

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Thursday, June 17, 2004 — 1:15 to 4:15 p.m., only

SCORING KEY AND RATING GUIDE

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

Contents of the Rating Guide

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

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

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

- A question-specific rubric

Mechanics of Rating

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

Global History
and Geography
June 17, 2004

Part I

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

Cut Here

Cut Here

Scoring the Part I Multiple-Choice Questions

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

Rating the Essay Questions

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

Rating the Scaffold (open-ended) Questions

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

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

Global History and Geography
Content-Specific Rubric
Thematic Essay—June 2004

Theme: Turning Points

Turning points are major events in history that have led to lasting change.

Task: Identify *two* major turning points in global history and for *each*:

- Describe the historical circumstances surrounding the turning point
- Explain how *each* turning point changed the course of history

You may use any example from your study of global history. Some suggestions you might wish to consider include the Neolithic Revolution, the Crusades, the Renaissance, the Encounter, the French Revolution, the Russian Revolution of 1917, World War I, creation of the modern state of Israel, Nelson Mandela elected president of South Africa, and the fall of the Berlin Wall.

Scoring Notes:

1. Turning points should be major occurrences that changed the course of history. A turning point need not center on a specific event, but may refer to a major change such as the development of block printing or nuclear energy.
2. Turning points in United States history should not be used as the focus of the discussion, although an event such as the Cold War discussed from other perspectives may be used.
3. For the *Russian Revolution of 1917*, either or both revolutions can be discussed.
4. An individual may not be used as the turning point; the response must identify the actions or events associated with the individual that constitute a turning point, e.g., the election of Nelson Mandela may be discussed as it relates to the end of apartheid, but a simple biography of Nelson Mandela is not an appropriate choice of a turning point.
5. The description of the historical circumstances may include the time period, the historical context, and/or the contemporary issues, individuals, and events from which the turning point arises, e.g., the Protestant Reformation led by Martin Luther and John Calvin emerges from the Renaissance because the Renaissance encouraged questioning of the Catholic Church and refocused the attention of individuals on the value of human ability to reason.

Score of 5:

- Thoroughly develops all aspects of the task evenly and in depth by identifying **two** major turning points in global history, describing the historical circumstances surrounding each turning point, and explaining how **each** turning point changed the course of history
- Is more analytical than descriptive (analyzes, evaluates, and/or creates information), e.g., an explanation of the *creation of Israel* might include the role of Zionism in the subsequent Arab-Israeli Wars and their results *or* the changing role of the Palestinians and the West Bank issues *and* an explanation of the *French Revolution* might include the role of Louis XIV and the policies of Louis XVI that led to calling a meeting of the Estates General and the Third Estates' protests about voting and unfair taxes *or* the role of the Reign of Terror in the rise of Napoleon and the influence of the French Revolution on other countries
- Richly supports the theme with many relevant facts, examples, and details, e.g., for the *Renaissance*, details might include: humanism, vernacular, patrons of the arts, Florence, Italian Renaissance, da Vinci, Michelangelo, individualism, scientific realism; *or* for the *election of Nelson Mandela* details might include: Mandela's arrest, the system of apartheid, treatment of South Africans prior to Mandela's election, global condemnation, economic sanctions, involvement of F. W. deKlerk, free elections, changes within Africa as a result of the elections
- 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 unevenly by discussing all aspects of the task for one turning point more thoroughly than for the other turning point *or* discussing one aspect of the task for both turning points more thoroughly than the other aspect of the task
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information), e.g., the explanation may imply rather than clearly state how a turning point changed the course of history
- 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 most aspects of the task in some depth
- Is more descriptive than analytical (may apply, analyze, and/or evaluate information)
- Includes some relevant facts, examples, and details; may include some minor inaccuracies
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that may be a restatement of the theme

Some Examples of Developing Most Aspects of the Task 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. Develops all aspects of the task for **one** major turning point, applying Level 5 criteria
2. Describes the historical circumstances surrounding **two** major turning points; explains how **one** of the major turning points changed the course of history
3. Describes the historical circumstances surrounding **one** major turning point; explains how that turning point changed the course of history; explains how a **second** turning point changed the course of history

Score of 2:

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

Some Examples of Developing Some Aspects of the Task 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. Develops all aspects of the task for **one** major turning point
2. Describes the historical circumstances surrounding **two** major turning points
3. Explains how **two** major turning points changed the course of history
4. Describes the historical circumstances surrounding **one** major turning point; explains how a **second** major turning point changed the course of history

Score of 1:

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

Score of 0:

Fails to develop the task *or* may only refer to the theme in a general way; *OR* includes no relevant facts, examples, or details; *OR* copies only the theme, task, or suggestions from the test booklet; *OR* is illegible; *OR* is a blank paper

BOTH THE NEOLITHIC REVOLUTION & THE RENAISSANCE CONTRIBUTED GREATLY TO CHANGING THE TIDES OF HISTORY. THE NEOLITHIC REVOLUTION MARKED THE CHANGE FROM A NOMADIC STYLE OF LIFE INTO A SETTLED DOWN SOCIETY. FARMING WAS IMPLEMENTED & LIFE GENERALLY JUST BECAME MORE STRUCTURED. THE RENAISSANCE, COMING TO FULL POWER IN THE 15TH & 16TH CENTURIES, EMBRACED A NEWER, BROADER OUTLOOK ON LIFE. SECULARITY BECAME MORE COMMON & THE VALUE OF MAN INCREASED. THIS WAS A TURNING POINT IN HISTORY BECAUSE IT PAVED THE WAY FOR MAN TO EXTEND HIS REACH & LOOK INTO LOGIC & REASON. THIS IN TURN WOULD BRING ABOUT THE ENLIGHTENMENT.

PRIOR TO THE NEOLITHIC REVOLUTION, A NOMADIC LIFESTYLE WAS DOMINANT. PEOPLE WERE MAINLY HUNTERS AND GATHERERS. THEY STAYED IN AN AREA ONLY AS LONG AS RESOURCES TO SURVIVE WERE PRESENT. AS A RESULT OF THIS NO PERMANENT SETTLEMENTS COULD BE FORMED. THE NEOLITHIC REVOLUTION BEGAN WITH THE DISCOVERY OF FARMING. ONCE FARMING TECHNIQUES WERE MASTERED IT BECAME

UNNECESSARY FOR PEOPLE TO MOVE.

AGRICULTURAL DEVELOPMENT LED TO A SURPLUS OF FOOD. THIS ALLOWED FOR DIVISION OF LABOR. SOON SMALL COMMUNITIES DEVELOPED. AS THESE GREW, IT BECAME NECESSARY FOR GOVERNMENTS TO FORM. THESE SMALL COMMUNITIES DEVELOPED INTO LARGE BUSTLING CIVILIZATIONS. THESE CIVILIZATIONS WERE FOUND ALONG THE FERTILE FLOOD PLAINS OF RIVER VALLEYS. THE EGYPTIAN CIVILIZATION DEVELOPED ALONG THE NILE. BETWEEN THE TIGRIS AND EUPHRATES RIVERS, ANCIENT MESOPOTAMIA WAS BORN. THE NEOLITHIC REVOLUTION RESULTED IN THE GROWTH OF PERMANENT CIVILIZATIONS.

THE RENAISSANCE INTRODUCED A DRAMATIC CHANGE TO THE LIFESTYLES OF THOSE INVOLVED, AS WELL AS THOSE TO FOLLOW. THE RENAISSANCE EMBODIED CULTURAL AS WELL AS ACTUAL EDUCATIONAL ADVANCEMENT. BEFORE THE RENAISSANCE, IN THE MIDDLE AGES, ONE'S OUTLOOK WAS VERY NARROW. ONE WAS NOT SEEN AS AN INDIVIDUAL, BUT RATHER AS PART OF A GROUP, SUCH AS A GUILD. IN A GUILD, FURTHER MORE, THE IDEA OF

SPECIALIZATION & EDUCATION IN JUST ONE AREA IS REPRESENTED. HOWEVER, THE RENAISSANCE PRESENTED A COMPLETELY DIFFERENT VIEW ON THINGS. MAN AS AN INDIVIDUAL WAS VALUED, AS SHOWN IN FAMOUS ARTWORK SUCH AS MICHAELANGELO'S DAVID, IN WHICH THE PHYSIQUE IS TONED & ACCENTUATED. NOT ONLY PHYSICALLY WAS MAN'S POWER AWED, BUT MENTALLY AS WELL. AS A RESULT OF THE "REDISCOVERY" OF THE WORKS OF GREEK & ROMAN PHILOSOPHERS, IT WAS BELIEVED DURING THE RENAISSANCE THAT MAN COULD THINK & REASON. THIS ALSO CAME AS A RESULT OF STEPPING AWAY FROM SOME OF THE CONTROLLING ASPECTS OF THE ROMAN CATHOLIC CHURCH. A MORE SECULAR EDUCATION WAS NOW ENCOURAGED AND BECAUSE OF THE RENAISSANCE, PEOPLE BEGAN TO QUESTION & DID NOT JUST ALWAYS ACCEPT, POINT BLANK, WHAT THEY WERE TOLD. THIS MORE EMBOLDENED IMAGE OF MAN CARRIED THROUGH TO THE SCIENTIFIC REVOLUTION AND THE ENLIGHTENMENT OBVIOUSLY, BOTH THE NEOLITHIC REVOLUTION.

↳ THE RENAISSANCE IMPACTED THEIR ERA TREMENDOUSLY YET, IT IS ALSO EASY TO SEE THAT THEIR EFFECT REACHES TO THE MODERN DAY. THE NEOLITHIC REVOLUTION PAVED THE WAY FOR ORGANIZED SOCIETY TO DEVELOP BY ESTABLISHING FARMING COMMUNITIES. THE RENAISSANCE INSPIRED MAN TO BE AN INDIVIDUAL & THINK FOR HIMSELF, AS WELL AS TAKE PRIDE IN HIS ACCOMPLISHMENTS. THIS AIDED IN BRINGING ABOUT THE HIGHLY INDEPENDENT LOGICAL SOCIETY THAT ONE LIVES WITHIN TODAY.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth for the Neolithic Revolution and Renaissance by describing the historical circumstances surrounding each turning point and explaining how each turning point changed the course of history
- Is more analytical than descriptive (agricultural development during the Neolithic Revolution led to a surplus of food, allowing for division of labor and the growth of permanent civilizations; the Renaissance encouraged man to be valued as an individual and to think and reason for himself, thus leading to the Enlightenment)
- Richly supports the theme with many relevant facts, examples, and details (*Neolithic Revolution*: nomadic; hunter-gatherers; farming; surplus of food; division of labor; governments; fertile flood plains; permanent civilizations; guild; Mesopotamia; Tigris-Euphrates; Nile River; Egyptian civilization; *Renaissance*: Michelangelo's David, Roman Catholic Church, Greek and Roman philosophers, secularism, Scientific Revolution, Enlightenment)
- Demonstrates a logical and clear plan of organization; includes a strong introduction and conclusion that show an understanding of the pivotal role of turning points in the development of civilization

Conclusion: Overall, the response fits the criteria for Level 5. The strength of the response is in the analysis and evaluation of information regarding the continuity of historical events through the present day. The role of the Church in establishing a context for the Renaissance is particularly strong, as is the discussion of the impact of new agricultural methods on the growth of civilization. The sophisticated discussion of the changing roles of individuals on large group dynamics from the Neolithic Revolution to the Renaissance is effective. The many specific historical facts add to the overall quality of the response.

Throughout history, developments have occurred that have changed the world as we know it. There is no event which doesn't have some effect on man's advancement of life and in civilization itself, but some events have, literally, changed the course of history and are thus called turning points.

One example of how man's world has changed is the Neolithic Revolution. It was a turning point in Human History because it provided the basis from which all civilizations grew. Before the Neolithic Revolution, Humans were nomadic hunters and gatherers with little time for philosophical thought or organized society. The population of man was very low, because many died because of migration and lack of a permanent settlement. The Neolithic Revolution was a huge change, because man discovered how to cultivate ~~plants~~ ^{crops} and even the primal domestication of plants. Humans began to settle down in river valleys such as the Tigris-Euphrates and the Nile and they were able to end their wandering. The development of agriculture provided a steady and often surplus food supply to the early humans, letting some break off into more specialized tasks, such as Carpenters, artisans, and

Even merchants. This led eventually to the development of cities, the growth of thought and mind power. It allowed humans to advance indefinitely. The first form of writing appeared, and actual governments were set up, and maintained. This was the beginning of civilization, the birth of life as we know it today. Without this turning point, humans would still be nomadic.

Another example of a turning point in history is the Crusades. Before the Crusades, Europe was at a cultural standstill. The fall of the Roman Empire left Europe without government. The Catholic Church filled the power vacuum. There was virtually no trade or cultural diffusion in the "known world," and the Church played a major role in everyday life lines of people. Under feudalism rarely did people leave their manors, and the unfair class system was rampant. As soon as Pope Urban declared a holy war, hundreds of thousands of European soldiers left for a series of long grueling fights in the Middle East. Those who returned brought a vast spectrum of new products with them—foods, inventions, and ideals from the culturally rich Middle East. They exposed Europe to technology and trade that had

been from its grasp. Soon new trade routes were established to the East, which led to markets all over the world for Europe. This promoted the sharing of ideas and artistic styles throughout the world. Cities grew and education increased leading to the Renaissance, giving light and hope through the "re-birth" of Greek and Roman ideals. Without the Crusades, much of the world might still lie unknown, but with technology borrowed from the Muslims, inventors began developing and expanding their knowledge. The Crusades had helped Europe out of the Middle Ages by exposing it to the medical, philosophical, and technologically advanced East.

As we look back at the past to see how far man has come, in technology, culture, and life, we see that it hasn't been a quick, or easy, or that matter, process. In ten thousand years, man has come from being extremely primitive to the dominating species on this peculiar planet, but we can only sit back and wonder, how far will we continue to advance on the scale of life in the future?

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth for the Neolithic Revolution and the Crusades by describing the historical circumstances surrounding each turning point and explaining how each turning point changed the course of history
- Is more analytical than descriptive (there is no event which does not have some effect, but some events have literally changed the course of history; the Neolithic Revolution was a turning point because it provided the basis from which all civilizations grew; the Crusades led to new trade routes thus exposing Europe to new technology and promoting a sharing of ideas)
- Richly supports the theme with many relevant facts, examples, and details (*Neolithic Revolution*: civilization; nomadic hunter-gatherers; domestication of plants; Tigris-Euphrates; Nile; specialization of labor; *Crusades*: fall of the Roman Empire; cultural diffusion; feudalism; role of the Church; manors; Pope Urban; holy war; rebirth of Greek and Roman ideals; technology from Muslims)
- Demonstrates a logical and clear plan of organization; includes an introduction that is beyond a simple restatement of the historical context and a general conclusion

Conclusion: Overall, the response fits the criteria for Level 5. The discussion of the Neolithic Revolution effectively explains its origins and analyzes the consequences for human social organization. The response overstates Europe's "cultural standstill" and lack of cultural diffusion, but it clearly explains the historical circumstances leading to the Crusades while demonstrating an understanding of both the immediate and long-term impact. The introduction clearly establishes an understanding of the concept of turning point, and the conclusion, although weaker than the introduction, does not detract from the overall strength of the response.

Turning points are times in history where there has been a change. This change is lasting, and it has happened many times in history. Two of them were the Neolithic Revolution and the Industrial Revolution.

