

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

VOLUME
2 OF 2
DBQ

GLOBAL HISTORY AND GEOGRAPHY

Tuesday, January 24, 2017 — 9:15 a.m. to 12:15 p.m., only

RATING GUIDE FOR PART III A AND PART III B (DOCUMENT-BASED QUESTION)

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

Contents of the Rating Guide

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

- A question-specific rubric

For **Part III B** (DBQ) essay:

- A content-specific rubric
- 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 procedures on page 2 are to be used in rating papers for this examination. More detailed directions for the organization of the rating process and procedures for rating the examination are included in the *Information Booklet for Scoring the Regents Examination in Global History and Geography and United States History and Government*.

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THE STATE EDUCATION DEPARTMENT
Albany, New York 12234

Rating the Essay Question

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

Rating the Scaffold (open-ended) Questions

- (1) Follow a similar procedure for training raters.
- (2) The scaffold questions are to be scored by one rater.
- (3) The scores for each scaffold question must be recorded in the student's examination booklet and on the student's answer sheet. The letter identifying the rater must also be recorded on the answer sheet.
- (4) Record the total Part III A score if the space is provided on the student's Part I answer sheet.

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

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

Global History and Geography
Part A Specific Rubric
Document-Based Question
January 2017

Document 1

. . .The Indian Mutiny [1857] had come as a nasty shock, especially since British rule in India had appeared so secure. In order to prevent such an outbreak again, the authority for governing British India was removed from John Company [the British East India Company] and placed in the hands of the Crown. Queen Victoria became Empress of India, and her personal representative in the country was to be the Viceroy, who replaced the Governor-General, the administration of India being controlled by the India Office in London. The British Army presence in the country, as opposed to what was now called the Indian Army, was increased to 65,000 men, and as a general principle every garrison was now to contain at least one British regiment. . . .

Source: Charles Messenger, *British Army*, Bramley Books, 1997

1 According to Charles Messenger, what is *one* way the British attempted to strengthen their control over the Indian subcontinent after the Indian Mutiny?

Score of 1:

- States a way the British attempted to strengthen their control over the Indian subcontinent after the Indian Mutiny according to Charles Messenger
Examples: authority for governing was removed from the John Company or from the British East India Company; authority for governing was given to the British Crown; Queen Victoria became Empress of India and ruled through her personal representative/the Viceroy in India; the Viceroy replaced the Governor-General; administration of India would be controlled by the India Office in London; the British Army presence in India was increased to 65,000 men; every garrison was required to have at least one British regiment; the size of their army was increased

Score of 0:

- Incorrect response
Examples: authority for governing India was given to John Company; the British Army was replaced; Indian Army was increased; British governor was removed from John Company
- Vague response
Examples: it appeared secure; it came as a nasty shock; at least one British regiment; there was an Indian office; it was to prevent an outbreak
- No response

Document 2

. . .How the Raj treated the famines of the 1870s and 1890s says much about its character. Original prognoses [predictions] about railway and canal expansion were probably correct, although there is no exact method of calculating precisely the numbers saved by food distributed by rail. Many more would have died if there had been no extension of the rail network; of this we can be certain. Likewise, as [British Viceroy] Curzon appreciated in 1903 when he initiated a new, ambitious policy of digging more canals, artificial irrigation saved lives. But humanitarianism was always balanced by pragmatism [practicality] and the Raj never lost sight of the need to pay its way. Technical improvements which made Indians less vulnerable to the wayward forces of nature were also contrived [planned] to enrich them [Indians] and, through taxation, the government. The waterways which rendered hitherto arid regions of the Sind and the Punjab fruitful added to the government's revenue. A Punjabi district which had been assessed at £15,000 annually before irrigation was rated at £24,000 afterwards. . . .

Source: Lawrence James, *Raj: The Making and Unmaking of British India*, St. Martin's Griffin, 1997 (adapted)

2 According to Lawrence James, what is *one* action taken by the Raj that aided the Indian people and strengthened British rule?

Score 1:

- States an action taken by the Raj that aided the Indian people and strengthened British rule according to Lawrence James
Examples: technical improvements made Indians less vulnerable and through taxation enriched the government; extension of the rail network allowing food distribution during famines, thus saving lives; policy of digging more canals allowed irrigation and saved lives; construction of new waterways made arid regions of the Sind and Punjab fruitful and added to government revenue; made technical improvements; constructed new waterways; increased the fruitfulness/value of the Punjabi district with irrigation; rendered arid regions fruitful; provided humanitarian aid; prevented famine; extended railways

Score of 0:

- Incorrect response
Examples: the Raj never needed to pay its way; the Punjab district assessed at £15,000 annually before irrigation was rated at £24,000 afterwards; Curzon appreciated the initiation of new policies; contrived to enrich them; needed to pay their way
- Vague response
Examples: many more would have died; ambitious policies; added to government revenue; technical; humanitarianism was always balanced by pragmatism
- No response

Document 3

. . .New schools were started by the British, by princely governments, by missionaries, and by private enterprise. These schools were at all levels, including universities. The English language was used in all schools of higher education. Though only a tiny minority of Indians attended these schools, those who did received a fine English education (facility [fluency] in English became the badge of an educated man). They studied English ideas about democracy and nationalism, and became the eventual leaders of the movement for Indian independence. . . .

Source: Milton Jay Belasco, *India-Pakistan: History, Culture, People*, Cambridge Book Company, 1968

3 According to Milton Jay Belasco, what is *one* way the British and others influenced Indian culture?

Score of 1:

- States a way the British and others influenced Indian culture according to Milton Jay Belasco
Examples: new schools, including universities, were started; use of the English language in all schools of higher education; fluency in English became the badge of an educated man; studies of English ideas about democracy and nationalism influenced eventual leaders of India's independence movement; provided access to English education for some Indians; established schools that provided a fine English education; started schools/universities; established an elite system of education; missionaries; by private enterprise

Score of 0:

- Incorrect response
Examples: all Indians spoke English; English language was not used in schools of higher education; there were princely governments; only a tiny minority attended
- Vague response
Examples: language was used; it was a badge; it was a movement; received education; schools were at all levels
- No response

Document 4

. . . If the bureaucracy of the British Raj was a kind of despotism, it was a very different kind from that which the Indian people had experienced before the British came.

In the first place, the British Raj was stronger than any of its predecessors, stronger even than the Mogul Empire, and this enabled it to keep India, as never before, safe from attack without and united and at peace within. The old menace of invasion was dispelled [eliminated]. No hostile army crossed the frontier till 1942. The countryside was no longer swept from time to time by warring and rapacious [aggressive] hosts. The main highways were no longer infested by bands of brigands [bandits]. Villagers could sleep of nights: their lives and property were safer now than they had ever been.

Secondly, the British Raj replaced arbitrary despotism by the rule of law. By becoming British subjects many millions of Indians acquired 'a government of laws, not of men', and therewith as full a protection of their personal rights by impersonal justice and as wide a measure of civil liberty as any people in the world enjoyed. As to the content of the law, the existing laws were consolidated and codified in accordance with 'the indisputable principle', as a British parliamentary committee put it, 'that the interests of the Native subjects are to be consulted in preference to those of Europeans whenever the two come into competition, and that therefore the laws ought to be adapted rather to the feelings and habits of the Natives than to those of Europeans'. The adoption of English judicial procedure, it is sometimes argued, was unwise, since it was ill suited to the backward conditions of Indian country life. But otherwise the creation of the new courts of justice was an almost unqualified gain. They obtained, wrote an experienced Indian nationalist, 'a prestige and authority unknown in Asia' outside the areas of European rule. They planted in the Indian mind a new respect for law as something to which even the strongest Government must bow. The value of this gift has yet to be put to its final proof; for it is on allegiance to a sovereign law that the peace and stability of the free India of the future must mainly depend. . . .

Source: Sir Reginald Coupland, *India: A Re-Statement*, Oxford University Press, 1945 (adapted)

4a What is *one* way Sir Reginald Coupland believes the British Raj improved life for the Indians?

Score of 1:

- States a way Sir Reginald Coupland believes the British Raj improved life for the Indians
Examples: the strength of the British Raj kept Indians safe from attack; kept Indians united and at peace within the country; eliminated the menace of invasion; no hostile army crossed the frontier until 1942; warring hosts no longer threatened the countryside; bands of brigands no longer infested the main highways; villagers could sleep knowing their lives and property were safe; the British Raj replaced arbitrary despotism by the rule of law; as British subjects, Indians acquired a government of laws and not of men; Indians acquired personal rights and civil liberties; existing laws were consolidated and codified in favor of native interests; courts of justice gained a prestige and authority unknown in Asia; Indians gained a new respect for laws; creation of new courts of justice; Indians no longer felt threatened; English judicial procedure was adopted

Score of 0:

- Incorrect response
Examples: the old menace of invasion was made stronger; the British Raj was replaced by arbitrary despotism; unwise procedures replaced backward conditions
- Vague response
Examples: countryside was no longer swept; adoption was unwise; it was obtained; it was the final proof; it was a lasting gift
- No response

4b Based on this excerpt, what is Sir Reginald Coupland's view of Indian people?

Score of 1:

- States Sir Reginald Coupland's view of Indian people based on this excerpt
Examples: as victims of arbitrary despotism; they were too weak to protect themselves; he thinks Indians developed a new respect for laws; a people subject to invasions; a people who lacked safety on highways/in villages; as becoming peaceful and free under laws codified by the British; they needed help from others; he thinks some Indians lived in backward conditions

Score of 0:

- Incorrect response
Examples: they were stronger than the British; as people deserving to have authority over Europeans in Asia; as having the strongest respect for the law; as warring and aggressive hosts; as a hostile army; hostile; experienced; peaceful
- Vague response
Examples: free; arbitrary; subject to Great Britain
- No response

Document 5

. . .The roots of Hindu-Muslim animosities [hatred] can be traced in part to British policy. The British rulers, in an effort to maintain authority over the vast lands of India, encouraged Indians to direct discontent against other Indians rather than against the British rule. As the desire for independence grew, the British undermined the Muslims' trust in the Indian National Congress. Muslims feared the Congress spoke only for Hindu interests. Generally, the Muslim political party—the Muslim League—cooperated with the British in return for safeguards and concessions. When the British established elections for the central legislative council [1909], they made the Muslims into a separate electoral group. “Divide and rule” was the British policy. It was in the British interest to foster Muslim separatism. . . .

Source: Donald J. Johnson, et al., “Why Hindus and Muslims Speak Hate,”
Through Indian Eyes, CITE Books

5a Based on this excerpt from *Through Indian Eyes*, what is *one* example of the British fostering Hindu and Muslim animosities?

Score of 1:

- States an example of the British fostering Hindu and Muslim animosities based on this excerpt from *Through Indian Eyes*
Examples: they encouraged Indians to direct discontent against each other; the British weakened the Indian National Congress by strengthening Muslim fears; they strengthened Muslim fears that the Congress only spoke for Hindu interests; British created a separate Muslim electoral group; undermined the Muslims' trust in the Indian National Congress; they used a “divide and rule” policy; they fostered Muslim separatism; gave safeguards and concessions to Muslims in return for cooperation

Score of 0:

- Incorrect response
Examples: encouraged Indians to express their discontent against British rule; they strengthened Muslims' trust in the Indian National Congress; they abandoned the “divide and rule” policy; maintained authority over vast lands of India
- Vague response
Examples: cooperated and provided safeguards; established elections; Muslim political party; British policy
- No response

5b Based on this excerpt from *Through Indian Eyes*, what is an action taken by the Muslim League because it feared a Hindu majority?

Score of 1:

- States an action taken by the Muslim League because it feared a Hindu majority based on this excerpt from *Through Indian Eyes*
Examples: the Muslim League/Muslim political party cooperated with the British in return for safeguards and concessions; it cooperated with the British

Score of 0:

- Incorrect response
Examples: Muslim policy became “divide and rule”; established elections; gained independence
- Vague response
Examples: it returned; it spoke for Hindus; British interests; safeguards
- No response

Document 6

... And why do I regard the British rule as a curse?

It has impoverished the dumb millions by a system of progressive exploitation and by a ruinously expensive military and civil administration which the country can never afford.

It has reduced us politically to serfdom. It has sapped the foundations of our culture. And, by the policy of disarmament, it has degraded us spiritually. Lacking the inward strength, we have been reduced, by all but universal disarmament, to a State bordering on cowardly helplessness. . . .

