on an alliance of workers and peasants State sector of the economy is the socialist sector owned by the whole people State ensured the development of the state sector of the economy All mineral resources and waters, as well as forests, undeveloped land and other resources which the state owns by law, are the property of the whole people	Individual working people organized themselves in their advance toward collective ownership
<b>Doc 8</b>	Five-year plans were set up under the Great Leap Forward Farming was collectivized Communes were created	Five-year plans promoted technology and agricultural self-sufficiency Farmers did not know how to use the new factories Fertile crop land went to waste 20 million people starved
<b>Doc 9</b>		Failure of Mao’s policies led to comprehensive reform Under Mao, people and grass-roots units were kept from taking any initiative Little economic growth and not much of a rise in the people’s standard of living occurred from 1958 through 1978 Economic reforms and an open policy to reverse stagnation caused by Mao’s policies were proposed by Deng Xiaoping Under Deng Xiaoping, relations with other countries invigorated the domestic economy

### *Relevant Outside Information*

(This list is not all-inclusive.)

#### **Communism in post–World War II in China**

<b>Characteristics of the Economic System</b>	<b>Impact of Economic System on a Specific Nation, Region, or Group of People</b>
Influence of philosophies of Marx and Engels Influence of Lenin (New Economic Policy) Lack of economic competition within country Similarities between collectivization and Stalin’s five-year plans in the Soviet Union and China’s economic system under Mao Influence of elements of the market system under Deng Xiaoping	Economic influence of Mao’s dictatorship on people Details about the Great Leap Forward (backyard furnaces, Four Pests) Details about communes and collectivization Details about the connection of the Cultural Revolution to the economic system Introduction of elements of the market system under Deng Xiaoping Details related to the Four Modernizations and events in Tiananmen Square in 1989

Throughout history, different economic systems have influenced specific nations, regions, and peoples. Two of these systems that had a great effect on their nation were manorialism in medieval Europe and Communism in post-World War II China.

In the medieval ages in Europe, prior to the European Renaissance, manorialism was the dominant and most prominent economic system. Its basic structure allowed it to be self-sufficient. In a normal manor setting, the Lord in his castle controlled most of the land. The rest of the land was given to the Church, Roman Catholic, and then distributed to the serfs, or landbound peasants to work. The serfs worked long hours cultivating the earth and getting their daily jobs done for the lord. The living and working conditions were often less than human and most of the time seemed unfair. The lord lived off the grueling work of the serfs. The lord dwelled in a comfortable castle while the serfs managed in small huts (Doc. 1). In return for the serfs work and daily routine, the Lord would provide food and rations for the landbound peasants. Thus, peasants would do their duties for the Lord and rely on him to provide meals. This dependence on each other was the basis of Manorialism (Doc. 2). The self-sufficient genre of manorialism lead to a lessening dependence on trade. Since manorialism was mostly self-sufficient, it didn't have to rely on currency such as gold and silver. Rather, people living on the manors often bartered rather than settle with actual currency. The increase of less dependence on currency formed a more regional

and traditional economy (Doc. 3). Serfs rarely left the manor. Religion became the center of their life and the greatness of the Roman empire was soon forgotten. Some historians still refer to this period as the Dark Ages.

On the other hand and much more recent in history, Communism became the main economic system of post-World War II China. In a Communist society as on the manors of the Middle Ages, work was centralized around the labor of the working class and peasants. The state controls everything, from the land to the ~~industries~~ industries on the land, to everything that is owned. The government is responsible for the economic consolidation and growth (Doc. 7). This system can be positive because the gap between the rich and poor is virtually eliminated, unlike manorialism where the serfs had no way to escape their class, unless they became priests. However, in Communist China there is no risk taking or private ownership. Thus, "all the shots are called from the government," often a ruling dictator. Dictators can often make mistakes. In order to catch up to more advanced nations, such as Great Britain and the U.S.A. Mao Zedong, the Chinese communist dictator, called for a "Great Leap Forward." Ironically, this great leap forward led to a great leap backward. Mao stressed industrial growth and even ordered many Chinese to build backyard furnaces in order to make metal for the government. However this stress on industry, led former farmers to divide their time between pig-iron furnaces and the fields. The amount



of grain produced increased but so did the exports of grain to the Soviet Union. This change, along with a series of droughts, caused a great famine to develop throughout China, leading to the starving of more than twenty million (Doc. 8). Mao also had a strange idea that he enforced where he ordered a mass killing of sparrows as part of the "Four Pests Program." Sparrows were considered a threat and a pest because they would eat crops and sometimes destroy them. However, the Sparrows also ate bugs and other leaf-eating insects. Thus, when sparrows were slaughtered, it led to a rise in insects that did if not the same, even more damage to crops. Mao's poor decisions hampered China's progression and put it into a "standstill" for two decades. As a result, new reforms emerged from new leaders who wanted to develop China. As part of Deng Xiaoping's Four Modernizations, new reforms prioritized themselves in the modernization of China and its economic expansion (Doc. 9). Agriculture was often tough to sustain the growing population of China, since only the eastern third of China was able to be cultivated. Deng offered profit incentives to farmers so that they would increase production. Mao's communism greatly favored the peasants and others of the lower class. But upset the wealthy and those who were a part of the upper class. Because many of Mao's programs failed, in reality the peasants suffered. Even though Deng's programs opened up China, the peasants continued to suffer under this new dictator.

These economic systems had greatly differed in the effects they had on their societies. Yet this diversity of economic system can be a learning tool <sup>for economies</sup> in the future. Positive and negative

*effects of these systems can be pulled from history. Thus, having a tremendous impact on Global History.*

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**Anchor Level 5-A**

**The response:**

- Thoroughly develops all aspects of the task evenly and in depth by describing characteristics of manorialism and discussing its impact on serfs and by describing characteristics of communism and discussing its impact on peasants in China
- Is more analytical than descriptive (*manorialism*: living and working conditions were less than human and most of the time seemed unfair; lord lived off the grueling work of serfs; the basis of the system was dependence on each other; self-sufficiency led to a lessening dependence on trade; people often bartered rather than settle with actual currency; *communism*: work was centralized around the labor of the working class; dictators often made mistakes; ironically the Great Leap Forward led to a great leap backward; in reality, the peasants suffered because many of Mao's programs failed)
- Incorporates relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates substantial relevant outside information (*manorialism*: prior to the European Renaissance, manorialism was dominant in Europe; the church was Roman Catholic; serfs were bound to the land; the economy was more regional and traditional; serfs rarely left the manor; serfs had no way to escape their class, unless they became priests; religion became the center of life; greatness of the Roman Empire was soon forgotten; some historians refer to this period as the Dark Ages; *communism*: gap between the rich and poor was virtually eliminated which could be positive; Mao Zedong ordered many Chinese to build backyard furnaces in order to make metal for the government; sparrows were killed as part of the Four Pests Program because they destroyed crops; slaughter of sparrows led to a rise in insects which led to even more damage; Deng Xiaoping's Four Modernizations introduced reforms; sustaining the population of China was difficult as only the eastern third of China could be cultivated; Deng Xiaoping offered profit incentives to farmers to increase production)
- Richly supports the theme with many relevant facts, examples, and details (*manorialism*: manor's basic structure allowed it to be self-sufficient; lord controlled most of the land; land was distributed to serfs who worked long hours; serfs lived in small huts; lord provided food to serfs in return for work; *communism*: state controlled everything; government was responsible for economic consolidation and growth; Mao Zedong, the Communist dictator, called for the Great Leap Forward; Mao Zedong stressed industrial growth; a great famine developed, leading to the starving of more than twenty million)
- Demonstrates a logical and clear plan of organization; includes an introduction that is a restatement of the theme and a conclusion that states that the positive and negative effects of economic systems can be a learning tool for economic systems of the future

**Conclusion:** Overall, the response fits the criteria for Level 5. Many specific historical details are effectively integrated with good document analysis and relevant outside information. Relating manorialism and communism to other facets of life demonstrates the far-reaching impacts that economic systems can have on society.

Since the development of civilization, the workings of the economy have played an enormous role in human affairs; different economical systems have, in fact, determined the sociopolitical fates of thousands of people and nations throughout the world, especially when these systems exploit people and resources. Two such detrimental systems are western European manorialism during the medieval age and colonial mercantilism during the 15<sup>th</sup> through 18<sup>th</sup> centuries. Both systems were later replaced, but they proved quite harmful during their multiple century existences.

Manorialism, the economic aspect of the feudal system, involves little economic independence or growth, but a great deal of exploitation. As seen in Document 1, manors were self-sufficient; they featured a small community of unfree laborers (serfs), a castle for the ruling lord, and fields, vineyards, pastures, ovens and mills in which to grow and process food. Trade was mostly ~~unnecessary~~ <sup>unnecessary</sup> as most food was produced within the manor; thus, as shown in Document 3, simple barter was used as a means of acquiring wanted goods and services. The document even maintains that the noble Carolingians of the Frankish Empire used only minute amounts of silver. Currency was rare and largely ignored; trade, also, was greatly neglected. The few luxury items like glass, cinnamon, cloves, and textiles were available only to the aristocracy; and international trade was stunted or ignored. Old trade routes, like that of the Roman Roads fell into disrepair; while contact between Europe, Asia, and the Middle East, and the Byzantine Empire faded. Manorialism, in fact, created hundreds of local, "backwards," and self-sufficient economies, cut off from the outer world and from sophisticated trade in general. The impact of this system on the economies of Europe was, for a time, severe; though the aristocracy benefitted from serfdom and maintained both wealth and power, the serfs and the economy suffered. Serfs were

forced into a subsistence lifestyle of deprivation with an average life expectancy of approximately 40 years. Furthermore, the lack of trade and currency resulted in fledgling economies, weak and unsophisticated besides those of the Muslim and Byzantine Empires. Feudalism has, in fact, been shown to delay industrialization and modernization, as in the case of Russia (which did not emancipate its serfs until ~~1860~~<sup>1861</sup>). Clearly, feudalism provided only the most basic economic needs to Western Europe, and at an enormous price.

