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

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

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

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

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

Part III is based on several documents:

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

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

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

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

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

Answer all questions in this part.

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

Base your answer to question 1 on the map below and on your knowledge of social studies.

1 Which statement about topography is best supported by the information shown on this map?
   (1) Paraguay has diverse landforms.
   (2) Chile is dominated by flat, fertile regions.
   (3) Brazil has several distinct geographic zones.
   (4) The Llanos are located in Argentina.
2. Historical sources can contain bias or points of view.
   People’s beliefs and values affect their perspectives.
   New information can affect previous understandings of history.

These statements best demonstrate the
(1) interpretive nature of history
(2) ways history shapes religious beliefs
(3) need to discourage independent thought
(4) effects of cultural diversity

3. “Customer Service Call Centers Open in New Delhi”
   “Nike Expands Production in Indonesia”
   “Toyota Vehicles Assembled in Tennessee”

Which concept do these headlines reflect?
(1) nationalism  (3) colonialism
(2) globalization  (4) extraterritoriality

4. The ideas of Montesquieu, Rousseau, and Voltaire are most closely associated with the
(1) Congress of Vienna
(2) Scientific Revolution
(3) Enlightenment
(4) unification of Italy

5. Which work is correctly paired with its author?
   (1) *Communist Manifesto* – Otto von Bismarck
   (2) *The Wealth of Nations* – Adam Smith
   (3) *Essay on the Principles of Population* – Galileo Galilei
   (4) *Two Treatises of Government* – Charles Darwin

6. Simón Bolívar, José de San Martín, and Toussaint L’Ouverture are leaders who led
   (1) slave revolts
   (2) independence movements
   (3) representative governments
   (4) non-violent protests

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

. . . If the strength of popular government in peacetime is virtue, the strength of popular government in revolution is both virtue and terror; terror without virtue is disastrous, virtue without terror is powerless. Terror is nothing but prompt, severe, and inflexible justice; it is thus an emanation [root] of virtue; it is less a particular principle than a consequence of the general principle of democracy applied to the most urgent needs of the fatherland. It is said that terror is the strength of despotic government. Does ours then resemble despotism? Yes, as the sword that shines in the hands of the heroes of liberty resemble the one with which the satellites of tyranny are armed. Let the despot govern his brutalized subjects through terror; he is right as a despot. Subdue the enemies of liberty through terror and you will be right as founders of the Republic. The government of revolution is the despotism of liberty against tyranny. . . .

— Maximilien Robespierre, *“Virtue and Terror: Speech to the Convention”, 1794*

7. According to Robespierre, during a revolution it is essential for a government to rule by using
(1) terror to control its subjects
(2) liberty to ensure its citizens’ rights
(3) justice to promote peace
(4) censorship to control the media

8. During the late 1800s and early 1900s, which situation most influenced the growth of Slavic nationalist movements in the Balkan region?
(1) decline of the Ottoman Empire
(2) growth of fascism in Germany
(3) corruption within the Russian czar’s government
(4) formation of the Muslim League in India
9 The League of Nations mandates shown on this map had been part of which empire prior to World War I?
(1) Austro-Hungarian (2) German (3) Russian (4) Ottoman

10 What was one reason the standard of living improved for many Europeans in the late 1800s?
(1) Governments had redistributed wealth equally within the working class.
(2) Epidemics and periods of starvation had eliminated the surplus population.
(3) Wage and price controls had prevented inflation.
(4) Industrialization had created more jobs and markets.

11 Which topic was the focus of discussion at the Berlin Conference (1884–1885)?
(1) expanding the role of European powers in Latin America
(2) dividing Africa
(3) granting self-determination to colonies
(4) restricting exploration and scientific research in colonial territories

12 The Sepoy Mutiny, Boer War, and Opium Wars are all associated with
(1) British imperialism
(2) French colonization
(3) German industrialization
(4) Russian militarism

13 The construction of railroad and telegraph lines between Yokohama and Tokyo and the establishment of a national bank were actions taken by Japan’s Meiji government primarily to
(1) modernize the economy
(2) eliminate foreign collaboration
(3) limit urban to rural migration
(4) increase the power of the samurai class
14 • Serbia receives an ultimatum.
• Russia supports Serbia.
• Germany mobilizes its troops.

These events led most directly to the
(1) defeat of Kemal Atatürk
(2) unification of Germany
(3) outbreak of World War I
(4) end of World War II

15 One way in which Gandhi’s followers specifically targeted the British economy was by
(1) establishing the Indian National Congress
(2) organizing a protest at Amritsar
(3) fasting in prison
(4) boycotting imported textiles

Base your answers to questions 16 and 17 on the excerpt below and on your knowledge of social studies.

Article 1
1. From January 1, 1939, the running of retail shops, mail order houses, and the practice of independent trades are forbidden to Jews.
2. Moreover, Jews are forbidden from the same date to offer goods or services in markets of all kinds, fairs or exhibitions or to advertise them or accept orders for them.
3. Jewish shops which operate in violation of this order will be closed by police. . . .

16 Which concept is best illustrated in this excerpt?
(1) diversity  (3) anti-Semitism
(2) tolerance  (4) emancipation

17 Which document, written after World War II, specifically condemned these types of actions?
(1) Winston Churchill’s Iron Curtain Speech
(2) Universal Declaration of Human Rights
(3) European Economic Community Charter
(4) Warsaw Pact

Base your answer to question 18 on the quotation below and on your knowledge of social studies.

. . . For centuries, Europeans dominated the African continent. The white man arrogated [claimed] to himself the right to rule and to be obeyed by the non-white; his mission, he claimed was to “civilise” Africa. Under this cloak, the Europeans robbed the continent of vast riches and inflicted unimaginable suffering on the African people. . . .

— Kwame Nkrumah, 1961

18 Based on this quotation, which statement would Kwame Nkrumah most likely support?
(1) Independent African states should obey European directives.
(2) African countries should continue to rely on European technology.
(3) Europeans should control the mineral mines of Africa.
(4) European colonialism on the African continent should come to an end.

19 The partition of British India was characterized by
(1) efforts to regulate family size
(2) violence between Hindus and Muslims
(3) negotiations to limit the production of nuclear weapons
(4) opposition to economic aid from the United States and the Soviet Union

20 A reason communist governments used to justify implementing a command economy was that a command economy would be able to
(1) increase the production of luxury items
(2) strengthen society as a whole
(3) promote global interdependence
(4) solve environmental concerns

21 The use of political and military power by the Soviet Union in Hungary in 1956 and in Czechoslovakia in 1968 was based on a desire to
(1) gain control of warm-water ports
(2) establish democratic governments
(3) preserve communist control
(4) spread the Eastern Orthodox Christian faiths
22  • Relocating the urban population
    • Restarting the country’s history at “Year 0”
    • Forcing peasants to work in the fields until they died

Which leader’s policies were responsible for these actions taken by the Khmer Rouge?
(1) Pol Pot  (3) Mao Zedong
(2) Ho Chi Minh  (4) Jomo Kenyatta

23  A goal of the 1989 Tiananmen Square protest in China was to
    (1) secure independence for autonomous regions
    (2) develop a constitution
    (3) create a uniform law code
    (4) gain democratic reforms

Base your answer to question 24 on the graphic organizer below and on your knowledge of social studies.

The United Nations in the 1990s

Security Council
investigates situations that threaten the peace and develops UN policy

Economic and Social Council
promotes human rights and works for improved economic and social conditions

General Assembly
discusses issues and recommends actions

International Court of Justice
rules on international legal disputes

Trusteeship Council
administers territories that were not self-governing when the UN was established

Secretariat
is responsible for the administrative work of the UN, headed by the secretary-general


24  Which United Nations body is directly responsible for sending troops to crises such as those that occurred in the 1990s in the Balkans and in Rwanda?
(1) Trusteeship Council  (3) Security Council
(2) Secretariat  (4) International Court of Justice
25 • Widespread dissatisfaction with communist practices
• Bureaucratic stagnation within the communist government
• Lack of goods available due to economic inefficiencies
• Demand for independence by different nationalities

Which historic event was caused by these situations?
(1) Ayatollah Khomeini’s revolution in Iran
(2) Aung San Suu Kyi’s election to Burma’s parliament
(3) return of Hong Kong to Chinese control
(4) breakup of the Soviet Union

Base your answer to question 26 on the cartoon below and on your knowledge of social studies.

![Cartoon Image]

26 This cartoonist is primarily concerned with the issue of
(1) chemical weapons (3) endangered species
(2) global warming (4) displaced persons

Base your answer to question 27 on the cartoon below and on your knowledge of social studies.

![Cartoon Image](image_url)


27 What is the main idea of this 2006 cartoon?

(1) The nations of the West are eager to assist the people of Darfur.
(2) Most countries fail to understand the situation in Darfur.
(3) Darfur will get attention only if it economically benefits other countries.
(4) The people of Darfur are using Western technology to access natural resources.
Base your answer to question 28 on the passage below and on your knowledge of social studies.

. . . Africa did not experience a green revolution. Tropical Africa lacks the massive floodplains that facilitate the large-scale and low-cost irrigation found in Asia. Also, its rainfall is highly variable, and impoverished farmers have been unable to purchase fertilizer. The initial Green Revolution research featured crops, especially paddy rice and wheat, not widely grown in Africa (high-yield varieties suitable for it have been developed in recent years, but they have not yet been disseminated [distributed] sufficiently). The continent's food production per person has actually been falling, and Africans' caloric intake is the lowest in the world; food insecurity is rampant [widespread]. Its labor force has remained tethered [tied] to subsistence agriculture. . . .

Source: Jeffrey Sachs, “Can Extreme Poverty Be Eliminated?,” Scientific American, 2005

28 Based on this passage, which statement best explains why the Green Revolution has had little impact in Africa?

(1) Large-scale irrigation projects impoverished African farmers.
(2) Africa’s rural workforce has a low caloric intake.
(3) Africa grows mostly paddy rice and wheat.
(4) Geographic factors in Africa were ignored.

Base your answers to questions 29 and 30 on the passage below and on your knowledge of social studies.

. . . “The U.S. support for Tibet in the 1950s,” the Dalai Lama told me, “was not out of moral principle or sympathy but because of its worldwide anti-Communist policies.” American support was, as he wrote in his autobiography, “a reflection of their anti-Communist policies rather than genuine support for the restoration of Tibetan independence.” . . .

Source: Thomas Laird, The Story of Tibet: Conversations with the Dalai Lama, Grove, 2006

29 Which event is reflected in this passage?

(1) Boxer Rebellion
(2) Sino-Japanese War
(3) World War II
(4) Cold War

30 This passage most likely represents the perspective of leaders from

(1) Tibet
(2) Communist China
(3) the United States
(4) the United Nations
Answers to the essay questions are to be written in the separate essay booklet.

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

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

Part II
THEMATIC ESSAY QUESTION

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

Theme: Human and Physical Geography

From the 1700s to the present, geographic features have influenced the development of empires, countries, and regions. Geographic features have promoted and limited interactions with other empires, countries, and regions. These interactions include trade, expansion, colonization, aid, and war.

Task:

Select two different geographic features that influenced development between the 1700s and the present and for each

- Describe how this geographic feature influenced the development of a specific empire, country, or region
- Discuss how this geographic feature promoted and/or limited the interaction of this empire, country, or region with another empire, country, or region

You may use any geographic feature from your study of global history and geography. Some suggestions you might wish to consider include France’s location on the Great Northern European Plain, good harbors in Great Britain, cold climate in Russia, lack of industrial resources in Japan, Amazon rain forest in Brazil, oil in the Middle East, low-lying delta of the Ganges and Brahmaputra rivers in Bangladesh, construction of the Suez Canal, and building of the Berlin Wall.

You are not limited to these suggestions.

Do not use a geographic feature within the United States in your answer.

Guidelines:

In your essay, be sure to

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

DOCUMENT-BASED QUESTION

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

Historical Context:

The Russian Revolutions of 1917 occurred because the government failed to meet the needs of its people. As a result, individuals and groups took action in response to governmental failures. Some of these actions brought desired changes and others did not.

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

- Discuss how the Russian government failed to meet the needs of its people
- Describe actions taken by individuals and/or groups to address governmental failures in Russia
- Discuss the extent to which Russia changed as a result of the Russian Revolutions

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

(a) **discuss** means “to make observations about something using facts, reasoning, and argument; to present in some detail”

(b) **describe** means “to illustrate something in words or tell about it”
Part A
Short-Answer Questions
Directions: Analyze the documents and answer the short-answer questions that follow each document in the space provided.

Document 1

January 22, 1905 Bloody Sunday
Led by Father Gapon, an estimated 200,000 people marched to Winter Palace to petition the czar for better working conditions. When the protesters refused to disperse, the troops fired on the crowd, killing more than 500 people and wounding thousands.

1905–1906 principal strike centers
Revolutionary outbreaks within the military
National groups demanding greater autonomy and national recognition
December 1905 revolts suppressed by armed force

Key
- 1905–1906 principal strike centers
- Revolutionary outbreaks within the military
- National groups demanding greater autonomy and national recognition
- December 1905 revolts suppressed by armed force

Source: Victoria Sherrow, Life During the Russian Revolution, Lucent Books (adapted)

1 Based on the information shown on this map, what was one problem faced by the Russian government between 1905 and 1906? [1]
Nicholas II, the last tsar [czar], had put himself in double jeopardy. He had seriously obstructed and annoyed the emergent elements of a civil society: the political parties, professional associations and trade unions. But he also stopped trying to suppress them entirely. The result was a constant challenge to the tsarist regime. The social and economic transformation before the First World War merely added to the problems. Those groups in society which had undergone impoverishment were understandably hostile to the authorities. Other groups had enjoyed improvement in their material conditions; but several of these, too, posed a danger since they felt frustrated by the nature of the political order. It was in this situation that the Great War broke out and pulled down the remaining stays [supports] of the regime. The result was the February* Revolution of 1917 in circumstances of economic collapse, administrative dislocation and military defeat. Vent [voice] was given to a surge of local efforts at popular self-rule; and workers, peasants and military conscripts [recruits] across the empire asserted their demands without impediment [obstruction]. . . .


*February in this document represents the use of the Julian calendar. On the Gregorian calendar this event would occur in March as seen in documents 4 and 7a.

2 According to Robert Service, what was one problem Czar Nicholas II faced before or during World War I? [1]

Score
Russia entered World War I in 1914.

. . .It is a mistake to attribute the February Revolution [1917] to fatigue with the war [World War I]. The contrary is true. Russians wanted to pursue the war more effectively, and they felt that the existing government [Czar Nicholas II’s] was not capable of doing it, that existing political structures were in need of a major overhaul: remove the disloyal tsarina and let the Duma appoint ministers, whereupon Russia will really be able to fight properly and win. Fatigue with the war set in only after the unsuccessful June 1917 offensive launched by the Provisional Government to bolster its prestige and lift national morale. Until then, even the Bolsheviks did not dare openly to call for peace because it was a highly unpopular slogan. . . .

The breakdown of transport during the First World War contributed to the unhappiness of the urban population because it seriously hampered the delivery of food and fuel to the northern cities, where the food riots started. Inflation in the cities also played its part. . . .


3 According to Richard Pipes, what was one reason some Russian people believed Czar Nicholas II’s government was ineffective? [1]

Score
Document 4

On March 15, 1917 the czar abdicated and the Provisional Government under Prince Lvov took power.

The new Provisional Government was dominated by the Constitutional Democrats or Cadets, a party that wished to establish a democratic government in Russia similar to Great Britain’s. The head of the Provisional Government was Prince Lvov, an aristocrat of mediocre ability. The Cadet regime, regarding itself as a caretaker government serving until national elections could be held, pursued a do-nothing policy. For eight months this government did little to restore law and order or to halt the rapid disintegration of the nation’s economy. Needing strong leadership at this time of crisis, Russia found itself with a weaker government than that of the czar.

Under the best conditions, the Lvov government could not have quickly solved the economic problems that had plagued Russia for centuries. Among peasants the chief demand was for land reform. For centuries they had dreamed of owning their own land, and the revolution had given them hope that this dream would come true. But the best the Provisional Government could do was to refer the problem to the proposed constitutional convention. By deciding to keep Russia in the war, the new government lost the confidence of war-weary soldiers and civilians. The Russian people had never lived well, and now they were suffering more than ever.


4 According to Michael Kublin et al., what was one reason the Russian people would consider the Provisional Government under Prince Lvov ineffective? [1]
Document 5

In July 1917 Alexander Kerensky became the leader of the Provisional Government. Some key events on October* 25 and 26, 1917 led to the downfall of the Provisional Government that was led by Kerensky and the Mensheviks.

- **Midnight to 2:00 AM:** All around Petrograd, troops and workers who supported the Bolsheviks began to seize the bridges, railroad stations, telephone exchanges, power plants, banks, and post offices of the city. . . .
- **Midday:** Bolshevik troops seized the Marinsky Palace, headquarters of the Preparliament, a government body set up after the February Revolution until a legitimate parliament could be elected in its place. Inside the Winter Palace, news of Kerensky’s departure caused widespread panic. Remaining ministers of the Provisional Government met in the Malachite Hall to discuss a last-ditch defense. . . .
- **6:50 PM:** The Bolsheviks issued an ultimatum to the Winter Palace, calling on the Provisional Government to surrender. It was presented to ministers who had just sat down to dine on borscht (a type of beet soup), steamed fish, and artichokes. Still unsure of when Kerensky would be returning with help, and unaware of their own laughable weakness, they decided to try to hold out. . . .
- **Midnight:** As guns thundered outside the Soviet Congress, the Mensheviks and Social Revolutionaries demanded that fighting stop at once. Such action, they rightly predicted, would topple Russia into civil war. The Bolsheviks refused to listen to them. Their opponents [Mensheviks and others] walked out, as Trotsky delivered one of the most famous dismissals in history. Lenin had cleverly undermined his opponents, leaving the Bolsheviks in complete control of the Soviet. . . .

Source: Paul Dowswell, *The Russian Revolution, October 25, 1917*, Raintree, 2004 (adapted)

*October in this document represents the use of the Julian calendar. On the Gregorian calendar this event would occur in November as seen in documents 6 and 7a.