Source: Letter from M.K. Gandhi, Esq. to the Viceroy, Lord Irwin, March 2, 1930

6 According to Gandhi, what is *one* problem created by British rule?

Score of 1:

- States a problem created by British rule, according to Gandhi
Examples: India will never be able to afford the cost of the military; a ruinously expensive military and civil administration; India will never be able to afford the cost of the civil administration; being impoverished by a system of exploitation; Indians have been politically reduced to serfdom; foundation of Indian culture had been sapped/weakened; British policy of disarmament degraded Indians spiritually; British policies have reduced Indians to a state bordering on cowardly helplessness; has impoverished millions of people; exploited people; harmed India's culture

Score of 0:

- Incorrect response
Examples: ended serfdom in India; has restored the foundations of culture; improved them spiritually; provided inner strength; affordable administration
- Vague response
Examples: it reduced them; it created a system; it capped foundations; it bordered on a state; everyone is a serf
- No response

Document 7

. . . The India Act of 1935 had two parts, each of which became amendments to the Constitution. The first part, put into effect in 1937, gave the provincial assemblies and administrations full autonomy in government. The Viceroy retained the right to overrule them, however. The Act's second part attempted to establish a federal union combining the British-held territories with the more than 560 Princely States. The British-held territories by this time included Bengal, Assam, Punjab, Sind, Bihar, Orissa, Madras, North-West Frontier Provinces, Central Provinces, United Provinces, and Bombay. . . .

Source: Warshaw and Bromwell with A.J. Tudisco,
India Emerges: A Concise History of India from Its Origin to the Present, Benziger, 1975

7 Based on this excerpt from *India Emerges*, what is *one* way the British government maintained control in India under the India Act of 1935?

Score of 1:

- States a way the British government maintained control in India under the India Act of 1935 based on this excerpt from *India Emerges*
Examples: Viceroy retained the right to overrule provincial assemblies and administrations; the Act gave the provincial assemblies and administrations full autonomy, but the Viceroy could overrule them; attempted to create a federal union combining British-held territories and the many princely states; made amendments to the Constitution

Score of 0:

- Incorrect response
Examples: provincial assemblies and administrations replaced the Viceroy; the British divided the federal union; British-held territories and princely states were separated; gave full autonomy
- Vague response
Examples: the Act had two parts; they had rights; there were more than 560 states; overrule; retaining; combining British-held territories
- No response

Document 8

British Rule in India (1946)

. . . Thus India had to bear [support] the cost of her own conquest, and then of her transfer (or sale) from the East India Company to the British crown, and for the extension of the British empire to Burma and elsewhere, and expeditions to Africa, Persia, etc., and for her defense against Indians themselves. She was not only used as a base for imperial purposes, without any reimbursement for this, but she had further to pay for the training of part of the British Army in England—"capitation" charges these were called. Indeed India was charged for all manner of other expenses incurred [contracted] by Britain, such as the maintenance of British diplomatic and consular establishments in China and Persia, the entire cost of the telegraph line from England to India, part of the expenses of the British Mediterranean fleet, and even the receptions given to the sultan of Turkey in London. . . .

Source: Jawaharlal Nehru, *The Discovery of India*, The John Day Company, 1946

8 According to Nehru, what is *one* way India had to support the costs of the British Empire?

Score of 1:

- States a way India had to support the costs of the British Empire according to Nehru
Examples: India paid for the British conquest of India; India paid for the transfer of control from the East India Company to the British Crown; paid for the extension of the British Empire to Burma/to other areas; paid for British expeditions to Africa/to Persia; paid for the defense of British rule against Indians; India was used as a base for imperial purposes without reimbursement; had to pay for the training of part of the British Army in England/had to pay capitation charges; paid for the maintenance of British diplomatic establishments; paid for consular establishments in China/in Persia; paid the cost of the telegraph line from England to India; paid some expenses for the British Mediterranean fleet; paid for receptions in London given for the sultan of Turkey; charged for all manner of British expenses

Score of 0:

- Incorrect response
Examples: India sold the East India Company to the British Crown; the line from England to India; built telegraph lines in China or Persia; British Empire was extended
- Vague response
Examples: without reimbursement; training; maintaining; receptions were given; imperial purposes; expenses
- No response

Document 9

. . .During World War II, Britain made its last demands on India as its colony. It took stringent [harsh] police measures to preserve the Raj against increasing Indian nationalism while England used India as both a supply and operations base. Many Indians served in the British military forces, and Indian industry was expanded to supply the war effort. While some parts of India benefited from the increased industrial production, war-related factors combined with lack of rain led to food shortages that resulted in 2 million deaths by starvation in Bengal between 1942 and 1944. . . .

Source: William Goodwin, *India*, Lucent Books

9 According to William Goodwin, what are *two* ways India was asked to support Great Britain in the 1940s?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* way India was asked to support Great Britain in the 1940s, according to William Goodwin
Examples: to serve as a supply base during World War II; to be used as an operations base during World War II; to serve in the British military forces/Indians served in the British military forces during World War II; Indian industry was expanded to supply the war effort/increased industrial production

Note: To receive maximum credit, two *different* ways India was asked to support Great Britain in the 1940s must be stated. For example, *to serve in the British military forces* and *Indians served in the British military forces during World War II* are the same way expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: British military forces suffered food shortages; to preserve nationalism; parts of India benefited; they took stringent police measures; by increasing Indian nationalism; two million deaths by starvation; Indians suffered food shortages
- Vague response
Examples: Britain made its last demands; measures were taken; war-related factors; supplying; expanding; industry
- No response

Global History and Geography
Content Specific Rubric
Document-Based Essay
January 2017

Historical Context:

During the rule of the British Crown known as the Raj (1857–1947), the British took many actions to strengthen and maintain their rule over the Indian subcontinent. The impact of British rule on the people and the region can be viewed from a variety of perspectives.

- Task:**
- Discuss how actions taken by the British strengthened and/or maintained their rule over the Indian subcontinent between 1857 and 1947
 - Discuss, from different perspectives, the impact of British rule on the people *and/or* the region

Scoring Notes:

1. This document-based question has a minimum of *four* components (discussing *at least two* actions taken by the British to strengthen and/or maintain their rule over the Indian subcontinent between 1857 and 1947 **and** discussing the impact British rule had on the people and/or the region from *at least two* different perspectives).
2. The actions discussed may focus on how the British strengthened their rule over the Indian subcontinent, how the British helped maintain their rule over the subcontinent, or a combination of how they strengthened and maintained British control over the Indian subcontinent.
3. Actions taken by the British do not need to be specifically identified as strengthening or maintaining British rule as long as it is implied in the discussion.
4. Some actions taken by the British may be used for both strengthening and maintaining British rule over the Indian subcontinent, e.g., the British Army presence was increased to 65,000 men.
5. The discussion of the impact of British rule may focus on the people, the region, or on both the people and the region.
6. The discussion of the impact of British rule may be immediate or long term.
7. The same or similar information could be used to discuss two different perspectives, e.g., the discontent fostered by the British between Indians was seen by the British as helpful in maintaining their rule but was seen by Indians as negative and divisive.
8. The different perspectives do not need to be specifically identified as long as they are implied in the discussion.
9. The perspectives of the impact of British rule on India should include *at least two* different points of view. The points of view could include the British perspective, the Hindu perspective, and/or the Muslim perspective, or could include a positive perspective and a negative perspective as long as the information is supported by accurate facts and examples.

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

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

Score of 5:

- Thoroughly develops *all* aspects of the task evenly and in depth by discussing *at least two* actions taken by the British to strengthen and/or maintain their rule over the Indian subcontinent between 1857 and 1947 **and** the impact British rule had on the people and/or on the region from *at least two* different perspectives
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., connects the transfer of authority of India to the British Crown under a system of imperialism, the improvements to infrastructure, and political decisions designed to preserve British control to how some British leaders viewed these changes as forms of economic and political modernization as well as humanitarian aid in comparison to how some Indian leaders interpreted them as oppressive, exploitive, and undermining traditional Indian values, leading to a movement for independence
- Incorporates relevant information from *at least five* documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related to British rule in India (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., empress of India; Viceroy; educated elite; policy of “divide and rule”; Gandhi; India Act of 1935; Nehru; partition; Muhammad Ali Jinnah
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops *all* aspects of the task but may do so somewhat unevenly by discussing one aspect of the task less thoroughly than the other aspects
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., discusses British efforts to rule India through economic and political policies designed to control the Indian people and prolong colonial rule as it relates to the reaction of some British leaders who saw the benefits of modernizing Indian infrastructure, and the negative reaction of some Indians who saw these British policy actions as exploiting Indians
- Incorporates relevant information from *at least five* documents
- Incorporates relevant outside information
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

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

Score of 2:

- Minimally develops *all* aspects of the task *or* develops *at least two* aspects of the task in some depth
- Is primarily descriptive; may include faulty, weak, or isolated application or analysis
- Incorporates limited relevant information from the documents *or* consists primarily of relevant information copied from the documents
- Presents little or no relevant outside information
- Includes few relevant facts, examples, and details; may include some inaccuracies
- Demonstrates a general plan of organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Score of 1:

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

Score of 0:

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

*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 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.

Actions Taken by the British

Key Ideas from the Documents

- Doc 1**—Removing authority to govern British India from John Company/British East India Company and giving to British Crown after the Indian Mutiny of 1857
Making Queen Victoria Empress of India and ruling through the Viceroy
Controlling administration of India with the India Office in London
Increasing the British Army presence in India to 65,000 men
Maintaining each garrison with at least one British regiment
- Doc 2**—Extending the rail network (better food distribution during famines of 1870s and 1890s)
Digging more canals for artificial irrigation
Making technical improvements (made Indians less vulnerable to nature/famine; enriched the Indians; enriched the British government; increased taxes)
Making arid regions more fruitful with new waterways thus adding to government’s revenue
- Doc 3**—Starting new schools at all levels (universities included)
Using the English language in all schools of higher education
Having Indians study English ideas about democracy and nationalism
- Doc 4**—Keeping Indians safe from outside attack
Uniting the Indians and keeping peace/safety within India
Replacing arbitrary despotism by rule of law
Extending British subject status
Creating new courts of justice
Consolidating and codifying existing Indian laws (adapting British procedures and principles to feelings and habits of natives)
- Doc 5**—Encouraging Indians to direct their discontent against other Indians rather than against British rule
Establishing elections for the central legislative council in 1909
Making Muslims a separate electoral group
Implementing a “divide and rule” policy
- Doc 6**—Introducing a system of progressive exploitation and an expensive military and civil administration which impoverished them
- Doc 7**—Passing the India Act of 1935
Giving the provincial assemblies and administrations full autonomy with the Viceroy retaining the right to overrule them
Attempting to establish a federal union combining British-held territories and the princely states
- Doc 8**—Forcing India to pay British expenses (British conquest of India; the transfer from the East India Company to the British Crown; the extension of the British Empire to Burma and elsewhere; expeditions to Africa and Persia; the defense against Indians)
Using India as a base for imperialism without reimbursement
Forcing India to pay for expenses incurred by British (training of the British Army in England; maintenance of British diplomatic and consular establishments in China and Persia; entire cost of the telegraph line from England to India; part of the expenses for the Mediterranean fleet; receptions given for the sultan of Turkey)
- Doc 9**—Taking stringent police measures to preserve the Raj against increasing Indian nationalism
Using India as a supply and operations base during World War II (Indians served in military forces; expansion of Indian industry to supply war effort)

Actions Taken by the British

Relevant Outside Information

(This list is not all-inclusive.)