Before the Neolithic Revolution, people were living in nomadic tribes that moved from place to place. The people moved because they would deplete the vegetation that they ate and the herds that they used for meat would move. The traveling that the people had to do took a toll on them and many died every year. In the Neolithic Revolution the people began to plant their own crops like rice, millet, and herd their own cattle. They learned to fertilize and irrigate their fields. This change caused them to be able to settle in one place. Permanent settlements sprung up and the years weren't so hard on anyone any more. There was usually enough food so some people could have other jobs like craftsmen to make tools, buildings and pottery. Therefore, the Neolithic Revolution was the turning point from nomadic to settled lifestyles with governments, social classes and armies for protection.

The Industrial Revolution also changed the way people lived. Before, many people lived in rural areas on farms. Transportation was slow, things were manufactured slowly, and if a part broke on a machine, a new one was needed because the parts were made by hand and weren't uniform. Crops and cattle were smaller and many crops were lost in the seeding process due to the scattered formation. In the Industrial Revolution new machines were made to speed up transportation, make goods faster and uniform parts were made. Scientists cross bred crops and cattle to make them larger and more profitable. A seed planter was invented by Jethro Tull to plant crops in straight lines. A major thing that happened here was the rise of factories. In Britain because of the Enclosure Acts millions of people moved to the city to get jobs in factories. Entire families worked there including young children, just as they did in the older cottage industries. Unfortunately they didn't have control over conditions as they might have had at home, and sometimes the machinery was not safe and women and children worked

long hours in dangerous conditions.

Just like the Neolithic Revolution, the Industrial Revolution caused more urbanization and made more foods and products available.

Therefore, the Industrial Revolution was the turning point from homeowned farming to mass production and crowded industrial cities.

These two turning points effected life all the way to today. People's ideas and ingenuity created new technologies which changed the availability of food and goods.

Anchor Level 4-A

The response:

- Develops all aspects of the task for the Neolithic Revolution and the Industrial Revolution
- Is both descriptive and analytical (permanent settlements made the years not so hard on everyone; new technology led to increased production and the availability of more food and goods)
- Supports the theme with relevant facts, examples, and details (*Neolithic Revolution*: irrigation; rice and millet; fertilization; government; social classes; armies for protection; settled lifestyles; urbanization; *Industrial Revolution*: mass production; uniform parts; Jethro Tull; cross breeding crops and cattle; Enclosure Act; cottage industries)
- Demonstrates a logical and clear plan of organization; includes an introduction that restates the theme and a conclusion that summarizes the consequences of the turning points

Conclusion: Overall, the response fits the criteria for Level 4. It develops most aspects in depth for both turning points but is somewhat more descriptive than analytical. The description of the historical circumstances is effective and examples are provided for both turning points. The benefits and consequences of the Neolithic Revolution are not as clearly stated as those for the Industrial Revolution, but overall it is a well-developed response.

Throughout history, major events have occurred that led to lasting changes. This is called a turning point in history. The Renaissance and World War I have been turning points that affected people and its lands. It has been brought an ever-lasting change and was placed with many circumstances in history.

The Renaissance is considered to be a turning point in history. It was a rebirth in the Greek-Roman culture and in art and literature. Artists were now painting lively figures and putting new perspectives into their art. They used different line forms and luminiscent colors. Some famous painters that affected the way art was perceived were Michelangelo, Leonardo and Raphael. Architects used Greek and Roman influences to build and design. Sculptors were mainly influenced by religious ideas and figures. The Renaissance had begun in Italy because some of the city-states had money from expanded trade and people like the Medicis supported the artists and architects. Many were captivated by its ideas and new techniques which affected painters, writers, sculptures from other European countries. People started painting real people doing real things like the Romans had rather than just the religious scenes that had dominated the art of the Middle Ages. It was this new attitude towards the

importance of man which made the Renaissance a turning point. People started to ask questions about their world. This led to an interest in science for people like Da Vinci, who was an inventor as well as an artist.

World War I is a turning point in history in that it broke up old empires and it had affected many different nations throughout the world. The ideas of militarism, alliances, imperialism and nationalism caused this war to happen. Britain and Germany were both competing in an arms race. They both wanted to have the biggest army and navy. Alliances were developed with two sides. One being the Triple Alliance - Germany, Italy, and Austria-Hungary. The other being Triple Entente - France, England, Russia and later the U. S. Nations began to expand and conquer leading to conflicts with other nations. Nationalism was placed in every nation. France was fighting back for Alsace-Lorraine. The Balkan lands had become an issue with Germany and Russia. The result of the war was the Treaty of Versailles, which placed the blame on Germany. Germans were affected by the treaty and began to place hatred against it leading to the rise of Hitler and World War II. Where old empires like The Ottoman broke up, nationalism was still important

in places like Palestine and the Balkans. Ethnic groups wanted to have their own countries and many are still struggling for this today, like the Kurds in Iraq.

These turning points had many consequences and changed the lives of many. It brought new inventions and, at the same time, new ideas and inventions.

The Renaissance and WWI are only two examples of how major events can affect the course of history.

Anchor Level 4-B

The response:

- Develops all aspects of the task for the Renaissance and World War I, although the discussion of the historical circumstances is more comprehensive than the specific changes that resulted from these turning points
- Is both descriptive and analytical (new attitude towards the importance of man; people started to ask questions; new techniques and subjects in painting and architecture were modeled after the Greeks and Romans; old empires such as the Ottoman broke up, but nationalism in these areas is still important for Palestine, the Balkans, and the Kurds in Iraq)
- Supports the theme with relevant facts, examples, and details (*Renaissance*: rebirth of Greco-Roman culture; new perspectives in art, line forms, luminescent colors; Michelangelo, DaVinci, Raphael; Italian city states; Medicis; Middle Ages; *World War I*: militarism; alliances; imperialism; nationalism; arms race; Triple Alliance; Triple Entente; Alsace and Lorraine; Treaty of Versailles; Hitler; World War II)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are slightly beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. While the response does not specifically mention humanism, it clearly indicates an understanding of a shift in the attitude toward the importance of man. A good understanding of the long-range consequences is indicated by the discussion of the Scientific Revolution coming out of the Renaissance and by reference to ethnic groups of the former Ottoman Empire still struggling for their own countries today. This application of historical information to a modern situation is particularly strong; however, the details of the modern situations are implied rather than clearly stated.

Two major turning points of the world were the Neolithic Revolution and the Crusades. They effected the world in many different ways.

The Neolithic Revolution first happened in river valleys and made it so that humans were no longer roaming around to survive but instead they could stay in one place.

This was because possible because humans discovered how to farm by saving seeds and domesticated animals so they would not have to move. This impacted the world because instead of worrying about food all the time humans could do other things like develop housing, weapons, art, science, ^{and} math because they now have time to do that instead of hunting and foraging for food. All around the world the people would also develop communities, like in Egypt or in China by the Yellow River, which would eventually become villages, towns, or cities where they could specialize in one thing like weapon making or farming and then trade extra goods for other things they need. Also the people could develop a government which would able to protect them more efficiently and also help to advance technology and science which could help farmers to grow more crops.

The Crusades are another turning point in the world. Towards the end of the middle ages there was

Many campaigns to take the holy land back from the Muslims on their way to Jerusalem the knights and other soldiers went through Constantinople and found out that a lot of the technology from Rome and Greece had been preserved there this helped spark an interest in literature, math and science again. From the Middle East and China, they also brought back many exotic goods from Asia like spices and silks. When these goods were returned to Europe this cultural diffusion sparked a huge demand for these new exotic goods. Many countries like Spain and Portugal started funding voyages to these far away ^{lands} places. Ferdinand and Isabella sent Columbus, Prince Henry sent people to find a way to India. On their way they also traded with Africa because they would have to sail around to get to Asia.

Many things have occurred over time to change the world and effect the way people lived. In both the Neolithic Revolution and the Crusades people got more food, knowledge and technology which made their lives better.

Anchor Level 4-C

The response:

- Develops all aspects of the task for the Neolithic Revolution and the Crusades, although the discussion of the historical circumstances is not as strong as the explanation of the impact of the turning points
- Is both descriptive and analytical (Neolithic Revolution led to settlements and communities, which, in turn, led to specialization and trade; Crusades helped spark an interest in literature, math, and science and a demand for exotic goods; Crusades led to funding voyages to faraway lands)
- Supports the theme with relevant facts, examples, and details (*Neolithic Revolution*: farming; domesticated animals; hunting and foraging; river valleys; Egypt; Yellow River; China; *Crusades*: holy land; Muslims; Jerusalem; Constantinople; Rome and Greece; cultural diffusion; Ferdinand and Isabella; Columbus; Prince Henry of Portugal)
- Demonstrates a logical and clear plan of organization; includes an introduction that restates the theme and a conclusion that summarizes the effects of the turning points

Conclusion: Overall, the response fits the criteria for Level 4. Although the presentation of the historical circumstances of the turning points is somewhat uneven, the strength of the response is in the discussion of the results of each. This response demonstrates a clear understanding of the theme and supports the conclusion with adequate detail.

Turning points are major events in history that have led to lasting changes. Two major turning points were World War I and the Renaissance. Because of these two extraordinary events, the course of history was forever changed.

World War I started due to alliances, nationalism, militarism, and imperialism. World War I was set off by the assassination of Archduke Ferdinand. The two alliances involved in the war were the triple alliance and the triple entente. The countries involved in the war were Germany, Italy, and Japan, who were the Triple Alliance. America, France, and Great Britain made up the triple entente. These countries suffered major losses during the war. America lost the least amount of soldiers and Germany lost the most. The Versailles Treaty was drawn up after World War I at the Paris Peace Conference.

~~Germany~~ In the Versailles Treaty, Germany was blamed completely for the war, they were forced to limit their army to 100,000 men, and they had to pay back the other countries for the war. This turning point changed the course of history because if World War I hadn't have happened neither would World War II. It greatly impacted the involved countries ~~and~~ economies also.

The Renaissance was another major turning point in history. The Renaissance consisted of the revival of ~~the~~ Greco-Roman art. ~~The~~ Artists, such as Da Vinci, and Michelangelo were the essence of the ~~Renaissance~~ Renaissance. They created Davide's A Pietà, and many other classic works of art. The Renaissance brought to us sculptures, paintings, and poems. It was a revival of the classics. The Renaissance changed the course of history because those works of art further influenced other eras of art such as Baroque, and Gothic.

Art as we know it would ~~have~~ be changed forever if the Renaissance never happened.

So in conclusion, the Renaissance and World War I were two major historical turning points. If these two events had never happened, we might not have had World War II or other influenced eras of art. Our history would have been forever altered.

Anchor Level 3-A

The response:

- Develops all aspects of the task with little depth by identifying the historic circumstances for World War I and the Renaissance and by explaining how those turning points changed the course of history
- Is more descriptive than analytical (if World War I had not happened, neither would World War II; those works of art further influenced other periods of art such as the Baroque)
- Includes some relevant facts, examples, and details (*World War I*: alliances; nationalism; assassination of Archduke Ferdinand; Versailles Treaty; Paris Peace Conference; *Renaissance*: Baroque; revival of Greco-Roman art; daVinci, Michelangelo; David, Pieta); includes some minor errors (the Gothic period occurred before the Renaissance; the nations listed for the Triple Alliance and the Triple Entente are partially incorrect)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a conclusion that goes a little beyond a restatement

Conclusion: Overall, the response fits the criteria for Level 3. The response establishes the historical circumstances by identifying the alliances and immediate causes of World War I. It relays the chain of events up to the Treaty of Versailles but fails to discuss any of these in depth, listing what Germany had to do as a result of the Versailles Treaty, but not developing the implications and how this led to World War II. The response minimally addresses the historical circumstances of the Renaissance by mentioning noted artists and noted works and then addresses the impact by mentioning the influence of the Renaissance on subsequent schools of art, but it does not elaborate on what those influences are.

Turning points are major events in history that have led to lasting change. These changes have had profound effects on the world as a whole. Examples of these turning points World War I and the creation of the modern state of Israel. Both of these events are considered "turning points" of history, and have had lasting change on the regions they occurred in.

A well-known turning point in history is the event of World War I. The circumstances surrounding this event led to how it was played out. The Arch Duke of Austria Hungary, during a visit to Serbia, was assassinated. The culprit was a young boy from Bosnia, and was also a member of the group "The Black Hand," which was unhappy with Austria-Hungary's control over Bosnia. However, the blame was placed on Serbia since the Arch Duke was murdered there. As a result, Austria-Hungary gave Serbia an ultimatum which stated, as long as Austria-Hungary had control over Serbia. Serbia could not agree to these terms, and so Austria-Hungary waged war on Serbia. This led to Germany's involvement in the war. After the war was over, Germany was blamed for the war (as stated in the Treaty of Versailles) and was forced to pay reparations for that war. This event is a

turning point because Germany became unhappy with their recent economic decline, and began placing the blame on another group of people. This led to the Holocaust, which persecuted and murdered mass amounts of Jews because of German nationalism.

This event is considered a turning point because it led to other major events in history.

Another well-known turning point in history is the creation of the modern state of Israel. Israel was a place of much conflict between the Jews and the Arabs. Both of these groups wanted the entire land for themselves. The creation of this state is a turning point because it made the conflict worse between these groups. This led to several wars and ^{resulted in} the creation of the Gaza Strip, and other places within Israel for the Palestinians to occupy. These places were dry, poor land, and consisted mostly of small villages. The Palestinians were unhappy with this, and so a long battle between these two groups broke out. Sometimes, acts of terrorism have resulted from the conflict.

Events throughout history that have resulted in major changes are turning points. These changes have resulted in major effects on the world. For instance, World War I and the creation of the ^{modern} state of Israel are turning points recorded in history.

Anchor Level 3-B

The response:

- Develops all aspects of the task with little depth by discussing the historical circumstances and by explaining the changes in history resulting from World War I and the creation of the state of Israel
- Is more descriptive than analytical (Germany became unhappy with their economic decline and began placing the blame on another group of people, leading to the Holocaust; the creation of the state of Israel made the conflict between Jews and Arabs worse; led to wars and terrorism)
- Includes some relevant facts, examples, and details (*World War I*: Archduke of Austria-Hungary; Serbia; Black Hand; Bosnia; ultimatum; Germany; Treaty of Versailles; *creation of the State of Israel*: Palestinians; Arabs; Gaza Strip)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 3. The description of events leading to World War I is the stronger discussion. The response provides factual detail about the spark initiating World War I, but lacks a depth of understanding of the underlying causes of the war. The description of the events that followed the creation of the state of Israel indicates a basic understanding of the conflict over land and the ongoing tensions.

Turning points are major events in history that have led to lasting change. In this essay I will describe, and explain two major turning points in global history and how each changed history. The two turning points I chose were the French Revolution, and the fall of the Ottoman Empire.

The French Revolution which took place in the late 1700's (1789-1799) was a big turning point in Europe. During this time France was ruled by absolute monarchy, and because of their unreliable king, falling through hard times. The streets of Paris were filled with starving women and children, workers were losing their jobs, and the poor 3rd Estate were starting to rebel. The 3rd estate was mostly made up of workers, farmers, and middle class. Although they made up almost all of the French population (about 85%), they were ignored their rights, and ruled by the king and queen.

Around 1789 even the rich Bourgeoisie (middle class) grew discontent with the unreliable government (monarchy.) Everyday they would be harassed by the poor, starving lower class (which had now started rebellions against the higher classes), and there was nothing King Louis XIV could do about it.

The middle class started dreaming of a better government, with less monarchy rule, and tried to make the king agree. But he didn't show up, and that marked one of the most important events of that time. "The Tennis Court Oath" in which the nobles swore that they would make France a better government, without absolute monarchy, and more rights for the lower classes.