5a According to Paul Dowswell, what was one action taken by the Bolsheviks or their supporters in 1917 to remove their opponents from power?  [1]

---

Score [ ]

5b According to Paul Dowswell, what was one concern raised by the Mensheviks and Social Revolutionaries about the fighting?  [1]

---

Score [ ]
After the November 1917 Revolution, the Sovnarkom was established as the lawmaking body by the Bolsheviks.

. . .Promises. . .

During its first winter in power Sovnarkom [the Council of People’s Commissars] introduced a series of astonishingly far-reaching decrees, or laws. First, as promised, Lenin announced that Russia was withdrawing from World War I. Second, the Decree on Land took away all land owned by the nobility and the Russian Orthodox Church, and handed it over to the peasants.

Free schooling was promised for all children, and women were now to be considered the equals of men. All titles except “citizen” and “comrade” were abolished; there would be no more princes or dukes. The maximum length of the working day was reduced to eight hours. The minority nations of the Russian Empire, like the Ukraine and Georgia, were to be given more control over their own affairs. These measures, and not the seizure of power, made up the real revolution. . . .

Source: David Downing, *Vladimir Ilyich Lenin*, Heinemann Library, 2002

6 According to David Downing, what was one way the laws or measures decreed by Sovnarkom tried to address inequalities in Russia? [1]
Document 7a

Lenin seized power in November 1917. The Bolsheviks faced an enormous task in trying to restore production levels to those achieved in 1913 during Czar Nicholas II’s rule. World War I, the revolutions of March 1917 and November 1917, and the civil war from 1918 to 1921 had an impact on production.

In 1921, Lenin abandoned War Communism [1918–1921] and introduced his New Economic Policy (NEP) [1921–1924]. This reduced the government’s control over the economy. Some people were allowed to work for themselves and make a profit, instead of working directly for the state. The new policy aimed to boost the economy and remove the opposition of the workers and peasants to communist rule by easing their problems.


Document 7b

<table>
<thead>
<tr>
<th>Russia/USSR Production Levels</th>
<th>Czar</th>
<th>War Communism</th>
<th>New Economic Policy</th>
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<tbody>
<tr>
<td>Commodity</td>
<td>1913</td>
<td>1918</td>
<td>1919</td>
</tr>
<tr>
<td>Wheat (Million metric tons)</td>
<td>28</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Potatoes (Million metric tons)</td>
<td>35.9</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Hard Coal (Million metric tons)</td>
<td>28.0</td>
<td>11.5</td>
<td>7.7</td>
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<tr>
<td>Crude Steel (Thousand metric tons)</td>
<td>4,918</td>
<td>402</td>
<td>199</td>
</tr>
<tr>
<td>Electrical Energy (Gigawatt hours)</td>
<td>2.04</td>
<td>---</td>
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</tbody>
</table>


7 Based on the excerpt by Philip Ingram and the data in the chart, state one difference between the impact of Lenin’s NEP and the impact of his War Communism Policy on the Russian/USSR economy. [1]
...From the Communist standpoint NEP was a retreat, and a partial admission of failure. Many Communists felt deeply disillusioned: it seemed that the revolution had changed so little. Moscow, the Soviet capital since 1918 and headquarters of the Comintern, became a bustling city again in the early years of NEP, although to all outward appearances it was still the Moscow of 1913, with peasant women selling potatoes in the markets, churchbells and bearded priests summoning the faithful, prostitutes, beggars and pickpockets working the streets and railway stations, gypsy songs in the nightclubs, uniformed doormen doffing [tipping] their caps to the gentry, theatre-goers in furs and silk stockings. In this Moscow, the leather-jacketed Communist seemed a sombre outsider, and the Red Army veteran was likely to be standing in line at the Labour Exchange [unemployment office]. The revolutionary leaders, quartered incongruously [ironically] in the Kremlin or the Hotel Luxe, looked to the future with foreboding. . .


8 According to Sheila Fitzpatrick, what was one reason some communists believed the NEP failed to change Russia under Soviet communism? [1]

Score
By 1921, Lenin and the Soviet leaders stood successful against their domestic and foreign foes, although peasant revolts were still going on. However, they ruled over a country with a shattered economy, seething with discontent, and traumatized by years of war and civil war. Altogether, perhaps 25–30 million people died from war and war-related disease between 1914 and 1923. An even larger number were left permanently impaired from wounds, disease, and hunger. The expected international revolution had not happened. Moreover, many of the hopes for social and cultural transformation lay shattered as well. The world that so many had hoped for seemed far away. The leadership faced a wide range of questions about what to do now, about what kinds of policies were needed to deal with the many problems facing the country. They generally agreed that the New Economic Policy was a temporary measure, and that the ultimate goal was a socialist society, but concurred [agreed] on little else, including how long NEP would last or how to go about building that society. The political leaders of the Soviet Union, soon without Lenin’s leadership (he fell ill in 1922 and died in January 1924), fought out the answers to those questions through the power struggles of the 1920s that led to Stalin’s rise to supreme power.


9a Based on this excerpt by Rex A. Wade, state one way Lenin and the Soviet leadership were successful in their revolution. [1]

9b Based on this excerpt by Rex A. Wade, state one problem the Soviet leadership faced after the revolution waged by Lenin and the Soviets failed to meet the needs of the people. [1]
Part B
Essay

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

Historical Context:

The Russian Revolutions of 1917 occurred because the government failed to meet the needs of its people. As a result, individuals and groups took action in response to governmental failures. Some of these actions brought desired changes and others did not.

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

- Discuss how the Russian government failed to meet the needs of its people
- Describe actions taken by individuals and/or groups to address governmental failures in Russia
- Discuss the extent to which Russia changed as a result of the Russian Revolutions

Guidelines:

In your essay, be sure to

- Develop all aspects of the task
- Incorporate information from at least five documents
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization, including an introduction and a conclusion that are beyond a restatement of the theme
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MC = Multiple-choice question
Scoring Key: Parts II, IIIA, and IIIB

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SCF = Scaffold question
ES = Essay

The chart for determining students' final examination scores for the January 2020 Transition Regents Examination in Global History and Geography - Grade 10 will be posted on the Department's web site at: http://www.p12.nysed.gov/assessment/ on the day of the examination. Conversion charts provided for the previous administrations of the Transition Regents Examination in Global History and Geography – Grade 10 must NOT be used to determine students’ final scores for this administration.
RATING GUIDE FOR PART II (THEMATIC ESSAY)

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

Contents of the Rating Guide

For Part II (thematic) essay:
• A content-specific rubric
• Five prescored anchor papers ordered from score levels 5 to 1
• Commentary explaining the specific score awarded to each paper
• Four prescored practice papers

General:
• Test Specifications
• Web addresses for the test-specific conversion chart and teacher evaluation forms
Mechanics of Rating

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

Rating the Essay Question

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

Introduction to the task—
• Raters read the task
• Raters identify the answers to the task
• Raters discuss possible answers and summarize expectations for student responses

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

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

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

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

Schools are not permitted to rescore any of the open-ended questions (scaffold questions, thematic essay, DBQ essay) on this exam after each question has been rated the required number of times as specified in the rating guides, regardless of the final exam score. Schools are required to ensure that the raw scores have been added correctly and that the resulting scale score has been determined accurately. Teachers may not score their own students’ answer papers.
Transition in Global History and Geography — Grade 10
Content-Specific Rubric
Thematic Essay
January 2020

**Theme:** Human and Physical Geography

From the 1700s to the present, geographic features have influenced the development of empires, countries, and regions. Geographic features have promoted and limited interactions with other empires, countries, and regions. These interactions include trade, expansion, colonization, aid, and war.

**Task:** Select two different geographic features that influenced development between the 1700s and the present and for each

- Describe how this geographic feature influenced the development of a specific empire, country, or region
- Discuss how this geographic feature promoted *and/or* limited the interaction of this empire, country, or region with *another* empire, country, or region

You may use any geographic feature from your study of global history and geography. Some suggestions you might wish to consider include France’s location on the Great Northern European Plain, good harbors in Great Britain, cold climate in Russia, lack of industrial resources in Japan, Amazon rain forest in Brazil, oil in the Middle East, low-lying delta of the Ganges and Brahmaputra rivers in Bangladesh, construction of the Suez Canal, and building of the Berlin Wall. **You are not limited to these suggestions.**

*Do not use a geographic feature within the United States in your answer.*
**Scoring Notes:**

1. This thematic essay has a minimum of **four** components (for **two** geographic features that influenced development between the 1700s and the present, discussing how **each** influenced the development of a specific empire, country, or region and **how** this feature promoted and/or limited interaction of this empire, country, or region with another empire, country, or region).

2. Geographic features include not only natural geographic features but also man-made geographic features, e.g., Suez Canal, Panama Canal, Berlin Wall.

3. The influence of the geographic feature must be related to the time period from the 1700s to the present; i.e., a discussion of the Great Wall becoming a tourist attraction for foreign visitors is acceptable, but a discussion that focuses on its influence in protecting China from the Mongols may not receive credit.

4. Although the response may not include the specific name of the geographic feature, the discussion should include details that make it clear which feature is being discussed, e.g., discussing a canal that connects the Mediterranean Sea and the Red Sea.

5. The specific empire or region may be the same for both geographic features; however, the details should be different, e.g., discussing the influence of oil and the influence of the Suez Canal on the Middle East.

6. The discussion of how a geographic feature influenced the development of an empire, country, or region and the discussion of how a geographic feature promoted and/or limited interaction with another empire, country or region can be addressed simultaneously as long as both aspects of the task are developed.

7. The discussion may focus on how a geographic feature promoted interaction with another empire, country, or region, limited interaction with another empire, country or region, or a combination of how it both promoted and limited interaction.

8. If more than two geographic features are discussed, only the first two geographic features discussed may be scored.

9. How a geographic feature influenced the development of a specific empire or region and how this feature promoted or limited interaction between this empire or region and another may be discussed from any perspective as long as the position taken is supported by accurate historical facts and examples.

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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.
Score of 5:
- Thoroughly develops *all* aspects of the task evenly and in depth by discussing how *each* influenced the development of a specific empire, country, or region and how this feature promoted and/or limited interaction of this empire, country, or region with another empire, country, or region
- Is more analytical than descriptive (analyzes, evaluates, and/or creates information), e.g., *abundance of oil in the Middle East*: connects how the discovery of oil in the region influenced how boundaries were drawn at the end of World War I and connects the growing global dependence on oil to the accumulation of wealth in Middle Eastern countries in the 20th century to the subsequent political instability in that region; *lack of industrial resources Japan*: connects Japan’s lack of resources to the attempts to modernize under the Meiji government and the adoption of imperialism as a policy in order to gain access to resources
- Richly supports the theme with relevant facts, examples, and details, e.g., *abundance of oil in the Middle East*: collapse of the Ottoman Empire; European influence in that region after World War I; political boundaries drawn without regard for ethnicities or traditions; growth of automobile travel increased demand for oil; Western influence favors some groups at the expense of others; political instability; Persian Gulf War; *lack of industrial resources Japan*: archipelago; Tokugawa Shogunate; isolation; Matthew Perry; Meiji Restoration; war with Russia; imperialism in Korea; Manchuria; World War II
- 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 geographic feature more thoroughly than for the second geographic feature
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information), e.g., *abundance of oil in the Middle East*: discusses how the demand for oil influenced the creation of nation-states after the fall of the Ottoman Empire, the creation both increased wealth and political instability in the region; wealth disparities in oil rich nations; *lack of industrial resources Japan*: discusses how contact with the West exposed Japan’s lack of natural resources needed to industrialize, the impact of the Meiji Restoration, and resulting policies of imperialism and militarism to become a world power, actions in Korea and Manchuria, role in World War II
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme
Score of 3:
• Develops all aspects of the task with little depth or develops at least three aspects of the task in some depth
• Is more descriptive than analytical (applies, may analyze and/or evaluate information)
• Includes some relevant facts, examples, and details; may include some minor inaccuracies
• Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that may be a restatement of the theme

Note: If all aspects of the task are thoroughly developed evenly and in depth for one geographic feature that influenced development between the 1700s and the present and if the response meets most of the other Level 5 criteria, the overall response may be a Level 3 paper.

Score of 2:
• Minimally develops all aspects of the task or develops at least two aspects of the task in some depth
• Is primarily descriptive; may include faulty, weak, or isolated application or analysis
• Includes few relevant facts, examples, and details; may include some inaccuracies
• Demonstrates a general plan of organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Score of 1:
• Minimally develops some aspects of the task
• Is descriptive; may lack understanding, application, or analysis
• Includes few relevant facts, examples, or details; may include inaccuracies
• May demonstrate a weakness in organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Score of 0:
Fails to develop the task or may only refer to the theme in a general way; OR includes no relevant facts, examples, or details; OR includes only the theme, task, or suggestions as copied from the test booklet; OR is illegible; OR is a blank paper
From the period of the 1700’s to the present day in world history, great advancements were made in promoting global interaction and modernizing nations. The terrain and natural resources, or lack thereof, shaped how countries developed and carried out their policies. Japan, an archipelago in East Asia and Britain, an island in western Europe exemplified the impact of geography on the development of a nation. Britain’s coal resources and rugged coast and abundant natural resources allowed for them to quickly industrialize and imperialize other nations. Japan’s location promoted trade with other nations, however, Japan resorted to imperialism and military conquests of different countries to compensate for their lack of natural resources.

The geography of Great Britain was fundamental in their development as a world power. This is largely in part to their land being rich in metamorphosized anthracite coal, a resource that provided plentiful energy for industry. Once the steam engine was invented, hand labor was replaced by mechanized labor. Great Britain was able to shift from domestically making products to being able to mass produce them in urban factories. This also led to people leaving their farms to live and work in cities. As a result of the textile industry becoming mechanized, Britain became one of the largest economic powers in the world. To further fuel this booming economy, Great Britain began to seek outside markets. Because of Britain’s jagged natural ports, they were able to sell their goods to other markets in nations all over the world. In order to secure these markets, Great Britain began to acquire colonies through conquest and the power of joint stock companies. Through imperialism, Britain acquired the greatest overseas empire in the world.
The most important colony in the British Empire was India, known as the “jewel in the crown.” British policies in India called for India to produce raw materials for British factories. Using the power of the British East India Company, India was forced to buy British goods such as textiles. These policies benefitted Britain but were resented by Indians. This resentment led to the Sepoy Rebellion. The British crushed the rebellion and increased their control over India. India would remain a British colony until 1947.

Like Great Britain, Japan is an island nation. Unlike Great Britain, Japan lacked industrial resources. For much of its history Japan had an agrarian economy under the leadership of the Tokugawa Shogunate. After Commodore Matthew Perry opened the ports of Japan to trade, Japan’s new Meiji government concluded that it would not be further imperialized and would adopt the western norm of industrializing to become powerful. The Emperor Meiji sent ambassadors around the world to learn about industrialized economies. This made the Emperor realize they needed to greater access to raw materials in order to become an economic power. In order to convert their economy into one based on machines, Japan began to imperialize nations in the Pacific Ocean. As a result of military conquests in Korea and China in the late 1800’s and early 1900’s, Japan became an imperial power in that region. In 1910 Korea officially became a Japanese colony. Japan imposed harsh rule on the Koreans, forcing it to industrialize and to adopt Japanese language and culture. Although Korea became more modernized, they resented Japanese influence on their country. In the 1930’s Japan invaded Manchuria and attempted to conquer all of China to gain access to its
raw materials. Eventually Japan would lose its empire after its defeat in World War II. Japan came to be the most westernized advanced nation in all of Asia, which increased its interaction with other global powers and nations. Their desire for more territory would eventually pave the way for World War II. Great Britain created the most powerful empire in the world at that time. However, after World War II, nationalist movements would ultimately limit their global influence. Great Britain and Japan’s geographic landscape greatly influenced their economic growth and their interaction with other nations. Although both became industrial powers, there were negative consequences for the countries they conquered.
The response:
- Thoroughly develops all aspects of the task evenly and in depth by discussing how geographic features influenced the development of Great Britain and Japan and discusses how these geographic features promoted and/or limited the interaction of these countries with another empire, country or region
- Is more analytical than descriptive (abundance of coal in Great Britain: shift from domestically making products to being able to mass produce them in urban factories; people leaving their farms to live and work in cities; to further fuel this booming economy, Great Britain began to seek outside markets; because of Britain’s jagged natural ports, they were able to sell their goods to other markets; to secure these markets, Great Britain began to acquire colonies through conquest and the power of joint stock companies; through imperialism, Britain acquired the greatest overseas empire in the world; policies benefitted Britain but were resented by Indians; lack of natural resources in Japan: After Commodore Matthew Perry opened the ports of Japan to trade, Japan’s new Meiji government concluded that it would not be further imperialized and would adopt the western norm of industrializing to become powerful; Emperor realize they needed greater access to raw materials in order to become an economic power; as a result of military conquests in Korea and China in the late 1800’s and early 1900’s, Japan became an imperial power; desire for more territory would eventually pave the way to World War II; nationalist movements would ultimately limit British global influence; although both became industrial powers, there were negative consequences for the countries they conquered)
- Richly supports the theme with relevant facts, examples, and details (abundance of coal in Great Britain: metamorphosized anthracite coal; steam engine; Britain’s jagged natural ports; joint-stock companies; “jewel in the crown”; British East India Company; Sepoy Rebellion; lack of natural resources in Japan: agrarian economy under the leadership of the Tokugawa Shogunate; Emperor Meiji sent ambassadors around the world to learn about industrialized economies, Korea officially became a Japanese colony)
- 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. The response analyzes and provides insight as to how geographic features in Great Britain and Japan influenced each nation’s development and effects on other countries and regions. Framing the response in the context of historical circumstances, and making comparisons and contrasts demonstrate strong analysis.
From the year 1800 to the present, the geography of the world influences how countries interact with each other and dictates how and what they trade. Two prime examples of how the environment aided or influenced a country’s economic policies would be the abundance of rivers and streams in England and the lack of manufacturing raw materials in Japan.