Mercantilism, an economic result of encounter colonization, had similarly negative effects on the nations of Europe, Africa, and the Americas. Under mercantilism, a mother country becomes rich by effectively exploiting the people and resources of her colonies. Finished products from Europe are traded across the Atlantic in exchange for valuable resources and raw materials from the Americas. Document 5, a map of 18<sup>th</sup> century trade routes, illustrates the restrictions of mercantilist imports and exports. The mother country, as previously stated, exports finished products like furniture, weaponry, and luxury or decorative items. The colonies, contractingly, provide mostly raw materials, molasses and sugar from <sup>the</sup> Spanish Caribbean, rice and tobacco from the southern colonies of North America, iron, lumber and oil from the northern colonies, and gold, silver, fruits and coffee from South America. The mother country, of course, can become rich under this system: colonies are not legally ~~permitted~~ permitted to trade with any other nations, and profits benefit the imperial power. Document 4, a political cartoon, is a clear illustration of this one-sided system: the colonies are shown presenting valuables to the mother country, but with no reciprocal action. This, was additionally <sup>extremely</sup> detrimental to the peoples and economies of colonized regions. Only cash crops were grown and

monoculture was promoted sometimes resulting in starvation. Natural forests and mines were ravaged in Central and South America, while pollution, environmental degradation, and later railroads were almost entirely unrestricted. Furthermore, resentment grew amongst colonies that were, under mercantilism, economically unfree; in fact, this resentment led to successful uprisings in the British North American colonies, while the Spanish holdings in Central and South America also began to agitate for reform. Furthermore, African civilizations—most notably those of the Congo and the Slave Coast—were exploited for labor. Document 6 reflects the Spanish interest in Africa in order to gain slaves, many of whom died or sickened under the pro-Spanish mercantilist system. In fact, even when colonialism ended, the impacts of mercantilism were evident throughout the world. The frailty of Latin American economies, especially in respect to monoculture, poverty, and reliance on foreign trade, all indicate mercantilist influences. Even the existence of so-called "banana republics," which rely on cash crops such as fruit, coffee, tobacco, cotton, and cocaine, reflect a persistent and extremely harmful outcome of this early economic system.

Mercantilism and mercantilism are infrequently used in the modern world; they have, for the most part, been replaced by more progressive economic systems. During their existences, however, they had a great effect on all involved persons and regions, ultimately determining the economic success of each. In fact, many modern states owe their current economic and sociopolitical standing to these prior systems which, for better or worse, greatly altered global history.

## Anchor Level 5-B

### The response:

- Thoroughly develops all aspects of the task evenly and in depth by describing characteristics of manorialism and discussing its impact on the aristocracy, serfs, and Europe and by describing characteristics of mercantilism and discussing its impact on the peoples of Latin America and Africa
- Is more analytical than descriptive (*manorialism*: there was little economic independence or growth, but a great deal of exploitation; hundreds of local, “backwards” economies were created which were cut off from the outer world and from sophisticated trade in general; lack of trade and currency resulted in fledgling economies which were weak and unsophisticated; economic needs were provided at an enormous price; *mercantilism*: mother country became rich by effectively exploiting the people and resources of her colonies; there was a contrast between what was provided by the mother countries and the colonies; resentment grew among colonies that were economically unfree)
- Incorporates relevant information from documents 1, 3, 4, 5, and 6
- Incorporates substantial relevant outside information (*manorialism*: old trade routes like the Roman roads fell into disrepair; serfs had a lifespan of approximately 40 years; industrialization and modernization were delayed, as in the case of Russia which did not emancipate its serfs until 1861; *mercantilism*: it was an economic policy of Encounter colonization; colonies were not legally permitted to trade with other nations and profits benefited the imperial power; natural forests and mines were ravaged in Central and South America, while pollution, environmental degradation, and later railroads were almost entirely unrestricted; resentment led to successful uprisings and agitation for reform; frailty of Latin American economies, especially in respect to monoculture, poverty, and reliance on foreign trade indicated mercantilist influences; reliance of “banana republics” on cash crops reflected an extremely harmful outcome of mercantilism)
- Richly supports the theme with many relevant facts, examples, and details (*manorialism*: manors were self-sufficient; manors featured a small village of unfree laborers; simple barter was used as a means of acquiring wanted goods and services; *mercantilism*: finished products from Europe were traded across the Atlantic in exchange for valuable resources and raw materials from the Americas; mother country exports finished products; colonies provided mostly raw materials; many slaves died or sickened in the Spanish colonies)
- Demonstrates a logical and clear plan of organization; includes an introduction that sets the stage for a discussion of the detrimental impact of manorialism and mercantilism and a conclusion that notes the effect of these economic systems on many modern states

**Conclusion:** Overall, the response fits the criteria for Level 5. The detailed explanation and analysis of document information, which is utilized to organize the response, is enhanced by insightful relevant outside information, especially in the discussion of mercantilism. Both short-term and long-term effects are successfully integrated into a discussion that demonstrates the negative impact of manorialism and mercantilism.

There are several types of economic systems in the world. Throughout history some have been more successful than others, yet all have left an imprint on the region and people who used it. Manorialism and mercantilism are exemplary examples of just such systems.

Manorialism rose during the middle ages in western Europe. Land was divided among the owning lord, the church, and serfs (Doc. 1). The serfs would provide the lords w/ labor in exchange for meals and a place to live (Doc. 2). Manors were self-sufficient (Doc. 3) serfs were bound to the land they worked on. They owed labor & loyalty to the reigning lord. To use mills, blacksmiths, etc. and eat the serfs had to pay the lord most of the crops that they grew on the lord's land.

Manorialism as an economic system left an impact on the region & people. Since manors were self-sufficient units, international wide-range trade wasn't common to everyday people / bulk of the population. It was carried on by foreigners and goods were too expensive for serfs, and thus luxury items could only be bought by the wealthy (Doc. 3). Currency generally wasn't used in transactions, bartering was prevalent (Doc. 3). Perhaps the largest impact was the rigid class system that arose. A serf was a serf was a serf. Serfs were bound to the land they lived on

with almost no social mobility. There's was a life of hard labor, and little profit. Generally, if one was born a serf one would probably die a serf, as would all descendants. One of the only ways to escape was to become a priest and few did that. The economic system of manorialism was tied to the political aspect of feudalism. Because of manorialism, lords remained in power, yet a web of loyalties arose. At top the King and their lords & their lesser lords. Lords had armies & knights who had to provide military service to help protect the serfs. However, if a lord had loyalties to two feuding higher lords then the vassal was in quite the tight spot. Manorialism provided little social mobility and centralized governments almost disappeared from Europe. Local lords and not the king controlled life in Europe.

Mercantilism arose during the Age of Exploration and Colonization (1500s-1800s mostly). In mercantilist societies, the mother country receives gold, silver, foodstuffs, and raw materials from its colonies (Doc. 4). The raw materials are processed in the mother country into goods, which are then sold back to the colonies creating a favorable balance of trade. It is a relationship of exploitation. This not only affects the mother country, but other areas as well. Just like the exploitation of resources, mercantilism contributed to the exploitation of people. Africa played a role in this by participating



in the slave trade (Doc. 5). Mother countries tried to use natives for labor in the colonies. However some natives refused to work and were killed, some converted to Christianity and were freed from service and some died from European diseases. Consequently Africans were used for labor (Doc. 6).

Mercantilism had quite the impact on ~~the~~ its peoples. The mother countries grew richer. Spain grew very wealthy from the gold its colonies provided (Doc. 6). The French and British colonies provided its mother country with furs, timber, fish and other natural resources and raw materials. Nations that controlled the Caribbean received rum, sugar cane & molasses. Spices & minerals from the East were also sought after. Like mercantilism, mercantilism had a big impact on the development of rigid social systems. Africans were enslaved and sold to Europeans for labor (Doc. 5 & 6). The mother country remained superior whereas the colonies inferior. To maintain that superiority, the mother country created a rigid class system that put European-born people on top. ~~For example, in the~~ In Spanish colonies viceroys, or the Spanish governing leaders were at the highest. They were the peninsulares, or Spain-born Spaniards. The creoles who were Europeans born in the Spanish colonies then mestizos who were of mixed blood. Then came African slaves and natives. Again there was little social mobility and class was deemed by your heritage.

While both manorialism and mercantilism benefited the people in power, both also encouraged the exploitation of the lower classes. In fact, this exploitation continues into 21st century.

Anchor Level 4-A

**The response:**

- Develops all aspects of the task by describing characteristics of manorialism and discussing the impact on serfs and lords and by describing the characteristics of mercantilism and discussing the impact on mother countries, Africans, and Spanish colonists
- Is both descriptive and analytical (*manorialism*: serfs owed labor and loyalty to the reigning lord; international wide-range trade was not common for the bulk of the population; goods were too expensive for the serfs and thus luxury items could only be bought by the wealthy; a serf's life was one of hard labor and little profit; local lords and not the king controlled life in Europe; *mercantilism*: a relationship of exploitation was created; exploitation of resources and people; mother countries grew richer; mother country remained superior whereas the colonies remained inferior; to maintain superiority, the mother country created a rigid class system)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*manorialism*: serfs were bound to the land they worked on and had almost no social mobility; serfs paid the lord most of the crops they grew on the lord's land; if one was a serf, one would probably die a serf, as would all the descendants; one of the only ways to escape was to become a priest and few did that; lords had armies and knights to provide military service; centralized governments almost disappeared from Europe; *mercantilism*: a favorable balance of trade was created; some natives refused to work and were killed and some died from European diseases; spices and minerals from the East were also sought after; detailed explanation of the class system in Spanish colonies)
- Supports the theme with relevant facts, examples, and details (*manorialism*: land was divided between the owning lord, the church, and the serfs; serfs would provide the lords with labor in exchange for meals and a place to live; manors were self-sufficient; bartering was prevalent; *mercantilism*: mother country received goods from its colonies; raw materials were processed in the mother country into goods which were often sold back to the colonies; Africa participated in the slave trade; Africans were enslaved and sold to Europeans for labor)
- Demonstrates a logical and clear plan of organization; includes an introduction that restates the theme and a brief conclusion that mentions the benefits of manorialism and mercantilism to the people in power, the exploitation of the lower classes, and the continuation of the problem into the 21st century

**Conclusion:** Overall, the response fits the criteria for Level 4. The discussion of feudalism under manorialism and the comparison of rigid class systems to maintain superiority under both manorialism and mercantilism add depth to a descriptive but somewhat repetitive narrative. Interpretation of document information is enhanced by some analytical statements.