After that they forced the king to go back to his palace of Versailles, and he gave up some of his power. But it was not enough. The poor were so

discontent and rebellious that they were not being controlled. They stormed the Bastille, and started the French Revolution.

During the next shaky years the General Assembly tried to make reforms and a new constitution (The Declaration of the rights of Man) but not everyone was content. The Third Estate want more power than the Borgowise, and with radical leaders like Robespierre, they started the reign of terror, in which they killed everybody against "the republic", and disloyal to the Third Estate. Among these dead were the King and queen (and even Robespierre) which undid absolute monarchy in France.

Even though they did get to the republic the weak government soon fell, and finally the one to pick up the peaces was Napoleon.

Under Napoleon absolutism was COMPLETELY abolished, and nationalism in Europe grew. This sense of nationalism would fuel the later tensions and world wars.

The Ottoman Empire of the Arabs and Turkes during World War I was slowly crumbling. The European countries promised the Arabs, if they beat the Turkes, they would give the Arabs some land in Turkey and the Middle East and they would finally have their Arab state. Of course the Europeans lied and they secretly tried to divide up the land for themselves. Then Britain made a promise to the Jews to set up a homeland for them in Palestine.

This dirty trick is known as the Balfour Declaration. Because of this declaration the Arabs and the Jews were now enemies with Britian, and growing nationalism, would make them both pursue their own homeland.

Nationalism influenced alot of Revolution and wars that led to today's conflicts.

Anchor Level 3-C

The response:

- Develops all aspects of the task with little depth by discussing the historical circumstances for the French Revolution and by explaining the changes in history for the French Revolution and the fall of the Ottoman Empire
- Is more descriptive than analytical (nationalism would fuel the later tensions and World Wars; nationalism influences a lot of revolutions and wars that led to today's conflicts; growing nationalism would make the Arabs and the Jews pursue their own homeland)
- Includes some relevant facts, examples, and details (*French Revolution*: 3rd Estate; bourgeoisie; Tennis Court Oath; Bastille; Declaration of the Rights of Man; Robespierre; Reign of Terror; absolute monarchy; republic; Napoleon; nationalism; *fall of the Ottoman Empire*: Arabs; Turks; World War I; Balfour Declaration); includes some minor inaccuracies (Louis XVI forced back to the Palace of Versailles; under Napoleon, absolutism was completely abolished)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme but lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 3. The discussions of both turning points have the unifying thread of nationalism, which helps to tie them together. The minor inaccuracies do not change the overall rating.

The French Revolution of 1793 was a major turning point because King Louis XVI had betrayed his country and tried to escape one day, but he was caught and brought back and also he was tried for treason, he was brought before the town and beheaded, his wife was also killed too. After that happened a radical named Robespierre took control of France now. He killed hundreds imprisoned millions of people who spoke out against him. Finally one day the people turned against Robespierre because of his obsession with killing people who spoke out against him and he was captured and taken to town and beheaded by the guillotine.

After the beheading of Robespierre, another person came to power in France. His name was Napoleon Bonaparte, he was a military leader who won many battles and when he ruled France he brought stability and order to it. He also brought Nationalism to France as well. He built schools, roads, canals. He allowed people to practice their religions and beliefs freely too.

The Renaissance was another major turning because things starting changing. For example people were becoming informed about the king and country because the printing press was invented. Books, bibles, and pamphlets

were being printed to inform people of things that the church, king and society was saying was wrong. They needed to start using their minds and to think ~~and~~ reason for themselves. When the people finally started thinking for themselves the church and the king found that they had no control over the people anymore. So they got rid of everything that was making people think for themselves. The people turned against the king and the church and soon enough they had found ways to get rid of the church and king and they turned the country into a place to live in now.

In conclusion the French Revolution and the Renaissance were the two most important major turning points because they both helped to make France into a better country for people to live in.

Anchor Level 2-A

The response:

- Minimally develops all aspects of the task for the French Revolution and is weak in describing the historical circumstances surrounding the effects of the changes of the Renaissance
- Is primarily descriptive; includes isolated analysis (people were becoming informed because of the printing press; they found ways to get rid of the church and king)
- Includes few relevant facts, examples, and details (*French Revolution*: Louis XVI beheaded; radical named Robespierre; guillotine; Napoleon Bonaparte; nationalism; *Renaissance*: printing press; books, bibles, and pamphlets); includes some inaccuracies (confuses the Renaissance with the Reformation and places it only in France; “they got rid of everything that was making people think for themselves”)
- Demonstrates a general plan of organization but lacks focus; does not clearly identify which aspect of the task is being addressed; lacks an introduction and restates the theme in the conclusion

Conclusion: Overall, the response fits the criteria for Level 2. The response moves directly to the discussion of the French Revolution and does not present a clear explanation of why the revolution was a turning point. The details do not support the theme and obscure the focus of the argument. The description of the changes brought about by the French Revolution focuses on the achievements of Napoleon rather than those of the revolutionary government. For the second turning point, the information relating to the Reformation, and the emphasis on France as the primary location, makes this discussion weak.

The two major turning points in Global History I choose is The French Revolution and the Industrial Revolution. What were the effects of one revolution on society. The French Revolution was a revolt from the people.

The French people wanted to make France democratic like the people of the Americas. They wanted to make it so the King was no longer in control and the people were. So the people of France revolted and made France a democracy. The King was stripped of his powers and France became a model for other countries. The affect of this was other countries thought that this would want to make their people revolt.

The Industrial Revolution was when agriculture based society changed to a industrial society. The farmers left their farms and went to the city to work in factories. The Industrial Revolution made it easier to manufacture goods that once took a long time to do. With the farmers leaving their farms however there was shortage on food. The affects of the Industrial Revolution was the cities became over crowded and

Food shortages.

These two revolutions changed society and
molded what today is like. What were
the effects of the revolutions on society.
These are the two choices I chose for my
thematic essay.

Anchor Level 2-B

The response:

- Minimally develops all aspects of the task for the French Revolution and the Industrial Revolution
- Is primarily descriptive; includes a faulty analysis (farmers leaving their farms created food shortages)
- Includes a few relevant facts, examples, and details (Industrial Revolution made it easier to manufacture goods that once took a long time to do; the effect of the French Revolution was that other countries thought that it would make their people revolt); includes some inaccuracies (France becomes a democracy; as a result of the Industrial Revolution, there were food shortages)
- Demonstrates a general plan of organization; contains digressions; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. The introduction and conclusion are weak and confusing. Some facts are provided about the Industrial Revolution, but they do not explain why this is a turning point nor does the response address the issue of how the Industrial Revolution came about. Both accurate and inaccurate conclusions are drawn from a mixture of accurate and inaccurate facts. The response does accurately describe one result of the French Revolution, but the statement of cause of revolution lacks depth. The case for France becoming a model for democracy is overstated.

Throughout global history there have been many turning points. These turning points have changed history ~~for~~ forever. Two turning points in history were the Neolithic Revolution + the Renaissance.

The Neolithic revolution was the change from a nomadic lifestyle to a more agricultural life style. Two societies that developed during the Neolithic Revolution were the settlements of Catal Hayik, and ancient mesopotamia. Both civilizations developed irrigation systems to help get water for their agricultural life styles. Both civilizations also domesticated animals for a steady supply of food.

Another turning point in global history was the Renaissance. During this period people began to focus on music, art, and literature rather than religion. Many famous Renaissance painters are still studied today, such as Leonardo da Vinci, who painted the Sistine chapel.

In global history turning points have changed the ^{course} ~~course~~ of history forever. Two famous turning points are the Neolithic revolution, where people switched from a nomadic life style to and agricultural life style, and the Renaissance where people focused on music, art + literature, rather than

Anchor Paper – Thematic Essay—Level 2 – C

religion. Both of these ~~these~~ turning points
have affected the course of history and
even have an affect on today's ~~society~~
society.

Anchor Level 2-C

The response:

- Minimally develops most aspects of the task by describing the historical circumstances surrounding the Neolithic Revolution, stating some details about the Renaissance, and providing a cursory explanation of how both turning points changed the course of history
- Is primarily descriptive; includes a simplistic conclusion (people began to focus on music, art and literature rather than religion)
- Includes few relevant facts, examples, and details (*Neolithic Revolution*: Çatal Hüyük; Mesopotamia; nomadic to agricultural lifestyle; irrigation systems; domesticated animals; *Renaissance*: painters are still studied today); includes an inaccuracy (Leonardo daVinci painted the Sistine Chapel)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a conclusion that summarizes the theme

Conclusion: Overall, the response fits the criteria for Level 2. Most aspects for the Neolithic Revolution are minimally developed; the development of the aspects for the Renaissance is weak. Few specific examples are provided for the Renaissance.

Turning points are events in history that change history forever. There are many turning points in history but two really stand out the most to me. These two turning points are the ~~crusades~~ ^{Renaissance} and the ~~French~~ ^{Industrial} revolution.

The ~~French~~ ^{Industrial} revolution led to many technological changes in the world and had a dramatic effect on industry. This revolution improved factories and increased trade. During this revolution cars and many other things were produced. And it spread across the world and everyone started producing those goods.

The ~~French~~ ^{Renaissance} was a big revolution in artwork. This was a big ~~et~~ turning point in history because artwork was starting to become considered important. The style was also changed.

Many events happened in history and have changed the course of history dramatically.

Anchor Level 1-A

The response:

- Minimally develops some aspects of the task by identifying the Renaissance and the Industrial Revolution but only minimally addressing the impact of these turning points
- Is descriptive; shows limited understanding and analysis (the Renaissance was a big revolution in artwork)
- Includes few relevant facts, examples, and details (*Industrial Revolution*: improved factories; increased trade; technological changes; *Renaissance*: the style[of artwork] was also changed)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 1. The discussion is basic and includes few supporting details, although it does indicate an understanding of the impact of the Industrial Revolution. The discussion of the Renaissance is very limited.

Turning points are major events in history that have led to a lasting change. Two examples of these turning points are the Industrial Revolution and The Renaissance.

The Industrial Revolution changed everything. The Industrial Revolution was when men and women did not have to hand make everything anymore. Machines made it faster, easier and still had the same quality. If the Industrial Revolution never happened we wouldn't have a lot of things we do today.

The Renaissance was also a big turning point. The Renaissance was known as the Rebirth.

Anchor Level 1-B

The response:

- Minimally develops some aspects of the task by identifying the Industrial Revolution and the Renaissance, discussing the changes but not the historical circumstances for the Industrial Revolution, and defining the Renaissance
- Is descriptive; lacks application and analysis
- Includes few relevant facts, examples, and details (*Industrial Revolution*: men and women did not have to hand make everything anymore; *Renaissance*: was known as rebirth)
- Demonstrates a general plan of organization; includes an introduction that restates the theme but lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The response fails to develop the second turning point and includes only a general discussion of the Industrial Revolution.

Anchor Paper – Thematic Essay—Level 0

Turning points are major events in history that have led to lasting changes in the world. There were many turning points in global history. ~~There were turning points~~ ^{many} people and places ^{and they} went through big changes, ~~in religion,~~ ^{and some in religion} ~~and in history.~~ ^{and history.}

Neolithic Revolution, crusades
The Renaissance, the Encounter, French Revolution
World War I, These all ~~have~~ ^{had} chances and problems that are different.

Turning points are a major events in history that have led to lasting changes in the world.

Anchor Level 0

The response:
Fails to develop the task and only refers to the theme in a general way; includes no relevant facts, examples, or details

Conclusion: Overall, the response fits the criteria for Level 0. The response restates the theme repeatedly and copies many of the suggestions from the test booklet.

broke away from feudalism partly because of
crusades. They stopped letting the church have
complete power of government. ~~The~~ People like
the ~~scripted~~ humanists emphasized more
on the individual than the masses. This
time in the world changed people that
sequenced from slightly negative to
very positive. The renaissance also led to
the enlightenment era ~~and~~ and also scientific
revolution. This had a great effect on
Eastern Europe. All in all this was a
major turning point.

These changes affected people's future.
One of these changes was the Neolithic revolution
with people went from hunting and gathering
to ~~agriculture~~ and settled means. Another
was the Renaissance with went from medieval
times to the ~~scripted~~ humanists and
church not having alot of political power.
~~The~~ In short this was a great turning
point for all people. As we can see
these major changes affected future
people.

Two major turning points in history were the ~~Renaissance~~ ^{Reformation} and the fall of the Berlin Wall.

The Reformation ~~Renaissance~~ was a period in time when people were just starting to speak out on the ~~abundant~~ ^{corruption} taking place in the world. ~~The~~ ^{One} way that people did it was mostly through art, because it was one way to easily ~~hit~~ ^{get} their point across about how they feel. Another way was people just spoke out in a public manner and the higher powers (govt, leaders, clergy) saw this and began to change slowly. ~~the~~

The fall of the Berlin Wall was a major turning point for Germany because it meant the end of communism. This was a good thing because communism was like an evil killing Germany. When the Berlin Wall fell it was a joyous occasion for Germans because they could finally rebuild ~~the~~ their economy live a normal life without these two turning points history would have been very different. ~~to~~ ^{People} ~~would~~ still be living in a way similar ~~to~~ before the Reformation and the fall of the Berlin Wall.

Turning points are major events in history that have led to a lasting change. Countries may be very poor, and someone may come and change that.

Nelson Mandela lived in South Africa. In South Africa, they believed that whites should be segregated from blacks. They made everything they did separate. They called it Apartheid. Nelson Mandela thought Apartheid was wrong. He was arrested and put in jail. When he was let out he choose to stay until things changed. Apartheid was finally gone, and it was a turning point for Africa. Mohandas Gandhi also changed the way things

were in Africa, India was under British rule, and India did not like it. Gandhi then told the people about passive resistance and boycotts. The Indians would boycott anything made by British. Passive resistance is to fight back without violence. Mohandas' boycotts and use of passive resistance finally worked, and the Indians were free from British rule.

Turning points change a country, for a long time. They could be good or bad.

Throughout history, many events occurred which are so significant that they changed the course of history and are considered turning points. The Crusades, a series of holy wars that occurred during the Middle Ages dramatically shaped history, paving the way for European domination of the western hemisphere. The Russian Revolution also was a turning point, introducing Marxism and stopping the corrupt hereditary monarchy in Russia forever.

The Crusades were a series of Holy Wars fought during the Middle Ages between Muslims (who had control over the holy lands) and Christians (who desired the Holy Land). The Crusades shaped history not because of the results of the wars which were insignificant and did not cause any change, but rather by the diffusion of culture and ideas that took place. Until that point, through the practice of feudalism and manorialism, Europeans were self-sufficient and felt little need to

explore. However with the Crusades, Europeans began to encounter many foreign ideas from the Muslims. They were introduced to spices and materials that were new. But, most significantly, the Europeans obtained from encounter with the Muslims, means for exploration and navigation. The Europeans discovered the Muslims had tools such as the compass and astrolabe, they inherited maps with grids, developed cartography and boat-making skills that made exploration across seas and much farther than ever before possible. By the 1400s Europeans had adopted the triangular sails from the Arabs. The discoveries led to the Age of Exploration, and ultimately to European domination of much of the western hemisphere.

