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# AP<sup>®</sup> European History

## Sample Student Responses and Scoring Commentary

### **Inside:**

#### **Document-Based Question**

- Scoring Guideline**
- Student Samples**
- Scoring Commentary**

**Question 1: Document-Based Question, British Imperialism in India**

**7 points**

**General Scoring Notes**

- Except where otherwise noted, each point of these rubrics is earned independently; for example, a student could earn a point for evidence without earning a point for thesis/claim.
- **Accuracy:** The components of these rubrics require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.

Evaluate whether or not British imperial rule in India during the 1800s was primarily influenced by liberalism.

Reporting Category	Scoring Criteria	
<p><b>Row A</b> <b>Thesis/Claim</b>  <b>(0–1 points)</b></p>	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.</p>
<b>Decision Rules and Scoring Notes</b>		
<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>• Are not historically defensible.</li> <li>• Only restate or rephrase the prompt.</li> <li>• Do not respond to the prompt.</li> <li>• Do not establish a line of reasoning.</li> <li>• Are overgeneralized.</li> </ul>		<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>• The response must provide a historically defensible thesis or claim that establishes a position on whether or not British imperial rule in India during the 1800s was primarily influenced by liberalism. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument.</li> </ul>
<p><b>Examples that do not earn this point:</b></p> <p><b>Provide a historically defensible claim, but do not establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li>• <i>“There were many factors aside from liberalism that influenced British rule in India.”</i></li> </ul> <p><b>Establish a line of reasoning, but do not provide a historically defensible claim</b></p> <ul style="list-style-type: none"> <li>• <i>“While some say that the British rule in the 1800s was influenced by liberalism, I would say it is primarily influenced by conservatism since the upper class of Britain came into India and overthrew it.”</i></li> </ul>		<p><b>Examples that earn this point:</b></p> <p><b>Establish a line of reasoning that evaluates the topic of the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>“British imperial rule was not primarily influenced by liberalism, instead it was primarily influenced by Social Darwinism. Social Darwinism was an excuse for English higher-ups to profit off their colonies work.”</i></li> <li>• <i>“Liberalism influenced British rule in India to a minimal extent as is shown by their political policies and by their general treatment of the population of India.”</i></li> </ul> <p><b>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</b></p> <ul style="list-style-type: none"> <li>• <i>“Although liberalism was a factor in the colonization of India, the overall biggest factor was nationalism and self-benefit due to the resources to be gained, the treatment of the natives, and the glorification of England and its citizens.”</i></li> <li>• <i>“Although British officials in India were influenced by liberal ideas, the desire to make the empire profitable for Britain was at least as important in shaping British rule in India.”</i></li> </ul> <p><b>Establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li>• <i>“British rule in India was most strongly influenced by liberalism because the British tried to establish a legal system similar to their own in India.”</i> (Minimally acceptable thesis/claim)</li> <li>• <i>“British rule in India was not liberal because the British subjected the Indians to racial discrimination.”</i> (Minimally acceptable thesis/claim)</li> </ul>
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs).</li> <li>• The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period.</li> </ul>		