Putting down the Sepoy Rebellion (1857)
Reorganizing the Indian army by disbanding and punishing rebel units, forming new regiments with loyal groups including Sikhs
Examples of British use of “divide and rule” (use of caste system for assignment of jobs and education)
Developing infrastructure in India as a way to capitalize on India’s raw materials and markets
Promising gradual development of self-governing institutions after World War I
Outlawing public protests in India with the Rowlatt Act
Shooting peaceful protesters without warning in Amritsar (1919)
Dismissal of General Dyer after the Amritsar Massacre
Arresting Gandhi for leading a mass movement of noncooperation
Beating protesters at the Dharasana Salt Works
Jailing Indians for making salt
Mass-marketing of British textiles
Conducting negotiations between Gandhi’s Congress Party and Muhammad Ali Jinnah’s Muslim League over plans for self-rule and independence
Imprisoning Indians for anti-British activities
Arresting Gandhi and Congress Party leaders for refusing to support British efforts during World War II

Impact of British rule on people or region from British perspective

Key Ideas from the Documents

Doc 1—Policy changes necessary to prevent another Indian rebellion
Doc 2—Indians less vulnerable to natural forces as a result of technical improvements
British enriched as a result of taxation on technical improvements
Humanitarianism always balanced by pragmatism (need to cover costs of imperial policies)
Annual assessment from Punjab district markedly improved after irrigation began (£15,000 to £24,000)
Indian lives saved by expansion of rail and canal systems (allowed for food distribution)
Doc 3—Fluency in English badge of an educated man
Leaders of Indian independence influenced by English ideas about democracy and nationalism
Attendance at schools by small minority of Indians (eventual leaders of the Indian independence movement)
Doc 4—Indians safer from outside attacks (no hostile army crossed frontier until 1942)
Indians united and at peace within the region
Countryside no longer swept by warring, aggressive people
Main highways no longer infested with bands of brigands
Life and property of villagers safer now
Replacement of arbitrary despotism with rule of law
Protection of personal rights and a measure of civil liberty acquired by millions of Indians as British subjects
Laws consolidated and codified by consulting with Indians and putting their preferences ahead of those of Europeans
Creation of new courts of justice an almost unqualified gain (Indians' new respect for law)
Gift of allegiance to sovereign law to bring peace and stability to the free India of the future
Doc 5—Muslim separatism fostered to maintain British authority over India (policy of “divide and rule”)
Doc 7—Provincial assemblies and administrations given full autonomy in 1937 (right to overrule Indians retained by Viceroy)
Attempt made to establish a federal union of British-held territories and the princely states
Doc 8—Access to telegraph lines gained by India
Doc 9—Many Indians able to serve in the British military forces
Indian industry expanded to supply war effort
Some parts of India benefitted as a result of increased industrial production

Relevant Outside Information

(This list is not all-inclusive.)

India to be maintained as Jewel of the British Empire at all costs
India considered British by Britain
Belief by some that British civilization benefited Indians (Indians should appreciate British rule as a gift)
Opposition from some British groups to British rule/policies in India
Negotiations needed to prepare India for self-government before granted
Indian independence to include India's membership in the British Commonwealth
Dismissal of General Dyer made an example of his inappropriate behavior toward Indians
Indian writing/speeches against the British or British policy considered seditious and acts of treason
Massive protests avoided by releasing Gandhi from prison when British feared he might die from fasting
Hundreds of thousands of Indian protesters who, breaking laws, needed to be arrested and jailed
Influence of “White Man's Burden”
Application of Social Darwinism in British treatment of Indian people/society

Impact of British rule on people or region from Indian perspective

Key Ideas from the Documents

Doc 3—Fluency in English seen as badge of an educated man

Leaders of Indian independence influenced by English ideas about democracy and nationalism

Attendance at schools by small minority of Indians (eventual leaders of the Indian independence movement)

Doc 5—Muslim trust in Indian National Congress undermined by British policies

Muslims feared Congress spoke only for Hindu interests

Muslim separatism fostered to maintain British authority over India (policy of “divide and rule”)

Safeguards and concessions gained by Muslims in return for cooperation with British

Doc 6—Indians impoverished through progressive exploitation and an expensive military and civil administration

Indians reduced to political serfdom

Foundations of Indian culture sapped

Indians left spiritually degraded by British policy of disarmament

India reduced to a state bordering on cowardly helplessness by British policy of disarmament

Doc 7—Provincial assemblies and administrations given full autonomy in government under the India Act of 1935 but could be overruled by Viceroy

Doc 8—India forced to pay for many expenses incurred by the British (British conquest; transfer from the East India Company to the British Crown; extension of British Empire to Burma; expeditions to Africa and Persia; defense against Indians; training of the British Army in England; maintenance of British diplomatic and consular establishments in China and Persia; entire cost of the telegraph line from England to India; part of the expenses for the Mediterranean fleet; receptions given for the sultan of Turkey in London)

No reimbursement received by India for its use as a base for imperialism

Doc 9—Increased Indian nationalism by World War II

Many Indians served in British military forces

Indian industry expanded to supply the British war effort

Some parts of India benefited from increased industrial production during World War II

Food shortages as a result of war-related factors and a lack of rain (2 million deaths by starvation in Bengal between 1942 and 1944)

Relevant Outside Information

(This list is not all-inclusive.)

Creation of Indian National Congress in 1885 to seek reforms and to oppose British rule over India

Creation of Muslim League in 1906 to protect Muslim minority rights from a Hindu-dominated society

Amritsar Massacre changing Indian goal of eventual independence to one of immediate self-government

Campaign of Gandhi, a key leader of the Indian National Congress, for a mass movement of noncooperation based on nonviolent civil disobedience

Killing of nearly 400 peaceful protesters in Amritsar by General Dyer as punishment for violating Rowlatt Act

British profits leading to boycott of British textiles; need for Indian self-sufficiency

British salt tax and monopoly leading to protest and Salt March of 1930

Media revealing British brutality toward peaceful protesters at the March on the Dharasana Salt Works

Muhammad Ali Jinnah and Muslim League seeking a separate Muslim state

Muhammad Ali Jinnah and Muslim League supporting the British effort in World War II

Coalition of Hindus, Muslims, and Sikhs forming Unionist Party with the goal of ruling a unified Punjab when independence granted

Sikhs' fear that if Punjab split during independence the split would divide the Sikh religious community

Campaign of Gandhi for a unified, independent India

Emergence of Nehru as a key leader for Indian independence after World War II

Development of a radical Hindu party in reaction to British policies and to ideas of Indian National Congress

Partition of British India into India and Pakistan, resulting in a refugee crisis

During the rule of the British crown known as the Raj (1857-1947), the British took many actions to strengthen and maintain their rule over the Indian subcontinent. These actions were centralization of power (Documents 1, 7) and the use of divide and conquer (Document 5). The impact of British rule on the people and the region can be viewed from a variety of perspectives. Two perspectives that were viewed at this time were the Indian point of view and the British point of view.

There were many ways the British gained, strengthened and maintained their power. One way was through the centralization of power. The Sepoy Mutiny in 1857 shocked the British government and made them fearful of another uprising occurring. Before the Sepoy Mutiny, India was controlled by the British East India Company which made trade agreements with different Indian princes. However, one of the results of the Sepoy Mutiny was that the British government made India a colony. The British government hoped to put an end to any future uprising by placing India under the rule of the British government (Document 1). India was the jewel in the British crown. India's wealth of resources and its large market allowed Britain to become extremely rich. India's rich resources such as tea and cotton that Great Britain could not produce due to geographical reasons made it an important colony.

Britain further consolidated its rule over India by setting up an infrastructure that would help them control India. For example it built roads, bridges and railroads throughout India to connect the different parts of India together. This allowed Britain to control India even more but it also allowed Indians to unify, even though that wasn't the purpose of these transportation systems. The British also set up a

British style education system to promote culture and ideas, however it also gave the Indians education and in some cases led to the rise of nationalism. The British also brought technical improvements, food distribution and irrigation. All of these actions actually helped Britain to increase its control of India by making India more dependent on the British, more profitable, more taxable, and more easily controlled (Document 2). Even when the British signed the India Act of 1935, which gave the provincial assemblies and administrations full autonomy (power) in government and attempted to establish a federal union combining the British-held territories with more than 560 Princely States (Document 7), the British still maintained power to override any decision.

Another tactic used by the British was divide and conquer. Under this principle, the British enticed Indians of different ethnic groups and religions to distrust and resent each other. The British hoped this would result in de-unification and a less likely chance of the Indians banding together to fight for independence (Document 5). The irony of this is that it was the benefits that the British gave India, such as a common language and a transportation system that actually allowed many Indians to unite and rise against the British in spite of the hate that the British tried to inspire. With the help of people like Mohandas Gandhi, who worked hard at uniting Hindus and Muslims, the British efforts at preventing independence failed.

There were two perspectives of British rule over the Indians and India itself. These two perspectives were the Indian point of view and the British point of view. The Indian point of view on British rule was that the British exploited the Indian people and limited their political

rights. In India, the British took advantage of the Indians by draining India of its natural resources by making profits off of Indian products, forcing Indians to pay expenses and taxes for their facilities, improvements, and even for the British troops who occupied India. This is shown in document 6, where Gandhi describes how the British exploited millions of Indians in India and Document 8, where Nehru talks about expenses that the Indians have to pay for the British army, receptions for the sultan in Turkey, etc. The British also damaged what industry and manufacturing India had. For example India went from producing some of the world's most valued cotton textiles to buying cotton products from Britain. The British even stripped the Indians of their political rights and put them in a state of political slavery as said by Gandhi in document 6. Under the Rowlatt Act, the Indians did not have the right of self rule or the right to speak and gather together. This meant Indians lost the right of assembly which influenced what happened at Amritsar.

The British, however, had a different perspective on things. They believed that their rule did not hurt but benefitted the Indians. From teaching them their language and democratic ideas in the schools they established (Document 3) to constructing railways and canals for better distribution of food to the Indians (Document 2) to giving them the rights and benefits of being a British citizen (Document 4), the British truly believed that they had modernized the Indians and civilized their people.

The British used many ways to strengthen and maintain their rule. They centralized their power and they used divide and conquer to control the Indians. There were also different perspectives on how the

Anchor Paper – Document-Based Essay—Level 5 – A

British ruled India. The Indian perspective was the British exploited them and took away their natural rights. The British however feel they modernized India and turned its people from living in backward conditions to civilized ones.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing actions taken by the British to strengthen and maintain their rule over the Indian subcontinent and the impact of that rule from different perspectives
- Is more analytical than descriptive (*British actions*: government hoped to put an end to any future uprising by placing India under Britain; further consolidated its rule over India by setting up infrastructure; built roads, bridges, and railroads throughout India to connect different parts of India; set up a British-style education system to promote their culture and ideas, and in some cases led to the rise of nationalism; made India more dependent on British, more profitable, more taxable, and more easily controlled; British hoped use of “divide and conquer” would result in de-unification and a less likely chance of Indians banding together to fight for independence; *British perspective*: British gave Indians the rights and benefits of being a British citizen; British believed they modernized India and civilized their people; *Indian perspective*: Gandhi felt British exploited millions of Indians; Nehru felt Indians had to pay for British army and receptions for sultan in Turkey; Gandhi felt by stripping Indians of political rights, British put them in a state of political slavery)
- Incorporates relevant information from all of the documents
- Incorporates substantial relevant outside information (*British actions*: India’s wealth of resources and its large market allowed Britain to become extremely rich; under Rowlatt Act, Indians did not have right of self-rule or right to speak and gather together; Indians lost right to assembly which eventually influenced what happened at Amritsar; *British perspective*: gave India a common language; *Indian perspective*: with help of Mohandas Gandhi who worked hard at uniting Hindus and Muslims, British efforts at preventing independence failed; British drained India of their natural resources and made profits off their products; British damaged what industry and manufacturing India had; India went from producing some of world’s most valued cotton textiles to buying cotton products from Britain)
- Richly supports the theme with many relevant facts, examples, and details (*British actions*: centralized power; signed India Act of 1935 which gave provincial assemblies and administrations full autonomy in government; attempted to establish a federal union combining British held-territories with more than 560 princely states; *British perspective*: they brought technical improvements, food distribution, and irrigation to Indians; *Indian perspective*: British forced them to pay expenses and taxes for their facilities and for British troops)
- Demonstrates a logical and clear plan of organization; includes an introduction that is a restatement of the theme and a conclusion that includes a British perspective and an Indian perspective of British rule

Conclusion: Overall, the response fits the criteria for Level 5. Relevant outside information and supporting facts and details integrated with document information demonstrate an effective discussion of the task. The evaluation of the British and the Indian perspective of the British rule of India presents a thoughtful appraisal of the complexity of British rule.

Throughout 1857-1947, the British exercised economic, political and social control over India. This was during the age of imperialism when the British Empire benefited from its colonies greatly. Arguably, Britain's most important colony was India. The British Raj used a variety of methods to maintain and strengthen its control over India, and there are multiple reactions to how this has affected India.

One way in which the Raj strengthened the British rule, socially, over India was through the establishment of schools. As seen in document three, British schools in India provided a small number of Indians with schooling throughout their youth. This ranged from elementary schools to universities. In this way, the British were able to spread their ideas about democracy and capitalism to the Indians. They also taught Indians about British culture while trying to "Anglicize" the Indians. Often, educated Indians would dress, act, and do the same things as British people. Through education the British could make some Indians more like the British, and these Indians served as examples of the benefits of British rule. Education strengthened British control over the minds of Indians. One way in which some Indian people viewed this was highly positive. Milton Jay Balesco, in document three, declared that these schools helped lead to Indian independence movements. This would help the Indians. On the other hand, these practices were meant to exert even more control over Indians. The British believed that they could control India by having a British trained, well-educated Indian elite ruling for them. These altering views on Britain's social control of India show that different groups of people thought differently about the impact of British control over India.

