

Global History and Geography
Part A Specific Rubric
Document-Based Question—Sample DBQ 2007

Document 1

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

...Our form of government does not enter into rivalry with the institutions of others. We do not copy our neighbours, but are an example to them. It is true that we are called a democracy, for the administration is in the hands of the many and not of the few. But while the law secures equal justice to all alike in their private disputes, the claim of excellence is also recognized; and when a citizen is in any way distinguished, he is preferred to the public service, not as a matter of privilege, but as the reward of merit. Neither is poverty a bar, but a man may benefit his country whatever be the obscurity of his condition. There is no exclusiveness in our public life, and in our private intercourse [communication] we are not suspicious of one another, nor angry with our neighbour if he does what he likes; we do not put on sour looks at him which, though harmless, are not pleasant. While we are thus unconstrained in our private intercourse, a spirit of reverence [respect] pervades our public acts; we are prevented from doing wrong by respect to those which are ordained for the protection of the injured as well as to those unwritten laws which bring upon the transgressor [violation] of them the reprobation [disapproval] of the general sentiment....

Source: Benjamin Jowett, trans., *The History of Thucydides*, Book II, Tandy-Thomas

1 According to Pericles, what are *two* characteristics of a democracy?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* characteristic of a democracy

Examples: power is held by many people; people are elected to public service based on merit rather than privilege; the administration is in the hands of the many, not just the few; the law secures equal justice to all alike in their private disputes

Score of 0:

- Incorrect response
Examples: the government does not enter into competitions; no suspicions of one another; no one is excluded
- Vague response that does not answer the question
Examples: hands of many; laws secure; recognizes claim of excellence
- No response

Document 2

In the *absolutist* state, sovereignty is embodied in the person of the ruler. Absolute kings claimed to rule by divine right, meaning they were responsible to God alone. (Medieval kings governed “by the grace of God,” but invariably they acknowledged that they had to respect and obey the law.) Absolute monarchs in the seventeenth and eighteenth centuries had to respect the fundamental laws of the land, though they claimed to rule by divine right.

Absolute rulers tried to control competing jurisdictions [powers], institutions, or interest groups in their territories. They regulated religious sects. They abolished the liberties long held by certain areas, groups, or provinces. Absolute kings also secured the cooperation of the one class that historically had posed the greatest threat to monarchy, the nobility. Medieval governments, restrained by the church, the feudal nobility, and their own financial limitations, had been able to exert none of these controls....

Source: John P. McKay, et al., *A History of Western Society (5th edition), Volume II From Absolutism to the Present*, Houghton Mifflin Company

2 According to the authors of *A History of Western Society*, what are two characteristics of a government under absolute control?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* characteristic of a government under absolute control
Examples: kings claimed to rule by divine right; rulers tried to control competition; rulers regulated religious sects; rulers abolished liberties; rulers secured cooperation of the nobility

Score of 0:

- Incorrect response
Examples: people have most rights; rulers have little power
- Vague response that does not answer the question
Examples: by the grace of God; restrained by the church; feudal nobility and financial limitations; embodied in the ruler; all power in an absolute government goes to the social ruling official
- No response

Document 3

The English Bill of Rights is a result of the ongoing struggle for governmental control between the British Crown and the British Parliament.

The English Bill of Rights, 1689

That the pretended power of dispensing with laws or the execution of laws by regal authority, as it hath been assumed and exercised of late, is illegal;...

That levying money for or to the use of the Crown by pretence [false] of prerogative [right], without grant of Parliament, for longer time, or in other manner than the same is or shall be granted, is illegal;

That it is the right of the subjects to petition the king, and all commitments and prosecutions for such petitioning are illegal;

That election of members of Parliament ought to be free;...

And that for redress [correction] of all grievances, and for the amending, strengthening and preserving of the laws, Parliaments ought to be held frequently.....

Source: www.yale.edu/lawweb/avalon/england.htm

3a According to the English Bill of Rights, what is *one* characteristic of democratic rule?

Score of 1:

- States one characteristic of a government under democratic rule
Examples: members of Parliament are freely elected; Parliament meets frequently to correct all grievances; the King cannot spend money without Parliament's consent; right of subjects to petition the king; the execution of laws by regal authorities is illegal

Score of 0:

- Incorrect response
Examples: taxes can be raised; the king makes the laws
- Vague response that does not answer the question
Examples: people are free; prosecutions for such petitioning; use of the crown by pretence
- No response

3b How does the English Bill of Rights change the role of citizens in England?

Score of 1:

- States a change in the role of citizens in England as a result of the English Bill of Rights
Examples: citizens can petition the King without being persecuted; the people are allowed to vote; citizens are free to elect representatives; the English Bill of Rights ensures that even if the King has the power to rule he must still answer to the citizens, giving people more control

Score of 0:

- Incorrect response
Examples: the people grieve or mourn; it is illegal for the citizens to go against the King; to petition the King is illegal
- Vague response that does not answer the question
Examples: petitioning; free
- No response

Document 4

This illustration depicts the government of France from the mid-1600s to the early 1700s.



Source: Henry Abraham and Irwin Pfeffer, *Enjoying World History*, Amsco Publications

4 According to the cartoon, what is *one* characteristic of absolute control?

Score of 1:

- States one characteristic of a government under absolute control
Examples: the monarch has power; the monarch is in control; there may be uncertainty when the ruler dies; Divine Right; power rests with one Man; glorification of the monarch

Score of 0:

- Incorrect response
Examples: the people have power; the king is weak; everyone at his feet; wardrobe is royalty; nice, curly hair
- Vague response that does not answer the question
Examples: the king is like the sun; the king or queen sits on a higher level than others
- No response

Document 5

“The Fascist Decalogue” was written in 1934 to describe the goals of Fascism.

1. Know that the Fascist, and in particular the soldier, must not believe in perpetual peace.
2. Days of imprisonment are always deserved.
3. The nation serves even as a sentinel [guard] over a can of petrol [gasoline].
4. A companion must be a brother, first, because he lives with you, and secondly because he thinks like you.
5. The rifle and cartridge belt, and the rest, are confided to you not to rust in leisure, but to be preserved in war.
6. Do not ever say, “The Government will pay...” because it is *you* who pay; and the Government is that which you willed to have, and for which you put on a uniform.
7. Discipline is the soul of armies; without it there are no soldiers, only confusion and defeat.
8. Mussolini is always right.
9. For a volunteer there are no extenuating circumstances when he is disobedient.
10. One thing must be dear to your above all: the life of the Duce [Mussolini]....