In England, the 1800’s really signify the new industrial age of manufacturing. England was lucky to have an abundance of rivers inland and many coal deposits in the earth because the utilization of steam and waterpower made machines and manufacturing more efficient. With the technology and resources available to them, England began producing manufactured goods like textiles. However, this led to overcrowded cities, pollution, and dangerous working conditions in the factories. Factory owners developed a tremendous amount of wealth, but the people who left the farms to work in cities suffered from this change. Workers were given low wages lived in horrible conditions while their bosses lived in mansions and enjoyed more leisure time. Demand for cotton textiles led England to India. They sought to colonize it. Through joint stock companies like the British East India Company and later direct crown control England first imported cotton textiles. England extracted raw goods from India to send back to the mother country to be used in manufacturing and flooded India’s markets with cheap cotton textiles. Unfortunately, the people of India did not benefit from this trade. They were forced to buy cheaper British goods which greatly hurt their textile business. The people of India began to resent England’s control of their economy and began to fight for their independence under the leadership of
Gandhi. England was capable of becoming this manufacturing giant for most of the 1800’s and early 1900’s because they had the fuel power they needed in the form of rivers and coal, but there were still negative consequences for both India and Great Britain. 

Turning attention to Japan, after signing a treaty with commodore Matthew Perry, the archipelago nation was forced to making trading concessions. However, this unequal treaty led to others with Western nations opening Japan to foreign influence. The Tokugawa government’s response to Perry led to unrest and civil wars eventually resulting in the Meiji Restoration in the 2nd half of the 19th century. The movement stimulated industry and because the population was so willing to work, Japan too became a leading manufacturer. However, Japan lacked resources such as coal, which was essential for maintaining their manufacturing powers. Therefore, the island of Japan began this policy of expanding their territory. Japan’s thirst for materials to fuel their industry led to their economic conquest of neighboring areas. Japan annexed over a number of Chinese territories after the Sino-Japanese war and even annexed Korea. Their expansion on the mainland of Asia sparked more conflict with China in the 1930’s, in an event known as the Mukden incident. Their desire for power in Asia and geographical disadvantage of limited manufacturing resources resulted in a number of armed conflicts, eventual occupation of parts of the China, and bringing Asia into World War II.

The geography of the island nations of both England and Japan influenced them into becoming naval empires with a specialty in manufacturing and trade. Rivers and coal deposits in Britain, and
Anchor Level 4

The response:
• Develops all aspects of the task but does so somewhat unevenly by discussing Great Britain more thoroughly than Japan
• Is both descriptive and analytical (Great Britain: With the technology and resources available, England began producing manufactured goods like textiles; Demand for cotton textiles led England to India; Indians forced to buy cheaper British products, which hurt their textile businesses, began to resent England’s control of their economy; Japan: nation was forced to make trading concessions; Tokugawa response to Commodore Perry led to unrest, Meiji Restoration stimulated industry; Japan’s thirst for materials to fuel their industry led to their conquest of neighboring areas; their desire for power, geographical disadvantage resulted in a number of armed conflicts)
• Supports the theme with relevant facts, examples, and details (Great Britain: utilization of steam and water power; led to overcrowded cities, pollution, and dangerous working conditions; British East India Company; Gandhi; Japan: civil war; Sino-Japanese War; annexation of Korea; expansion on the mainland Asia; conflict with China)
• 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. Analytic statements in the discussion of the influence of rivers and coal deposits on Great Britain’s textile industrial development as well as statements on the impact its quest for raw materials and markets had on India’s people demonstrate a good understanding of the task. More development of statements related to the scarcity of Japan’s manufacturing resources and the impact of imperialism would have strengthened the response.
Geographic features are responsible for various attributes of civilizations, such as agricultural practices, infrastructure, trade, religion, and means of transportation. This is particularly evident in the modern histories of Japan and Middle Eastern countries, all sharing a common trait in having their economies dependent on their resources.

The archipelago of Japan is bursting with mountains, volcanoes, and rugged shorelines, making soil suitable for raising and harvesting crops very rare. The innovative style of terrace farming was implemented but was not effective enough. In order to provide for themselves, the Japanese have traditionally become expert fishermen, relying on the vast water surrounding their islands. As interactions with the west increased following the end of Japan’s isolation under the Tokugawa Shogunate, the country realized it was lacking in the natural resources required to establish the region as an industrial power. This led to a desire for more trade and more territory to compete with the western world. In the late 1800’s and early 1900’s Japan fought wars with China and Russia. They would eventually invaded Korea and Manchuria in order to obtain natural resources, such as oil to fuel an industrial economy. Japan eventually lost these territories after World War II, but they are still dependent on fishing and trade as primary sources of revenue today.

The valuable resource oil is most commonly found in the Middle East. Before oil became so influential to technology, the region was known for its rich soil, especially in the fertile crescent which hosted one of the world’s oldest civilizations. This area had access to the silk road, a trading route that ran from the Mediterranean to Asia.
Anchor Paper – Thematic Essay—Level 3

Providing an excellent mode of profit and cultural diffusion. As the world industrialized in the 20th century, Middle Eastern countries recognized this opportunity for enhancing profit and quickly became more wealthy by selling oil. The value of oil also caused conflict. For example, Saddam Hussein invaded the small neighboring country of Kuwait in order to obtain the oil resources in that country. The United States of America and other countries got involved to force him out of Kuwait. This became known as the Gulf War. There has also been in other conflicts in the Middle East, regarding this seemingly priceless resource. OPEC, or the Organization of Petroleum Exporting Countries was formed in order to control oil pricing and distribution. In the 1970’s OPEC nations declared an embargo which caused oil prices to go up all over the world. This shows how conflict in this region can impact other countries.

The geographic features of regions determine how its civilization functions by expanding or limiting the inhabitant’s accessibility to food, shelter, and other cultures. The period of Japan’s isolation as well as conquest and the numerous conflicts in the Middle East over oil are further examples of geography determining human experience.
Anchor Level 3

The response:
• Develops all aspects of the task with little depth for Japan and the Middle East
• Is more descriptive than analytical (Japan: country realized it was lacking in the natural resources required to establish the region as an industrial power; they would eventually invade Korea and Manchuria in order to obtain natural resources; Middle East: the value of oil caused conflict; the Middle East countries recognized this opportunity for enhancing profit; OPEC was formed in order to control oil pricing and distribution)
• Includes some relevant facts, examples, and details (Japan: isolation under the Tokugawa Shogunate; fought wars with China and Russia; Middle East: Saddam Hussein; Gulf War; OPEC nations declared an embargo which caused oil prices to go up), includes faulty application (terrace farming, fertile crescent)
• Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that may be a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. This response includes facts and details to discuss geographic influences on Japan and the Middle East, demonstrating a good understanding of the task. Although it contains some facts and details, analysis is limited.
The Berlin Wall in Germany and oil in the Middle East affected the interactions in their regions. The Berlin Wall limited interaction and oil in the Middle East promoted interaction. The Berlin Wall was designed to limit the development of Western democratic ideals in East Berlin and limit the interaction between East Berliners and West Berliners. The Soviet Union built the Berlin Wall as a way to maintain communism in East Berlin even though most of Germany was not under communist control. This impacted the development of East Berlin by forcing it to develop separately from the rest of Germany and especially West Berlin. It limited the interaction between East Berlin and Western Europe by decreasing immigration and emigration, limiting contact between the peoples of these regions, and preventing Western democratic ideals from spreading within East Berlin. This was done intentionally by the Soviet Union to keep communism in Germany. They did not want the citizens of East Berlin to be aware of anything other than communism, or if they did, the Soviets wanted to repress it. The Berlin Wall was a physical symbol of the limited interaction between East Berlin, and Eastern Europe, and Western Europe.

Oil in the Middle East was important in the development of Middle Eastern Oil Empires that depended upon oil for their economic and political power. Oil in the Middle East promoted interaction because it created trade networks between Middle Eastern Oil Empires and oil-poor Western Europe. The oil gave the empires power because other countries, especially in Western Europe, came to depend on these empires for oil as a fuel source. It also made them wealthy because oil was a valuable natural resource. It caused much interaction between
the Middle East and Western Europe because Western Europe depended on the Middle East for fuel. This also led to Western European involvement in Middle Eastern wars because of their investment into Middle Eastern oil reserves and their increasing dependence on oil. Both the Berlin Wall and Middle Eastern oil affected the interaction between these regions and Western Europe. The Berlin Wall limited the interaction of East Berlin with Western Europe whereas Middle East oil promoted interaction with Western Europe through the development of oil trading networks.

Anchor Level 2

The response:

- Minimally develops all aspects of the task in discussing the influence of the Berlin Wall in Germany and Oil in the Middle East.
- Is primarily descriptive (Berlin Wall: limit the interaction between East Berliners and West Berliners; forcing it to develop separately; preventing democratic ideals from spreading within East Berlin; Oil in the Middle East: oil made Middle Eastern countries wealthy)
- Includes few relevant facts, examples, and details (Berlin Wall: decreasing immigration and emigration; physical symbol; Oil in the Middle East: Western Europe depended on oil; oil was a valuable natural resource); includes faulty application (Berlin Wall affected development of East Germany by forcing it to develop separately from the rest of Germany)
- 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 basic knowledge of the Berlin Wall and the importance of oil in the Middle East. Inclusion of more facts and details would have strengthened this response.
Geographical features have had a major influence on the development of empires and regions between the 18th century and the present. These features have in some cases limited the interactions between regions but in some cases they have also promoted interactions with two regions. Some examples of these geographical features would be the construction of the Suez Canal, the building of the Berlin Wall. The building of the Suez Canal largely impacted the promotion of interactions between Africans and Europeans. The canal is east of Egypt and connects the Red Sea and the Mediterranean Sea. When it was constructed the trade and communications between the two regions was immensely increased, showing the promotion of interaction between the two nations.

While the Suez Canal promoted interactions between two regions, the construction of the Berlin Wall greatly limited the interactions between people. When this wall was built it split the country of Germany in two. Families were split in half when the wall went up and were not able to see each other for many years until the wall was knocked down.
## Anchor Level 1

### The response:
- Minimally develops some aspects of the task
- Is descriptive (*Suez Canal*: Suez Canal largely impacted the promotion of interactions between Africans and Europeans; trade and communication between the two regions increased; *Berlin Wall*: the wall split the country of Germany in two); lacks analysis
- Includes few relevant facts, examples, or details (*Suez Canal*: Red Sea; Mediterranean Sea; *Berlin Wall*: Germany); includes inaccuracies (*Suez Canal*: the canal is east of Egypt)
- Demonstrates a general plan of organization; includes an introduction but lacks a conclusion

### Conclusion:
Overall, the response fits the criteria for Level 1. The responses for both geographic features address only one of the two tasks. Treatment of both topics is limited to statements of major ideas and generalizations.
Geographic features play an important role in how different groups of people interact. This principle is clearly illustrated in the geographic features of Russia’s cold climate and the lack of industrial resources in Japan.

Russia’s cold climate has always proved to be a factor making the region much more difficult to capture. An example of this can be found during Napoleon’s campaign across Europe in the beginning of the 19th century. Until invading Russia, Napoleon’s forces had been unstoppable, but when faced with the harsh conditions of the brutal Russian winter, his army’s size quickly dwindled. This failed Russian campaign was ultimately the beginning of the end for Napoleon, and his defeat at the hands of the other powers of Europe and subsequent exile to the Island of Elba show that Russia’s climate dramatically affected Napoleon’s army’s campaign and how as a result of this climate he was no longer able to maintain control of other territories in Europe he had conquered, like the Austrian Empire and Prussia.

Another geographic feature that affected an empire is the lack of industrial resources in Japan. After Japan’s period of isolation ended with Commodore Perry’s gunboat diplomacy, the Japanese industrialized rapidly. Being an island nation, they lacked many resources they needed for this industrialization, such as rubber and oil. This led to the Japanese becoming an imperial power, expanding their control into Manchuria and over much of the next of the islands and areas in South East Asia in the 1930’s, and 1940’s. This, and their 1941 bombing of the American military base at Pearl Harbor, Hawaii led to conflict between Japan and other powers in the region.
Thematic Essay—Practice Paper – A

(such as the U.S.), which became the Pacific theater of the larger WWII conflict between the Allies (U.S., France, Britain, USSR and others) against the Axis Powers (Germany, Italy, and Japan). As you can see, Japan’s lack of resources greatly influenced its people’s imperial ambitions and how they interacted with other nations and people in their quest to obtain the resources they lacked.

Geographic features, such as Russia’s cold climate and Japan’s lack of industrial resources, greatly influence how nations develop and interact. Napoleon’s failed invasion in the early 19th century and Japan’s imperial ambitions in the 1930’s and 40’s show how this principle holds true.
During the many conflicts in the Middle East throughout the 19–20th centuries, geographic features have been defining factors in how different world powers interact within this area. For example, the Suez Canal in Egypt became one of the factors dictating the relations between European countries and the Middle East, especially in terms of trade. In addition, the abundance of oil in this area increased U.S. and European interest and was the source of many 20th century conflicts there.

The Suez Canal’s very existence was to augment French control over Middle Eastern trade. The French had expressed interest in a canal connecting the Mediterranean Sea to the Red Sea dating back to Napoleon, who saw it as an opportunity to freely move his navy and increase his influence. Built in the 1860’s so that European countries could have access to raw materials in that region and beyond it stood as a symbol of European economic imperialism. Because of this, during the decolonization movements of the mid-20th century, the canal became the focal point of Egyptian nationalists, leading to the Suez Crisis, in which the Egyptian government took over the canal and controlled all the trade that came with it. It erupted into an international crisis when the French, British, and Israelis sent troops to the area. Eventually the U.S. and U.S.S.R. intervened to end the crisis. The Egyptian takeover of the canal signified the end of imperialist occupation by European powers in Egypt. It also allowed Egypt to control global trade in that region, which brought wealth and power to them. On a larger scale, this event was part of a global anti-imperialist occupation, and decreased European power in Africa and Asia as a whole.
Another feature of the Middle East that worked as a source of conflict is the abundance of oil in the region. After the collapse of the Ottoman Empire following World War I, European countries drew new boundaries without regard for ethnicities or traditions. Eventually new nations such as Iraq and Syria would arise, however Europe and America continued to have an interest in the area of the former empire, because it contained an abundance of oil which would fuel their rapidly industrializing economies. Because of the growth of automobile travel, the demand for oil skyrocketed. Many Middle Eastern countries became very wealthy because they could export huge amounts of oil, but Western nations continued to keep their influence, favoring some groups at the expense of others. In an attempt to obtain fair prices for their oil as well as control of their resources several countries joined together to create OPEC. However, it was oil that started wars such as the Persian Gulf War. When Iraq invaded Kuwait, multiple nations joined forces to push them out and limit Saddam Hussein’s ability to control the oil trade in the region. In the long run, the influence of the West on the governments and affairs of these countries contributed to dissatisfaction and uprisings, including formation of terrorist extremist groups such as the Islamic State. Therefore, the abundance of oil in the Middle East has inadvertently interfered with state building that the area needed after the fall of the Ottoman Empire and the subsequent collapse of unity. The conflicts caused by the geographic features in the Middle East show the importance that trade and economic imperialism have on unstable governments. The immense influence of the west on this area because of these features has increased tension and led to internal
conflict and terrorism. This illustrates how trade and money influence powerful countries to act in their own self-interest at the expense of the preservation of peace.
Throughout Global History, there was many examples of geographic features that influence the development of the country. Two examples are the lack of natural resources in Japan and the oil resources in the Middle East. Japan is a country located in Eastern Asia and is considered an Archipelago. It’s made up with islands with long and irregular coastlines which are conducive to trade. However, within those islands, the land is mountainous instead of flat land. The Japanese not only had difficulty farming, but also lacked natural resources. Thus, in ancient times the early Japanese developed terrace farming to dig and carve into the mountains. Although they overcame their agricultural issues the lack of natural resources still limited Japan’s modernization and development. Before 1853, Japan isolated themselves. The Tokugawa maintained the feudal system in Japan and was extremely resistant to trade because outsiders were viewed as a threat to Japanese culture. As a result, they had less of a desire to interact or trade with others. In 1854 Commodore Matthew Perry, the representative of the U.S., sailed to Japan with a large navy and forced Japan to sign a treaty, opening it up to trade. This led to the Meiji Restoration. Their Emperor Meiji began to westernize and modernize Japan building factories and introducing western ideas. Japan’s lack of natural resources, however, which made it difficult for to produce goods. As a result, Japan imperialized their neighboring countries China and Korea to acquire resources. Soon Japan became a powerful industrial, military country. Instead of being taken over by U.S. or European nations, Japan started to take over other countries. By the early 1900’s foreign countries feared Japan, as Japan expanded its empire throughout.
Asia. This expansion would continue into the 1930’s and 1940’s, when Japan took control of Manchuria, Southeast Asia and the islands in the Pacific. These occupations ended with Japan’s defeat in World War II.

The Middle East was known as Mesopotamia in the ancient times, home of of the famous Tigris and Euphrates Rivers. As the world industrialized in the 1900’s, the large underground oil reserves located in the Middle East became of value to other nations. The dependence on oil not only gave them wealth, but also created a power struggle within the Middle East, since oil is one of the most important resources in the entire world. Conflicts between Egypt and Israel led to the Arab-Israeli War in 1973. Since the U.S supported Israel, OPEC nations organized an oil boycott. The countries like Canada and Britain were also affected. Those countries soon went into an energy crisis, as the price of energy resources went up a by a lot. As a result, Arab nations gained even more power and wealth. Since the wealth from the oil resources was not distributed evenly, the leaders of the Gulf countries get the most of the riches while their population relatively none. Thus, the gap between rich and poor increased, which remains as an issue today.