The Russian Revolution of 1917 was yet another turning point in history. Nicholas II was a weak czar. In 1905, he

granted the people a Duma or Parliament after his troops massacred peaceful protestors lead by Father Gapon. He made the fatal mistake, in 1915, of taking command of his army, which had already suffered severely losses, during WWI. Nicholas II gave control to his wife, Alexandra, who had no experience governing. She trusted Rasputin and took his advise on important decisions. Under the control of Rasputin the government grew corrupt. Some nobles murdered him but the war went on, destroying morale. The people had had enough and in March of 1917, a Provisional government took power. However, the leader Kerensky and the provisionals were ousted in November when the Bolsheviks, under the leadership of Lenin, took power in Russia. The Bolsheviks were a minority; however, they promised to pull out of the war and gained popularity once in power. With the Russian Revolution

of 1917, the first communist state was born. The ideas of Marx were implemented though they were distorted by Lenin. Not only Russian history, but world history, would be changed forever by this revolution. The Bolsheviks inspired Mao in China and Ho Chi Minh in Vietnam.

Several events that have occurred, shaped ~~the~~ history, and led ~~to~~ the world to be how it is now. Without the Crusades, it is possible that Europe would ~~never~~ have never expanded. If the Russian Revolution hadn't occurred, communism might not have appealed to other countries and we might not have had a Cold War after WWII.

The Renaissance and the French Revolution were turning points in history that have led to lasting change. A turning point is an incident which changes a system or way of life. The French Revolution changed politics in France. The Renaissance changed culture and social issues in Europe.

The Renaissance and French Revolution occurred due to different circumstances. Before the Renaissance, or rebirth, each culture and art was dominated by the Catholic Church, however the Renaissance blended ideas from the earlier cultures of Greece and Rome. The ideas of the Renaissance humanists started in Italy where people studied in colleges and then returned to their own countries and spread the ideas they learned in Italy. Artists like da Vinci were invited to France. The more and more of the artists of Northern Europe like Dürer and Holbein interpreted the Italian ideas and through cultural diffusion applied them to their own art. The French Revolution occurred due to political anguish in France. The Third Estate of the Estates-General was unhappy because it consisted of the bourgeoisie and peasants. These commoners were being unfairly treated by the rest of the Estates-General. There were many arguments and protests such as the

Tennis Court Oath which occurred when the Third Estate demanded for a constitution with political power for more people. Political life in France for the Third Estate did not improve so people revolted against French King Louis XVI and stormed the Bastille for weapons and also let all the prisoners out into the streets of Paris. After that time they pushed even harder for changes to benefit the commoners.

The Renaissance and French Revolution changed the course of history. The ideas of the Renaissance focused on humans and the way people were perceived. There were art forms that continued after the Renaissance. Artists began to focus on the human body and natural subjects to paint and sculpt. This practice influenced artists long into the future. The French Revolution changed politics of France because the king was executed and the French society knew changes had to be made to the government. The French Society, after the French Revolution, had many different governments other than a monarchy, such as a republic, or democracy. More rights were given to commoners and equality of man progressed.

The Renaissance and the French Revolution were turning points that evolved from different circumstances in society, and changed the course of history. The Renaissance ideas spread throughout Europe due to travelling students and resulted in the shared cultural ideas of Europeans and new humanistic art forms. The French Revolution occurred due to political unrest in France and resulted in a change in government that favored participation in government.

Practice Paper A—Score Level 3

The response:

- Develops all aspects of the task with little depth by discussing the historical circumstances and by explaining lasting changes for the Neolithic Revolution and the Renaissance
- Is more descriptive than analytical (the Renaissance led to the Enlightenment era and to the Scientific Revolution; people changed from slightly negative to very positive)
- Includes some relevant facts, examples, and details (*Neolithic Revolution*: nomadic hunters and gatherers; Nile River valley; ancient Egyptians; *Renaissance*: feudalism; the church; humanists; enlightened era; Scientific Revolution; agriculture; Crusades; medieval thoughts; humanists); includes some minor inaccuracies (Renaissance in the 1600–1700s; great impact on Eastern Europe)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a conclusion that summarizes the discussion

Conclusion: Overall, the response fits the criteria for Level 3. The analysis of the Neolithic Revolution, in which only the immediate effects are discussed, indicates a weakness in the understanding of the broad impact of that turning point. The discussion of the historical circumstances of the Renaissance with its roots in the Crusades and its impact on the Enlightenment is stronger.

Practice Paper B—Score Level 1

The response:

- Minimally develops some aspects of the task by identifying the Reformation and the fall of the Berlin Wall but does not discuss the historical circumstances or explain how these events changed history
- Is descriptive; lacks understanding
- Includes no relevant facts, examples, and details; includes inaccuracies (art was mostly the way people spoke out against corruption during the Reformation)
- Demonstrates a general plan of organization but lacks focus; contains digressions; does not clearly identify which aspect of the task is being addressed; restates the theme in the introduction and concludes with a brief summary

Conclusion: Overall, the response fits the criteria for Level 1. The discussion of the Reformation does not indicate an understanding that this was a religious movement or that the corruption referred to was related to the Church. The Berlin Wall discussion does not recognize that Germany was split and that West Germany was not communist. The response does not discuss the historical situation that existed before either turning point, only mentioning “corruption” and “communism.”

Practice Paper C—Score Level 2

The response:

- Minimally develops all aspects of the task for the actions of Nelson Mandela and of Mohandas Gandhi by describing the historical circumstances of their actions and by providing a weak explanation of how their actions constituted a turning point
- Is primarily descriptive
- Includes few relevant facts, examples, and details (*Mandela*: apartheid, *Gandhi*: passive resistance, British rule, boycotts)
- Demonstrates a general plan of organization; does not clearly identify which aspect of the task is being addressed; includes an introduction and a conclusion that are restatements of the theme

Conclusion: Overall, the response fits the criteria for Level 2. The turning points are not clearly identified as political events but are implied through the actions of Nelson Mandela and Mohandas Gandhi. The response lacks supporting evidence such as examples of boycotts or specific actions.

Practice Paper D—Score Level 5

The response:

- Thoroughly develops all aspects of the task evenly and in depth for the Crusades and the Russian Revolution by describing the historical circumstances surrounding each turning point and explaining how each turning point changed the course of history
- Is more analytical than descriptive (Crusades shaped history not because of the results of the wars but by the diffusion of culture and ideas that took place; not only Russian history, but world history, would be changed; the Bolsheviks inspired Mao in China and Ho Chi Minh in Vietnam)
- Richly supports the theme with many relevant facts, examples, and details (*Crusades*: series of holy wars; Muslims; feudalism; manorialism; spices; astrolabe; compass; maps with grids; cartography; triangular sails; *Russian Revolution*: Nicholas II; 1905 Duma; Father Gapon; Nicholas leading Russian army; World War I; Alexandra; Rasputin; corruption; March 1917; provisional government; Kerensky; Bolsheviks; Lenin; communists; Marxist; Mao; Ho Chi Minh)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that go beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 5. The discussion of the historical circumstances and the specific details of each turning point give support for the analysis and evaluations. The insightful evaluation of the long-term effects of both turning points is particularly strong, citing cross-cultural examples. The analytical tone of the introduction is effectively carried on through the discussion and conclusion.

Practice Paper E—Score Level 4

The response:

- Develops all aspects of the task, although somewhat unevenly, for the Renaissance and the French Revolution
- Is both descriptive and analytical (the French Revolution changed politics and the Renaissance changed culture; Renaissance ideas spread throughout Europe resulting in shared cultural ideas of Europeans and new humanistic art forms)
- Supports the theme with relevant facts, examples, and details (*Renaissance*: Roman Catholic Church; early cultures of Greece and Rome; humanists; Dürer, Holbein, daVinci; Northern European art; cultural diffusion; *French Revolution*: Estates General; Tennis Court Oath; Third Estate; bourgeoisie; Louis XVI; democracy; Bastille; monarchy; republic)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that go beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. The introduction and conclusion are particularly strong and show an understanding of the meaning and significance of turning points. Although somewhat limited in the description of the aftermath of the French Revolution, the discussion of the broad impact of turning points is well-developed.

Global History and Geography
Part A Specific Rubric
Document-Based Question—June 2004

Document 1

... The Malay States are not British Territory, and our connection with them is due to the simple fact that 70 years ago [1757] the British Government was invited, pushed, and persuaded into helping the Rulers of certain States to introduce order into their disorderly, penniless, and distracted households [departments of government], by sending trained British Civil Servants to advise the Rulers in the art of administration and to organize a system of government which would secure justice, freedom, safety for all, with the benefits of what is known as Civilization; and, of course, to provide an annual revenue sufficient to meet all the charges of a government which had to introduce railways, roads, hospitals, water supplies, and all the other requirements of modern life. Of nine States south of Siam, four asked for or accepted this help; four others, threatened by Siam, came later under direct British influence; while Johore, nearest neighbour to Singapore had, ever since the occupation of that island by Sir Stamford Raffles in 1819, depended for its development on the wealth and enterprise of Singapore Chinese. . . .

Source: Sir Frank Swettenham, *British Malaya: An Account of the Origin and Progress of British Influence in Malaya*, George Allen and Unwin Ltd., 1906

1 Based on this document, state *two* reasons that help from Britain was needed in the Malay States.

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each reason that help from Britain was needed in the Malay States as stated in the document

Examples: to introduce order; to provide trained civil servants to advise rulers in the art of administration; to organize a system of government; to help secure justice; to help secure freedom; to secure the benefits of civilization; to provide a revenue sufficient to meet all the charges of government

Score of 0:

- Incorrect response
Examples: they were invited; they wanted to help
- Vague response
Examples: seventy years ago, the British were invited; the rulers asked them to come; Britain had trained civil servants
- No response

Document 2

When the missionaries came to Africa they had the Bible and we had the land. They said 'Let us pray'. We closed our eyes. When we opened them, we had the Bible and they had the land.

— Bishop Desmond Tutu, 1984
Source: *South Africa Sunday Times*, November 26, 2000

2 Based on this document, state *one* effect of British colonial rule on Africa

Score of 1:

- Identifies an effect of British colonial rule on Africa based on the document
Examples: Britain had the land in Africa; Africans were Christianized; Africans had the Bible; missionaries came to Africa; Africans lost the land

Score of 0:

- Incorrect response
Examples: Africans closed their eyes; Africans prayed; missionaries lost land; Africans had the land
- Vague response
Examples: Africa; Bible; they changed it
- No response

Document 3a

. . . First and foremost among the active imperialist groups come certain business interests. Not the whole so-called “capitalist class,” as many an earnest Socialist would have us believe, but only a minority of business interests are directly interested in imperialism. They are easily identified. To begin with, there are the exporters and manufacturers of certain goods used in colonies. The following figures of English exports to India tell the story.

English Exports to India (Average 1920–1922)

Cotton goods and yarn	£53,577,000
Iron and steel, tools, machinery, and locomotives	37,423,000
Wagons, trucks, and automobiles	4,274,000
Paper	1,858,000
Brass goods.	1,813,000
Woolens	1,600,000
Tobacco	1,023,000
No other item over £1,000,000.	

Source: Parker T. Moon, *Imperialism and World Politics*, Macmillan Co., 1926

Document 3b

. . . Of late years this group of import interests [British merchants] has been enormously strengthened by the demand of giant industries for colonial raw materials—rubber, petroleum, iron and coal, cotton, cocoa. The oil trusts of England and the United States have enlisted the aid of naval and diplomatic officials in their world-wide rivalry. The cotton industry of Germany hoped to obtain from Asiatic Turkey, under German imperialist control, raw cotton for German spindles; the cotton interests of England have been striving for a generation to develop plantations in British colonies; their French and Italian rivals have been hardly less interested in colonial potentialities. The European cotton industry, it may be remarked, as an export business and as an import business, is doubly imperialist. . . .

Source: Parker T. Moon, *Imperialism and World Politics*, Macmillan Co., 1926

3 According to these documents, what were *two* reasons for imperialism?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each reason for imperialism as stated in the documents

Examples: demand of giant industries for colonial raw materials; markets for manufactured goods; need for colonial agricultural products; world-wide rivalry for markets

Score of 0:

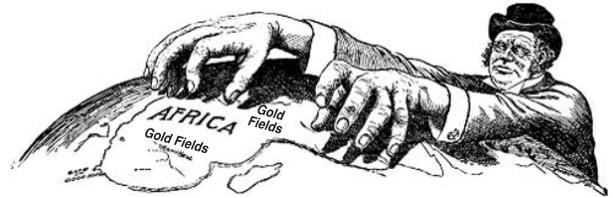
- Incorrect response
Examples: the rivalry between England and the United States to control Asiatic Turkey; the colonies wanted more raw materials for their factories
- Vague response
Examples: cotton goods; iron; active imperialistic groups; capitalist class
- No response

Document 4a



Source: Andrea and Overfield, *The Human Record*, Houghton Mifflin, 2001

Document 4b



Source: <http://www.boondocksnet.com> (adapted)

4a What does this advertisement show about British interests in Ceylon?

Score of 1:

- Identifies the British interests in Ceylon that are shown in the advertisement
Examples: the British were interested in Ceylon's tea (or tea gardens); British needed raw materials; British could make a profit from Ceylon; interest in inexpensive source of labor; Britain wanted to build infrastructure in Ceylon to support its economic interests; Britain built railroads

Score of 0:

- Incorrect response
Examples: Ceylon had the lowest prices; tea is on sale all over the world
- Vague response
Examples: largest sale in the world; Ceylon is home
- No response

4b What does this cartoon show about British interest in Africa?

Score of 1:

- Identifies the British interest in Africa that is shown in this cartoon
Examples: British would gain gold; they wanted to gain raw materials; they wanted to extend control throughout Africa

Score of 0:

- Incorrect response
Examples: they wanted to divide Africa; they would bring gold to Africa; they wanted to protect Africa
- Vague response
Examples: Africa can be reached; the British have big hands; they would bring British fashion to Africa
- No response

Document 5

Transforming the Face of India

. . . Failure to answer, nay, refusal to tackle that question has rendered wholly academic the discussion of abandonment. Even were it otherwise we could still look back proudly. British brains, British enterprise, and British capital have, in a material sense, transformed the face of India. Means of communication have been developed: innumerable bridges, over 40,000 miles of railway, 70,000 miles of metalled roads, testify to the skill and industry of British engineers. Irrigation works on a stupendous [huge] scale have brought 30,000,000 acres under cultivation, and thus greatly added to the agricultural wealth of a country which still lives mainly by agriculture. But, on the other hand, the process of industrialization has already begun. The mills of Bombay have become dangerous competitors to Lancashire, and the Indian jute [rope] industry is threatening the prosperity of Dundee. Thanks to improved sanitation (much resented by the more ignorant beneficiaries), to a higher standard of living, to irrigation, to canalization, to the development of transport, and to carefully thought-out schemes for relief work, famines, which by their regular recurrence formerly presented a perennial [continuing] problem to humane administrators, have now virtually disappeared. To have conquered the menace of famine in the face of greater longevity, of diminished death-rate, and the suppression of war, is a remarkable achievement for which India is wholly indebted to British administration. . . .

Source: Sir John A. R. Marriott, *The English in India*, Oxford University Press, 1932

5 According to this document, what were *two* ways that India changed under British rule?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each way India changed under British rule
Examples: means of communication have developed; great numbers of bridges built; more than 40,000 miles of railway built; miles of paved roads built; irrigation works constructed; industrialization began; improved sanitation; higher standard of living; famines have almost disappeared; improved agricultural production; diminished death rate; suppression of war; greater longevity

Score of 0:

- Incorrect response
Examples: no change; India should be abandoned; the British should be proud of their achievements
- Vague response
Examples: a lot changed; the face changed; India is indebted to British administration
- No response

Document 6

. . . The condition of Africa when Europe entered the continent, which Isaiah so graphically describes as “the land shadowing with wings, which is beyond the rivers of Ethiopia . . . a people scattered and peeled,” was deplorable. On the East Coast, Arabs and half-castes were engaged in a lucrative trade in slaves for export to Arabia and to Turkish possessions. In the west, powerful armies of Moslem States depopulated large districts in their raids for slaves. Europe had failed to realise that throughout the length and breadth of Africa inter-tribal war was an ever-present condition of native life, and that extermination and slavery were practised by African tribes upon each other.