Over the years, many different economic systems have developed in various parts of the world. Two major economic systems are manorialism and mercantilism. These were based on the leaders and the opinions of persons in power. Both systems had major impacts on the society they served as well as any other place that they were introduced with. As shown by history, the type of economic system that a country upholds has a lot to do with its success or failure.

Manorialism is a type of economic system that involves a lord's manor or estate. ~~In this system that involves a lord's manor or estate.~~ In this system serfs or peasants were lowest in class and were bound to the manor. They provided the lords with services such as outlined in Document Two. They were responsible for the general upkeep of the manor. As pay they received food as mentioned in Document two along with protection from the lord. Also, as shown in Document one, they worked farmland so that they could maintain their families if they provided services to the lord. The economic system on

the manor involved little international trading. As stated in document three, only the rich (like the lords) would import luxury goods. This is due to the fact that methods of transportation were poor. When serfs wanted goods they bartered amongst each other which means that they traded without money. As Document 3 states, the economy of the manor was self sufficient. The people relied pretty much on what was produced on the lords estate.

Manorialism had a huge impact on the serfs. They knew little of the outside world since they were bound to stay on the manor and serve their lord. Also, since they were compelled to do services, they had little opportunity for education. They did not learn about other peoples and fewer and fewer people had knowledge of past history. The center of the world became the manor and the Catholic Church.

The economic system of mercantilism involves a mother country taking control of

a colony. This colony is used to make a profit. As shown in Document Four, the colony provided food, raw materials, gold and silver. They also provided market for the goods produced. Document Six suggests that mercantilism sparked the selling of slaves to replace the Native Americans. These slaves were used for labor to gain materials. Mercantilism provided for cultural diffusion through international and intercultural trading. Many strong European nations, like Spain, described in Document Six, took to mercantilism. Merchants made profits and so did the mother country.

The triangular trade, so called because it involved trading between the three continents of Europe, Africa and the Americas as shown in document five, emerged as a central part of mercantilism. The mother countries in Europe took the raw materials from the Americas and also involved the selling of slaves from Africa. This had a huge

impact on the Africans. Firstly, they lost their culture and sense of identity. This was due to the fact that they were uprooted from their homeland and sold to foreign countries. The removal of millions because of the slave trade destroyed native societies. African way of life was disrupted due to mercantilism.

Manorialism and mercantilism have both had huge impacts on groups of people. Manorialism, based on a lord-serf relationship, slowed the intellectual and social growth of Europe. Mercantilism, a system in which colonies are used for their resources, caused the continent of Africa and its people to suffer dearly. These two economic systems show just how much a country's economy can make or break it or affect the lives of people.

## Anchor Level 4-B

### The response:

- Develops all aspects of the task by describing characteristics of manorialism and discussing the impact on serfs and by describing characteristics of mercantilism and discussing the impact on Africans
- Is both descriptive and analytical (*manorialism*: serfs were responsible for the upkeep of the manor; serfs worked farmland so that they could provide for their families; people relied pretty much on what was produced on the lord's estate; serfs knew little of the outside world since they were bound to stay on the manor and serve their lord; system, which was based on a lord-serf relationship, slowed the intellectual and social growth of Europe; *mercantilism*: system involved a mother country taking control of a colony; mercantilism sparked the selling of slaves)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*manorialism*: serfs were bound to the manor; serfs received protection from the lord; barter means trading without money; serfs had little opportunity for education; serfs did not learn about other peoples and fewer and fewer people had knowledge of past history; center of the world became the manor and the Catholic Church; *mercantilism*: cultural diffusion was provided through international and intercultural trading; trade between the three continents of Europe, Africa, and the Americas was called the Triangular Trade and this emerged as a central part of mercantilism; Africans lost their culture and sense of identity when they were uprooted from their homeland; removal of millions because of the slave trade destroyed native societies)
- Supports the theme with relevant facts, examples, and details (*manorialism*: system involved a lord's manor or estate; serfs provided the lord with services; serfs were paid with food; little international trading was involved; only the rich imported luxury goods; serfs bartered among each other for goods; manor was self-sufficient; *mercantilism*: colony was used to make a profit; colonies provided markets for the goods that were produced; slaves were used for labor to gain materials; merchants made profits and so did the mother country)
- Demonstrates a logical and clear plan of organization; includes an introduction that states the type of economic system that a country upholds has a lot to do with its success or failure and a conclusion that uses examples to demonstrate how an economic system can make or break the lives of people

**Conclusion:** Overall, the response fits the criteria for Level 4. Document information is used as a stepping stone to outside information and analytical statements. Although the treatment of mercantilism is somewhat uneven, the use of both immediate and long-term effects adds depth to the discussion.

Observing the different economic policies of different countries can help to discern what works best by their failures and successes. This essay compares the economic structures of Western Europe during the middle ages and post-WWII China. Western Europe experienced manorialism and China underwent Communism. Each economic system had its specific characteristics and influence on the region that it was practiced in.

The Middle Ages represents a time of kings, knights in battle, and of course manorialism. Manorialism is an economic system in where lords have the most power, over the region which they oversee. (Doc 1) This is called the manor, a self sufficient place where effort goes around cyclic-like and little is needed from the outside world. The basic setup is that the lord is the powerful one whom the serfs bow down to, and he in turn supplies almost everything his subjects need. The serfs perform certain tasks so that the lord would feed them. Manorialism during the Middle Ages was converted to the political system of feudalism. In this system the lord and the serf had a similar relationship. The serf gave loyalty to the lord and the lord gave loyalty to the serf in exchange for protection. (Doc 2) The lords had a similar connection to the king, but in this case the king asked loyalty from the lords and the king would repay that loyalty by granting them land known as fiefs. In short, it was a well-organized little system. The effect of Manorialism in Western Europe was that it continued to limit class mobility, the class a person was born into would be the one he would probably die in and the same



for his children. Isolationism also discouraged trade with outside regions therefore stalling cultural diffusion and potential ideas.

Communism came to China as a long awaited change to its failing, centuries-old, economic structure under the emperors. Under communism the government makes all decisions. It is centrally planned and the government controls all resources and businesses. Although it was a long awaited change, life was not that much different for the peasants. Communism was greatly spurred by Mao Zedong who wanted to modernize China and to make it an advanced industrialized nation. The basic idea of Mao's communism was to modernize quickly to promote technology and agricultural self sufficiency through a series of five year plans, similar to Stalin's five year plan in the Soviet Union (Doc 8). Building factories and plowing over fertile rice fields began almost immediately, a plan that proved too drastic and too hasty for the Chinese people who weren't prepared for this great change. The new measures that had been applied with good intentions threw everything to the garbage because the traditional farmers were not informed on how to use the factories. Most of the grain produced was sent to the Soviet Union in exchange for machinery, so wide spread famine erupted as a consequence. The Great Leap Forward, as the communist modernization movement was called, was pronounced a failure and Mao Zedong didn't dare show his face in public for a very long time. The Great Leap Forward

contributed to a standstill period in China's Communist economy (Doc 9).

Manorialism was a mildly effective system in Western Europe, although it stunted growth in the economy, and Mao's Communism was somewhat of a failure for China. What can be taken from this for comparison is that Western Europe was affected less negatively by its economic system during the Middle Ages, than China was during its post-World War II Communism. Under manorialism the land became more productive, especially with the use of the three-field system, while under communism the land was plowed over to build back yard factories. Manorialism and Communism are not very effective economies, although both systems had some benefits. Manorialism provided protection for the serfs and communism brought industry to China.

## Anchor Level 4-C

### **The response:**

- Develops all aspects of the task by describing characteristics of manorialism and discussing the impact on western Europe and on the people on the manor and by describing characteristics of communism and discussing the impact on the Chinese people but describes characteristics more thoroughly than discussing the impacts of both systems
- Is both descriptive and analytical (*manorialism*: lords had the most power over the area which they oversaw; little was needed from the outside world; lord was the powerful one whom everyone bowed down to; lord supplied almost everything his subjects needed; it was a well-organized little system; *communism*: Mao Zedong wanted to modernize China and make it an advanced industrialized nation by promoting technology and agricultural self-sufficiency; the five-year plan proved too drastic and too hasty for the Chinese people who were not prepared for this great change; Great Leap Forward was pronounced a failure)
- Incorporates relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates relevant outside information (*manorialism*: connected to the political system of feudalism; serf gave the lord loyalty in exchange for protection; king asked loyalty from the lords and in turn granted them land known as fiefs; class a person was born into would be the one he probably died in and the same for his children; *communism*: centuries old economic system under the emperor was replaced with communism; Mao's five-year plans were similar to Stalin's five-year plans in the Soviet Union)
- Supports the theme with relevant facts, examples, and details (*manorialism*: manor was self-sufficient; class mobility was limited; trade with outside regions was discouraged; *communism*: traditional farmers were not informed on how to use factories; technology and self-sufficiency were promoted; industry was brought to China)
- Demonstrates a logical and clear plan of organization; includes an introduction that restates the theme and a conclusion that compares the effects of both systems and determines that western Europe during the Middle Ages was affected less negatively than China was under communism

**Conclusion:** Overall, the response fits the criteria for Level 4. Despite some repetitiveness, the inclusion of comparisons demonstrates a good understanding of the positive and negative impacts of both economic systems on different regions. Document information is integrated into the discussion and is strengthened with supporting historical facts and examples.

Economic Systems have always been an important part of society. They have a profound impact on various regions. Two examples of such economic systems would be the manorial system on Western Europe during the middle Ages and mercantilism on ~~the~~ colonies in the Americas during the age of exploration.

