

PART III: DOCUMENT-BASED ESSAY

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 This task is designed to test your ability to work with historical documents.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

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

Historical Context:

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

Task:

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

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

NOTE: The scoring rubric for this essay appears opposite.

Part A Short Answer

Directions:

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

Document 1

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

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

—Lao Tzu (6th century BC)

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

Rubric

SCORE OF 2

- Clearly states nonparticipatory role in the political system
- Understandable difference between political system and economic system

SCORE OF 1

- Vague and/or incomplete information on the role of a citizen
- Misinterpretation of the document
- May contain factual errors
- Reiterates information from document

SCORE OF 0

- Fails to address the question
- No response
- No understanding of document

Document 2

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

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

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

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

Rubric

SCORE OF 2

- Clearly states a responsibility as noted by Pericles
 - Service
 - Public affairs before private affairs
 - All citizens should know something about politics
 - Making laws

SCORE OF 1

- Vague, partial, or implied understanding of responsibility within the historical context of Athenian democracy
- Inaccuracies
- Shows limited understanding of document
- Reiterates document without analysis

SCORE OF 0

- No understanding of document
- No response
- Blank paper

Document 2

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

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

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

Score Level 2

Student A

To take part in the government, serve the public, make political decisions, and know something of politics

Student B

To know something about politics, and put the affairs of the state before ^{his} private affairs. A man is expected to take part in the public affairs of the nation.

Score Level

Document 2

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

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

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

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

Score Level 1

Student C

A responsibility of a citizen in a democracy is to vote in your country. You have to self-vote no matter what you are. Vote for yourself.

Student D

To participate in their government.

Score Level 0

Student E

To be good in everything near she does

Student F

government

Document 3

"...Whereas ... King James II, ... did attempt to undermine ... the laws and liberties of this kingdom...
Therefore, the Parliament declares:
1. That the King's supposed power of suspending laws without the consent of Parliament is illegal.
4. That the levying of taxes for the use of the king without the consent of Parliament is illegal.
8. That the king should not interfere with the election of members of Parliament.
13. And that to redress grievances and amend, strengthen, and preserve the laws, Parliament ought to be held [meet] frequently."

—The English Bill of Rights, 1689

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

Rubric

SCORE OF 2

- Clearly states transition of power from the King to Parliament. The following are acceptable
The King's power is limited
Parliament gains power over the King

SCORE OF 1

- Reiterates contents of document
- Has vague understanding of the transition of power
- May contain factual errors
- Shows limited understanding of document

SCORE OF 0

- Fails to address question
- No response
- No understanding of document

Document 4



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

Rubric

SCORE OF 1

- Understands that the rule of a country controls the governmental decision-making process
Monarch
King with divine right
Louis XIV
Sun King

SCORE OF 0

- No understanding of the cartoon
- Incorrect historical information

Document 5

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

—Benito Mussolini, 1932

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

Rubric

SCORE OF 2

- Clearly states the idea of the document
- Universal suffrage does not guarantee equality
- Many people cannot effectively rule or govern

SCORE OF 1

- Has some understanding that universal suffrage does not guarantee equality
- Has some understanding that many people cannot effectively rule/govern
- Reiterates main idea without analysis

SCORE OF 0

- Fails to address the question
- No response
- Blank paper

Document 6

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

—The Japanese Constitution of 1947

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

Rubric

SCORE OF 2

- Clearly understands the universal principle of consent by the governed
Sovereign power resides in the people
Government's authority comes from the people

SCORE OF 1

- Some understanding of the universal principle of consent by the governed
Government is a sacred trust
- Reiterates contents of document without analysis
- May contain factual errors

SCORE OF 0

- Fails to address question
- No response
- Blank paper

Part B

Document-Based Essay

Specific Rubric

5

- Uses at least half of the documents provided
- Places documents in historical context
- Incorporates relevant outside information related to document
- Uses the terms “absolute monarch,” “democracy,” and “fascism” correctly
- Either compares or contrasts societies’ viewpoints on the process of governmental decision making
- Either compares or contrasts the citizen’s role in the decision-making process
- Analyzes advantages and disadvantages of each political system
- Weaves documents into body of essay
- Writes a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Includes a strong introduction and conclusion