It was the task of civilisation to put an end to slavery, to establish Courts of Law, to inculcate in [teach] the natives a sense of individual responsibility, of liberty, and of justice, and to teach their rulers how to apply these principles; above all, to see to it that the system of education should be such as to produce happiness and progress. I am confident that the verdict of history will award high praise to the efforts and achievements of Great Britain in the discharge of these great responsibilities. For, in my belief, under no other rule—be it of his own uncontrolled potentates [rulers] or of aliens [foreigners]—does the African enjoy such a measure of freedom and of impartial justice, or a more sympathetic treatment, and for that reason I am a profound believer in the British Empire and its mission in Africa. . . .

Source: Lord Lugard, *The Dual Mandate in British Tropical Africa*, Archon Books, 1965

6 According to Lord Lugard, what were *two* ways the British helped Africa?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each way the British helped Africa based on this document

Examples: put an end to slavery; established Courts of Law; taught the natives a sense of individual responsibility, liberty, and/or justice; taught rulers how to apply these principles; system of education produced happiness and progress; Africans enjoy a measure of freedom and/or impartial justice; more sympathetic treatment

Score of 0:

- Incorrect response
Examples: high praise is awarded to their efforts; intertribal war was ever present
- Vague response
Examples: it was their task; they had a mission; it was the task of civilization; Great Britain made great achievements; they discharged their responsibilities
- No response

Document 7

In his book *Indian Home Rule*, Gandhi asked the question, “**Why do you want to drive away the English?**” He replied with the following statement:

... “Because India has become impoverished by their Government. They take away our money from year to year. The most important posts are reserved for themselves. We are kept in a state of slavery. They behave insolently [insultingly] towards us and disregard our feelings. . . .”

Source: Mohandas Gandhi, *Indian Home Rule*, Navajivan Publishing, 1938, reprinted in 1946 (adapted)

7 Based on this document, state *two* reasons Gandhi wanted to drive away the English.

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each reason Gandhi wanted to drive away the English that is stated in this document
Examples: India became impoverished by their Government; they took away their money; the most important posts are reserved for the English; they kept the Indians in a state of slavery; they were insolent toward Indians; they disregarded Indian feelings

Score of 0:

- Incorrect response
Examples: they keep out money some years; the most important posts are reserved for the Indians; British made Indians slaves
- Vague response
Examples: impoverishment; behavior was bad
- No response

Document 8

. . . Socially, the ogre [monster] of racial segregation and discrimination makes it extremely difficult for the colonial to develop his personality to the full. Education is obtainable but limited to the privileged. Hospitals are not available to the great number of the people but only to a negligible [small] minority. Public services are lacking in many respects; there are not sufficient water supplies, surfaced roads, postal services and communications systems in most communities of Nigeria. The prisons are medieval, the penal [criminal] code is oppressive, and religious freedom is a pearl of great price. . . .

— Nnamdi Azikiwe, speech on British colonialism in Africa, 1947

Source: *ZIK: A Selection from the Speeches of Nnamdi Azikiwe*, Cambridge University Press, 1961

8 Based on this document, state *two* ways British colonialism harmed Africa.

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each way British colonialism harmed Africa as stated in this document

Examples: racial segregation and/or discrimination made it difficult for Africans to develop their full personalities; education limited to privileged; hospitals available only to small minority; public services lacking; water supplies not sufficient; lack of surfaced roads, lack of postal services; lack of communications systems; medieval prisons; oppressive criminal code; religious freedom was limited

Score of 0:

- Incorrect response
Examples: African personalities are not developed; education is available to most; religious freedom is a pearl of great price
- Vague response
Examples: they are monsters; availability of hospitals
- No response

Global History and Geography
Content-Specific Rubric
Document-Based Essay—June 2004

Historical Context: During the 1800s, Great Britain’s empire expanded to include India, other parts of Asia, and parts of Africa. Great Britain’s colonial rule had both positive and negative effects on the colonial empire.

- Task:**
- Discuss the political, social, *and/or* economic causes of British imperialism
 - Discuss the positive effects *and* the negative effects of British colonial rule

Key Ideas from the Documents

Causes of British Imperialism:

- ❖ Request to introduce order, set up governments, spread the benefits of “civilization” (Doc 1)
- ❖ Need to obtain land; Christianize the Africans (Doc 2)
- ❖ Demand for raw materials, markets for manufactured goods; economic rivalry to obtain colonies (Doc 3a, Doc 3b)
- ❖ Desire for products (tea) and natural resources (gold); extension of British control and commerce (Doc 4a, Doc 4b)
- ❖ Humanitarian motivation: to put an end to slavery; to teach British ideas of civilization; to improve the standard of living; belief in British cultural superiority (Doc 5, Doc 6)
- ❖ Policy to gain money from colonies (Doc 7)

Positive Effects of British Colonial Rule:

- ❖ Sent civil servants to advise rulers; secured justice, freedom, safety; brought the benefits of “civilization”; provided annual revenue to meet charges of a government; introduced railways, roads, hospitals, water supplies (Doc 1)
- ❖ Introduced Christianity to Africa; British gained land (Doc 2)
- ❖ Developed trade; developed the economy; increased British exports to India; increased imports of colonial raw materials (Doc 3a, Doc 3b)
- ❖ Improved infrastructure in Ceylon (Doc 4a)
- ❖ Invested in the economy; developed colonial industry to be competitive with British industry; improved sanitation, standard of living, irrigation, transportation; relief work; decreased incidents of famine; increased land under cultivation; resulted in greater longevity, diminished death rate, suppressed war (Doc 5)
- ❖ Ended slavery; established courts of law; applied British principles of freedom and impartial justice; introduced a system of education that produced progress (Doc 6)

Negative Effects of British Colonial Rule:

- ❖ Natives suffered loss of land (Doc 2)
- ❖ Natural resources taken by the British (Doc 3b, Doc 4b)
- ❖ Natives used as forced labor (Doc 4a)
- ❖ Indian industries had to compete with British manufacturers (Doc 5)
- ❖ British government impoverished India, took away their money; important posts kept for British; Indians kept in state of slavery; British behaved insolently; Indian feelings disregarded (Doc 7)
- ❖ Racial segregation and discrimination dominated social interaction; education limited to privileged; hospitals made available to small minority; public services are lacking (water supplies, roads, postal services, communication systems); legal system is unjust; religious freedom is limited (Doc 8)

Relevant Outside Information

(This list is not all-inclusive)

Causes of British Imperialism:

- ❖ Social Darwinism; Kipling’s “White Man’s Burden”
- ❖ Berlin Conference; competition for colonies; “Scramble for Africa”
- ❖ Industrial Revolution; Cecil Rhodes—Cairo to Capetown; mining
- ❖ Nationalism
- ❖ Need for buffer zones (Afghanistan); need for coaling stations and naval bases
- ❖ Profits made by British industry due to cheap labor and increased markets in colonies

Positive Effects of British Colonial Rule:

- ❖ Growth of nationalist consciousness; nationalist movements (Boxer Rebellion; Sepoy Rebellion)
- ❖ Establishment of parliamentary government
- ❖ Improved literacy; availability of medical and health information; decrease in infant mortality rate
- ❖ Unity and common language
- ❖ “Sun never sets on the British empire”
- ❖ Development of British banking industry by extending credit to entrepreneurs for colonial projects
- ❖ End of some native practices such as sati

Negative Effects of British Colonial Rule:

- ❖ Opium Wars; Treaty of Nanking; Zulu Wars; Amritsar Massacre
- ❖ Neocolonialism; ignoring ethnic groups in drawing national borders leading to civil wars and human rights violations; “Divide and rule” practices emphasizing religious and ethnic differences
- ❖ Establishment of one-crop (cash crop) economy (indigo, rubber) limiting to post-colonial economic development
- ❖ Destruction of traditional industries; destruction of environment
- ❖ Erosion of traditional culture and religions

Scoring Notes:

1. The causes, which do not need to be categorized, may be political, social, or economic *or* a combination of any two of these. *At least two* causes of British imperialism must be discussed.
2. The discussion of the effects of British imperialism must include *at least two* positive effects and *at least two* negative effects.
3. The discussion of the effects of British imperialism may focus on one *or* more than one colony of Great Britain although the colony need not be identified.
4. The positive and negative effects of imperialism can refer to effects on the colonizing country or on the country that is colonized.
5. While outside information may be related to nations other than Britain, a connection to British imperialism must be established in the use of that information.
6. Different effects of imperialism may be viewed as either positive or negative as long as the viewpoint is supported by relevant information in the discussion.
7. For the purposes of meeting the criteria of using at least *five* documents in the response, documents 3a, 3b, 4a, and 4b may be counted as separate documents *if* the response uses specific separate facts from these documents.

This document-based question has *six* components of the task (2 causes of British imperialism, 2 positive effects of British colonial rule, and 2 negative effects of British colonial rule).

Score of 5:

- Thoroughly develops all aspects of the task evenly and in depth by discussing *at least two* political, social, and/or economic causes of British imperialism and by discussing *at least two* positive effects and *at least two* negative effects of British colonial rule
- Is more analytical than descriptive (analyzes, evaluates, and/or creates information) e.g., 19th century practices such as denial of competition by Britain and control of Indian industries could be linked to 20th century policy issues confronting the Indian government *and* the destruction of traditional Indian industries, such as textiles, could be linked to Gandhi and the Indian nationalist movement
- Incorporates relevant information from *at least five* documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related to the causes of British imperialism and the effects of British colonial rule (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details e.g., the British formed a colonial empire so that they could sell cotton and iron goods to their conquered people; large British industrial companies needed large quantities of raw materials that the British Isles did not have; Britain developed colonial infrastructure to help them control their colonies)
- 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 by discussing *at least two* political, social, and/or economic causes of British imperialism and by discussing *at least two* positive effects and *at least two* negative effects of British colonial rule but may do so unevenly by addressing one aspect of the task more thoroughly than the other
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information) e.g., discusses denial of local industrial competition by Britain and control of Indian industries; describes destruction of traditional Indian industries such as textiles as the trade-off for British economic gains
- 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 most 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

Note: At score level 3, at least *four* components of the task should be addressed. **Exception:** When a response meets level 5 criteria but is incomplete, at least *three* components should be addressed to receive a rating of 3.

- *Holistic scoring reminder:* This note applies only to the evaluation of Bullet 1. A response meeting this criterion does not, by itself, make it a level 3 response.

Score of 2:

- Minimally develops all aspects of the task *or* develops some 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

Note: At score level 2, at least *three* components of the task should be addressed.

Holistic scoring reminder: This note applies only to the evaluation of Bullet 1. A response meeting this criterion does not, by itself, make it a level 2 response.

Score of 1:

- Minimally develops some aspects of the task such as mentioning two causes for British imperialism *or* mentioning two effects (positive or negative) of British colonial rule without any significant development
- 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

Throughout history, nations have great empires stretching all over the globe. From Alexander the Great's Hellenistic empire to Napoleon's vast conquests in Europe, empires have been a mainstay in history. One of the most expansive empires was the British empire which spanned several continents. The British acquired such lands for many reasons. However, the conquests, though sometimes beneficial, also left negative marks on the conquered lands.

The British empire expanded to so many lands for many reasons, most of them being economic. According to Documents 3a and b, the British formed an empire so they could sell cotton and iron goods to their subjugated peoples. Also large British industries have grown to need large quantities of raw materials like rubber, petroleum and cotton. From their colonies to continue to manufacture products. Shipowners and colonial governments needed fueling stations in foreign colonies, naval bases, and places to trade and emigrate. All of these wants and needs can be provided for by the acquisition of foreign colonies. Lastly, banks in Britain also profited by lending money to colonies and companies in colonies. Also as shown in Documents 4A and 4B, the British seized lands for gold and tea. Besides economic reasons, the British had social reasons to expand. A noted Brit, Cecil Rhodes, a believer in social Darwinism, claimed that the British were the most superior race on earth and it was

their duty to educate and civilize other peoples. This was an idea that was promoted in Kipling's "White Man's Burden." The British had a plethora of economic as well as social reasons to acquire new lands and form an empire.

After acquiring these lands, the British had both positive and negative effects upon the governed people. Some examples of positive British effects are shown in Document 1.

According to Document 1, British officials ventured to Malaya and taught the Malaysians how to effectively administrate a government to bring justice and freedom to the country, and also how to provide revenue so that the nation could undertake public works projects. Clearly, the British helped to stabilize this shaken nation. The British helped India even more. For example, Britain constructed 40,000 miles of railway, 70,000 miles of metalled roads and cultivated 30,000,000 acres (Doc 5)

Document 5 goes on to assert that Britain improved India by increasing sanitation, adding canals, irrigation, and to conquer problems like famine. Once again, the British had very positive effects on the people they governed. Lastly, the British made significant improvements in Africa. As shown in Document 6, the British made many improvements such as ending slavery, establishing a court system, teaching officials how to administer their country, and also creating an education system. Evidently the British had numerous positive effects upon Africa.

However, in addition to these beneficial effects, the British empire negatively affected many of its colonies. For instance as shown in Document 2, British missionaries used religion to deceive unsuspecting Africans to steal their lands. As Desmond Tutu once said, "they had the Bible and we had the land." They said, "let us pray." We closed our eyes when we opened them, we had the Bible and they had the land."

(Document 2) In addition to stealing African land, the British empire detrimentally affected India. According to Gandhi's speech in Document 7, the British impoverished India, controlled the Indian government instead of letting Indians rule, and disregarded the interests of Indians in most occasions.

Obviously, the British had crushed the spirit and country of India. Besides these two examples, the British also had more deeply-rooted effects in Africa. The British tolerated racial segregation known as apartheid which plagued South Africa for decades. Also, in Nigeria the British rule allowed for little educational opportunities and hospitals were available to only a precious few (Document 8). Furthermore, Document 8 states that the British underdeveloped roads, enforced an "oppressive" penal code, and did not protect religious freedom. Once again, British rule and racial discrimination stifled the development and had ill effects upon the people governed.

In summation, the sun never sets on the British empire.

It stretched all across the globe - from the isolated continent of Australia to the populated country of India. This empire rose out of British need for raw materials, places to trade goods, and other economic reasons. Also, the British believed it was their duty to spread British culture. British occupation of colonial lands was beneficial in some respects; the British built roads, established stable government, and improved sanitation. However, in other ~~ways~~ cases, the British oppressed governed peoples and destroyed their economy so the British could be rich. Though it remains to be seen if the good effects outweighed the bad, one thing is certain - cultural diversity and nationalism played a huge part in this situation as people took pride in their countries and strived for autonomy.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing the causes of British imperialism and by discussing the positive effects and the negative effects of British colonial rule
- Is more analytical than descriptive (the British tolerated racial segregation, known as apartheid, which plagued South Africa for decades; the British crushed the spirit and country of India; cultural diversity and nationalism caused people to strive for autonomy)
- Incorporates relevant information from all the documents
- Incorporates substantial relevant outside information (fueling stations; naval bases and places to trade and emigrate; British banks; Cecil Rhodes; Social Darwinism; Kipling's "White Man's Burden"; apartheid in South Africa; "the Sun never sets on the British Empire")
- Richly supports the theme with many relevant facts, examples, and details (the British formed an empire so they could sell cotton and iron goods to their subjugated peoples; large British industries have grown to need large quantities of raw materials like rubber, petroleum, and cotton from colonies to continue to manufacture products; ship owners and colonial governments needed fueling stations in foreign colonies; banks in Britain also profited by lending money to colonies and companies in colonies; the British ventured to the Malay States and taught Malaysians how to effectively administer a government, to bring justice and freedom to the country and also how to produce revenue so that the nation could undertake public works projects; Britain constructed 40,000 miles of railways, 70,000 miles of metalled roads and cultivated 30,000,000 acres in India)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that go beyond a restatement of the theme of the causes and the effects of British colonial rule

Conclusion: Overall, the response fits the criteria for Level 5. Document interpretation and incorporation of significant outside information as well as the use of historical references and strong evaluative statements all contribute to the overall strength of the response.