Source: Michael Oakeshott, ed., *The Social and Political Doctrines of Contemporary Europe* (American Edition), Cambridge University Press

5 Based on “The Fascist Decalogue,” state *one* role of citizens under the government described in this document?

Score of 1:

- States a role of a citizen in a government under absolute control
Examples: citizens must obey the government; citizens must serve or protect the government; citizens must protect the leader (Duce); citizens must serve as a soldier; never question or contradict Mussolini

Score of 0:

- Incorrect response
Examples: make decisions; go to prison; they have no rule; guard the petrol; pay for things; a companion must be a brother
- Vague response that does not answer the question
Examples: not believe in peace; protect; serve; contradict
- No response

Document 6

The Japanese Constitution of 1947

Article 12:

The freedoms and rights guaranteed to the people by this Constitution shall be maintained by the constant endeavor of the people, who shall refrain from any abuse of these freedoms and rights and shall always be responsible for utilizing them for the public welfare.

Article 13:

All of the people shall be respected as individuals. Their right to life, liberty, and the pursuit of happiness shall, to the extent that it does not interfere with the public welfare, be the supreme consideration in legislation and in other governmental affairs....

Article 15:

The people have the inalienable right to choose their public officials and to dismiss them.
2) All public officials are servants of the whole community and not of any group thereof.
3) Universal adult suffrage is guaranteed with regard to the election of public officials.
4) In all elections, secrecy of the ballot shall not be violated. A voter shall not be answerable, publicly or privately, for the choice he has made....

Source: www.solon.org/Constitutions/Japan/English/english-Constitution.html

6a Based on the Japanese Constitution of 1947, state *one* characteristic of a government under democratic rule.

Score of 1:

- States one characteristic of a government under democratic rule
Examples: the Constitution guarantees the freedoms and rights of the people; the rights of the people are respected; the government does not abuse the rights of the people when laws are made; people should be respected as individuals; voters are guaranteed a secret ballot

Score of 0:

- Incorrect response
Examples: people suffer; people will abuse their freedoms; freedom for the public welfare
- Vague response that does not answer the question
Examples: life, liberty, and the pursuit of happiness; the public welfare; freedom for the public welfare
- No response

6b According to the Japanese Constitution of 1947, what is *one* role that citizens have in the new Japanese government?

Score of 1:

- States one role of a citizen in the new Japanese government

Examples: can elect or dismiss their public officials; maintain their rights and freedoms; use their rights and freedoms for the public welfare; vote

Score of 0:

- Incorrect response

Examples: to be servants of the community; all public officials are servants of the whole community and not of any group thereof

- Vague response that does not answer the question

Examples: elections; considering legislation; would refrain from any abuse of these freedoms

- No response

Document 7

...We are both humbled and elevated by the honour and privilege that you, the people of South Africa, have bestowed on us, as the first President of a united, democratic, non-racial and non-sexist government.

We understand it is still that there is no easy road to freedom

We know it well that none of us acting alone can achieve success.

We must therefore act together as a united people, for national reconciliation, for nation building, for the birth of a new world.

Let there be justice for all.

Let there be peace for all.

Let there be work, bread, water and salt for all.

Let each know that for each the body, the mind and the soul have been freed to fulfill themselves....

Source: Nelson Mandela, Inaugural Address, May 10, 1994

7 According to Nelson Mandela, what is *one* characteristic of democratic rule?

Score of 1:

- States one characteristic of a government under democratic rule
Examples: justice for all; peace for all; food and resources for all; personal freedoms; cooperation among citizens/acting together as a united people; a democratic ruler must understand the general will of the people

Score of 0:

- Incorrect response
Examples: the president has all the power; to fulfill themselves
- Vague response that does not answer the question
Examples: freedom; success; souls have been freed
- No response

Document 8

...The Cultural Revolution was probably the most destructive social upheaval modern China has endured. My wife and I were arrested by the newly formed security forces and thrown into prison as suspected spies of this or that foreign power. Our home was broken up. My 16-year-old daughter was sent to the grasslands of Inner Mongolia, while my son, barely eight years old, had to be left behind with my mother, who lived on a meager pension. Our home was ransacked three times by Red Guards claiming to be from different factions. There was, however, one thing I was grateful for. The time I spent in prison taught me more about China's true state of affairs than I have learned during the rest of my life....

Source: Ying Ruocheng, "China's Wild Ride", *Time*, September 27, 1999

8 According to the document, what is *one* characteristic of absolute control?

Score of 1:

- States one characteristic of a government under absolute control
Examples: limits placed on citizens' basic rights and responsibilities; sudden arrests and imprisonments; limited right to property; household broken up

Score of 0:

- Incorrect response
Examples: destroy China; cause a revolution
- Vague response that does not answer the question
Examples: Red Guards; reform people; educated people; security forces
- No response

Global History and Geography
Content-Specific Rubric
Document-Based Question—Sample DBQ 2007

Historical Context: Throughout history, different systems of governmental decision making and different roles of citizens in the decision-making process have developed. Two of these systems are **absolute control** and **democratic rule**.

Task:

- Describe two characteristics of a government under absolute control *and* two characteristics of a government under democratic rule.
- Analyze the role of citizens in the decision-making process of a government under absolute control *and* the role of citizens in the decision-making process of a government under democratic rule.

Score of 5:

- Thoroughly develops *all* aspects of the task evenly and in depth by describing *two* characteristics of *each* system of governmental decision making and analyzing the role of citizens in the decision-making process of *each* system of government
- Is more analytical than descriptive (analyzes, evaluates, and/or creates information), e.g., compares the degree to which citizens have rights and responsibilities under each system of government
- Incorporates relevant information from *at least five* documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., *characteristics of a government under absolute control*: divine right, Louis XIV (Versailles), Charles V, dictators, militarism, collectivization, Holocaust, Apartheid, genocide, secret police, government controlled economy; *characteristics of a government under democratic rule*: citizen participation, voting, representative bodies, protect the rights of citizens, equal rights, direct democracy, natural or individual rights; *the role of citizens in the decision-making process of a government under absolute control*: citizen's job is to obey his/her ruler, no role in the decision-making, little input; *the role of citizens in the decision-making process of a government under democratic rule*: people have the right to freely elect or dismiss a government official, citizens vote for representatives, citizen is encouraged to be an active member of their government
- 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 describing one characteristic of each system of governmental decision-making more thoroughly than for the other *or* by describing two characteristics of one system of governmental decision-making more thoroughly than for the other *or* by analyzing the role of citizens in the decision-making process in one system of government more thoroughly than for the other
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information), e.g., contrasts the characteristics of and discusses specific rights and responsibilities of citizens under each system of government
- 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

Examples of developing *at least three* aspects in some depth at Level 3

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

1. Explains *two* characteristics of a government under absolute control and of a government under democratic rule; analyzes the role of citizens in either a government under absolute control or a government under democratic rule
2. Explains *two* characteristics of a government under absolute control or of a government under democratic rule, *or* explains *one* characteristic of a government under absolute control and of a government under democratic rule; analyzes the role of citizens in both a government under absolute control and a government under democratic rule

