

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

VOLUME
1 OF 2
MC & THEMATIC

GLOBAL HISTORY AND GEOGRAPHY

Tuesday, January 26, 2016 — 9:15 a.m. to 12:15 p.m., only

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

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

Scoring the Part I Multiple-Choice Questions

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

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

Part I

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

Contents of the Rating Guide

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

- Scoring Key

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

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

General:

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

Mechanics of Rating

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

Rating the Essay Question

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

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

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

Global History and Geography
Content-Specific Rubric
January 2016

Theme: Imperialism

Since 1500, countries have pursued a policy of expansion known as imperialism for a variety of reasons. The effects of this policy can be viewed from different perspectives.

Task: Select **one** country that engaged in imperialism since 1500 and

- Discuss the reasons this country engaged in imperialism
- Discuss the effects of imperialism from the perspective of the people or society taken over **and/or** from the perspective of the conqueror

You may use any country that engaged in imperialism since 1500 from your study of global history and geography. Some suggestions you might wish to consider include Portugal, Spain, Great Britain, France, Italy, Belgium, and Japan.

You are *not* limited to these suggestions.
Do *not* use the United States as the focus of your response.

Scoring Notes:

1. This thematic essay has a minimum of **four** components (discussing *at least two* reasons a country engaged in imperialism since 1500 and *at least two* effects of this imperialism from the perspective of the people or society taken over **and/or** from the perspective of the conqueror).
2. Imperialism as practiced by one country may be discussed in relation to its effects on more than one country or region.
3. The discussion of the effects of imperialism can be from the perspective of the people or society taken over, the perspective of the conqueror, or both.
4. The perspective being discussed need not be identified as long as it is implied in the discussion.
5. The reasons and effects may be discussed from any perspective as long as the position taken is supported by accurate historical facts and examples.
6. The discussion of the reasons for imperialism and the effects of imperialism may include similar information, but the focus should be clearly distinguishable in its usage, e.g., Spain's desire for new trade routes can be identified as a reason for imperialism, however, new trade routes could also be discussed as an effect of Spanish imperialism.
7. The effects of imperialism may be discussed from the perspective of American colonists or from the perspective of the United States depending on the time period and the country engaged in imperialism, e.g., British imperialism in North America or Japanese imperialism and the bombing of Pearl Harbor.
8. If more than **one** country pursuing a policy of imperialism since 1500 is discussed, only the first country discussed may be rated.

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth by discussing *at least two* reasons a country engaged in imperialism and *at least two* effects of imperialism from the perspective of the people or society taken over *and/or* from the perspective of the conqueror
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *Spain*: connects the desire for new sources of riches, the impulse to proselytize, the needs of Spain as a mercantile state, and the residual crusading spirit of the Reconquista to the dominance of the social and political systems in Latin America by Europeans and European descendants, the legacy of the disfranchisement of Native American and African American populations, and the tradition of authoritarian rule
- Richly supports the theme with relevant facts, examples, and details, e.g., *Spain*; conquistadors; encomienda system; hacienda; cash crops; Potosí; Bartolomé de Las Casas; peninsulares; creoles; Columbian exchange; Catholic Church
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops **all** aspects of the task but may do so somewhat unevenly by discussing one aspect of the task less thoroughly than the others
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., *Spain*: discusses how the Age of Exploration and the financial needs of the Spanish monarchy led to the development of imperialism and how the Spanish mercantile system exploited both the labor resources and the natural resources in the Americas
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

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

Score of 2:

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

Score of 1:

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

Score of 0:

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

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

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

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

Anchor Paper – Thematic Essay—Level 5 – A

During the 1500s and the years that followed, ideas and learning as well as cross-cultural interactions were spread between Europe, Asia, Africa, and the Americas. Returning from the unsuccessful Crusades and discovering the vibrant world of learning in the Muslim lands, Europeans began a new era of thought and commerce and arose from the dark times of the Middle Ages. A key nation in this new era of European exploration was the Mediterranean country of Spain.

After consolidating the states of Spanish Iberia and removing Muslim rule in Andalusia, Spanish kings used the resources and their ideal coastal location to commission and despatch explorers to the west. One primary motive of Spanish exploration and the conquest that would follow was to gain a hold of valuable trade locations for Spanish control. The Spanish wanted to obtain the resources themselves and bypass Muslim middlemen and the high costs of Silk Road commodities. Spain did not find the Spice Islands, but did discover the Americas. Spain exploited the land, labor, and resources of the Americas and continued sponsoring voyages of conquistadors like Cortez and Pizarro. Spain followed a policy of imperialism, laying claim to large regions of the Americas, seeking to obtain gold, spread the word of God, and achieve glory. In the years that followed, Spain annexed and colonized the natives' land to achieve economic goals. Their efforts changed the characteristics of the nation of Spain as well as the societies of natives in the Americas. The natives were taught Spanish customs, culture, and identity, turning parts of the Americas into a subordinate colony under Spanish control.

In the process of Spanish colonization and expansion, Spain grew rich economically as a result of extracting resources such as silver and

Anchor Paper – Thematic Essay—Level 5 – A

other wealth from the Americas. Spain also grew politically powerful, making her formidable. Spain became the leading civilization and economic power of Europe during the first half of the 16th century, allowing for the development of a Spanish golden age.

Culturally, native Spaniards spread their Catholic religion to the Americas and many natives in the Americas were converted to Christianity from their indigenous religions of polytheism. The Spaniards also intermarried with natives, creating a unique cultural group, mestizo. A social hierarchy that included peninsulares, creoles, mestizos, and mulattoes developed with those born in Spain having the most power. The Spaniards also introduced their crops and farming methods from Europe as well as Spanish style houses and of course spread the Spanish language in the Americas. Many of the Spanish believed their culture was superior.

Another effect of Spanish imperialism was the death of a vast portion of the native American population due to smallpox which was introduced by the Europeans. Indigenous people were forced to work on sugar and cash crop plantations as well as in the labor-intensive silver mines to support Spain's economy. These activities were the backbone of New Spain's economy and were used to support Spain. When the native Americans died, the Spaniards imported millions of African slaves. This further contributed to the formation of unique cultural groups due to the mixing of European culture with those of the Americas and Africa.

This process of colonization and imperialism, however, was highly detrimental to the subject populations in contrast to the wealth, resources and power it brought to Spain and Europe. From the native

Anchor Paper – Thematic Essay—Level 5 – A

perspective, Spanish colonization and imperialism was destructive. European borne disease caused the death of millions of the indigenous people. This had a devastating effect on their society and culture. Spanish proselytizing and the teaching of Christian religious doctrine destroyed the historically rich religion and customs of the natives of the Americas. Catholic churches were built on top of indigenous holy sites. Enslavement and imposed labor systems, like encomienda forced the native population into misery and servitude. Spanish sugar plantations in the Americas replaced the ancient crops and livelihoods, changing and destroying indigenous economic systems.