During the 1800's, Great Britain had a vast empire which included areas of Africa, India, and other parts of Asia. The British felt they needed this empire to provide agricultural products as well as raw materials for their factories and markets for their manufactured goods. While the economic effects on the British were overwhelmingly positive, Britain's effects on the colonized areas were mixed.

The huge British empire provided a source of many raw materials that the British needed: gold (doc. 4b), tea (doc. 4a), rubber, petroleum, iron, and coal, cotton, cocoa (doc. 3b). Not only did they import the raw materials, they also exported cotton goods, iron and steel, tools, machinery, locomotives, automobiles, paper, brass goods, woolens, and even tobacco (doc. 3a) to sell for a profit. So their economy depended upon the import and export of many goods between Great Britain and its colonies.

One area where Great Britain held power was in the Pacific. The British had many positive influences such as: building railways, roads and hospitals, helping rulers form just governments, and helping to bring order to the areas (doc. 1). A negative influence was that British laws interfered with traditions and customs of the people that they ruled.

Another area where Great Britain held power was in Africa. In doc. 2 we ^{are} showed both a positive and a negative effect. The first thing brought by the British was the Bible (Christianity). The British felt that it was their duty to bring religion and civilization to the

heathens of Africa (this was called the White Man's Burden). This was negative to the Africans because their customs and tribal religions were destroyed but in the eyes of the British this was positive because they were civilizing the people. Also in this document was the negative effect that the British took the land from the Africans.

Another negative effect is in document 4b. The British were interested in the gold in Africa, which was positive for them because they got raw materials to trade, but negative for the Africans because they were forced to work for the Europeans who treated them badly. In document 6, Britain is said to have ended slavery, educated people – they taught western ideas which conflicted with the native people's beliefs, taught natives a sense of individual responsibility of liberty + justice, & taught rulers how to apply these to their governments. Document 8 shows negative effects such ^{as} hospitals were available to few people, segregation (apartheid in South Africa which legally separated the whites & the blacks & denied rights to the non-white peoples, and the lack of public services and religious freedom.

Great Britain also held imperial power over India for many years and had many positive, as well as negative, effects on the country. Document 5 states many of the good things that England established in India such as: bridges, over 40,000 miles of railway, 70,000 miles of metalled roads, irrigation, improved sanitation, and industrialization. But on the other hand, England also had negative effects. India was impoverished by the British government (doc. 7) while England got rich off of Ceylon's

tea (4a) Also in document 7, Gandhi states that the British kept the Indians in an impoverished state and held disregard for ~~there~~ their feelings. The British taxed Indian salt and made a law that said that no Indian could have salt that wasn't taxed by Britain. Indian farmers were forced to grow cash crops by the British. After these crops were no longer needed, the poor farmers starved because they couldn't eat or sell these crops. The British also insulted the religions of the Indian people (Hinduism & Islam) by abolishing the Hindu custom of sati where widows throw themselves onto their husband's funeral fires, and by drafting all men into the military. This was a problem because the soldiers believed gun cartridges were greased with animal fat (the soldiers had to bite part of it off before loading the guns) made with either pork fat, which is prohibited by the Muslims, or beef fat, which couldn't be eaten by the Hindus because cows are sacred to them. This started the Sepoy Mutiny.

Great Britain held power in India, Africa, and ^{other} parts of Asia. They had both positive and negative effects on the people, governments, and religions of the conquered areas. Unjust British rule caused them to be wealthy from resources of other countries, and caused the conquered people to resent Britain's destruction of their religions and customs.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing the causes of British imperialism and by discussing the positive effects and the negative effects of British colonial rule
- Is more analytical than descriptive (economic effects of colonialism on the British were overwhelmingly positive, but Britain's effects on the colonized areas were mixed; the British felt it was their duty to bring religion and civilization to Africa; African customs and tribal religions were destroyed but the British believed this was positive, because they were civilizing the people; British insulted the religions of the Indian people by abolishing the custom of sati)
- Incorporates relevant information from all the documents
- Incorporates substantial relevant outside information ("White Man's Burden"; apartheid; salt tax; cash crops; Hinduism and Islam in India; Sepoy Mutiny)
- Richly supports the theme with many relevant facts, examples, and details (the huge British Empire provided a source of many raw materials such as gold, tea, rubber, petroleum, iron, coal, cotton, cocoa; the British economy depended upon the export of many goods like cotton goods, iron and steel, tools, machinery, locomotives, automobiles, paper, brass goods, woolens, and tobacco; England benefited India by building bridges, railroads, metalled roads, irrigation, improved sanitation and industrialization)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that go beyond a restatement of the theme of the causes and the effects of British colonial rule

Conclusion: Overall, the response fits the criteria for Level 5. The response is richly supported with details both from the documents and from outside information. It demonstrates a clear understanding of the balance of positive and negative effects for the colony and colonial power. It is particularly strong in its understanding of the cultural/social impact of colonial rule on the colonized people.

In the 19th century, England was a very powerful nation in Europe and throughout the world. One of the reasons when England was so powerful was because of imperialism. During this time, England expanded to sections of Africa, India, and other parts of Asia. When England took over these places, there were both positive and negative effects. England had several motives for imperializing such as missionary work, world domination, profit, and modernization of lower standard countries, all of these had either positive or negative effects.

At the time when England began imperializing in Africa, India, and parts of the Pacific, few people in these areas knew much about Christianity. Some English thought that it was their job to spread Christianity. This was sometimes called the "white man's Burden". As stated in Document 2 by Bishop Desmond Tutu, "When the missionaries came to Africa they had the Bible and we had the land. They said 'let us pray'. We closed our eyes. When we opened them, we had the Bible and they had the land." This quote is inferring that the missionaries did

not necessarily only want to spread Christianity, but they also wanted the land for their own. The British also imperialized to try to get world domination.

World domination is the thought of being the most powerful country in the world. England believed that the more land they took over, the more power they would have over several countries of the world. As shown in the diagram of document 4b, there is a giant Englishman who is putting his hands over Africa and most of the world. This was meant to symbolize how much of the world England was taking over, especially in Africa. This diagram also has gold fields labeled inside the continent of Africa. This shows that the English were also getting profit out of imperialism.

The English also imperialized because they wanted profit through trade. The more countries they imperialized the more would be able to trade, thus making more money in England. In document 4A, the diagram shows a picture of an advertisement for Lipton's Tea. Lipton's Tea was made in Ceylon and would be traded with countries all around the world. England would therefore get the money for this because they were the imperialistic country. England also made a profit from Lipton's Tea because they did not pay hardly anything to the people that they hired in Ceylon.

England also was able to help other countries by modernizing them.

England modernized nearly all of the countries that they conquered. As stated in document 5 by Sir John A.R. Marriott, "British brains, British enterprise, and British capital have in a material sense, transformed the face of India." England was able to do wonderful things for certain countries, such as build roads, hospitals, railroads, and schools. They also helped by improving industry through trade.

There were many negative affects of British imperialism. As stated in document 8 by Nnamdi Azikiwe regarding Africa, "Education is obtainable but limited to the privileged. Hospitals are not available to the great number of people, but only to the negligible amount." Even though England seemed to be helping the countries that they imperialized, they really were trying to make money for themselves more than actually helping the country. Another negative affect by British imperialism is stated in Document 7 by M.K. Gandhi, "they take away our money from year to year. The most important posts are reserved for themselves. We are kept in a state of slavery." Gandhi is saying in this quote that the British are taking away everything that they owned before the British came. They had no freedom once the British came.

In the 1800's, Britain was one of the most dominant

imperialist countries in the world. England expanded to all sections of the world, and for this reason, they were extremely powerful. British imperialism both helped and hurt the countries that they imperialized. The motives for their over taking of the weaker countries was missionary work, world domination, profit, and modernization. These all had negative and positive affects for the imperialized countries.

Anchor Level 4-A

The response:

- Develops all aspects of the task by discussing the causes of British imperialism and discussing the positive effects and the negative effects of British colonial rule
- Is both descriptive and analytical (missionaries did not necessarily only want to spread Christianity, but they also wanted the land for their own; the more countries they imperialized, the more they would be able to trade thus making more money in England; even though England seemed to be helping the countries that they imperialized, they really were trying to make money for themselves)
- Incorporates relevant information from documents 2, 4, 5, 7, and 8
- Incorporates relevant outside information (“White Man’s Burden”; world domination; low wages for Indian workers)
- Supports the theme with relevant facts, examples, and details (the English thought that it was their job to spread Christianity; the English were getting profit out of imperialism; Lipton’s Tea was made in Ceylon and would be traded with countries all around the world profiting England because they were the imperialistic country); includes an overgeneralization (England modernized nearly all the countries that they conquered)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. The strength of the response lies in the interpretation and expansion of the documents. Strong analytical statements, particularly pertaining to the economic causes of British imperialism, add to the overall quality of the response. However, the supporting details tend to be more descriptive than analytical.

During the 1800's, Britain's empire expanded to include parts of Africa, India, and other parts of Asia. Great Britain's colonial rule had both economic and social causes, and both positive and negative effects on the people they conquered.

The causes for Britain's quest for colonies in the 1800's were both economic and social. In the past, Britain had followed a mercantilist policy where the "mother country" held a total monopoly over trade with its colonies. With the beginning of the Industrial Revolution, Britain needed raw materials for use in its factories, and, according to Parker Moon (doc. 3) industries, such as the cotton industry and steel industries, had encouraged colonization. Raw materials would be sent back to England and used to make a product which could then be sold within England or abroad. As during the mercantilist period, the colony served as a source of resources for Britain, but now the colony also served as a market for

Britain's goods (doc. 3). So economic factors were the primary reason for Britain's imperialism. Another cause for colonization was the belief in the white man's burden, the belief that "backwards" countries needed European assistance to become civilized. According to Lord Lugard (doc. 6) the British helped its colonies by founding an education system, and instilling "personal responsibility" into the people. Sir John Mairist also states, in document 4, that the colonies needed Britain to improve their standard of living, which, to the British, seemed primitive. Furthermore, the British thought that Christianity was the only true religion and that it was their responsibility to show their subjects the "right religion," ~~but~~ believing that their native religion was wrong or sacreligious. Britain's belief in its superiority to other cultures was another main cause of imperialism.

Colonization by Britain, had both good and bad effects on the nations being colonized. Some positive effects include improved

sanitation (doc. 5), improved organization of colonial governments, and new ways to communicate, such as the telephone, telegraph, and railway systems (doc. 1).

Although the British improved the standard of living in some ways in their colonies, they also had a negative effect on the colonies. For example, the British employed natives to do hard farm work, while getting paid almost nothing. While the British reserved the good positions for themselves and became wealthy. (Lipton's tea advertisement, doc. 4a, Gandhi, doc. 7). Also, the British sold their subjects overpriced goods, and often treated the indigenous people disrespectfully (doc. 7). In these ways, British rule had both positive and negative effects on its colonies.

British imperialism had many causes, and both positive and negative effects on its colonies. Whether or not the British were correct in their search for colonies, the colonized nations and people who lived in them, would never be the same.

Anchor Level 4-B

The response:

- Develops all aspects of the task by discussing the causes of British imperialism and by discussing the positive effects and the negative effects of British colonial rule
- Is both descriptive and analytical (the belief that “backwards” countries needed European assistance to become civilized was a cause of colonization; the British thought that Christianity was the only true religion and that it was their responsibility to show their subjects the “right religion”; although the British improved the standard of living in some ways in their colonies, they also had negative effects on the colonies)
- Incorporates relevant information from documents 1, 3, 4a, 5, 6, and 7
- Incorporates relevant outside information (“White Man’s Burden”; British opinion that native religions were sacrilegious; mercantilism; mother country; monopoly over trade; Industrial Revolution)
- Supports the theme with relevant facts, examples, and details (industries such as the cotton and steel industries had encouraged colonization; the British helped its colonies by founding an education system and instilling “personal responsibility” on to the people; the colonies needed Britain to improve their standard of living, which to the British, seemed primitive; British treated the indigenous people disrespectfully)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. The assessment of the impact of imperialism on society and on the colonized culture is particularly strong as well as the economic causes of imperialism. The response reflects a depth of knowledge despite the repetition and sometimes simplistic statements.

During the 1800's the quest for colonies in Africa, also known as "The Scramble for Africa," India, and other parts of Asia were sought out by the British. This was known as the British imperialism. During British imperialism, the British controlled the political, economic, and social aspects of the acquired colonies. There were many causes for imperialism in the 1800's; some argue that the British had a bad effect on the colonies, while some ~~believe~~ believe their rule was beneficial.

There were many positive aspects of the British rule. In the 1800's, Britain began to colonize other countries. Many countries and territories, such as the Malay States, needed the British to help aid their country. The British were needed to advise the ~~Ruler~~ Rulers in the art of administration and to also provide an annual revenue sufficient to meet all the changes in the government. (Doc. 1). Also, in India,

the British totally transformed the country. The British improved the means of communication significantly. India began to industrialize during the time of British rule. Irrigation works in India have brought 30,000,000 acres of land under cultivation. (Doc. 5)

During the Scramble for Africa, European nations such as Italy, Britain, and France held a meeting in Berlin in 1884 to decide what countries they would control. According to Lord Lugard the British helped Africa in many ways, such as they established Courts of Law, and they attempted put an end to slavery. (Doc. 6)

Although British imperialism left lasting positive effects on previously controlled colonies, some say the British harmed and stunted the growth of the colonies. As a result of the Treaty of Amiens between Britain and France in 1802 Britain moved into Ceylon and Ceylon became a British Crown Colony.

During their rule over Ceylon, the British took over their tea industry, and took the profit for themselves. (Doc 4a)

While in control of Africa, the British had some negative effects on the continent, which harmed them. Some ways it harmed Africa are that it made African countries very difficult to develop its personality.

Also, the British did not do much for public service; it was lacking in many respects. (Doc. 8)

Also the British controlled the Africans with a ~~harsh~~ harsh code of law, and punished criminals severely.

British control in India was not looked greatly upon by Mohandas Ghandi.

Ghandi's main goal was to rid India of British rule and influence. He achieved this by a method known as nonviolence. He staged protests, sit-ins, and even fasted for up to a month.

He also organized the Salt March against the British, ~~protesting~~ protesting

The reason why India should pay for their own salt. He believed that India has become impoverished by the Government and that the British loot money away from India every year.

There were many reasons that prompted British conquest for colonies throughout the world. Usually a country conquers colonies to control and develop their natural resources and also they could have wanted ship and ~~nav~~ naval bases. The British also tried to convert Africans and other countries into ~~the~~ Christianity. (Doc. 2) An example of this is when the British tried to win converts in the Ibo tribe in Nigeria.

