

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

VOLUME
1 OF **2**
MC & THEMATIC

GLOBAL HISTORY AND GEOGRAPHY

Wednesday, August 16, 2017 — 12:30 to 3:30 p.m., only

SCORING KEY FOR PART I AND RATING GUIDE FOR PART II (THEMATIC ESSAY)

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

Scoring the Part I Multiple-Choice Questions

Follow the procedures set up by the Regional Information Center, the Large City Scanning Center, and/or the school district for scoring the multiple-choice questions. **If the student's responses for the multiple-choice questions are being hand scored prior to being scanned, the scorer must be careful not to make any marks on the answer sheet except to record the scores in the designated score boxes. Any other marks on the answer sheet will interfere with the accuracy of scanning.**

Multiple Choice for Part I Allow 1 credit for each correct response.

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

Contents of the Rating Guide

For **Part I** (Multiple-Choice Questions):

- Scoring Key

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

- 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

General:

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

Mechanics of Rating

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

Rating the Essay Question

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

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

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

Global History and Geography
Content-Specific Rubric
Thematic Essay
August 2017

Theme: Intellectual life—Individuals

Often in history, individuals, who were *not* leaders of government, had ideas that influenced change in their society or in other societies and regions.

Task: Select *two* individuals, who were *not* government leaders, and for *each*

- Explain an idea the individual had that influenced change
- Describe the historical circumstances surrounding the idea of this individual
- Discuss how this idea influenced change in a society or region

You may use any individual, who was *not* the leader of a government, from your study of global history and geography. Some suggestions you might wish to consider include Confucius, Buddha, Plato, Jesus, Muhammad, Martin Luther, Galileo Galilei, John Locke, Mary Wollstonecraft, Karl Marx, Charles Darwin, Mohandas Gandhi, and Mother Teresa.

You are *not* limited to these suggestions.
Do *not* make the United States the focus of your answer.

Scoring Notes:

1. This thematic essay has a minimum of **six** components (discussing an idea *each* of *two* individuals had that influenced change, the historical circumstances surrounding the idea of *each* individual, and how *each* idea influenced change in a society or region).
2. The individual could have held political office; however, the discussion must focus on *either* the time period before the person gained political office *or* the time period after the individual left political office, e.g., Nelson Mandela or Aung San Suu Kyi.
3. The change may be an immediate change or a long-term change.
4. The change may be discussed from any perspective as long as the position taken is supported by accurate facts and examples.
5. The same idea may be used for both individuals, e.g., monotheism may be discussed for both Jesus and Muhammad, but the details should be specific to each individual.
6. The influence on the United States may be included as part of the discussion for how an idea significantly changed a specific society or region, e.g., the effect of John Locke's ideas on the American Revolution.
7. The same society or region may be used to discuss how the ideas of two individuals led to a significant change, but the details should be specific to each individual, e.g., Europe in the 1600s was changed by the ideas of both Galileo Galilei and John Locke.
8. The society or region need not be specifically identified as long as it is implied in the discussion.
9. If more than two individuals are discussed, only the first two individuals discussed may be scored.

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth by discussing an idea **each** of **two** individuals had that influenced change, the historical circumstances surrounding the idea of **each** individual, and how **each** idea influenced change in a society or region
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *John Locke*: connects Locke’s idea of a social contract theory, the theory of natural rights, and the consent of the governed to the growing discontent with absolutism, specifically under the rule of Charles II and James II, the creation of a constitutional monarchy in England, and the application of Locke’s ideas to the American Revolution and the French Revolution; *Karl Marx*: connects Marx’s emphasis on the exploitation of the proletariat by the bourgeoisie, the conditions created by the Industrial Revolution, and the inevitability that class struggle would cause communist revolutions to the economic and political conditions in Russia in 1917 and Lenin’s efforts to apply Marx’s ideas during the Bolshevik Revolution
- Richly supports the theme with relevant facts, examples, and details, e.g., *John Locke*: divine right; Enlightenment; *Second Treatise on Government*; “life, liberty, and property”; Glorious Revolution; English Bill of Rights; *Declaration of Independence*; *Declaration of the Rights of Man and of the Citizen*; *Karl Marx*: materialism; *Das Kapital*; *Communist Manifesto*; World War I; “peace, land, and bread”; Red Army; 1917 Revolutions
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops **all** aspects of the task but may do so somewhat unevenly by discussing all aspects of the task for one individual more thoroughly than for the second individual *or* 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., *John Locke*: discusses Locke’s idea that the purpose of government was to protect people’s natural rights and if the government refused to do this, the people had the right to overthrow the government, relating how these ideas led to Locke’s rejection of absolute monarchy prevalent in western Europe and to the French Revolution and its effects; *Karl Marx*: discusses Marx’s prediction of violent revolution as a result of the poor working conditions caused by the Industrial Revolution, relating this to the political situation and increasing labor unrest in Russia that led to the rise of Lenin and revolutions in 1917
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

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

Note: If **all** aspects of the task are thoroughly developed evenly and in depth for **one** individual 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
- 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

*The term *create* as used by Anderson/Krathwohl, et al. in their 2001 revision of Bloom's *Taxonomy of Educational Objectives* refers to the highest level of the cognitive domain. This usage of create is similar to Bloom's use of the term *synthesis*. Creating implies an insightful reorganization of information into a new pattern or whole. While a Level 5 paper will contain analysis and/or evaluation of information, a very strong paper may also include examples of creating information as defined by Anderson and Krathwohl.

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

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

Throughout history, people who are not government leaders have been able to make a significant impact on a society. They did not need political power to influence a region, but rather were able to use their intellect, ardent beliefs and writing to change the way people think. Two people who perfectly exemplify this are Martin Luther and Galileo Galilei.

Despite a humble start to life, Martin Luther was able to become one of the most influential individuals in history. At the time, the Catholic Church was very powerful, and considered by some, quite corrupt. Martin Luther was a monk and was appalled by the corruption, in particular, the selling of indulgences by the church. The church had told people that buying an indulgence would lead to a reduction of time in purgatory and was using the money to build St. Peter's Basilica. Outraged, Luther wrote his 95 theses, which listed his complaints about the church. The theses were quickly made into pamphlets using the recently developed printing press and circulated around Europe quickly, gaining Luther fame and followers. Luther officially broke off from the church after refusing to recant his criticisms, leading to the beginning of Protestantism, and a theology that would affect Europe and the world. Luther's ideas stressed an individual relationship with God and simplicity in the ceremonies of Luther's reformed church. Luther rejected the authority of the Pope and the role of the priest and stressed that salvation came by faith alone. While hiding from the authorities, he translated the Bible into German which went along with the notion that people should be able to read the Bible on their own. Martin Luther went against the church and survived. He laid the foundation for Lutheranism and this led to

the formation of other Protestant religions, by men such as Calvin. He is indirectly responsible for the Catholic Counter Reformation taking place and some would say for the religious wars that followed in the Holy Roman Empire. These wars between German princes in the 16th and 17th centuries slowed the creation of a united Germany. Martin Luther might have started out as a seemingly unimportant monk, however by sharing his beliefs and not backing down, he became someone who changed the world.

Another non political leader who influenced society was Galileo Galilei. Galileo was a scientist during the Scientific Revolution. During this time the church enforced a geo-centric model of the solar system despite conflicting work from Copernicus, Tycho Brahe, and Johann Kepler. Those who tried to promote a heliocentric model of the solar system were deemed heretical. Knowing this, but also believing he had favor with the pope, Galileo pursued research into the heliocentric system and published his findings. His work was very powerful and read by scientists in academic circles. Galileo had a lot of ideas, most of which supported the theory of heliocentrism that the Sun not the Earth was the center of the solar system. He practiced the scientific method in studying planets, the stars, the Sun and the Moon. His emphasis was on scientific truth that could be demonstrated. Inevitably this led to his being confronted by the Inquisition and being forced to retract his ideas.

The church demanded he retract his findings and put him under permanent house arrest. Despite attempts to crush Galileo's work, the banning of it made it more famous and helped it become more widely read. Galileo finalized the work of Copernicus & Kepler and helped

Anchor Paper – Thematic Essay—Level 5 – A

prove the theory of the heliocentric system. One influence of Galileo was to demonstrate the importance of observation and the value of gathering evidence in the search for scientific facts. Galileo's use of his modified telescope to observe the craters of the Moon, sunspots, and satellites of planets illustrate his use of the scientific method to develop theories. Galileo was important in providing Sir Isaac Newton the basis for explaining the natural laws that regulate the universe. Galileo's work testing falling objects led to Newton's law of gravity. Galileo's actions helped influence the use of reason and the secular ideas important to understanding the Scientific Revolution and Enlightenment.