Exception: If *both* aspects of the task for *one* system of government are thoroughly developed 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 some *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

Examples of developing *at least two* aspects in some depth at Level 2

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

1. Explains *two* characteristics of a government under absolute control and of a government under democratic rule
2. Explains *two* characteristics of a government under absolute control or of a government under democratic rule; analyzes the role of citizens in a government under absolute control or a government under democratic rule
3. Analyzes the role of citizens in both a government under absolute control and a government under democratic rule

Score of 1:

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

Score of 0:

Fails to develop the task or may only refer to the theme in a general way; *OR* includes no relevant facts, examples, or details; *OR* includes only the historical context and/or task as copied from the test booklet; *OR* includes only entire documents copied from the test booklet; *OR* is illegible; *OR* is a blank paper

Key Ideas from the Documents

	Doc	Characteristics	Doc	Role of Citizens
Absolute Control	2	<p>Absolute rulers control competing jurisdictions, institutions, or interest groups in their territories</p> <p>Absolute rulers abolished the liberties long held by certain areas, groups, or provinces</p> <p>Absolute monarchs secured support from the nobles</p> <p>The absolutist state is embodied in the person of the ruler</p>	2	<p>Limited – the king is the most powerful individual</p> <p>Regional liberties of citizens were restricted</p>
	2 4	<p>Absolute rulers tried to control/limit any competition</p> <p>Absolute monarchs rule by divine right; the right to rule comes from god</p>	5	<p>Be disciplined and obedient</p> <p>Serve as soldiers</p>
	5	<p>The ruler’s life is the most important</p> <p>The ruler is always right</p> <p>Days of imprisonment are always deserved</p> <p>Militaristic</p>	8	<p>Citizens are severely punished if they speak against the state or are suspected of speaking against the state</p> <p>People will be thrown in prison if they are suspected of being spies</p> <p>Homes and families will be broken up if an individual disagrees with the government</p> <p>A person will be sent into exile if s/he disagrees with the state</p>
	8	<p>Families can be separated if they are suspected of speaking against the government</p> <p>Violence against persons and property</p>		

	Doc	Characteristics	Doc	Role of Citizens
Democratic Rule	1	Administration (of government) is in the hands of the many, not the few There is to be equal justice to all (citizens) Public service is a reward of merit Protect the injured	1	Participation in public life
	3	Parliament will forever after be needed to levy money Parliament is to be held "frequently" Parliament has the right to create law (execution of laws)	3	Subjects can petition the king Members of Parliament will be elected (by citizens)
	6	All people should be respected as individuals Rights to life, liberty and pursuit of happiness Public officials are the servants of the people Universal adult suffrage by secret ballot	6	Freedoms and rights are to be maintained by the constant endeavour of the people All people have the right to choose and dismiss public officials
	7	Justice, peace, work, bread, water, and salt for all	7	All must work at democracy to unify the people

Relevant Outside Information

(This list is not all-inclusive.)

	Characteristics	Role of Citizens
Absolute Control	<p>Charismatic leader Authority comes from a higher power Ultra-nationalism Militaristic Censorship Propaganda Ethnocentrism Racism Classism/inequality Control of media/information Authoritarianism Weak or lack of organized resistance: voting, protests, involvement Secret police Dissidents jailed/repressed</p> <p>Examples: Ancient Egypt, Persia, Sparta, absolute monarchies (Europe), Chinese Dynasties, rise of dictatorships (Germany, Italy, Japan) under Communist China, USSR, Latin American military dictatorships (Chile-Pinochet, Cuba-Castro/Batista, etc.), apartheid in South Africa, Zimbabwe – Mugabe, Iraq-Hussein</p>	<p>Promote propaganda Follow the government without question Powerless Accept media It may be assumed that people do not know what to do without the king Rule of law Gain instruction from the government Be given information that the government wants them to have</p>

<p>Democratic Rule</p>	<p>Voting rights Freedom of religion Freedom of the press Freedom of assembly Individual rights superior to the needs of the state Property rights Right to a trial of one's peers Freedom of expression</p> <p>Examples of civil liberties in action: Citizenship, voting in the assembly, written legal codes (Draco, Solon), trial by jury, restricted power of the Monarch (Magna Carta, Petition of Right), religious freedom (Toleration Act), voting rights (Reform Bills of 1832, 1867, 1884, 1918, 1928), unwritten constitution, "Life, Liberty, and Property", John Locke, the Japanese Constitution was modeled on U.S. Constitution, rejection of apartheid, equality for all, elections of 1994, Multiparty democracy (African National Congress, Inkatha Party), Constitution of 1996</p>	<p>Running for office Obeying the law Recognizing the rights of others Toleration of differing opinions Making sacrifices for freedom</p> <p>Terms and people you might find in a discussion of the role of a citizen in a democratic society: Direct democracy in ancient Athens, republican Rome, the Sunni caliphate, the Magna Carta, Petition of Right, Glorious Revolution, Declaration of the Right of Man and Citizen, Locke, Voltaire, Montesquieu, Haitian revolution, overthrow of the Manzhou, Russian Revolution, Tiananmen Square, coup in USSR, fall of the Iron Curtain, Solidarity, Aung San Suu Kyi of Burma</p>
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Document-Based Essay—Practice Paper Set 1 – A

Absolute control and democratic rule are two systems of governmental decision making that have been developed throughout history. Each of these require citizens to have different roles in the decision making process.

In absolute control, a region will have one ruler. This one ruler will harbor all of the power in the government. The ruler's orders trump all orders coming from any other political official. Document #8 talks about absolute control in China. A person could be arrested under any circumstances during this time. Document #2 expands on this by explaining all the areas that a king would control. These include religious sects, nobility, competing jurisdictions. Also absolute rulers could control taxes, choose who took office, control military, and control trade. It was this kind of power that allowed the Holocaust to occur under Hitler during WW II. Hitler, despite being elected as chancellor of Germany, had total control of the Third Reich. He used threats, violence, brainwashing, and discrimination to control the German people. This ultimately led to the use of concentration camps by the Nazi to eliminate the Jews and other who Hitler saw as threats. A second characteristic of absolute control is that the ruler is at the top of the social class. This is shown in Document #4 as a French monarch is depicted sitting on a throne above everybody else, embodying the sun. King Louis XIV, known as the "sun king", used absolute control during 17th century in France. He ruled France for 72 years and made it the most powerful country in Europe. Everyone in Europe wanted to be at King Louis's court at his elaborate home, the Palace of Versailles. Anyone who was anyone wanted to be seen at King Louis court. Due to his overwhelming power and high social status, King Louis and his heirs drained the French treasury through their lavish lifestyle and elaborate court life.