Therefore the Spanish colonization of the Americas destroyed the native culture of the Americas and shattered their social systems leaving servitude and chaos. Meanwhile this period of imperialism led to a glorious expansion of Spanish dominion and culture in the New World, as well as a highly profitable colonial empire for the traders and nation of Spain.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing Spanish imperialism in the Americas, the reasons this country engaged in imperialism, and the effects of imperialism from the perspective of the conqueror and from the perspective of the people taken over
- Is more analytical than descriptive (primary motive of exploration and conquest was to gain valuable trade locations; wanted to obtain the resources and bypass Muslim middlemen and the high costs of commodities; exploited land, labor, and resources of the Americas; Spanish colonized to achieve economic goals; efforts changed the characteristics of the nation of Spain as well as the societies of natives in the Americas; introduction of natives to Spanish customs, culture, and identity, turning parts of the Americas into a subordinate colony; Spain became the leading civilization and economic power of Europe, allowing for a Spanish golden age; many were converted to Christianity from their indigenous polytheism; Spanish intermarried with the natives creating a unique cultural group, mestizo; sugar and cash-crop plantations and silver mining were the backbone of New Spain's economy and were used to support Spain; importation of millions of African slaves contributed to the mixing of cultures; imposed labor systems like encomienda)
- Richly supports the theme with relevant facts, examples, and details (consolidation of Spanish Iberia; Silk Road; Cortez; Pizarro; peninsulares; creoles; mestizos; mulattoes; Spanish style houses; Spanish language; smallpox)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 5. The response includes political, economic, and social effects of imperialism from the perspective of both the Spanish and the natives. Good use of detail and analysis reflect an understanding of both the short- and long-term global impacts of Spanish imperialism. The discussion surrounding the reasons for Spanish imperialism recognizes the complex and changing motives of Spanish exploration and conquest.

Anchor Paper – Thematic Essay—Level 5 – B

Imperialism is when a stronger nation takes over a weaker nation or region and dominates its economic, political, or cultural life.

Great Britain emerged as a leading imperial power seeking to extend its influence around the world. Eventually, it was said that "the sun never sets" on the British Empire.

Great Britain imperialized many countries. One that was especially important is India. Two main causes of British imperialism in India stemmed from economic motives. During the Industrial Revolution, which began in Great Britain, there was a high demand for raw materials and new markets. Britain's favorable island location and abundance of natural resources such as coal and iron made the nation a leader of industrialization. Over time, Great Britain could not meet the demand for resources for its industries and therefore sought locations that could fulfill their needs. India had many resources, including cotton, that the British desired to support their textile industry. A second economic reason for British imperialism was its need to acquire new global markets and trading ports for their manufactured goods. Coastal locations were preferred to ship materials between Great Britain and its colonies. Some of these goals were initially accomplished by the British East India Company.

Britain's conquest of India did have many positive and negative impacts. From the British perspective, a positive aspect was that India gained new technology, such as the communication and transportation systems the British built. These systems allowed Britain to conduct business. Britain started western style schools, and built western style buildings. Young Indians studied British democratic ideals. Cultural diffusion was an impact of these actions and led to an exchange of

Anchor Paper – Thematic Essay—Level 5 – B

ideas between the East and the West. Some negative impacts were the economic exploitation of the Indian subcontinent. Indian markets were flooded with British manufactured goods, goods that Indians once produced for themselves. Indians labored to produce the resources for export to Britain and the British profited. Ultimately, it led the Indians to form an independence movement.

Another region which Britain imperialized was Africa. Britain wasn't the only country that took colonies in Africa. Many other European countries at the Berlin Conference carved Africa into new colonies with no regard for Africans. The reasons Britain and others took over Africa also related primarily to Economic motives. Europeans tried to justify their actions in part with what they called the White Man's Burden. White Man's Burden means that Europeans felt that they needed to help Africans and make them "better." Like India, Africa had many natural resources that European countries desired.

One positive effect of British imperialism in Africa was that colonialism temporarily reduced local warfare. There were many improvements in sanitation, technology, schools, health care and more. One negative impact was that as a result of how European countries carved up Africa, many tribes that didn't like each other were placed together, which created many problems within these arbitrary borders. As with India, the British also exploited natural resources of Africa as well. Even though European nations like Britain claimed that they were helping Africans at the end of the day, they were just exploiting their culture.

Some could argue that imperialism did improve many countries in some ways. They changed native life styles and traditional cultures.

Anchor Paper – Thematic Essay—Level 5 – B

imperialism can be good or bad when viewed from many different perspectives. But imperialism is the reason why many countries are like they are today.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing British imperialism in India and Africa, the reasons Great Britain engaged in imperialism, and the effects of imperialism from the perspective of the people taken over and from the perspective of the conqueror
- Is more analytical than descriptive (Industrial Revolution began in Britain where there was a high demand for raw materials and new markets; favorable island location and abundance of resources made the nation a leader of industrialization; India gained communication and transportation systems that allowed Britain to conduct business; cultural diffusion led to exchange of ideas between East and West; Indian labor produced resources for export and the British profited; led Indians to form an independence movement; reasons Britain took over Africa related to economic motives; European countries carved Africa into colonies with no regard for Africans; temporarily reduced local warfare in Africa; Britain claimed they were helping Africans, but they were just exploiting their culture)
- Richly supports the theme with relevant facts, examples, and details (coal and iron; cotton; textile industry; British East India Company; democratic ideals; Berlin Conference; arbitrary borders; “White Man’s Burden”; improvements in sanitation, technology, and schools)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 5. Historical details are integrated with analytical statements demonstrating a strong understanding of the task. The theme of economic gain for Great Britain is developed and woven throughout the response.

Anchor Paper – Thematic Essay—Level 4 – A

Beginning in the 1500s, after Columbus, “discovery” of the Americas, empires and nations around the world began a policy of imperialism that lasted well into the twentieth century. With advanced weapons and maritime technology these nations expanded their lands and increased their power and wealth in the world. One of these nations was Spain, newly unified after the expulsion of the Muslims. In order to prove their power and expand their empire Spain imperialized the new lands in America. While this may have led to positive effects for the Spanish the native conquered people were left to deal with the harsher consequences, such as disease and exploitation.

After Columbus' successful expedition Spain acted quickly to claim the fertile land that the Americas offered. Spanish conquistadors soon arrived to begin the process of colonization. By 1521 Cortes had toppled the Aztecs and by 1533 Pizarro had conquered the Incas giving Spain a vast amount of territory to control. By imperializing the Americas Spain also proved its strength and increased its wealth through the production of plantation crops and silver mining. Also, colonization allowed Spain to spread Christianity to the natives, as many missionaries came to these new lands. The Aztecs and Incas lived on this land, and Spain soon began to exploit them under the encomienda system. The natives served as a workforce to benefit Spain.

Imperializing came at a cost though, for while the Spanish prospered, the natives of the Americas did not. With the new Spanish settlers came foreign diseases which the native population had no immunity to. As a result, the native population quickly declined. Another reason for the native populations drastic decline was due to their being abused, tortured, and working in the horrible conditions imposed by the Spanish conquerors. Another effect was the creation of a plantation economy in

Anchor Paper – Thematic Essay—Level 4 – A

the colonies which fostered the cultivation of sugar for European markets. This resulted in the destruction of parts of the environment in Latin America. The natives were placed at the bottom of the new social hierarchy, with the Spanish, or peninsulares at the top. Another effect of Spanish imperialism caused by the decrease in native population, was the introduction of the African slaves to work on the plantations. The natives of the Americas payed a great toll while the Spanish benefited.

Spanish imperialism through its conquest of the Americas led to the exploitation of natives and Africans on sugar plantations and in silver mines. The institution of slavery was used to make profits for the Spanish. While the Spanish Empire prospered for a short period of time, it managed to destroy native institutions in much the same way as other aggressive imperial powers have.