A second example of the Raj exercising its control over India is seen

in document eight. In this document, it is stated that the British were able to strengthen their control of India by charging the Indians taxes for the training of British soldiers even those stationed in England and charging them for British diplomatic outposts in the far east. In this way, the Raj was able to maintain political control over India and other areas. Nehru's opinion in document eight lets us know that this cost to the Indian people was a heavy burden, and in his view what the British were doing was wrong. Nehru was a key independence leader and worked closely with Gandhi. He also eventually became India's first prime minister after independence in 1947. Gandhi too objected to the Raj's control over India saying in document 6 that the British impoverished millions in a system of progressive exploitation. He also said that the expensive civil and military administration was making Indians increasingly poor. This certainly influenced Gandhi's strategies to remove British rule in India. He used civil disobedience to try to end India's economic dependence on Britain and to lessen British profits. On the other hand, in document four, it is clear that the British thought that their political control of India was advantageous to Indians. Their lives and property were safer now than they had ever been. The British believed in the "White Man's Burden." Based on "White Man's Burden" they believed that Indians needed the British because they brought rule of law and impersonal justice. The British believed that they gave India these things and therefore had the obligation to rule them. It is clear that there were differing views on how Britain's political and economic control affected India.

A third example of Britain's control over India is seen in document five. In this document it is clearly seen that the British used the fact

that there were differing ethnic and religious groups to their advantage. They pitted these groups against one another to prevent them from challenging British rule. It is clear that by playing off the Muslim and Hindu political parties, and by granting concessions to one group over the other, they were able to exercise more control over India. Although the British felt that they were giving India a better means of government, they were effectively setting themselves up for conflict. This short term thinking benefited the British while they were ruling because it made it more difficult for Hindus and Muslims to trust each other and to cooperate together to fight against the British. However, in the long term, it created an incredibly dangerous situation in which the historic hatred between Hindus and Muslims was made worse and more intense. When the British granted independence in 1947, India was split into India and Pakistan. Several wars have occurred between the two countries because of the mutual distrust between them. It is clear that there are varying ideas on how Britain's rule impacted India.

The British Empire used a variety of methods to control and strengthen their influence over the Indian people and India. There are many differing opinions on whether this rule over India was positive or negative.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing actions taken by the British to strengthen and maintain their rule over the Indian subcontinent and the impact of that rule from different perspectives
- Is more analytical than descriptive (*British actions*: practices of British control were meant to exert even more control over Indians; charged Indians taxes for training British soldiers and for diplomatic outposts in the Far East; pitting Muslims and Hindus against one another because it made it difficult for two groups to trust one another and to cooperate together to fight against them; *British perspective*: British thought their political control of India advantageous to Indians; British felt their rule made lives and property of Indians safer; British felt they gave India a better means of government; *Indian perspective*: Nehru felt cost to Indian people a heavy burden and what British were doing was wrong; Gandhi felt British impoverished millions in a system of progressive exploitation; Gandhi said expensive civil and military administration making Indians increasingly poor)
- Incorporates relevant information from documents 3, 4, 5, 6, and 8
- Incorporates substantial relevant outside information (*British actions*: British believed they could control India by having a British-trained, well-educated Indian elite ruling for them; setting Muslims and Hindus against one another created dangerous situation in which historic hatred between Muslims and Hindus was made worse and more intense; when British granted independence in 1947 India split into India and Pakistan; *British perspective*: British taught Indians about British culture trying to “Anglicize” them; British believed in “White Man’s Burden” and therefore had the obligation to rule Indians; *Indian perspective*: Gandhi believed that India needed to try to end its economic dependence on Britain and to lessen British profits)
- Richly supports the theme with many relevant facts, examples, and details (*British actions*: British established schools in India; *British perspective*: Britain provided a small number of Indians with schooling from elementary schools to universities; Britain able to spread their ideas about democracy and capitalism to Indians; *Indian perspective*: schools helped lead to Indian independence movement)
- Demonstrates a logical and clear plan of organization; includes an introduction that states from 1857 to 1947 the British exercised economic, political, and social control over India and a conclusion that is a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 5. The response is framed by document information and includes relevant details integrated with outside information to demonstrate a good understanding of the task. Document information is used to critically discuss different perspectives on British rule of India.

During the rule of the British crown known as the Raj (1857-1947), the British took many actions to strengthen and maintain their rule over the Indian subcontinent. The impact of British rule had many effects on the Indian people that were both positive and negative, depending on which perspective you choose.

One way the British crown maintained and strengthened their rule over India was increasing the British Army's presence and establishing direct control over India. According to Charles Messenger in Document 1, "The Indian Mutiny had come as a nasty shock, especially since British rule by the East India Company in India had appeared so secure." The British East India Company seemed to be able to handle and control the Indian people with their army of sepoys. As a result of the Mutiny in 1857, the "British army presence was increased to 65,000 men" in order to maintain rule and prevent another rebellion. The British government made India a colony under direct control of the crown and replaced Indian laws with British ones.

Another way the British crown maintained and strengthened their rule over India was through the "Divide and rule" policy. According to Donald Johnson in Document 5, the British crown basically took advantage of Hindu-Muslim animosities and used it to their advantage. "The British rulers in an attempt to maintain authority over the vast lands of India, encouraged Indians to direct discontent against other Indians rather than against the British rule." It was in Britain's best interest to promote mutual distrust to keep their hold on India. This made tensions between Hindus and Muslims worse.

Now from the British point of view, their influence on the country of India is positive, and for many reasons. One of these reasons is the

saving of many lives as a result their "humanitarianism." According to Lawrence James in document 2, "How the Raj treated the famines of the 1870s and 1890s says much about its character." As a result of railway and canal expansion, and artificial irrigation being introduced, many Indian lives were saved during the famines, thus casting British occupation in a positive light. The British brought technology, modern medicine, hospitals, schools, roads, electricity, and bridges to India. They believed in the "White Man's Burden" which stated that they had the duty and responsibility to "civilize" other societies. The British viewed the changes they made as beneficial.

Another reason the British believed their rule had a positive impact on India was their protection of the country from outside attack and internal conflict. They established rule of law and impersonal justice. According to document 4, "The British Raj was stronger than any of its predecessors, stronger even than the Mogul empire, and this enabled it to keep India as never before, safe from attack without, and united at peace within." Also, this document claims the British put the Natives interest over theirs and that the laws should be "adapted rather to the feelings and habits of the Natives rather than the Europeans," although this may be overstated. This point of view also cast British rule in a positive light, as it appears that British rule only held good intent for the Indian people.

From the Indian point of view however, British rule has impoverished and weakened India. According to Gandhi, in document 6, he regards British rule as a curse because it has "impoverished the dumb millions by a system of progressive exploitation" and by "reducing us politically to serfdom", "degrading us spiritually" and reducing them "to a state

bordering on cowardly helplessness.” This quote basically shows how Britain has exploited India taking everything they have, and basically leaving them behind instead of helping them move forward. The British took one of the greatest civilizations that at one time participated in trade throughout the world, and turned it into a market place for British goods. The trade between India and Britain was one sided with India selling raw materials to British factories. The British profited greatly as India’s cottage industries were destroyed and its people suffered economically.

Another reason Indians viewed Britain’s rule over India as negative is that India had to pay for expenses to support British colonization. According to document 8, India was used as a base to support British imperial purposes. So Britain built infrastructure to control and profit from India and India had to pay for it as well as other imperial costs unrelated to India. To further support this statement, according to document 9, during world war two Britain’s policies in India were partly responsible for 2 million deaths in Bengal. India was used during the war as a supply and operations base. “Many Indians served in the British military and Indian industry was expanded to supply the war effort.” Perhaps Indian lives might have been saved if Britain hadn’t forced India to help the British war effort. The British concern with fighting the Axis powers made the conditions in India worse. This evidence shows why Indians felt the British crown used and oppressed the Indian people for Britain’s own benefit.

Despite Britain’s many attempts to keep its influence over India, after 90 years of rule by the crown, India finally gained independence. Despite some evidence supporting Britain’s rule over India as having a “positive” effect, there is irrefutable evidence that states otherwise.

Anchor Level 4-A

The response:

- Develops all aspects of the task by discussing actions taken by the British to strengthen and maintain their rule over the Indian subcontinent and the impact of that rule from different perspectives
- Is both descriptive and analytical (*British actions*: made India a colony under direct control of the Crown and replaced Indian laws with British ones; took advantage of Hindu-Muslim animosities and used them to their advantage; encouraged Indians to direct discontent against other Indians rather than against British rule; they promoted mutual distrust to keep their hold on India; *British perspective*: saved many lives as a result of their “humanitarianism”; as a result of railway and canal expansion and artificial irrigation being introduced, many lives were saved; believed they protected India from attack and internal conflict; *Indian perspective*: Gandhi regarded British rule as curse because it impoverished Indians with a system of exploitation and reduced Indians politically to serfdom; used India as a base to support British imperial purposes; lives might have been saved if Britain had not forced India to help British war effort)
- Incorporates relevant information from documents 1, 2, 4, 5, 6, 8, and 9
- Incorporates relevant outside information (*British actions*: brought technology, modern medicine, hospitals, roads, electricity, and bridges to India; *British perspective*: believed under “White Man’s Burden” it was their duty to “civilize” other societies; *Indian perspective*: British took one of the greatest civilizations and turned it into a marketplace; British profited greatly as India’s cottage industries were destroyed; British concerned with fighting Axis powers made conditions in India worse)
- Supports the theme with relevant facts, examples, and details (*British actions*: British army presence increased to 65,000 men; used “divide and rule” policy; during World War II Britain used India as both a supply and operations base and many Indians served in British military; *British perspective*: they brought schools to India; *Indian perspective*: during World War II, British policies partially responsible for two million deaths in Bengal)
- Demonstrates a logical and clear plan of organization; includes an introduction that is a restatement of the theme and a conclusion that states India gained independence and that British rule had a negative effect on the country and the region

Conclusion: Overall, the response fits the criteria for Level 4. Although quotations from the documents serve as the framework for the response, explanations of that information include good analysis and relevant outside information demonstrating a good understanding of the task. Additional details would have strengthened this response.

The British had an empire where the sun never set. This great empire had colonies all over the world but to the British the crown jewel was India. This was due to the vast amount of resources India produced for its mother country. The colony India was so loved by the British they couldn't lose them. So during 1857-1947 the British took many actions to keep control of their colony. From the British point of view imperialism of India was positive but from the Indian point of view nothing good was to come for the British imperialism of India.

Many of the people native to India greatly disliked the British presence in the nation. As a sign of India people's displeasure there were events like the Sepoy (or India) Mutiny of 1857. (Doc 1) In this event the India people unsuccessfully try to rid themselves of foreign influences like the British East India Company. This failure to rid themselves of the British East India Company caused greater foreign influence. The British removed the East India Company from power and placed the power with the crown. Queen Victoria became Empress of India. (Doc 1) Her representative the Viceroy became leader of the colony. The British then strengthened their rule further by increasing their military in India. As a colony, India supplied Britain with raw materials and agricultural products. This at first seemed good for India because they could benefit from the increased production. There then came factors like lack of rain and food shortages that resulted in many deaths. When the British needed more raw materials for their factories they built infrastructure systems which increased productivity.

Many Indians felt that the British rule sapped the foundation of India culture. The British in many ways limited India culture by

forcing British laws and culture on to the Indians. They would protest about the unfairness of the system where British people are the only ones able to get top government jobs. They were displeased about the law stating only the British could sell salt and the flooding of markets with British goods thus putting many Indians out of business. Some Hindu practices and traditions were changed because the British did not value them. The great leader Gandhi and others stepped up to lead protests against the British. His protests were nonviolent acts to try to get the British out of power. From Gandhi's point of view the British abused India's economy, its political power, and its culture to control the country so that the British could get richer.