Manorialism is the economic system in which serfs rent land from a lord ~~and~~ ~~in~~ ~~return~~ ~~for~~ ~~protection~~ ~~and~~ ~~care~~ ~~for~~ ~~the~~ ~~lord's~~ ~~castle~~ ~~and~~ ~~care~~ ~~for~~ ~~the~~ ~~lord's~~ ~~castle~~ ~~all~~ ~~in~~ ~~return~~ ~~for~~ ~~protection~~ ~~by~~ ~~the~~ ~~lord~~. As the diagram of a Medieval manor shows, there were many serfs living in small huts. The lord had one, large castle. Most of the land was divided up for farming and grazing. The serfs had to tend to all the land. The lord provided protection by creating an army ~~with~~ consisting of knights, soldiers, and such. Part of the serfs' responsibilities, as dictated in document 2, ~~serfs~~ were taking care of the lord. A serf worked for himself only when his work for the lord was done. The serfs truly needed this protection due to the chaotic times they were in. ~~They~~ They also ~~needed~~ had basic needs like food, water, shelter, etc. Document 3 ~~explains~~ explains how the manor was supposed to be self-sufficient. What ~~the~~ trade there was was mostly local as it was too dangerous and costly to carry out long distance trade. It

was also unnecessary since anything you needed was on the manor. ~~The system used every day~~ This system had a great impact upon Middle Age citizens. Their life became devoted to farming. There was little freetime and thus almost no specialization. Serfs were almost like slaves, working mostly for their lord and being bound to the land. Trade also came to a near standstill during this time period as there was really no need for it. Manorialism was very widespread and its impact was longlasting [Documents 1, 2, 3]

~~mercantilism~~ Mercantilism is the economic policy in which colonies sell raw materials cheap to the mother country, the mother country processes these materials into manufactured goods, and finally these goods were sold back to the colonies at high prices. As the political cartoon in document 4 suggests, countries expected gold, silver, food stuffs, and raw materials from their colonies. The ~~mothercountry~~ mothercountry was supposed to benefit from having the colonies. The colonies, however, did not really benefit from being colonies. They were underselling their raw materials and overspending on ~~manufactured~~ manufactured goods. As the map of 18<sup>th</sup> Century Colonial trade routes shows, many valuable resources came out of colonies

but mostly slaves and manufactured goods went back in. The slaves served as a workforce and the colonies were a market for the manufactured goods. This system greatly impacted colonial peoples. The Americas were used for the farming of ~~crop~~ various staple crops as there was still plenty of fertile ~~land~~ unsettled land. The colonists did not really benefit much from the business though. In South America most of the native population was killed off by European diseases and because the Spanish overworked them. A huge ~~percentage~~ percentage of the African population was relocated to the Americas in order to ~~work~~<sup>run</sup> the farms. Colonies were exploited for the benefit of the mother country and many of their actions are still evident today [Documents 4, 5, 6]

Economic systems are a big part of societies. They can have a huge impact on entire regions. Manorialism made economies very local and most of the population came to resemble slaves. Mercantilism exploited colonies for the benefit of the mother country. Many of these practices are still evident today as ~~Africa~~ Africa is still

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

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in disarray even today. Central and South America are just catching up with the rest of the world. Economic systems of the past are still having effects today.

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

- Develops all aspects of the task with little depth by describing characteristics of manorialism and discussing the impact on serfs and by describing characteristics of mercantilism and discussing the impact on colonies and Africans
- Is both descriptive and analytical (*manorialism*: part of the serfs' responsibilities was taking care of the lord; manor was supposed to be self-sufficient; trade was mostly local as it was too dangerous and costly to carry out long distance trade; life of a serf became devoted to farming; serfs were almost like slaves, working mostly for the lord; trade came to a near standstill as there was really no need for it; *mercantilism*: colonies sold raw materials to the mother country cheaply, the mother country processed these materials into manufactured goods and sold these goods back to the colonies at high prices; mother countries expected goods from their colonies; mother country was supposed to benefit from having colonies; colonies were exploited for the benefit of the mother country)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*manorialism*: serfs worked in return for protection from the lord; lord created an army to provide protection; serf worked for himself only when his work for the lord was done; serfs truly needed protection due to the chaotic times they were in; serfs had little free time and there was almost no specialization; serfs were bound to the land; *mercantilism*: colonies were underselling their raw materials and overspending on manufactured goods and told to trade only with the mother country; Americas were used for the farming of various staple crops as there still was plenty of fertile unsettled land; in South America, most of the native population was killed off by European diseases; a huge percentage of the African population was relocated to the Americas)
- Includes some relevant facts, examples, and details (*manorialism*: serfs rented land from a lord; serfs lived in small huts; most of the land was divided up for farming and grazing; serfs had to tend to all the land; *mercantilism*: colonies sold raw materials to the colonies; many valuable resources came from the colonies; slaves served as a workforce in the colonies); includes a minor inaccuracy (anything you needed was on the manor)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a conclusion that discusses both immediate and long-term effects

**Conclusion:** Overall, the response fits the criteria for Level 3. Some repetition, especially in the discussion of mercantilism, weakens the response. Outside information is effectively explained and woven into the discussion of document information.

Throughout history, different economic systems have influenced specific nations, regions, and peoples. These systems include manorialism during the Middle Ages in Western Europe, and mercantilism during the Age of Exploration. Both economic systems, Manorialism and mercantilism had successes and failures. These successes or lack of successes impacted the nation and people who lived under these systems.

As shown in the picture in Document 1, a Medieval Manor in the 10<sup>th</sup> century was an independent economy in itself. The picture shows the distribution of land to the Lord, church, and serfs. It shows the homes and work places of the people employed on the Manor. The Lord who controls the entire manor, has the most amount of field space, the biggest house (castle) and the most power. The clergymen who work in the church, and have a small portion of land hold the second most amount of power. Last is the serfs, who live in the huts and work on the land with ~~power~~ no power at all. The entire manor works as a self-sufficient unit.

"To carry manure for two day, with a cart and two oxen, receiving food as before [3 meals each day];" is a quote from document 2 that shows the relationship of the serfs and the Lord. This document shows that the serfs work on the land in order to receive food and shelter. In exchange for doing grusome manual labor, the Lord provides them with food. Also, because the serfs work on the land they are portioned a small hut to live in. The serfs are bound to the land and most live on the manor without ever seeing money because they use the barter system.



Document 3 shows how manorialism is an independent self-sufficient economy. "International trade was carried on only to serve the demands of the wealthy, and it was largely in the hands of aliens - Greeks, Jews, Moslems. Local society made almost no use of money." This quote from document 3 shows that manorialism secluded the different manors. As a result of the dangers of travel in the 10<sup>th</sup> century people stayed at home. They could grow the food they needed and make the clothes they wore and did not have to trade much with others. This quote shows this seclusion because most serfs on the manors did not know who the Greeks, Jews, or Moslems were, and they did not internationally trade.

Mercantilism during the age of ~~the~~ Exploration was a result of the crusades. After the crusades people began to lose their fear of traveling and therefore began to do it more often. During the age of exploration new lands were founded. People wanted to control more land because land equaled power. In order to control these new colonies the mother countries set up a system called mercantilism.

Mercantilism is a system of economy in which the mother country benefits. As shown in document 4 the colonies acted as servants for their mother countries. The colonies provided the mother country with gold and silver, food, and raw materials. This economic system did not benefit the colonies much, this is why later the colonies pushed for independence.

In document 5 the map shows the colonial Trade Routes of the 18<sup>th</sup> century. It shows how early imperialism in the 18<sup>th</sup> century shaped trade and how

mercantilism sometimes benefited the colonies as well. Manufactured goods from the mother country are being exchanged for raw materials from the colonies such as iron, lumber, naval stores, and whale oil. Without these raw materials from the colonies the mother country would be unable to produce manufactured goods. Without manufactured goods from the mother country, the colonies would not prosper because they do not have the resources to make manufactured goods yet. This economy between the colonies and mother country is interdependent.

In Document 6 the demands for gold and silver from the colonies have depleted the supply of gold that was easy to mine. In order to get the gold that was harder to mine the mother country needs slave labor. "Wherefore it is ~~more~~ necessary to acquire negro slaves [enslaved Africans]," this quote from document 6 shows the ~~interdependent~~ interdependent economy. Interdependent not only on the colonies but also on Africa, which becomes a new prospect for later colonization when Europe becomes industrialized.

The economic system of mercantilism has affected the nations as well as the people in the nations. The European Mother countries benefited from mercantilism. The colonies (land) was exploited for its natural and raw materials. The colonists were angered by the mercantilist side of imperialism and later pushed for independence. Africans were affected a great deal. They were taken as slaves and many of their civilizations were destroyed.

As a result of these two economic systems, nations and people were changed. Mercantilism and Manorialism were successful in their time but also proved to be unsuccessful because the discontent of the people under them can be viewed as a failure. Throughout history, it is evident that these two economic systems have had a great influence on peoples and nations.

### Anchor Level 3-B

#### **The response:**

- Develops all aspects of the task with little depth by describing characteristics of manorialism and discussing its impact on serfs and by describing characteristics of mercantilism and discussing its impact on colonies and slaves
- Is more descriptive than analytical (*manorialism*: a medieval manor was an independent economy in itself; most serfs never saw money because they used the barter system; manors were secluded; *mercantilism*: people wanted to control more land because land equaled power; colonies acted as servants for their mother country; colonies did not receive much benefit; economy between the colonies and the mother country was interdependent)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates limited relevant outside information (*manorialism*: lord controlled the manor and had the most power; serfs were bound to the land; *mercantilism*: mercantilism was a result of the Crusades; after the Crusades, people began to lose their fear of traveling and began to do it more often; new lands were found during the Age of Exploration; mother countries set up system to control the colonies; colonies later pushed for independence because of mercantilism; early imperialism shaped trade and sometimes benefited the colonies; Africa was colonized after European industrialization; many African civilizations were destroyed)
- Includes some relevant facts, examples, and details (*manorialism*: manor worked as a self-sufficient unit; serfs worked on the land to receive food and shelter; *mercantilism*: colonies provided the mother country with gold and silver, food, and raw materials; mother country exchanged manufactured goods for raw materials which they did not have; slave labor was used to mine the gold that was harder to mine)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that discusses the influence an economic system has on a nation and its people

**Conclusion:** Overall, the response fits the criteria for Level 3. Although the documents are used in consecutive order, the summary conclusions that are drawn from document information are effective. Some well-placed analytical statements counteract a reliance on selective quoting of document information, unexplained outside information, and repetitive statements.