Anchor Level 4-A

The response:

- Develops all aspects of the task for Spanish imperialism in the Americas, but does so somewhat unevenly by discussing the reasons Spain engaged in imperialism less thoroughly than the effects of imperialism from the perspective of the people taken over and from the perspective of the conqueror
- Is both descriptive and analytical (Spanish conquistadors acted quickly to claim the fertile land; Spain increased its wealth from silver mining and plantation crops; colonization allowed Spain to spread Christianity; lack of immunity to foreign diseases led to rapid decline of native populations; creation of plantation economy fostered cultivation of sugar; creation of plantations led to destruction of environment; new social hierarchy in Spanish colonies; native institutions were destroyed)
- Supports the theme with relevant facts, examples, and details (maritime technology; Columbus; Aztecs; Incas; missionaries; vast amount of territory to control; African slavery; peninsulares)
- 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 development of the effects of Spanish imperialism is strong and contains many details. However, the section on reasons for imperialism is less developed. The response shows a good understanding of the task and includes relevant examples related to Spanish imperialism.

Ever since the 1500s, many countries began expanding for a variety of reasons. This process of colonization was known as imperialism. The effects of imperialism can be viewed from different perspectives such as that of mother countries and that of the colony. One country that had pursued a policy of imperialism was Great Britain. Great Britain had taken over parts of Africa as well as India which became known as the "Jewel in the Crown". Britain's imperialism left Africa and India with a legacy of both positive and negative effects.

Britain took over parts of Africa. Since Africa had many natural resources, European countries carved up the continent during the Berlin Conference. Great Britain had also come to Africa because of the notion of Social Darwinism. Some British claimed it was the "White Man's Burden" to civilize the people of Africa. However in reality this contributed to the increase in racism that often accompanied imperialism. This racism has had a lasting impact on the development of Africa. Britain was interested in meeting its economic and political needs, not in meeting African needs as the Africans saw them. Some positive effects in Africa from the British perspective were an increased literacy rate, lifespan and the construction of hospitals, schools, and roads. Despite these positive effects African countries struggled once they gained their independence.

Another region that was colonized by Britain was India. India's location in South Asia was a favorable location for trade. This subcontinent was surrounded on three sides by water where ports were established to support British trade. Historically, British influence in India relied on the recruitment of Indian soldiers who were also known as sepoys. The Sepoy Mutiny occurred when Indian troops thought

Anchor Paper – Thematic Essay—Level 4 – B

that the British used animal fat in their rifle cartridges which offended Indian religious beliefs. Biting off the end of the cartridge where the soldiers would touch the fat was the issue. As the British saw it, both India and Africa benefited from British imperialism through the construction of roads and bridges, an increase in literacy rates, as well as improved methods of communication and transportation. From the Indian perspective, some negative effects included a lack of respect for their religious beliefs, taxes imposed on the Indian people to pay for British programs, and a dependency on cash crops by the British that led to widespread food shortages in India and starvation for many people. India would have to wait until 1947 to gain its independence, which came largely as a result of Gandhi's movement which was spurred by British imperialism.

The colonization of Africa and India benefited the British Empire, however, these colonies paid a huge price by sacrificing their native lands, labor, and natural resources. The extent to which this policy of imperialism shaped these nations for good or bad varies depending on the perspective considered. Clearly, there were both positive and negative outcomes of these interactions.

Anchor Level 4-B

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the effects of British imperialism in India and Africa more thoroughly than the reasons for British imperialism in India and Africa.
- Is both descriptive and analytical (since Africa had many natural resources, European countries carved up the continent; some British claimed it was the “White Man’s Burden” to civilize the people of Africa; racism has had a lasting impact on the development of Africa; Britain was interested in meeting its economic and political needs, not in meeting the African needs as the Africans saw them; African countries struggled as they gained independence; India’s location and ports supported British trade; Sepoy mutiny occurred when British offended Indian religious beliefs; taxes imposed on Indian people to pay for British programs, dependency on cash crops by the British led to widespread food shortages in India and starvation for many people; British imperialism spurred Indian independence movement)
- Supports the theme with relevant facts, examples, and details (mother country; Jewel in the Crown; Berlin Conference; Social Darwinism; increased literacy rates; construction of roads; improved methods of communication; Indian independence in 1947; Gandhi)
- 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 is in the use of analysis to highlight similarities between British imperialism in India and in Africa. Reasons for British imperialism as well as negative and positive effects are provided for both regions, demonstrating a good understanding of the task.

Since 1500, countries such as Portugal, Spain, Great Britain and France have pursued the policy of expansion known as imperialism. Imperialism was a policy countries used to expand their lands overseas. One country that pursued the policy of imperialism was Great Britain. Britain competed for colonies along with other European powers. Its impact on those it ruled can vary depending on the point of view considered.

British imperialism benefitted the empire throughout much of its history. Two regions Britain sought to imperialize were Africa and India. Great Britain obtained many natural resources from Africa. Britain took the raw materials required to support their growing factories. Britain tried to westernize Africa by imposing English education and values on the native African populations. Western political ideas, technological innovations, and Christian teachings were established within their colonies. African practices, such as polygamy, were outlawed. British values replaced indigenous traditions. Imperialism helped Britain open new markets and increase trade in their African colonies.

Many of India's natural resources were exploited solely for the benefit of Great Britain. British manufactured goods replaced the locally produced goods resulting in Indians losing their jobs and livelihood. On Indian farms, Indians were persuaded to grow cash crops instead of food crops leading to poverty and famine. Indian rights were sometimes violated. Indians were often treated as inferiors and employed as servants. Many high-level jobs went to the British causing the Indians to lack experience when they gained independence. In India, the British often used colonial people to supplement their military forces.

Anchor Paper – Thematic Essay—Level 4 – C

From the perspective of the Indian people, many aspects of imperialism were harmful to their culture and society.

From the British viewpoint, the Indian and African colonies benefited from Great Britain's policy of imperialism. Improved irrigation systems helped farming, many roads and railroads were built to help link parts of India and Africa, and telegraphs and postal systems were instituted to help people communicate. Many British schools offered Education to the native people, although learning was based on a Western model.

Imperialism thrived for decades, largely assisting empires in acquiring wealth and power. Britain also used its colonies to increase its power and security, until after World War II when economic pressure forced Great Britain to grant independence to most of its colonies. Still, many newly independent nations were left in a state of underdevelopment. The effects of British policy have created problems for all parties involved.

Anchor Level 4-C

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the effects of British imperialism on Africa and India more thoroughly than the reasons Britain engaged in imperialism in these regions
- Is both descriptive and analytical (Britain competed for colonies along with other European powers; took raw materials to support growing factories; Britain tried to westernize Africa with English education and values; British values replaced indigenous traditions; imperialism helped open new markets and increased trade in African colonies; India's natural resources exploited for benefit of Great Britain; British manufactured goods replaced locally produced goods, resulting in loss of jobs; Indians persuaded to grow primarily cash crops, leading to poverty and famine; Indian rights were sometimes violated; Indians treated as inferiors; high-level jobs went to British, causing Indians to lack experience when they gained independence; colonial people used to supplement military forces; British schools offered education based on a Western model)
- Supports the theme with relevant facts, examples, and details (Christian teachings; polygamy; employed as servants; improved irrigation; railroads; telegraph; postal systems; underdevelopment)
- 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. The response weaves reasons for British imperialism into the discussion of the effects of imperialism, demonstrating an understanding of the task. Further elaboration on information introduced would have strengthened the response.