4

- Uses at least half of the documents provided
- Places documents in historical context
- Incorporates relevant outside information related to documents
- Uses the terms “absolute monarch,” “democracy,” and “fascism” correctly
- Either compares or contrasts societies’ viewpoints on the process of governmental decision making
- Either compares or contrasts the citizen’s role in the decision-making process
- Discusses advantages and disadvantages of each political system
- Discussion of documents may be descriptive or analytical
- Writes a well-developed essay, demonstrating a logical and clear plan of organization
- Includes a good introduction and conclusion

3

- Uses at least two of the documents provided
- Use of documents within the historical context may be in error
- Incorporates limited outside information related to documents
- Has limited understanding of political terms
- Understands some aspect of the process of governmental decision making
- Understands some aspect of the citizen’s role in the decision-making process
- Has limited understanding of different political systems
- Generally discusses advantages and disadvantages of a political system
- Reiterates information from documents
- Writes a satisfactorily developed essay, demonstrating a general plan of organization
- Restates the theme in the introduction and concludes with a restatement of the task

2

- Attempts to address task with at least one document
- No relevant outside information is apparent
- Knowledge of political terms and systems is vague, general, or incorrect
- Reiterates contents of document
- Does not understand process of governmental decision making or citizen’s role
- Writes a poorly organized essay lacking focus
- Has vague or missing introduction or conclusion

1

- Demonstrates a very limited understanding of the task
- Cannot distinguish between aspects of the task
- Fails to use or vaguely refers to documents
- Contains factual errors
- Essay demonstrates a major weakness in organization
- Vague or missing introduction or conclusion

0

- Fails to address the question
- No response
- Blank paper

Part B
DOCUMENT-BASED ESSAY

Score Level 5

Throughout history, societies have held different viewpoints on governmental decisionmaking and the roles of citizens in this decisionmaking process. The decisionmaking process can range from absolute control by a single individual or a few individuals and a political system that is a democracy. There are many advantages and disadvantages to both systems of government.

In a totalitarian form of government ~~have no~~, the citizens have no say in the decisions that are made. The dictator has complete and total control. An example of this is Mussolini in Italy. During his rule, he enforced a totalitarian state. Although he was a very harsh ruler, he gained many things for Italy that may not have been able to be accomplished in a democracy. Mussolini's form of government was known as fascism. However, ~~that~~ there are some downsides to totalitarian systems, like fascism, as well. Many times the people's rights are denied, which causes them to ~~become~~ become unhappy, and in many cases makes them want to revolt against this unfair government. An example of this is the French Revolution. The liberals wanted to have a more democratic government.

However, the end result of this revolution was not successful, because France returned to a form of government ~~where~~ with one man as their ruler. Totalitarian rulers also believe that ~~A democracy~~ free elections should not be held. This would put power in the hands of the people, which is very ~~against~~ totalitarian ideology. This is a ~~dis~~ disadvantage because if the ruler is not really doing what is best for the country, ~~then~~ then he cannot be taken away from rule unless he is overthrown. In a democracy, a ~~bad leader~~ bad leader just will not be re-elected. So, even though totalitarian leaders may bring ~~to~~ good things to their country, like economic reform and growth, their rule may also result in turmoil among the citizens, which in the end often leads to ~~their~~ disunity.

The opposite of totalitarianism is democracy. In a democracy, the government is a representation of the people. The citizens are encouraged to take part in government and to have a say as to ~~what~~ what decisions are made concerning their country. A way in which this is demonstrated is free election. The people choose which

candidate they feel will do the best for their nation. An example of people being encouraged to take part in government is in Ancient Athens. It was a responsibility of an Athenian to take part in their democracy. ~~citizens~~ Another advantage of a democracy is that all of the power is not put all under one person. This prevents the leader from making unjust decisions. An example of this was the Bill of Rights that was established in England in 1689. This limited the powers of the king, and allowed parliament to go against and challenge decisions of the king. It also seems to be that in democracy less revolts occur, because the people are the ones who make the decisions. Therefore, they are satisfied most of the time with what the decision is. However, a democracy also has a negative side to it. Sometimes, citizens take their rights too seriously, and take advantage of them. In this case, a totalitarian leader would be more successful, simply because he would easily be able to control the people and smash any threats to the government.