There were many countries and regions that were affected by the geography. Two of them were Japan and the Middle East. Although Japan didn’t have much natural resources, they were able to strengthen their military power and modernized their country. On the another hand the Middle East has rich oil reserves, however it has led to political instability.
Throughout history, geographic features have limited and promoted the interactions with other countries, empires, and regions. During the Cold War between Soviet Union and United States, Berlin was divided into two sides. The division of Berlin resulted in two different governments, East having a communist and West democratic. Expansion of communism in the Middle Europe has helped the development of communism, also helping communist parties gain more power. But on the other hand, Berlin Wall has marked an end to expansion of communism into west. Berlin wall has also limited transportation and communication between East and West by separating families far apart. Another example where the geographic of a country has limited interaction of other empire or country.
Practice Paper A—Score Level 2

The response:

- Develops some aspects of the task in some depth by discussing how Russia’s cold climate limited interaction and how Japan’s lack of industrial resources influenced development and promoted interaction.
- Is primarily descriptive with isolated analysis (Russia: Russia’s climate dramatically effected Napoleon’s army’s campaign; Japan: Japan became an imperial power, expanding their control in Manchuria and the islands and areas in South East Asia).
- Includes few relevant facts, examples, and details (Russia: harsh conditions of the brutal Russian winters; Japan: Commodore Perry’s gunboat diplomacy; they lacked many resources they needed for industrialization such as rubber and oil; conflict between Japan and other powers).
- Demonstrates a general plan of organization; includes an introduction and a conclusion.

Conclusion: Overall, the response fits the criteria for Level 2. The discussion demonstrates a general understanding of the impact of the lack of industrial resources in Japan; however, the discussion of Russia’s cold climate is limited.
Practice Paper B—Score Level 5

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing how the abundance of oil and the Suez Canal influenced the development of the Middle East and discusses how these geographic features promoted and/or limited the interaction of this region with another empire, country or region
- Is more analytical than descriptive (Suez Canal: Suez Canal’s existence was to augment French control over Middle Eastern trade; Napoleon saw it as an opportunity to freely move his navy and increase his influence; it stood as a symbol of European economic imperialism; Egyptian takeover of the canal signified the end of imperialist occupation by European powers in Egypt; allowed Egypt to control global trade which brought wealth and power; part of the global anti-imperialist movement; abundance of oil: Europe and America continued to have an interest in the area because it contained an abundance of oil; many Middle Eastern countries became very wealthy because they could export oil but Western nations continued to keep their influence; to maintain control of oil resources, countries joined together to create OPEC; the influence of the West on governments and affairs of these countries contributed to dissatisfaction and uprisings, including the formation of terrorist extremist groups; the abundance of oil has inadvertently interfered with state building needed after the fall of the Ottoman Empire; conflicts caused by the geographic features show the importance that trade and economic imperialism have on unstable governments; trade and money influence powerful countries to act in their own self-interest at the expense of the preservation of peace)
- Richly supports the theme with relevant facts, examples, and details (Suez Canal: Built in the 1860s; decolonization movements of the mid-20th century; international crisis when the French, British and Israelis sent troops; abundance of oil: collapse of the Ottoman Empire following World War I; new boundaries without regard for ethnicities or traditions; new nations such as Iran and Syria; when Iraq invaded Kuwait, multiple nations would join forces to push them out and limit Saddam Hussein’s ability to control the oil trade in the region; the Islamic State)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 5. The response uses two distinct geographic features of the Middle East with their resulting influences on the interactions with multiple parts of the world. The integration of the tasks in the context of historical circumstances demonstrates strong analysis.
Practice Paper C—Score Level 3

The response:
- Develops all aspects of the task with little depth for Japan and the Middle East
- Is more descriptive than analytical (Japan: they had less of a desire to interact or trade with others; instead of being taken over by U.S. or European nations, Japan started to take over other countries; Middle East: as the world industrialized in the 1900s, the large underground oil reserves became of value to other nations; the dependence on oil not only gave them wealth, but also created a power struggle within the Middle East; wealth from oil resources was not distributed evenly)
- Includes some relevant facts, examples, and details (Japan: Matthew Perry; Meiji Restoration; Japan expanded its empire throughout Asia; Middle East: Arab-Israeli War in 1973; OPEC nations organized a boycott)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 3. Although the discussion addresses all aspects of the task with relevant facts and details, the lack of analysis and limited treatment of the extent to which the lack of resources in Japan and the abundance of oil in the Middle East promoted and/or limited interaction weaken the response.

Practice Paper D—Score Level 1

The response:
- Minimally develops one aspect of the task
- Is descriptive (division of Berlin resulted in two different governments, East having a Communist and West democratic)
- Includes few relevant facts, examples, or details (Cold War between Soviet Union and United States; separating families; limited transportation and communication); includes faulty application (Berlin Wall marked an end of expansion of communism to the West)
- Demonstrates a general plan of organization; lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The response addresses how the Berlin Wall influenced the development of Europe after World War II and how it limited interactions within this same region. Response is limited to statements of major ideas and a few generalizations for one region.
Transition Exam in Global History and Geography—Grade 10
Specifications
January 2020

Part I
Multiple-Choice Questions by Standard

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Parts II and III by Theme and Standard

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<tr>
<td></td>
<td>Standards 2, 3, 4, and 5: World History, Geography; Economics; Civics, Citizenship, and Government</td>
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Scoring information for Part II is found in Volume 1 of the Rating Guide.

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


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

**Contents of the Rating Guide**

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

For **Part III B** (DBQ) essay:
- A content-specific rubric
- Five prescored anchor papers ordered from score levels 5 to 1
- Commentary explaining the specific score awarded to each paper
- Five prescored practice papers

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

**Mechanics of Rating**

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

Rating the Essay Question

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

Introduction to the task—
• Raters read the task
• Raters identify the answers to the task
• Raters discuss possible answers and summarize expectations for student responses

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

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

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

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

Rating the Scaffold (open-ended) Questions

(1) Follow a similar procedure for training raters.

(2) The scaffold questions are to be scored by one rater.

(3) The scores for each scaffold question must be recorded in the student’s examination booklet and on the student’s answer sheet. The letter identifying the rater must also be recorded on the answer sheet.

(4) Record the total Part III A score if the space is provided on the student’s Part I answer sheet.

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

The scoring coordinator will be responsible for organizing the movement of papers, calculating a final score for each student’s essay, recording that score on the student’s Part I answer sheet, and determining the student’s final examination score. The conversion chart for this examination is located at http://www.p12.nysed.gov/assessment/ and must be used for determining the final examination score.
Document 1

January 22, 1905 **Bloody Sunday**
Led by Father Gapon, an estimated 200,000 people marched to Winter Palace to petition the czar for better working conditions. When the protesters refused to disperse, the troops fired on the crowd, killing more than 500 people and wounding thousands.

**Key**
- 1905–1906 principal strike centers
- Revolutionary outbreaks within the military
- National groups demanding greater autonomy and national recognition
- December 1905 revolts suppressed by armed force

Source: Victoria Sherrow, *Life During the Russian Revolution*, Lucent Books (adapted)
1 Based on the information shown on this map, what was one problem faced by the Russian government between 1905 and 1906?

Score of 1:
- Identifies a problem faced by the Russian government between 1905 and 1906 as shown on this map
  
  Examples: strikes; protests; revolutionary outbreaks within the military by ethnic/national groups seeking autonomy; Armenians demanding autonomy; Ukrainian/Pole/Balt/Georgian revolts; Father Gapon’s marching with protesters to Winter Palace to petition the czar; Bloody Sunday; the people’s negative response to troops firing on crowds; reactions to suppressed revolts; many uprisings occurring at the same time; people unhappy with working conditions; protesters refusing to disperse; backlash because the military wounded/killed protesters; worker protests; people marching to petition the czar for better working conditions; many principal strike centers; nationalism; outbreaks of violence

Score of 0:
- Incorrect response
  
  Examples: an estimated 200,000 people were killed; military being suppressed; national recognition

- Vague response
  
  Examples: outbreaks; autonomy; conditions; refusals; multi-ethnic

- No response
2 According to Robert Service, what was one problem Czar Nicholas II faced before or during World War I?

Score of 1:
- Identifies a problem Czar Nicholas II faced before or during World War I as stated by Robert Service
  
  Examples: challenges to his regime by political parties/professional associations/trade unions; hostility of impoverished groups; people impoverished by social and economic transformation; groups frustrated with the nature of the political order; February Revolution of 1917; economic collapse; administrative dislocation; military defeat; surge of local efforts at self-rule/people expressing a desire for self-rule; workers/peasants/military conscripts voicing their demands; lack of support because impact of the Great War/ World War I; his inability to suppress groups led to a continuation of challenges to his power; he put himself in double jeopardy by obstructing some groups but not fully suppressing them

Score of 0:
- Incorrect response
  
  Examples: improvements in material conditions; Nicholas II was the last tsar; stopped trying to suppress

- Vague response
  
  Examples: the First World War; social/economic transformation; professional associations; trade unions; vent was given; a challenge; impediment; impoverishment

- No response

*February in this document represents the use of the Julian calendar. On the Gregorian calendar this event would occur in March as seen in documents 4 and 7a.
Document 3

Russia entered World War I in 1914.

. . . It is a mistake to attribute the February Revolution [1917] to fatigue with the war [World War I]. The contrary is true. Russians wanted to pursue the war more effectively, and they felt that the existing government [Czar Nicholas II’s] was not capable of doing it, that existing political structures were in need of a major overhaul: remove the disloyal tsarina and let the Duma appoint ministers, whereupon Russia will really be able to fight properly and win. Fatigue with the war set in only after the unsuccessful June 1917 offensive launched by the Provisional Government to bolster its prestige and lift national morale. Until then, even the Bolsheviks did not dare openly to call for peace because it was a highly unpopular slogan. . . .

The breakdown of transport during the First World War contributed to the unhappiness of the urban population because it seriously hampered the delivery of food and fuel to the northern cities, where the food riots started. Inflation in the cities also played its part . . .


3 According to Richard Pipes, what was one reason some Russian people believed Czar Nicholas II’s government was ineffective?

Score of 1:
• States a reason some Russian people believed Czar Nicholas II’s government was ineffective according to Richard Pipes
  
  Examples: people believed the existing government was not capable of effectively handling the war; political structures needed to be overhauled; czarina was believed disloyal; Duma lacked the power to appoint new ministers; unhappy urban population; shortage of food/fuel in northern cities; Russia was not able to fight properly and win the war; inflation in the cities; food riots in the cities; breakdown of transportation systems

Score of 0:
• Incorrect response
  
  Examples: fatigued with the war; June 1917 offensive; highly unpopular; Bolsheviks did not openly call for peace; launched the provisional government

• Vague response
  
  Examples: they were unhappy; fatigue; it was a mistake; overhauled; seriously hampered

• No response
Document 4

On March 15, 1917 the czar abdicated and the Provisional Government under Prince Lvov took power.

...The new Provisional Government was dominated by the Constitutional Democrats or Cadets, a party that wished to establish a democratic government in Russia similar to Great Britain’s. The head of the Provisional Government was Prince Lvov, an aristocrat of mediocre ability. The Cadet regime, regarding itself as a caretaker government serving until national elections could be held, pursued a do-nothing policy. For eight months this government did little to restore law and order or to halt the rapid disintegration of the nation’s economy. Needing strong leadership at this time of crisis, Russia found itself with a weaker government than that of the czar.

Under the best conditions, the Lvov government could not have quickly solved the economic problems that had plagued Russia for centuries. Among peasants the chief demand was for land reform. For centuries they had dreamed of owning their own land, and the revolution had given them hope that this dream would come true. But the best the Provisional Government could do was to refer the problem to the proposed constitutional convention. By deciding to keep Russia in the war, the new government lost the confidence of war-weary soldiers and civilians. The Russian people had never lived well, and now they were suffering more than ever.


4 According to Michael Kublin et al., what was one reason the Russian people would consider the Provisional Government under Prince Lvov ineffective?

Score of 1:
- States a reason the Russian people would consider the Provisional Government under Prince Lvov ineffective according to this document
  
  Examples: the new head of government was of mediocre ability; Provisional Government acted as a caretaker government doing very little; Provisional Government pursued a do-nothing policy/did little to restore law and order/did little to halt the rapid disintegration of the nation’s economy; Provisional Government was weaker than that of the czar; delayed dealing with the problem of land reform; decided to keep Russia in the war; the government lost the confidence of war-weary soldiers/civilians; people were suffering more than ever; did not provide strong leadership/did not provide leadership in a time of crisis; unable to deal with economic problems

Score of 0:
- Incorrect response
  
  Examples: they wished to establish a democratic government; it was similar to Great Britain’s government; provided strong leadership; took care of chief demands; made dreams come true; gave people hope; the Russian people had never lived well; it was a regime of Cadets; referring it to the proposed constitutional convention; caretaker

- Vague response
  
  Examples: land reform; serving until national elections could be held; aristocrat; mediocre

- No response
Document 5

In July 1917 Alexander Kerensky became the leader of the Provisional Government. Some key events on October* 25 and 26, 1917 led to the downfall of the Provisional Government that was led by Kerensky and the Mensheviks.

- **Midnight to 2:00 AM:** All around Petrograd, troops and workers who supported the Bolsheviks began to seize the bridges, railroad stations, telephone exchanges, power plants, banks, and post offices of the city. . . .

- **Midday:** Bolshevik troops seized the Marinsky Palace, headquarters of the Preparliament, a government body set up after the February Revolution until a legitimate parliament could be elected in its place. Inside the Winter Palace, news of Kerensky’s departure caused widespread panic. Remaining ministers of the Provisional Government met in the Malachite Hall to discuss a last-ditch defense. . . .

- **6:50 PM:** The Bolsheviks issued an ultimatum to the Winter Palace, calling on the Provisional Government to surrender. It was presented to ministers who had just sat down to dine on borscht (a type of beet soup), steamed fish, and artichokes. Still unsure of when Kerensky would be returning with help, and unaware of their own laughable weakness, they decided to try to hold out. . . .

- **Midnight:** As guns thundered outside the Soviet Congress, the Mensheviks and Social Revolutionaries demanded that fighting stop at once. Such action, they rightly predicted, would topple Russia into civil war. The Bolsheviks refused to listen to them. Their opponents [Mensheviks and others] walked out, as Trotsky delivered one of the most famous dismissals in history. Lenin had cleverly undermined his opponents, leaving the Bolsheviks in complete control of the Soviet. . . .

Source: Paul Dowswell, *The Russian Revolution, October 25, 1917*, Raintree, 2004 (adapted)

*October in this document represents the use of the Julian calendar. On the Gregorian calendar this event would occur in November as seen in documents 6 and 7a.*
Document 5

5a According to Paul Dowswell, what was one action taken by the Bolsheviks or their supporters in 1917 to remove their opponents from power?

Score of 1:
- States an action taken by the Bolsheviks or their supporters in 1917 to remove their opponents from power according to Paul Dowswell
  
  Examples: Bolsheviks seized bridges/seized railroad stations/seized telephone exchanges/seized power plants/seized banks/seized post offices/seized Marinsky Palace/seized headquarters of Preparliament; Bolsheviks issued an ultimatum to the Winter Palace; called on the Provisional Government to surrender; Lenin cleverly undermined his opponents; Bolsheviks fired guns/fought outside the Soviet Congress; refused to stop fighting

Score of 0:
- Incorrect response
  
  Examples: Kerensky’s departure caused widespread panic; Mensheviks demanded that fighting stop at once; civil war; surrendered; discussed a last ditch defense; tried to hold out; walked out on them; toppled into civil war; dined on borscht; complete control of the Soviet; Trotsky delivered one of the most famous dismissals

- Vague response
  
  Examples: Winter Palace; ultimatum; seized; called on people; were clever

- No response

5b According to Paul Dowswell, what was one concern raised by the Mensheviks and Social Revolutionaries about the fighting?

Score of 1:
- States a concern raised by the Mensheviks and Social Revolutionaries about the fighting, according to Paul Dowswell
  
  Examples: predicted fighting would topple Russia into Civil War; Russia would have a civil war; Russian government would collapse

Score of 0:
- Incorrect response
  
  Examples: Kerensky’s departure; unaware of their own laughable weakness; Bolsheviks in complete control of the Soviet

- Vague response
  
  Examples: topple; predicted; demanded

- No response
Document 6

After the November 1917 Revolution, the Sovnarkom was established as the lawmaking body by the Bolsheviks.

. . .Promises. . .

During its first winter in power Sovnarkom [the Council of People’s Commissars] introduced a series of astonishingly far-reaching decrees, or laws. First, as promised, Lenin announced that Russia was withdrawing from World War I. Second, the Decree on Land took away all land owned by the nobility and the Russian Orthodox Church, and handed it over to the peasants.

Free schooling was promised for all children, and women were now to be considered the equals of men. All titles except “citizen” and “comrade” were abolished; there would be no more princes or dukes. The maximum length of the working day was reduced to eight hours. The minority nations of the Russian Empire, like the Ukraine and Georgia, were to be given more control over their own affairs. These measures, and not the seizure of power, made up the real revolution. . . .

Source: David Downing, Vladimir Ilyich Lenin, Heinemann Library, 2002

6 According to David Downing, what was one way the laws or measures decreed by Sovnarkom tried to address inequalities in Russia?

Score of 1:
- States one way the laws or measures decreed by Sovnarkom tried to address inequalities in Russia according to David Downing
  
  Examples: took away all land owned by the nobility and the Russian Orthodox Church and handed it over to the peasants; free schooling promised for all children; women were now to be considered the equals of men; all titles were abolished except “citizen” and “comrade”/there would be no more princes or dukes; all people would be called either citizen or comrade; working day was reduced to 8 hours; minority nations/Ukraine/Georgia were given more control over their own affairs; seizure of land from nobility; seizure of land from Russian Orthodox church; redistribution of land

Score of 0:
- Incorrect response
  
  Examples: prevented the seizure of power; increased the number of princes or dukes; “citizen” and “comrade” were abolished

- Vague response
  
  Examples: land; Orthodox Church; schooling; the Ukraine and Georgia; made promises/announcements; they were far reaching

- No response
Document 7a

Lenin seized power in November 1917. The Bolsheviks faced an enormous task in trying to restore production levels to those achieved in 1913 during Czar Nicholas II’s rule. World War I, the revolutions of March 1917 and November 1917, and the civil war from 1918 to 1921 had an impact on production.

In 1921, Lenin abandoned War Communism [1918–1921] and introduced his New Economic Policy (NEP) [1921–1924]. This reduced the government’s control over the economy. Some people were allowed to work for themselves and make a profit, instead of working directly for the state. The new policy aimed to boost the economy and remove the opposition of the workers and peasants to communist rule by easing their problems.