Anchor Paper – Thematic Essay—Level 3 – A

Industrialization caused many nations to engage in a policy of imperialism to obtain natural resources. One country that engaged in imperialism was Japan during the late 1800s and in the 1900s. After the Meiji restoration in the 1930s and early 1940s, Japan conquered much of East and South East Asia, primarily for resources to fuel their industrial growth and to unify Asians.

Japan remained mostly isolated throughout the Tokugawa Shogunate to prevent outside influence. During the 1800s, the United States forced Japan to open its ports and to begin trading with the outside world. Japan realized how far they were behind the other countries in terms of advanced technology. Japan started to modernize and industrialize. However, due to the limited natural resources and the limited amount of arable land Japan had, they decided to conquer other countries for their needs. One example is Japan's takeover of Manchuria and China. Manchuria was well known for the amount of natural resources it had and since Japan was lacking resources, they invaded Manchuria and claimed its resources for Japanese industry. A second reason for Japanese imperialism was a combination of extreme nationalism and militarism. The Japanese viewed themselves as the leader of Asia.

As a result of the Meiji Restoration and engaging in imperialism, Japan started to emerge as a powerful country. They won conflicts with China and Russia, demonstrating their growing strength. However, these victories worried European powers. Japan expanded again in the 1930s and early 1940s, conquering most of East and Southeast Asia. The resources they gained from colonizing led them to increase their industrial production, improve their technology and increase their military power. However, the people they conquered experienced negative results. Japan had become more aggressive, often violating the basic

Anchor Paper – Thematic Essay—Level 3 – A

human rights of the people they conquered. One example was in China. When the Japanese troops entered China, they were responsible for committing many atrocities. During the "Rape of Nanjing" Japanese troops stormed the city and its surrounding villages, killing, beating, and raping many women. Homes and lands were destroyed. When the U.S. saw Japan expanding so rapidly, they took steps to cut off trade in certain resources to Japan. However, this did not stop Japanese leaders and they continued to be militaristic and aggressive in their foreign policy. This eventually led to the attack on Pearl Harbor which soon led both countries into war.

Since 1500, countries tried to expand using a policy of imperialism. The effects of the policy can be viewed from different perspectives. One country that engaged in imperialism was Japan. Japan conquered most of East and Southeast Asia because they needed the resources to modernize and industrialize. However, their aggression and tactics especially in the 1930s and 1940s soon led them into wars with other nations.

Anchor Level 3-A

The response:

- Develops all aspects of the task in some depth by discussing Japanese imperialism
- Is more descriptive than analytical (Japan conquered much of East and Southeast Asia for resources to fuel industrial growth; Japan had limited natural resources and arable land; victories in conflicts with China and Russia demonstrated the growing strength of Japan; Japanese victories worried European powers; Japan had become more aggressive often violating the human rights of those they conquered; Japanese troops were responsible for committing many atrocities; United States took steps to cut off trade in certain resources to Japan; Japanese militarism and aggression soon led to war)
- Includes some relevant facts, examples, and details (Meiji Restoration; Manchuria; Rape of Nanjing; homes and lands destroyed; Pearl Harbor)
- Demonstrates a satisfactory 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 3. The response uses accurate information and limited analysis to demonstrate an understanding of Japanese imperialism. Further development of the role extreme nationalism and militarism played in Japanese imperialism would have strengthened the response.

One country that has pursued imperialism globally was Great Britain. It has caused many effects on many countries in the world that are still evident today. These effects have been both positive and negative dependent upon the perspective. One area which Britain has effected through imperialism was Africa.

Africa is home to many different cultures, peoples, and languages. As a result of many years of experiencing imperialism, Africa has also been introduced to many foreign ideas, customs and beliefs. Great Britain has had a great influence in this cultural diffusion. One way Britain has influenced Africa is through religion. Before the late 1800s, Africans practiced Islam or local religions based on Animism. However, during the late 1800s, British Christian missionaries came to places in Africa like Nigeria to introduce their religion to the local people. To some, this effect has been negative on Africa, tearing apart cultures. Today, Christianity is a major religion in Africa as a result of this.

Another way Great Britain has had a lasting effect on Africa through imperialism is through the placement of artificial borders in Africa. In the late 1800's, the Berlin Conference in Europe gave Britain and other European countries control over certain areas in Africa. This conference placed artificial borders in Africa often ignoring important native tribal boundaries and disrupting the lives of the Africans. These effects are still evident today as many countries continue to deal with ethnic conflict and tribal warfare.

One major reason why Great Britain engaged in imperialism in Africa was because of its abundance of resources such as minerals, ores, spices, plants & animals, etc. Britain used resources gained in

Africa to produce industrial goods and make profits. This depleted Africa of natural resources, while benefitting Britain.

Britain displayed its interest in Social Darwinism especially in this situation. Social Darwinism is based on the idea that certain nations have emerged as more powerful than others based on the scientific theory of "survival of the fittest." The British believed they had the moral duty to civilize the natives in Africa. The British saw themselves as providing assistance to the natives they colonized. However, their actions often negatively impacted Africa's peoples and cultures. Britain's influence in Africa will take life times to wear off.

Despite this negative impact, some British contributions to Africa could be seen by some as beneficial. Along with Christian missionaries, Britain brought over higher education to Africa, improving its literacy rate. Britain also brought improved medicine and practices to Africa improving its life expectancy rate. Last but not least, Britain provided new jobs for Africans and trained them in certain areas. However, some Africans saw this as exploitation.

It is truly evident that Britain left a mark on Africa through imperialism. Many of these effects can still be seen today in Africa and across the world. Though many of the effects Great Britain caused were negative, Africa has gained many things from experiencing imperialism.

Anchor Level 3-B

The response:

- Develops all aspects of the task with little depth by discussing British imperialism in Africa
- Is more descriptive than analytical (Africa is home to many different cultures, peoples, and languages; imperialism has introduced many foreign ideas, customs, and beliefs to Africa; British Christian missionaries introduced their religion, tearing apart Africa's cultures; today Christianity is a major religion in Africa; Berlin Conference placed artificial borders in Africa, ignoring tribal boundaries; many countries continue to deal with ethnic conflict and tribal warfare; British imperialism in Africa was because of the abundance of natural resources; Britain used resources to produce industrial goods and make profits; British believed they had a moral duty to civilize natives in Africa)
- Includes some relevant facts, examples, and details (Islam; cultural diffusion; animism; Nigeria; minerals, ores, spices, plants; Social Darwinism; survival of the fittest; improved literacy rate, medicine and practices, life expectancy; exploitation)
- Demonstrates a satisfactory 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 3. The response focuses on the effects of British imperialism on traditional African cultures, incorporating isolated analysis. Although reasons the British engaged in imperialism are provided, they are less developed.

Imperialism is when a larger more dominant country takes control over a smaller country or area often for there raw materials & resources. Many countries since the 1500's have tried to imperialise & expand there rule. Some countries that are known for pursuing the policy of expansion know as imperialism are Spain, Great Britain, and France etc. The nation that had the strongest impact on its colonies was Great Britain.

Great Britain was a very powerful country and therefore tried to continually expand its rule and often had the ability to do so. It imperialised India & parts of Africa along with other countries. Great Britain wanted to control India because of their raw materials such as spices and cotton. They also took control of India and created armies out of the native people. This had negative effects on the people & their culture because they were forced to go against their beliefs. For example, the Indian soldiers had to use gun cartridges that were greased with animal fat & they had to use their mouths to rip them open. This went against their religious beliefs. Overall, Great Britain had a negative effect on India.