All, in all, Galileo Galilei and Martin Luther show how big an impact even someone who is not a political leader can make. Both of them challenged the power of the Church and led to change.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing Martin Luther and Galileo Galilei, an idea of theirs that influenced change, the historical circumstances surrounding that idea, and how this idea influenced change in a society or region
- Is more analytical than descriptive (*Luther*: Catholic Church was very powerful and considered by some to be corrupt; people told that buying indulgences would lead to reduction of time in purgatory; Luther wrote Ninety-five Theses, which listed his complaints about the Church; Theses quickly made into pamphlets using recently developed printing press and circulated around Europe; rejected authority of Pope and stressed that salvation came by faith alone; stressed individual relationship with God and simplicity in ceremonies of reformed church; laid foundation for Lutheranism and this led to the formation of other Protestant religions; translation of Bible in German went along with notion that people should be able to read Bible on their own; wars between German princes in 16th and 17th centuries slowed creation of united Germany; *Galileo*: Church enforced geocentric model of solar system despite conflicting work from Copernicus, Tycho Brahe, and Johann Kepler; those who tried to promote heliocentric model of solar system were deemed heretical; believing he had favor with Pope, pursued research into heliocentric system and published findings; most ideas supported theory of heliocentrism—Sun not Earth was the center of solar system; his emphasis on scientific truth that could be demonstrated led to his being confronted by Inquisition and forced to retract his ideas; demonstrated importance of observation and value of gathering evidence in search for scientific facts; use of modified telescope illustrates the working of the scientific method; provided Sir Isaac Newton’s basis for explaining natural laws that regulate the universe)
- Richly supports the theme with relevant facts, examples, and details (*Luther*: appalled by corruption; St. Peter’s Basilica; broke from Church after refusing to recant his criticisms; Calvin; Catholic Counter Reformation; religious wars in Holy Roman Empire; *Galileo*: Scientific Revolution; work read by scientists in academic circles; studying planets, stars, Sun, and Moon; Newton’s law of gravity)
- Demonstrates a logical and clear plan of organization; includes an introduction that is beyond a restatement of the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 5. The response illustrates the risks inherent in advocacy, emphasizing how ideas challenged the institution of the Church. Facts and details are thoroughly integrated with analysis throughout the response, demonstrating a deep knowledge of the subject.

Although government figures are in positions of power, sometimes the most influential ideas come from people not in government. In politics, ideas that are truly revolutionary often start with specific individuals responding to conditions of their times who develop theories that bring about tremendous change. Two individuals not in government positions whose ideas influenced society are John Locke and Karl Marx.

John Locke lived in a time when most European rulers were absolute monarchs that ruled in the name of God, by “divine right”. During this time, various forces challenged this kind of authority. A rising middle class and many peasants were looking for ways to challenge the absolute rule of monarchs such as King Louis XVI in France. The Scientific Revolution popularized the idea of natural law and the ability to reason. Locke took natural law and used it for the idea of natural rights for all individuals. He said that in man’s natural state individuals ruled themselves. People created a government he said, to protect their natural rights of “life, liberty, and property.” For this reason people should not have to live under rulers who violated their natural rights and that if they did people had the right to rebel. After Locke’s ideas were published, they became a key part of the Enlightenment, a movement for political and social change. A few enlightened monarchs emerged who claimed to rule in the name of reason. An example is Catherine the Great who talked about reforms and freeing the serfs, but her actions did not support her words. Both the American and French revolutions were justified by quoting Locke’s right to rebel against governments that violated people’s natural rights. Both the United States and France issued

documents stating the people's rights. While not a leader of government, John Locke was a leader in the development of ideas that shaped world history.

Karl Marx had a very different opinion. While Locke insisted that man was born free, Marx believed that the factory workers of the Industrial Revolution lived in a world where the working class was constantly exploited by their upper-middle class employers. During the Industrial Revolution, working conditions, including hours, wages and worker safety, were ignored resulting in a life of misery for many. There was no government intervention. There was a laissez-faire attitude of hands off. This attitude and a lack of rules regulating industry dominated industrial Europe. This situation allowed owners of factories to abuse their workers. Radical thinkers like Karl Marx preached revolution as a solution to the "class struggle" between the proletariat (workers) and the bourgeoisie (upper middle class factory owners). Marx wanted to see an overthrow of existing governments by the working class and the establishment of a classless society. Together with Fredrich Engels, Marx explained his vision for society in The Communist Manifesto. In this ideal society, there would be no private property and in all of society there would be only the working class. Supposedly this would free everybody to live better lives in a fair society. Years after Marx's death, communist dictators began rising to power in Eastern Europe. The Soviet Union, in its Communist Era, was one of the world's two superpowers for almost half a century. In the Soviet Union and in Eastern European countries, a one-party dictatorship supported by the army ruled. They used secret police to spy on and control their people. These societies were not free or

fair. These governments violated people's human rights. The planned economies of the Soviet Union and Eastern Europe provided jobs for the people, however, they often lacked access to food and other necessities. When the Soviet Union collapsed in 1991 it was clear that Marx's ideas hadn't worked as planned. Marx's worker paradise had not been realized. As with John Locke, Marx's ideas started in a book, but eventually his ideas were incorporated into government policies, often not as he intended.

While dozens of memorable historical figures were Kings or other government leaders, intellectuals would just as easily gain influence. John Locke and Karl Marx are only two examples of historical "leaders" that were really just common people. The influence of figures such as these shows that "power" is not truly a matter of position, but of ideas.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing John Locke and Karl Marx, an idea of theirs that influenced change, the historical circumstances surrounding that idea, and how this idea influenced change in a society or region
- Is more analytical than descriptive (*Locke*: Scientific Revolution popularized idea of natural law and ability to reason; Locke took natural law and used it for the idea of natural rights for all individuals; in man's natural state, individuals ruled themselves and people created government to protect their natural rights of "life, liberty, and property"; people should not have to live under rulers who violated their natural rights and had the right to rebel; American and French revolutions justified by quoting Locke's right to rebel against governments that violated peoples' natural rights; *Marx*: laissez-faire attitude and lack of rules regulating industry dominated industrial Europe and allowed owners of factories to abuse workers; radical thinkers preached revolution as solution to the class struggle between proletariat and bourgeoisie; wanted to see an overthrow of existing governments and establishment of classless society; years after Marx's death, communist dictators began rising to power in Eastern Europe; one-party dictatorship supported by army ruled; governments violated people's human rights; when Soviet Union collapsed in 1991, it was clear that Marx's ideas had not worked as planned; Marx's worker paradise had not been realized)
- Richly supports the theme with relevant facts, examples, and details (*Locke*: most European rulers were absolute monarchs; divine right; rising middle class; Louis XVI; believed man was born free; Enlightenment; enlightened monarchs emerged; Catherine the Great; serfs; ideas shaped world history; *Marx*: working class exploited by their upper middle class employer; during Industrial Revolution, hours, wages, and worker safety were ignored resulting in life of misery; Friedrich Engels; *The Communist Manifesto*; Soviet Union one of world's two superpowers; used secret police to control people)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 5. Knowledge of history and use of analysis demonstrate the power of ideas in shaping various eras. Locke's idea of natural rights is shown to have justified the American and French Revolutions. Marx's idea of class struggle is characterized as a vision that failed in the Soviet Union.

Throughout history, individuals have proved that one can introduce change, even if they don't hold political office. Two individuals who have proved this with ease would be Martin Luther and John Locke. Each took advantage of the events of their time to highlight new ideas and spark change.

During Martin Luther's time, the Catholic Church was arguably powerful. But, because of its power, the Church was subject to criticism for its wealth, the buying and selling of church positions, and other types of corruption. For Martin Luther, a German monk, one of the worst examples of corruption was the sale of indulgences where the forgiveness of sins was "for sale." "When the coin in the coffer rings, the soul from purgatory springs" was a saying that urged people to buy indulgences. The selling of indulgences pushed Luther to advocate for church reform. In 1517 Luther took public action, posting his 95 theses on the doors of the church of Wittenburg. These 95 convincing points challenged numerous church practices such as the sale of indulgences, praying to saints, and the immorality of some clergy. With the help of the newly-invented printing press, Luther's ideas spread like wildfire through Germany. Luther's translation of the Bible from Latin to German changed people's views on religion and created additional challenges to the Church. Thanks to Luther—the Protestant Reformation was under way. Whether he originally intended to or not, Luther established a new branch of Christian belief. Conflict between Luther's followers and German Catholics developed and led to war that devastated Germany. The challenge of Lutheranism also resulted in a Catholic Counter Reformation.