Both systems have pros and cons. However, it seems that democracy is a more efficient policy in the end. Democratic nations, such as the U.S. and England, seem to have less problems than totalitarian governments, like Communist Cuba and Russia. Yet, throughout history, ~~both~~ both democracy and totalitarianism have had their bright points and dark points.

**Commentary
Score Level 5**

- Uses at least half of the documents provided (four)
- Places documents in historical context—e.g., French Revolution as the outcome of Louis XIV's rule
- Incorporates outside information related to the documents—i.e., when student brings in the restoration of the monarchy in France after the revolution (return of France to Old Regime)
- Uses political terms correctly
- Compares and contrasts both societies' viewpoints and the citizen's role in the decision-making process
- Strong analysis of the advantages and disadvantages of each political system
- Weaves documents into the body of the essay by using an in-depth analysis and discussion
- Shows a thorough understanding of the task by making appropriate connections between absolutism and democracy
- Includes a strong introduction and a conclusion that shows a depth of insight and analysis

Score Level 5

Throughout history, societies have held different viewpoints on governmental decisionmaking and the roles of citizens in the decisionmaking process. Said processes can range from an absolute single controller, such as ^{nineteenth century} Louis XIV of France and ^{Benito Mussolini} ~~Joseph Stalin~~ of mid 20th century ~~Italy~~ ^{Italy}, to a complete democracy, as seen in ancient Greek city state of Athens and the democratic government in Great Britain. Both ends of this political pendulum have both positive and negative affects and each view the roles of their citizens differently.

Louis XIV of France was an absolute monarch who believed in the divine right that God had given them the power to rule. He compared himself to the sun, as the central power of France, parallel to the sun's centralness to the universe. Louis had only and all power in the state, as seen in the cartoon depicted in document four. He kept all previous nobility and power figures with him at Versailles ~~and~~ and kept them happy without taxes, so they would not pose a threat to his power. He viewed the people as simply puppets who carried out his policies. During his reign, a peoples parliament was essentially nonexistent.

Benito Mussolini brought fascism to Italy after the first world war. ~~He~~ Mussolini went directly against all democratic policies. He and his few high officials

Under him were the only rulers. They were so powerful, the people were in a perpetual state of fear of them to prevent overthrow. As seen in document five, Mussolini viewed the peoples rights to be unnecessary because any suffrage they were given would still never combat the intense war enemy of human inequality. His Fascist policies did not respect the majority at all.

Pericles^{name}, the leader of the Athenian Greek city state during the ancient times, became synonymous with the idea of democracy. He believed that it was the right of the people to rule and have their own say in the government that ruled them. As seen in document two, democracy gives justice and equality to all. It gives the power to rule in the hands of many rather than few, to ensure fairness and no pre-judices. All Athenians were in the governing process, rich or poor. Even businessmen, such as merchants and traders, had a hand in politics.

Great Britain has had an excellent track record of beholding and defending a polished and complex system of democratic ideologies. Although a queen or king has always been in place to appease the people, he is but a figurehead who any really serious power. It is their extensive

parliament that truly governs. As early as 1689, the English Bill of Rights gave all power to parliament rather than the king, as seen in document three. They required the people to elect the parliament who makes the decision.