Another place that Great Britain colonized was Africa. They wanted huge amounts of land which was often rich with resources like gold and diamonds. In the 19th century, many European countries sent representatives to the Berlin Conference to discuss the way Africa would be "divided." African people did not have a voice in how new boundaries were established. Britain claimed large amounts of land as a result of this meeting, mostly in eastern Africa where they continued to influence trade. Britain often turned tribes against each other and forced Africans to do hard labour. Although many Africans suffered,

Anchor Paper – Thematic Essay—Level 3 – C

some good things that came with British imperialism were modernization & improvements in education. Africans were also converted to Christianity. Some people may view this as a positive outcome and others will view it as a negative.

British imperialism has effected countries all over the world. Even though imperialism effected a lot of places negatively, some good came out of it too. Without imperialism, these regions would be a lot different today.

Anchor Level 3-C

The response:

- Develops all aspects of the task with little depth by discussing British imperialism in India and Africa
- Is more descriptive than analytical (Great Britain wanted to control India because of their raw materials; Indian people forced to go against their religious beliefs; Britain wanted land and resources of Africa; many European countries discussed how Africa was to be divided; African people had no voice in new boundaries; Britain turned tribes against each other and forced Africans to do hard labor; British imperialism in Africa included modernization and improvements in education; Africans converted to Christianity)
- Includes some relevant facts, examples, and details (spices and cotton; gold and diamonds; gun cartridges greased with animal fat; Berlin Conference; eastern Africa; trade)
- Demonstrates a satisfactory plan of organization; includes an introduction that is slightly beyond a restatement of the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 3. Although focused on the task, the response consists of generalizations and overgeneralizations. A lack of development regarding the reasons and effects of British imperialism weakens the response.

Anchor Paper – Thematic Essay—Level 2 – A

Since 1500, countries have pursued a policy of expansion known as imperialism. Imperialism is when a stronger nation dominates a weaker nation for political, economic and social reasons. The effects of this policy can be viewed from different perspectives. The Spanish have engaged in imperialism many times in the past.

The Spanish engaged in imperialism in the Latin Americas. They started this because the Latin American Indians had many precious metals like gold and silver. The Spanish realized this when Christopher Columbus landed in present day Dominican Republic and Haiti. He saw all the gold they had and told the Spanish government. They were also involved to use the Indians as slaves and force them to work on plantations and factories for them. They grew their crops and make some of their goods in these countries. They mainly imperialized Central and South America to gain money.

There were many huge effects this had on the Natives of these countries. By coming to the Americas the Europeans brought diseases which wiped out cities at a time. They also worked many of them to death or just killed them while taking over. The Spanish abused many of the Indians. This caused a major decline in their population. The Indians today still don't have their own homeland. They are independent but they will never get back their Aztec or ancestors cities that were destroyed. This also had a major effect on the culture of these countries. Most of Latin and South Americans speak Spanish not what the Indians used to speak. Very little of the people in these countries even celebrate Indian Festivals and cultural events. Many of the old Indian cities were destroyed and even some built on top of covering up their art and architecture. Many of the Indians don't celebrate their

Anchor Paper – Thematic Essay—Level 2 – A

past religious beliefs as well. Some are illegal but most of the Latin Americans are Christian because they were forced to by the Spanish.

The Spanish are one of many nations to practice imperialism. Imperialism has a huge effect on the nations being conquered. The Spanish left many huge impacts on the Latin and South American countries and cultures. They changed the way of life for many people.

Anchor Level 2-A

The response:

- Minimally develops all aspects of the task by discussing the effects of Spanish imperialism in Latin and South America
- Is primarily descriptive (Latin American Indians had many precious metals like gold and silver; Spanish used the Indians as slaves and forced them to work on plantations and in factories; Europeans brought diseases which wiped out cities; they will never get back their Aztec or ancestor's cities that were destroyed); includes faulty analysis (when Christopher Columbus landed in present day Dominican Republic and Haiti, he saw all the gold they had)
- Includes very few relevant facts, examples, and details (imperialized to gain money; Latin Americans speak Spanish; Christian because they were forced to by the Spanish)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that restates the theme

Conclusion: Overall, the response fits the criteria for Level 2. Although the reasons for imperialism are weakly developed, several relevant details are included in the discussion of the negative effects of Spanish imperialism, demonstrating a basic understanding of the task. However, the repetition of facts and ideas weakens the response.

Imperialism has been used as a factor for many countries to implement their traditions, culture, & customs to increase trade within their empire. Other reasons which Great Britain used imperialism was to expand their empire. This new thought of imperialism brought upon in Great Britain effected regions of India & China. Imperialism was used to increase trade, spread & contributed toward cultural diffusion.

Great Britain is a perfect example of imperialism because in China during the Opium War, Great Britain controlled the trade between them. The reason for the Opium War was because China didn't want Britain selling opium to them, but obviously Britain refused. The reason for this was that the Chinese were getting too addicted to opium & their "bank" account was dwindling down. Since silver was an important currency at that time, Britain said no. After the war, Britain gained a huge sphere of influence in which Britain gained a extraterritoriality policy in the Treaty of Nanjing.

Britain also had a huge imperialistic effect in India too. In the time of the British East India Company, Britain imposed a new form of government in which was a twin of Parliament back in Britain. This government was a reason for taking over in India; it provided a broader spectrum for India. This is what Britain thought of this. This reason for imperialism was to establish their government on other countries.

In the view of the people being imperialised on, it might've not been fair. Back to India, when the British imposed their government on the Indians, they didn't include a Indian representative for India. So, it meant that India was being governed by British men not Indian men. This of course looked horrible & made the Indians feel powerless. Same country; when the English government implemented that the cartages

Anchor Paper – Thematic Essay—Level 2 – B

be greased with pig fat, this was a huge insult to the Muslims especially. The Sepoy War was a rebuttal towards this implementation.

Overall, the imperialistic power of Great Britain mostly benefited the British & imposed “horrific” rule on those being imperialized on. The British implemented the use of imperialism to increase trade & established other forms of government on foreign countries.

Anchor Level 2-B

The response:

- Minimally develops all aspects of the task by discussing British imperialism in China and India
- Is primarily descriptive (imperialism was used by Britain to expand their empire; imperialism was used to increase trade; Britain sold opium to China; Britain gained a sphere of influence after the war; India was being governed by British men, not Indian men; Indians felt powerless; Muslim soldiers insulted by cartridges greased with pig fat); includes weak application (Chinese were getting addicted to opium and their bank account was dwindling down)
- Includes few relevant facts, examples, and details (cultural diffusion; Opium War; silver; British East India Company; Sepoy War); includes several inaccuracies (Great Britain controlled trade between China and them during the Opium War; British gained an extraterritoriality policy in the Treaty of Nanjing; Britain imposed a new form of government in India)
- Demonstrates a general 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 2. The response demonstrates a limited understanding of the reasons for and the effects of British imperialism. However, a lack of chronology and development weakens the response.

Anchor Paper – Thematic Essay—Level 2 – C

Since 1500, countries have pursued a policy of expansion known as imperialism for a variety of reasons. The effects of this policy can be viewed from different perspectives. Many countries don't believe imperialism is an effective way of expansion because of issues and problems it can lead to. Then on the other hand, many countries use imperialism for their own country's gain.

One country that engaged in imperialism since 1500 is Japan. Japan engaged in imperialism for the country's benefit. Since Japan was an isolated country and was surrounded by bodies of water, they didn't maintain a lot of raw materials. They used imperialism to control and take over other countries so that they could maintain more raw materials. Japan extended its territory during World War 2 by engaging in imperialism.