Similarly, John Locke made significant change as an individual

with little political power. The Enlightenment was a sort of new age of individualism, secularism and new ideas. It followed an era known as the Scientific Revolution, which promoted the use of human reason, observation, and experimentation in proving the existence of natural laws that governed the universe. The Enlightenment borrowed these ideas in developing a new viewpoint on the purpose of government. John Locke considered by some the “Father of the Enlightenment” really got the ball rolling for future Enlightenment thinkers, as well as future important doctrines. Locke’s groundbreaking concept that everyone has the right to “life, liberty, and the protection of property” set the precedent for others like Rousseau. According to Locke, government is created by the people to protect their natural rights. If that government violates those natural rights, the people have the right to revolt. This idea represents the social contract or contract theory of government and is associated with Locke’s Two Treatises on Government. These basic principles can be seen in documents like the (American) Bill of Rights. Locke’s Enlightenment ideas were carried to France. In 1789 the French applied Locke’s ideas in their revolution against the absolutism of Louis XVI. It is fairly easy to recognize the influence of Locke’s ideas in the Declaration of the Rights of Man and the Citizen.

Conclusively, based on these individuals: Luther and Locke, one can conclude that a single individual can make a massive change. Luther was the instigator of the Protestant reformation and the eventual forming of Lutheranism. Locke reinforced basic human rights and consequently, his ideals are still used today. These two individuals are solid proof that it is possible for one person to make a huge difference.

Anchor Level 4-A

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing John Locke more analytically than Martin Luther
- Is both descriptive and analytical (*Luther*: because of its power, the Church was subject to criticism for its wealth; “when the coin in the coffer rings, the soul from purgatory springs” urged people to buy indulgences; selling indulgences pushed Luther to advocate for church reforms; translation of the Bible from Latin to German changed peoples’ views on religion; Luther established a new branch of Christian belief; conflicts between Lutherans and German Catholics led to war that devastated Germany; challenge of Lutheranism resulted in Catholic Counter Reformation; *Locke*: Enlightenment was sort of new age of individualism, secularism, and new ideas; Enlightenment borrowed Scientific Revolution’s ideas in developing a new viewpoint on the purpose of government; groundbreaking concept that everyone has right to “life, liberty, and the protection of property” set precedent for others; government is created by the people to protect their natural rights; if government violates natural rights, people have the right to revolt; easy to recognize influence of Locke’s ideas in *Declaration of the Rights of Man and of the Citizen*)
- Supports the theme with relevant facts, examples, and details (*Luther*: buying and selling church positions; Ninety-five Theses; Protestant Reformation; Wittenberg; newly invented printing press; *Locke*: Rousseau; social contract or contract theory of government; *Two Treatises on Government*; American Bill of Rights; absolutism; Louis XVI)
- 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 ideas of Locke combine facts, details, and insight in a good analytic discussion of the social contract theory, demonstrating an understanding of the task. Although the treatment of Luther contains good details, it is more descriptive.

Often times in life and history, people came up with many ideas. These ideas have lived on for a long time, influencing the future generation to carry those ideas out, bringing change out into modern societies. These ideas, having huge impacts on our world, are still remembered today.

One of those ideas is Communism, started by Karl Marx. Communism or Marxism is an ideology based on the writings of Karl Marx, a German philosopher of the 19th century. Marx pushed the idea of a workers revolution. Class struggle would result in a dictatorship of the proletariat and theoretically, equality for all workers. He stressed the fact that a violent revolution was necessary for workers to seize power. Communism wasn't applied until the 20th century.

The idea that Marx developed arose out of a time of struggle for factory workers. Capitalism was seen by Marx and Engels as a system that failed the workers. They collaborated to write the book "Communist Manifesto". Marx's ideas grew out of a time when industrial working conditions included long hours and low pay for workers and children, while factory owners grew rich. Society was divided into "haves and have nots" and Marxism was a radical solution in contrast to laissez-faire capitalism. While initially, the idea did not get far, it eventually spread all over the world.

What happened is that Marxism was the basis for a communist revolution in Russia led by Lenin and the Bolsheviks in 1917. Stalin also claimed to be using the ideas of Marx in his Five-Year Plans. Internationally, the ideas of Marx influenced largely peasant populations to rise up in communist revolutions in China, Southeast Asia, and Cuba. This was different from Marx's vision of industrial

workers rising up. Today most communist governments have collapsed because of failed policies and an inability to meet their people's needs.

Another individual who changed the world with his idea was Mohandas Gandhi. He was the key figure behind the idea of non-violent protesting as a means of achieving Indian independence. His ideas have been remembered to this day.

Gandhi was born a wealthy Indian. He attended university in Britain, receiving a higher education. When he was in South Africa, he experienced rules similar to Apartheid. There he began to understand how imperialist rulers mistreated and exploited colonists. Later he returned to India and began to protest British rule. For decades British rulers had exploited their Indian workers, segregated themselves from the people, and imposed restrictions on local trade by Indians. The Indian National Congress was supposedly working toward eventual independence from Britain but not much was happening. The massacre of peaceful Indian demonstrators at Amritsar was a turning point for Gandhi. After this it was time to confront British rulers.

Gandhi's leadership of the Indian independence movement employed ahimsa, respect for life and non-violence to bring about change. This is seen in mass demonstrations including the Salt March. He encouraged peaceful Boycotting of British goods. He also encouraged unity among Hindus, Muslims, and Sikhs of India. While India gained independence from the British, it was not the only country formed. Violence occurred along the borders which made Gandhi unhappy.

Ghandi's ways inspired Martin Luther King Jr. to protest non-violently with marches and sit-ins to draw attention to unfair treatment and to get civil rights for African Americans. Other movements for rights and independence that used non-violent methods include Nkrumah using civil disobedience to achieve independence in Ghana from British rule and Aung San Syukyi confronting military rule in Myanmar.

Karl Marx was one of the most influential men on modern history. It was because of his ideas that some leaders were inspired to institute communist governments and because of him we had a lot of communist related historical events. To some extent, he is the father of modern economic and political history. Like Marx, Ghandi has been a very influential man in world history. He promoted non-violent ideas and was an inspiration to many. India gained independence from the British because of him. Ghandi can be considered a revolutionary who brought social changes to the world and is remembered for it, even in death.

Anchor Level 4-B

The response:

- Develops all aspects of the task by discussing Karl Marx’s idea of communism and Mohandas Gandhi’s idea of nonviolent protest
- Is both descriptive and analytical (*Marx*: class struggle would result in dictatorship of proletariat, and theoretically, equality for all workers; violent revolution necessary for workers to seize power; capitalism seen as system that failed workers; ideas grew out of time when industrial working conditions included long hours and low pay for workers and children while factory owners grew rich; Marxism was a radical solution in contrast to laissez-faire capitalism; Marxism was basis for a communist revolution in Russia led by Lenin and the Bolsheviks; Stalin claimed to be using ideas of Marx in five-year plans; ideas influenced peasant populations to rise up in communist revolutions in China, Southeast Asia, and Cuba; *Gandhi*: key figure behind nonviolent protesting as means of achieving Indian independence; in South Africa, he experienced rule similar to apartheid; began to understand how imperialist rulers mistreated and exploited colonists; British rulers exploited Indian workers, segregated themselves from the people, and imposed restrictions on trade by Indians; massacre of peaceful Indian demonstrators at Amritsar was a turning point for Gandhi; ahimsa, a respect for life and nonviolence, seen in demonstrations including Salt March; inspired Martin Luther King Jr. to protest nonviolently with marches and sit-ins to get civil rights for African-Americans; others using nonviolent methods include Nkrumah using civil disobedience in Ghana and Aung San Suu Kyi in Myanmar)
- Supports the theme with relevant facts, examples, and details (*Marx*: communism ideology based on writings of Marx; pushed idea of workers’ revolution; Engels; *Communist Manifesto*; haves and have-nots; today most communist governments have collapsed; *Gandhi*: attended university in Britain; Indian National Congress; peaceful boycotting of British goods; encouraged unity among Hindus, Muslims, and Sikhs)
- Demonstrates a logical and clear plan of organization; includes an introduction that is slightly beyond a restatement of the theme and a conclusion that restates key points

Conclusion: Overall, the response fits the criteria for Level 4. The discussion of Marx’s idea of communism, Gandhi’s idea of nonviolent protest, and the historical circumstances surrounding those ideas feature knowledge of facts and details. Stronger development of how those ideas influenced change would have strengthened the response.