Throughout history, different economic systems have impacted peoples and regions. These systems include manorialism during the Middle Ages in western Europe and mercantilism during the Age of Exploration. The peasants or serfs suffered greatly under manorialism. In mercantilism the mother countries benefitted while the colonies suffered. Both systems show one group benefitting and another group suffering.

Manorialism was created during the Middle Ages in western Europe. The system of manorialism showed that there was no central form of government, only wealthy lords who ruled the serfs. It created a rigid social structure because there was no way for serfs to move up in society and become lords. As stated in Document 3 (Norman F. Cantor) manorialism was a self-sufficient economy where it promoted little trade. The serfs worked for the lords to be protected from outside invaders. Document 2 shows what the serfs did for the lords like to carry manure. This system left the serfs in poverty because of the unequal spread of wealth. The serfs suffered greatly because of their work for the lords.

The economic system of mercantilism believed a country's wealth depended on its exports, making countries export goods more than they imported goods. This was popular during the Age of Exploration in Spain. It influenced Spain to look for colonies in the Americas to have more sources of raw materials for exports. The mother country, Spain benefitted from mercantilism as seen in document 4 (cartoon) because Spain received materials like gold, silver, food, and raw materials from the colonies. The colonies were at a disadvantage because the mother country did not allow them to trade with other nations. The Native Americans in the Americas suffered from the diseases and forced labor of the Spanish. This led to the Atlantic slave trade because the Native Americans were dying and the Spanish needed workers for the plantations. Document 5

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**Anchor Paper – Document–Based Essay – Level 3 – C**

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(map) shows the route of this trade and the goods traded like slaves. The Spanish also brought a new social structure where the peninsulars or native born Spanish people were at the top

In both manorialism and mercantilism are group of people benefit while another suffers. The lords were very wealthy and the serfs suffered under them in manorialism. The mother country benefitted from its colonies in mercantilism because colonies brought goods to the mother country. But the colonies were at a disadvantage since the mother country did not allow trade with other nations. The mother country of Spain almost decimated the Native Americans in its colonies.

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

- Develops all aspects of the task with little depth by describing characteristics of manorialism and mentioning the impact on serfs and by describing characteristics of mercantilism and discussing the impact on several groups of people
- Is more descriptive than analytical (*manorialism*: system left the serfs in poverty because of the unequal spread of wealth; *mercantilism*: mother country benefited from its colonies because colonies brought goods to the mother country)
- Incorporates some relevant information from documents 2, 3, 4, and 5
- Incorporates relevant outside information (*manorialism*: there was no central form of government, only wealthy lords who ruled the serfs; rigid social structure was created because there was no way for serfs to become lords; serfs worked for lords to be protected from outside invaders; *mercantilism*: country's wealth depended on its exports; colonies were at a disadvantage because the mother country did not allow them to trade with other nations; Native Americans suffered from the diseases and forced labor of the Spanish; death of Native Americans led to the need for workers and the Atlantic slave trade; Spanish brought a new social structure where the peninsulares or native born Spanish people were at the top; Spain almost decimated the Native Americans in its colonies)
- Includes some relevant facts, examples, and details (*manorialism*: it was a self-sufficient economy where little trade was promoted; serfs worked for the lords; *mercantilism*: Spain received minerals and raw materials from her colonies); includes a minor inaccuracy (mercantilism influenced Spain to look for colonies in the Americas)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that discuss how economic systems have been beneficial to some groups and detrimental to other groups

**Conclusion:** Overall, the response fits the criteria for Level 3. The response includes simplistic conclusions, which have some analysis; however, the lack of supporting historical facts and details weaken the effect. Document information is interwoven with good relevant outside information that demonstrates an understanding of manorialism and mercantilism.

Over time, ~~even~~ many different economic systems have influenced Europe and Africa. These include manorialism, which influenced mainly Europe, and mercantilism, which influenced both Europe and Africa. Each of the economic systems had many positive effects, but inevitably, they have also had negative effects on certain groups of people and cultures. The ~~eco~~ characteristics of manorialism and mercantilism are very different, but its effects on the people of Europe, and of Africa, are extremely similar.

During the age of manorialism, the economy was fairly self-sufficient. As seen in document 1, the land was divided into large estates called manors. Each manor provided food, and resources for ~~it~~ itself from its many fixtures. Most manor estates consisted of the same basic components. Each manor had a castle, where the ruling lord lived, and small houses or ~~et~~ cabins ~~we~~ where the serfs; or tenants lived. The manor's fields were ~~and~~ farmed by the serfs who lived there. Manors also had a mill, a vineyard, an orchard, barns, and pastures. There was also a church present of the grounds with a priest who lived there.

The class system of manorialistic society was very

distinct. The Lords owned the entire estate and anything that was grown or raised on it. The lord gave land to the serfs to farm. The serfs farmed the land and were able to keep a portion of the crops they grew. The remainder, and larger portion, of the crops was given to the lord. As seen in document 2, serfs also did various other jobs, such as mowing and transporting hay for the lord. In exchange for this work, the serfs were fed by the lord while they worked for him. Women serfs also worked in the lord's castle for food.

Manorialism had many positive effects on medieval Europe. As stated in document 3, "Local society made almost no use of money." Large currency was not needed because the manor was almost completely self sufficient. Only silver coins were made in Europe in the Middle Ages, and if gold was needed foreign currency was used. Also because of the self-sufficient economy, trade was not largely necessary. As said in document 3, "International trade was carried on only to serve the demands of the wealthy." The wealthy largely benefited from manorialism while the serfs were greatly suppressed. They had little rights and were forever held in debt to the

lord they worked for.

Mercantilistic economy was very different from that of manorialism. It was based entirely on trade and currency. Mother countries, such as England, owned colonies, such as India. The colonies produced food, as well as raw materials which were sent back to the mother country, ~~and~~ refined, and then sold in the ~~colon~~ colony. This is shown in document 4.

As seen in document 5, trade was a main factor in the mercantilism system. Items such as lumber, fish, and manufactured goods were transported from the Americas to Europe. Europe in turn traded wine horses and manufactured goods with the Americas. Gold and slaves were taken from Africa in return for rum and currency of little value by the Americas. All of this trade took place over the Atlantic Ocean, but there was also trade from Asia to Europe. Europeans received, spices, silk, and jewels from Asia.

Mercantilism had many positive effects on Europe, just ~~as~~ as manorialism did. Many Europeans became wealthy as trade increased. The governments



in England and Spain also became wealthy. As stated in document 6, "from New Spain are obtained gold and silver,". This gold and silver was used by the Spaniards to buy slaves to mine more gold so they could become richer. The main group of people who were negatively affected by mercantilism, was the African people. They were kidnapped, shipped across the Atlantic ocean, and forced to be slaves. The people also had their gold stolen from them and given relatively worthless rum in return.

In conclusion, mercantilism and manorialism ~~are~~ were two very different economies. They had different class structures, means of production of money, and values. Although they were quite so contrasting in structure, manorialism and mercantilism had similar effects on the people. ~~Some~~ Some people became wealthy and benefitted from the economy, while others were suppressed and taken advantage of.

## Anchor Level 2-A

### The response:

- Minimally develops all aspects of the task by describing characteristics of manorialism and addressing the impact on the people of Europe and by describing the characteristics of mercantilism and discussing the impact on the people of Europe and Africa
- Is primarily descriptive (*manorialism*: most manor estates consisted of the same basic components; class system of manorialistic society was very distinct; serfs were fed by the lord while they worked for him; large currency was not needed because the manor was almost completely self-sufficient; the wealthy largely benefited from manorialism while the serfs were greatly suppressed; *mercantilism*: many Europeans became wealthy as trade increased; gold and silver was used by Spaniards to buy slaves to mine more gold so they could become richer); includes faulty and weak application (*manorialism*: the lord gave land to the serfs; only silver coins were made in Europe; *mercantilism*: mercantilism was based entirely on trade and currency)
- Incorporates limited relevant information from documents 1, 2, 3, 4, 5, and 6
- Presents some relevant outside information (*manorialism*: lords owned the estate and anything that was grown or raised on it; serfs were able to keep a portion of the crops they grew while the remainder and larger portion of the crops were given to the lord; women serfs also worked in the lord's castle for food; *mercantilism*: mother countries such as England owned colonies, such as India; there was trade from Asia to Europe; Europeans received spices, silk, and jewels from Asia; Africans were kidnapped)
- Includes few relevant facts, examples, and details (*manorialism*: economy was fairly self-sufficient; land was divided into large estates called manors; each manor had a castle where the ruling lord lived and small houses or cabins where the serfs lived; manor's fields were farmed by the serfs; serfs had few rights and were forever held in debt to the lord; *mercantilism*: colonies produced food as well as raw materials which were sent back to the mother country, refined, and then sold to the colony; gold and slaves were taken from Africa in return for rum and currency; governments in England and Spain became wealthy); includes an inaccuracy (manufactured goods were transported from America to Europe)
- Demonstrates a general plan of organization; includes an introduction and a conclusion, stating that the characteristics of the two systems were very different but that they had similar effects

**Conclusion:** Overall, the response fits the criteria for Level 2. Lack of explanation, misapplication of document information, and overgeneralizations detract from the quality of the response. Elements of the discussion of the impact of mercantilism on the people of Europe are representative of a Level 3 response; however, the rest of the response lacks depth and relies primarily on document information.

Throughout history, there have been many different economic policies employed by different countries that have influenced many diverse peoples, nations, and regions. During the Age of Exploration, many European countries ~~explored and~~ colonized ~~many of the countries across~~ ~~the~~ the New World and set up an economic system called mercantilism. After World War II, China's Peoples' Republic took its first big steps into industrialization with a communistic economy. Both of these economies had profound impact on the region and for the peoples in it.