In a democracy, a region will usually have one ruler, but he/she will be elected by the people. Also this ruler will not have absolute power, it is he/she that will serve the people, as stated in Document #6. This allowed the people to have more rights and freedom since they had a say in the government. The Japanese Constitution will be written after WW II. After living under the rule of an emperor and militaristic ultranationalists during World War II, the Japanese will rebuild and model their new government after the American representative democracy. Many other places, such as former British colonies, will follow Japan's example after WWII and form democratic governments. Document #1 discusses a second characteristic of democracy: the electing of officials by the people. The ruler and other government officials are chosen, not by god (divine rights) as in an absolute controlled government, but by the nation's people. This assures that the citizens rights will be upheld. An example of this form of government would be the Roman Republic. This is known as a representative democracy. Citizens of Rome would elect consuls, senators, and members of the assembly to represent them in the governmental decision making process.

The citizens under these governments have certain roles to take depending on which type of government they have. In a government under absolute control a citizen's job is to obey his/her ruler and not to object to his/her government. Document #5 threatens those who threaten their government and expresses a citizen's allegiance to his/her country as the most important thing. In a democracy citizens have a duty to take part in their government. Document #3 talks

about a citizen's duty to vote for members in Parliament. Democracy usually emphasizes unity as in Document #1. A citizen is encouraged to be an active member of their government is to be part of a whole, rather than a servant to a king.

Citizens have different roles in absolute control and democracy. Different decision making have different characteristics that made them what they are.

Document-Based Essay—Practice Paper Set 1 – B

Throughout the history of the world and in all the different places, there have been many forms of government. Some forms are very strict and controlled. Others are more laid-back and free. Two types of government are absolute control and democratic rule. They have largely impacted society, then and now.

There are many aspects of absolute control. In this form of government, kings claim to rule by divine right. This meant they were chosen, by God, to be the ruler (Doc 2). Also, under absolute rule, the government and authority can do whatever it pleases. If they want to arrest you they can and will and you will have no say in it. (Doc #8) On an upscale note, democratic rule was more free and full of opinions and rights. Under democratic rule, the government rests on the people's decision. In other words, people get to vote on leaders and important matters. (Doc 1) Also, there should be peace, justice, and certain freedoms for all. Pride in your country and love for your country are huge to democratic rule. (Doc 7). The characteristics of these governments are very different in many ways.

The role of citizens in decision making is also very different between these two governments. Under absolute rule, the leader is almost god like and the people are pushed to do exactly what they are told. (Doc 4) What the king says goes. It is very different from democratic rule. In this form of government the people have a voice in their government. They get to choose their leaders and have other rights. (Doc 6) They have more freedom than under absolute rule.

In conclusion, democratic rule is more free and civil to push people than absolute rule. There have been many forms of government all around the world. They differ in many ways. Some just turn out to be more successful than others.

Document-Based Essay—Practice Paper Set 1 – C

There have been many governments throughout history. These governments greatly influence the way of life for people. Two such systems of government are absolute control and democratic rule. These two systems have several characteristics and roles for citizens when making decisions.

A government with absolute control consists of many traits. One characteristic is that one ruler has sovereignty, which is complete control of the government. In this system, one ruler, whether it is a dictator or monarch, makes decisions. John P. McKay, in *A History of Western Society*, elaborates on this, stating that absolute rulers tried to control any groups, such as institutions and religious sects in their country. A clear example of a ruler who tried to exert control on his people was Charles V, emperor of the Holy Roman Empire. Nobles in his land converted to Protestantism, to oppose his religion of Catholicism. As a result, Charles V fought a civil war to try to control religion in his empire. Although this attempt failed, his actions are a clear attempt for absolute control. Another characteristic of absolute control was limited rights for citizens. Rights such as private property and freedom of speech were denied to citizens of governments with absolute rule. The Cultural Revolution in China by Mao Zedong shows how rights such as private property were violated. An account of the Cultural Revolution by Ying Ruocheng explains how security forces ransacked his home three times. The events explained in the account are fairly common in governments with absolute rule such as communism. Stalin, dictator of the Soviet Union, limited rights of citizens, similar to Mao Zedong. In his government, he controlled the economy by forcing citizens to work in factories, collective farms, or other areas. Also, he had a secret police, who kicked or arrested anybody who could possibly oppose him. This shows how in many governments with absolute control citizens lost important rights.

Governments with democratic rule have traits that are very different to absolute control. In democratic rule, the citizens of a nation make decisions and control the government. This is done by voting for decisions. One such decision is voting for public officials, which is explained in Article 15 of the Japanese Constitution of 1947. In many democracies citizens vote for representatives, who create laws and do other roles. Representative bodies are common in many democratic nations, like in England, where a parliament controls the government. One final characteristic of a government with democratic rule is that all citizens are equal under the law. No group of people have special rights, such as tax exemptions, which many nobles had under absolute rule in France. The Inaugural Address of Nelson Mandela supports this idea where he describes the new democracy of South Africa. In his address he states that all people should have justice and not be treated unfairly. This idea is very important for democratic rule.

In the two government systems mentioned, the roles of citizens in making decisions vary greatly. In a government with absolute rule, citizens make almost no decisions and have no role in the government. The Fascist government of Mussolini is a clear example of this. In the *Fascist Decalogue*, many roles for citizens, such as military service are described. No where in this document are any roles for acting in the government. In democratic rule, citizens can participate through voting directly for certain choices such as in Ancient Athens. A more

common form of democracy involves voting for representatives, which was mentioned previously. Through these forms of democracy, citizens can make or change laws, which are mentioned as a role of parliament in the English Bill of Rights. The Bill of Rights was passed as a result of the Glorious Revolution and served to limit the rights of the monarch. These limits on the monarch's power clearly show the strength and role of citizens under democratic rule.

In conclusion, governmental systems have continuously influenced the lives of many people. The systems of absolute and democratic rule are two systems seen many times in history. The roles of citizens in governmental systems vary greatly, which can be seen by the differences between absolute and democratic rule.

Document-Based Essay—Practice Paper Set 1 – D

In this essay two different types of government will be compared. The two types of government are democracy and absolute rule.

Two different characteristics of democratic rule is that you as a citizen have the right to vote for any person you want for that position that the persons running for like Mayer or government or president. But that person must listen to all people

Some different characteristics of absolute rule are that the kings claimed to rule by divine right. If you break the rule you go to jail and your family gets split up. In Absolute rule you have no right or say on the decisions of the person in power. In Doc 8 you as a citizen are split from your family if you break the law.

Document-Based Essay—Practice Paper Set 1 – E

Different systems throughout history of governmental decision making and developed different roles of citizens in the process of decision-making are known as absolute control and democratic rule.