Individuals do not need to be leaders of government in order to catalyze change. Some of the most prevalent ideas and fundamental values in our world today have in fact come from people who did not hold important government positions. During the Enlightenment in Europe, John Locke's ideas of unalienable rights and individual freedoms spread and consequently reformed the governmental practices of several nations. Similarly, Mohandas Gandhi promoted nonviolent resistance in India during the 20th century to gain independence for his people. Although neither of these men held government positions, they inspired people to create positive change.

John Locke's ideas continue to shape the world today. During the Enlightenment, some Europeans no longer viewed the church as their primary authority and were increasingly literate due to the invention of the printing press. This meant that more individuals had access to higher level, more radical ideas. People began formulating opinions about government that were new and challenging. John Locke's publication of Two Treatises of Government was one such document that would influence people's ideas on government. In the document, Locke outlined his thoughts on natural law and unalienable rights. He believed that all humans were born with the natural rights of life, liberty, and property. If government infringed upon these rights, individuals were entitled to resist this abuse of power. Also, Locke believed that the government's authority was granted by the people to protect their rights. In this way, no government should abuse the people it governs. These revolutionary ideas inspired people around the world to assert their rights. Locke's ideas were first used to justify the Glorious Revolution in England. Later, Locke's ideas inspired

America colonists to revolt against Britain's violation of their "natural rights". The French Revolution is another example of Locke's ideas inspiring people to take ownership of their rights to protect what is undeniably theirs.

Mohandas Gandhi also motivated people to be more active against injustice. India had been under the rule of Great Britain for years. The British had infringed on the rights of Indians, monopolized their natural resources, and limited their trade opportunities. By the 20th century, nationalistic Indians were responding to the oppression of the British and their failure to grant independence as they had promised. Gandhi's response was to preach "ahimsa", a concept of nonviolence, in Indian resistance to British rule. This turned what might seem to be a weakness into a strength, using strength in numbers and nonviolence to expose the hypocrisy of British rule. He campaigned for noncooperation with the British through a series of boycotts and other peaceful protests, including the remarkable salt March. Gandhi and his followers eventually achieved their goal of independence for India. The influence of the practice of nonviolent resistance was successfully demonstrated in the British granting independence. Through noncooperation & nonviolent resistance, Gandhi led a campaign to end Indian oppression, although he was unable to unite India enough to avoid partition. His ideas also inspired Martin Luther King Jr's strategies during the civil rights campaign in the United States.

One's role in society does not have to be a position in government to cause change. Both John Locke and Mohandas Gandhi prove that an individual is only as effective as his ideas. These men have imagined ideals that continue to shape our world today. They exemplify how a

compelling idea matched with the right amount of motivation is all people need to benefit the world around them.

Anchor Level 4-C

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing John Locke’s idea of natural rights more thoroughly than Mohandas Gandhi’s idea of ahimsa
- Is both descriptive and analytical (*Locke*: ideas of unalienable rights and individual freedoms spread and reformed governmental practices of several nations; during the Enlightenment, some Europeans no longer viewed church as primary authority; people increasingly literate due to invention of printing press; individuals had access to higher level, more radical ideas; people began formulating opinions about government that were new and challenging; believed all humans born with natural rights of life, liberty, and property; if government infringed upon rights, individuals were entitled to resist this abuse of power; believed that government’s authority granted by people to protect their rights; ideas inspired American colonists to revolt against Britain’s violation of their natural rights; *Gandhi*: Great Britain infringed on rights of Indians, monopolized their natural resources, and limited their trade opportunities; by 20th century, nationalistic Indians were responding to British oppression and their failure to grant independence; Gandhi’s response was to preach ahimsa, a concept of nonviolence; used strength in numbers and nonviolence to expose hypocrisy of British rule; influence of practice of nonviolent resistance demonstrated in British granting independence; influenced Martin Luther King Jr.’s strategies during the civil rights campaign in the United States)
- Supports the theme with relevant facts, examples, and details (*Locke*: *Two Treatises of Government*; natural law; Glorious Revolution in England; *Gandhi*: India under rule of Great Britain for years; boycotts, Salt March; noncooperation)
- 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. Locke’s idea of natural rights features good analysis and details. The influence of Gandhi’s idea of ahimsa would have benefited from additional development.

Throughout history, many individuals who may have not been government leaders have influenced changes within their society. Two influential thinkers who helped alter societies were Martin Luther and John Locke.

These two thinkers had major ideas that helped influence their societies. The major idea held by Martin Luther was salvation by faith alone. After he began to see the church handing out indulgences to raise revenue, he saw how the church was corrupt and wanted to take action. As a result, he placed the 95 theses on the church of Wittenberg with his ideas of reform. Along with his idea of salvation by faith alone he also believed that clergy could marry (Catholic priests cannot), the bread and wine used at mass is not completely transformed and there should be more of an individual relationship with God. Also, he did not want the Church selling indulgences as it was a corrupt act and the money collected would not help a person gain salvation. John Locke also had profound beliefs that would effect societies in the future. His main belief was in natural rights, which included the right to life, liberty and property for every person on Earth. Locke said the purpose of government was to protect these natural rights. A government that didn't should be changed. Locke's ideas came around during the Enlightenment as this was a period where new ideas were flourishing and influencing other people. It was an age when reason was being substituted for tradition and authority. As a result, during this period, people tended to listen to new ideas and challenge the authority of divine right kings.

Both ideas had a profound impact as they impacted many different regions. In the case of Luther, he created a whole new branch of the

Christian religion called Protestantism which ended up breaking into smaller sub religions such as Lutheranism, Calvinism, Anabaptism. These religious beliefs were inspired by Luther. Lutheranism spread throughout northern Europe and later North America where today Protestantism is the more dominant religion. As a result, we see that this idea of salvation by faith alone and other ideas attracted followers all over the globe. John Locke also had an impact with his ideas. First, his ideas were taken by people to help justify reform in society. For example, the use of Locke's ideas helped influence the Americans to revolt against the British. After their success in defeating the British, they even used Locke's emphasis on reason in their own Constitution. Similar in France, they used Enlightenment ideas like Locke's to justify revolting against their King as they were in an economic crisis due to unfair taxation. In their Declaration of the Rights of man and citizen, Locke's ideas are embedded in it. To conclude, these people may not have held political office but their impacts on history are everlasting.

Anchor Level 3-A

The response:

- Develops most aspects of the task in some depth for Martin Luther and John Locke
- Is more descriptive than analytical (*Luther*: major idea was salvation by faith alone; Church handing out indulgences to raise revenue; bread and wine used at mass not completely transformed; should be more of an individual relationship with God; created new branch of religion which ended breaking into smaller religions; Lutheranism spread throughout northern Europe and into North America; salvation by faith attracted followers all over the globe; *Locke*: main belief was natural rights, including the rights to life, liberty, and property for every person on Earth; Enlightenment, a period in which new ideas were flourishing; ideas helped influence Americans to revolt against British; Americans used Locke's emphasis on reason in Constitution; Enlightenment ideas used in France to justify revolting against their king)
- Includes some relevant facts, examples, and details (*Luther*: Ninety-five Theses; church door of Wittenberg; believed clergy could marry; Protestantism; Calvinism; Anabaptism; *Locke*: idea of universal natural laws; ideas help justify reform; *Declaration of the Rights of Man and of the Citizen*)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 3. The response includes good use of facts and examples in discussing ideas of Luther and Locke and how these ideas influenced change. However, further development of the historical circumstances surrounding Luther's and Locke's ideas would have enhanced the discussion.

Often in history, certain people and their beliefs can have a major influence and impact to society. However, on many instances, the person is not a government leader. In fact, it is usually an intellectual opposed to the government they are under. John Locke and Karl Marx are both examples of significant individuals who, despite not being government leaders, have influenced change in their societies or in other societies and regions by going against their government and spreading their beliefs among the people.

John Locke was one of the first of enlightenment thinkers that had played a major role in making a change in society. Because of the scientific revolution and the discovery of natural laws in the universe, people started to question their beliefs and believed that humans have natural laws as well. John Locke was one of these thinkers and he encouraged the people to think in terms of life, liberty and property. His ideas were that all humans have natural rights that the government should protect these rights. If necessary, the people should be able to overthrow a government that fails to do this. The American revolutionaries challenged their British rulers, claiming their natural right to revolt. Based on Locke's ideas, colonists believed the British government broke the social contract with unfair taxes. The people in France during the French Revolution questioned the absolute monarch's right to rule. Even though John Locke was not a government leader, he had influenced major change in society by challenging people to go against the government that was not protecting them.