Japan was not a very industrialized country, which means that they needed to take over other countries to gain raw materials to help them industrialize fast. When imperialism was engaged in Japan, its people benefitted. I would say that they benefited because with the gain of raw materials, they probably struggled less with the need of food, homes, and jobs. On the other hand, I believe that the society that was taken over by Japan did not benefit. They would have had a loss in raw materials, making low production, which means less money for the economy and people lost their job. Another downfall for the society that was taken over was that they were not an independent society no more, someone was ruling them and they weren't able to take charge.

Japan benefited from the use of imperialism. They gained land, which meant more territories, they gained raw materials, which meant that there was a high production rate, which also means there was a gain

Anchor Paper – Thematic Essay—Level 2 – C

in money and jobs. With more jobs, the lower class rate decrease as people and the economy got wealthier. The conqueror, Japan, benefited a lot when engaging with imperialism.

In conclusion, imperialism in Japan had both great and effects on its society and the societies they took over. Japan engaged in imperialism for its own personal gain, such as increase in territory and raw materials for industrialization.

Anchor Level 2-C

The response:

- Minimally develops all aspects of the task by discussing Japanese imperialism
- Is primarily descriptive (used imperialism to take over other countries; Japan needed raw materials to industrialize; society taken over lost independence; Japan gained money and jobs); includes faulty analysis and weak application (since Japan was an isolated country and surrounded by water, it did not maintain a lot of raw materials; society taken over had a loss in raw materials making low production which means less money for the economy and job loss)
- Includes few relevant facts, examples, and details (World War II; increase in territory)
- Demonstrates a general plan of organization; lacks focus; contains an introduction and conclusion that are slightly beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. The treatment of Japanese imperialism is comprised of generalizations woven into a narrative that outlines the topic, but lacks details and development such as chronological references. Faulty conclusions further weaken this response.

Anchor Paper – Thematic Essay—Level 1 – A

Since the 1500s countries have pursued a policy which dealt with expansion called imperialism. These countries had a variety of reasons to try and expand. The different effects of imperialism are seen differently depending on which point of view you look at it with.

South America was imperialized by both the Spanish and Portuguese. For the people who are imperializing a nation it is very beneficial, they are able to get natural resources and money. The nation that is getting imperialized often does not benefit. Most often the nations getting imperialized are taken advantage of. When the Nation has been imperialized and they are working often times they are working long and hard and not being fairly paid.

The country that is doing the imperializing is often on the better end. They get to exploit the Nation that they have expanded to. A lot of times they use the natural resources from the nation they imperialized to make products for themselves.

The Nation that has been taken over more times than not are on the bad end of the deal. They get paid low wages for long hours of hard work. Often times the Religion of their mother country is forced upon them. They have no choice but to begin to follow the religion they are told, or else they are punished. Even though they may not like the way their lives are being changed they have to learn to deal with it.

Thinking about revolting is not an option for them because they do not want to be punished by military force

Needless to say you would not want to be the country or nation being imperialized.

Anchor Level 1-A

The response:

- Minimally develops some aspects of the task by mentioning reasons for and discussing effects of imperialism from different viewpoints
- Is descriptive (South America was imperialized by the Spanish and Portuguese; nations that are imperialized are taken advantage of; imperializing nations use natural resources from imperialized nations to make products for themselves; religion of mother country forced on them)
- Includes few relevant facts, examples, or details (paid low wages for long hours of hard work; can be punished by military force)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a very brief conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The response mentions a reason for imperialism. Details about the effects of imperialism on South America are not well developed; however, they demonstrate a limited understanding of the task.

Anchor Paper – Thematic Essay—Level 1 – B

Since 1500, countries including Japan have adopted an economic policy of imperialism. The effects can either be short-term or long term depending. Japan can be considered one of the best examples of an imperialist nation.

There are several things that caused Japan to become an imperialist nation. It was mainly due to the fact that Japan did and does lack natural resources. Japan is an archipelago and it has a very mountainous terrain, which wasn't good for agriculture. And, unlike the Middle East or England there weren't large deposits of oil, iron or coal. After a 200 year period of isolation known as the Tokugawa shogunate Japanese leaders realized that they should import the raw materials necessary. Imperialism was very appealing because it was a cost effective way of gaining the natural resources that Japan lacked.

The period in which Japan practiced imperialism is now known as the Meiji Restoration. During this time as well as being an imperial nation Japan modernized and improved its military. There are various ways that one can say imperialism effected Japan depending on their perspective. For example, one of the most lasting effects was cultural diffusion. Japan's culture would be most similar to China, North Korea, and South Korea. These countries, even to this day have similar languages and writing systems. Another effect of imperialism in regards to Japan was that, it gave their economy an opportunity to grow to become what it is today. Today, Japan is one of the most advanced countries with a very stable economy.

In conclusion, Japan was influenced by imperialism in several ways. It allowed the economy to flourish even though they lacked many natural resources. And, it increased cultural diffusion between Japan and its neighboring countries.

Anchor Level 1-B

The response:

- Minimally develops some aspects of the task by discussing the reasons for Japanese imperialism
- Is descriptive (Japan lacks natural resources; Japan is mountainous, which was not good for agriculture; Japan modernized and improved its military; gave Japan's economy an opportunity to grow); includes faulty analysis (imperialism was appealing because it was a cost-effective way of gaining natural resources; one of the lasting effects was cultural diffusion; Japan's culture would be most similar to China, North Korea, and South Korea)
- Includes few relevant facts, examples, or details (Tokugawa shogunate; Meiji Restoration; oil, iron, and coal; archipelago)
- 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 restate the theme

Conclusion: Overall, the response fits the criteria for Level 1. The response shows some understanding of the task and provides some development of the reasons for Japanese imperialism. However, the discussion of the effects of imperialism is faulty.

Thematic Essay—Practice Paper – A

Ever since the 1500s, countries have expanded for many reasons, some with the goal to be more powerful and some to gain resources. This expansion is known as imperialism. The effects could be seen as positive or negative from different perspectives.

One country that engaged in imperialism was Spain. The Age of Exploration resulted in Spanish exploration and “discovery” of the Americas. Conquistadors Cortez and Pizarro were motivated to locate and exploit vast deposits of gold and silver. This led to an increase in European wealth at the expense of the native population. Later, Spain established a plantation economy in the Americas growing crops like sugar. The relationship between the mother country and colonies supported Spain’s economic policy of mercantilism.

The people living in the Americas were greatly effected by imperialism. They thought it was unfair how the Spanish had imposed their Christian religion, language and ways of life in the Americas. Later, when the American and French Revolutions occurred, the people of Latin America saw an example of others revolting against their colonial rulers. The people of the Americas began to do the same, organizing revolts against the Spanish. One famous leader of Latin American independence movement was Simon Bolivar who led a revolution helping to end Spanish rule.

Clearly, imperialism benefits the mother country often at the expense of the colonized. In this case the Spanish exploited the resources and people of the Americas. The effects of this relationship ultimately resulted in revolution. Spanish influence has stayed important in the Americas for a long time.

Thematic Essay—Practice Paper – B

Imperialism can be connected in many ways to industrialization and nationalism. Though mother-countries often times benefitted economically, the effects on the nations colonized could be viewed as both positive and negative. Many European nations were involved with this policy of expansion such as Great Britain, France, Spain, Italy and Portugal. Of all these nations, Great Britain was dominant at this European competition.