Reporting Category	Scoring Criteria			
<p><b>Row B</b> <b>Contextualization</b></p> <p><b>(0–1 points)</b></p>	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Describes a broader historical context relevant to the prompt.</p>		
<b>Decision Rules and Scoring Notes</b>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>• Provide an overgeneralized statement about the time period referenced in the prompt.</li> <li>• Provide context that is not relevant to the prompt.</li> <li>• Provide a passing phrase or reference.</li> </ul> <p><b>Examples that do not earn this point:</b></p> <p><b>Do not provide context relevant to the topic of the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>References to “God, Gold, and Glory” that don’t connect to Imperialism in India. “God, Gold, and Glory were motives for exploration with the sugar islands being a significant part of triangular trade.”</i></li> </ul> <p><b>Provide an overgeneralized statement about the time period referenced in the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>“During the Liberalist movement many people were thinking ahead to the future of their respective countries.”</i></li> <li>• <i>“Women were gaining more rights and the class lines were beginning to blur.”</i></li> <li>• <i>“During the time of the Liberalist movement, England colonized India.”</i></li> </ul> <p><b>Provide a passing phrase or reference</b></p> <ul style="list-style-type: none"> <li>• <i>“Liberalism was important in European politics in the 1800s.”</i></li> <li>• <i>“The revolution is near after the spread of the ideals of John Locke and other members of the Glorious Revolution of 1688.”</i></li> </ul> </td> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>• Accurately describe a context relevant to whether or not British imperial rule in India during the 1800s was primarily influenced by liberalism.</li> </ul> <p><b>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>• Industrialization in Britain</li> <li>• Geopolitical rivalries among European imperial powers</li> <li>• Liberal political reforms in Britain</li> <li>• Laissez-faire and free-trade economic policies</li> <li>• Social Darwinism and other racialist beliefs</li> <li>• Columbian exchange if connected to British imperialism</li> </ul> <p><b>Examples of acceptable contextualization:</b></p> <ul style="list-style-type: none"> <li>• <i>“In the early 19<sup>th</sup> century, New Imperialism played a large role in nation’s economies and governments as countries raced to Africa and Asia in order to colonize land for industrial and social purposes. Among these countries, Britain colonized India in order to control trade and production in the area.”</i></li> <li>• <i>“At the same time that many Europeans were starting to believe in political and legal equality for all citizens, many also began to see non-Europeans as inferior races that needed to be ruled.”</i></li> </ul> </td> </tr> </table>			<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>• Provide an overgeneralized statement about the time period referenced in the prompt.</li> <li>• Provide context that is not relevant to the prompt.</li> <li>• Provide a passing phrase or reference.</li> </ul> <p><b>Examples that do not earn this point:</b></p> <p><b>Do not provide context relevant to the topic of the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>References to “God, Gold, and Glory” that don’t connect to Imperialism in India. “God, Gold, and Glory were motives for exploration with the sugar islands being a significant part of triangular trade.”</i></li> </ul> <p><b>Provide an overgeneralized statement about the time period referenced in the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>“During the Liberalist movement many people were thinking ahead to the future of their respective countries.”</i></li> <li>• <i>“Women were gaining more rights and the class lines were beginning to blur.”</i></li> <li>• <i>“During the time of the Liberalist movement, England colonized India.”</i></li> </ul> <p><b>Provide a passing phrase or reference</b></p> <ul style="list-style-type: none"> <li>• <i>“Liberalism was important in European politics in the 1800s.”</i></li> <li>• <i>“The revolution is near after the spread of the ideals of John Locke and other members of the Glorious Revolution of 1688.”</i></li> </ul>	<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>• Accurately describe a context relevant to whether or not British imperial rule in India during the 1800s was primarily influenced by liberalism.</li> </ul> <p><b>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>• Industrialization in Britain</li> <li>• Geopolitical rivalries among European imperial powers</li> <li>• Liberal political reforms in Britain</li> <li>• Laissez-faire and free-trade economic policies</li> <li>• Social Darwinism and other racialist beliefs</li> <li>• Columbian exchange if connected to British imperialism</li> </ul> <p><b>Examples of acceptable contextualization:</b></p> <ul style="list-style-type: none"> <li>• <i>“In the early 19<sup>th</sup> century, New Imperialism played a large role in nation’s economies and governments as countries raced to Africa and Asia in order to colonize land for industrial and social purposes. 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<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>• Provide an overgeneralized statement about the time period referenced in the prompt.</li> <li>• Provide context that is not relevant to the prompt.</li> <li>• Provide a passing phrase or reference.</li> </ul> <p><b>Examples that do not earn this point:</b></p> <p><b>Do not provide context relevant to the topic of the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>References to “God, Gold, and Glory” that don’t connect to Imperialism in India. “God, Gold, and Glory were motives for exploration with the sugar islands being a significant part of triangular trade.”</i></li> </ul> <p><b>Provide an overgeneralized statement about the time period referenced in the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>“During the Liberalist movement many people were thinking ahead to the future of their respective countries.”</i></li> <li>• <i>“Women were gaining more rights and the class lines were beginning to blur.”</i></li> <li>• <i>“During the time of the Liberalist movement, England colonized India.”</i></li> </ul> <p><b>Provide a passing phrase or reference</b></p> <ul style="list-style-type: none"> <li>• <i>“Liberalism was important in European politics in the 1800s.”</i></li> <li>• <i>“The revolution is near after the spread of the ideals of John Locke and other members of the Glorious Revolution of 1688.”</i></li> </ul>	<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>• Accurately describe a context relevant to whether or not British imperial rule in India during the 1800s was primarily influenced by liberalism.</li> </ul> <p><b>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>• Industrialization in Britain</li> <li>• Geopolitical rivalries among European imperial powers</li> <li>• Liberal political reforms in Britain</li> <li>• Laissez-faire and free-trade economic policies</li> <li>• Social Darwinism and other racialist beliefs</li> <li>• Columbian exchange if connected to British imperialism</li> </ul> <p><b>Examples of acceptable contextualization:</b></p> <ul style="list-style-type: none"> <li>• <i>“In the early 19<sup>th</sup> century, New Imperialism played a large role in nation’s economies and governments as countries raced to Africa and Asia in order to colonize land for industrial and social purposes. Among these countries, Britain colonized India in order to control trade and production in the area.”</i></li> <li>• <i>“At the same time that many Europeans were starting to believe in political and legal equality for all citizens, many also began to see non-Europeans as inferior races that needed to be ruled.”</i></li> </ul>			
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• The response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question.</li> <li>• To earn this point, the context provided must be more than a phrase or reference.</li> </ul>				