Another individual that has impacted a society despite not being a government leader was Karl Marx. During the Industrial Revolution,

Marx saw the oppression of the working class and was against it. Because of private ownership, factory workers would work under poor conditions for the Bourgeoise, the middle class. Workers faced long days, extreme temperatures in factories, dangerous machines, and abuse. He believed that there should be no private ownership of businesses because it leads to oppression of the proletariat, the working class. His idea was that the class system should be abolished and that the government should provide equal means to all the people. This idea grew into the Marxist ideology, or communism. It went against capitalism and a non-government regulated economy that allowed private business and ownership to profit. His ideas influenced Lenin, who led the first Communist Revolution in Russia. Lenin called for the nationalization of property and had the support of workers. China and North Korea are other examples of communist countries with leaders that borrowed from Karl Marx's ideology. Even though Marx was not a government leader, he impacted and influenced a change in society through revolution and the spread of his ideas.

Throughout history, government leaders can be viewed as heroes or monsters because of the influence they have on a society. However, in many instances, people who are not government leaders can have major influence as well. Karl Marx and John Locke are both individuals that have used their intellect to influence change in society.

Anchor Level 3-B

The response:

- Develops all aspects of the task with little depth for John Locke and Karl Marx
- Is more descriptive than analytical (*Locke*: one of first Enlightenment thinkers that played a major role in making change; encouraged people to think in terms of life, liberty, and property; all humans have natural rights and government should protect these rights; people should be able to overthrow government that fails to do this; American revolutionaries challenged British ruler, claiming natural right to revolt; government broke social contract with unfair taxes; *Marx*: because of private ownership, factory workers would work under poor conditions for the bourgeoisie; should be no private ownership of businesses because it leads to oppression of the proletariat; class system should be abolished; government should provide equal means to all people; Lenin led first communist revolution in Russia; China and North Korea are both examples of other communist countries that used Karl Marx's ideology)
- Includes some relevant facts, examples, and details (*Locke*: absolute monarchy in France; French Revolution; Scientific Revolution; natural laws in the universe; *Marx*: Industrial Revolution; long days, extreme temperatures in factories, dangerous machines, and abuse; capitalism; nationalization of property)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. The response demonstrates an understanding of both individuals through the use of accurate facts, examples, and details. Development of supporting details and a more cohesive integration of ideas would have strengthened the effort.

Non-political leaders have influenced society's ways of life all throughout history. Without these people who spoke out against the traditional ways of life, the world would not be the way it is today.

Martin Luther, a German monk during the Renaissance Era made a huge impact in history. Before Luther, the Roman Catholic Church had been offering indulgences, the exchange of money for the forgiveness of sin. Luther believed that it was not right for this to happen. He believed that people have a stronger connection to God than what the Church has been telling them. He believed that people should not have to reconcile their sins to an ordained priest so God would forgive them. His beliefs were that people had a direct line to God and they can confess sin to him without a priest mediator. To show his views, Luther posted the 95 Thesis. The 95 Thesis is a formal document that Luther wrote explaining his views and how the Church should change. Thanks to Martin Luther, the Protestant Reformation was born. This led to the creation of multiple Protestant religions.

Lutheranism, Calvinism, and the Anglican church all rejected the leadership of the Pope. Lutheranism and Calvinism stressed simplicity in worship, while the Anglican Church changed little in the ritual of the worship ceremony. The King became head of the Anglican Church in England. In Germany, Protestantism and Catholicism clashed over who had the power to determine the religion practice in the different states.

Karl Marx was another non-political leader who effected the world greatly. Marx believed that all of history was an economic class struggle between the Bourgeoisie and the Proletariat. The workers did all of the work only to benefit the business owner. Marx believed that some

day, the Proletariat would overthrow the Bourgeoisie in a bloody, violent revolution in Industrial Europe. After the Bourgeoisie was overthrown, the workers would unite together to create a classless society where everyone works together to benefit the group. There would be no one better than the next. Since everyone works together and no one is better, the government would have no use and would slowly fade away. Marx named his philosophy "communism". Marx's ideas later were adopted and modified by Vladimir Lenin, and Joseph Stalin, two of the strongest communist leaders in history. Lenin claimed that Marx's ideas justified the Bolshevik Revolution. Stalin later misused Marx's ideas to eliminate his rivals in his quest for power. Under both of these leaders, the government certainly did not fade away but became a totalitarian dictatorship.

In conclusion, non-political leaders have influenced society in a variety of ways. If people did not speak out against what everyone else believed in, history would not be the same as it is today.

Anchor Level 3-C

The response:

- Develops most aspects of the task in some depth by discussing an idea of Martin Luther and of Karl Marx and how these ideas influenced change
- Is more descriptive than analytical (*Luther*: people have a stronger connection to God than what the Church had been telling them; people should not have to reconcile their sins to an ordained priest; people had a direct line to God to confess sins; Lutheranism, Calvinism, and Anglican church rejected leadership of pope; Lutheranism and Calvinism stressed simplicity in worship; in Germany, Protestantism and Catholicism clashed over who had power to determine the religion practiced in different states; *Marx*: someday the proletariat would overthrow bourgeoisie in bloody, violent revolution in industrial Europe; government would slowly fade away; ideas later adopted and modified by Vladimir Lenin and Joseph Stalin; Lenin claimed Marx's ideas justified Bolshevik Revolution; Stalin misused Marx's ideas to eliminate rivals in quest for power; under these leaders, government certainly did not fade away but became totalitarian dictatorships)
- Includes some relevant facts, examples, and details (*Luther*: indulgences, the exchange of money for forgiveness of sin; Ninety-five Theses; creation of multiple Protestant religions; *Marx*: workers work to benefit business owner; create classless society; communism)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. The response demonstrates knowledge of the ideas of Luther and Marx and how these ideas influenced change. The historical circumstances surrounding Luther's ideas are very limited and are lacking for Marx.

Throughout history, there have been many individuals that have stood up for their beliefs, which inspired people and influenced change in their society or region. Two of these people were Martin Luther, who sparked the Reformation, and Galileo Galilei whose astronomical discoveries clashed with the Church's teachings.

Martin Luther posted the 95 Theses in 1517, which spoke out against Church abuses and questioned some of the teachings of the Church. Thanks to the new printing press, invented by Johannes Gutenberg, Martin Luther's ideas spread rapidly, causing the Reformation to occur. He spoke against indulgences, simony, and pluralism, just to name a few. People started to question the ideas of the Catholic Church leading to the creation of Protestantism which broke off into other branches such as Lutheranism and Calvinism. In the future, this would lead to religious wars which would bring about a lot of change in Europe both politically and socially.

Galileo Galilei was an astronomer during the time of the Scientific Revolution and Enlightenment. His ideas of the earth and heavens challenged the accepted beliefs of the Church. During this time, many new ideas were popping up everywhere. Copernicus with his heliocentric theory, Isaac Newton with his laws of gravitation, and many more. People were confused—they weren't sure what to think. Galileo's ideas of the universe (he supported heliocentric theory) went against all superstition and accepted belief, which at the time were the ideas (geocentric theory) of Aristotle and Ptolemy. It inspired change because it led to more discussion on the topic of religion vs science. Galileo helped lead the way for astronomy. Slowly but surely, people would begin to welcome the discoveries made by science.

Anchor Level 2-A

The response:

- Develops most aspects of the task with little depth
- Is primarily descriptive (*Martin Luther*: questioned some teachings of the Church; spoke against indulgences and simony; Protestantism broke off into other branches such as Lutheranism and Calvinism; would lead to religious wars; *Galileo Galilei*: ideas of Earth and heavens challenged accepted beliefs of Church; against all superstition and accepted belief; inspired change because it led to more discussion on topics of religion versus science)
- Includes few relevant facts, examples, and details (*Luther*: Reformation; Ninety-five Theses; printing press; Johannes Gutenberg; *Galileo*: Scientific Revolution; Enlightenment; Copernicus; heliocentric theory; Isaac Newton; geocentric theory; Aristotle; Ptolemy)
- Demonstrates a general plan of organization; includes an introduction that is slightly beyond a restatement of the theme and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. The strength of the response is the number of pertinent details relative to Luther and Galileo. However, Luther's idea is not clearly identified and is blended with the historical circumstances. Galileo's idea is identified as heliocentric but is not explained.