~~During~~ Mercantilism was the main economic system during the Age of Exploration. European nations explored and colonized Southeast Asia and the Americas. They then implemented the mercantilistic economy. In it, the colony was expected, as shown in Document 4, to give its riches and resources to the mother country. Gold, ~~and~~ silver, and other materials were exchanged for all the finished products the mother country could give them. So in fact the colony served as a mine of resource for the mother country as well as a market. ~~the~~

Mercantilism had a significant <sup>big</sup> ~~effect~~ impact on Western Europe. As seen in both Documents 5 & 6, the ~~an~~ economy had a significant effect on these nations. Gold, silver, furs, meat, cotton and slaves were added to the life of a European. This created the Triangular Trade which set manufactured goods to the colonies, raw material to Europe, and from Africa slaves were also brought to the colonies.

In China, communism set up the socialist economy in China today. In communism, officially, the state rules and runs your life from cradle to grave. The economy ~~was~~ was a command economy, run by the state which is under ownership of all the people. (Document 7) Mao Zedong instituted the Great Leap Forward, an ~~it~~ extreme

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Anchor Paper – Document–Based Essay—Level 2 – B

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push to industrialize China, which led to, as stated in Document 8, a famine in 1960 and 1961. ~~Plus,~~ The region of China was forever changed in that in order to industrialize, China ploughed over rice fields to build factories. ~~Even~~ Still it took many more than the allotted 5 yrs to completely industrialize. During the cultural revolution, the 7 million students of the Red Guard, made the experienced ~~the~~ professors till the ground, thus stopping China in its tracks.

Just as ~~mercantilism~~ mercantilism afflicted Europe in a positive way, communism was ~~both~~ a negative with a positive much later. So we see how different ~~economies~~ economies can affect a region or nation.

Anchor Level 2-B

**The response:**

- Minimally develops all aspects of the task by describing the characteristics of mercantilism and discussing the impact on western Europe and by mentioning the characteristics of communism and its impact on China
- Is primarily descriptive (*mercantilism*: mercantilism was the main economic system during the Age of Exploration; colony served as a mine of resources for the mother country as well as a market; *communism*: communism set up a socialist economy; officially the state ruled your life from cradle to grave; Great Leap Forward was an extreme push to industrialize; it took many more than the allotted five years to industrialize China); includes faulty and weak application (*mercantilism*: gold, silver, and other materials were exchanged for all the finished products the mother country could give them; *communism*: 7 million students in the Red Guard)
- Incorporates limited relevant information from documents 4, 5, 6, 7, and 8
- Presents little relevant outside information (*mercantilism*: during the Age of Exploration, European countries explored and colonized Southeast Asia and the Americas; Triangular Trade; *communism*: China was a command economy; during the Cultural Revolution, experienced professors were made to till the ground)
- Includes few relevant facts, examples, and details (*mercantilism*: colony was expected to give its riches and resources to the mother country; gold, silver, rum, meat, cotton, and slaves were added to the life of a European; sent manufactured goods to the colonies, raw materials to Europe, and African slaves were brought to the colonies; *communism*: Mao Zedong instituted the Great Leap Forward; China plowed over rice fields to build factories)
- Demonstrates a general plan of organization; includes an introduction that states the periods in which mercantilism and communism developed and a brief conclusion

**Conclusion:** Overall, the response fits the criteria for Level 2. The points of information that are derived from the documents demonstrate a general understanding of economic systems. Minimal explanations are strengthened by the inclusion of the limited relevant outside information and a few analytical statements.

Over time, economic systems have influenced many people around the world. Some of these systems were good for the people while others failed.

Manorialism and Mercantilism were two of these systems that influenced people.

During the middle ages almost all people in Eastern Europe lived on a manor. When the Roman empire collapsed due to the invading barbarians from the north, many people sought refuge in the countryside. They started to live on these totally self-sufficient communities. The basic idea was that the people worked for the lord in exchange for food and protection. The basic manor had a church, castle, village, and fields to grow crops.

In these manors there were many different jobs that had to be done by the serfs. The lord benefited because all the work was done and the serfs were fed and protected. If you carry manure for two days or carry the lord's hay you were given three meals a day. If you were to lift or

gather the hay you were fed two meals a day.

During the age of exploration, the system of mercantilism was common in many countries. The mother countries would take over foreign countries and profit from the exportation of gold, silver, food, and raw materials from the colony. Many countries such as Great Britain, France, and Spain had a system of mercantilism.

Another example of mercantilism was the Atlantic Trade that took place in the 18<sup>th</sup> century. The African continent was devastated from this due to exportation of Africans as slaves. These slaves then had to endure the horrible trip across the Atlantic to North America. Most raw materials were shipped from North America to European countries. These raw materials are turned into manufactured goods and sent back to North America. The slave route was known as the middle passage.

mercantilism and manorialism were two large systems that dominated a large part of our history. These were just two of the many economic systems used over time. Some of these systems were successful while others were not.

Anchor Level 2-C

**The response:**

- Minimally develops all aspects of the task by describing characteristics of manorialism and mentioning its impact on serfs and lords and by describing characteristics of mercantilism and mentioning its impact on Africa and Europe
- Is primarily descriptive (*manorialism*: serfs did many different jobs on the manor; the lord benefited because all the work was done and the serfs were fed and protected; *mercantilism*: mother country profited from the exportation of gold, silver, food, and raw materials from the colony; many countries such as Great Britain, France, and Spain had a system of mercantilism; slaves endured a horrible trip across the Atlantic to North America; most raw materials were shipped from North America to European countries where they were turned into manufactured goods and then sent back to North America); includes faulty and weak application (*mercantilism*: mother country would take over foreign countries)
- Incorporates limited relevant information from documents 1, 2, 3, 4, and 5
- Presents little relevant outside information (*manorialism*: when the Roman Empire collapsed due to the invading barbarians from the north, many people sought refuge in the countryside; people worked for the lord in exchange for food and protection; *mercantilism*: African continent was devastated due to exportation of Africans as slaves)
- Includes few relevant facts, examples, and details (*manorialism*: the manor had a church, castle, village, and fields to grow crops; *mercantilism*: Atlantic trade took place in the 18th century; slave route was known as the Middle Passage); includes inaccuracies (*manorialism*: almost all people in eastern Europe lived on a manor; communities were totally self-sufficient)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that state some economic systems are good for the people and others are not

**Conclusion:** Overall, the response fits the criteria for Level 2. Document information is used to formulate conclusions and some outside information provides historical background. Generalizations are made, but the lack of specific historical details and the disjointed discussions weaken the response.

Throughout the years, different nations, regions and groups of people have been influenced by different economic systems. Manorialism in Europe relied on work from tenants to their lords, and mercantilism in the Americas relied on materials from other countries. Therefore, economic systems, such as manorialism and mercantilism, have had an influence on groups of people and regions.

Manorialism in 10<sup>th</sup> century Europe influenced the tenants and the lords by giving the lords power over the tenants. Document 2 states that tenants did work such as carrying hay for their lord in exchange for food. Different work that the tenants did would effect how many meals they received. Also, document 3 wrote that because of manorialism, Europe realized that they were self-sufficient. They could provide everything they needed without the help of other nations. The Europeans ~~could be~~ <sup>could be</sup> self-sufficient because the tenants would do work for ~~the~~ <sup>the lords in</sup> reward for food. Therefore, Europe had the materials



they needed. However, manorialism was not the only economic system that had an effect on a region, or ~~the~~ a group of people.

Mercantilism ~~had a great impact on~~ <sup>had a great</sup> impact on ~~the colonies~~ <sup>Europe</sup>. Document 4 states that the "mother country" no longer had to really do work for the materials for their countries. They received almost everything they needed from different colonies. Document 5 also agrees with that. Document 5 shows that items like fur, rice, tobacco, lumber and other materials were being traded from colonies to Europe. Therefore, mercantilism had an effect on Europe because the trade made them feel powerful and they no longer had the need to do any work on their own, other colonies would do the work for them.

Both mercantilism and manorialism had a ~~great impact~~ <sup>great impact</sup> on ~~the~~ a region or group of people over time. During the period of manorialism, the tenants would do work for the lords in return for food,

where they lived on manors. Mercantilism was the international <sup>trade</sup> between different nations, leading to <sup>the</sup> superior feeling Europe had because they no longer needed to supply themselves. Therefore, different economic systems had an impact on regions and groups of people throughout history.

**Anchor Level 1-A**

**The response:**

- Minimally develops all aspects of the task by mentioning characteristics of manorialism and its impact on lords and serfs in Europe and by mentioning characteristics of mercantilism and its impact on Europe
- Is descriptive (*manorialism*: lords had power over the tenants; work done by the tenants influenced how much food they received; *mercantilism*: trade made Europe feel powerful); includes weak and faulty application (*manorialism*: Europe realized they were self-sufficient because of manorialism; reference to Europe rather than manors; they could provide everything they needed without the help of other nations; *mercantilism*: mother country no longer had to really work for materials because colonies would do its work for them; Europe felt superior because it no longer had to supply itself)
- Incorporates limited relevant information from documents 2, 3, and 5; misinterprets document 4
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*manorialism*: tenants worked in exchange for food; *mercantilism*: materials were traded from colonies to Europe); includes an inaccuracy (use of the term *nations* under the economic system of manorialism)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that state that manorialism relied on work from tenants and mercantilism relied on materials and trade

**Conclusion:** Overall, the response fits the criteria for Level 1. Although some document information is incorrectly applied and leads to weak conclusions in many cases, the information demonstrates a minimal understanding of how these economic systems work. The connection made between manorialism and mercantilism in terms of power is weakened by overgeneralizations and repetition.

There have been many different economic systems that have influenced many different nations, regions or people. These systems include, Feudalism during the middle ages in Western Europe, Mercantilism during the age of exploration, and Communism in post World War II China. These economic systems have influenced many different specific regions throughout history.

Feudalism affected lords, serfs, and the church economically. They all equally shared land which provided them all economically. (document 1) The lord received a lot of benefits from the tenants. The tenants had to carry their hay and bring three of the lord's beasts with him. He ~~got~~ received three meals for his reward. (document 2).

Another economic system that affected a region was mercantilism. A mother country would take over (imperialize) another country. The mother country would use that country for raw materials, gold and silver, etc. (document 4).

