

AP[®] WORLD HISTORY

2013 SCORING GUIDELINES

Question 3

BASIC CORE (competence)

0–7 Points

1. Has acceptable thesis.

1 Point

- The thesis must include both a specific, valid **similarity** and a specific, valid **difference** between the **role of the state in economic development** in Meiji Japan and the role of the state in the economic development of one of the specified countries (China, Russia, or the Ottoman Empire) during the time period. Because the time period specified is the late 19th and early 20th century, students may address similarities and differences in the years from circa 1850 to circa 1950.
- The thesis must be explicitly stated in the introduction or the specified conclusion of the essay.
- The thesis may appear as one sentence or as multiple sentences.
- A thesis that is split among multiple paragraphs or merely restates the prompt is unacceptable.
- The thesis may not be counted for credit in any other category.

2. Addresses all parts of the question, though not necessarily evenly or thoroughly.

2 Points

For 2 points:

- Addresses at least one valid similarity **AND** one valid difference between the **role of the state in economic development** in Meiji Japan and the **role of the state in economic development** in one of specified country choices during the time period.
- Discusses Japan and the other country but not necessarily evenly.

For 1 point:

- Addresses at least one valid similarity **OR** at least one valid difference between the **role of the state in economic development** in Meiji Japan and the **role of the state in economic development** in one of specified countries during the time period.
- Discusses Japan and the other country but not necessarily evenly.

3. Substantiates thesis with appropriate historical evidence.

2 Points

For 2 points:

- Must provide at least **five** pieces of relevant and accurate evidence related to the economic role of the state.
- At least **two** of the five pieces of relevant and accurate evidence must relate to **Japan** and **two** to the specified country choice.

For 1 point:

- Must provide at least **three** pieces of relevant and accurate evidence related to the economic role of the state.
- At least **one** piece of evidence must relate to **Japan** and **one** to the specified country choice.

4. Makes at least one direct, relevant comparison between the countries.

1 Point

- Makes at least **ONE** explicit, concrete, and factually correct statement of similarity or difference between the role of the state in Japan's economic development and the role of the state in the economic development of the country chosen. The statement must also be a different comparison from the ones used to address a similarity and a difference.

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Question 3 (continued)

5. Analyzes at least one reason for a similarity or a difference identified in a direct comparison.

1 Point

Explains **why** there was a similarity or a difference between the countries in the state's role.

Subtotal

7 Points

EXPANDED CORE (excellence)

0–2 Points

Expands beyond the basic core of 1–7 points. The basic core score of **7** must be achieved before a student can earn expanded core points.

Examples:

- Has a clear, analytical, and comprehensive thesis.
- Addresses all parts of the question thoroughly (as relevant): comparisons, chronology, causation, connections, themes, interactions, and content.
- Provides ample historical evidence to substantiate the thesis.
- Relates comparisons to larger global context.
- Makes several direct, relevant comparisons between the countries.
- Consistently analyzes relevant similarities and differences in the role of the state in the two countries.
- Applies relevant knowledge of other countries or regions or world historical processes.
- Recognizes nuances within the role of the states.

Subtotal

2 Points

Total

9 Points

3A

1054

Write in the box the number of the question you are answering on this page as it is designated in the exam.

Japan and Russia, both downtrodden empires under the shadow of Europe, industrialized to become global powers.

Both did so after European shows of force and political change, but Russia used local resources and foreign loans while Japan used its own treasury and imported metals.

Both industrialized in response to growing European economic dominance. Russia made its changes after the Crimean War. Not only did it lose, but it lost to the "inferior" Ottomans, who were backed up by European powers with rifles, cannons, and heavy equipment. Russia knew that it couldn't win any more without building its own industry.

Japan underwent its miracle after seeing the occupation of China by foreign powers. Not one to concede, Japan kicked out all foreigners, save the Dutch, and decided to build its own military and become the empire of the East.

In order to do this, both had to change existing political systems. Russia liberated its serfs to establish a working class and established western bureaucracy. Although most changes were caused by a reigning czar, Peter I, revolution finalized the change as the communist leaders ~~Mao~~ Lenin and Stalin ousted the czars and nationalized national assets. In Japan, the Meiji restoration had to stop the warring factions and

Write in the box the number of the question you are answering on this page as it is designated in the exam.

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create a single ruler. From there, the newly centralized government could dictate what had to be done to expand. This new centralization worked extremely well.