In history, government leaders were not the only ones who had major influence within a society. There were many causes in which individuals of a society had a bigger influence on a society than the government leader itself, which usually led to revolutions rebellions and various movements to over throw an abusive government or achieve a goal.

One individual in history that was not a government leader but had a major influence on society is Gandhi. Gandhi was known as the leader of nationalistic movements in India during the time when India was a colony under the British. However, the people of India wanted independence from Britain especially after when Britain broke their promise to India where if India helped Britain during World War I, they would grant India their independence they desired. That's when Gandhi came into play where he would start to spread his methods in order for India to gain independence. This method is known as civil disobedience which was a non-violent method where you would not cooperate with British policies. One way Gandhi influenced his method of civil disobedience is by boycotting by refusing to buy British goods. He showed his ways of boycotting by weaving his own clothes and also the Salt March where Gandhi and his followers would make their own salt by using the sea and would not buy British salt. In addition, all these actions showed Gandhi combined western ideas and democracy. Overall, Gandhi was a huge influence on the Indian society as a independence leader, human rights and justice fighter.

Another individual in history that was not a government leader but had influence on a society is John Locke. John Locke was an enlightenment Philosopher who shared his many ideas about he felt

about government. For instances, John Locke stated that if a government did not grant people their natural rights, (human rights), that they are allowed to overthrow the government. He looked down upon absolute monarchs and spreaded the chant of "Life, Liberty, and Happiness." With all of John Locke's philosophies and ideals, he influenced many societies such as France. This is shown during the trigger of the French Revolution which solely influenced by enlightenment thinkers such as John Locke because the third estate would be to over throw King Louis the 14th because they wanted more polticial influence in the soceity and was forced to pay heavy taxes to support the other two classes.

Overall even though government leaders are supposed to have the most influence towards a society, there are many cases where that its different. Government leaders influence could sometimes be over powered by certain individuals who have more rational goals and ideals in which they influence members of a society to achieve their goal.

Anchor Level 2-B

The response:

- Develops some aspects of the task in some depth
- Is primarily descriptive (*Mohandas Gandhi*: leader of nationalist movement in India when India was a colony under British; Britain broke promise to grant independence for help in World War I; civil disobedience was a nonviolent method where you would not cooperate with British policies; *John Locke*: if government did not grant people their natural rights, they are allowed to overthrow the government); includes weak application (*Locke*: French Revolution solely influenced by Enlightenment thinkers)
- Includes few relevant facts, examples, and details (*Gandhi*: boycotting; Salt March; *Locke*: Enlightenment philosopher); includes some inaccuracies (*Locke*: Life, Liberty, and Happiness; Louis XIV)
- Demonstrates a general plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. The response shows knowledge of both individuals, discussing an idea and historical circumstances for Gandhi and an idea for Locke, demonstrating a basic understanding of the task. The connection between Locke's idea and the French Revolution is unclear and lacks development.

An individual can sometimes impact the society we live in positively or negatively. Mohandas Gandhi and Karl Marx are two individuals that have significantly impacted our world. Although they were not leaders, they still influenced our society greatly. Mohandas Gandhi and Karl Marx impacted our world in different ways, but were still able to shape our society by themselves.

Mohandas Gandhi believed that imperialism within India was inhumane and by himself set out to free India. India, at the time, was under the rule of Britain after their Industrial Revolution. Although the British brought technological advances to India, they still turned India into another region of their imperialist empire. Not only did they use India for its resources, but also changed the society of the Indian people. Gandhi saw this change, and believed it was not right to treat a society this way. Gandhi used this idea by showing fellow Indians how they had lost their rights and culture due to imperialism. This aroused the Indian people to follow in Gandhi's footsteps and, eventually, free India.

Karl Marx, on the other hand, had different hardships to face. During the Industrial Revolution, society was split into two groups: the business class and the working class. Under Karl Marx's view, the working class was poor and the business class was rich. Marx called the working class the proletariat. He believed that there was too much of a gap between the proletariat and the business class. So, he created a society where the government oversees everyone and distributes all goods to the population. This would later be considered as communism. Marx believed that one day there would be a "rise of the proletariat" where the working class overthrows the business class and create an

equal society. Within some countries, this rise did happen and created a society under Marx's ideas. However, these ideas were taken to an extreme level, which created communism.

Within Russia, the working class was dissatisfied by their leader, Czar Nicholas II. Vladimir Lenin, a person within the working class, took up Marx's ideas and led the proletariat of Russia to overthrow the Czar. However, as Lenin did this, a communist named Joseph Stalin secretly plotted to take power of Russia himself. When Lenin died, his friend Trotsky began to lead the proletariat. Eventually, Stalin made Trotsky flee and turned Russia into a communist country. Therefore, Marx's ideas impacted society within Russia by bring it to an extreme level.

Gandhi, however, used civil disobedience in order to gain support for his ideas. He did this by leading the Salt March, in which thousands of Indians made and sold their own salt. This was illegal to the British governors of India, so they arrested those who helped. Gandhi's ideas also led to the Amritsar Massacre, where Indians peacefully protested the Rowlatt Act. In the end, this shows how Gandhi's words impacted his native people.

Altogether, the ideas of an individual can affect a society very greatly.

Anchor Level 2-C

The response:

- Develops some aspects of the task in some depth
- Is primarily descriptive (*Mohandas Gandhi*: believed imperialism within India was inhumane and set out to free India; British used India for its resources; showed fellow Indians how they had lost their rights and culture due to imperialism; used civil disobedience to gain support for his ideas; *Karl Marx*: society split into business class and working class; believed there was too much of a gap between proletariat and business class; working class overthrows business class and creates an equal society; Vladimir Lenin took Marx's ideas and led proletariat of Russia to overthrow the czar; Russia turned into communist country)
- Includes few relevant facts, examples, and details (*Gandhi*: Salt March; *Marx*: Industrial Revolution; Russia; Nicholas II); includes inaccuracies (*Gandhi*: ideas led to the Amritsar Massacre; *Marx*: when Lenin dies, Trotsky began to lead the proletariat)
- Demonstrates a general plan of organization; includes an introduction and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 2. The response shows a basic knowledge of Gandhi and Marx. However, it is unclear what Gandhi's idea was or what influence his idea had. Overgeneralizations and misstatements further weaken the response.

There were many individuals that changed their societies, but weren't leaders of their government. Most of these people didn't use violence tho. They practiced using non-violence.

One individual I'd like to talk about is Mohandas Gandhi. He was a part of India. He practiced using non-violence to get freedom. India was under strict and harsh rule at the time and Gandhi was wise enough to know to not use violence. He was successful and helped make India a free country.

Another individual I'd like to talk about is Buddha. He one afternoon sat under a tree and meditated and found the answers to a good life. He said follow the eightfold path and you will reach nirvana. Nirvana is the afterlife a buddhism. You go there when you accomplish the eightfold path. You do this by releiving yourself of your selfishness. If you don't do this then your soul get reincarnated. It will keep on getting reincarnated until you complete the eightfold path. It might take multiple lifetimes to complete it. It's a very hard process.

There was many good people and society. They changed the world a lot. Most people even do it using non-violence methods. Those 2 people I thought had a big impact.

Anchor Level 1-A

The response:

- Minimally develops the task by mentioning all aspects for Gandhi and attempting to discuss Buddha's idea
- Is descriptive (*Gandhi*: practiced using nonviolence to get freedom; India was under strict and harsh rule; wise enough to know not to use violence; helped make India a free country; *Buddha*: meditated and found answers to good life; you reach nirvana by relieving yourself of selfishness)
- Includes few relevant facts, examples, or details (*Buddha*: Eightfold Path; reincarnation)
- Demonstrates a general plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The details provided for Gandhi suggest an understanding of the task but they are not sufficiently developed. A few details frame the idea of Buddha as they relate to Buddhism.

Often in history, individuals, who were not leaders of government, had ideas that influenced change in their society or in other societies and regions. Some examples of these people are Martin Luther and Mohandas Gandhi.

Martin Luther was just an average Catholic believer with some complaints about the Church. He wrote these “reforms” down and nailed it to the back of a church door. Another Catholic found this paper called “The 95 Theses” and with the help of the printing press, he spread it throughout Europe. Martin Luther and many others in agreement then broke away from the Pope and the Catholic Church forming the religion of Lutheran.

Much like Martin Luther, Mohandas Gandhi had a huge influence over people. Gandhi was an Indian lawyer under the control of the British Empire. After years of abuse, Mohandas Gandhi decided to hold peaceful protests against the British such as the Salt March. As the influence Gandhi had over the Indian people grew, the violence between Muslims and Hindus decreased to a minimum to remove the British.