Throughout history societies have had a varied degree of citizen involvement in their governing bodies and decision making processes, ranging from single absolute rulers to a democratic peoples government. As seen in Louis XIV France, ~~it~~ it was clear who had all the power yet unfair because that single person had the fate of all French citizens sitting in the palm of his hands. In Benito Mussolini's Fascist Italy, a handful of high ranking officials governed, taking away the threat of overthrow but still making it difficult for the people's ^{voices} to be heard in the government, being that they lived in fear. Pericles, the father of ~~the~~ democracy, saw that Athens was run in democratic fashion w/ every citizen participating ^{and made} aware of what was going on politically at all times. Great Britain perhaps gets its title of greatness from the system of democracy it has perfected in its 400 year history of unification. ~~No matter~~ where any government stands on the political pendulum, each type of government has its own strengths, weaknesses, advantages, and downsides.

Commentary Score Level 5

- Uses at least half of the documents provided (four)
- Places documents in historical context—e.g., Versailles and divine right with Louis XIV
- Incorporates relevant outside information related to the documents—e.g., divine right, Versailles, English king as a figure-head
- Uses political terms correctly
- Compares/contrasts societies' viewpoints on the process of governmental decision making
- Compares/contrasts the citizen's role in the decision-making process
- Analyzes advantages and disadvantages of each political system
- Weaves documents into the body of the essay by using analysis and discussion
- Shows an understanding of the task by making appropriate connections between absolutism and democracy
- Includes a strong introduction and a conclusion that summarizes the main points of the essay

Score Level 4

Different societies have held different views on the roles of the citizens in the decisionmaking process in government. The government could either be an absolute control by one person or have an elected representation of the people make the laws of the land.

Some societies believe that the ordinary citizens of a nation have no say in their own nation's government, and one person has power of every aspect of that nation. In Document 4, there is a cartoon depicting Louis XIV (the Sun King) and some of his followers. Louis has the last word in every decision in France's government. Also, Russia's old Czarist government had no elected citizen holding office. The czar made all important decisions until he was forced to create the Duma in 1905 (which was later dissolved).

Document 1 states that only a Wise Man can rule the government, and that the citizens are merely puppets with the government pulling the strings. The government can only be ruled by the most intelligent of people - not plain, ordinary people.

However, many societies feel that an elected representation of the plain people is all the government needs. Document 2 states that in ancient Greece, a democracy involving the citizens is a reward for any nation. The biggest example ~~there is~~ is obvious on how elected representation of the people is good and it works, and that, of course, is the United States of America. This democracy has been instituted for the last 222 years, and we've never had a problem. Another great example is Great Britain. Ever since the English Bill of Rights was passed by Parliament in 1689, the last 300 years of English democracy has never failed. Canada is another good example. Therefore, some societies that prefer an elected representation of the people has not seen a problem since the introduction of elected-citizen representation in their respective countries 100's of years ago.

There are many advantages to an elected ~~represent~~ representation of citizens. The people who are elected are usually elected because they are representing the views/needs of the people who elect them. If, for some reason, that the person who ^{was} selected does not please the people, they can either ~~not~~ not re-elect that person or impeach them. The citizens elect other citizens, and that is what makes a democracy better.

Of course, there are disadvantages to an elected democracy of citizens. There have been times where the elected person fails in his job during his term, or lie to the people in order to get elected. Crimes are possible, and if an elected representative is caught, his/h political career is done. Therefore, although there are some disadvantages to this system, the majority of the time -- a democracy is good.

Many societies have their own viewpoint on how a government should be run. Back in the 16th & 17th century, mostly all the governments were absolutely controlled by one person, but now times are changing and so are many governments.

Commentary Score Level 4

- Uses at least half of the documents provided (four), although Documents 2 and 3 are only mentioned
- Places documents in historical context
- Incorporates limited outside information—Russia's Czarist government. Other examples are mentioned
- Uses the terms "absolutism" and "democracy" correctly
- Compares/contrasts societies' viewpoints on the process of governmental decision-making
- Compares/contrasts the citizen's role in the decision-making process
- Includes some facts, examples, and details, but discussion is more descriptive than analytical (e.g., Document 1)
- Includes a general discussion of the advantages and disadvantages of a democracy
- Essay is well developed with a somewhat logical plan of organization
- Includes a good introduction and conclusion

Score Level 4

At various times in global history, societies have held different viewpoints on governmental decisionmaking and citizens roles in this decisionmaking. The decisionmaking process ranges from absolute control by a single person to control by a few individuals to democracy, rule by the people. ~~As is true~~ As is true in all political systems, there are advantages and disadvantages.