Two characteristics of government under absolute control are demonstrated through documents 2, 4a, and 8; which expresses relevant information on how they ruled under absolute control. In document 2 a characteristic absolutist government has the right to abolish the liberties long held by certain area, group, or province. Also they control competing jurisdiction, institution, to interest group in their territories. In document 4a, all kings rule everything and had complete control. In document 8, in the excerpt by Ying Ruocheng “China’s Wild Ride” they had a characteristic of government. They arrest a family because they suspected they were unloyal to the dynasty which broke up their family. Under absolute rule the ruler rule everything and how complete on control.

Two characteristic of government under democratic rule are demonstrated through documents 3a, 6a, and 7. In Document 3a their laws were that the people had the right or the subject to petition the king, and all commitments and prosecution for such petitioning was illegal and all people shall be respected as individuals with their rights to life, liberty and pursuit of happiness. Which was a law of the Japanese government’s constitution in document 6a. In Document 7 Nelson Mandela has laws on his own during his democratic rule. He felt that all people must unite national reconciliation, National building, and the birth of a new world.

For citizens, decision-making was a process of the government which some citizens weren’t allowed to do. In documents 3b and 6b, the role of citizen under democratic rule was they had the right under democratic rule was they had the right to elect members of Parliament and they ought to have the right pertaining to the laws held by Parliament. They also were unalienable rights to chord their public officials and to dismiss them. In decision-making for citizens under absolute control they had no rights to choose who would govern or rule. All choices were made by the king and what he said was the final command. They had to obey every command that was given to them.

Document-Based Essay—Practice Paper Set 1 – F

There are many factors that lead to the creations of many systems of government. In history, absolutism and democratic rule are seen as complete opposites of the political spectrum. Absolutism is a form of government in which there is one supreme ruler who regulates all aspects of life. In a democracy, there are many members in government whose job it is to protect the rights of its people.

Two examples of democratic governments are England after the English Civil War and South Africa after the fall of the Apartheid. Before the English Civil War, people felt that their king was a ruthless leader who did not care about his people. Charles I always failed to follow the rules of parliament such as trial by jury and taxation without representation. When Oliver Cromwell, the leader of the parliamentary forces, succeeded in overthrowing the king, the parliament took control and created the English Bill of Rights. According to document 3, the monarchs were not allowed to pass laws or tax without the consent of Parliament. Eventually, two nobles from the Netherlands became king and promised to follow the laws of the Bill of Rights. This was the beginning of a constitutional monarchy.

After the fall of the Apartheid, Nelson Mandela was freed from prison and became president of South Africa. He wanted to create a democratic government where all people had equal rights regardless of their race or gender (Document 7). He wanted to end the racial disputes between the blacks and the whites. His efforts are still recognized and celebrated today.

After WWI, Germany suffered massive debt and were blamed for starting the war. Hitler took advantage of Germany's state and became ruler of Germany. He controlled every aspect of German life and was viewed as a political god. He believed in ethnic cleansing to everyone who is not of Aryan race, especially Jews. He created one of the world's most tragic genocides which was the Holocaust. According to Document 5, "One thing must be dear to you above all: the life of the Duce [Mussolini]..." Hitler was the supreme leader in Germany just like Mussolini was the supreme leader in Italy.

After the French Revolution, Napoleon came in power. He was determined to make France a supreme power again. He conquered many areas and did help France become stable again in some ways. He controlled France as an absolute leader because he believed he could achieve the best results this way.

After a country is in desperate need of restructuring, people want one single ruler to bring about change and order. The leader usually takes advantage of their status and abuses their power. This was the case with Napoleon and Hitler. After the people lose interest in their leader's harsh ways, they rebel in search of a democracy to, (Document 6) "be respected as individuals." In conclusion democracy usually prevails over absolutism because people believe that they deserve natural rights and freedoms that shouldn't be taken away from them.

Practice Paper A—Score Level 4

The response:

- Develops all aspects of the task with uneven depth when discussing the role of citizens in the decision making process.
- Is both descriptive and analytical (in absolute control, a region will have one ruler. This one ruler will harbor all of the power in the government. The rulers orders trumps all orders coming from any other political official; due to his overwhelming power and high social status, King Louis and his heirs drained the French treasury through their lavish lifestyle and elaborate court life)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, 6, 7, and 8
- Incorporates some relevant outside information (Germany under Hitler; sun king; 17th century in France; Palace of Versailles; Roman Republic; Japanese constitution written after WWII and other places follow)
- Includes some relevant facts, examples, and details (Holocaust; Third Reich; Nazi; concentration camp; King Louis ruled France for 72 years; Japanese constitution modeled after US; assembly, senate, and consuls in Rome)
- Demonstrates a satisfactory plan of organization; includes a simple introduction and conclusion

Conclusion: Overall, the response fits the criteria for Level 4. The discussion of two characteristics of absolute rule and democratic rule are very well developed with excellent examples as details. The analysis on the role of citizens is merely a restatement of the documents provides no accurate facts, examples, details. Despite the uneven discussion and a simple restatement of the theme in the introduction and conclusion, the first task is fairly solid.

Practice Paper B—Score Level 2

The response:

- Minimally develops all aspects of the task by describing two characteristics of government under absolute control and government under democratic rule, as well as describing the role of citizens under those systems
- Is primarily descriptive; includes weak application and analysis (If they want to arrest you they can and will and you will have no say in it; the government was more free and full of opinions and rights; the leader is almost like a god and the people are pushed to do exactly what they are told to do)
- Incorporates some relevant information from documents 1, 2, 4, 6, 7, and 8
- Presents no relevant outside information
- Includes few relevant facts, examples, and details
- Demonstrates a general plan of organization; includes a brief introduction that restates the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 2. Most of the response depends on a synopsis of the documents. The generalizations are not supported with specific historical facts and details. This weakens the discussion.

Practice Paper C—Score Level 5

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing two characteristics of each governmental system and the role of the citizen in the decision-making process in each system.
- Is more analytical than descriptive (his actions are a clear attempt for absolute control; the events explained in the account are fairly common in governments with absolute rule such as communism; no group of people have special rights; nowhere in this document are any roles for acting in the government; these limits on the monarch's power clearly show the strength and role of citizens under democratic rule)
- Incorporates relevant information from documents 1, 2, 3, 5, 6, 7, and 8
- Incorporates substantial relevant outside information (A clear example of a ruler who tried to exert control on his people was Charles V; nobles in his land converted to Protestantism, to oppose his religion of Catholicism; Charles V fought a civil war to try to control religion in his empire; Stalin, dictator of the Soviet Union, limited rights of citizens, similar to Mao Zedong; groups of people have special rights, such as tax exemptions, which many nobles had under absolute rule in France; The Bill of Rights was passed as a result of the Glorious Revolution and served to limit the rights of the monarch)
- Richly supports the task with many relevant facts, examples and details (one ruler, whether it is a dictator or monarch, makes decisions; rights such as private property and freedom of speech were denied to citizens of governments with absolute rule; in democratic rule, the citizens of a nation make decisions and control the government; representative bodies are common in many democratic nations, like in England, where a Parliament controls the government)
- Demonstrates a logical and clear plan of organization, including an introduction that restates the task and a conclusion with a brief summary statement

Conclusion: Overall, the response best fits the criteria for Level 5. Analytical statements and thoughts effectively incorporate historical information, including substantial relevant outside information. The paper is well-organized. Although the introduction and conclusion are basically restatements of the task, the strong analysis and outside information more than make up for these weaknesses.