Reporting Category	Scoring Criteria		
Row C Evidence  (0–3 points)	<b>Evidence from the Documents</b>		
	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Uses the content of at least <b>three</b> documents to address the <b>topic</b> of the prompt.	<b>2 points</b> Supports an <b>argument</b> in response to the prompt using at least <b>six</b> documents.
<b>Decision Rules and Scoring Notes</b>			
<b>Responses that do not earn points:</b> <ul style="list-style-type: none"> <li>Use evidence from less than three of the documents.</li> <li>Misinterpret the content of the document.</li> <li>Quote, without an accompanying description, the content of the documents.</li> <li>Address documents collectively rather than considering separately the content of each document.</li> </ul>	<b>Responses that earn 1 point:</b> <ul style="list-style-type: none"> <li>Accurately describe—rather than simply quote—the content from at least three of the documents to address the topic of the influence of liberalism on British rule in India during the 1800s.</li> </ul> <b>Examples of describing the content of a document:</b> <b>Describe evidence from the documents relevant to the topic but do not use that evidence to support an argument</b> <ul style="list-style-type: none"> <li>(Document 2) <i>“Cobbett paints an unfavorable picture of British rule in India, emphasizing its violence and greed.”</i></li> <li>(Document 6) <i>“The illustration shows an Indian prince acting submissively towards the representative of the British rule and the picture of the empress.”</i></li> </ul>	<b>Responses that earn 2 points:</b> <ul style="list-style-type: none"> <li>Support an argument in response to the prompt by accurately using the content of at least six documents.</li> </ul> <b>Examples of supporting an argument using the content of a document:</b> <ul style="list-style-type: none"> <li>(Document 5): <i>“Queen Victoria’s grant of religious freedom to her Indian subjects is an expression of a major belief of European liberals.”</i> (Connects the contents of Document 5 to an argument)</li> <li>(Document 4): <i>“Ghose’s complaint about how British courts actually work in India shows a tension between the liberal theory of British rule and the oppressive reality for Indians.”</i> (Describes and connects the content of the Document 4 to an argument)</li> </ul>	
<b>Additional Notes:</b> <ul style="list-style-type: none"> <li>To earn two points, the six documents do not have to be used in support of a single argument—they can be used across sub-arguments or to address counterarguments.</li> </ul>			

<b>Row C (continued)</b>	<b>Evidence beyond the Documents:</b>	
	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Uses at least one additional piece of the specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.</p>
	<b>Decision Rules and Scoring Notes</b>	
	<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>• Provide evidence that is not relevant to an argument about the prompt.</li> <li>• Provide evidence that is outside the time period or region specified in the prompt.</li> <li>• Repeat information that is specified in the prompt or in any of the documents.</li> <li>• Provide a passing phrase or reference.</li> </ul>	<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>• Must use at least one specific piece of historical evidence relevant to an argument about British rule in India or liberalism.</li> </ul> <p><b>Examples of evidence beyond the documents relevant to an argument about the prompt:</b></p> <ul style="list-style-type: none"> <li>• <i>“When the British government dissolved the East India Company and ended its trade monopoly, they were acting in accordance with liberal ideas about the value of free trade.”</i> (Provides a piece of evidence not in the documents relevant to an argument about the prompt)</li> <li>• <i>“In the early 1800s, Britain placed high tariffs on Indian cloth exports, a move that protected their own industry but went against liberal ideas of free trade.”</i> (Provides a piece of evidence not in the documents relevant to an argument about the prompt)</li> <li>• <i>“Social Darwinism was one of the beliefs that caused the English to believe their superiority over the Indians. This doctrine said that white Anglo-Saxons were superior to other races, clearly contradicting some liberals’ belief in racial equality.”</i> (Provides a piece of evidence not in the documents relevant to an argument about the prompt)</li> </ul>
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• Typically, statements credited as evidence will be more specific than statements credited as contextualization.</li> <li>• To earn this point, the evidence provided must be different from the evidence used to earn the point for contextualization.</li> <li>• To earn this point, the evidence provided must be more than a phrase or reference.</li> </ul>		