In France, Louis XIV possessed absolute control ~~of~~ of the government. He alone was responsible for all governmental decisionmaking and nobody had the power to overrule him. He said, "I am the State," and it was true. Although this political system proved advantageous to him, it was a great disadvantage to the people, who's rights were often violated. The King was able to have a great deal of power, which he desired, but in doing so, the people were given none. The King placed heavy taxes on the people and they were unable to prevent them. The people held almost no rights and were often taken advantage of. They were given no say in governmental ~~affairs~~ affairs and could not speak to defend their rights. The King held all power, ~~which~~ which would leave France in a great deal of turmoil when he died,

which is the idea behind Document 4. Document 1 also demonstrates the lack of rights which the people possess in ~~an absolute~~ a government controlled by one or a few individuals. ~~They were~~ The people were supposed to be kept unaware of government problems and were only meant to work to support their country.

In Ancient Greece, Athens was the birthplace of democracy. The people were given all rights and ruled the city-state. In Document 2, ~~the~~ what makes Athens a democracy is discussed. The power of making laws was given to the people and all people were involved in political decisionmaking, those who weren't were thought to be useless. There are many advantages to this political system, the people were given rights and freedom. They were informed as to their government's well being and were able to change unjust laws in order to create a more fair society. However, there were disadvantages as well. Without one leader, the government has no centralized control and may become weak. There is a possibility for conflict in decisionmaking, which leads to an inability to find a solution, which leads to a weakening of the government. Although it prevents abuse of power

it creates a lack of power as well. The constant check and balance of power ~~causes~~ causes inefficiency in decision making.

Many political systems exist in the world and throughout history. All of them have their advantages and disadvantages and those with the most ~~advantages~~ advantages have remained strong throughout time. Those with more disadvantages fall. There is no perfect governmental decision making process, but those closest to it will ~~stay~~ ~~remain~~ be in use for all time.

Commentary Score Level 4

- Uses at least half of the documents provided (three), although discussion of Document 1 is superficial
- Places documents in historical context—e.g., Louis XIV
- Incorporates limited outside information related to the documents—Louis XIV
- Uses the terms “absolute monarch” and “democracy” correctly
- Compares/contrasts societies’ viewpoints on the process of governmental decision making
- Discusses the citizen’s role in the decision-making process
- Includes relevant facts, examples, and details, but discussion is more descriptive than analytical—e.g., Athens
- Discusses advantages and disadvantages of a democracy
- Essay is well developed with a logical and clear plan of organization
- Good introduction and strong conclusion

Score Level 3

In the world, there are many types of governments. Some governments have one single leader and others have many people making the decisions. Both of these systems have the advantages and disadvantages.

In the wise man's policy of the 6th century B.C., there is one leader. This leader believes that the people need to know nothing all they must do is work for the state. This is not a good system because it doesn't let the people have a say in ~~their~~ their future. On the other hand the state gets more work done with less hassle.

The Policy of Democracy gives the power of decision making to the people. This allows people to decide on their way of life. The only problem is that with this system of government it takes longer to make decisions.

The English people wrote a bill of rights that limited the power of the king. This gives power to a larger body of people, the parliament. This is a good system because it has one leader but he cannot have a dictatorship over the country. This form of government also takes a longer time to make decisions.

The monarch system has a single ruler. This ruler has all of the power and dictates the country. This system allows for quick and decisive decision making but the people can not stop him if he is wrong.

Fascism is much like socialism in that it has a

leader but no one is better than anyone else, the common goal is to provide for your state and Fascism is the opposite of democracy. This is a good system for that no one man is better than the rest but it is also not a stable government.

The Japanese diet system is another form of democracy. It has a leader, but the people have a say in government. Their government is based on peace which is good.

In conclusion, the many governments have both good sides and bad sides. It depends on which which way you look at it. No one government is perfect.