Practice Paper D—Score Level 0

The response:

- Fails to develop the task
- Includes no relevant facts, examples, or details
- Copies information from one document
- Introduction includes only a partial restatement of the theme; there is no conclusion

Conclusion: Overall, this response fits the criteria for Level 0. The response fails to develop the task and only refers to the theme in a general way.

Practice Paper E—Score Level 1

The response:

- Minimally develops some aspects of the task
- Is descriptive; may lack understanding, application, or analysis
- Makes vague, unclear references to the documents *and* consists primarily of relevant and irrelevant information copied from the documents (In documents 3b and 6b, the role of citizen under democratic rule was they had the right under democratic rule was they had the right to elect members of Parliament and they ought to have the right pertaining to the laws held by Parliament. They also were unalienable rights to chord their public officials and to dismiss them.)
- Presents no relevant outside information Includes few relevant facts, examples, or details; may include inaccuracies
- Demonstrates a weakness in organization and a lack of focus; lacks a conclusion

Conclusion: Overall, this response fits the criteria for Level 1. The response shows a very limited understanding of the task. Some excerpts copied from the documents mention the characteristics of absolute control and a democratic system, as well as the roles of citizens, but they are not always clear.

Practice Paper F—Score Level 3

The response:

- Develops all aspects of the task with little depth by discussing the role of the citizens and the and describing the characteristics of both governmental systems
- Is both descriptive and analytical (England before Civil War – mentions life under Charles I who failed to follow the rules of Parliament such as trial by jury and taxation without representation; Oliver Cromwell; Apartheid; Germany after WWI; The French Revolution)
- Incorporates relevant information from documents 3, 5, 6, and 7
- Includes relevant outside information (Life in England – Charles I; Oliver Cromwell; Hitler in Germany; French Revolution; Napoleon)
- Organization is weak; lacks a substantial conclusion

Conclusion: Overall, the response best fits the criteria for Level 3. The response contains several relevant outside facts. The response develops the characteristics of both systems and uses documents to support the task. However, it does not adequately discuss the role of the citizen in either system. The conclusion is somewhat incomplete.

Document-Based Essay—Practice Paper Set 2 – A

Government and citizens are essential for the decision making process. Strong government helps keeps a country in order. But some governments are very strict because they eliminate civil liberties, right for private property, freedom of speech, opinion, expression, religion and many other things. Where as some governments make decision by the help of the citizens and give citizens right for liberty, private properly and many of the other rights. Two of these governments are absolute control and democratic rule.

In absolute control the ruler rules by divine right monarch. As stated in document #2 king governed “by the grace of God.” Absolute monarch during 17 and 18 century had to respect the laws of land. Absolute rulers control the religious sects. These rulers also eliminated the liberties which were long held by certain areas. Document #4 shows Louis IV who considered himself as the sun king ruling France also shows citizen listing to him and doing what every he tells them. He made Versailles for his own glorification as a ruler. According to document #8 many people where put in prison during the Cultural Revolution in China during the year 1999.

Democracy is not just maintained by few people by many people. According to document #1 Democracy do not copy from any other form of government instead it is an example to them. The elections for the members of parliament are free as stated in document #3 which is the English Bill of Right of 1689. The importance o the king was decreases because of Parliament. Document # 6 which is a Japanese Constitution of 1947 says that all people are suppose to be respected as individuals and have a right to choose their public officials. In Democracy many of the human rights were given back to the people. But in Japan all public official were servants of the whole community and not any other group.

Absolute rule and Democracy are both very different from each other. In an absolute rule, kings like Louis IV only cares about their own glorification not about the citizens. But in Democracy many of the human rights are given back to the people. Under absolute control citizens are obligated to listen and follow what ever the king ask but under Democracy citizens have a right to vote and give their opinion for the final decisions. Most of the decisions are made by Parliament under democracy. Democracy wants peace and justice for all.

The two types of government system absolute and democracy were both very different from other. Absolutism was used during the seventeen and eighteen century where as democracy came in later. Absolute rulers were against democracy because democracy is not ruled by a single dictator. Citizens are much more happy in democracy then they were under absolute rule.

Document-Based Essay—Practice Paper Set 2 – B

As long as the world has been populated, some form of government has existed. Whether it is a theocracy in Geneva or an oligarchy in the Netherlands, governments have existed to provide order in society. Two types of government that have evolved are those of an absolute government and a democratic one. Both have proved effective in dominating vast civilizations, from Asia to Europe. In both types of government, citizens have played different roles in the decision-making process.

A democracy is defined as a government controlled by the many. A typical democratic government thrives on the acceptance, support, and participation of the people. According to the Pericles, during the Golden Age of Athens during the fifth century BC, a democracy does not have much crime, because it is the will of the people to prevent it (Doc 1). A democracy is also designed to protect the rights of its citizens, and to take such measures as to secure equal rights for all. In Japan, following World War II, it was decreed in the constitution that every citizen should be valued in respect to the ability to live and elect (Doc 6). Emerging democracies may seem idealist in the pursuit of a utopian society. However, it is democratic to be starry-eyed, and to wish for that which may never occur. In South Africa, with the decimation of apartheid, a democratic government was born from the ashes. Nelson Mandela, the new president, addressed his countrymen. He preached justice, peace, and bread for all, a common sentiment for a democratic leader (Doc 7).

The absolute government is one in which one soul commands the entire area, be it empire or nation-state. According to John P. McKay, in an absolutist state, sovereignty rests in one ruler, who serves usually by divine right, and who crushes all competition (Doc 2). One of the most famous dynasties of absolute Monarchy was in France, under Bourbon monarchs. Louis XIV, or the “Sun King”, ruled with rival that proved costly to the French people (Doc 4). Characteristic of absolute government is the use of incarceration to suppress rebellion. In China, during the Communist Cultural Revolution, it was common for people to be taken from their homes if they were thought to be a threat (Doc 8). Another characteristic of an absolute government was the demand for the respect of the ruler. Benito Mussolini controlled Italy during the period of the Great Depression. The goals of his own fascist party included inalienable respect of the demagogue (Doc 5). Absolutist governments prove more severe on average than democracies, but can also endanger periods of great prosperity.