Reporting Category	Scoring Criteria	
Row D Analysis and Reasoning (0–2 points)	<b>Sourcing</b>	
	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> For at least three documents, explains how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.
	<b>Decision Rules and Scoring Notes</b>	
<b>Responses that do not earn this point:</b> <ul style="list-style-type: none"> <li>Explain sourcing for less than three of the documents.</li> <li>Identify the point of view, purpose, historical situation, and/or audience but fail to explain how or why it is relevant to an argument.</li> <li>Summarize the content or argument of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience.</li> </ul>	<b>Responses that earn this point:</b> <ul style="list-style-type: none"> <li>Must explain how or why—rather than simply identifying—the document’s point of view, purpose, historical situation, or audience is relevant to an argument that addresses the prompt for each of the three documents sourced.</li> </ul> <p><b>Example of acceptable explanation of the significance of the author’s point of view:</b></p> <ul style="list-style-type: none"> <li>(Document 3): <i>“As an economist, Clark is primarily interested in maximizing the efficiency of the empire and describes the changes to Indians’ way of life as a fair application of free-market principles.”</i> (Connects the point of view of the document to an argument about the influence of liberalism on British rule in India)</li> </ul> <p><b>Example of acceptable explanation of the relevance of the historical situation of a source:</b></p> <ul style="list-style-type: none"> <li>(Document 5): <i>“The rebellion of 1857–1858 was in part a religious uprising against British rule in India, so it is not surprising that Victoria is supporting the liberal idea of religious freedom in this document.”</i> (Connects information about the historical situation of the quote with an argument about the influence of liberalism on British rule in India)</li> </ul> <p><b>Example of acceptable explanation of the significance of the audience:</b></p> <ul style="list-style-type: none"> <li>(Document 4): <i>“Ghose’s pamphlet would likely have been read by British critics of rule in India, suggesting that he might be trying to appeal to British policymakers who wanted India to be ruled in a more liberal way.”</i> (Provides information about the audience of the source relevant to an argument about the influence of liberalism on British rule in India)</li> </ul> <p><b>Example of acceptable explanation of the significance of the author’s purpose:</b></p> <ul style="list-style-type: none"> <li>(Document 6) <i>“This was drawn by an Englishman. It promotes the idea of a British savior and was likely used to glorify their imperialism.”</i> (Identifies the artist’s purpose to promote Queen Victoria’s imperial rule)</li> </ul>	
<b>Examples that do not earn this point:</b> <p><b>Identify the point of view, purpose, historical situation, and/or audience, but do not explain how or why it is relevant to an argument</b></p> <ul style="list-style-type: none"> <li><i>“The ceremony recorded by Pulley in Document 6 occurred at a time when Britain had effectively taken control of all of India.”</i></li> </ul> <p><b>Summarize the content of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience</b></p> <ul style="list-style-type: none"> <li><i>“The purpose of Queen Victoria’s declaration is to grant religious freedom to all Indians.”</i></li> </ul>		

Row D (continued)	Complexity	
	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.</p>
<b>Decision Rules and Scoring Notes</b>		
	<p><b>Responses that earn this point:</b> May demonstrate a complex understanding in a variety of ways, such as:</p> <ul style="list-style-type: none"> <li>• Explaining nuance of an issue by analyzing multiple variables.</li> <li>• Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects.</li> <li>• Explaining relevant and insightful connections within and across periods.</li> <li>• Confirming the validity of an argument by corroborating multiple perspectives across themes.</li> <li>• Qualifying or modifying an argument by considering diverse or alternative views or evidence.</li> </ul> <p><b>Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>• Analyzing multiple variables, such as exploring the differences between the theoretical application of liberal ideas in India and the practical realities of maintaining order in an empire, or profiting from India’s wealth. (Explains nuance)</li> <li>• Explaining how liberalism as a political ideology was largely critical of British Imperialism in India, while at the same time recognizing how liberalism encouraged British imperialism in India economically, particularly through <i>laissez-faire</i>. The explanation should include some analysis of the relative strengths of each argument. (Demonstrates nuance by analyzing multiple aspects of liberalism and their effects on British India)</li> <li>• Analyzing multiple variables by constructing an argument that explores the potential conflict between liberal ideas about political equality and racist ideas about the supposed inferiority of non-European races and attempts to reconcile them through the idea of “educating” or “reforming” native Indians. (Explains nuance)</li> <li>• Explaining insightful connections across periods by constructing an argument that explains how resistance to British rule, especially in the twentieth century, challenged the idea that Britain’s rule could be considered liberal. (Explains relevant and insightful connections)</li> <li>• Corroborating multiple perspectives, such as exploring how complaints about the actual workings of the British courts, indicate not only the failure of British rule to live up to liberal principles, but also the existence of liberal institutions such as a free press that could challenge the government. (Corroborates, qualifies or modifies an argument by considering diverse or alternative views or evidence)</li> </ul>	
	<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.</li> </ul>	