Document 7b

## Russia/USSR Production Levels

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Wheat (Metric tons)</td>
<td>28</td>
<td>---</td>
<td>---</td>
<td>8.7</td>
<td>5.6</td>
<td>10.6</td>
<td>12.3</td>
<td>13.1</td>
</tr>
<tr>
<td>Potatoes (Metric tons)</td>
<td>35.9</td>
<td>---</td>
<td>---</td>
<td>20.9</td>
<td>20.6</td>
<td>22.2</td>
<td>34.7</td>
<td>36.2</td>
</tr>
<tr>
<td>Hard Coal (Metric tons)</td>
<td>28.0</td>
<td>11.5</td>
<td>7.7</td>
<td>6.7</td>
<td>7.5</td>
<td>9.3</td>
<td>10.5</td>
<td>14.6</td>
</tr>
<tr>
<td>Crude Steel (Thousand metric tons)</td>
<td>4,918</td>
<td>402</td>
<td>199</td>
<td>194</td>
<td>220</td>
<td>318</td>
<td>615</td>
<td>993</td>
</tr>
<tr>
<td>Electrical Energy (giga Watt hours)</td>
<td>2.04</td>
<td>---</td>
<td>---</td>
<td>0.50</td>
<td>0.52</td>
<td>0.78</td>
<td>1.15</td>
<td>1.56</td>
</tr>
</tbody>
</table>

7 Based on the excerpt by Philip Ingram and the data in the chart, state one difference between the impact of Lenin’s NEP and the impact of his War Communism policy on the Russian/USSR economy.

Score of 1:
- States a difference between the impact of Lenin’s NEP and the impact of his War Communism policy on the Russian/USSR economy based on these documents
  
  Examples: production of coal/steel/electrical energy increased more under NEP than under War Communism; production levels went up under NEP; production of wheat/potatoes/coal/steel/energy increased under NEP; production levels of wheat/potatoes/coal/steel/energy were low under War Communism and then slowly increased under NEP; production of most commodities improved more under NEP; War Communism was less successful than NEP; NEP reduced the amount of government control; some people were allowed to work for themselves under NEP; some people were able to make a profit under NEP; NEP worked better for the economy; they had different levels of production

Score of 0:
- Incorrect response
  
  Examples: overall production levels stayed about the same; nothing was produced; removed opposition of workers; workers profited more by working directly for the state; production of most commodities did not reach prerevolutionary levels; they were not very different

- Vague response
  
  Examples: coal/steel/potatoes; commodities; aimed to boost the economy; levels of production; it involved the government; easing problems; government control over the economy restored production to 1913 levels

- No response
. . . From the Communist standpoint NEP was a retreat, and a partial admission of failure. Many Communists felt deeply disillusioned: it seemed that the revolution had changed so little. Moscow, the Soviet capital since 1918 and headquarters of the Comintern, became a bustling city again in the early years of NEP, although to all outward appearances it was still the Moscow of 1913, with peasant women selling potatoes in the markets, churchbells and bearded priests summoning the faithful, prostitutes, beggars and pickpockets working the streets and railway stations, gypsy songs in the nightclubs, uniformed doormen doffing [tipping] their caps to the gentry, theatre-goers in furs and silk stockings. In this Moscow, the leather-jacketed Communist seemed a sombre outsider, and the Red Army veteran was likely to be standing in line at the Labour Exchange [unemployment office]. The revolutionary leaders, quartered incongruously [ironically] in the Kremlin or the Hotel Luxe, looked to the future with foreboding. . .


8 According to Sheila Fitzpatrick, what was one reason some communists believed the NEP failed to change Russia under Soviet communism?

Score of 1:
- States a reason some communists believed the NEP failed to change Russia under Soviet communism according to Sheila Fitzpatrick
  
  Examples: Moscow became a bustling city again like in 1913/Moscow seemed the same as it had been in 1913; peasant women sold/are still selling potatoes in the market as before the revolution; church bells and priests still summoned the faithful; prostitutes/beggars/pickpockets were still working the streets/railway stations; gypsies sang in the nightclubs as before; uniformed doormen still tipped their hats to the gentry; theatre-goers still wore furs and silk stockings; communists seemed to be outsiders; Red Army veterans were likely to be standing in line at the Labour Exchange looking for work; things hadn’t changed much; people were buying and selling things as before the revolution; social classes/social distinctions remained; there was unemployment; leaders were incongruously quartered at the Hotel Luxe/Kremlin; it compromised communist ideals; NEP was seen as a retreat from communism

Score of 0:
- Incorrect response
  
  Examples: headquarters of the Comintern; Kremlin; the Hotel Luxe; people were faithful; things were somber; Moscow was the Soviet capital; the Labour Exchange

- Vague response
  
  Examples: a partial admission of failure; looked to the future with foreboding; people standing in line; outward appearances; veterans; quartered incongruously; bustling

- No response
By 1921, Lenin and the Soviet leaders stood successful against their domestic and foreign foes, although peasant revolts were still going on. However, they ruled over a country with a shattered economy, seething with discontent, and traumatized by years of war and civil war. Altogether, perhaps 25–30 million people died from war and war-related disease between 1914 and 1923. An even larger number were left permanently impaired from wounds, disease, and hunger. The expected international revolution had not happened. Moreover, many of the hopes for social and cultural transformation lay shattered as well. The world that so many had hoped for seemed far away. The leadership faced a wide range of questions about what to do now, about what kinds of policies were needed to deal with the many problems facing the country. They generally agreed that the New Economic Policy was a temporary measure, and that the ultimate goal was a socialist society, but concurred [agreed] on little else, including how long NEP would last or how to go about building that society. The political leaders of the Soviet Union, soon without Lenin’s leadership (he fell ill in 1922 and died in January 1924), fought out the answers to those questions through the power struggles of the 1920s that led to Stalin’s rise to supreme power.

Source: Rex A. Wade, The Bolshevik Revolution and Russian Civil War, Greenwood Press, 2001

9a Based on this excerpt by Rex A. Wade, state one way Lenin and the Soviet leadership were successful in their revolution.

Score of 1:
- States a way Lenin and the Soviet leadership were successful in their revolution according to Rex A. Wade
  
  Examples: they stood successful against their domestic and foreign foes; they ruled the country; they generally agreed the NEP was temporary; they agreed on the ultimate goal of creating a socialist society

Score of 0:
- Incorrect response
  
  Examples: peasant revolts; 25-30 million died from war-related disease; hopes for transformation lay shattered; the leadership faced a wide range of questions; power struggles of the 1920s
- Vague response
  
  Examples: domestic and foreign; ultimate goal; stood successful; socialist
- No response
9b Based on this excerpt by Rex A. Wade, state one problem the Soviet leadership faced after the revolution waged by Lenin and the Soviets failed to meet the needs of the people.

Score of 1:
- States a problem the Soviet leadership faced after Lenin and the Soviets failed to meet the needs of the people according to Rex A. Wade

  *Examples:* peasants continued to revolt; the economy was shattered; people were impaired from wounds/disease/hunger; hopes for social and cultural transformation were shattered; they could not agree on issues like how long NEP would last; they disagreed on issues like how long NEP would last; disagreed on how to build a socialist society; the country was just as troubled as before; many problems faced the country; there were power struggles within their leadership allowing Stalin to come to power

Score of 0:
- Incorrect response

  *Examples:* success against foes; ruled over the country; Lenin fell ill/died; international revolution had not happened; the hope that the world would change seemed far away

- Vague response

  *Examples:* disagreements; economy; peasants; revolution; NEP; leadership faced a wide range of questions; policies; shattered; permanently impaired

- No response
Historical Context:

The Russian Revolutions of 1917 occurred because the government failed to meet the needs of its people. As a result, individuals and groups took action in response to governmental failures. Some of these actions brought desired changes and others did not.

Task:

- Discuss how the Russian government failed to meet the needs of its people
- Describe actions taken by individuals and/or groups to address governmental failures in Russia
- Discuss the extent to which Russia changed as a result of the Russian Revolutions

Scoring Notes:

1. This document-based question has a minimum of four components (discussing how the Russian government failed to meet the needs of its people, at least two actions taken by individuals and/or groups to address governmental failures in Russia and the extent to which Russia changed as a result of the Russian Revolutions).
2. The discussion of how Russian government failed to meet the needs of its people may focus on the people of Russia as a whole or may focus on a particular group of people.
3. The response may discuss actions taken by any individual, group, or both an individual and a group attempting to address government failures in Russia, e.g., peasants, provisional government leaders Bolsheviks.
4. The extent to which Russia changed as a result of the Russian Revolutions may focus on change brought either during or after the revolutions.
5. The same information could be used to discuss different aspects of the task, e.g., worker’s demands for higher wages may indicate the failure to meet needs of its people and may indicate an action taken by a group or individual.
6. The response may discuss how the Russian government failed to meet the needs of its people, the actions taken to address government failures, or the extent to which Russia changed as a result of the Russian Revolutions from a variety of perspectives as long as the position taken is supported by accurate historical facts and examples.
7. For the purpose of meeting the criteria of using at least five documents in the response, documents 7a and 7b may be counted as separate documents if the response uses specific facts from each document.

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.
Score of 5:
- Thoroughly develops all aspects of the task evenly and in depth by discussing how the Russian government failed to meet the needs of its people, at least two actions taken by individuals and/or groups to address governmental failures in Russia and the extent to which Russia changed as a result of the Russian Revolutions
- Is more analytical than descriptive (analyzes, evaluates, and/or creates information), e.g., connects the hardships faced by peasants and the working class under the czar and government suppression to the rise of the Provisional Government, the Bolshevik Revolution under Lenin’s leadership, the introduction of the New Economic Policy, and how little changed in Russia with the rise of dictatorial leaders, continued suppression and economic hardship
- Incorporates relevant information from at least five documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related to the Russian Revolutions (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., lack of modernization in agriculture; rural poor; industrialization and urbanization; inflation; low wages; widespread strikes; hoarding of grain; monetary policy; bread riots; Kerensky; Communist Party; “Peace, Land, and Bread”; War Communism; low production levels; limited capitalism; Stalin’s implementation of a command economy
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:
- Develops all aspects of the task but may do so somewhat unevenly by discussing one aspect of the task less thoroughly than the other aspects
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information), e.g., discusses how the people’s desire for better working conditions and for their voices to be heard led to their protests against the czar’s oppression and how the czar abdicated and was replaced by the ineffective Provisional Government leading to the Bolsheviks revolting in November 1917, the establishment of a communist government, and the implementation of communist policies
- Incorporates relevant information from at least five documents
- Incorporates relevant outside information
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:
- Develops all aspects of the task with little depth or develops at least three aspects of the task in some depth
- Is more descriptive than analytical (applies, may analyze and/or evaluate information)
- Incorporates some relevant information from some of the documents
- Incorporates limited relevant outside information
- Includes some relevant facts, examples, and details; may include some minor inaccuracies
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that may be a restatement of the theme
Score of 2:
- Minimally develops all aspects of the task or develops at least two aspects of the task in some depth
- Is primarily descriptive; may include faulty, weak, or isolated application or analysis
- Incorporates limited relevant information from the documents or consists primarily of relevant information copied from the documents
- Presents little or no relevant outside information
- Includes few relevant facts, examples, and details; may include some inaccuracies
- Demonstrates a general plan of organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Score of 1:
- Minimally develops some aspects of the task
- Is descriptive; may lack understanding, application, or analysis
- Makes vague, unclear references to the documents or consists primarily of relevant and irrelevant information copied from the documents
- Presents no relevant outside information
- Includes few relevant facts, examples, or details; may include inaccuracies
- May demonstrate a weakness in organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Score of 0:
Fails to develop the task or may only refer to the theme in a general way; OR includes no relevant facts, examples, or details; OR includes only the historical context and/or task as copied from the test booklet; OR includes only entire documents copied from the test booklet; OR is illegible; OR is a blank paper
How the Russian government failed to meet needs of its people

**Key Ideas from the Documents**

**Doc 1**—Failure of czar’s government to improve Russians’ working conditions
- Failure to deal with dissatisfaction in the military
- Failure to meet demands of non-Russian nationalities for greater autonomy and national recognition
- Inability to peacefully put down strikes
- Poor handling of Bloody Sunday (more than 500 protesters petitioning czar killed and thousands wounded)

**Doc 2**—Obstruction/annoyance of emergent elements of society by Nicholas II (political parties; professional associations; trade unions)
- Attempts of Nicholas II to suppress criticism
- Impoverishment of some groups in society as a result of social and economic transformation before World War I
- Frustration of some groups enjoying improvement in material conditions over nature of political order
- Economic collapse/administrative dislocation/military defeat as a result of entering World War I

**Doc 3**—Failure to pursue war more effectively
- Failure to overhaul political structures
- Failure to remove disloyal tsarina and let Duma appoint ministers
- Failure of Provisional Government to bolster its prestige and lift national morale as a result of unsuccessful June 1917 offensive
- War fatigue after unsuccessful June 1917 offensive
- Breakdown of transport during World War I (delivery of food and fuel to northern cities seriously hampered; failure to prevent food riots)
- Inflation in the cities

**Doc 4**—Provisional government pursuing a do-nothing policy (doing little to restore order; halt rapid disintegration of the economy)
- Problem of land reform only referred to the proposed constitutional convention by Provisional Government
- Decision by Provisional Government to keep Russia in the war (confidence of war-weary soldiers and civilians in government lost; Russian people suffering more than ever)

**Doc 7**—Impact of World War I, revolutions of March 1917 and November 1917, and civil war from 1918 to 1921 on production
- Failure of Bolshevik production levels to rise to 1913 levels under War Communism and the New Economic Policy (wheat, potatoes, hard coal, crude steel, electrical energy)
- Bolshevik efforts doing little to boost the economy under War Communism
How the Russian government failed to meet needs of its people

*Relevant Outside Information*

(This list is not all-inclusive.)

<table>
<thead>
<tr>
<th>Topic</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corruption in czar’s government</td>
<td></td>
</tr>
<tr>
<td>Background information on social structures</td>
<td></td>
</tr>
<tr>
<td>Opulent life of czar’s family and lack of empathy for the people</td>
<td></td>
</tr>
<tr>
<td>Czar’s opposition to reforms (limitations on his power; role of the Duma)</td>
<td></td>
</tr>
<tr>
<td>Efforts of czar’s government to build infrastructure and modernize leading to social destabilization</td>
<td></td>
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<tr>
<td>Pan-Slavism and ignoring peasant needs and desires</td>
<td></td>
</tr>
<tr>
<td>Focus on search for “warm-water ports”</td>
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</tr>
<tr>
<td>Details leading to Russia’s entrance into World War I</td>
<td></td>
</tr>
<tr>
<td>Forced Russification of ethnic minorities</td>
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<tr>
<td>Anti-Semitism and government involvement in pogroms</td>
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<tr>
<td>Poor decisions and disorder as result of influence of Rasputin on czar’s wife</td>
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<tr>
<td>Details on Bloody Sunday</td>
<td></td>
</tr>
<tr>
<td>Women’s “bread” protests</td>
<td></td>
</tr>
<tr>
<td>Sergei Witte’s economic policies</td>
<td></td>
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<tr>
<td>Nicholas II’s lack of expertise as commander of armed forces, making him a liability and leaving his wife in charge of government during World War I</td>
<td></td>
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<tr>
<td>Poorly supplied troops on Eastern front during World War I, leading to defection of soldiers and fleeing refugees</td>
<td></td>
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<tr>
<td>Dangerous conditions in factories</td>
<td></td>
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<tr>
<td>Defeat in recent conflicts such as Russo-Japanese war (1904–1905)</td>
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<tr>
<td>Lack of industrialization compared to Western Europe</td>
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<tr>
<td>Influence of Karl Marx and his ideologies on Lenin and Bolsheviks</td>
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<tr>
<td>Use of repressive tactics by secret police (Okhrana under czar; Cheka under Lenin)</td>
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<tr>
<td>Limits on privacy and other civil rights</td>
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</tr>
<tr>
<td>Details on Lvov and Kerensky governments</td>
<td></td>
</tr>
</tbody>
</table>
**Actions taken by individuals and/or groups to address governmental failures in Russia**

*Key Ideas from the Documents*

<table>
<thead>
<tr>
<th><strong>Doc 1</strong>—Widespread strikes/protests/revolts</th>
<th><strong>Doc 2</strong>—Constant challenges to czarist regime (political parties; professional associations; trade unions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Father Gapon leading march to Winter Palace to petition czar</td>
<td>Hostility of impoverished to authorities as a result of social and economic transformation before World War I</td>
</tr>
<tr>
<td>Refusal of Bloody Sunday protesters to disperse</td>
<td>Surge of efforts for popular self-rule</td>
</tr>
<tr>
<td>Revolutionary outbreaks within the military</td>
<td>Assertion of demands across the empire without obstruction (workers; peasants; military conscripts)</td>
</tr>
<tr>
<td>Demands for greater autonomy and national recognition from national groups</td>
<td><strong>Doc 3</strong>—Riots in cities over food, fuel shortages, and inflation by urban population</td>
</tr>
<tr>
<td><strong>Doc 4</strong>—Peasants demanding land reform</td>
<td>June 1917 offensive by Provisional Government</td>
</tr>
<tr>
<td><strong>Doc 5</strong>—Troops and workers supporting Bolsheviks seizing bridges, railroad stations, telephone exchanges, power plants, banks, and post offices</td>
<td>Hostility of impoverished to authorities as a result of social and economic transformation before World War I</td>
</tr>
<tr>
<td>Seizing of Marinsky Palace by Bolsheviks (headquarters of Preparliament)</td>
<td>Surge of efforts for popular self-rule</td>
</tr>
<tr>
<td>Bolsheviks issuing ultimatum to ministers at Winter Palace, calling on Provisional Government to surrender</td>
<td>Assertion of demands across the empire without obstruction (workers; peasants; military conscripts)</td>
</tr>
<tr>
<td>Demand by Mensheviks and Social Revolutionaries to Bolsheviks to stop the fighting</td>
<td><strong>Doc 6</strong>—Sovnarkom established as lawmaking body by Bolsheviks after November 1917 Revolution</td>
</tr>
<tr>
<td><strong>Doc 7</strong>—Introduction of War Communism by Lenin</td>
<td>Announcement by Lenin that Russia withdrawing from World War I</td>
</tr>
<tr>
<td>Abandonment of War Communism by Lenin and introduction of New Economic Policy (NEP) to reduce government control over economy</td>
<td>Promises made by Sovnarkom (all land owned by nobility and Russian Orthodox Church handed over to peasants; free schooling for all children; women to be considered the equals of men; all titles abolished; maximum length of work day reduced to eight hours; giving minority nations of Russian Empire more control over their affairs)</td>
</tr>
<tr>
<td>Lenin allowing some people to work for themselves and make a profit instead of working directly for the state</td>
<td><strong>Doc 5</strong>—Troops and workers supporting Bolsheviks seizing bridges, railroad stations, telephone exchanges, power plants, banks, and post offices</td>
</tr>
</tbody>
</table>