The imperialization of India and the actions taken to maintain British rule can be viewed very differently from the point of view of the British. Through the British point of view the imperialization of India was a very positive thing. British saw themselves as helping India. The Raj aided India by providing irrigation, railway, bridges, and canals as well as building hospitals and providing better medical care which helped the Indian people. As a result, people had more to eat and more people lived longer and fewer people died of starvation increasing the population. (Doc 2). They also provide great inventions like the telegraph as well. British also opened schools in India, they provide lessons about English ideas like democracy and nationalism. (Doc 3) The reason the Europeans as a whole felt it was right to colonize other countries was because of the White Man's Burden. According to this writing "civilizing" lesser people was the duty of the white man. According to this logic Indians needed the British to bring civilization and help those who couldn't help themselves. Because of this the British

thought they had the right and the duty to control the Indians. The British really felt as if the British presence was keeping Indians safe from attack, as well as providing them with peace and stability. (Doc 4) They felt to control India they needed to strip them of their power, and control the territory for the Indians own good.

The British crown was in control of India from the mid 1800's-1900's. The point of view of the Indians was that the British were an unwanted foreign influence that they were trying to throw out. The British sapped the India culture and restricted their good job opportunities. This point of view differs when you turn to the British. From their side they were trying to help India. They were providing railway and telegraphs and also canals which aided India in more ways than one. This is why they took action to take over the India government and maintain their rule. These are the different ways the British imperialism of India can be viewed.

Anchor Level 4-B

The response:

- Develops all aspects of the task by discussing actions taken by the British to strengthen and maintain their rule over the Indian subcontinent and the impact of that rule from different perspectives
- Is both descriptive and analytical (*British actions*: the British strengthened their rule by increasing their military in India; when the British needed more raw materials for their factories they built infrastructure; opened schools in India and provided lessons about English ideas; *British perspective*: providing better medical care helped the Indian people; British felt their presence was keeping Indians safe from attack and providing them with peace and stability; *Indian perspective*: British limited Indian culture by forcing British laws and culture on Indians; Gandhi felt British abused India's economy so that British could get richer)
- Incorporates relevant information from documents 1, 2, 3, 4, 6, and 9
- Incorporates relevant outside information (*British actions*: some Hindu practices and traditions changed because British did not value them; *British perspective*: felt it was right to imperialize other countries because "civilizing" people was duty of white man; *Indian perspective*: protested unfairness of rigid class system where only British able to get top government jobs; Gandhi used nonviolent acts to get British out of power)
- Supports the theme with relevant facts, examples, and details (*British actions*: Queen Victoria became Empress of India; British restricted job opportunities; *British perspective*: helped India by providing railways and canals; White Man's Burden; *Indian perspective*: displeased about law stating only British could sell salt and about flooding of markets with British goods thus putting many Indians out of business)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses the role of India as the crown jewel in the British Empire and a conclusion that summarizes why Britain saw its rule as beneficial to India and why Indians saw British rule as harmful

Conclusion: Overall, the response fits the criteria for Level 4. The actions taken by the British to strengthen and maintain their rule are framed by document information and then developed. The treatment of both the Indian perspective and the British perspective includes good use of facts, examples, details, and some analytic statements.

During the ruling period of the Raj (British rule in India from 1857-1947) the British did many different things to maintain and strengthen their rule over India. The impacts of British rule in India can be viewed as positive or negative, depending on the perspective.

Through the eyes of the British, many of their actions were both beneficial to Indians and crucial to maintaining and strengthening British power in India. In document 1, the British strengthened the way they ruled India. The British East India Company had indirectly ruled India through trade agreements. After the Sepoy Mutiny, Great Britain established a more direct rule over India. Ultimately this led to the strengthening of the British government in India. In document 4, Sir Reginald Coupland speaks about how the British kept India from being attacked until 1942 and introduced what he saw as a new, better more secure form of government. Clearly Coupland voiced the British perspective. He did not believe Indians had a strong government or justice system prior to British rule. He believed that British rule of law brought peace and stability to India. The British used economic policies to control and profit from their greatest and most valuable colony. From India the British got many raw materials but also an extremely large market. The British sold their textile products for low prices driving Indians out of their own markets. The British made many changes in India which from the British perspective benefited both Indians and the British. Document 2 was written by Lawrence James and shows the improvements made by the British and tells how the construction of railways and canal expansion helped save Indian lives. Great Britain was the first country to go through the industrial revolution and in document two we see

them bring new technology into India. This technology helped Indians with better food distribution and helped increase their food supply, but it also helped Britain. The British were able to collect taxes as well as obtain more raw materials. The British viewed this as beneficial to themselves and to India. Another method the British used to control India is seen in Document 5, where we see how the British stirred up Hindu-Muslim animosity. Pitting Hindus against Muslims strengthened British rule by dividing the population. The effects of that division are still being felt today.

Through the eyes of the Indians, British rule was generally bad. Even education that the British offered served the purpose of spreading British values not Indian ones. In Document 3, we see Indians getting what the British regarded as a good education provided by the British and others. Ultimately, however, these schools would raise finely educated Indian rebellion leaders, such as Gandhi. Gandhi was known for his nonviolence movement and regarded British rule as a "curse" because it made India even poorer and forced the people into "serfdom." Economically, the Indians were already mad due to the British monopoly on salt and the fact that the British flooded Indian markets with British goods. In document 6, Gandhi explains that India was made to pay for Great Britain economically and militarily, even when they could not afford it. Document 8, written by Jawaharlal Nehru towards the end of Raj rule explains that India had to support the costs of the British Empire and their longing to conquer other places. Nehru worked closely with Gandhi to gain independence from the British. Both leaders felt that the British abused Indian rights and made an unfair profit off the Indian people which were two of the main

reasons why they wanted Indian independence. These are just a few reasons why being imperialized by the British was not considered positive according to the Indians.

The Raj's rule over India was viewed both negatively and positively. Many of the efforts of the British that benefited Indians were done to increase the British control of the Indians and increase British profits. What the British saw as benefits many Indians saw as harmful and unfair.

Anchor Level 4-C

The response:

- Develops all aspects of the task by discussing actions taken by the British to strengthen their rule over the Indian subcontinent and the impact of that rule from different perspectives
- Is both descriptive and analytical (*British actions*: British East India Company indirectly ruled India through trade agreements; Britain established more direct rule over India which led to strengthening of British government in India; *British perspective*: they kept India from being attacked and introduced a new, better, and more secure form of government; Coupland did not believe Indians had a strong government or justice system prior to British rule; Coupland believed British rule of law brought peace and stability to India; Britain made many changes in India which they felt benefited both Indians and British; technology helped Indians with better food distribution but also helped Britain to collect taxes; Indians received a good education provided by the British and others; *Indian perspective*: India made to pay for Great Britain economically and militarily even when it could not afford to; Nehru felt India had to support costs of British Empire; Gandhi and Nehru felt British abused Indian rights and made unfair profit off Indian people; many efforts of British, while they seemed good, were done to increase British control of Indians and increase British profits)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, 6, and 8
- Incorporates relevant outside information (*British actions*: Britain used economic policies to control profit from their greatest and most valuable colony; from India, British sold their textile products for low prices driving Indians out of their own markets)
- Supports the theme with relevant facts, examples, and details (*British actions*: schools raised educated Indian rebellion leaders; *British perspective*: construction of railways and canal expansion saved lives; *Indian perspective*: Gandhi regarded British rule as a “curse”; economically Indians were mad because of British monopoly on salt)
- Demonstrates a logical and clear plan of organization; includes an introduction that is a restatement of the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 4. While a summary of document information frames the response, the effort is strengthened by a discussion of how the British perceived their actions as benefitting India while Indians saw the same actions as harmful to Indians. Additional supporting details would have benefited the discussion.

During the time between 1857 and 1947 Great Britain imposed its rule on the Indian subcontinent. During the time they spent there, the British made great changes to the subcontinent as a whole. After the Sepoy Mutiny when Indian sepoys rebelled against the British East India Company, the British Crown strengthened their control over India by bringing a lot of their army there. The British made changes to the government, education, and economic systems of India. The British rule in India impacted the people of India in that it changed their traditions and lifestyle.

Actions taken by the British strengthened their rule over the Indian subcontinent between 1857 and 1947. After the Sepoy Mutiny the British placed India in the hand of the Crown, the Raj, to control Indians politically. The British did this in order to ensure that they could benefit from their colonial possession. For example, the size of the British army increased to 65,000 men and it helped to restore British control in India after “the nasty shock” of the Indian Mutiny in 1857. (Doc 1) The British felt justified in increasing the size of the army because they helped to keep the population safe from bandits and foreign invaders. “The British Raj was stronger than any of its predecessors – this enabled it to keep India safe from attack without and united and at peace within,” said Sir Reginald Coupland. (Doc 4) Due to British protection, main highways “were no longer infested by bands of brigands” and villagers were able to go to sleep knowing they were safe. (Doc 4) During World War II Britain had strengthened its rule on India by taking “stringent”, harsh, police measures to preserve the Raj against increasing Indian nationalism so that India could act as a supply and operations base. (Doc 9) The British also took these

actions in attempts to prevent future public rebellions against their rule and to maintain control. By taking action, Sir Reginald Coupland strongly believed that the British Raj improved life for the Indians. Coupland backs up his beliefs, in an eager to please fashion, by stating that the British strengthened India by “planting in the Indian mind a new respect for law as something to which even the strongest Government must bow.” (Doc 4)

The British also made changes to Indian education to control Indians socially. The British established new schools in India based on their ideals on what a proper education was. “The English language was used in all schools of higher education.” (Doc 3) Those whom attended these schools” received a fine English education. The British saw this as a positive. They studied English ideas about democracy and nationalism. (Doc 5) However, the establishment of the British Raj in India was not viewed positively by many Indians. The British according to Gandhi, imposed their rule on the Indians and made them political serfs. (Doc 6) He saw the British using India as a way for the British to grow cash crops and feed the British industrial machine. They looked down on Indian culture, traditions, and ideas. Gandhi forcefully stated that British rule has “sapped the foundations” of Indian culture. (Doc 6) Gandhi was offended by how his people have been “reduced to a state bordering on cowardly helplessness”. (Doc 6) British hegemony in India also resulted in Hindu and Muslim “animosities” towards one another. In attempts to stay in possession of authority over India, the “British rulers encouraged Indians to direct discontent against other Indians rather than against British rule.” For some Hindus, Muslims became the scape goat and vice versa for some Muslims. The India Act

of 1935 was an attempt to give "provincial assemblies and administrations full autonomy in government and to establish a federal union combining the British-held territories w/more than 560 Princely States. While this sounds like Britain loosening up on their control of India, it really wasn't because the viceroy still had the right to overrule provincial assemblies and administrations. (Doc 7) As the desire for independence grew, the British undermined the Muslim's trust in the Indian Nation Congress." (Doc 5) This anger and hatred boiled up and continued even after the British decided to partition the subcontinent.

The British changed the lives of the Indians and also helped to make economic improvements. The railways established by the British helped to facilitate the distribution of food after the devastating famines of the 1870s and 1890s. (Doc 2) Many people who had witnessed the suffering caused by the famine were appreciative to the British because they were finally getting the help they were in desperate need of. While the British used India for imperial purposes and took care of its people to ensure prosperity (Doc 8), they saw what they were doing was also helpful to the Indians. These acts of apparent kindness were not seen that way by Jawaharlar Nehru. Nehru stated how "India had to bear (support) the cost of her own conquest, and then of her transfer from the East India Company to the British crown." (Doc 8) He considered this unfair.

British authority in India both benefitted the people of India, but also hurt them. The British helped to strengthen the Indian government and took care of the Indians. The Indians did not always see British rule in the same way as the British.

Anchor Level 3-A

The response:

- Develops all aspects of the task with some depth
- Is more descriptive than analytical (*British actions*: in World War II, Britain strengthened its rule by taking harsh police measures to preserve Raj against increasing Indian nationalism so India could act as a supply and operations base; established new schools in India based on their ideals of a proper education; encouraged Indians to direct discontent against other Indians rather than them; as desire for independence grew, undermined Muslims' trust in Indian National Congress; *British perspective*: Coupland believed British planted new respect for law in Indian minds; *Indian perspective*: Gandhi felt British reduced his people to a state bordering on cowardly helplessness; Nehru felt India had to support cost of her own conquest)
- Incorporates some relevant information from all of the documents
- Incorporates limited relevant outside information (*British actions*: decided to partition sub-continent; *Indian perspective*: saw British as using India to grow cash crops and feed British industrial machine; for Hindus, Muslims became the scapegoat and vice versa for Muslims)
- Includes relevant facts, examples, and details (*British actions*: placed India in the hands of the British Crown; British army increased to 65,000 men; India Act of 1935 attempted to establish a federal union; Viceroy had right to overrule provincial assemblies and administrations; established railways to facilitate distribution of food; *British perspective*: British Raj could keep population safe from attack; *Indian perspective*: British imposed their rule on Indians and made them political serfs)
- Demonstrates a satisfactory plan of organization; includes an introduction that discusses the British-made changes to the government, education, and economic systems of India and a conclusion that states British rule of India both benefited and hurt the Indians

Conclusion: Overall, the response fits the criteria for Level 3. Document information and limited outside information is used as evidence to explain how specific actions taken by the British first strengthened and then helped maintain their rule over the Indian subcontinent. While both the British and Indian perspectives of British rule are presented, the discussion would have benefited from additional analytic statements and more supporting facts and details.