## Document Summaries

Document	Summary of Content	
1. Judge Russell on murder and arson case	<ul style="list-style-type: none"> <li>Russell declares that poor people and native Indians should receive equal protection of British law and says that this will ensure Indians' allegiance to Britain.</li> </ul>	<ul style="list-style-type: none"> <li>Legal decisions such as Russell's need to explain the principles that they are based on, so he is laying out broad ideas.</li> <li>Russell's reference to protection of property and lives follows liberal and Enlightenment principals established by John Locke, while the closing reference to the allegiance of the governed similarly follows the liberal principal of the social contract.</li> </ul>
2. Cobbett	<ul style="list-style-type: none"> <li>Cobbett criticizes British rule in India for its violence and greed.</li> </ul>	<ul style="list-style-type: none"> <li>Cobbett is writing when the East India Company was acting as an autonomous governing body in India.</li> <li>Cobbett is writing when the main aim of European overseas colonization was to gain access to luxury products to import to Europe.</li> </ul>
3. Clark on railways	<ul style="list-style-type: none"> <li>Clark claims that improved communications will allow British factories to get more raw materials out of India; he also claims that this would benefit India by increasing agriculture and giving Indians access to cheaper manufactured goods from Britain.</li> </ul>	<ul style="list-style-type: none"> <li>Clark is writing just as railroads are expanding in Britain and leading to economic growth.</li> <li>Clark is influenced by liberal arguments that free trade is the best and fairest way to improve peoples' standards of living.</li> </ul>
4. Ghose pamphlet	<ul style="list-style-type: none"> <li>Ghose criticizes the British legal system in India, claiming it is biased against Indians who often can't access the courts, understand the language of the proceedings, or follow the legal arguments.</li> </ul>	<ul style="list-style-type: none"> <li>Ghose, as a member of a reform group, is trying to state his case as strongly as possible, using the most emotional examples.</li> <li>Ghose, as a reformer, is interested in articulating a critique of British government and legal institutions in India in an effort to establish, for his readers, the importance of political and social change.</li> </ul>
5. Victoria proclamation	<ul style="list-style-type: none"> <li>Victoria declares freedom of religion in her domains in India and declares that official positions are open to all regardless of race or religion.</li> </ul>	<ul style="list-style-type: none"> <li>Victoria issued the proclamation after a major rebellion (the Sepoy Rebellion or Indian Mutiny) that was caused in part by religious concerns, so she is attempting to pacify India.</li> <li>The end of rule by the profit-seeking East India Company is an occasion for Victoria to create a new basis for British government in India.</li> </ul>

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6. Illustration of the Nizam presenting a gift to the British governor of India	<ul style="list-style-type: none"><li>As part of the establishment of Victoria as Empress of India, a native ruler kneels before the British governor and the image of Victoria and presents a gift.</li></ul>	<ul style="list-style-type: none"><li>The drawing, by a British officer, is intended to convey a harmonious picture of British rule, with native rulers, native troops and British leaders all playing their appointed roles.</li><li>The image appeals to the British audience's feelings of national or racial pride and superiority by showing the power of British rule over India.</li></ul>
7. Indian journalists' editorial	<ul style="list-style-type: none"><li>The journalists argue that the application of laws in India discriminates against Indian victims and works in favor of British lawbreakers.</li></ul>	<ul style="list-style-type: none"><li>The journalists' education in England probably sharpened their perception of the differences between the legal systems in England and in India.</li><li>The journalists are reacting to the failure to realize in practice pronouncements of equality like Victoria's.</li></ul>

Mandatory  
Question 1

Question 2

Choose one  
Question 3

Question 4

Begin your response to each question at the top of a new page. Do not skip lines.

(Contextualization)

In these years of the 16<sup>th</sup> and 17<sup>th</sup> century, countries such as Portugal, Spain, and Britain were prevalent figures in the imperialism of the colonies in the new world. In the early 1500s Hernan Cortez overtook the Aztecs, and a few years later Pizarro did the same with the Incas of Peru. Britain had many colonies in the New World throughout the 17<sup>th</sup> and 18<sup>th</sup> century, but that stage of imperialism ended in ~~the~~ 1776 through the Revolutionary War. That imperialism was highly influenced by the economic gain of those countries through the new world. Although that beginning stage of imperialism ended, it did not ~~stop~~ stifle powerful countries with to go elsewhere. In the 1800s, British Imperial rule over India was ~~influenced~~ primarily influenced through <sup>the</sup> liberalism of the time, ~~and~~, and the new ideas describing "white man's burden" and natural selection prevalent in the minds of the British authority.

The idea of "white man's burden"; or, the civilizing mission, focused on how many people in powerful nations felt the need to educate ~~the~~ those people in less developed nations on religion and modern life. Many economists and missionaries looked at the British imperialism and used it as a way to benefit themselves. In Hyde Clark's newspaper article "Railways in India", he describes the "unfortunate people" that could have so much potential for bettering and supplying the industrialization in Britain (Document 3). This document, written in 1845, describes the times of industrialization.

Mandatory  
Question 1

Question 2

Choose one  
Question 3

Question 4

Begin your response to each question at the top of a new page. Do not skip lines.

seen throughout Europe, but primarily Britain (historical context). In this time, they were focused on the new developments of steam engines and different machines promoting industry. This idea of White Man's burden, however, was challenged in Ram Gopal Ghose's pamphlet ~~from~~ explaining the unfair treatment of the Indian people subjected by Britain. He questions the fairness and honesty in the ways the British exploited the people, and even refers to the British satirically as <sup>the</sup> "superior being" (document 4). This perspective of an Indian man comes from ~~many other's~~ <sup>the</sup> view of the people involved in the Young Bengal reform group, of who did not appreciate the control that Britain had over them (point of view).