A major difference is that Russia used foreign loans to build its infrastructure and assets, including railroads and heavy manufacturing. Ordinarily, this would be economic ruin, as was the case for the Ottomans, but Russia nationalized those, or essentially stole them, during the 1917 Revolution. Unfortunately for Europe, this was in the middle of WWI, and they couldn't send soldiers to do anything about it! Japan did no such thing. In an a still-debated economic miracle, Japan funded the ~~construction~~ construction with its own money! It made citizens work for very long hours with minimal wages, killing many, but Japan managed to complete railroad lines, telegraphs, and factories with no debt whatsoever.

In order to precipitate the changes, Russia also went the foreign path, like Latin American states today, and hired foreign experts to manage government and industry. This has an immensely high initial cost, as foreigners demand high wages. In ~~the~~ However, these experts eventually trained local Russians to do it themselves. By the time the Russian Revolution came around, the foreigners were no longer needed. Japan used a different strategy. It sent its own

Write in the box the number of the question you are answering on this page as it is designated in the exam.

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students abroad to America, Britain, France, and Germany to see how things worked overseas. There they picked up the strategies for running industry and saw other governments and societies in action. When the students returned, they implemented their learnings locally. They did, however, bring European concepts back such as universalizing religions and democracy, but Japan's monogamous culture prevented its adoption. Nonetheless, they continued to study Western culture. Ironically, the horror of the Bataan Death March was the Japanese mimicking what we had done to our prisoners before on the Trail of Tears.

Another difference was where the natural resources came from. Russia is a sprawling state covering all of Siberia, so it had plenty of natural resources to sustain its growth. It had plentiful iron, coal, oil, and (later on) uranium deposits that it did not have to pay for. Japan, on the other hand, was not as resource-rich as Russia. Japan had to import its materials, as Japan itself is roughly the size of Montana and all mountains. This pressing need for materials made Japan an expansionist empire, sweeping through Asia to remedy its oil shortage. This would later on lead to the attack on Pearl Harbor and WWII.

Both states, Japan and Russia, used different methods

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to achieve the same goal: economic independence and industrialization. They were both so successful that they challenged established industrial powers on a global scale, notably Japan and the US in WWII and the Soviet Union and the West in the Cold War.

3.B.10f3

Write in the box the number of the question you are answering on this page as it is designated in the exam.

The time period between the late-nineteenth century and early twentieth century was a time of significant economic development in Asia, especially Japan. Along with Japan, China also experienced some economic development but not one that was as significant as that of Japan. Although both countries kept their traditions and culture during this time period, the Japanese government played a huge role in industrialization and bringing in western influence while the Chinese government did not emphasize industrialization and blocked out western influence.

While Japan went through a huge industrialization period, China did not and stayed more agricultural. During the Meiji restoration the Japanese government pushed for industrialization and claimed that if they did not industrialize like European nations, they would fall behind and not become an economic power in the world. This led to a rapid industrialization during the late 19th and early 20th centuries making Japan a significant economic power in Asia. Unlike the Japanese government, the Chinese government did not push industrialization and economic development was very little if not none. The Chinese

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3B2013

government did not spend money on restoring and improving china's economy like Japan and instead spent the money elsewhere. Empress Wu xi of the Qing dynasty spent money on making marble boats and beautiful items for the palace or other places in China, making little improvements in the economy and actually leading to more poverty in the middle and lower classes.

Another difference between the Japanese and Chinese governments was that the Japanese emphasized and welcomed western influence while China did not. Because of Japan's openness to western influence, the country was able to learn new technologies and ideas that contributed to its rapid industrialization and improved economy. Unlike ~~the~~ open Japanese government, China's government was not open to western influence and actually blocked them out of China. This was partially due to ~~an~~ China's cultural arrogance and thinking that China was the center of the world. The lack of new western technologies hindered the Chinese ability to industrialize and develop its economy. Although the Japanese and Chinese

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governments experienced major differences in involvement in economic development, both governments still kept the original, traditional ideals and culture. Japan went under considerable cultural change but still kept traditional Japanese culture such as food, literature, and a patriarchal society. Women were more free than before in an industrialized nation but they were still limited in power and were still subject to males. China did not go under much change so they definitely kept traditions and culture such as food, literature, and a strictly patriarchal society that still kept women subjugated to men. China had very little cultural change compared to Japan so traditions and cultures from before did not change.

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Write in the box the number of the question you are answering on this page as it is designated in the exam.