Commentary Score Level 3

- Uses at least two of the documents provided; (four) are briefly summarized
- Use of documents within the historical context, but there may be errors (e.g., fascism)
- Incorporates some outside information related to the documents (e.g., discussion of monarchy)
- Has limited understanding of political terms (e.g., fascism)
- Understands some aspects of the process of governmental decision making (e.g., democracy)
- Understands some aspects of the citizen's role in the decision-making process
- Has limited understanding of different political systems
- Refers to advantages and disadvantages of both systems with little discussion
- Superficial discussion of information in documents
- Restates the theme in the introduction and concludes with a restatement of the task

Score Level 3

Throughout history, societies have held different viewpoints on governmental decisionmaking and the roles of citizens in this decisionmaking process. The decision-making process can range from absolute control by a single individual or a few individuals to democracy.

Some governments believe that the citizens should have some responsibility in a democracy. They think the citizens should be active in the government and not just watch things happen. Other governments believe that the King should have power but not all the power. The English Bill of Rights lessened the power of the King. In order for the King to suspend laws or levy taxes, he had to get consent from Parliament. The citizens did not have much say the government. Some ~~democracies~~ governments believe that the citizens of that country should just do what they are told. They should have no ambition or desire. They should just work and not be their own person. Each government has their own way on running ^{things} ~~things~~. Some ways are just more successful.

There are many advantages and ~~disadvan~~ disadvantages to these governments. A government that has one or a few individuals as leaders can control things easily. They don't have to worry about getting consent from anyone else. They can rule the country as they like. However if the citizens don't like the way they are being treated they can overthrow the government and the leader(s). A democratic government is good because it gives the people a chance to run the government. They can decide what is good for them and what will make them happy. They have a choice in their future. However that is not always a good thing. Some people may want done what is good for them but not good for the country. Some of their choices could end up costing the country a lot.

There are many different ways a government can be run. Some governments believe in giving the citizens power ^{and} others believe in giving the King or leaders power. ~~Either~~ Both ways have advantages and disadvantages. Either way the government is successful.

Commentary Score Level 3

- Uses at least two of the documents provided; three are used, but there is only slight reference to Documents 1 and 2
- Some use of documents within the historical context, but with superficial discussion and errors (e.g., English citizens have no ambition or desire)
- Incorporates limited outside information which is not related to the documents
- Shows limited understanding of the political terms “democracy” and “absolutism”
- Understands some aspects of the process of governmental decision making
- Limited discussion of the citizen’s role in the decision-making process
- Limited understanding of different political systems
- General discussion of advantages and disadvantages of a political system with few specific supporting facts
- Uses information in Document 3, but has few supporting facts
- Writes a satisfactorily developed essay which shows a general plan of organization
- Restates the theme in the introduction and concludes with a simple restatement of the theme

Score Level 2

Throughout history, societies have held different viewpoints on governmental decision-making, and the roles of citizens in this decisionmaking process. The decisionmaking process can range from absolute control by a single individual or a few individuals to democracy.

Society has some of the same viewpoints as the citizens. The government decisionmaking sometimes made the citizens happy. For example, in Japan everyone agrees not to go to war because of the action of the government.

Societies also ~~has~~ have made some decisions that have not made the ~~decisions~~ citizens very happy. With the king ruling everything and everyone the citizens have had to do everything the king says. Another example is the citizens must put the country affairs before their personal lives.

A political system with a democracy is the best way to run a government. In a democracy, the citizens have a say in who

the ruler will be. The citizens can vote and their vote will be counted towards the person that they want in charge. Usually without a democracy the citizens wouldn't have any say in the new leader of their country or state.

~~Because~~ Societies have made decisions in the past that have helped citizens or made the mad. Citizens in the future should be able to make many voting decisions for the leader of their country.