Clearly the British had positive and negative effects on their controlled colonies. The British controlled many aspects of life in their colonies, in some cases it had a positive effect and sometimes it had a negative one. No matter what type of effect the British had on their

colonies, it helped and aided in the development of the countries that stand before us today.

Anchor Level 4-C

The response:

- Develops all aspects of the task but does so unevenly by discussing the positive effects and the negative effects of colonial rule more thoroughly than the causes of British imperialism
- Is both descriptive and analytical (a way it harmed Africa is that it made it very difficult for African countries to develop their personalities; although British imperialism left lasting positive effects on previously controlled colonies, some say the British harmed and stunted the growth of the colonies)
- Incorporates relevant information from documents 1, 2, 4a, 5, 6, 7, and 8
- Incorporates relevant outside information (Scramble for Africa; Berlin Conference 1884; Treaty of Amiens 1802; British Crown Colony; nonviolence; protests; sit-ins; fasting; Salt March; ship and naval bases; Ibo of Nigeria)
- Supports the theme with relevant facts, examples, and details (India began to industrialize during the time of British rule; during their rule over Ceylon, the British took over their tea industry and took the profit for themselves; the British controlled many aspects of life within their colonies)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. The response establishes several connections between colonial rule and the failure of colonies to develop economically. It includes several unique pieces of outside information that demonstrates a depth of understanding.

During the 1800s, Great Britain's empire obtained many colonies in Africa, India, & other parts of Asia. This imperialism of Great Britain led to many changes in the areas of the world that were colonized. British rule of these colonies had both positive and negative effects.

The positive effects of British colonial rule included the creation of better infrastructure in the colonised countries. For instance, according to Document 1, prior to the British colonisation of the Malay states in the Pacific, most households were "disorderly, penniless, & distracted." Britain sent trained civil servants to help the rulers of these states to make the society more orderly. Furthermore, Britain introduced many modernizations such as "railways, roads, hospitals, water supplies & all other requirements of modern life."

Likewise, Document 5 describes how British rule improved India's infrastructure as well. The British introduced railways, roads, & better communication, as well as an improved system of irrigation for the mostly-agricultural society, thereby decreasing famine. British colonial rule had a lasting impact on these societies

by building infrastructures that improved communication within the country, & by introducing modern institutions like a better education system & hospitals.

Although British colonial rule improved the lives of native people living in colonies in many ways, British rule also had many negative effects. For example, in Document 8 it is stated that British rule in Africa led to segregation & discrimination. The colonials did not have as many educational opportunities, health benefits, or political rights. Secondly, in Document 7, Mohandas Gandhi, an Indian nationalist, states his belief that the English do not give Indians the opportunity to hold political power, & furthermore, they treat them with disrespect. According to Document 4a, the British used its colonies in Ceylon to grow cash crops. As such, many Indians were forced to grow these crops instead of crops they would grow for food, and even though the irrigation had improved, they were unable to grow food because of these restrictions & there was famine anyway. Document 4b portrays Britain

as greedily taking possession of Africa for its gold resources. By taking gold out of Africa, they were taking the gold away from the native people, thereby depleting them of prosperity. These are some of the ways in which British rule was detrimental to the colonies.

Great Britain obtained colonies in India, Africa & other parts of Asia during the 19th century. The British influence had both positive and negative effects. Evidence of British influence in these countries can be found today.

Anchor Level 3-A

The response:

- Develops most aspects of the task in depth by discussing the positive effects and the negative effects of British colonial rule but only mentioning the causes of British imperialism (The British used their colonies in India to grow cash crops; Britain greedily took possession of Africa for its gold resources)
- Is more descriptive than analytical (because the British used the colony of India to grow cash crops, there was famine even though irrigation had been improved; by taking the gold from the native people, they were thereby depriving them of prosperity; evidence of British influence in these colonial countries can be found today)
- Incorporates some relevant information from documents 1, 4, 5, 7, and 8
- Incorporates limited relevant outside information (cash crop economies; Gandhi was an Indian nationalist)
- Includes some relevant facts, examples, and details (British rule improved India's infrastructure by introducing railways, roads, communication, and irrigation systems)
- Demonstrates a satisfactory plan of organization; includes an introduction that is a simple restatement of the theme and a conclusion that goes beyond a simple restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Although the causes of British imperialism are merely mentioned, the depth of the discussion and the inclusion of some interesting analytical statements strengthen the essay. The response implies, rather than discusses the complexity of the causes, making this response a Level 3 paper rather than a Level 4.

During the 1800's, Britain sought to expand its great empire into parts of Africa, India, & other parts of Asia, & Expand they did. These imperialistic actions, though mostly beneficial, had their negatives as well.

During the time period, Great Britain was a rapidly growing industrial nation. With inventions such as the cotton gin (Eli Whitney), and other industrial tools, the need for natural resources exceeded that which the English island could supply alone. So, Britain sought to take over other nations in the hopes of gaining their natural resources & the additional income from trade (see doc, 3+4, a+b)

Britain expanded into Africa due to its natural resources. Especially, for one that everyone found desirable, gold, (see doc, 4b). In exchange, the British introduced a stable government, many inventions, encouraged education, & "raised the bar" for the standard of living. (see doc 6)

Next, Britain expanded their vast empire into India, with similar intentions as with Africa. India, as a whole, prospered from better education, a higher standard of living & improved communication (see doc 5) However, the British control of India's economy virtually destroyed India's native industry. The racist & ethnocentric British also created a "state of slavery" for Indians as stated by M.K. Gandhi. (see doc. 7).

British imperialism was the cause of change in many Eastern nations. Though these changes were mostly beneficial, they had their negatives as well.

Anchor Level 3-B

The response:

- Develops all aspects of the task with little depth by minimally discussing the economic causes of British imperialism and by discussing the positive effects and the negative effects of British colonial rule
- Is more descriptive than analytical (Britain expanded into Africa due to its natural resources; Britain hoped to get additional income from trade; the British control of India's economy virtually destroyed India's native industry)
- Incorporates some relevant information from documents 2, 3, 4, 5, 6, and 7; however, most documents are not used in support of specific positions
- Incorporates limited relevant outside information (Eli Whitney's cotton gin; England's lack of resources; England's island location; ethnocentrism)
- Includes some relevant facts, examples, and details (British introduction of stable government, inventions, and education resulted in improved standard of living); includes a minor inaccuracy (the British first expanded into Africa and then into India)
- Demonstrates a satisfactory plan of organization; includes an introduction that is a simple restatement of the theme and a conclusion that goes beyond a simple restatement

Conclusion: Overall, the response fits the criteria for Level 3. It addresses all aspects of the task but contains few details. Several points are redundant. Although the response indicates that British imperialism resulted in change, the discussion of the effects of that change is limited. Some outside information is provided.

In the 1800's, Britain imperialized, or established colonies, in many parts of the world. They expanded into ~~the Americas~~ Africa, and India. Britain's rule had negative and positive effects on these countries. They had a lot of reasons for expanding, and some of the impacts were positive while others were negative.

England had reason to imperialize in other countries. Many times, they wanted to help these ~~areas~~ places while receiving something from them. For example, Britain wanted to help the Malay states restore order. They wanted to set up a government, and bring in requirements for modern life. This can be seen in document 1. England's motives for imperializing were not only political as in the Malay States, but also economical. In document 4b, the British are shown to be interested in Africa's gold fields. If they imperialized in Africa, they could make a lot of money off of their gold. In document 3, England wants to imperialize for raw materials and to set up trade and emigration. England imperialized for a number of different reasons, but mostly they did it to spread government and to find raw materials that could be used to make money.

Britain impacted the countries that they imperialized both positively and negatively. On the positive side, England helped many countries advance and develop better communication and such. In document 5 it is seen that ~~and~~ after British rule, India developed a higher standard of living. They improved transportation + sanitation. Because of all this, famines, which were very common and killed many people, stopped occurring. The process of industrialization began and communication was improved.

England really tried to help countries develop and grow while they receive raw materials. However, many will argue that they didn't help improve things, but that they made it worse. Gandhi wanted the English to leave India shown in document 7.

He claimed that they treated the Indians badly and kept them in a state of slavery. He also said that they would take their money and disregard their feelings. England also hurt Africa. In document 8, it's stated that education was only given to the privileged and that hospitals were only available to a small amount of people. Africa also lacked good public services such as sufficient water supplies, paved roads, and

postal services & communication. While England's motives were good and while they did improve countries in certain areas, they also harmed a lot of people.

England set out to imperialize other nations in the 1800s. They did this for many reasons including the spread of their government and for raw materials. They impacted these nations very much. They helped develop higher standards of living and helped the countries to advance. However, they also hurt many nations instead of improving them. Even though Britain wanted to help, they ended up hurting people.

Anchor Level 3-C

The response:

- Develops all aspects of the task with little depth by discussing the causes of British imperialism and by discussing the positive effects and the negative effects of British colonial rule
- Is more descriptive than analytical (England really tried to help countries develop and grow while they received raw materials, however, many will argue that they didn't help improve things but that they made it worse)
- Incorporates some relevant information from documents 1, 3, 4b, 5, 7, and 8
- Incorporates no relevant outside information
- Includes some relevant facts, examples, and details (Britain wanted to help the Malay States restore order; England's motives for imperializing Africa were not only political, as in the Malay States, but also economical; England helped many countries advance and develop better communication and such)
- Demonstrates a satisfactory plan of organization; includes an introduction that is a simple restatement of the theme and a conclusion that goes beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. It generally restates the information found in the documents with little analysis. No relevant outside information is used; however, even though the response does not meet this one criterion, it adequately meets the remaining criteria for a score of 3.

During the 1800's many nations used imperialism to take control over lands. One nation, specifically, that participated in imperialism is Britain. Britain's imperialism, during the 1800's, had many political, social, and economic causes as well as both positive and negative effects on British colonial rule.

There were many causes for British imperialism. These causes included the desire for expansion to increase Britain's power and interest in raw materials. According to the "South Africa Sunday Times" Bishop Desmond Tutu said, "when the missionaries came to Africa they had the Bible and we had the land. They said, 'let us pray.' We closed our eyes. When we opened them, we had the Bible and they had the land." Desmond Tutu means that Britain came to Africa to take over the land (Doc. 2). Also Britain took great interest in raw materials like gold in Africa. (Doc. 4b)

British imperialism had many positive effects on other nations. Imperialism brought many new ideas to other nations such as modernization. Lord Lugard said, "under no other rule does the African enjoy such a measure of freedom and of impartial justice, or a more sympathetic treatment, and for that reason, I am a profound believer in the British Empire and its mission in Africa (Doc. 6)." The British gave Africans freedom, and education for ~~Africa~~ African progression (Doc. 6). ~~Also~~ Also, in the Malay States British imperialism had positive effects. For example the British helped organize a system of government to ensure justice, freedom, and safety of the people (Doc. 1), and the British provided them with an annual sum of money to build their economy by building railroads, hospitals, roads, and giving them water supplies (Doc. 1)

Anchor Level 2-A

The response:

- Develops some aspects of the task in some depth by stating the causes and the positive effects of British imperialism
- Is primarily descriptive (imperialism brought many new ideas to other nations such as modernization)
- Consists primarily of relevant information copied from documents 1, 2, 4b, and 6
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (causes of British imperialism included the desire for expansion to increase Britain's power and the interest in raw materials; the British gave Africans freedom and education for African progression)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. It relies heavily on material quoted from the documents and a few general statements based on the documents. A few analytical statements are made, but they are not supported with specific historical detail.

Imperialism is sometime positive to a nation or sometime negative. During the 1800's British occupied areas in Africa, India ~~and~~ and the areas. In imperialism the mother country gain most but sometime because of the imperialism the country that was controlled gain in communication, rights and economy. there are many cause for imperialism which may be economic, political or social.

The economic causes for British imperialism were the need for raw materials because England was an industrialized nation. According to document H, the main reason for British imperialism was for the colonies natural resources. England also had a irregular coastline that make trading possible. Another cause for British (so) imperialism was the need for worker to manufacture agricultural products. At this point the indians were dying out by diseases and the harsh conditions so the British went to Africa for workers. The Africans were brought as slaves and had to work on the British farms.

Africa also was rich in gold which made the British more interested in its nation. In document 2, Desmond Tutu is saying that the British came as missionaries and they had the land but in the end the British had the land and the Africans had the bible. In India the British used the natural resources and then manufacture it to finished goods. India then buy these goods which make the British economy more developed. Political causes were some nations needed a ruler and the mother countries took over and control the nation. According to document 7, Gandhi wanted to drive away the British because they treated the people like slaves.

British Imperialism had both negative and positive effects on a nation which was either India, Africa or some nation in the South America. Some positive effects were some nations the people were given freedom, kept safely and got justice. Also education and communication were

improved. Also the British introduced other agricultural methods that made farming and cultivating land more available. This developed countries that depend on agriculture alone. According to documents, the British improved communication e.g. railroads, bridges etc. Also the British made land more available by introducing irrigation. The British imperialism also gave the Africans freedom and justice. In document 6, Lord Lugard is saying that the British helped by giving the people freedom and justice. Also the court of law was established. However, some nations had negative effects. Some negative effects were that the people were treated like slaves, the natural resources went to the British, the colonies did not gain much. The public services were not up to date to reach the people's needs. According to document 8, the speaker is saying that the services provided by the British were insufficient and many people did not benefit by these services.

imperialism led many nations for a highly developed economy and educational system. Many nation gained by imperialism. the effects that imperialism left were impacted negatively or positively but these nations that were ruled by British will play a part in the imperialism history. the cause for imperialism is mostly economic reasons.

Anchor Level 2-B

The response:

- Minimally develops all aspects of the task by mentioning the causes of British imperialism and by mentioning the positive effects and the negative effects of British colonial rule
- Is primarily descriptive
- Incorporates limited relevant information from documents 2, 4, 5, 6, 7, and 8
- Presents little relevant outside information (mother country; England had an irregular coastline that made trading possible)
- Includes few relevant facts, examples, and details (England was an industrialized nation); includes some inaccuracies (Indians were dying out by diseases and harsh conditions so the British went to Africa for workers; Africans were brought as slaves and had to work on British farms; British imperialism had both negative and positive effects on a nation which was either India, Africa or some nation in South America)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that go slightly beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. It minimally develops all aspects of the task, but in the course of the treatment some underlying basic misunderstandings are revealed. The confusion of Indian labor with that of Native Americans and the replacement of them by African workers on British farms indicates a fundamental lack of understanding that seriously detracts from the response.

In the 1800's the British Empire spread throughout the world occupying many countries such as Africa and India. The British in these imperialized nations had both negative and positive effects on the countries they conquered.

In the lands that British conquered they had a positive influence on these countries. In India the British set up schools, improved roads and set up a strong stable government. India has always been a country that depended on farming as the source of economy and when the British took them over they had over 30,000,000 acres under cultivation. The British also improved the means of communication. ~~With the help of~~ With the help of skilled engineers the British built bridges over 40,000 miles of railway, 70,000 miles of metalled roads and improved their irrigation systems. The people of these countries, for example although the British were occupying Malay they set up a strong government and protected the nation (Documents 1, 5, 6).

As the British occupied these lands ~~they~~ there were also negative effects. The picture in (Document 4A) shows the famous Lipton's tea advertisement poster showing that the only people who were working the fields and boxing were the native Indians.