White Man's burden is also negatively commented on as an injustice of the British imperialism by native British people. ~~The~~ The British essayist and political commentator, William Cobbett was against the imperialism of India. He noted the lives lost in constant battle and questioned what it was all for. The justification of civilizing lesser people did not seem like enough justification to Cobbett, and he thus condemned the ~~evil~~ gruesome and deadly civilizing mission taking lives of countless soldiers. (doc 2)

The British imperial role in India was influenced by the new liberal ideas of natural selection and social darwinism. This new idea came from Charles Darwin

Mandatory  
Question 1  
Question 2  
Choose one  
Question 3  
Question 4  

Begin your response to each question at the top of a new page. Do not skip lines.

And the discoveries he made in the Galapagos Islands. He explains that although the animals he observed were of the same species, due to their development in different places, they developed differently; some stronger and others weaker. This new idea ~~was~~ is shown in the decision by Judge Henry Russell in 1808. This excerpt of the decision noted how the lives of the native Indians would be protected as long as the British were there to help, even though the British were ~~also~~ inflicting the most danger onto them (Doc 7). This describes the idea that not only because the strength of the British were there, the Indian people were protected. This is also evident in the illustration in ~~document 6~~ depicting the ~~the~~ Prince giving the person subjecting him and his people a gift. This document's main purpose is to show not only the effect of social darwinism, but also the compliance of the people affected and subjected through it. The Prince in the image is bowing to the governor and image of Queen Victoria. The toxicity and superiority instilled by the British on the Indian people through social darwinism is also an evident factor. As seen in document 7 English educated Indian journalists are describing the perception that the English people have on native Indians. They focus on the idea of social darwinism that talks about how one race is completely superior to

Mandatory  
Question 1

Question 2

Choose one  
Question 3

Question 4

Begin your response to each question at the top of a new page. Do not skip lines.

another. ~~the~~ the journalist depict how they believe the British have no comprehension of the value of their lives.

Another factor ~~that was believed to be a big~~ involved in the imperialism of ~~the~~ India is the economic benefit. This was believed to be, by Karl Marx, the main factor in British imperialism. He described how imperialism ~~is~~ feeds into capitalism, and both are evil. He also points out how his perception is that Britain had already exploited its own people and population, and now had to move ~~on~~ to another continent to continue this exploitation.

British Imperialism over India in the 1800s was primarily influenced through the ~~the~~ liberal ideas of the civilizing mission and natural selection/darwinism present in society. The subjugation by the British on the Indians had little persuasion from an economic standpoint, but was still believed prominent.

Mandatory  
Question 1Choose one  
Question 2

Question 3

Question 4

Begin your response to each question at the top of a new page. Do not skip lines.

British rule in India, under the influences of imperialism and nationalism, showed little regard for the rights or protection of the Natives. Resistance from Indians, as well as disapproval from some English citizens, called for a more liberal approach; but ~~such~~ such liberalism is nowhere to be found in Britain's rule over India as the 19<sup>th</sup> century progressed.

The British Empire's utter disregard for those living in ~~the~~ India is made apparent in many ways. English soldiers treated Natives cruelly and rarely faced punishment for it. Document 2, written by political commentator William Cobbett in 1808, calls British rule over India "a terrible evil" and questions, "What right, in God's name, what right have we to do this?". These "unjustifiable and inexcusable" (document 2) actions inspired equal disgust in those who they were carried out against; ~~and~~ in document 3, Indian reform leader Ram Gopal Ghose criticizes the unfair treatments of the British courts in favor of Englishmen, as well as a sentiment probably held by many in Britain: that the Englishman is a "superior" and "privileged" being, and that Natives are treated like "animals" in comparison. These sentiments gave rise to a slight impulse to liberalism, a desire to treat the Natives in India with ~~the~~ the

Mandatory  
Question 1

Question 2

Choose one  
Question 3

Question 4

Begin your response to each question at the top of a new page. Do not skip lines.

rights and respect they are owed. In an 1808 decision by Judge Henry Russell, he declared that "[the Natives are entitled to have their characters, property, and lives protected]" (document 1). While Russell does seem to imply that the reason the British should treat the Natives with respect is only to earn their allegiance, he does note that to violate that respect would make the British undeserving of ~~their~~ allegiance or attachment.

Sentiments and court rulings such as these give the impression that British rule in India was shifting toward liberalism; however, this would prove to not be the case. In the 19<sup>th</sup> century, the sentiments of nationalism and especially imperialism ~~was~~ were strong among major European countries. They scrambled to colonize in places like Africa and Asia for political and economic gain; their view of the people living in these areas - that they were barbaric, that the Europeans ~~was~~ had an "obligation" to bring civilization to them - served as justification for the often unspeakable cruelties committed in these colonies. Indeed, the influence of imperialism can be seen no more strongly than in document 3, where economist Hyde Clark claims that ~~bringing~~ "improved facilities of communication will bring these unfortunate people [the Natives]... under the observation and influence of the civilized world."