The role of the state was more prominent in Russian society than Japanese society. By prominent, I mean that Japan had bigger things affecting it as a society, as well as economically. At the start of the 19th century, Japan was a very reclusive country, keeping its economy and technology to itself. It was a while later that the U.S. had to open Japan up to the world, mainly for the purpose of trade. This change struck a level of fear in the Japanese as they saw that there were nations out in the world with superior technology. As a result of this, Japan began industrializing and they changed their society's power order. The ^(Warrior class) Japanese shogunate was taken down from a high position of power. The state helped produce goods, making Japan a big player in the world's economy. This all readied Japan for its big role in WWII many years later, a very memorable war. Japanese peoples stuck with traditional values all these years, even after opening up to the outside world. Its trade ties actually also played a factor in Japan's role in WWII, supporting them in their fights at ~~Paruru~~ and Okinawa. The Russians in the early 19th century were also behind the likes of the major European powers ~~in~~, technologically. The Russian state had a rewriting problem with their leaders, and after their ^{army} played an unsatisfactory role in many battles. The Russian revolution

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occurred in 1917. The Russians were upset with how they were being led. The communist revolution in Russia wasn't peaceful, the Bolsheviks had to fight to gain and maintain power. The revolution sealed their fate in a way as they became tied to an idea of a perfect society from the idea of Marxist communism, where everyone was equal. A series of dictators took advantage of the state, and came into power. The most famous of these was Stalin. As in my comparative essay I explained how Dictatorships have failed in the past, the Russians throughout WWII are prime examples of a confused nation. Stalin ended up killing a total of several million people, just like his past ally Hitler, who also indirectly killed lots of people. The peasant class or proletariat of the Russian society was hard-pressed to find anything close to the Marxist idea that they had been chasing. The people of Russia in the early 20th century took a big role in their political, military, and economic life. When Japan's factors are also weighed, the Russians tip the scale.

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2013 SCORING COMMENTARY

Question 3

Overview

The question asked students to identify and explain similarities and differences between the role of the state in the economic development of Japan and in one other country (China, the Ottoman Empire, or Russia) during the late 19th and early 20th centuries. In particular, the question measured the historical thinking skill of comparison and contextualization (Skill 3) and Key Concept 5.1 (Industrialization and Global Capitalism), sections II and V. The question assessed content and thematic knowledge of portions of Period 5 (1750–1900) and Period 6 (1900–present). The question specifically focuses on Themes 4 and 3: “Creation, Expansion, and Interaction of Economic Systems” and “State-Building, Expansion, and Conflict.”

Sample: 3A

Score: 8

The student writes a thesis paragraph that addresses both a specific, valid similarity and a specific, valid difference (1 point). The essay also earned 2 points for addressing all parts of the question: it provides a valid similarity as the topic sentence of the first body paragraph and a valid difference on the bottom of page 2 continuing to the top of page 3. There are numerous pieces of evidence throughout this essay, including two pieces of evidence for Russia at the bottom of page 1 and four pieces of evidence for Japan on page 2 (2 points). The direct comparison begins at the bottom of page 3 and extends through the rest of that paragraph (1 point). The analysis of why this difference in the state’s use of natural resources exists is woven throughout the direct comparison (1 point). This essay earned 1 expanded core point for its use of ample historical detail to substantiate the thesis.

Sample: 3B

Score: 5

The student makes an attempt at a thesis, but the similarity aspect is tied to culture, not the role of the state in economic development. This off-topic problem continues in the scoring element that addresses similarity. The similarity that the student addresses in the last paragraph is tied to culture, not to the economic role of the state. There is a minimally acceptable, but valid, difference addressed on page 1 in the topic sentence of the second paragraph. Another valid example of addressing a difference is found on the bottom of page 1, “Unlike the Japanese government, the Chinese government did not push industrialization and economic development was very little if not none” (1 point). The evidence for Japan in this essay is extensive and the evidence for China is adequate, so 2 evidence points were earned. There are two direct comparisons in this essay. The first is a direct comparison, which is a difference identified in the unsuccessful thesis, and the second is the last sentence of the paragraph ending in the middle of page 3 (1 point). Analysis for the direct comparison is found on the bottom of page 2 as the student explains why Japan welcomed western influence in technology and industrialization and China did not (1 point).

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Question 3 (continued)

Sample: 3C

Score: 1

The essay begins with an attempt at a thesis, “The role of the state was more prominent in Russian society than Japanese society,” but it does not contain a similarity element, and it is too general to have earned the thesis point. The similarity, which counted for an “addresses” point, extends from the middle of page 1 to the bottom of the page. It begins, “At the start of the 19th century, Japan was a very reclusive country, keeping its economy and technology to itself” and continues at the bottom of the page, “The Russians in the early 19th century were also behind the likes of the major European powers.” Though this similarity is stated as true of the early 19th century, it is also true of c. 1850, so the similarity counted (1 point). There is an attempt on page 2 to address difference, but it is a discussion of politics, not the role of the state in economic development. This essay has three pieces of Japan evidence, all found on the first page, but no scorable evidence for Russia. There is no attempt at a direct comparison, and so there is no analysis of the reason for the direct comparison.