At its peak the British empire grew to occupy land all across the world. One of the most significant members of the Empire was India, which Britain controlled from 1857 to 1947. During their rule, the British took actions to strengthen their control of India, implementing policies that had adverse and beneficial effects on the Indian people.

The British's actions taken to strengthen their control of India included heavy taxation and control over the Indian political system. The British dug new canals and built rail ways and communication systems in India. This new more modern infrastructure was built more for the benefit of the British – to control the Indian people, move goods and products, and allow Britain to get rich off the resources of India. However, they also harshly taxed the Indians for these developments. For example, After the British Viceroy Curzon's policy of building more irrigation canals in 1903, a punjabi district that had been assessed for taxation at £15,000 before was rated at £24,000 afterwards (Document 2). Additionally, the British maintained a large military that, according to M.K. Gandhi, was too expensive for Indians to afford (Document 6). They also had to pay taxes for the British military in other countries (Document 8). Meanwhile, they granted the Indian people little autonomy. Even after the India Act of 1935 (and before it), the British Viceroy could overrule any decisions made by local governments (Document 7). These policies had few benefits for the Indian people, but allowed Britain to control India and profit greatly from the Indian people.

British rule in India developed certain aspects of India, such as technology and law, but largely inhibited the economic development of its industry and heightened political tensions. The British built many

canals and railways in India. These canals allowed for artificial irrigation which allowed food to be grown, saving many lives. The railways allowed food to be transported during the famine, saving even more lives. (Document 2). The British government also introduced laws that protected the rights of Indian citizens (Document 4). The British saw all these things as beneficial to Indians. However, in maintaining their control of India, the British fostered anger and caused the rise of tensions between Hindus and Muslims. For example, the British increased Muslim mistrust of the Indian National Congress by encouraging the idea that the Indian National Congress was dominated by Hindus and therefore the Muslims would always be outvoted in any kind of democratic state (Document 5). During World War II, key members of the Indian National Congress were jailed without trial because they did not support war, while leaders of the Muslim League remained free. The leader of the Muslim League wanted a separate Muslim country. These tensions grew as India reached independence and the British were able to do little about it. They caused many violent outbreaks along the borders between India and Pakistan at independence.

British rule in India resulted in a few beneficial, but mostly detrimental developments. The tensions and problems created by their attempts to maintain control of India continue to plague Indian people today.

Anchor Level 3-B

The response:

- Develops all aspects of the task with some depth
- Is more descriptive than analytical (*British actions*: built new modern infrastructure to control the Indian people, move goods and products, and allow Britain to get rich off resources of India; fostered anger and caused rise of tensions between Hindus and Muslims; British Viceroy could overrule any decisions of local government; *positive perspective*: canals allowed for artificial irrigation which allowed food to be grown saving many lives; railways allowed food to be transported during the famine, saving lives; introduced laws that protected rights of Indian citizens beneficial to Indians; *negative perspective*: British rule largely inhibited economic development of Indian industry and heightened political tensions; Gandhi thought large military maintained by British too expensive for Indians to afford; Indian people granted little autonomy even after India Act of 1935)
- Incorporates some relevant information from documents 2, 4, 5, 6, 7, and 8
- Incorporates limited relevant outside information (*British actions*: key members of Indian National Congress jailed while leaders of Muslim League remained free; *negative perspective*: tensions grew as India reached independence and the British were able to do little about it)
- Includes some relevant facts, examples, and details (*British actions*: taxation; control over Indian political system; dug new canals; built railways and communication systems; *positive perspective*: after British Viceroy Curzon built canals, a Punjabi district assessed at £15,000 before rated at £24,000 afterward; *negative perspective*: Indians had to pay taxes for British military in other countries)
- Demonstrates a satisfactory plan of organization; includes an introduction that discusses at its peak the British empire grew to occupy land across the world including India and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 3. Several well-placed analytic statements and some relevant outside information establish that British policies were mostly detrimental for Indian people. While a satisfactory explanation of how British actions burdened India is provided, additional information addressing the positive and negative perspectives would have strengthened the response.

The British utilized India as their key to success. The British took over India in order for them to use the Indians as a resource to help them in their efforts during the Industrial Revolution and in World Wars I and II. There was a strong impact of British rule on the Indians. The Indians were both strengthened by British rule as well as hurt. The Indians were hurt culturally since their culture was being altered and the people were being forced to accept British ways. However, the Indians were also being kept safe, and did not have to worry about invasions as much because the British army protected Indians from external attacks and internal conflicts. The impact of British rule on India can be viewed as both a positive and negative thing; although their culture and economy were being altered significantly India was receiving protection as well as education.

India's economy was controlled through British rule. The British set up an economy in which the Indians were encouraged to buy cheaper British products and to pay British taxes. The Indian textile industry was destroyed as a result. Britain benefited greatly from this arrangement but they believed India also benefited by receiving British industrial goods, products, inventions, medicines, and other advancements that Britain had. For example in document 2, the British viceroy Curzon initiated in 1903 a new, ambitious policy of digging more canals and using artificial irrigation. The construction of waterways in arid regions saved many lives. It could be considered a source of water for growing needed food. Education was also controlled by the British. In document 3, Milton Jay Belasco explained that the British started building new schools and universities. These new schools and universities were at all levels. In these schools the

British taught Indians new ideas and even enlightenment ideas such as natural rights and democracy, but the British did not include Indian ideas, history, and accomplishments. This made some Indians unhappy. In document 4, Sir Reginald Coupland talks about how the British's strong rule facilitated the Indians in terms of protection. They were stronger than any of its predecessors, and this enabled India to be safe from attack. Prior to British rule, Indians were worried about being invaded. According to Coupland, "their lives and property were safer now than they had ever been."

Although the Indians' lives were impacted positively, their rule had also imposed negative effects on them. For instance, in document 6, Gandhi explained that this rule had hindered them from practicing their culture, and forced them to political serfdom. The country was forced to pay for expenses that it could not afford, and forced them to rely on British rule. In document 8, Nehru talks about how India was simply being used as a base for imperial purposes. India was forced to pay many of the British expenses. For instance, the training of part of the British army in England. In addition, they also had to pay for maintenance of British diplomatic and consular establishments in China and Persia, as well as the entire cost of the telegraph from England to India. In document 9, William Goodwin speaks of how the British wanted to use India during World War II. This imperialism brings a significant change in India, since they are impacted negatively. For instance, the Indians served in the British military force and their industry was expanded to supply the war effort. These war-related factors as well as the shortage of rain resulted in about 2 million deaths by starvation in Bengal.

In conclusion, the impact of the British rule on India can be viewed as both a positive and negative thing; although their culture was being altered significantly, India was receiving protection as well as Education and technology from Britain. India was basically supporting many of the financial requirements the British had. For instance, the expenses of many things that pertained to mostly their war efforts. The Indians, although, being provided an education, inventions, products, and other things lost some of their own culture. The region may have been impacted in a positive way. The region was provided with waterways that would help them grow more food. As a whole, the region can have a positive view on this rule. However, the people individually may not have been very happy because they could not continue developing their own cultures and traditions.

Anchor Level 3-C

The response:

- Develops all aspects of the task with some depth
- Is more descriptive than analytical (*British actions*: constructed waterways in arid regions saving many lives; forced Indians to pay for training part of British army, maintenance of British diplomatic establishments in China and Persia, and cost of telegraph from England to India; *positive perspective*: British army protected Indians from external attacks and internal conflicts; *negative perspective*: Gandhi explained British rule hindered Indians from practicing their culture and forced them into political serfdom; forced to pay British expenses that it could not afford)
- Incorporates some relevant information from documents 2, 3, 4, 6, 8, and 9
- Incorporates limited relevant outside information (*British actions*: set up an economy in which Indians were encouraged to buy cheaper British products and pay British taxes; British taught Indians Enlightenment ideas such as natural rights and democracy; *positive perspective*: India benefited by receiving British industrial goods, products, inventions, medicines, and other advancements; *negative perspective*: Indians unhappy because British education did not include many Indian ideas, history, and accomplishments)
- Includes some relevant facts, examples, and details (*British actions*: built schools and universities; Indians to serve in British military; expanded Indian industry to supply war effort; *positive perspective*: construction of waterways could be considered a water source for growing needed food; *negative perspective*: war-related factors as well as the shortage of rain resulted in about two million deaths)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that discuss while India's culture and economy were altered under British rule they were kept safe and did not have to worry about invasions

Conclusion: Overall, the response fits the criteria for Level 3. The response is framed by document information and is supported by some outside information demonstrating an understanding of the task. Although some good generalizations about positive and negative perspectives are discussed, repetition of information weakens this response.

Between the years of 1857 and 1947, Britain took many actions that helped to maintain and even strengthen their control on the Indian subcontinent. These actions led to Indians having several different perspectives upon whether or not Britain should rule the subcontinent. Many of these consequent perspectives are negative, such as protests against British rule, but some are positive, such as English speaking Indians being highly respected.

One of the earliest actions the British took to secure control of India was by Queen Elizabeth taking control from the British East India Company in response to the Indian Mutiny (Document 1). Britain also added a viceroy and increased military presence in India, this led to a strengthened bureaucracy and allowed the region to be free from attacks until 1942, or midway through WWII (Documents 1 and 4). The British also improved irrigation and built schools, which led to an overall satisfactory view of British rule by Indians (documents 3 & 2).

Although British rule did help India, many of the Indians had mixed feelings about imperial rule. For example, M.K. Gandhi felt that India had been pushed to poverty by the British (document 6). Also, he felt as if Indians had no say in politics and that their culture was being rejected and not allowed to flourish. For this reason, he led nonviolence protests against British rule that eventually helped the region become independent. Other people also resented British rule and exploitation of India. This is evident in document 9 because due to India being forced to supply British war efforts, over 2 million Indians died from famine and drought. However, some Indians did feel as if British rule was benefitting Indians and the region. For example, India backing Britain's war effort led to increased production, which

helped people working in factories and those that owned them (document 9). Also, the British established schools in India for all levels of education, and the fact that knowing English was a badge of honor shows that some Indians did agree with Britain's control of the region (document 3). Finally, the British expanded irrigation and railways, which helped to combat famines (document 2).

For these reasons, it is evident that British occupation of India and new policies enacted by Britain helped to maintain and strengthen imperial control of the region between 1857 and 1947. These new policies led to mixed feelings between Indians regarding Britain's imperial control of the subcontinent.

Anchor Level 2-A

The response:

- Minimally develops all aspects of the task
- Is primarily descriptive (*British actions*: taking control from British East India Company in response to Indian Mutiny; forced India to supply British war efforts; *positive perspective*: English-speaking Indians are highly respected; expanded irrigation and railways which helped combat famine; some Indians felt Britain's war effort led to increased production which helped people working in factories and those that owned them; some Indians felt knowing English was a badge of honor; *negative perspective*: Gandhi felt Indians had no say in their politics; Indians resented British rule and exploitation of India)
- Incorporates limited relevant information from documents 1, 2, 3, 4, 6, and 9
- Presents little relevant outside information (*negative perspective*: Gandhi felt Indian culture was being rejected and not allowed to flourish and for this reason he led nonviolent protests against British rule that eventually helped the region become independent)
- Includes few relevant facts, examples, and details (*British actions*: added Viceroy; increased their military presence in India; established schools in India for all levels of education; *positive perspective*: strengthened the bureaucracy and allowed region to be free from attacks until 1942); includes an inaccuracy (Queen Elizabeth taking over from British East India Company)
- Demonstrates a general plan of organization; includes an introduction that states many of the consequences of British rule over the subcontinent are either positive or negative and a conclusion that states British policies led to mixed feelings between Indians regarding Britain's control of the subcontinent

Conclusion: Overall, the response fits the criteria for Level 2. The discussion of positive and negative views of British control demonstrates a basic understanding of multiple perspectives. Although all aspects of the task are addressed, additional supporting facts and details would have strengthened the perspective aspect of the discussion.