**Commentary
Score Level 2**

- Attempts to address task with reference to two documents, although some information is misinterpreted—e.g., Japan
- No relevant outside information is apparent
- Knowledge of political terms and systems is vague and contains incorrect information—e.g., monarchy
- Does not understand process of governmental decision making nor citizen's role
- Attempts to address advantages and disadvantages of a democracy
- Essay lacks focus because few facts, examples, and details are included
- Introduction and conclusion are present, but vague

"Governments"

Throughout history, societies have held different views on governmental decision-making and the roles of citizens in the government and during the decision-making process. This process can range from total control to each individual taking part in the government. Some government systems include democracies in Greece, ^{Great Britain} ~~England~~ and Japan and totalitarian states in Italy, England and China. These are examples of differences that occur.

In the city of Athens during the time before Christ, democratic government reigned. It was believed that each person should have a voice in government because government is the voices of the people. Its neighbor city-state, Sparta, was very strict in its government rules. Athens created a peaceful environment for its citizens. Another example of a democratic government is that which is found in Japan during the time after World War. This exists because of all of the horrible things that happened to Japan during this war. ~~to~~ The Japanese decided it was time to stop the violence.

On the other hand, dictatorships reign throughout other portions of the world. In Italy, ~~Italy~~ was the infamous dictator, Benito Mussolini. He truly believed that a democratic government would cause

the failure ~~of~~ and universal suffrage of a country. The kings of early ~~the~~ England agreed with this idea. The citizens have no say in what goes on and must do what ~~the~~ person in power says to do.

These two forms of government are very different. Due to this, very different results occur. ~~Even today~~ many different types of governments exist.

Commentary Score Level 2

- Attempts to address some aspects of the task, making limited use of the documents, Documents 3 and 6 are misinterpreted
- Sparta's government is mentioned as outside information
- Knowledge of political terms and systems is weak and sometimes incorrect (e.g., Mussolini)
- Does not understand process of governmental decision making or the citizen's role
- Does not address advantages or disadvantages of a political system
- Essay lacks focus
- Presents few facts, examples, and details are included and many of those are incorrect
- Introduction restates theme; conclusion is vague

Score Level 2

Throughout history, societies have held different view points on governmental decision making and the roles of citizens in the decision making process. The decision making process can range from absolute control by a single individual or a few individuals to democracy.

Some societies believe that the king should make all decisions and do everything when it comes to power. The king is supposedly a man that knows everything in life and a man that everyone looks up to.

Another government is when there is a group of people who all get together to run the government, and the people have ~~no~~ no influence on the decisions that the group has decided on. This is almost similar as the king, but instead of just one person making all the decisions, there's a group.

Another form of government is the democratic government. This is when the people vote and make the decisions. There is one person who helps run the government and this one person is the president. Then

There are other people in that group who will help the president.

These people are the vice president, Secretary of State and etc..... The people get to vote on who these people will be. Every four years, there is a new vote where a bunch of people run for president and have elections. The people (me, you) get to vote on who we would like to run our country. Now, there are rules. You have to be 18 to vote and you can only vote once.

A long time ago, only men could vote, and women didn't like that rule, but now, men and women can both vote.

Other forms of governments are ~~are~~ remaining about the world, but all I'll say is that I'm really happy that I live in the kind of government I do. I like to be able to vote and have a choice of who I would like to run our state.

Commentary Score Level 2

- Attempts to address task by making vague, unclear references to the documents
- No relevant outside information is presented
- Cannot distinguish between different aspects of the task
- Essay demonstrates major weakness in organization
- Uses few relevant facts, details, or examples
- Introduction restates the theme; conclusion is vague and personal

The advantages of a political system that is under total control is that there is only one person making decisions. This is an advantage because there aren't as many people that have to make a decision and this will result in less disagreements.

A disadvantage of a political system that is under total control is that the dictator may take the power to his head and become another Hitler.

The advantages of a few individuals is that you don't have to worry about the power going to one's head. A disadvantage is that there are more people involved in decision making and this could result in different ideas, and disagreements.

The advantages of a democracy is this means the government

and the people work together and decide together on decisions. This is an advantage because the decisions are coming from the people for the people. A disadvantage is that because there are so many people making the decisions, there are going to be a lot of different ideas and views on different subjects. This could lead to disagreement and arguments.