An example of this would be Britain imperializing the American colonies.

Communism also had an effect on a nation. Communism affected China in many different ways. Mao Zedong had proposed the

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

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Five year plan. He wanted to use this plan to industrialize China faster than it would normally.

This plan eventually led to famine. (document 8).

The production of goods wouldn't be as high as normal because of all the machinery that no one knew how to use. This caused an economic drop for China.

Many different economic policies or systems have affected a specific region in a positive or negative way. All of the economic systems have made a big impact. The economic systems have all affected a certain region, nation, or group of people throughout the world's history.

Anchor Level 1-B

**The response:**

- Minimally develops some aspects of the task by mentioning the impact of manorialism on the lords and serfs and by mentioning characteristics of mercantilism
- Is descriptive (*manorialism*: lord received many benefits from the tenants; *mercantilism*: mother country would take over another country); includes weak application (*manorialism*: tenants received three meals for their reward)
- Incorporates limited relevant information from documents 1, 2, and 4
- Presents little relevant outside information (*mercantilism*: Britain imperialized the American colonies)
- Includes few relevant facts, examples, and details (*manorialism*: tenants worked for the lord; *mercantilism*: mother country would use a country for raw materials, gold, and silver); includes an inaccuracy (*manorialism*: they all equally shared land)
- Demonstrates a general plan of organization; contains digressions; includes an introduction and a conclusion that are a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 1. The response includes three economic systems, but only the first two may be rated. Although a statement of outside information is included, the explanation of document information is weak and much of the information is copied directly from the documents.

Throughout history, different economic systems have influenced specific nations, regions, and peoples. These systems include manorialism during the Middle Ages in Western Europe and communism in post-World War II China.

The manor found in Western Europe during the Middle Ages were very much self-sufficient. As seen in Document One, the manors were basically like a little community with the big castle itself, the serfs' huts, a church, and plenty of farmland to get crops from. Manorialism also as seen in Document two, was much kinder to the lords than to the serfs. Not only couldn't the serfs leave as they were tied to the land, but they had to do strenuous physical labor just to receive 2 or 3 meals a day ~~of~~ (of the crops they sowed and cultivated) from their lords. The main job of the lords was to protect the serfs.

Another, much later economic system, communism, played a very dramatic role in post-World War II China. Mao Zedong took over with his cries of communism after defeating Chiang Kai-shek. He

established the People's Republic of China, as seen in Document seven. This system was a socialist state made, supposedly, for the benefit of the workers. The government made all economic decisions and the workers knew they had to follow them or they would be punished. However, not only did communism destroy China's economy (Documents 8 and 9) through such catastrophic economic policies as the Great Leap Forward, but it also caused a famine which killed millions of Chinese, which, ironically, included <sup>many of</sup> the workers this system supposedly catered to. Communism caused the Chinese economy to stay still during the cultural revolution crippling China. Mao Zedong called for industrializing during the Great Leap Forward and hundreds of steel mills sprang up. Unfortunately, there wasn't anything to make steel out of and workers would take apart their own radiators just to burn down the steel to make more products and meet their quotas. Crops were sent to the Soviet Union in order to obtain machinery later causing the widespread famine. People were hungry and many of them died of

starvation. So, in essence, communism not only destroyed China's economy, but also caused <sup>almost</sup> an entire generation to be wiped out.

Essentially, the economic system of a country is one of the most important parts of its well-being. It affects how the nation runs and prospers, the people under it, and the entire region. Manorialism in Western Europe during the Middle Ages negatively affected the serfs who had hard labor-filled lives. There was a hugely disproportionate distribution of wealth and work. Also, because the manors were mostly self-sufficient, ~~the~~ Western Europe suffered low trade and currency use and became almost isolated. In communist post-WWII China, this economic policy negatively affected everything and everyone. The economy went into a decline and millions starved to death, causing devastating blows to China. As can be seen through this information, different economic systems affect their people and nations in different ways, ultimately influencing if the country or nation will be successful or not.

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## Document-Based Essay—Practice Paper – B

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Economic systems have always greatly impacted the societies that implement them. The wide range of systems adopted by nations furthers their differences with other nations. These conflicting ideals between countries can lead to wars, and conflict in general. They can also lead to more cultural diffusion and prosperity among nations.

A very influential economic system used during the Middle Ages was Manorialism. Manorialism, predominantly used in Europe, though there was a similar system in Japan, affected society in two main ways. Because of the self-sufficiency of a manor, there was ~~very little need for trade~~ <sup>very little need for trade</sup> (with surrounding manors or otherwise). Manors were very self-contained, predominantly because most everything needed for its occupants to live was present. (Document 1) The lack of importance of trade also led to the decrease in value of coinage and money in general. Only very small amounts of gold and silver were needed, not because of their worth but because trade on an international level was limited to the wealthy. (Document 3)

A very different economic system than Manorialism is Mercantilism. In fact one could say, looking at their characteristics, that they are polar opposites. In order to work properly Mercantilism relies on trade between a mother country and her colonies. Mercantilism is a very one-sided system in that the main profiteer is the mother country. In theory, both should gain from this relationship, but the colonies are more exploited than anything else. A colony's resources are at the disposal of the mother country, who uses the raw materials to develop products. (Document 4) Not only are colonies a source of natural resources, but they are also in need



OF THESE MANUFACTURED GOODS PRODUCED BY THE MOTHER COUNTRY, AND THEREBY CREATES EVEN MORE MARKETS FOR THE MOTHER COUNTRY'S GOODS TO BE SOLD. SINCE ALL A COLONY IS USED FOR IS THE OBTAINMENT OF RAW MATERIALS, THERE IS LITTLE USE FOR INDUSTRIALIZATION THERE. INDUSTRY IN A COLONY IS HALTED, IT'S GROWTH STARTED TO FAVOR THE MOTHER COUNTRY'S NEEDS. IF A COLONY HAD INDUSTRY THEY COULD MANUFACTURE THEIR OWN GOODS USING THEIR OWN NATURAL RESOURCES, AND, IN BECOMING SELF-SUFFICIENT, WOULD BREAK THEIR DEPENDENCY ON THE MOTHER COUNTRY FOR SUPPORT. LATER WHEN A COLONY WANTED TO BREAK ITS DEPENDENCY, IT FOUGHT AND WON INDEPENDENCE FROM THE MOTHER COUNTRY. THE NEW COUNTRY THEN STARTED ITS OWN INDUSTRIES USING ITS OWN NATURAL RESOURCES AND NO LONGER HAD TO DEPEND ON THE MOTHER COUNTRY.

THERE ARE BOTH PROS AND CONS TO ECONOMIC SYSTEMS, AND SAYING ONE IS BETTER THAN ANOTHER IS STRICTLY A BIAS OPINION. HOWEVER, CERTAIN SYSTEMS WORK BETTER FOR CERTAIN COUNTRIES, AND ONLY THROUGH OPENNESS TO NEW IDEAS CAN A COUNTRY TRULY FIND THE MOST PROFITABLE ONE FOR ITSELF.

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## Document-Based Essay—Practice Paper – C

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During history, there have been many different economic systems. Some of these have had positive affects on people, and some negative. Manorialism and communism are examples of economic systems.

Manors were a self-sufficient economic unit.

Document one is a map of a manor. It shows that the manor had many fields for growing crops. Some of these were for the serfs and church, as well as the lord. It also shows that they had barns and animals. This gave them the meat they needed. The lord lived in a castle and the serfs lived in huts. The manor also had a church and a mill. Document three say that because of manorialism, international trade was not needed. Only the wealthy traded. The local people bartered. On the manor, the serfs got to stay for free. They had to do the work for the lord in exchange. The manor was self-sufficient, so they did not need to depend on the outside world for anything.

Communism is another example of an economic system. Document 8 discusses China's "Great Leap Forward." During this, they were under the rule of Mao Ze Dong. He created a five year plan called, "Great Leap Forward." He wanted to promote agricultural self-sufficiency and technology. This created 23,500 communes. Each one

controlled its own production. It also replaced fertile farmland with factories. Farmers didn't know how to use these factories. This caused a famine which caused 20 million people to starve. Document 9 says that people living in China during its communist period wanted reforms. Mao's five year plan was not helping the country. It blocked a lot of production and caused ideological rigidity. This caused people to want reform ~~and an open policy~~ in the government and economic policies. They also wanted to open to other countries. In a communist society the government controls almost all aspects of life. It doesn't give the people living in the region all the rights and freedoms they deserve. Communism usually benefits the government more than it benefits the people.

There are many different economic systems. Manorialism and communism are two examples. They both effect the people living there in both negetive and positive ways.

Throughout history, different economic systems have influenced specific nations, regions, and peoples. These systems include Marxism during the middle ages in western Europe, mercantilism during the age of Exploration and Communism in post-World War 2 China.

Mercantilism is dealing with all money and producing products. As you see in document 4 and 6 the mother country has gold and silver and food and raw materials which all of these come under mercantilism.

Communism is dealing with the government which also deals with the mercantilism system. Communism as you can tell in document 7 and 8 that it deals with the people and the rules, laws, and economics of their government.

All in all communism and mercantilism are the same. They both have to deal with each other and they both deal with the lifestyle of the people who live in the government.

The economic system of a country affects the entire country & all of the people in it. If a country has a stable economy, their political & social institutions are more likely to stabilize as well, & when the economic system doesn't seem to be beneficial, the rest of the political & social structures seem to crumble as well. Two economic systems that influenced the people of its nation were manorialism & Communism.

Manorialism took place during the Middle Ages in Western Europe. Manors were agricultural institutions (Doc 1), where serfs, bound peasants, carried out the labor in return for food & shelter. Manorialism greatly influenced the serfs. A serf is born into their position & bound to the land through heredity. They worked for long hours doing arduous tasks & in return, received meals based on the work they had done (Doc 2). Manorialism didn't depend on money because people bartered most of their goods instead (Doc 3).