Throughout history, many people, such as Martin Luther and Mohandas Gandhi, who are not government officials had ideas and ways of life that influenced society.

Anchor Level 1-B

The response:

- Minimally develops the task by mentioning the historical circumstances and influence for Martin Luther and the historical circumstances for Mohandas Gandhi
- Is descriptive (*Luther*: ideas spread throughout Europe; Luther and others broke away from the pope and Catholic Church, forming the religion of Lutheranism; *Gandhi*: decided to hold peaceful protests against the British)
- Includes few relevant facts, examples, or details (*Luther*: Ninety-five Theses; printing press; *Gandhi*: Salt March); includes inaccuracies (*Luther*: an average Catholic believer; another Catholic found this paper; *Gandhi*: violence between Muslims and Hindus decreased to a minimum)
- Demonstrates a general plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The response shows a limited understanding of the task. Lack of accurate, relevant, and clear connections weakens the response.

Both Confucius of China and Jesus of Nazareth were influential nongovernmental leaders who spread their ideas, changing society around them. Confucius was from China and spread the philosophy of Confucianism. Jesus, who was said to be the Messiah, traveled around Judea to spread new teachings about God. These ideas developed at different times in history.

Confucius was a Chinese philosopher during the Zhou dynasty which was breaking down. It appeared that the rulers had failed to meet the requirements of the Mandate of Heaven. This period of civil war shaped Confucius' ideas on how to bring order to society. In his philosophy of Confucianism, there was a main focus on restoring mutual respect and order by developing respect for your elders and superiors and fulfilling obligations and duties. This was illustrated in the 5 relationships in which the superiors were expected to set examples and the inferiors were to show respect; these include father and son, ruler to subject, husband to wife, friend to friend, and older brother to younger brother. Another belief of Confucius was filial piety which meant that you were to show respect to your elders and ancestors at all times. These ideas served as a guide to proper behavior and influenced change in society. For example, it led to a patriarchal society as the five relationships show men to be superior to women. He placed importance on education. His ideas influenced Chinese governments. Some of these governments introduced the concept of the civil service exams based on Confucius' teachings and led to government officials chosen by merit. Confucius developed many ideas that are still present in modern Asian cultures.

Jesus also brought many ideas and beliefs to the region around the

Sea of Galilee and Judea. Prior to him, the Jewish people believed that a messiah, or savior, was coming. Jesus claimed to be that messiah and was committed to spreading the word of God across what came to be known as the Holy Land. He taught that by following him, you could achieve everlasting life after death. While some believed him, many did not. His 12 disciples and other followers, such as Paul of Tarsus, traveled to spread the word of God, his promise of forgiveness, and the promise of salvation. One place Christianity found followers was the Roman Empire. The belief in a single, all powerful god with the promise of an afterlife and the acceptance of all was appealing to the poor. After all, the promise of a place where God will be waiting to greet you in your afterlife did seem appealing to those who lacked money, power, and glory in the physical world. The growing popularity of Christianity caused changes in society as the poor were increasingly becoming Christian, challenging the power of the Roman government which claimed the emperor was a god.

The ideas of Confucius and Jesus were shaped by the surrounding historical circumstances. After a long period of turmoil because of warring between states in China, the adoption of Confucian ideas led to the reestablishment of order and an emphasis on duty and loyalty. Use of civil service exams based on Confucius' ideas meant positions in government were granted to those qualified. Many dynasties tried to follow Confucius' ideas stressing the rulers' obligation to provide good government. During the time of Jesus, the poor were often neglected and rejected from society. The idea of acceptance, and a paradise of an afterlife seemed very appealing to those who could not find peace and prosperity during their life. Even as Christianity

Thematic Essay—Practice Paper – A

spread through the Roman Empire its ideas were seen as a threat by Roman authorities. Christians were considered criminals because of their refusal to accept the emperor as god. But by 313, things had changed as Christianity was recognized as the official religion of the empire. Today, Christianity is found in nearly every society and has become one of the most followed religions on Earth.

These ideas led to change in society. The ideas brought by Confucius were so widely accepted that it was often the state philosophy of dynasties such as the Han and Tang. The civil service exam established qualifications for people to serve in the Chinese government. The implementation of the 5 relationships brought respect and peace. The ideas of Jesus brought persecution to the early Christians who followed him. Even though Jesus was executed at the age of 33, the spread of his word did not stop because many disciples and missionaries continued the spread of his religious beliefs.

Thematic Essay—Practice Paper – B

Individuals can play important roles in their society. Often in history, individuals, who were not leaders of government, had ideas that influenced change in their society or in other societies and regions. Two of these individuals are Martin Luther and Karl Marx.

Martin Luther lived during the Northern European Renaissance, when new ideas were encouraged. Gutenberg had invented the printing press, which turned some people literate. Luther realized that the Catholic church was corrupt when one Pope encouraged the selling of indulgences. People gave money in return for being forgiven for their sins. This angered Luther greatly. This caused Martin Luther to write the 95 Thesis. This was a list of 95 ideas that should be changed in the church. With the help of the printing press, his 95 Theses were distributed far and wide, and people liked his ideas with the 95 Theses, people understood how corrupt the church was.

The posting of the 95 Theses sparked the Protestant Reformation. Many new churches formed quickly such as Lutheran, Calvinist, and Anglican. Obviously, many Catholics, especially the clergy, were opposed to the Reformation. They persecuted protestants. Later, the clergy met at the Council of Trent to discuss what to do. This was called the Counter Reformation.

Another individual that influenced change was Karl Marx. Marx lived during the Industrial Revolution, a time when factories and use of large machines were becoming common. The conditions in the factories were horrible. Children worked from ages as young as six, men and women and children worked long hours for little pay, and the conditions were dangerous. They had little compensation and no right to strike. Although many favored the Industrial Revolution,

Thematic Essay—Practice Paper – B

which increased production, the working class suffered. This caused Karl Marx to write the Communist Manifesto. It stated that the working class, the proletariat, would join together and overthrow the upper classes. He also wrote that history could be viewed as a constant struggle between social classes. The only way to stop the cycle would be to create a classless society.

Many years later, Lenin of Russia adapted Marx's ideals during the Russian Revolution of 1917. Since Russia had an established agricultural economy, and an emerging industrial one, he modified Marx's idea to include peasant farmers in the fight against the czar. Mao Zedong also used Marx's idea for China, and Fidel Castro for Cuba. However, these leaders never fulfilled the idea of a classless society, instead, they conveniently "forgot about it." People were forced to have no religion, and the economic situations only worsened. Peasants were forced into collective farms. After WWII, the Cold War between communists and capitalists began. It did not end until the early 1990s.

In conclusion, individuals can change and intervene a lot, even if they don't have any government power. Luther started a religious revolution and Marx started communism.

Thematic Essay—Practice Paper – C

Throughout history many people changed the way their society was. Some were government leaders but many weren't. They made a change in life by changing a certain government, the way people work, trade, and economically. These changes either made a positive or negative affect.

During the period of the Renaissance, many scientist and artists made an impact on the soceity. Scientists learned the scientific method. The scientific method helped other scientist how to do an experiment. By first asking questions and then setting up the data.

Thematic Essay—Practice Paper – D

Individuals can have a huge impact on a country or region even if they are not the ruler of that country. Mohandas Ghandi and Martin Luther are two great examples of leaders that lead a revolution but did not rule a country. Martin Luther lead the Protostant Reformation and Mohandas Ghandi lead the Indian people out of foreign control. Both individuals brought about new ideas but did not rule a country while doing so.

Martin Luther lead the Protestant Reformation away from the Roman Catholic church to form a new kind of ChriSanity. Martin Luther and many other people did not believe in some of the Catholics practices, one of them being the sale of indulgences. Indulgences allowed a person to buy forgiveness for sins. That was just one of the problems with the Catholic church that Martin Luther listed when he posted the 95 theses on a church in Germany. Luther felt that faith in God, not money, was the path to salvation. Popes and priests were supposed to help Christians find God, not take advantage of them. He also challenged the need for confession for forgiveness of sins. In doing these things, he challenged the pope. That was the start of the Protostant Reformation. One region that changed dramatically was Europe more specifcally Northern Europe. You found Europe split between a Protostant North and a Catholic South. Lutheranism and Calvinism were created. England changed from Catholic to Protostant when Henry VIII built the Anglian Church and converted most of England to Protostism. Martin Luther changed European Society forever.