**Commentary
Score Level 1**

- Demonstrates limited understanding of the task with no references to the documents
- Presents no relevant outside information
- Cannot distinguish between different aspects of the task; in fact, only advantages and disadvantages are addressed
- Attempts to complete the task, but essay demonstrates major weakness in organization
- Uses few relevant facts, details, or examples
- No introduction or conclusion

Appendices

Appendix A

GLOBAL HISTORY AND GEOGRAPHY REGENTS SPECIFICATIONS GRID

Range of Items by Standard and Historical Era

(Multiple-Choice)

Standards ↓ Unit	1 US and NY History	2 World History	3 Geography	4 Economics	5 Civics, Citizenship and Gov't	Range
Methodology of Global History and Geography	0	0-1	1	0-1	0-1	1-4
UNIT ONE Ancient World	0	1-2	2	0-2	0-1	3-7
UNIT TWO Expanding Zones of Exchange	0	2-3	1	0-2	0-1	3-7
UNIT THREE Global Interactions	0	1-2	2	1-2	0-2	4-8
UNIT FOUR First Global Age	0-1	2-4	2-3	1-3	1-2	6-13
UNIT FIVE Age of Revolution	0-2	3-4	2	2-4	1-4	8-16
UNIT SIX Crisis and Achievement (1900-1945)	0-2	2-5	1-2	1-2	1-3	5-14
UNIT SEVEN 20th Century Since 1945	0-2	3-5	2	0-3	0-3	5-15
UNIT EIGHT Global Connections and Interactions	0-2	1-4	1-2	0-3	0-3	2-14
Cross topical	0-1	2-4	1	0-2	0-2	3-10
Total # of Questions	0-10	17-34	15-18	5-24	3-22	50
	0-20%	34-68%	30-36%	10-48%	6-44%	100%

Appendix B

GLOBAL HISTORY AND GEOGRAPHY REGENTS SPECIFICATIONS GRID

Actual Items by Standard and Unit

Standards ↓Unit	1 US and NY History	2 World History	3 Geography	4 Economics	5 Civics, Citizenship and Gov't	Number
Methodology of Global History and Geography			1	2		2
UNIT ONE Ancient World		6	4,7	3	5	5
UNIT TWO Expanding Zones of Exchange			9,10		8	3
UNIT THREE Global Interactions		13,14	11,12		15	5
UNIT FOUR First Global Age		17,20	16	19	18,21	6
UNIT FIVE Age of Revolution		23,28,29	22,27	24,25,26		8
UNIT SIX Crisis and Achievement (1900-1945)		30,34,42,43		32,33	31	7
UNIT SEVEN 20th Century Since 1945	35	38,43	37,40	39,42	36,41	7
UNIT EIGHT Global Connections and Interactions			44,45			2
Cross topical		46,47,48,49			50	5
Total # of Questions		18	13	10	10	50
% of Items by Standard	2%	36%	26%	20%	20%	100%

Appendix C

Components and Weighting of the Global History and Geography Regents Examination

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

Components of the Global History and Geography Regents Sampler Keyed to the Social Studies Standards

ITEM TYPE	STANDARD(S)
Multiple-choice*	(See Multiple-Choice Specifications Grid)
Thematic essay*	World History Geography
Document-based question*	Civics, Citizenship, and Government

* There is no choice of essay questions on the Global History Regents examination.



New York State Education Department, Room 681 EBA, Albany, NY 12234

**Global History and Geography Regents Examination
Test Sampler Draft, Spring 1999
Comment Sheet**

YES

No

1. **Content**—Are the questions generally appropriate in content?

Comments:

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2. **Difficulty**—Are the questions generally appropriate in difficulty?

Comments:

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3. **Directions**—Are the directions in the Test Sampler Draft clear and easy for students to follow?

Comments:

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4. **Time**—Would most of the students be able to complete the Test Sampler Draft within the time allotted (3 hours)?

Comments:

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5. **Additional Comments:**