The role of the citizen in democratic government is enormous. Without support from the people, a politician cannot advance in a democratic society. Votes are used to determine leaders, everywhere from Japan to the United States. An absolute government however, relies very little on the input of citizens with the decision-making process. Backed by God and the military, an absolute ruler needs not the ideas and opinions of its people. On occasion, the citizens of a country might manage to strangle some power a way from the ruler, like in England in the seventeenth century, with the English Bill of Rights (Doc 3)

Both democratic and absolute governments can be effective in governing their respective areas of influence. However, the reliance of the people for input is lessened in an absolute

government. Economic standards or the world power of the nation state or empire may be neither advantaged or disadvantaged when presented with either government. However, the value of citizens' influence on the decision making process is different in the two forms of government.

Document-Based Essay—Practice Paper Set 2 – C

Throughout history, different systems of governmental decision making and different roles of citizens in the decision-making process have developed. Two of these systems are absolute control and democratic rule.

In a democracy as Pericles says it is true that we are called a democracy, for the administration is in the hands of the many and not of the few.

In the absolutist state, sovereignty is embodied in the person of the ruler.

That is the decision-making process in these governments.

Document-Based Essay—Practice Paper Set 2 – D

Throughout history there have been many changes in government systems. Also, in these systems there have been different roles for the citizens and the leaders. But through the years it has progressed and some have failed, some have good things and some have bad. Two systems in particular are absolute control and the democratic rule.

Absolute rule is a very cruel and unfair way to rule. In document #2, it states how under this rule the government is in control of everything and the ruler has divine right, This is not fair to the citizens, because they have no freedom. In document #4, the cartoon shows how the people are under the ruler and must obey his every command. The government can affect the lives of citizens also. In document #8, this article shows how the life of one family was after by this governmental system. This article states that during the Cultural Revolution it was the most destructive for this family. The leaders tore this family apart. They were treated nothing.

The democratic rule is fairer. In Document #3, this article shows that under democratic rule it give citizens more rights. That is a good thing to have; many people wan to be able to do what they want to do without any harsh ruling. In Japan they have changes their government to democratic in 1947. In document #6, it shows a series of articles that state how they are under new rule. It shows how they became fairer and how the people have more rights.

To include, the government always impacts the life of the citizens. If there is a cruel governmental system that people will get treated badly. If the system is fair the people will be happier and get treated fairly.

Document-Based Essay—Practice Paper Set 2 – E

Throughout history, various nations have been governed by many different types of governmental control. As the type of government changed in different nations, the role of the citizens changed as well. Two types of governmental systems used by numerous nations are absolute control and democratic rule. While absolute control gave power to a single supreme ruler, the people held most power in a democracy. Because the characteristics varied greatly, the citizens amount of power varied as well, having little power in an absolute nation while having an increasingly significant role in a democratic government.

In an absolutist nation one major characteristic is that one single, supreme ruler holds complete sovereignty. In the McKay passage in his volume, he describes how the absolutist king maintained total sovereignty by claiming to rule by divine right meaning they were chosen by God to rule. While ruling by divine right, the ruler attempts to control many or all aspects of life within their territories (doc. 2). Another characteristic of absolute control was the ability of the ruler to often severely limit the individual rights of the people. For example in China, families rights were violated by being arbitrarily separated by the government. In addition, citizens could be imprisoned or even tortured without reason by the government (doc. 8). In France, during Louis XIV's reign in power, he exhibited these very characteristics when governing his nation. For example, in order to maintain control over the nobility and prevent any power struggles, he built Versailles to escape the "Parisian Mob" and moved the nobles as well in order to watch over them carefully. Because a ruler could take advantage of the rights of the citizens, the roles of the citizens became extremely miniscule, if not non-existent. In Mussolini's Fascist government, the role of the citizen was clearly to simply respect the needs of the ruler (doc. 5). Not only in fascist government but other absolute rule as well, citizens had virtually no role in the decision making.

In a democratic rule, the characteristics as well as role of the citizens varied dramatically from an absolutist control. One characteristic is that the electorate, of the people, are given the right to rule and have sovereignty, or overall say or power in government decisions. In Nelson Mandela's inaugural address he states that "we" as in the people have to work together as a "united people" in order to govern and build a nation. These words clearly state the significant power of the people to lead the government (doc.7). Another aspect of a democratic rule is people are guaranteed natural or individual rights that which must be respected. In the Japanese Constitution of 1947, Article 12 and Article 13, describe the citizens individual rights which shall be maintained. For example, people have the "right to life, liberty and the pursuit of happiness", an aspect also seen in the American Constitution (doc. 6). In the city-state of Athens, they ruled by direct democracy, where the electorate participated directly in the government. Unfortunately, unlike a true democracy, only males were allowed to vote and therefore had the true sovereignty in the city-state. Also, in England after the Glorious Revolution, power was forever moved from the monarch to the parliament. Therefore, power was then held by the House of Commons. As seen also in Ancient Greece, the role of the citizen was much greater than in absolute rule. In a true democratic rule, both men and women vote to decide who will govern their nation freely, therefore maintaining sovereignty. Also people

have the role of freely elect or dismiss a government official, proving an important role in government.

It can be seen that absolute rule and democratic rule vary greatly in addition to the role of the citizen.

Document-Based Essay—Practice Paper Set 2 – F

Throughout history, different types of governmental systems have been put in place to organize civilizations. Some of these types of governmental systems have been better than others. Since some of the governmental systems have been able to incorporate what the citizens want it has made that country stronger like democracy. Other times the citizens have to do as they are told. Like absolute rule.

A democracy has sometimes been known to have a strong government because the citizens has agreed to what they wanted. Like in Document 1 it states that the administration isn't in the hand of just one person, but it is in the hands of the whole nation.

Also in a democracy it also has equal rights for everyone and justice for all (Document 7). This is like the United States of America. In the Bills of Rights, it says that everyone has free speech. This shows that everyone has equal rights.

The role of the citizens in a democracy plays a big part of this government because the citizens are the people who dictate everything. They are the people to choose the rulers and many other things.

Practice Paper A—Score Level 3

The response:

- Develops all aspects of the task by discussing the differences between absolutism and democracy and the role of citizens under each governmental system
- Is both descriptive and analytical (some governments are very strict because they eliminate civil liberties, right for private property, freedom of speech, opinion, expression, religion, and many other things; document #4 shows Louis XIV who is considered himself as the sun king ruling France; he (Louis XIV) made Versailles for his own glorification as a ruler; democracy is not just maintained by few people but by many people)
- Incorporates information from documents 1, 2, 3, 4, 8
- Incorporates some outside information (in democracy many of the human rights are given back to the people)
- Includes some relevant facts, examples, and details (the king governed “by the grace of God”)
- Demonstrates a satisfactory organizational plan, utilizing a thesis that addresses the task, solid paragraph construction with arguments and support evidence, and an introduction and conclusion

Conclusion: Overall the response fits the criteria for Level 3. Absolutism and democracy are adequately described in the essay. A limited use of outside information and a lack of analysis keep this response from warranting a higher score.