**Doc 5**—Sovnarkom established as lawmaking body by Bolsheviks after November 1917 Revolution: |

- Bolsheviks issuing ultimatum to ministers at Winter Palace, calling on Provisional Government to surrender |
- Demand by Mensheviks and Social Revolutionaries to Bolsheviks to stop the fighting |
- Seizing of Marinsky Palace by Bolsheviks (headquarters of Preparliament) |
- Bolsheviks issuing ultimatum to ministers at Winter Palace, calling on Provisional Government to surrender |

**Doc 6**—Sovnarkom established as lawmaking body by Bolsheviks after November 1917 Revolution: |

- Announcement by Lenin that Russia withdrawing from World War I |
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**Doc 7**—Introduction of War Communism by Lenin: |

- Abandonment of War Communism by Lenin and introduction of New Economic Policy (NEP) to reduce government control over economy |
- Lenin allowing some people to work for themselves and make a profit instead of working directly for the state
**Actions taken by individuals and/or groups to address governmental failures in Russia**

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

<table>
<thead>
<tr>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assassination of Peter Stolypin (considered a tyrant by some and a savior by others)</td>
</tr>
<tr>
<td>Peter Stolypin’s extension of religious freedom to Jews and other political groups</td>
</tr>
<tr>
<td>Peter Stolypin’s plan to create an independent peasantry by giving them opportunities to obtain land and become a political force</td>
</tr>
<tr>
<td>Czar issuing October Manifesto, promising a constitution and elected Duma</td>
</tr>
<tr>
<td>Czar restricting Duma and closing it when it seemed too radical</td>
</tr>
<tr>
<td>Nicholas II taking command of Russia’s armed forces during World War I</td>
</tr>
<tr>
<td>Assassination of Rasputin by reactionary Duma deputy and royal family relatives</td>
</tr>
<tr>
<td>Details related to czar’s abdication</td>
</tr>
<tr>
<td>Assassination of the Romanovs by Bolsheviks</td>
</tr>
<tr>
<td>Bolsheviks signing Treaty of Brest-Litovsk taking Russia out of World War I</td>
</tr>
<tr>
<td>Imprisonment of dissidents in gulags and mass executions</td>
</tr>
<tr>
<td>Establishment of soviets elected by workers, soldiers, and peasants</td>
</tr>
<tr>
<td>Bolsheviks smuggling of Lenin into Russia</td>
</tr>
<tr>
<td>Use of propaganda to spread communist ideals and cover up communist failures</td>
</tr>
<tr>
<td>Adoption of communist slogan “Peace, Land, and Bread” promising changes</td>
</tr>
<tr>
<td>Lenin’s call for the nationalization of all Russian land</td>
</tr>
<tr>
<td>Lenin’s creation of USSR</td>
</tr>
</tbody>
</table>
Extent to which Russia changed as a result of the Russian Revolutions

Key Ideas from the Documents

**Doc 3**—Fatigue with World War I after unsuccessful June 1917 offensive
Delivery of food and fuel to northern cities hampered
Food riots in northern cities

**Doc 4**—Government weaker under Provisional Government than under czar
Long-term economic problems not solved/addressed by Lvov government
Confidence in government lost (war-weary soldiers; civilians)

**Doc 5**—Toppling of Menshevik government resulted in civil war
Control of the Soviet taken by Lenin and Bolsheviks

**Doc 7**—Overall production levels decreased under War Communism
NEP reduced government control of the economy
NEP allowed some people to make a profit

**Doc 8**—Moscow a bustling city again but much like 1913 (peasant women selling potatoes, priests and churches active, prostitutes and pickpockets working the streets/railway stations, gypsy songs in nightclubs, doormen doffing hats to gentry, theater goers in furs and silk stockings)
Communists seemed to be outsiders
Red Army veterans likely standing in line at Labour Exchange

**Doc 9**—Success of Lenin and Soviet leaders against domestic and international foes (peasant revolts continuing)
Economy shattered and country traumatized by years of war and civil war
Millions of deaths from war and war-related disease
Large numbers of people left permanently impaired from wounds, disease, hunger
Hopes for social and cultural transformation shattered
No international revolution as expected
Many questions on policies needed to deal with problems facing country (disagreement of leadership on how to meet goals; agreement of leadership that NEP temporary measure)
Rise of Stalin as result of power struggles of 1920s

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

Division of society into supporters of “Whites” and “Reds” after Bolsheviks seized power
Russian territory lost to Germany as result of Treaty of Brest-Litovsk
Trotsky defeated by Stalin for control of Communist Party; departure of Trotsky from Russia
Power stripped from nationalist groups by Russification causing a loss in autonomy
Continuation of life without mechanization for most peasants
Continuation of use of gulags
Expansion of industry under Stalin’s five-year plans, leading to increased production levels
Rise of Kulaks as result of New Economic Policy
Stalin’s collectivization of agriculture (repression and attacks on Kulaks; forced famine; death)
Great purges used by Stalin to eliminate opposition
Secret police used to control people and remove/silence enemies (Okhrana by czar; Cheka by Lenin; NKVD by Stalin)
The Russian Revolutions of 1917 were truly a time of great change, disruption, and conflict. Czar Nicholas II’s rule was essentially ineffective, even turning to violence to control the people’s unrest. The Bloody Sunday Massacre was committed against peaceful Russian protestors in 1905, killing more than 500 and injuring thousands of people. The failure of the Czar to recognize and effectively respond to Russian grievances led the Bolsheviks to take a stand and attempt to bring about significant changes in Russia. The changes that occurred under Bolshevik rule provided some improvements in social aspects of Soviet life. Yet, at the end of the day Russia remained a nation that deprived its masses of any significant economic reform that could have potentially raised the standard of living for its citizens.

The Russian Revolutions happened because of the czar’s incompetency in ruling. The majority of Russians labored on farms or worked in factories. Conditions for both groups were terrible and their standard of living was low. Impoverished working class Russians worked daily but earned meager wages, faced hazardous working conditions, and were discouraged from engaging in political activity. As inflation of goods increased, a general discontent with Russian leadership emerged. Collectively groups began to demand reform from their corrupt government. Between economic struggles, violent suppression of revolts, and an inability to properly fight in World War I, Russia was in turmoil. It was only a matter of time before even the Czar’s own men turned against him. Uprisings against the Czar occurred often in 1905 and 1906 in many places in western Russia. Not only peasants, but the military led local rebellions for their various causes. These rebellions caused great problems for the czar. As
a result, Nicholas II had to compromise and give up some of his power. He allowed for the creation of a legislature called the Duma as well as a kind of constitution and limitations on his own rule. Unfortunately, Nicholas only seemed to make these changes to stop the strikes and outbreaks. He suspended or disbanded the Duma several times and ignored many of the reforms that he promised. As a result the people were even angrier.

The year 1914 was a turning point for many nations with the beginning of WWI and Russia was no different. During the war both geographic factors and slow production in industry left soldiers on the frontlines ill equipped. As Russian losses mounted, many on the home front wanted Russia to withdraw from the war effort. At the same time, Nicholas II moved to assist his troops leaving his wife Alexandra at home to take care of domestic affairs. Both situations were resented by the masses and ultimately gave rise to further protest in what would emerge as the February Revolution of 1917. After Nicholas abdicated his throne a provisionary government was set up. Unfortunately, this provisionary government was unable to carry out much economic reform due to its limited power and as a result the lives of most Russians remained extremely bad. Despite promising land reforms to distribute land equally to all people, the government adopted a “do-nothing” policy and in actuality did little to improve political and economic conditions. They even left Russia in WWI resulting in the death of millions. It was because of this inaction during a time of crisis that Lenin and the Bolsheviks overthrew the Provisionary government.

After the rise of the Bolsheviks in October of 1917, they were able to
establish themselves as the new leaders of Russia. The Bolsheviks, led by Lenin, managed to bring about a significant amount of reform as compared to the previous government. For example, Lenin implemented the War Communism Plan and later the NEP. While the WCP was generally not very effective at increasing industrial and agricultural production, the NEP was more successful. This occurred because the NEP reduced the government’s control over the economy. This resulted in a mixed economy, in which people were allowed a small amount of profit from their own labor. This plan was more successful. For example, wheat production jumped from 5.6 million tons in 1921, before the establishment of the NEP, to 13.1 million tons by 1924. Materials such as coal, steel, and electrical output were also greatly increased.

In addition, in response to the provisional government’s inability to provide opportunities for everyone, the Bolsheviks tried to create equality of genders, free education for all children, and abolished social rank. People would only be referred to as “citizen” or “comrade.” Lenin also allowed national minority areas such as Georgia and Ukraine to have some political autonomy. It was the inability and incompetency of previous governments that inspired Lenin and the Bolsheviks to bring about such changes. However, many of the changes instituted under Lenin were ended when Stalin took over. Stalin retook many territories, forcing them to be a full part of the USSR.

Lenin and the Bolsheviks did more than just introduce the idea of communism to a broken Russia; they also began changes so significant that Russia would shift into a major world power. During
the Cold War the USSR rivaled the US as the 2 world superpowers with nuclear arsenals. For nearly 50 years the Soviet Union remained a nation of significant power and influence as evidenced by the spreading of communist ideology throughout parts of Europe, Asia, and Latin America. Unfortunately, their legacy as leaders also left behind problems as well. While education, equality, and food was generally made available for all people, no matter what their previous status, the revolutions had left millions dead and many more wounded.

Under Stalin there was a greater shift towards more authoritarian government. Similar to life under the czar, people lacked voice in government. There were few opportunities for individuals to rise in their economic status. There was also oppression and violence against people who disagreed with the government. Stalin’s rule really brought conditions “full circle”. Many of the conditions that led to the Russian Revolutions still existed under the Stalinist regime. It wouldn’t be until the rise of Nikita Khrushchev with his policies of de-Stalinization that the beginning of reform would occur. Drastic political and economic reforms would have to wait until the rule of Gorbachev and the subsequent break up of the Soviet Union.
Anchor Level 5

The response:

- Thoroughly develops all aspects of the task evenly and in depth for the Russian Revolutions
- Is more analytical than descriptive (changes that occurred under Bolshevik rule provided some improvements in social aspects of Soviet life but at end of day Russia remained a nation that deprived its masses of any significant economic reform that could have potentially raised standard of living for citizens; as inflation of goods increased a general discontent with Russian leadership emerged; land reforms to distribute land equally to all people promised but Provisional Government did nothing; Lenin and Bolsheviks not only introduced communism to a broken Russia but brought changes so significant that Russia shifting to a major world power; while education, equality, and food generally made available for all people no matter their previous status revolutions left millions dead and many more wounded and limited economic improvement; under Stalin greater shift toward more authoritarian government)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, 6, 7, and 9
- Incorporates substantial relevant outside information (majority of Russians labored on farms or worked in factories; impoverished working-class Russians worked daily but earned meager wages and faced hazardous working conditions; Nicholas II suspended or disbanded Duma several times and ignored many of reforms he promised making people even angrier; during war both geographic factors and slow production in industry left soldiers on front lines ill equipped; Provisional Government left Russia in World War I resulting in death of millions; result of NEP a mixed economy; during Cold War USSR rivaled the United States as two world superpowers with nuclear arsenals; for nearly 50 years Soviet Union remained a nation of significant power and influence as evidenced by spreading of communist ideology throughout parts of Europe, Asia, and Latin America; under Stalin people still lacked voice in government; would not be until rise of Khrushchev’s policies of de-Stalinization that beginning of reform would occur; drastic political and economic reforms would have to wait until rule of Gorbachev)
- Richly supports the theme with many relevant facts, examples, and details (more than 500 killed and thousands injured in Bloody Sunday; War Communism not very effective at increasing industrial and agricultural production; under NEP people allowed a small amount of profit from own labor; wheat production increased after NEP; coal, steel, and electrical output greatly increased under NEP; Bolsheviks tried to create equality of genders and free education for all children; abolished rank by having people referred to as “citizen” or “comrade”)
- Demonstrates a logical and clear plan of organization; includes an introduction that summarizes the different aspects of the Russian Revolutions and a conclusion that discusses Russia after the rule of Lenin

Conclusion: Overall, the response fits the criteria for Level 5. Interpretative analysis of document information and the integration of substantive relevant outside historical details establish a good context for the discussion of the Russian Revolutions. The inclusion of Russian leaders who followed Lenin to frame the assessment of the extent that Russia changed as a result of the revolutions is effective.
In 1917, Russia experienced many revolts, wars, and important revolutions. These uprising occurred because time and time again, the government neglected to actually make a significant change in their citizens lives and in the nation. As a result of this failed leadership, many individuals and groups decided to take matters into their own hands in hope of creating changes they wanted. Ultimately, after this series of revolutions, some positive changes were brought about, but for the most part many of the issues remained unresolved.

Russia’s problems were in part the result of ineffective leadership under Czar Nicholas II, the last czar of Russia. Nicholas II’s government demanded ultimate and total obedience to the czar. Like the czars before him, Nicholas refuse to reform and give rights to many of the groups agitating for freedoms and help. He faced resentment from political parties, trade unions, and professional associations but did not suppress them completely. This resulted in a steady challenge to his regime. People faced some economic hardships as a result of inflation of grain prices, unemployment, and inability to earn an adequate wage. As a result many Russians began participating in bread riots and strikes as tensions rose. Nicholas was in a no-win situation because if he chose to suppress completely those who were discontent with the monarchy, a revolution similar to the one in 1905 could occur. Yet by choosing not to crush these groups he ended up with revolution anyway because people thought it was their chance to make changes to the government. There also was the social and economic transformation that occurred before World War One which had already created tension in Russia. As Russia modernized, it industrialized which led to benefits for the rich at the expense of the
poor. The working class was forced to work in poor conditions for little pay. The groups that remained impoverished despite these changes became extremely irate and hostile towards the authority. Others gained certain material improvements but were frustrated at the political conditions. These wealthier people were frustrated by the czar's absolute power and his lack of reform in the decade after the 1905 Revolution. When Czar Nicholas II entered into World War I the situation got even worse because of his poor military leadership and the massive losses experienced by the Russian army. These failures in government as well as economic downfall and military loss ultimately led to the February Revolution in 1917 (Document 2). Eventually when the Czar realized he had no support or loyal members, he abdicated on March 15th 1917.

A Provisional Government was set-up under Prince Lvov. This government wanted to establish democracy in Russia and solve Russia’s many issues. This was not going to happen though as the new government established a “do nothing” policy. The Provisional Government did very little to stop the further destruction of the economy, restore order, or reform laws. Along with this, the Provisional Government decided to keep Russia in the war which contributed to further suffering. (Document 4).

Lenin, who had been exiled from Russia due to Marxist activities and concerns about his challenge to the existing government returned amidst this chaos. With the assistance of Germany, Lenin returned to Russia with the goal of leading a Marxist rebellion. This would be favorable for the Germans as they were fighting against Russia during World War I and Lenin’s movements would further weaken
the Russian state. With help from Leon Trotsky, they increased the Bolsheviks numbers and their supporters and made plans to overthrow the government. They enticed both peasants and workers to support this cause promising them “Peace, Land, Bread.” On October 25-26 1917, the Bolsheviks began carrying out their plan. Very early in the morning right after midnight, the workers and troops supporting the Bolsheviks seized Petrograd’s railways, banks, post offices, and power plants. Eventually the Provisional Government was given an ultimatum to surrender, and Lenin and the Soviets gained complete control (Document 5).

Lenin took power in November of 1917 and proceeded to try and fix Russia’s giant economic problems. After the Civil War and all the revolutions, Russia’s production had fallen way down. In 1921 Lenin abandoned his policy of War Communism as a result of a decrease in production and decided to adopt the New Economic Policy. This allowed less government involvement and more private practice. This increased Russian production greatly over the next couple years. This also eased laborers problems (Document 7a). Many communist felt unhappy with the plan though because it felt again like a failure and a retreat because it incorporated some capitalist elements. Despite the revolutions, new leadership, and new policies, Moscow looked the same with its peasants, beggars, and prostitutes. Again people were unhappy and faced similar hardships that had been experienced in 1905 (Doc. 8).