Another leader of a Revolution but not a ruler is Mohandas Ghandi. Great Britian had control of India at the time of Ghandi

Thematic Essay—Practice Paper – D

growing up. Gandhi had watched his people be treated badly through British control of trade and government. He wanted to get rid of the foreign control of India. The Indian people had tried to resist British control with violence but violence produced more violence. Gandhi had a different way. He used nonviolent reform through civil disobedience. He used the idea of a homespun movement, strikes, and boycotting to get the British out. He was thrown in jail for what he did and for acting on his ideas of reform. The influence of civil disobedience was to make the British use of force look bad and showed the world that the Indian people were being mistreated. India got independence but was divided into two countries. Hindus got India and Muslims got Pakistan. It was a partial victory for Gandhi, who had tried to avoid division.

Both Martin Luther and Gandhi would change the lives of people around them forever. These were probably two of the most influential people in history.

Often in history, there are people who are not leaders of the government start a great change or make a major impact on society. Galileo and Gandhi are two individuals who were not in any government position or authority. Galileo challenged the teaching of the church of his time with science and Gandhi started a peaceful protest and revolution against the British to make India independent. These two remarkable individuals changed their society without having any authority.

The teaching of the church were once the only considered fact and were never wrong, but one man decide to challenge that. Galileo was an astronomer who during his time proved the catholic church wrong about the belief that all the planets, and the sun revolved around the earth. Using math and logic, he proved the heliocentric theory and this was disproving, or going against the teachings of the church. This occurred during the period know as the scientific revolution, in which people started applying logic and reason to the world. Galileo was arrested and put on trial and forced to say that he was wrong, not the church. He was sent house arrest for the rest of his life and still held onto his theory which was proven right eventually. This was major because during his time, no one would go against the teachings of the catholic church because they faced punishments or not being able to go to haven or hell and sent to purgatory. But this would also encourage other as well to use logical and reason and it it would go against the teachings of the catholic church.

India for the longest time was considered the crown jewel of the british empire and were exploited. Mohandes Gandhi, wanted independence for India from the British but did not want to go to war

Thematic Essay—Practice Paper – E

to get it. Gandhi used civil disobedience to protest the British and he did a lot to protest British laws. The Salt March is an example as by law, the people of India were not allowed to make salt but only buy from the British. Gandhi led a March to the sea and for the people to make their own salt. Gandhi and his followers were peaceful and did not commit any acts of violence and their protest were successful as the British granted India complete independence from British control.

Practice Paper A—Score Level 4**The response:**

- Develops all aspects of the task but does so somewhat unevenly by discussing an idea of Confucius more thoroughly than an idea of Jesus
- Is both descriptive and analytical (*Confucius*: appeared that rulers had failed to meet requirements of the Mandate of Heaven; period of civil war shaped Confucius' ideas on how to bring order to society; focus on restoring mutual respect and order by developing respect for elders and superiors; led to patriarchal society as five relationships show men to be superior to women; stressed ruler's obligation to provide good government; ideas of Confucius often the state philosophy of dynasties such as the Han and Tang; *Jesus*: belief in a single, all powerful god with promise of afterlife and acceptance to all, appealing to the poor; caused change in society as poor were increasingly becoming Christian, challenging the power of the Roman government; as Christianity spread through Rome, ideas seen as threat by Roman authorities; Christians considered criminals for refusal to accept emperor as god; by 313, Christianity recognized as official religion of the empire; Christianity became one of most-followed religions on Earth)
- Supports the theme with relevant facts, examples, and details (*Confucius*: Zhou dynasty; warring states; importance of education; emphasis on duty and loyalty; civil service exams; *Jesus*: Messiah; committed to spreading word of God; Holy Land; executed at age of 33; disciples and missionaries)
- Demonstrates a satisfactory plan of organization; includes an introduction that is beyond a restatement of the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 4. A good understanding of the task is demonstrated in the use of relevant details and some well-placed analytic statements. The discussion of Confucius has more depth than that of Jesus in which the method of organization results in repetitiveness.

Practice Paper B—Score Level 3

The response:

- Develops some aspects in little depth for Martin Luther and all aspects of the task in some depth for Karl Marx
- Is more descriptive than analytical (*Luther*: one pope encouraged the selling of indulgences; caused Luther to write the Ninety-five Theses; posting of Theses sparked the Protestant Reformation; many new churches formed; *Marx*: children worked as young as six; men, women, and children worked long hours for little pay; they had little compensation and no right to strike; *Communist Manifesto* stated that proletariat would join together and overthrow the upper class; history could be viewed as a constant class struggle; only way to stop cycle would be to create classless society; Lenin modified Marx’s ideas to include peasant farmers; Mao Zedong used ideas for China and Fidel Castro for Cuba; leaders never fulfilled the idea of a classless society, conveniently “forgot about it”)
- Includes some relevant facts, examples, and details (*Luther*: Northern Renaissance; printing press; Lutheran; Calvinist; Anglican; Counter Reformation; *Marx*: Industrial Revolution; factories; Russian Revolution of 1917; collective farms; World War II; Cold War)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 3. The response uses accurate information to discuss Marx, demonstrating an understanding of the task. Although the discussion of Luther addresses some aspects of the task, the lack of development of a specific idea attributed to him and a reliance on unsupported generalizations weaken the response.

Practice Paper C—Score Level 0

The response:

Fails to develop the task

Conclusion: The response fits the criteria for Level 0 because it does not address the task.

Practice Paper D—Score Level 3

The response:

- Develops all aspects of the task with little depth for Martin Luther and Mohandas Gandhi
- Is more descriptive than analytical (*Luther*: indulgences allowed a person to buy forgiveness of sin; faith in God, not money, was the path to salvation; popes and priests supposed to help Christians find God, not take advantage of them; Europe split between Protestant North and Catholic South; *Gandhi*: had watched his people be treated badly through British control of trade and government; Indian people had tried to resist British control with violence but violence produced more violence; used nonviolent reform through civil disobedience; civil disobedience made British use of force look bad and showed world the Indian people were being mistreated; partial victory for Gandhi, who tried to avoid division)
- Includes some relevant facts, examples, and details (*Luther*: Ninety-five Theses; Protestant Reformation; Lutheranism; Calvinism; Henry VIII; Anglican Church; *Gandhi*: homespun movement, strikes, and boycotting; India divided, Hindus got India, Muslims got Pakistan)
- Demonstrates a satisfactory plan of organization; includes an introduction that is beyond a restatement of the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 3. Although facts and generalizations are appropriately employed, analysis and depth are limited. The discussion of how ideas changed a society or region is the strongest aspect of the response.

Practice Paper E—Score Level 2

The response:

- Develops some aspects of the task in some depth
- Is primarily descriptive (*Galileo Galilei*: teaching of the Church once considered fact; proved Church wrong about belief that all planets and Sun revolved around the Earth; using math and logic, he proved the heliocentric theory; people started applying logic and reason to the world; *Mohandas Gandhi*: India for longest time was considered crown jewel of British Empire and exploited; Gandhi wanted independence for India, but did not want to go to war to get it; did not commit any acts of violence)
- Includes few relevant facts, examples, and details (*Galileo*: Scientific Revolution; *Gandhi*: civil disobedience; Salt March)
- Demonstrates a general plan of organization; includes an introduction that is somewhat beyond a restatement of the theme and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. The response discusses an idea and how this idea influenced change for Galileo and the historical circumstances surrounding an idea for Gandhi, demonstrating a basic understanding of the task. Overgeneralizations and lack of development weaken the response.

Global History and Geography Specifications August 2017

Part I Multiple-Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Cultural and Intellectual Life— Individuals	Standards 2, 4, and 5: World History; Economics; Civics, Citizenship, and Government
Document-based Essay	Human Rights; Environment and Society; Factors of Production; Needs and Wants; Power; Conflict; Human and Physical Geography; Movement of People and Goods; Diversity; Change; Culture and Intellectual Life	Standards 2, 3, 4, and 5: World History; Geography; Economics; Civics, Citizenship, and Government

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

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

The *Chart for Determining the Final Examination Score for the August 2017 Regents Examination in Global History and Geography* will be posted on the Department's web site at: <http://www.p12.nysed.gov/assessment/> on the day of the examination. Conversion charts provided for the previous administrations of the 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.forms2.nysed.gov/emsc/osa/exameval/reexameval.cfm>.
2. Select the test title.
3. Complete the required demographic fields.
4. Complete each evaluation question and provide comments in the space provided.
5. Click the SUBMIT button at the bottom of the page to submit the completed form.