Practice Paper B—Score Level 5

The response:

- Thoroughly develops all aspects of the task evenly and in depth by describing and analyzing differences between political systems featuring absolute and democratic characteristics
- Is more analytical than descriptive (whether it be a theocracy in Geneva or an oligarchy in the Netherlands, governments have existed to provide order in society; both have proved effective in dominating vast civilizations, from Asia to Europe; a typical democratic government thrives on the acceptance, support, and participation of the people; emerging democracies may seem idealist in the pursuit of a utopian society; however, it is democratic to be starry-eyed, and to wish for that which may never occur; another characteristic of an absolute government was the demand for the respect of the ruler; both democratic and absolute governments can be effective in governing their respective areas of influence)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, 6, 7, 8
- Incorporates substantial relevant outside information (oligarchy; theocracy; Golden Age of Athens; Post WWII; Bourbon Monarchy; Louis XIV; Great Depression, demagogue)
- Richly supports the theme with many relevant facts, examples, and details (in Japan, following World War II, it was decreed in the constitution that every citizen shall be valued in respect to the ability to live and elect; a democracy is defined as a government controlled by the many; according to John P. McKay, in an absolutist state, sovereignty rests in one ruler, who serves usually by divine right, and who crushes all competition; backed by God and the military, and absolute ruler needs not the ideas and opinions of its people)
- Demonstrates a logical and clear plan of organization- Introduction, argumentation, support evidence

Conclusion: Overall, the response fits the criteria for Level 5. Analytical statements and insights effectively incorporate the historical facts and details. There is strong outside information.

Practice Paper C—Score Level 0

The response:

- Fails to address the task

Conclusion: Overall this response fits the criteria for Level 0. The student includes only entire documents as copied from the test booklet.

Practice Paper D—Score Level 2

The response:

- Minimally develops all aspects of the task
- Is primarily descriptive; may include faulty, weak, or isolated application or analysis (Absolute rule is a very cruel and unfair way to rule)
- Consists primarily of relevant information copied from the documents (In document 4, the cartoon shows how the people are under the ruler and must obey his every command)
- 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; has an unclear introduction and a weak conclusion

Conclusion: Overall this response fits the criteria for Level 2. The response selectively uses statements from the documents and provides few supporting details. The description of absolute control is more detailed than for a democratic system.

Practice Paper E—Score Level 4

The response:

- Develops all aspects of the task. However, the description of the role of the citizen is less complete than the analysis of the characteristics of governmental systems
- Is both descriptive and analytical (the ability of the ruler to often severely limit the individual rights of the people; because a ruler could take advantage of the rights of the citizens, the roles of the citizens became extremely miniscule; unlike a true democracy, only males were allowed to vote and therefore had the true sovereignty in the city-state)
- Incorporates relevant information from documents 2, 5, 6, 7, and 8
- Incorporates relevant outside information (In France, during Louis XIV's reign in power, he exhibited these very characteristics when governing his nation; in order to maintain control over the nobility and prevent any power struggles, he built Versailles to escape the "Parisian Mob" and moved the nobles as well in order to watch over them carefully; people have the "right to life, liberty and the pursuit of happiness", an aspect also seen in the American Constitution; they ruled by direct democracy, where the electorate participated directly in the government; in England after the Glorious Revolution, power was forever moved from the monarch to the parliament; power was then held by the House of Commons)
- Supports the theme with relevant facts, examples and details (one single, supreme ruler holds complete sovereignty; claiming to rule by divine right meaning they were chosen by God to rule; Not only in fascist government but other absolute rule as well, citizens had virtually no role in the decision making; aspect of a democratic rule is people are guaranteed natural or individual rights that which must be respected; true democratic rule, both men and women vote to decide who will govern their nation freely, therefore maintaining sovereignty)
- Demonstrates a logical and clear plan of organization; includes an introduction and conclusion that restate the theme.

Conclusion: Overall, the response fits the criteria for Level 4. The response is strong in its treatment of the characteristics of both forms of government and in its use of outside information. The analysis of the role of a citizen in a democracy is stronger than for the role of a citizen under a system of absolute control. The response to the second part of the task is brief, and the lack of a strong conclusion weakens slightly the response.

Practice Paper F—Score Level 1

The response:

- Minimally develops some aspects of the task
- Is descriptive; may lack understanding, application, or analysis
- Makes vague, unclear references and minimally develops ideas from documents 1, 7
- Presents very limited relevant outside information
- Lack a clear focus

Conclusion: Overall this response fits the criteria for Level 1. The student minimally addresses the task and uses limited information from the documents to support the task.

Sample DBQ 2007 Specifications

Comparative Political Systems

Historical Context:

Throughout history, different systems of governmental decisions making and different roles of citizens in the decision-making process have developed. Two of these systems are **absolute control** and **democratic rule**.

Task:

- Describe two characteristics of a government under absolute control **and** two characteristics of a government under democratic rule.
- Analyze the role of citizens in the decision-making process of a government under absolute control **and** the role of citizens in the decision-making process of a government under democratic rule.

Core Curriculum:

Unit One: Ancient World – Civilizations and Religion (4000BC – 500 AD)

- C. Classical Civilizations – Growth of democracy in Athens

Unit Four: The First Global Age (1450 – 1770)

- F. Political ideologies: global absolutism
- G. The response to absolutism: The rise of parliamentary democracy in England

Unit Six: A Half-Century of Crisis and Achievement (1900 – 1945)

- D. World War II – causes and impact

Unit Seven: the 20th Century Since 1945

- A. A Cold War balance of power
- D. Chinese Communist Revolution
- E. Collapse of European imperialism

Learning Standards for Social Studies:

Standard 2 – World History

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Key Idea:

1. The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space, and the ways different people view the same event or issue from a variety of perspectives.

Performance Indicator:

- define culture and civilization, explaining how they developed and changed over time. Investigate the various components of cultures and civilizations including social customs, norms, values, and traditions; political systems; economic systems; religions and spiritual beliefs; and socialization or educational practices.

Key Idea:

4. The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.

Performance Indicator:

- interpret and analyze documents and artifacts related to significant developments in world history.

Standard 5 – Civics, Citizenship, and Government

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments: the governmental system of the U.S. and other nations: the U.S. constitutions: the basic civic values of American constitutional democracy: and the roles, rights, and responsibilities of citizenship, including avenues of Participation.

Key Idea:

1. The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance and law.

Performance Indicator:

- identify and analyze advantages and disadvantages of various governmental systems.