As one can see there are mixed results to come out of Russia’s revolutions. Lenin was able to stand against opposing foreign and domestic forces. Yet the country was still depleted economically, filled
with discontent in its streets and struggling to cope with the millions who had died from the war, and many more who were traumatized. So the results were not really what was wanted out of the revolutions (Doc 9) and the peace and stability that was wanted was not achieved.
Anchor Level 4

The response:

- Develops all aspects of the task for the Russian Revolutions
- Is both descriptive and analytical (Russia’s problems in part result of ineffective leadership under Czar Nicholas II, last czar of Russia; as tensions rose many Russians began participating in bread riots and strikes; groups that remained impoverished due to social and economic changes extremely irate and hostile towards authority; wealthier people frustrated by Czar’s absolute power and his lack of reform in decade after 1905 Revolution; Provisional Government wanted to set up democracy but that was not going to happen as it established a “do-nothing” policy; New Economic Policy allowed less government involvement and more private practice; under Lenin people faced similar hardships to what they had experienced in 1905)
- Incorporates relevant information from documents 2, 3, 4, 5, 7, 8, and 9
- Incorporates relevant outside information (Nicholas II’s government demanded ultimate and total obedience to czar; like czars before him, Nicholas refused to reform and give rights to many of groups agitating for freedoms and help; Nicholas in a no-win situation because if he chose to suppress completely those who discontent with monarchy, revolution similar to the one in 1905 would occur; by choosing not to crush groups Nicholas ended up with revolution because people thought it was their chance to make changes to the government; as Russia modernized it industrialized which led to benefits for rich at expense of poor; when Nicholas II entered into World War I situation got worse because of his poor military leadership and massive losses experienced by Russian army; Lenin who had been exiled from Russia due to Marxist activities and concerns about his challenge of the existing government, returned amidst chaos; with assistance of Germany Lenin returned to Russia with goal of leading a Marxist rebellion which would be favorable for Germany as they fighting against Russia during World War I; peasants and workers enticed to support Bolshevik cause with promises of “Peace, Land, and Bread”; many communists unhappy with New Economic Policy because it incorporated some capitalist elements)
- Supports the theme with relevant facts, examples, and details (Nicholas faced resentment from political parties, trade unions, and professional associations; working class forced to work in poor conditions for little pay; economic downfall and military losses led to February Revolution of 1917; Czar Nicholas II abdicated on March 15, 1917; Provisional Government set up under Prince Lvov; Provisional Government decided to keep Russia in World War I which contributed to further suffering; workers and troops supporting Bolsheviks seized Petrograd’s railways, banks, post offices, and power plants; Lenin took power in November 1917)
- Demonstrates a logical and clear plan of organization; includes an introduction that is a restatement of the theme and a conclusion that discusses the negative aspects of the Russian Revolutions

Conclusion: Overall, the response fits the criteria for Level 4. While document interpretation frames the response the integration of relevant outside historical information provides an analytic context for the discussion of the Russian Revolutions. Additional supporting facts and details would have strengthened the conclusion that the Revolutions resulted in more negative than positive changes.
During the Russian Revolutions, the government attempted to make adjustments to meet the needs of its people, but failed to do so. Many groups attempted to overthrow the government or lead protests to call for reform. This revolution did bring about some changes in Russia’s economic production but lacked significant change for most Russian peasants and workers.

Before the Russian Revolutions of 1917, many of the country’s citizens believed that the government failed to meet the needs of the people (Docs 3 & 4). During the reign of Czar Nicholas II, most believed that the government needed a “major overhaul” because it was incapable of providing for the people. Transportation systems functioned less efficiently during WWI, which displeased urban populations who depended on the transport of food products to the north. This in turn led to the rise of inflation in the cities (Doc 3). The combination of all of these circumstances led to massive protests and rioting throughout Russia. Calls for economic reform, an end to war, and demand for a government that would help its people all challenged the monarchy. Czar Nicholas quickly realized he had not other choice but to relinquish the throne. Once the Czar abdicated and the Provisional government w/ Prince Lvov took power, people still felt as though the government was not meeting their needs. Most felt that the Lvov government did little to change the conditions in Russia and made minimal effort to improve the government. Some even felt that the new government was even more ineffective and weaker than that of the czars. One of the problems was that the Provisional government decided to keep Russia involved in the war, which decreased the support of tired soldiers and civilians tired over war (Doc 4). WWI became very unpopular on the Russian home front.
Anchor Paper – Document-Based Essay—Level 3

As the death toll of Russian soldiers rose and news of troops on the front lines lacking adequate supplies reached the home front, calls for men to return home increased. The war was yet another problem added to the many other concerns faced by the Russian people. By mid 1917, the czarist government was removed and the Provisional Government was failing, leading to many individuals and groups attempting to take action (Doc 5). The Bolsheviks, who were against the Provisional gov't, took action, and that led to the downfall of the provisional gov't. The Bolsheviks were the communists who established complete control over the government and the economy. On October 25 and 26, 1917, they gained support and had armed troops and workers seizing bridges, railroads stations, telegraphs etc., and then took over the Marinsky Palace which was the headquarters of the provisional government. This left Lenin and the Bolsheviks in complete control of Russia (Doc 5). The Bolsheviks are an example of people who took action to initiate change in the government. A significant revolutionary change was Lenin's switch from war communism to his New Economic Policy, which turned the government slightly toward a capitalist society with less gov't influence, especially with an increase of free trade in the economy (Q1). (Doc 7a). This transition also caused a steady increase in Russia's industrial production levels. The amount of crude steel produced, especially, skyrocketed by 1924. This also had a dramatic increase in agriculture, which was largely due to the Kulak’s or wealthy landowners who watched over the land and made sure that the farms ran efficiently (Q1). (Doc 7b). Many promises of change were also made, and most of them mirrored the revolutions occurring in
other European nations, like Germany, who also suffered from devastating losses due to WWI. Still, Lenin’s government did grant that education be given to all children and the typical stratified society of Russia was to be abolished. Working hours were to be cut down and minority nations were allowed to have more control over their internal affairs. Russia’s true revolution came out of these changes to society yet little changed in terms of the government allowing more political freedom and a voice for its people. This displays the fact that the Russian Revolutions of 1917 brought many changes to the nation. Russia’s government changed little after these Revolutions of 1917. For the most part, communist rule was a failure and did not dramatically change the interior of Russia’s urban centers. Red army veterans in Moscow in the 1920s were commonly found at the Labour Exchange, and women sold things like potatoes and bread.

Ultimately, the people of Russia believed that the government was insufficient in providing for the people, and this sparked many individuals to begin a revolution. This revolution brought many changes, some more successful than others.
Anchor Level 3

The response:

- Develops all aspects of the task with some depth for the Russian Revolutions
- Is more descriptive than analytical (during reign of Nicholas II most people believed government needed a major overhaul because it was incapable of providing for the people; transportation systems functioned less efficiently during World War I which displeased urban populations who depended on transport of food; some felt Provisional Government weaker and more ineffective than that of czars; keeping Russia in World War I decreased support of tired soldiers and civilians tired of war; communist rule did not dramatically change interior of Russia’s urban centers)
- Incorporates some relevant information from documents 3, 4, 5, 6, 7, and 8
- Incorporates relevant outside information (Czar Nicholas II realized he had no other choice but to relinquish throne; World War I became very unpopular on Russian home front; as death toll of Russian soldiers rose and news of troops on front lines lacking adequate supplies reached home front calls for men to return home increased; Bolsheviks were communists who established complete control over government and economy; New Economic Policy turned government slightly towards a capitalist society with less government influence; increase in agriculture largely due to Kulaks who watched over land and made certain farms ran efficiently; many changes mirrored revolutions occurring in other European nations such as Germany who also suffered from devastating losses in World War I)
- Includes relevant facts, examples, and details (Czar abdicated; Provisional Government under Prince Lvov took power; Provisional Government decided to keep Russia in World War I; Bolsheviks took action and ended Provisional Government; Bolsheviks had armed troops seizing bridges, railroad stations, telegraphs, and then took over the Marinsky Palace, the headquarters of Provisional Government; Red Army veterans in Moscow in 1920s commonly found at Labour Exchange; Lenin changed from War Communism to the New Economic Policy; Lenin’s government granted education should be given to all children)
- Demonstrates a satisfactory plan of organization; includes an introduction that is a restatement of the theme and a conclusion that states the Revolutions brought many changes, some more successful than others

Conclusion: Overall, the response fits the criteria for Level 3. Interpretation of document information supported with good relevant outside information frames the response. Better integration and further explanation of information would have strengthened the discussion.
The Russian Revolutions of 1917 occurred because the government failed to meet the needs of its people. As a result, individuals and groups took action in response to governmental failures. Some of these actions brought desired changes and others did not. Czar Nicholas II’s government failed to meet the needs of its people in numerous ways. Firstly, it did nothing to address the unfair working conditions that workers endured. Secondly, the government was repressive, as evidenced in its suppression of peaceful protests in St. Petersburg on Bloody Sunday. During the Czar’s reign, the Russian people also dealt with food shortages, inflation, and traumatic experiences of World War I, which killed millions of Russian soldiers and citizens.

As a result of the tsarist government’s failures, a provisional government took power. This government refused to take decisive action until the national elections, and did little to restore order or stop Russia’s economic disintegration. Because of the provisional government’s inaction, Vladimir Lenin’s bolsheviks (communists) gained popularity by promising “peace, land, and bread”, and ousted the Menshenk government in the November 1917 revolution. After the November 1917 revolution the Bolshevik government withdrew from World War I and enacted various reforms to address the needs of the Russian population such as land redistribution, free public education, and maximum working hours.

Although Russia became more egalitarian in theory as a result of the Bolsheviks’ aforementioned reforms, Russia continued to suffer from serious problems. Russian economic output declined under the new communist government, a trend that was only reversed when
Vladimir Lenin enacted the New Economic Policy, which reverted to some aspects of capitalism (e.g., limited privatization and profit motives). The Russian people remained indigent after the Russian Revolutions, despite the hope for change that motivated the revolution in the first place.

The failures of the tsarist government and the provisional Menshevik government that followed to address the needs of the Russian people resulted in the 1917 Russian Revolution, in which the Bolsheviks took power promising withdrawal from World War I and prosperity. However, under the Bolsheviks, economic production worsened until the government allowed limited capitalism and the people of Russia continued to suffer under poverty.
Anchor Level 2

**The response:**
- Develops all aspects of the task with some depth for the Russian Revolutions
- Is primarily descriptive (Nicholas II’s government repressive as evidenced in suppression of peaceful protest in St. Petersburg on Bloody Sunday; provisional government refused to take decisive action until national elections and did little to restore order or stop economic disintegration; Bolsheviks enacted various reforms to address needs of people such as land redistribution, free public education, and maximum working hours; Russia became more egalitarian in theory as result of Bolshevik reforms)
- Incorporates limited relevant information from documents 1, 2, 3, 4, 5, 6, 7, and 9
- Presents little relevant outside information (Lenin’s Bolsheviks gained popularity by promising “peace, land, and bread”; Lenin reverted to some aspects of capitalism with New Economic Policy such as limited privatization and profit motives)
- Includes relevant facts, examples, and details (Czar Nicholas II’s government did nothing to address unfair working conditions; during reign of Czar Nicholas II people dealt with food shortages, inflation, and traumatic experiences of World War I; millions of Russian soldiers and civilians killed in World War I; Provisional Government replaced tsarist government; Menshevik government ousted in November Revolution; Bolshevik government withdrew from World War I; Russian output declined but was reversed with Lenin’s New Economic Policy)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a conclusion that discusses how the people of Russia continued to suffer after the Revolutions

**Conclusion:** Overall, the response fits the criteria for Level 2. While a lack of supporting facts and details is evident, interpretation of document information and a few analytic statements frame the basis of the response, demonstrating an understanding of the Russian Revolutions. Two statements of historical outside information about Lenin are included but lack of development detracts from their effectiveness.
As a result of The Russian Revolution of 1917, the government failed to meet the needs of its people. Individuals and groups took action in response to government failures. Some of these actions brought desired changes and others did not.

In document 2, the social and economic transformation before the first World War merely added to the problems. Those groups in society which had undergone impoverishment were understandably hostile to the authorities. Great war broke out and pulled down the remaining stays of the regime. The result was the February Revolution of 1917 in circumstances of economic collapse, administrative dislocation and military defeat.

In document 3, the Russians wanted to pursue the war more effectively, and they felt the existing government was not capable of doing it. That existing political structures were in need of a major overhaul. They were unable to remove disloyal tsarina and let the Duma appoint ministers.

In document 4, the new provisional government was dominated by the Constitutional democrats or cadets. A party that wished to establish a democratic government in Russia similar to great britains. The head of provisional government was prince Lvov, an aristocrat of mediocre ability.

In document 8, from a communist standpoint NEP was a retreat and a partial admission of failure. Many communist felt deeply disillusioned, it seemed that the revolution had changed so little.

Moscow, the Soviet capital since 1918 and headquarters of the Comintern.
Throughout, the Russian revolution government and economic have changed for the good and the worst. Russian Revolution had some government failures but the came up close to the top of everything.

Anchor Level 1

**The response:**

- Minimally addresses all aspects of the task for the Russian Revolutions
- Is descriptive (social and economic transformation before World War I merely added to problems; groups in society who had undergone impoverishment hostile to authorities; remaining supports of regime pulled down with outbreak of World War I; Russians felt existing government not capable of pursuing war more effectively; Russians felt existing political structures in need of major overhaul; Constitutional Democrats wished to establish democratic government in Russia similar to Great Britain’s; Lenin’s NEP retreat from communist standpoint and partial admission of failure; Moscow little changed after Revolutions)
- Includes minimal information copied from documents 2, 3, 4, and 8
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (World War I resulted in February Revolution of 1917; new provisional government dominated by Constitutional Democrats; Prince Lvov head of Provisional Government)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a conclusion that states that the changes brought about by the Russian Revolution were both good and bad

**Conclusion:** Overall, the response fits the criteria for Level 1. A methodical presentation of limited document information demonstrates a general understanding of the Russian Revolutions. All aspects of the task are mentioned but development is simplistic and lacks details.
Changes were brought on by the actions of individuals affected by the failure to meet peoples needs by the government. These changes were a major result of the Russian Revolutions of 1917. The Russian government failed to meet the peoples need in several ways. There was a lack of transportation causing food & all shortages. (Doc 3) Groups that had undergone impoversment were becoming hostile (Doc 2). And hopes for social & cultural transformation were destroyed (doc 9). Because of these governmental failures there were numerous strikes & revolts (Doc 1). The people overthrew the city and took control of preparliament (Doc 5).

After the Revolution, Russia resulted in change. Sovarkom was established as the law making body (Doc 6). Minority Nations were given more control, and there were no more princes & Dukes. these changes are a few out of several ways the Revolution affected Russia. The Russian Revolution of 1917 caused many dramatic changes. This Revolution brought on by inability of the government to please the people.
Document-Based Essay—Practice Paper – B

In 1917, the Russian Revolution occurred due to Czar Nicholas government’s inabilities to meet the needs of its people. Before the revolutions, the peasants were extremely unsatisfied and held many protests to make Tsar Nicholas implement some reforms, but some protests were violently put down, like in Bloody Sunday. The growing anger of the people led to the February 1917 Revolution, where a Provisional Government was established, but the new government didn’t do much to address Russia’s problems. The Communist Russian Revolution occurred as a result of the inabilities of Tsar Nicholas and the Provisional Government to take care of Russia’s issues as Lenin and the Bolsheviks militarily seized power to implement communist reforms in order to satisfy the peasants, but only to a certain extent.

Russia under the rules of Tsar Nicholas II and later the Provisional Government failed to address the problems of the country that led to dissatisfaction among the people. The wealth gap between the rich and the poor was huge. The impoverished groups were hostile to the authorities and therefore a constant challenge to the Tsarist regime. There were a number of groups that felt at odds with the monarchy. Members of political parties, professional associations, and trade unions felt unheard by their government and many faced economic hardship. With Russia’s entrance into World War I these and other factions faced new problems in a war that Russia seemed ill equipped to fight in. In 1917 these conflicts erupted in revolts and protests. When the army switched sides and supported the protesters, the tsar had no other choice but to abdicate this throne (Doc 2). On Mar 15, 1917, the Provisional Government was set up. The Provisional government
did not fulfill the dreams of the peasants of land reforms. The morale of civilians and soldiers also was lost as Russia was kept in WWI and experienced even more losses (Doc 4). Clearly the Tsar’s regime and the Provisional Government failed to satisfy the peasants by their inability to address the nation’s economic, social, and political problems, which led to the Bolsheviks taking power. The Bolsheviks were led by Lenin and took power in the November 1917 revolution in order to implement communist reforms. During its first winter in power, the communists implemented many social reforms in favor of the peasants. Land was taken from the nobility and churches and handed over to the peasants (Doc 6). Workers were also given security by limiting the work day to a maximum of 8 hours, and women were given legal equality with men (Doc 6). These social reforms fulfilled some of the dreams that the peasants were waiting for for centuries before the communist revolution. To address the economic disintegration of Russia, Lenin introduced War Communism. Unfortunately this led to poverty and a reduction in agricultural and industrial production. To respond to these failures, Lenin introduced the New Economic Policy in 1921. Under the NEP, individuals were allowed to work a little for themselves and make a profit (Doc 7a). This encouraged people to produce more commodity to make money. This added incentive caused commodities such as potato production to increase to 15.6 million metric tons between 1921 and 1924 (Doc 7b). While the Bolshevik’s seizure of power resulted in a number of reforms that benefitted the poor the ideas of communism were not totally achieved. Despite the numerous social reforms made by the Bolsheviks, many
Communists felt disillusioned as the revolution failed to change many aspects of society. The city of Moscow still resembled how it looked like in 1913. Capitalism was still present, as peasant women sold potatoes at the market. The rich still wore silk and enjoyed themselves at theaters (Doc 8). Communists were still not dominating society as they seemed like outsiders and Red Army veterans were standing in line at the Labor Exchange. Clearly, the communist revolution only implemented some communist reforms in parts of Russia instead of full communism, as evident in lingering capitalism in cities like Moscow. Though under Lenin the implementation of communism was not fully realized it was under the leadership of Stalin. With the implementation of the 5 Years Plans, Stalin collectivized lands and pushed Russia to meet state quotas in industrialized output. The result of Stalinist policies put many Russians in the situation they were in in 1905 — lacking political voice, impoverished, and laboring under poor conditions. As shown, the Communist Revolution occurred as a result of dissatisfaction with the Provisional Government and by extension the tsar. The poor peasants in Russia had been hurting for hundreds of years of abuse but they really didn’t feel much relief or benefit even under Stalin. Although technology and industrialization advanced with the Five Year Plans the abuse of the masses continued.
Document-Based Essay—Practice Paper – C

Under czarist rule a vast majority of the Russian people were unhappy and unsatisfied with their government. This sparked the Revolutions of 1917 and ultimately led to power struggle and the emergence of new political leaders who addressed problems in their own way. Some desirable and others not.

Czar Nicholas II was the last czar of Russia along with causing much of the unrest in his own country. He annoyed many of the emergent elements of a civil society (political parties, labor unions, etc.) and was therefore constantly challenged by them (Document 2). In addition the World War impoverished many people who resented the government for obvious reasons (Document 2). Furthermore citizens wanted to pursue the war more effectively by majorly changing the government (Document 3). The czarist leadership was unable to fulfill the people wishes making them ever more unsatisfied.