Anchor Level 2-C

The response:

- Develops some aspects of the task in some depth by discussing the positive effects of British colonial rule and mentioning a negative effect of British rule
- Is primarily descriptive
- Consists primarily of relevant information copied from documents 1, 4a, and 5
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (India has always been a country that depended on farming as the source of the economy; the only people who were working the fields were the native Indians)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. It relies heavily on the restatement of document information and addresses only part of the task.

During The 1800's Great Britain was one of the most powerful empires. It's still one today. The control many ~~countries~~ colonies such as Africa and Indian ~~countries~~. Under The British Imperialism there were positive and negative effects here are some.

Africa

In Africa there were both negative and positive effects. The positive effect that occurred was when the British helped Africa to establish courts of law. They helped them create a system of education. They helped them establish freedom and release them from slavery. Some of the negative effects that took place in Africa were racial discrimination. They limited education only to ~~those~~ who could afford it. Hospitals were limited also. There were limited water sources surfaced.

Roads, Postal services and communication systems. There was an oppressive legal code and Religion is a pearl of a great price.

Anchor Level 1-A

The response:

- Minimally develops some aspects of the task by mentioning the positive effects and the negative effects of British colonial rule on Africa
- Is descriptive; lacks understanding, application, and analysis (the British helped Africa to establish courts of law)
- Consists primarily of relevant and irrelevant information copied from documents 6 and 8
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (the positive effect that occurred was when the British helped Africans to establish courts of law; they helped them create a system of education; they helped them establish freedom and released them from slavery)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. It is simply a restatement of the contents of two documents with no analysis or discussion. While it does address both the positive and negative effects of British colonial rule in Africa, the effects are merely listed and no depth of understanding is shown.

During much of the 1800's, British empire has expanded to include some parts of Africa, India and also some areas in Asia. Even though the colonies help Britain, there were many negatives.

The British needed colonies for raw materials. The industrial revolution demanded more raw materials. Great Britain didn't have enough raw materials, so they imperialized areas like Africa for their gold deposits, and India for tea. The British justified this by saying that the areas needed help from the government.

Anchor Level 1-B

The response:

- Minimally develops some aspects of the task by mentioning a cause of British imperialism
- Is descriptive and contains one weak item of analysis (Industrial Revolution demanded more raw materials)
- Makes vague, unclear references to some documents
- Mentions one item of outside information (Industrial Revolution)
- Includes few relevant facts, examples, and details (Great Britain didn't have enough raw materials so they imperialized areas like Africa for their gold deposits and India for tea)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. It is unclear whether the response used documents 3b, 4a, or 4b because the references are vague and unsubstantiated. The response includes a few brief statements that address the task, but the lack of explanation and the brevity of the response leave little to access. The generalizations are not supported by specific historical detail.

During the 1800s Great Britain's empire expanded to include parts of Africa, India, and the Americas. Great British colonial rule had both positive and negative effects.

The negative effect was India was taken over by the British.

Africa was slavery until the British came & took over they got them power and they traded land.

The positive effect was that the Africans were able to trade more and imperialism wasn't an issue. The positive effect of British helping Africa was that there were more land to take over and there were more slaves to be working.

British took over and imperialism came along.

Anchor Level 0

The response:

Fails to develop the task; includes no relevant facts, examples, or details

Conclusion: Overall, the response fits the criteria for Level 0. It addresses the theme of British imperialism in a general way, but includes no accurate facts or historical details and some significant factual errors. The information provided is repeated and contradictory.

In the latter half of 19th century many of the Western European countries were participating in Imperialism. Among these countries, Britain was possibly the most active in conquering and ~~of colonizing~~ colonizing other lands. The causes for this are multiple, likewise the affects are also numerous.

According to doc. 1, a main reason for British imperialism was the persuasions ^{of} ~~made to~~ their coming, ^{made} by the "uncivilized" country itself. However, as can be seen in documents 3, 4, 5 and 6, ~~no~~ much of the British imperialism was motivated by its self. ~~Doc. 3 ext~~ In doc 3, a British businessman, Parker T. Moon explains how many raw materials and economical advantages can be gained by "imperializing" a particular area. The British had a specific need for raw materials because so much of their economy was based upon manufacturing. Documents 4, 5 and 6 pretty much express the same need to industrialize and harvest the new lands, however doc. 4b shows another reason. ~~Britain wa~~ According to the political cartoon, Britain was primarily interested in mining the gold in southern Africa. This was important because at that time gold was power and there was also a constant

struggle for power. These are ~~among the most~~ ^{the most} among the most important causes for British imperialism.

The British Imperialism had many positive and negative effects. An obvious negative effect ~~is~~ is illustrated in doc. 2. In this document an African Bishop explains how they were robbed of their land. However, doc. 5 shows a positive result of British rule, specifically the growth of transportation and communication lines. In doc. 7 M. K. Gandhi is asked why he wants the British ^{gone from India.} ~~gone~~. He says that the government ~~is~~ takes their money and keeps them in slavery. Finally, doc 8 shows another long lasting affect of Imperialism in Africa, racial inequality. Although these may seem as only negative affects, there are also other positive affects.

Even now as ^{the beginning of} ~~British Imperialism~~ British Imperialism was over 100 hundred years ago, the causes for their ~~conquests~~ conquests are still relevant, and the results of their actions are still felt today.

There were many different reasons for British imperialism. Some of these reasons included were political, economic, and social. There were many positive and negative effects to British colonial rule. During the 1800's Britain gained colonies in Africa, India and other parts of Asia.

As stated in Document 2 one of the reasons for British imperialism was the spread of Christianity, but really it was a cover up to steal land from the Africans. Another good excuse for the spread of Imperialism was stated in Document 3b as the desire for raw materials, this belief was also shown in Documents 4A and 4B where British wanted Ceylon for its agricultural resources and Africa for its vast amounts of gold.

Some of the positive effects of Imperialism were listed in Document 5. In this Document it states that Communications, Bridges, Railways, and Roads were all developed under British's Rule over India. Britain also helped Africa by ending slavery, and raising education.

standards, as stated in document 6

But, with these positive effects must also come the negative effects. One of the negative effects as shown in Document 8 was that Britain wanted to segregate the races and treat Africans poorly, another reason stated in the same document was that although education was better it was only for a privileged few. So, these were some of the negative effects.

So, as you can see there were many positive and negative effects for British Imperialism, there were many causes, some more justified than others. But, overall the real reason for British imperialism was for British gain.

During the 1800s, Great Britain's empire expanded to include parts of Africa, India, and other parts of Asia. Great Britain's colonial rule had both positive and negative effects on the areas they conquered. Great Britain conquered in Africa, in the Malay States, and in China. They all have things to do with each other. Sometimes there were problems with the areas. Some of the areas were involved in helping each other and fighting. Africa was one of the areas that were helped by the British people. But I also think that Britain harmed Africa in a very terrible way that Africans couldn't even do anything. The things that happened really affected the Africans that I think was something bad is when public services were lacking but in respect. And communication was hard I think for the African people.

During the 1800's, Great Britain's empire expanded to include parts of Africa, and India. Great Britain's Colonial rule had both positive and negative effects on areas in which they included in their empire. British imperialism was either caused by political, social or economic problems.

The Colonial rule had some positive effects on India and Africa. According to Document 5, means of communication had been developed, means of transport has been developed, and means of agricultural wealth has been established in India under British rule. According to Document 6 British helped Africa by putting an end to slavery, and helped to establish courts of law, to teach sense of responsibility, liberty and system of education.

The Colonial rule has also had some negative effects on Africa. According to Document 8 Colonialism harmed Africa. For insisted education

Document-Based Essay—Practice Paper – D

was obtainable but limited to the privileged, Hospitals were not available to a number of individuals, No sufficient water supplies, surfaced roads, the prisons were medieval, criminal code was oppressive, and religious freedom was a great price to pay.

Document-Based Essay—Practice Paper – E

During the 1800s, Great Britain's empire expanded to include parts of Africa, India, and other parts of Asia. Great Britain's colonial rule had both positive and negative effects on the areas they conquered and even on the British themselves. The resentment caused by colonialism eventually led to nationalist movements, which were fueled by the education which the British provided to some of their subjects. Native people were benefited by the technology, education and knowledge which the British provided and they used this knowledge to attack British imperialism.

During the Industrial Revolution, many changes and accomplishments were brought onto Great Britain (O.I). Industrialization in Great Britain also promoted expansion of its empire to

other areas of the world (OI). Great Britain was in dire need for more natural resources and they wanted to export goods to their colonies. Giant industries had high demand for colonial raw materials, such as rubber, petroleum, iron and coal, cotton, and cocoa (3). Great Britain had also relied on its East Indies colony, Ceylon, for a primary and important supply of plants — to make tea (4a). Great Britain had other interests too, such as the Gold Fields in Africa. (4b).

Great Britain had also set out to improve the living conditions of their colonies. When Great Britain set on their journey for imperialism, they brought along Christianity, hopefully spreading throughout their colonies (OI). In Africa, Great Britain introduced the African natives to the Bible — in turn, gaining African land for the Mother Country, England (2). Great Britain was hoping to unify the African natives using the Bible ^{as} a tool (OI). African natives were taught Christian values in place for their polytheistic beliefs (OI). Great Britain had also helped rulers in their colonies set up government systems. In the Malay States, British civil servants were brought in to help the rulers of the Malay States to organize a system of government which would secure justice, freedom and safety for all (1). British civil servants were also brought in to advise the rulers in the art of administration. (1).

Great Britain introduced new ways of communication and travel, and education to their colonies as well (01). In India, bridges, railways, and metalled roads were built by British engineers (5). Irrigation and sanitation have been improved in India—inducing a higher state of living—by the British (5).

Although there have been great benefits and changes of Britain (in Africa, India, and other parts of Asia) there have been negative effects of British imperialism. In Africa, traditions and customs in African tribes have been demolished, replaced by Christianity (01). Civil wars in Nigeria and Kenya are due to negative effects, mainly problems in unification caused by British imperialism (01). Along with other European countries at the Berlin Conference in 1884, the British have made political boundaries that have caused separation of tribes and forced unification amongst African tribes, such as the case with the Masai and the Kikuyu in Kenya (01). Education may be obtainable, however, only limited to the privileged (8). This was true not only in Nigeria but also in South Africa (01). Public services are lacking in many respects; there are not sufficient water supplies, surfaced roads, postal services and communication systems in most communities in Nigeria (8). Problems have also occurred in India due to British imperialism. Unfair practices and laws such as the Great Salt Tax imposed on the Indian people led

to uprisings. (OI). Ghandi, an important political revolutionist in India, introduced the idea of using nonviolence to send a message to the British of the great dislike of colonization (OI). According to Ghandi, his reasons for wanting to drive the English away are that "India was being impoverished by the (British) Government because they took away Indians' money and denied them positions in government. While technically they abolished the caste system, realistically the only people who were given positions of power and wealth were those of the upper castes (OI).

During the 1800s, Great Britain's empire expanded to include parts of Africa, India, and other parts of Asia. Great Britain's colonial rule had both positive effects—education, introduction of government systems, new ways of communication and travels, etc.—and negative effects—segregation, poverty, disunification in Africa, revolt—on the areas they conquered. Ironically, the positive effects of British rule unified areas like India which allowed them to rebel against the colonial system (OI).

Practice Paper A—Score Level 3

The response:

- Develops all aspects of the task with little depth by discussing the causes of British imperialism and by discussing the positive effects and the negative effects of British colonial rule
- Is more descriptive than analytical (an African bishop said that Africans were robbed of their land; a long-lasting effect of imperialism in Africa was racial inequality; the causes for British conquests are still relevant and the results of their actions are still felt today)
- Incorporates some relevant information from all the documents
- Incorporates limited relevant outside information (Britain was possibly the most active in conquering and colonizing other lands)
- Includes some relevant facts, examples, and details (the British had a specific need for raw materials because so much of their economy was based upon manufacturing); includes a minor inaccuracy (Parker T. Moon is referred to as a businessman)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Much of the information is general in nature and the facts and examples from the documents are mentioned but not discussed.

Practice Paper B—Score Level 2

The response:

- Minimally develops all aspects of the task by stating the causes of British imperialism and by stating the positive effects and the negative effects of British colonial rule
- Is primarily descriptive; includes some analysis (spread of Christianity was a cover-up to steal land from the Africans; overall, the real reason for British imperialism was for British gain)
- Incorporates limited relevant information from documents 2, 3b, 4, 5, 6, and 8
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (Britain wanted India for its agricultural resources and Africa for its vast amounts of gold)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a conclusion that summarizes the impact of British imperialism

Conclusion: Overall, the response fits the criteria for Level 2. Although many documents are used in the response, the treatment is cursory and lacks discussion. While all of the aspects are addressed, they are not developed in any depth, and document 6 is misinterpreted. The response incorporates a few general analytical statements that are not supported with any specific historical details.

Practice Paper C—Score Level 0

The response:

Fails to develop the task; includes no relevant facts, examples, or details

Conclusion: Overall, the response fits the criteria for Level 0. Irrelevant statements and vague references to the documents, which do not address the task, characterize the response.

Practice Paper D—Score Level 1

The response:

- Minimally develops some aspects of the task by mentioning the positive effects and the negative effects of British colonial rule
- Is descriptive; lacks understanding, application, and analysis
- Consists primarily of relevant and irrelevant information copied from documents 5, 6, and 8
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (British helped Africa by putting an end to slavery and helped to establish courts of law)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The entire response consists of a simple introduction and a series of summaries of three documents. Minimal understanding of the topic is shown with very little application.

Practice Paper E—Score Level 5

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing the causes of British imperialism and by discussing the positive effects and the negative effects of British colonial rule
- Is more analytical than descriptive (knowledge which the British provided was used by the native people to attack British imperialism; Great Britain was hoping to unify the African natives using the Bible as a tool; while technically the British abolished the caste system, realistically the only people who were given positions of power and wealth were those of the upper castes; ironically, the positive effects of British rule unified areas like India, which fostered rebellion against the colonial system)
- Incorporates relevant information from documents 1, 2, 3b, 4, 5, 7, and 8
- Incorporates substantial relevant outside information (Industrial Revolution; industrialization in Britain; African polytheism; mother country; Kenya; Masai; Kikuyu; Berlin Conference 1884; salt tax; caste system; unification in India; disunification in Africa)
- Richly supports the theme with many relevant facts, examples, and details (Great Britain was in dire need for more natural resources and they wanted to export goods to their colonies; giant industries had high demand for colonial raw materials such as rubber, petroleum, iron and coal, cotton, and cocoa; in Africa, Great Britain introduced the African natives to the Bible and gained African land for England; civil wars in Nigeria and Kenya are due to problems in unification caused by British imperialism)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that go beyond a restatement of the theme of the causes and the effects of British colonial rule

Conclusion: Overall, the response fits the criteria for Level 5. The response is insightful in its complex understanding of how British imperialism sowed the seeds of its own demise. The theme is thoroughly supported with information from the documents and with outside information. The observation that the caste system was actually reinforced by the British policy of showing favoritism to the upper castes reflects the strong analysis that characterizes this response.

Global History and Geography Specifications Grid

June 2004

Part I Multiple Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Change: Turning Points in History	Standard 2: World History
Document-based Essay	British Imperialism: political, social, and economic causes	Standards 2, 3, and 4: World History; Geography; Economics

The *Chart for Determining the Final Examination Score for the June 2004, Regents Examination in Global History and Geography*, normally located on this page will be posted on the Department's web site <http://www.emsc.nysed.gov/osa/> by 2 p.m. on Thursday, June 17, 2004. Conversion charts provided for the previous administrations of the Global History and Geography examination must NOT be used to determine students' final scores for this administration.