Great Britain was involved in a rapid period of colonization which left them in control of the largest empire in history. They controlled many regions of the world including much of Africa, the subcontinent of India, and extensive lands in the Americas. The motivations driving the expansion of England included, the need for raw materials as well as the desire to outpace international competition for colonial growth. With the Industrial Revolution in its prime, Great Britain saw the need for increased raw materials from other nations as well as markets to sell the goods it produced to increase the wealth of their nation. Technological innovations such as the steam engine, factory system, and railroads further contributed to the demand for raw materials. Some of these advancements provided methods of transportation to ship these resources to coastal ports. Great Britain took many raw materials from Africa such as diamonds and gold. Another reason Great Britain engaged in imperialism was for the power and the glory that it desired on the international stage. Britain justified this policy through Social Darwinism. This idea promoted imperialism because it claimed that stronger nations were meant to take over weaker ones based on an argument of "survival of the fittest". England expanded its empire for military and naval bases which was part of the competition among European nations.

Thematic Essay—Practice Paper – B

One effect of imperialism on Great Britain was that their economy flourished. They became prosperous from exporting manufactured goods to their colonies. They placed taxes on these products which increased revenues.

One of many nations Great Britain had an impact on was India. From a British perspective, they helped India become more western and technologically advanced. A negative effect on the people of India was that Britain established a money economy which took away many jobs and the Indian economy suffered as a result. In addition, Britain replaced Indian traditional goods with their own manufactured goods, this along with imposed taxes further damaged the Indian economy. While there were some technological improvements and beneficial ideals brought to the subcontinent, there were also many ways imperialism harmed India.

Imperialism for Great Britain allowed the empire to grow far beyond its borders. This policy of expansion caused cultural diffusion in many colonies. Great Britain grew and became one of the world's most industrialized and successful empires. Unfortunately, for those who were colonized, imperialism left its mark on their cultures and lands. It was both a blessing and a curse.

Thematic Essay—Practice Paper – C

Since the 1500s, many countries have expanded past their borders. These countries used imperialism to take over other countries so that they could have them under their control. There are many reasons that a country would want to follow a policy of imperialism. Some reasons would include power, increased trade, and the desire for natural resources. The effects of imperialism can be viewed as both negative and positive depending on what perspective one looks at it from. One nation that championed imperialism was England. It was said that the sun never set on the British empire, as Great Britain had established colonies all around the world. Great Britain had expanded to India, Hong Kong, the Americas, and parts of Africa. They used imperialism to expand their profits and power and to build an empire.

Great Britain had imperialized parts of India because India had many natural resources, including cotton, diamonds, and spices. In 1750, the British industrial revolution increased the demand for more natural resources. India provided raw materials to Great Britain. In exchange, Great Britain would export manufactured goods to new markets in India for a profit. England also expanded its empire into places such as Hong Kong, a strategic location, which allowed them to trade more in East Asia. By expanding into Hong Kong, England had better access to the markets in China and Japan. England also colonized some parts of Africa during a period known as the Scramble for Africa. By doing this, England gained many new natural resources and exploited indigenous people for cheap labor. This helped England's industries increase profits and production. In previous centuries, England expanded into the Americas building a North American colonial empire. England sought a favorable balance of trade with

Thematic Essay—Practice Paper – C

its policies toward its colonies in the Americas. The era of mercantilism led to British profits based in part on the triangular trade which included the trans-Atlantic slave trade. Building wealth through both trade and exploitation was a cornerstone of British imperialism.

In India, many people viewed imperialism as a negative influence on their lives. The people of India said it was unfair to have to send their raw materials to England only to be forced to purchase British finished products, which sold for less than the Indian ones. Instead Indians wanted to rebuild and develop their own industries. As a result, Ghandi led a nonviolent campaign in hopes of achieving Indian independence from England. Using civil-disobedience, Indians engaged in boycotting British goods and held events like the Salt March. Gandhi called on Indians to weave their own cloth and restore their traditional crafts. Eventually, India was able to achieve her independence by utilizing Gandhi's methods. The people of India resented imperialism because it destroyed their traditional economy and limited their political freedoms.

The expansion of England into Africa was also seen as negative from the perspective of the Africans. The Africans had their own tribal cultures and England attempted to replace them with English culture. Africans receiving an English education were forced to give up their tribal customs and beliefs, and instead adopt western ways. Eventually, England was forced to give their African colonies independence, but the effects of imperialism would plague Africa for years to come. African leaders had limited experience running modern countries because their economies and governments had been controlled by England for such a long time. Great Britain's failure to

Thematic Essay—Practice Paper – C

consider tribal boundaries and cultural differences when they were establishing colonies resulted in ethnic conflicts. Ethnic groups were often split into different countries and sometimes enemies found themselves inside the same country. Because of this, nationalism has been hard to build in these independent African countries. Conflicts in places like Nigeria have led to wars and bloodshed. The British imperial legacy continues to have an impact on Africa.

England expanded its empire to become one of the largest in history. The sun never did truly set on the British empire. Like many other countries, England engaged in imperialism for power, natural resources, trade and sources of labor. For the people who were colonized, imperialism was seen as a destructive policy. Yet, for Britain, imperialism was the method by which it acquired huge profits and international power. The effects of imperialism change depending on what perspective one views imperialism through.

Thematic Essay—Practice Paper – D

Since 1500, countries have pursued a policy of expansionism known as imperialism for a variety of reasons. The effects of this policy can be viewed from different perspectives. All over the world, there are nations who engaged in imperialism or nations who were affected by it.

One nation who engaged in imperialism was England. England was a region who tried to take over parts of Africa, especially the South. England wanted Africa's diamonds, gold, and rubber. By overpowering South Africa, and exploiting their goods. Great Britain became a very powerful nation.

South Africa was not pleased by the way they were being treated. Africa also did not have any other choice than to let Great Britain take full advantage of their treasures. Africa was always known as the "dark continent," but ever since Britain exploited it, much of our goods, such as diamonds and gold are from Africa.

Although the Africans were abused, they were still a big impact on the global economy, even today.

Imperialism is the policy of one country often with a strong economy taking over a weaker country, many times to obtain their resources. For example, Great Britain engaged in imperialism by claiming large areas of Africa after the Berlin Conference. Due to Great Britain's use of imperialism, the colonies under British control in Africa experienced many long lasting negative effects.

In the 1700s, the Industrial Revolution began in Britain. This helped the British become a world powerhouse in terms of economic strength. This was a time when many factories were built and many people moved to cities. As the British grew stronger, they started engaging in imperialism in order to obtain more resources and markets for their growing economy. The British had the desire to expand their empire around the world often in search of resources that the British could use to benefit themselves. They could also use the civilians in these areas to work for them at very low wages. One area in particular where there was a lot of British influence was in Africa. Many of the other European countries competed for colonies in Africa, including Belgium, France, Portugal, Spain, Germany, and Italy. These countries feared Africa would be carved up before they got a piece of it. As a result, Germany's Bismarck's hosted a meeting to discuss the ground rules for dividing up Africa. Yet, there was one voice missing from this discussion, the African one. This land in Africa was split in a peaceful manner, however, there was African resistance. Each European country exploited resources in the territories they controlled. Although, the European countries benefitted from imperialism, the African colonies did not.