Mandatory  
Question 1Choose one  
Question 2

Question 3

Question 4

Begin your response to each question at the top of a new page. Do not skip lines.

Imperialist sentiments such as these proved too strong a force for any liberal influence to overcome; for no matter how graciously Britain pretended to treat Natives in India, her actions told a ~~different~~ different story. In response to a major rebellion in the 1850s, Queen Victoria proclaimed that "all shall alike enjoy the equal and impartial protection of the law", and described fair ~~the~~ treatment for all members of the British Empire. <sup>(document 5)</sup> As progressive as this sounds, none of Queen Victoria's words translated into action. An 1877 image in the Illustrated London News depicts a ceremony honoring Victoria's assumption of the title "Empress of India", in which an <sup>prince</sup> Indian ~~is~~ <sup>(document 6)</sup> is presenting a British governor with a gift. Given that Victoria's proclamation followed an uprising, it comes as no surprise that she would promise equal and respectful treatment to the group that just rebelled against her; but just 20 years later, any sentiment of liberalism has vanished, and ~~she~~ she has made herself these people's empress. That India is presented in such a way in a London newspaper demonstrates the continued influence of rationalism ~~and imperialism~~ and imperialism in Britain's rule.

British imperial rule in India during the 1800s was not primarily influenced by liberalism, but rather, imperialism and rationalism. Though discontent in

Mandatory  
Question 1

Question 2

Choose one  
Question 3

Question 4



Begin your response to each question at the top of a new page. Do not skip lines.

India and disapproval in Britain sparked some impulse to liberalism, it was not enough to overcome the strong imperialist sentiment of 1800s Europe.

✎ Britain's treatment of India continuously demonstrated no regard for the Natives' rights or safety, even when such things were promised by the Queen. No effort was made to treat Natives as equal members of the British Empire, demonstrating the lack of liberalism in Britain's rule.

## DBQ C 1 of 2

Mandatory  
Question 1

Question 2

Choose one  
Question 3

Question 4

Begin your response to each question at the top of a new page. Do not skip lines.

During the ~~period time~~ when Europe was colonizing 1800s Europe was acting with the belief of social darwinism. Taking Darwin's work of evolution they applied it to them selves and started seeing other Europeans as better then those who had less technology. This ~~grea~~ effected how Europeans ruled their ~~tan~~ new lands. ~~Britain~~ British rule in India during the 1800s was no different as they ruled ~~based on~~ influenced by liberalism, imperialism, and ~~and~~ monarchies. British imperial rule was influenced by liberalism in India. Judge Henry Russel believes that everyone, especially those who struggle to get by should be protected, no matter what ~~are~~ what nation they come from. Britain's conquest into India stay in India was marked by war, whether that be ~~that~~ fighting or preparations. Document two's author has heard about it and feels that the reason it has continued is because Britain is motivated only by the desire to gain more.

~~Britain~~ The imperialism in India was another ~~area~~ area where imperialism affected. Like the colonization of the Americas Britain used India as a place to trade with and a place to gain resources from. In document 3 Hyde Clark, an economist, reasonable likes the idea of railroads in India as it will speed up the time it takes ~~to~~ to transport raw materials back to Britain. The English have no reason to the ~~goverme~~ governing body

Mandatory  
Question 1

Question 2

Choose one  
Question 3

Question 4

Begin your response to each question at the top of a new page. Do not skip lines.

in India as they have definite allies in the government. However, the natives of India have no one. If the ~~same~~ so much as hurt a European they would be unable to defend ~~themselves~~ ~~themselves~~ in court, as no one would help.

The British monarchy also gets directly involved in ~~matters~~ matters with India. After a major rebellion Queen Victoria replaces the British East India ~~Company~~ Company as the direct ruler. Under her rule ~~no~~ any one is able to work any job so long as they are qualified. The ~~the~~ governor of India was presented a gift from the prince of Hyderabad during the Delhi ~~Durbar~~ Durbar. The Delhi Durbar is a ceremonial gathering in honor of Queen Victoria's revival of Empress of India.

Compared to King Leopold's rule of the Congo free state in Africa India got off well, despite the differing governing influences. The natives of the Congo free ~~state~~ were forced to vulcanize rubber or else have their hands chopped off.

## Question 1 — Document-Based Question

**Note:** Student samples are quoted verbatim and may contain spelling and grammatical errors.

### Overview

The Document-Based Question (DBQ) prompt asked students to evaluate whether or not British imperial rule in India during the 1800s was primarily influenced by liberalism. Students were expected to develop and support an argument, using the documents provided, that demonstrated the effect that liberalism had on imperialism in India.

Units 6 and 7 in the Course and Exam Description cover liberalism in the 1800s in Europe and European imperialism and its motives, technologies, and global effects with two illustrative examples given of the effects of imperialism in India.