Communism, which was an economic system established in China after World War II, was established under Mao Zedong & the People's Republic of China. Reflecting the ideas of Karl Marx, the communist economy was "owned" by the working class, but directed and monitored by the government (Doc 7). Mao Zedong's government carried out a five-year plan as did many other Communist economies. His was called the Great Leap Forward where

~~the~~ labor would be moved to factories in an attempt to increase technology & modernize China. Agriculture went into a tailspin however, & the people of China began to suffer from famine (Doc 8). Communism most influenced the working class people of China by taking away their right to make decisions. Like many other communist leaders, Mao Zedong's communism was not open to criticism. He did launch the "Letting 100 Flowers Bloom" campaign where people were allowed to voice their political and economic concerns, but it turned out, however to be a ploy to weed out opposition to Mao's ideas just as the Cultural Revolution did. During the Cultural Revolution, <sup>the economy</sup> ground to a halt. Under communism, the people suffered greatly.

Manorialism & "true" communism in China, both eventually came to an end. Manorialism officially ended when the serfs were freed, however, they often continued to work on the land because they were in debt to the landowners. In many cases, they continued to stay at the bottom of the social structure. Chinese communism was altered by Deng Xiaoping, Mao Zedong's successor, who encouraged more of a capitalist twist on communist principals. He tried to fix the economic mistakes Mao made with the Great Leap Forward & "cultural revolution" through reforms in the 1980's with his Four Modernizations (Doc 9). He increased private ownership to increase production of goods. Even after Deng, capitalism

Continues to influence China.

These economic systems influenced the people of their countries, mostly in the lower class. While manorialism benefitted the wealthy landowners, Communism tried to eliminate classes & make everyone equal. Both systems were in practice for many years & helped to shape the economic programs of Western Europe & China that are in use today.

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### Practice Paper A—Score Level 3

#### The response:

- Develops all aspects of the task with little depth by describing characteristics of manorialism and discussing an impact on serfs and Europe and by describing characteristics of communism and discussing an impact on China
- Is both descriptive and analytical (*manorialism*: a manor was basically like a little community; manorialism was much kinder to the lords than to the serfs; serfs had to do strenuous physical labor just to receive two or three meals a day; huge disproportionate distribution of labor and wealth; *communism*: socialist state was supposedly established for the workers; workers knew they had to follow the government's economic decisions or they would be punished; Great Leap Forward caused a famine which ironically killed many of the workers the system supposedly catered to; communism not only destroyed China's economy but also caused almost an entire generation to be wiped out)
- Incorporates some relevant information from documents 1, 2, 7, 8, and 9
- Incorporates limited relevant outside information (*manorialism*: serfs could not leave the manor because they were tied to the land; main job of the lords was to protect the serfs; *communism*: Mao Zedong took over after defeating Chiang Kai-shek; workers would take apart their own radiators just to meet their quotas)
- Includes some relevant facts, examples, and details (*manorialism*: manors were self-sufficient; Europe became almost isolated; *communism*: Mao Zedong established the People's Republic of China; government made all economic decisions; crops were shipped to the Soviet Union)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a conclusion that discusses the impact of manorialism and communism

**Conclusion:** Overall, the response fits the criteria for Level 3. The response relies on interpretation of document information that is sometimes limited and simplistic. However, the inclusion of some analytical statements and outside information strengthen the discussion.

## Practice Paper B—Score Level 3

### The response:

- Develops most aspects of the task in some depth by describing characteristics of manorialism and mercantilism and discussing the impact of mercantilism on the colonies
- Is more descriptive than analytical (*manorialism*: little need for trade with surrounding manors or otherwise; manors were self-contained because most everything needed for its occupants was present; *mercantilism*: trade made mercantilism almost the polar opposite of manorialism; main profiteer was the mother country and that made it a very one-sided system; resources of colonies were at the disposal of the mother country; colonies created more markets for the mother country because they needed the manufactured goods which were produced by the mother country; colonies could not become self-sufficient because it would break their dependency on the mother country)
- Incorporates some relevant information from documents 1, 3, 4, and 5
- Incorporates limited relevant outside information (*manorialism*: although predominantly used in Europe, there was a similar system in Japan; *mercantilism*: colonies were more exploited than anything else; little use for industrialization in the colonies and its growth was stunted to favor the mother country's needs; dependency on the mother country would be broken if a colony was allowed to develop its own industries; eventual independence led to the development of colonial industries)
- Includes some relevant facts, examples, and details (*manorialism*: lack of importance of trade led to decrease in value of coinage and money in general; *mercantilism*: mercantilism relied on trade between a mother country and her colonies; mother country used raw materials to develop products)
- Demonstrates a satisfactory plan of organization; includes an introduction that states economic systems can lead to conflict, cultural diffusion, and prosperity and a concluding sentence that states certain economic systems work better for some countries than others

**Conclusion:** Overall, the response fits the criteria for Level 3. Although analytical statements demonstrate a depth of understanding that is characteristic of a Level 4 response, they are not supported with specific historical facts and details. The contrasting of the differences in the importance of trade between manorialism and mercantilism and the discussion of the role of colonial industry in mercantilism strengthens the response.



## Practice Paper C—Score Level 2

### The response:

- Minimally develops all aspects of the task by describing characteristics of manorialism and mentioning its impact on serfs and lords and by describing characteristics of communism and mentioning the impact on the people of China
- Is primarily descriptive (*manorialism*: local people bartered, while wealthy people traded; *communism*: Mao’s five-year plan did not help the country; communism did not give people all the rights and freedoms they deserved; communism usually benefited the government more than it benefited the people); includes faulty and weak application (manor did not need to depend on the outside world for anything; serfs got to stay for free/they had to do work for the lord in exchange)
- Incorporates limited relevant information from documents 1, 2, 3, 8, and 9
- Presents little relevant outside information (*manorialism*: animals provided people with the meat they needed; *communism*: government controlled all aspects of life)
- Includes relevant facts, examples, and details (*manorialism*: manors were a self-sufficient economic unit; manor had many fields for growing crops; lord lived in a castle and serfs lived in huts; serfs had to work for the lord; *communism*: purpose of the Great Leap Forward was to promote agricultural self-sufficiency and technology; fertile farmland was replaced with factories)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that state economic systems affected people in positive and negative ways

**Conclusion:** Overall, the response fits the criteria for Level 2. Document information is used as the framework; however, some of the conclusions, drawn from that information, lead to inaccurate statements. Although much of the information presented is simplistic and general, that information is supported with facts, examples, and details.

## Practice Paper D—Score Level 0

### **The response:**

Refers to the theme in a general way; includes the historical context as copied from the test booklet

**Conclusion:** Overall, the response fits the criteria for Level 0. Although there is a general plan of organization and an attempt to use the documents, most of the response relies on misinterpretations. The response demonstrates no understanding of economic systems or the task.

## Practice Paper E—Score Level 4

### **The response:**

- Develops all aspects of the task by describing characteristics of manorialism and communism and discussing their impact on the lower classes in Europe and China but discusses communism more thoroughly than manorialism
- Is both descriptive and analytical (*manorialism*: serfs worked for long hours doing arduous tasks; people bartered most of their goods so they did not depend on money; created an unhappy class which continued to stay at the bottom of the social structure; *communism*: labor would be moved to factories in an attempt to increase technology and modernize China; agriculture went into a tailspin; the peoples' right to make decisions was taken away; Mao's communism was not open to criticism; communism was altered by Deng Xiaoping who encouraged more of a capitalist twist on communist principles)
- Incorporates relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates relevant outside information (*manorialism*: manors were agricultural; serfs were born into their position and bound to the land through heredity; Alexander II freed the serfs in Russia and manorialism came to an official end in Russia; serfs continued to work on the land because they were in debt to the landowners; *communism*: economy reflected the ideas of Karl Marx; Mao launched the "Letting 100 Flowers Bloom" campaign where people were allowed to voice their political and economic concerns; comparison of "Letting 100 Flowers Bloom" to Cultural Revolution)
- Supports the theme with relevant facts, examples, and details (*manorialism*: serfs carried out labor in return for food and shelter; *communism*: Mao Zedong established the People's Republic of China; Mao's government carried out a five-year plan called the Great Leap Forward)
- Demonstrates a logical and clear plan of organization; introduces the theme with the idea that a stable economy is likely to lead to stable political and social institutions and concludes with the statement that both economic systems were in practice for many years and helped shaped the present economic programs of western Europe and China

**Conclusion:** Overall, the response fits the criteria for Level 4. Detailed explanation and accompanying analysis are integrated throughout the discussion and strengthen the response. Good outside information demonstrates the complexity of the long-term impacts of both economic systems.

# Global History and Geography Specifications Grid

## June 2007

### Part I Multiple Choice Questions by Standard

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

### Parts II and III by Theme and Standard

	Theme	STANDARDS
Thematic Essay	Political Change; Power	Standards 2 and 5: World History; Civics, Citizenship, and Government
Document-based Essay	Economic systems; Factors of Production; Scarcity; Environment and Society	Standards 2, 3, and 4: World History; Geography; Economics

**The *Chart for Determining the Final Examination Score for the June 2007 Regents Examination in Global History and Geography* will be posted on the Department's web site <http://www.emsc.nysed.gov/osa/> on the day of the examination. Conversion charts provided for the previous administrations of the Global History and Geography examination must NOT be used to determine students' final scores for this administration.**

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

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

1. Go to <http://www.emsc.nysed.gov/osa/exameval>.
2. Select the test title.
3. Complete the required demographic fields.
4. Complete each evaluation question and provide comments in the space provided.
5. Click the SUBMIT button at the bottom of the page to submit the completed form.

### **Rating Guide Survey: *Help Wanted***

Social Studies Teachers/Supervisors: Please take a few minutes to complete the State Education Department's Social Studies Rating Guide survey, available online at <http://www.forms.nysed.gov/emsc/osa/exameval/ssratingguides.htm>.

Your feedback on how social studies rating guides are used will help us improve them. The survey pertains to the rating guides for both Regents examinations (Global History and Geography, and U.S. History and Government). This survey affords teachers and supervisors the opportunity to comment on what they like or do not like about the Regents rating guides in general.

This survey is also available at [www.emsc.nysed.gov/osa/](http://www.emsc.nysed.gov/osa/). Select **scoring information**, then select **Social Studies Rating Guide Survey**. This survey will be available only through July 2007.