As a result of the British control in Africa, newly independent African countries were left with very poor economies and weak and

Thematic Essay—Practice Paper – E

inexperienced governments. During the times of the British involvement in Africa, Africans were treated horribly. There were strict requirements and harsh racist laws backed by severe punishments. Many Africans died as a result of the British involvement in Africa. The British policies in Africa reflected an interest in benefitting themselves. Africans were forced to work in mines and in fields under dangerous conditions, and faced limited access to British education and high-level government positions. After independence, many countries in Africa of the continent were poor and had corrupt governments. Still today Africa is feeling the effects of the imperialism as it is home to some of the weakest economies in the world. Ethnic boundaries were largely ignored when the British and other European countries carved the continent, which led to conflict after independence. Consequently, some African groups went to war with one another, in some cases leading to genocide. There were multiple negative effects because of European imperialism.

Due to Great Britain's imperialism in Africa, colonies under British control had many long lasting negative effects. Although Africa contains many 3rd world countries, the question still lingers. Would Africa be as poor as it is today if imperialism hadn't occurred?

Practice Paper A—Score Level 3

The response:

- Develops all aspects of the task with little depth by discussing Spanish imperialism in the Americas
- Is more descriptive than analytical (Age of Exploration resulted in Spanish “discovery” of the Americas; conquistadors motivated to locate and exploit deposits of gold and silver; led to an increase in European wealth at the expense of the native population; Spain established plantation economy in the Americas; relationship between the mother country and colonies supported Spanish economic policy; people thought the imposition of Spanish religion, language and way of life was unfair; Spanish influence has stayed important in the Americas for a long time)
- Includes some relevant facts, examples, and details (Cortez; Pizarro; gold and silver; sugar; mercantilism; Christian religion; Simón Bolívar; Latin American independence)
- Demonstrates a satisfactory 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 3. The response demonstrates an understanding of Spanish imperialism in the Americas by mentioning a reason for Spanish imperialism and stating its effects on both the Spanish and the natives. The inclusion of additional facts and details would have strengthened the response.

Practice Paper B—Score Level 4

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the reasons for British imperialism in Africa and India more thoroughly than the effects of British imperialism
- Is both descriptive and analytical (imperialism can be connected to nationalism and industrialization; Great Britain controlled largest empire in history; motivation included need for raw materials and desire to outpace international competition for colonial growth; technological innovations contributed to the demand for raw materials; desire for power and glory on international stage; justified imperialism through Social Darwinism; expanded empire for naval and military bases; British economy prospered by exporting manufactured goods to colonies; India became more technologically advanced; established a money economy which took away many jobs and the Indian economy suffered)
- Supports the theme with relevant facts, examples, and details (Industrial Revolution; mother country; steam engine; factory system; railroads; coastal ports; diamonds and gold; survival of the fittest; taxes)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. The response discusses positive and negative effects of British imperialism from the British and Indian perspective. Use of some good analytic statements related to the political and economic reasons for imperialism demonstrates a good understanding of the task.

Practice Paper C—Score Level 5

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing British imperialism in India, East Asia, America, and Africa, the reasons Great Britain engaged in imperialism, and the effects of imperialism from the perspective of the societies taken over
- Is more analytical than descriptive (Industrial Revolution increased the demand for natural resources in Britain; India provided raw materials and Great Britain exported manufactured goods for a profit; expansion of British empire into East Asia for better access to markets in China and Japan; in Africa, England gained natural resources and exploited indigenous people for cheap labor; England sought a favorable balance of trade in American colonies; Africans receiving an English education were forced to give up their tribal customs and beliefs, and adopt western ways; effects of imperialism plagued Africa for years to come; Africans leaders had limited experience running modern countries; Great Britain's failure to consider cultural differences when establishing colonies has resulted in ethnic conflicts in Africa)
- Richly supports the theme with relevant facts, examples, and details (Sun never set on the British Empire; cotton, diamonds, and spices from India; Scramble for Africa; mercantilism, triangular trade, transatlantic slave trade; Gandhi; nonviolent campaign; civil disobedience; boycott; Salt March)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 5. The discussion of the reasons for British imperialism addresses a wide variety of regions that were colonized. The response uses analysis to connect the reasons for the expansion of the British Empire, doing a good job of demonstrating how British imperialism led to its rise as a world power, but also discussing how it had long-lasting negative consequences on some of the locations involved. The strength of the response is in the discussion of the effects of imperialism in India and Africa.

Practice Paper D—Score Level 1

The response:

- Minimally develops all aspects of the task by briefly describing Great Britain's imperialism in Africa
- Is primarily descriptive (England tried to take over parts of Africa; Britain exploited the goods of Africa); includes faulty application (Africa was always known as the dark continent but ever since Britain exploited it, much of our goods are from Africa)
- Includes few relevant facts, examples, and details (South Africa; diamonds, gold); includes some inaccuracies (rubber in South Africa; Africa let Great Britain take full advantage of their treasures)
- Demonstrates a general plan of organization; lacks focus; includes an introduction that restates the theme and a very brief conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Although the response briefly mentions all aspects of the task, the development is minimal. An awareness of relevant information is evident, but in many instances, application is weak or inaccurate.

Practice Paper E—Score Level 3

The response:

- Develops the task but discusses the reasons Britain engaged in imperialism in Africa less thoroughly than the effects of imperialism
- Is more descriptive than analytical (imperialism is the policy of a country with a strong economy taking over a weaker country for resources; Industrial Revolution began in Britain and helped it become a world powerhouse in terms of economic strength; engaged in imperialism to obtain resources and markets for their economy; used civilians in these areas to work for low wages; European countries competed for colonies in Africa; African voice missing from the discussion; newly independent African countries were left with poor economies and had corrupt governments; strict requirements and laws in colonies; British policies reflected interest in benefiting themselves; Africans faced limited access to British education and high-level government positions; ethnic boundaries were ignored which led to conflict)
- Includes some relevant facts, examples, and details (Berlin Conference; Belgium, France, Portugal, Spain, and Italy; Germany's Bismarck; mines; war; genocide)
- Demonstrates a satisfactory 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 3. The focus of the response is primarily on the effects of imperialism from an African perspective, demonstrating an understanding of the task. The response relies on generalizations to discuss reasons for imperialism and would have benefited from further development.

Global History and Geography Specifications

January 2016

Part I

Multiple Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Imperialism	Standards 2, 3, 4, and 5: World History; Geography; Economics; Civics, Citizenship, and Government
Document-based Essay	Power; Human Rights; Justice; Citizenship; Environment and Society; Political Systems; Conflict; Diversity; Movement of People and Goods; Scarcity	Standards 2, 3, 4, and 5: World History; Geography; Economics; Civics, Citizenship, and Government

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

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

The *Chart for Determining the Final Examination Score for the January 2016 Regents Examination in Global History and Geography* will be posted on the Department’s web site at: <http://www.p12.nysed.gov/assessment/> on the day of the examination. Conversion charts provided for the previous administrations of the Global History and Geography examination must NOT be used to determine students’ final scores for this administration.

Submitting Teacher Evaluations of the Test to the Department

Suggestions and feedback from teachers provide an important contribution to the test development process. The Department provides an online evaluation form for State assessments. It contains spaces for teachers to respond to several specific questions and to make suggestions. Instructions for completing the evaluation form are as follows:

1. Go to <http://www.forms2.nysed.gov/emsc/osa/exameval/reexameval.cfm>.
2. Select the test title.
3. Complete the required demographic fields.
4. Complete each evaluation question and provide comments in the space provided.
5. Click the SUBMIT button at the bottom of the page to submit the completed form.