**Sample: 1A**

**Score: 7**

**Thesis/Claim: 1**

**Contextualization: 1**

**Evidence: 3**

**Analysis and Reasoning: 2**

### A. Thesis/Claim (0–1 points): 1 point

The response earned 1 point for thesis by establishing in the conclusion a historically defensible claim that British Imperial rule was primarily influenced by liberalism through the idea of the civilizing mission. The introduction has a similar claim concerning liberalism and the White Man’s Burden.

### B. Contextualization (0–1 points): 1 point

The response earned 1 point for contextualization with the discussion in the introduction of a first period of colonization until 1776, and the economic gains from it, and then the continued will of countries such as Britain to expand afterward into the 1800s.

### C. Evidence (0–3 points): 3 points

#### Evidence from the Documents

The response earned 2 points for using evidence from the documents by using six of the documents in support of an argument. Documents 3 and 4 are used in an argument about the effects of industrialism in India, while documents 2, 1, 6, and 7 are used in an argument about the effects of Social Darwinist ideas on India. Document 5 is not used.

#### Evidence Beyond the Documents

The response earned 1 point for using evidence beyond the documents in the discussion of natural selection, and Darwin’s ideas of the strong threatening the weak applied to Britain in India, developing into Social Darwinism with the idea that Indians needed British protection.

## Question 1 — Document-Based Question (continued)

### D. Analysis and Reasoning (0–2 points): 2 points

#### Document Sourcing

The response earned 1 point for sourcing three documents. Documents 3 and 7 use the historical situation of the documents—the Industrial Revolution and machinery in Britain for Document 3 and Social Darwinism for Document 7. The discussion of Document 6 shows that the purpose of the illustration is to reflect the compliance of the subject peoples. For Document 4 the response attempts to source the speaker’s point of view but fails as it does not explain why the author’s position as a reformer is relevant.

#### Demonstrating Complex Understanding

The response earned 1 point for demonstrating a complex understanding in the last body paragraph where a different theme, economics, modifies the argument and is explained as an influence on British India. A Marxist criticism of capitalism as exploitation is developed as the response discusses exploitation within Britain leading to the economic exploitation of India and imperialism.

#### Sample: 1B

Score: 5

Thesis/Claim: 1

Contextualization: 0

Evidence: 3

Analysis and Reasoning: 1

### A. Thesis/Claim (0–1 points): 1 point

The response earned 1 point for thesis by establishing, in the conclusion, both a historical claim, that there was an impulse to liberalism, and a line of reasoning, that this impulse was overshadowed by imperialism.

### B. Contextualization (0–1 points): 0 points

The response did not earn a point for contextualization as it does not attempt to meaningfully describe a broader historical context relevant to the prompt.

### C. Evidence: (0–3 points): 3 points

#### Evidence from the Documents

The response earned 2 points for evidence by using Documents 2, 4, 3, 1, 5, and 6 to support an argument.

#### Evidence Beyond the Documents

The response earned 1 point for evidence beyond the documents for the discussion of the scramble to colonize Africa and Asia in the 19th century.

### D. Analysis and Reasoning (0–2 points): 1 point

#### Document Sourcing

The response earned 1 point for sourcing by discussing the point of view of Document 6 (London newspaper) and the historical situation of Documents 3 (imperialism) and 5 (the Rebellion of 1857).

## Question 1 — Document-Based Question (continued)

### Demonstrating Complex Understanding

The response did not earn points for complexity, as while it offers a coherent argument, there is no attempt at nuance, corroboration, qualification, or insights across periods and geographical space.

**Sample: 1C**

**Score: 3**

**Thesis/Claim: 0**

**Contextualization: 1**

**Evidence: 2**

**Analysis and Reasoning: 0**

### A. Thesis/Claim (0–1 points): 0 Points

The response did not earn a point for thesis as there is no line of reasoning to support the claim that British rule in India was influenced by liberalism and monarchies.

### B. Contextualization (0–1 points): 1 Point

The response earned 1 point for contextualization with the discussion of how Social Darwinism affected European empires.

### C. Evidence (0–3 points): 2 Points

#### Evidence from the Documents

The response earned 1 point for using evidence from the documents by using five documents to address the prompt. Documents 6 and 7 are not used in support of an argument, therefore the response did not earn the point for using evidence from six documents in support of an argument.

#### Evidence Beyond the Documents

The response earned 1 point for using evidence beyond the documents with its comparison of mistreatment of Indians in the last paragraph to natives in the Belgian Congo under King Leopold.

### D. Analysis and Reasoning (0–2 points): 0 Points

#### Document Sourcing

The response did not earn a point for sourcing as there are no attempts to source documents beyond some brief references that are not connected to an argument addressing the prompt.

### Demonstrating Complex Understanding

The response did not earn a point for complexity. Although the response does make a comparison between British imperialism in India and Belgian imperialism in the Congo, this brief mention was credited as outside evidence rather than a demonstration of complex understanding.