Between the years of 1857 and 1947, Britain took both positive and negative actions in attempts to strengthen their rule over the Indian subcontinent. To begin, the British Crown took direct control of governing India from the British East India company following the Indian Mutiny of 1857. Taking direct control of the subcontinent allowed the British rulers to increase India's military forces to 65,000 soldiers, force each garrison to have one or more British regiments, and gave direct control to the British government (Document 1). In addition, direct control allowed the British government to expand industry through the extension of Indian canals and railroads. The extension of these features heavily aided many Indians during times of famine (Document 2). Additionally, the British enterprises and missionaries helped to set up schools for all levels of education, including upper-level universities. These schools taught Indians English, ideas of democracy and nationalism, and gave them an overall satisfactory education (Document 3). Lastly, the British protected India's borders from being attacked and kept India at peace throughout their control (Document 4).

However, British influence over the Indian subcontinent wasn't all beneficial to the Indian people, as the British rulers introduced many problems to the population of India. For instance, instead of dealing with the Indians' discontent for British rule directly, they encouraged the Indian people to only direct their opinions to each other. This could have a major cause for the deep hatred between Muslim and Hindu peoples (Document 5). Furthermore, many Indian people viewed British rule as a system of exploitation for the British government (Document 6). This can be seen directly by India having to cover all of

Anchor Paper – Document-Based Essay—Level 2 – B

or part of the costs of British projects, such as the telegraph line that ran from England to India (Document 8). The British also used many Indian soldiers in their troops, and used the expanding industry of India to cover the costs of World War II (Document 9).

In conclusion, the British control over the Indian government both benefitted and hurt the Indian population.

Anchor Level 2-B**The response:**

- Minimally develops all aspects of the task
- Is primarily descriptive (*British actions*: increase India's military force to 65,000 soldiers; taught Indians English, ideas of democracy, and nationalism; encouraged the Indian people to only direct their opinions to each other; expanding industry of India was used to cover British costs of World War II; *British perspective*: extension of canals and railroads helped many Indians during times of famine; gave Indians an overall satisfactory education; *Indian perspective*: British were probably a major cause of the deep hatred between Muslims and Hindus; viewed British rule as a system of exploitation; can be seen by having to cover cost of British projects, such as the telegraph line that ran from England to India)
- Incorporates limited relevant information from documents 1, 2, 3, 4, 5, 6, 8, and 9
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*British actions*: Crown took control of governing India from British East India Company following Indian Mutiny of 1857; enterprises and missionaries helped set up schools for all levels of education; protected Indian borders from being attacked)
- Demonstrates a general plan of organization; includes a brief introduction and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 2. While all aspects of the task are minimally addressed, the different perspectives of British rule are indirectly referenced in some cases and lack supporting facts and details.

During the rule of the British crown known as the Raj, the British took many actions to strengthen and maintain their rule over the Indian subcontinent. The impact of the British rule on the people and the region can be viewed from a variety of perspectives.

According to document 1, the British attempted to increase their control over the Indian subcontinent after the Indian mutiny in many different ways. Two ways were that the Indian army was increased to 65,000 men, and every garrison had to contain at least one British regiment. These examples helped to increase their control because it was helping out the army by making it a lot stronger.

According to document 2, the Raj took many different actions to aid the Indians and strengthen British rule. Two actions that were taken by the Raj were they extended the rail network, and they dug more canals. These actions helped to strengthen their rule over the Indian subcontinent by making transportation a lot easier which meant that communication would also be a lot easier.

According to document 3, another way that the British helped to maintain and strengthen their rule over the Indian subcontinent was by starting new schools. Starting new schools helped because it increased the education system for everyone.

According to document 4, sir Reginald Coupland believes that the British Raj helped to improve life for the Indians. The British Raj did this by replacing arbitrary despotism by the rule of law.

According to document 9, India was asked to support Great Britain in the 1940s. Two ways that India supported Great Britain was by Indians serving in the British military forces, and another way was the Indian industry was expanded to supply the war effort.

Anchor Paper – Document-Based Essay—Level 2 – C

The time during the British Raj, the British took many actions to strengthen and maintain their rule over the Indian subcontinent. They did many things to help the Indians. Many different people had different perspectives on the impact of British rule on the people or their region.

Anchor Level 2-C**The response:**

- Minimally develops most aspects of the task
- Is primarily descriptive (*British actions*: Indian army increased to 65,000 men and every garrison to contain at least one British regiment; asked India to support them in 1940s; expanded Indian industry to supply war effort; *British perspective*: helping out the army made their control much stronger; making transportation much easier meant communication would also be easier; improved Indian life by replacing arbitrary despotism with rule of law); includes faulty and weak application (British increased the education system for everyone)
- Incorporates limited relevant information from documents 1, 2, 3, 4, and 9
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*British actions*: extended rail network; dug more canals; started new schools)
- Demonstrates a general plan of organization; does not clearly identify which aspect of the task is being addressed; includes a brief introduction and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 2. The response focuses on the actions of the British using brief summary statements from the documents. Unexplained statements weaken the response. An attempt is made to provide information about the British perspective, but the Indian perspective is not developed.

Anchor Paper – Document-Based Essay—Level 1 – A

During the rule of the British crown known as the raj, the British took many actions to strengthen and maintain their rule over the Indian subcontinent. The impact of British rule on the people and the region can be viewed from a variety of perspectives.

Britain strengthened and maintained their rule over India in many ways. For example in document 6 Gandhi states "It has reduced us politically to serfdom." This quotation means that Britain took over almost completely politically giving Indians very few rights. Therefore strengthening their influence on India.

Britain was also influential on India's culture. For example in document 3 Belasco "the English language was used in all schools." This is important because Indians are being forced to partially adapt to English culture therefore influencing their own in many ways.

In conclusion Britain's influence in India was viewed to be good by the British but Indians viewed it to be bad and that Britain was interfering too much with their culture later causing a revolution.

Anchor Level 1-A**The response:**

- Minimally addresses all aspects of the task
- Is descriptive (*British actions*: took over India politically almost completely; strengthened their rule over India by giving Indians few rights; *British perspective*: viewed their influence on India to be good; *Indian perspective*: felt that Britain was interfering too much with their culture); lacks understanding and application (English language was used in all schools)
- Includes minimal information from documents 3 and 6
- Presents no relevant outside information
- Includes no additional relevant facts, examples, and details
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Accurate and inaccurate information from documents and oversimplified explanations of that information are employed to address the task.

Anchor Paper – Document-Based Essay—Level 1 – B

The British have taken many actions to maintain their Rule over India subcontinent. And the Indian Rule had positive and Negative effects on India.

Actions taken by the British have strengthened India by helping them to have road systems, strong military, police force, economy etc. The British rule caused India to have a better economy and for India to be more controlled however the British police force was extremely harsh.

As you can see British kept control of India and helped the continent be more controlled.

Anchor Level 1-B**The response:**

- Minimally addresses some aspects of the task
- Is descriptive (*British actions*: helped India to be more controlled; strengthened India by helping it to have a strong military; *British perspective*: they helped India have a better economy)
- Includes minimal information from documents 1 and 2
- Presents no relevant outside information
- Includes no additional relevant facts, examples, and details
- Demonstrates a general plan of organization; lacks focus; does not clearly identify which aspect of the task is being addressed; includes a brief introduction and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Development is minimal. Actions taken by the British are listed in sentence form. The response demonstrates a very limited awareness of the impact of British rule on the Indian subcontinent.

Between the years 1857 and 1947, the British had a secure hold on India. Changes made over time led to a restrengthening of British rule. It also led to a backlash from Indians who were trying to regain independence. British imperialism in India had lasting affects however this occupation can be seen from varying perspectives.

The time when the British ruled directly in India was called the Raj. Document 1, for example, explains how after the Sepoy Rebellion the Queen asserted her dominance over India. By taking power from the East India Company and placing the power in her hands, Britain was able to more effectively rule India. The Queen became the empress of India and the Mughal emperor lost all power. This led to changes. Document 2 explains how the British dug canals for Indians. It led to more income in India and some better jobs for people. These jobs opened opportunities for some Indians that were previously unavailable. It also led to the building of a railway system, a postal system, telegraph system, and telephone system. All of these both helped the Indians and strengthened the British power over India. Document 3 also expresses how the British gained and maintained power during the time. In Document 3, the writer explains how new schools were opened and British ideals were taught. This was a tactic used by the British to educate people in a way that benefitted their country. By teaching students English ideas, these ideas could be spread faster. Document 4 also explains how the British maintained order. As stated in the document, the British brought peace and safety to Indians. The villagers "could sleep of nights" because their belongings were safer than before. British believed their laws, criminal justice system, and courts would benefit India's people. Finally document 7 shows how the

Document-Based Essay—Practice Paper – A

British attempted to make reforms in attempt to keep people happy. The British promised more self rule to the Indian people but in name only. The British continued to maintain their power through the powers of the viceroy who could overrule Indian made decisions. These attempts, however, still led to some uprising because the Indians had a different point of view as shown in the other documents.

Documents 5, 6, 8 and 9 all express how the British attained government, but from a different perspective. Document 5, explained the hate between Hindus and Muslims that was fostered by the British. To maintain this authority, the British turned Hindus and Muslims against each other so they would blame each other for problems that were partially caused by the British. This led to later problems especially when the hatred and distrust turned violent. An example of this is the great migration when after partition Hindus moved to India and Muslims moved to Pakistan. During this time hundreds of thousands of people were murdered. Document 6, from Gandhi also expresses an Indian perspective. In this letter it is shown that the British brought poverty upon the Indians. The British forced India to be economically dependent upon British industry and many traditional jobs were lost in India. The debt brought to India could not be payed by the Indians who had little individual money. By forcing many Indians into debt, the British furthered their monetary status and political control. This is also shown in document 8. Document 8 explains how India had to financially support British conquest. The debt grew larger as the British took over more countries and expected India to pay for it. This led to many impoverished people in India. As shown in Document 9 the British used Indians soldiers to fight in

Document-Based Essay—Practice Paper – A

wars for them. This led to the deaths of many Indian people. By doing this, the British caused hardship in India. Despite their intentions, the British caused many difficulties in India.

As shown in the documents, British rule in India had both good and bad affects. There are multiple perspectives on how the British affected India. The colonization, according to the British did help India. Colonization of India influenced many people and leading to changes that benefitted India over time. However according to many Indians, colonization made them political serfs and forced them to lose their culture and many of their traditions.

The effect of British rule over is a highly debated topic: whether it helped or hindered India's growth. Great Britain used its colony as a source of raw materials and exploited its colony in every possible way. During its rule over India, Britain took many actions to remain in power and the impact of British rule in India will last forever.

During the rule of the Raj (1857-1947), the British took many actions to strengthen their government and remain in power. Following the Indian Mutiny (1857) the British placed authority over India in the hands of the crown. Then "the British presence in the country... was increased to 65,000 men" (Document 1). The increased presence in the country strengthened British authority. Another way the British strengthened their rule was by modernizing India. The new railways and canals increased productivity and in turn British revenue "through taxation and government" (Document 2). Basically the richer Britain's government was the more it could spend to strengthen itself and remain in power.

There were both positive and negative impacts of British rule: despite the nature of Britain's influence there is no doubt that the impacts of its rule deeply changed India. One way the British impacted India was by modernizing it through "railway and canal expansion" (Document 2). It gave India the needed infrastructure to be "less vulnerable to the wayward forces of nature" (Document 2). Another way the British impacted India was through the building of new schools. "The English language was used in all schools of higher education" (Document 3). Also the people who attended the schools "studied English ideas about democracy and nationalism" (Document 3). Basically the British taught Indians based upon western culture and ideas both of which

Document-Based Essay—Practice Paper – B

impacted Indian culture. A third way British rule impacted India was through creating "Hindu-Muslim animosities" (Document 5). The British did this by "undermining the Muslims trust in the Indian National Congress" (Document 4). Fearing a Hindu majority, "the Muslim League cooperated with the British," and tensions between the Muslims and Hindus ensued (Document 4). Gandhi best explains the impact of British rule saying, "it has impoverished the dumb millions through a system of progressive exploitation by a ruinously, expensive military and civil administration..." (Document 6).

In conclusion, during their rule over India the British took many actions to strengthen their government and remain in power: actions such as increasing their army's presence and modernizing. There were both positive and negative impacts of British rule such as modernizing India, teaching western ways and creating the Hindu-Muslim conflict. Although the nature of British rule is debated – it is well known that the impacts of British rule on India will last for centuries to come.