Under extreme pressure the last czar abdicated and a new phase in Russian history began. A provisional government was instated. Consisting of Cadets who wanted to create democracy and were led by Prince Lvov and pursued a “do-nothing” policy which only led to further economic decay (Document 4). To answer the call of the peasants, another group stepped forwards. The Bolsheviks, led by Lenin, started a Revolution and took over Russia and its weak provisional government.

The Bolsheviks brought great change to Russia through the introduction of the NEP and several reforms and Decrees. The NEP boosted the lands Economy greatly allowing for a greater production of wheat, potatoes, hard coal, and steel (Document 7B). It reduced the governments control over Economy and allowed some private
businesses. Lenin also withdrew Russia from the war and handed noble land over to the peasantry in the Land Decree. Free schooling was offered to children and women had equal rights to work (Document 6). On the other hand, Moscow didn’t change much, there were still beggars and prostitutes and a large disparity between rich and poor remained (Doc 8). Also the war left 30 million dead and even more injured (Doc 9), the government was faced with many problems. The czarist government failed to meet the needs of the people and caused people to take action and change their country. Unfortunately these changes were not always for the better and Russia was left with many of the same problems they faced before the revolutions.
The Russian Revolutions of 1905 and February and October of 1917 occurred as a result of deep-rooted discontent with regards to Czar Nicholas II, an oppressive autocrat, and large disparities of wealth; the growing unrest within the Russian population was exacerbated by World War I and its socioeconomic effects on the country. Through violent revolution, Russian revolutionaries were able to incite social change and overthrow a long-standing regime.

For many years Russia’s czars ruled as absolute rulers. Czars like Ivan the Terrible, Peter the Great, and Catherine the Great controlled Russia and consolidated power by decreasing the power of the boyars (Russian nobles). They also did little for the poor peasantry. Over time these czars proved unresponsive to the needs of all the people of Russia. By the twentieth century people were agitating for change. In the first few decades of the 1900s three revolutions and a world war occurred demonstrating that these longstanding issues got worse over the years. Czar Nicholas II is often associated with brutality and general ineffectiveness as a ruler. The peasantry and working classes in Russia faced daily hardships that mirrored in many ways conditions in pre-revolutionary France. The cost of products, especially bread, rose due to inflation, wages were low, and working conditions were poor. The masses felt as if they had no voice in government and saw no reform in sight. The events of Bloody Sunday, in which an estimated 200,000 Russians marched peacefully, demanding improved working conditions led to the 1905 revolution. Upon their refusal to disperse, the protesters were massacred by troops ordered to protect the Winter Palace by Nicholas II killing more than 500 people and wounding thousands. This event started a
long period of civil unrest and protests that eventually led to the October 1905 Manifesto by Czar Nicholas II which promised civil liberties like freedom of speech and an elected legislature called a Duma. The czar’s power was said to be limited and people were supposed to be guaranteed rights. However, many of these reforms were not implemented and the people were faced with the same unfair conditions. Thus, it is evident that the Czar was apathetic regarding the concerns of the general public, and was unwilling to improve the quality of life for Russian workers. Impoverished groups were hostile towards the Czar’s regime, as the poor were often victimized by Russia’s wide disparities of wealth; peasants had little ownership of land under the Czar, and experienced extremely poor living and working conditions.

Support for the Czar’s regime dropped significantly following Russia’s involvement in World War I. After Russia joined World War I conditions for the masses got so bad the revolution erupted. The Russian soldiers were not given enough equipment or supplies and were forced to fight in horrible conditions. In addition to the terrible conditions on the front, Czar Nicholas II, who lacked military expertise, was leading the army contributing to the defeats and high causalities. He left his wife Alexandra to rule and she was influenced by Rasputin who was very unpopular with the Russian people. Both of these events influenced the nobles to join the masses in advocating for the abdication of the czar. As a result of the continued widespread suffering at the hands of the Czar the masses became more open to ideas about overthrowing the Czar and combating his policies. The February 1st and October 2nd Revolutions in 1917 called for the
removal of the czar and the establishment of a new government. The February Revolution resulted in the institution of a Provisional Government, which was fairly ineffective. The Provisional Government allowed for economic collapse, failed to provide peasants with land, and continued the Russian War effort. As a result, the Russian population experienced widespread suffering, while the Provisional Government lost support. In attempts to promote the institution of a competent, communist government, the Bolsheviks organized an overthrow of the Provisional Government, which would come to be known as the October Revolution. During this time Bolshevik supporters seized control of infrastructure and the headquarters of the PreParliament, and ultimately dissolved the Provisional Government.

The Bolsheviks rose to power, and made efforts to facilitate social and economic reforms. Under the Bolshevik party, efforts were made to eradicate social disparities and class divisions, through the redistribution of land to the peasant population, land that had previously belonged to the nobility or the Russian Orthodox Church. Also the Provision of free education to all children was enacted and gender equity was also being mandated. In addition, Lenin, the leader of the Bolsheviks, mandated Russia’s withdrawal from World War I in the Treaty of Brest-Litovsk and decreased the length of the work day. Although Lenin created some positive social changes, Russia’s economy still suffered, and production rates were often extremely low. In response the development of the New Economic Policy, which limited governmental control over the economy. Production rates exhibited a significant increase, as opposed to
Lenin’s War Communism Policy of 1918-1921 when rates drastically declined. Although it is evident that Lenin made some positive reforms for the people of Russia the nation’s economy remained unstable, while suffering and peasant discontent remained prevalent. The 1917 Russian Revolutions allowed for the institution of radical reforms although Russia still faced issues of social inequity, unrest, and economic instability which were the initial causes of the revolution.
Throughout history, governments have been overthrown by certain groups of people to help solve political, economic, and social problems. The Russian monarchy was abolished because it failed to solve such problems. As a result, communism took root in Russia when Lenin and the Bolsheviks gained power.

The absolute monarchy failed to help the people in several ways. For one, the Russian government failed to redistribute land and gave it to the peasants. Several initiatives, such as the creation of zemstvos were meant to give peasants more autonomy, but proved to be largely inefficient. The vast number of political and economic complaints in Russia led to a number of riots all throughout western Russia. In 1905 hundreds of thousands people protested at the Winter Palace. These Russians wanted better working conditions. The Russian military opened fire on the unarmed protesters killing more than 500 and wounding thousands. This event became known as Bloody Sunday and started the 1905 Revolution. While Nicholas II made some political concessions after this Revolution he refused to make real changes and the Russians continued to face many problems.

In the next decade the situation became increasingly worse. The czar remained dictatorial and forced the people to fight in World War I. The Russian troops were poor trained and Czar Nicholas led them himself and he was not a good leader. He lost many battles and had large numbers of casualties. The czarist government was not capable to fight well in the war which magnified the economic and social predicaments the nation was facing.

Several individuals and groups tried to alleviate the issues caused by the absolute monarchy. This is why the revolution of 1905 occurred.
but was ultimately unsuccessful. So in 1917 the people and the army were fed up. Protesters wanted change—they wanted economic reform and relief from food shortages and wartime conditions. This time the army joined the protesters which eventually led to the abdication of the czar. The new government called the Provisional Government did not make many changes and the people continued to suffer greatly which allowed Lenin and the Bolsheviks to seize power from the Provisional Government led by Alexander Kerensky and the Mensheviks. By seizing control, through capturing railroad stations, power plants, bridges. Lenin sought to put infrastructure and communications under state power. He called for peace, bread, and land, and started to implement communist policies. Following the failure of War Communism, Lenin began his New Economic Policy. The NEP had some success in increase of industrial and agricultural production due to its allowing some private enterprise. In some ways this helped improve the economic situation for some peasants. Russia changed in several ways as a result of the revolutions. For one, Russia became a single party, communist state. Russia’s agricultural production improves with Lenin’s NEP. But after Lenin’s death and Stalin’s rise to power this policy ended and Stalin implemented his Five Year Plans. Under the communists a classless society emerged which eliminated the social inequality that existed under the czar. Additionally reforms such as mandating education for all and implementing a maximum work day were established. In some ways it seemed as if the revolutions had positive impacts on Russian society. Throughout history, weak governments lose control over their people.
Document-Based Essay—Practice Paper – E

and fall. The absolute monarchy of Russia under Nicholas II is one such government. When Lenin and the Bolsheviks took over the government, and communism took root in Russia the people finally had a fairly strong government. Under Stalin the Soviet Union fought WWII and became a superpower in the Cold War. However, although the nation seemed to be a major world power the people continued to be repressed and face economic disaster.
Practice Paper A—Score Level 1

The response:

- Minimally addresses all aspects of the task for the Russian Revolutions
- Is descriptive (groups who had undergone impoverishment becoming hostile; hopes for social and cultural transformation destroyed)
- Includes minimal information from documents 1, 2, 3, 5, 6, and 9
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (lack of transportation causing food and oil shortages; numeros strikes and revolts because of government failures; Sovnarkom established as lawmaking body; minority nations given more control; no more princes and dukes)
- Demonstrates a general 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 1. Simplistic statements of document information demonstrate a basic understanding of all aspects of the task. Lack of explanation and lack of supporting facts and details weaken the effort.
Practice Paper B—Score Level 4

The response:

- Develops all aspects of the task for the Russian Revolutions
- Is both descriptive and analytical (Tsar Nicholas implemented some reforms but some protests violently put down such as Bloody Sunday; impoverished groups hostile to authorities and therefore a challenge to Tsarist regime; members of political parties, professional associations, and trade unions felt unheard by government; Russia seemed ill-equipped to fight in World War I; during first winter in power communists implemented many social reforms in favor of peasants; Lenin introduced War Communism to address economic disintegration of Russia; under New Economic Policy individuals allowed to work a little for themselves and make a profit encouraging people to produce more to make a profit; while some Bolshevik reforms benefitted poor ideas of communism not totally achieved; many communists felt disillusioned by Revolutions as many aspects of society not changed)
- Incorporates relevant information from all the documents
- Incorporates relevant outside information (when army switched sides in 1917 and supported protesters, Tsar had no choice but to abdicate; though under Lenin implementation of communism not fully realized, it was under leadership of Stalin; lands collectivized and Russians pushed to meet state quotas in industrialized output in Stalin’s Five Year Plans; result of Stalinist policies is that many Russians put in similar situation as 1905—lacking political voice, impoverished, and laboring under poor conditions; although technology and industrialization advanced with Five Year Plans abuse of masses continued)
- Supports the theme with relevant facts, examples, and details (Provisional Government established after February 1917 Revolution did not do much to address problems; wealth gap between rich and poor huge; Bolsheviks led by Lenin took power in November 1917 Revolution; land taken from nobility and churches and handed over to peasants; work day limited to a maximum of 8 hours; women treated equally as men; War Communism led to a reduction in agricultural and industrial production; Lenin introduced New Economic Policy in 1921; city of Moscow still resembled how it looked in 1913; Red Army veterans standing in line at Labor Exchange after Revolution)
- Demonstrates a logical and clear plan of organization; includes an introduction that briefly summarizes the Russian Revolutions and a conclusion that discusses that the peasants continued to suffer despite the Revolutions

**Conclusion:** Overall, the response fits the criteria for Level 4. Good conclusions enhance a chronological treatment of the Russian Revolutions. Although additional supporting facts and details would have benefited the discussion, a good understanding of the task is demonstrated.
The response:

- Develops all aspects of the task for the Russian Revolutions
- Is primarily descriptive (under Czarist rule vast majority Russian people unhappy and dissatisfied with government; Revolutions led to power struggle and emergence of new political leaders; Nicholas II annoyed elements of society such as political parties and labor unions so constantly challenged by them; Russian citizens wanted to pursue World War I more effectively and wanted major changes in government; Prince Lvov pursued a “do–nothing” policy which led to further economic decay; NEP reduced government control over economy and allowed some private businesses; not much change in Moscow from 1913)
- Incorporates limited relevant information from documents 2, 3, 4, 5, 6, 7, 8, and 9
- Presents no relevant outside information
- Includes relevant facts, examples, and details (Czar Nicholas II last czar of Russia; Nicholas II abdicated; Provisional Government led by Prince Lvov wanted to create a democracy; Bolsheviks led by Lenin; Bolsheviks brought change to Russia through introduction of NEP and several reforms and Decrees; Lenin withdrew Russia from World War I; Lenin gave land of nobles to peasants; free schooling for children and women considered equal to men)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that summarize the different aspects of the task

Conclusion: Overall, the response fits the criteria for Level 2. Document information and general statements demonstrate a basic understanding of the task. However, lack of supporting facts and details weaken occasional attempts at analysis.
Practice Paper D—Score Level 5

The response:

- Thoroughly develops all aspects of the task evenly and in depth for the Russian Revolutions
- Is more analytical than descriptive (with czars proving to be unresponsive to needs of all people by twentieth century people agitating for change; Czar Nicholas II often associated with brutality and general ineffectiveness as a ruler; masses felt as if they had no voice in government and saw no reform in sight; impoverished groups hostile towards Czar’s regime as poor often victimized by Russia’s wide disparities of wealth; support for Czar dropped significantly following Russia’s involvement in World War I; Provisional Government quickly lost support with widespread suffering; under Bolsheviks efforts made to eradicate social disparities and class divisions through redistribution of land to peasants; New Economic Policy limited government control over economy and as a result production rates rose as opposed to rates during War Communism when rates drastically declined; Lenin made some positive reforms for people of Russia but nation’s economy remained unstable and suffering and peasant discontent remained prevalent)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, 6, 7, and 9
- Incorporates substantial relevant outside information (for many years Russia’s czars ruled as absolute rulers; czars such as Ivan the Terrible, Peter the Great, and Catherine the Great controlled Russia and consolidated power by decreasing power of boyars (Russian nobles); peasantry and working classes in Russia faced daily hardships that in many ways mirrored conditions in pre-revolutionary France; Bloody Sunday started a long period of civil unrest and protest that eventually led to Nicholas II’s 1905 October Manifesto; October Manifesto promised civil liberties such as freedom of speech, an elected legislature called the Duma, and limits on Czar’s power but many of reforms not implemented; Russians not given enough equipment or supplies and forced to fight in horrible conditions; Nicholas II who lacked military expertise leading army on front contributing to defeats and high casualties; his wife Alexandra who was left to rule influenced by Rasputin; Lenin mandated Russia’s withdrawal from World War I in Treaty of Brest-Litovsk)
- Richly supports the theme with many relevant facts, examples, and details (cost of products rose due to inflation, an estimated 200,000 Russians marched peacefully demanding improved working conditions on Bloody Sunday; when protesters refused to disperse troops fired killing more than 500 people and wounding thousands; peasants had little ownership of land under Czar and experienced poor living and working conditions; February Revolution resulted in Provisional Government; Bolsheviks overthrew Provisional Government in October Revolution; land given by Bolsheviks to peasants previously belonged to nobility or Russian Orthodox Church; Bolsheviks provided free education to all children and gender equality mandated; Bolsheviks decreased the length of the work day)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that discusses causes and results of the Russian Revolutions

Conclusion: Overall, the response fits the criteria for Level 5. A thorough discussion of all aspects of the task is supported with numerous relevant historical details and analytic statements. The inclusion of comparative statements throughout the response demonstrates a depth of knowledge concerning the Russian Revolutions.
The response:

- Develops all aspects of the task with some depth for the Russian Revolutions
- Is more descriptive than analytical (vast number of political and economic complaints in Russia led to a number of riots throughout western Russia; participation in World War I magnified economic and social predicaments nation faced; protesters in 1917 wanted economic reform and relief from food shortages and wartime conditions; New Economic Policy had some success in increasing industrial and agricultural production due to allowing some private enterprise)
- Incorporates some relevant information from documents 1, 3, 4, 5, 6, 7, and 9
- Incorporates relevant outside information (several initiatives such as creation of zemstvos meant to give peasants autonomy but proved to be largely inefficient; while Nicholas II made some political concessions after 1905 Revolution he refused to make real changes; Russian troops poorly trained and Czar Nicholas II led them himself and he not a good leader; Nicholas II lost many battles and had large numbers of casualties; army joined protesters in 1917 which eventually led to abdication of Czar; Lenin called for “Peace, Land, and Bread” and started to implement communist policies; Russia became a single party, communist state; Stalin ended New Economic Policy and implemented Five Year Plans; under communists a classless society emerged which eliminated social inequality that existed under Czar; under Stalin Soviet Union fought World War II and became a superpower in Cold War)
- Includes relevant facts, examples, and details (communism took root in Russia when Lenin and Bolsheviks gained power; in 1905 hundreds of thousands of people protested at Winter Palace; Russian military opened fire on unarmed protesters killing more than 500 and wounding thousands; Bloody Sunday started 1905 Revolution; Provisional Government did not make many changes; Provisional Government led by Kerensky and Mensheviks; Bolsheviks seized control by capturing railroad stations, power plants, and bridges; following failure of War Communism Lenin implemented his New Economic Policy; after Lenin’s death Stalin rose to power; education mandated for all and a maximum work day established)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that state communism took over Russia when Lenin and the Bolsheviks gained power

Conclusion: Overall, the response fits the criteria for Level 3. Good interpretation of document information frames the discussion, although some analytic statements and relevant outside information are scattered throughout the response. Use of generalizations and lack of development of some information weakens the effort.
Transition Exam in Global History and Geography—Grade 10
Specifications
January 2020

Part I
Multiple-Choice Questions by Standard

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Parts II and III by Theme and Standard

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

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


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.

The Chart for Determining the Final Examination Score for the January 2020 Transition Exam in Global History and Geography—Grade 10 will be posted on the Department’s web site at: http://www.p12.nysed.gov/assessment/ on the day of the examination. Conversion charts provided for the previous administrations of the Transition Exam in Global History and Geography must NOT be used to determine students’ final scores for this administration.
To determine the total score for Part I and Part IIIA, multiply the total number of Part I multiple-choice questions answered correctly by 2 and then add the total credits received for Part IIIA. For example, a student answering 22 multiple-choice questions correctly on Part I and receiving 9 credits on Part IIIA would have a total score for Part I and Part IIIA of 53: $22 \times 2 = 44 + 9 = 53$.

To determine the student's final score, locate the student's total essay score across the top of the chart and the total Part I and Part IIIA score down the side of the chart. The point where those two scores intersect is the student’s final examination score. For example, a student receiving a total essay score of 6 and a total Part I and Part IIIA score of 53 would receive a final examination score of 80.
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