In what is today known as the “Indian Mutiny,” a group of sepoys – Indian soldiers serving in the forces of the British East India Company – broke out in violent protest against their imperial overlords. This served as a major wakeup call for British authorities who began to realize that their control over the subcontinent was not as strong as they had hoped. Thus, the British East India Company lost its right to control British India, and instead India came to be directly ruled by the British crown. British imperialism in India, dating from 1857 to 1947, led to major changes in India, both positive and negative, depending on one’s perspective.

The British Empire wanted to ensure that they would not lose control of the Indian subcontinent, and therefore felt the need to strengthen their rule by increasing their presence in India and imposing Western ideas on its people. According to author Charles Messenger, a British viceroy and 65,000 British soldiers were sent to India as a direct result of the Indian Mutiny (document 1). This dramatic increase in military presence and force clearly shows that the British feared their hold over the colony was not strong enough and were willing to use force to protect their interests if necessary.

Additionally, the British crown consolidated and codified preexisting Indian legal and judicial systems, replacing some of them with their own. This new system was considered to be “a government of laws, not men” that “replaced arbitrary despotism” and was “consolidated and codified in accordance with the indisputable principle,” according to British Sir Reginald Coupland who is British (document 4). The British felt this new system was an improvement. While it can be argued that this was done for the benefit of Indians, reconstructing

India's legal system such that it resembled Britain's obviously put the British, who enforced and understood the law, at a huge advantage over their subjects whose own law codes were based on the history, culture, and idea systems of the subcontinent.

The British further imposed Western ideas on the Indians as a means of control through changes in education. Schools in India, from primary to collegiate levels, were placed in the hands of British companies, missionaries, and other authorities, as is recorded by Milton Jay Belasco (document 3). Schooling was in English, and focused on English ideas such as democracy. The British believed they were offering Indians an opportunity through schooling. These changes, while in some ways beneficial, allowed for British control in yet another facet of Indian life. The British trained a small number of Indians to act, dress and think like the British. Some of this elite educated class became civil servants in the bureaucracy that helped the British rule India. The British also pitted different Indian groups against each other in order to maintain control. For example the British often educated members of upper castes such as the Brahmins and used them to rule over the others. They discriminated against Muslims and fueled mutual distrust between the Muslims and Hindus as a way to exert control. The hatred this created allowed the British to maintain control longer because Hindus and Muslims wanted different things in independence. At times they fought each other and couldn't unite against the British. Some of the hatred can still be seen in the policies and actions taken by India and Pakistan today. Threats and wars are common between these two countries.

While it is clear that all of the above actions were taken by the

British to – at least in some capacity – strengthen their control over India, the impact of said actions was often multi-dimensional. For example, Sir Reginald Coupland argues that the introduction of British troops helped unify India and keep it safe from hostile invading forces (document 4). This is correct, however, it is clearly also true that the high cost of British imperialism exploited and impoverished millions of Indians, as was stated by Indian nationalist Mohandas Gandhi (document 6). From the Indian perspective, the British did not act altruistically. For example, the British didn't build canals, roads, telegraphs, irrigation systems, and railroads just to help Indians (even though almost everyone would admit that there is some benefit in these technologies). They were also built to increase the profit potential of India by being able to bring goods to ports and markets. These technologies also were used to control India more by making it easier for the British to move troops if there was a problem. However, the British believed the infrastructure they built helped save Indian lives. More evidence that the British were not simply being kind and generous is that according to Nehru, who fought alongside Gandhi, India paid for it all. Not only was India forced to pay for the infrastructure that was built in India but the Indian people paid for many other things such as expeditions to Africa, Persia, and Southeast Asia. This abuse of the Indian people and their economy led to the independence movement that was ultimately successful in 1947. These issues are clearly not black and white – in some ways India benefited from British action, in some ways it was detrimental to the subcontinent.

However, the strong divide in opinion between those enforcing the

Document-Based Essay—Practice Paper – C

changes – the British – and those subject to it – native Indians –
clearly illustrates two distinct perspectives and makes a strong case
as to whom Indian imperialism truly benefited.

Document-Based Essay—Practice Paper – D

Throughout history, people have been conquered and colonized by other nations. An example of this is the British rule over India during 1857-1947. During this time, the British did many things to strengthen and maintain their rule over India. These actions can be seen as either good or bad depending on who is examining them.

In order to maintain control over India, the British did many things. After the Indian Mutiny the British appointed a viceroy who was supposed to govern India (Doc 1). This viceroy held a lot of power in the Indian government, and even after the India Act of 1935 had the power to overrule the Indian government (Doc 7). During the Raj, Britain set up schools for the Indian people (Doc 3). They also built railroads which allowed more efficient transportation of good (Doc 2). Finally, the British defended the Indians from attacks and enforced laws (Doc 4).

These actions both helped and hurt India. Since the viceroy had so much power over India, the Indian government could hardly rule themselves, and the viceroy often turned the Muslim League against the Hindu party (Doc 5). By setting up schools for the Indians, the British helped to increase the literacy in India, but they also had control over the information that was spread and could say what would make the British look good. The railroads that they built greatly decreased the amount of starving people, but many Indians died during its construction.

Britain's actions to maintain power in India were both a help and a hindrance to India. The British did many good things such as enforcing laws and establishing schools. That being said, they still exploited the Indians and controlled their government.

Document-Based Essay—Practice Paper – E

The British made many demands on India as it's colony. The British government maintained control in India under the Indian act of 1953 by holding territories with more than 560 princely states. British attempted to strengthen their control over the Indian subcontinent many times.

Railways played a big role in the 1870s and 1890s because they distributed food. It helped even more when the railroads were expanded. Many Indians that attended school learned the English Language. They studied English ideas about democracy and nationalism also. Most became the eventual leaders of the movement for Indian independence.

The British were very strong and for the most part maintained things when they needed to.

Practice Paper A—Score Level 3

The response:

- Develops some aspects of the task with some depth
- Is more descriptive than analytical (*British actions*: after Sepoy Rebellion, Queen asserted dominance over India; opened new schools where British ideals taught; continued to maintain power through Viceroy who could overrule Indian-made decisions; turned Hindus and Muslims against each other; India had to financially support British conquest; *British perspective*: villagers could sleep at night because their belongings were safer than before; felt colonization helped Indians by leading to changes that benefitted India over time; *Indian perspective*: Gandhi felt British brought poverty upon Indians; many Indians felt colonization made them political serfs and forced them to lose their culture and many traditions)
- Incorporates some relevant information from all of the documents
- Incorporates limited relevant outside information (*British actions*: promised more self-rule to Indian people but in name only; *Indian perspective*: British forced India to be economically dependent on British industry; debt brought to India could not be paid by Indians who had little individual money; by forcing many Indians into debt, British furthered their monetary status and political control)
- Includes some relevant facts, examples, and details (*British actions*: Queen became Empress of India; opened new jobs for Indians; built a railway system and telegraph system; fostered hate between Hindus and Muslims; *British perspective*: jobs led to more income for Indians and for some better jobs; *Indian perspective*: many traditional jobs lost in India)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that discuss British rule over India had lasting effects

Conclusion: Overall, the response fits the criteria for Level 3. Document information frames the discussion. A few statements of analysis and some outside information enhance the discussion of the Raj's rule from different perspectives demonstrating an understanding of the task. Further development of document information and explanation of generalizations would have strengthened the response.

Practice Paper B—Score Level 2

The response:

- Minimally develops all aspects of the task
- Is primarily descriptive (*British actions*: exploited its colony in every possible way; increased productivity; *positive perspective*: British gave India the needed infrastructure to be less vulnerable to wayward forces of nature; *negative perspective*: British undermined Muslims' trust in Indian National Congress; has impoverished the dumb millions through progressive exploitation)
- Incorporates limited relevant information from documents 1, 2, 3, 5, and 6
- Presents little relevant outside information (*British actions*: used its colony as a source of raw materials; modernized India)
- Includes few relevant facts, examples, and details (*British actions*: after Indian Mutiny in 1857 authority over India placed in the hands of British Crown; presence in India was increased to 65,000 men; built new schools; used English language in all schools of higher education)
- Demonstrates a general plan of organization; includes an introduction that discusses how the effect of British rule over the Indian subcontinent is a highly debated topic and a conclusion that summarizes all aspects of the task and states the impact of British rule on India will last for centuries to come

Conclusion: Overall, the response fits the criteria for Level 2. Brief summaries of document information and selected document quotations are used to describe the actions and perspectives of the British during the Raj. The impact of British rule from positive and negative perspectives is not clearly identified, and lacks explanation and supporting details.

Practice Paper C—Score Level 5

The response:

- Develops all aspects of the task by discussing actions taken by the British to strengthen and maintain their rule over the Indian subcontinent although the Indian perspective of the impact of that rule is more thoroughly explained than the British
- Is both descriptive and analytical (*British actions*: increased presence in India and imposed Western ideas on people; schools run in English focused on English ideas such as democracy; pitted different Indian groups against each other; *British perspective*: increase in military presence showed British willing to use force to protect their interests; felt reconstructing India's legal system was an improvement; believed they were offering Indians an opportunity through schooling; *Indian perspective*: reconstructing India's legal system a disadvantage for Indians who had to obey it; Gandhi felt high cost of British imperialism exploited and impoverished millions of Indians; British built canals, roads, telegraphs, irrigation systems, and railroads to increase profits)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*British actions*: trained a small Indian class to act, look, think, and rule like British; British law code probably not as easily understood by Indians as their own law code based on common history, culture, and idea systems of subcontinent; some of elite educated class helped the British rule India; some hatred created by British can still be seen in policies and actions of India and Pakistan today; *Indian perspective*: abuse of Indian people and their economy led to independence movement in 1947)
- Supports the theme with relevant facts, examples, and details (*British actions*: British Viceroy and 65,000 soldiers sent to India as result of Indian Mutiny; schools in India placed in hands of British companies and missionaries; *British perspective*: believed infrastructure they built helped save Indian lives; Coupland argued introduction of British troops helped unify India and keep it safe; *Indian perspective*: India forced to pay for infrastructure built in India; Indian people paid for expeditions to Africa, Persia, and Southeast Asia)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses the Sepoy Rebellion and a conclusion that states there is a strong divide in opinion over whom Indian imperialism truly benefited

Conclusion: Overall, the response fits the criteria for Level 5. The actions taken by the British are integrated with statements that reflect Indian and British perspectives on those actions. Good details from the documents, outside information, and analytic statements support this discussion and demonstrate a strong understanding of the task.

Practice Paper D—Score Level 2

The response:

- Minimally develops all aspects of the task
- Is primarily descriptive (*British actions*: Viceroy held a lot of power in Indian government and even after India Act of 1935 had the power to overrule Indian government; built railroads which allowed more efficient transportation of goods; *positive perspective*: British helped to increase literacy in India; *negative perspective*: British had control over information and could say what would make the British look good)
- Incorporates limited relevant information from documents 1, 2, 3, 4, 5, and 7
- Presents little relevant outside information (*negative perspective*: many Indians died during construction of the railroads)
- Includes few relevant facts, examples, and details (*British actions*: set up schools for Indian people; defended Indians from attacks; enforced laws; *positive perspective*: railroads greatly decreased amount of starving people; *negative perspective*: British exploited Indians and controlled their government)
- Demonstrates a general plan of organization; includes an introduction that states British actions can be seen as good or bad depending on who is examining them and a conclusion that discusses how British actions both helped and hindered India

Conclusion: Overall, the response fits the criteria for Level 2. The response demonstrates a basic understanding of the task but further development and explanation would have strengthened the effort.

Practice Paper E—Score Level 1

The response:

- Minimally addresses one aspect of the task
- Is descriptive (*British actions*: railways played a big role in the 1870s and 1890s because they distributed food); lacks understanding and application (many Indians attended school; most Indians who attended British schools became eventual leaders of the movement for Indian independence; they held territories with more than 560 princely states)
- Includes minimal information from documents 2, 3, and 7
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*British actions*: they maintained control in India under the Indian Act); includes an inaccuracy (India Act of 1953)
- Demonstrates a general plan of organization; lacks focus; does not clearly identify which aspect of the task is being addressed; includes an introductory sentence that states Britain made many demands on India as its colony and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 1. British actions taken to maintain control are addressed in a very limited way by taking information from a few documents. Overgeneralizations and disconnected statements indicate no understanding of perspective.

Global History and Geography Specifications January 2017

Part I Multiple-Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Needs and Wants	Standards 2, 3, and 4: World History; Geography; Economics
Document-based Essay	Imperialism; Power; Conflict; Culture and Intellectual Life; Human Rights; Economic Systems; Movement of People and Goods; Science and Technology; Nationalism	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 2017 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.