# AP® WORLD HISTORY 2014 SCORING GUIDELINE

#### Question 1

## **BASIC CORE** (competence)

0-7 Points

## 1. Has acceptable thesis.

1 Point

The thesis must address a <u>relationship</u> between Chinese peasants and the Chinese Communist Party using evidence from the documents.

- The thesis must be further qualified if it simply states a positive/negative or good/bad relationship.
- The thesis must be explicitly stated in the introduction or the specified conclusion of the essay.
- The thesis may appear as one sentence or multiple sentences.
- A thesis that merely restates the prompt is unacceptable.
- The thesis CANNOT count as meaning, evidence, or grouping.

## 2. Understands the basic meaning of documents.

1 Points

- Students must address all nine of the documents.
- Students must demonstrate understanding of the basic meaning of <u>at least eight</u> documents.
- Students may demonstrate the basic meaning of a document by grouping it in regard to a <u>relationship</u> between Chinese peasants and the Chinese Communist Party.
- Merely restating verbatim or quoting the content of the documents <u>without context</u> does not adequately demonstrate an understanding of basic meaning.

# 3. Supports thesis with appropriate evidence from all or all but one document. For 2 points:

2 Points

- Specific and accurate evidence of a <u>relationship</u> between Chinese peasants and the Chinese Communist Party. Must be explicitly drawn from a <u>minimum of eight</u> documents.
- A document that is simply listed does not count as using the document as evidence. **For 1 point:**

1 Point

- Specific and accurate evidence of a <u>relationship</u> between Chinese peasants and the Chinese Communist Party. Must be explicitly drawn from a <u>minimum of seven</u> documents
- A document that is simply listed does not count as using the document as evidence.

### 4. Analyzes point of view in at least two documents.

1 Point

Students must correctly analyze point of view in at least two documents.

- Point of view explains why this individual might have this opinion or what feature informs the author's point of view.
- Students must move beyond mere description by <u>explaining</u> a document's tone, the characteristics of the author, the intended audience, or how the intended outcome may have influenced the author's opinion (or some combination of these).
- Students may challenge the veracity of the author's opinion or point of view, but they must move beyond a mere statement that the author is "biased" by providing some plausible analysis of how or why.
- Mere attribution is not sufficient. Attribution is copying or repeating information verbatim from the source line of the document..

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## Question 1 (continued)

# 5. Analyzes documents by grouping them in two or three ways, depending on the 1 Points question.

- Students must explicitly and correctly group the documents in <u>two</u> ways demonstrating a relationship between Chinese peasants and the Chinese Communist Party.
- An extended discussion of a minimum of two documents (used appropriately) constitutes a group or subgroup.

# 6. Identifies and explains the need for one type of appropriate additional document or source.

1 Point

• Students must identify an appropriate additional document, source, or voice and <u>explain</u> how or why the document or source will contribute to analysis of a <u>relationship</u> between Chinese peasants and the Chinese Communist Party.

Subtotal 7 Points

## **EXPANDED CORE** (excellence)

0-2 Points

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

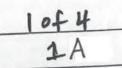
### **Examples:**

- Provides consistent discussion of a <u>relationship</u> between Chinese peasants and the Chinese Communist Party throughout the essay.
- Has a clear, analytical, and comprehensive thesis.
  - o Goes well beyond the minimally acceptable thesis.
- Shows careful and insightful analysis of the documents.
  - o Recognizes the historical context of the documents.
  - o Analyzes all nine documents.
  - o Explains corroboration and links between documents.
- Uses documents persuasively as evidence.
- Analyzes point of view in most or all documents.
  - o Provides thoughtful analysis of author's background, intended audience, tone, or historical context.
- Includes appropriate groupings beyond the two required.
- Brings in accurate and relevant "outside" historical context.
- Explains why additional types of document(s) or sources are needed.
  - o Identifies more than one type of appropriate additional document.
  - o Provides a sophisticated explanation of why the additional document will contribute to analysis of a relationship.
  - o Request for additional document(s) is woven into the essay and integrated into a broader analysis.

Subtotal 2 Points

TOTAL 9 Points

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



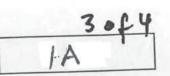
The animpse communist part soon came into power after chasing off the Edomindang and its Onti-communist policies importance with the growth of the party's paner, the peasant class experienced major influence. Chinese peasants and the chinese communist Party between circa 1925 and circa 1980 had a relationship where the party fostered the state of the people, igniting a sense of nationalism in the peasants, advocating social equality, and fostering anti-Japanese sentiment.

The chinese communist party greatly influenced the peasant class in sparking a sense of nationalistic unity. Mao zedong, the leader of the chinese communist party stated now the peasant class "smash all the chains that bind them and rush forward along the mad to liberation; (do c 1) His tone is confident and powerful showing how much he believes his statement to be true, using strong vocabulary like "evil" and "comupt" to describe the peasants' enemies. As the leader of the chinese communist Party, Mao Zedong would have had the power to influence the communist Party's political position - because Mao Zedang advocated liberation of the peasant gass, so did the communist Party. Notionalism and a sense of peasant unity grew as a result of communist support, as shown in the conversation between a teenage peasant and his grandfather. The teenader gusnes at the positive effects of the communist takeover, saying that "we had plents" to eat since the communists came. "(doc 2) The teen ager says how he has learned to use a nite and fight traitors in Japan due to the communists with pride. 4 tet, it 1.A 20f

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must be pointed aut that the teenager is young while the grand father has experienced times before communism, making the teenager possibly unknowing of different circumstances to compare his current to. It would be nelpful to have an allit a journal entry from the grand-father to see if the communist party really did bring a sense of unity and enlightenment to the chinese peasant class, because he would have had much experience of social systems other man communism since he would have outlived the policy and be able to give a substantial compansion of now communism really & affected the personts. Still, the presence of the communist party brought major unification qualities as even the Japanese Political Affairs Bureau outlines how it is difficult to separate the communists from the peasants. communists secret united china, advocating liberation and unity among peoples. (doc 3) furmer. The chinese communist party fostered anti-Japanese sentiment In the peasant class by supporting the cause. The peasants had aways had a problem with sapanese occupation, as snown in the chinese communist report on Japan ese military report, which states that the Japanese had killed, wounded, Kidnapped, and raped civilians as well as taken livestock (doc 4). Because such sentiments had manifested, the chinese communist party readily became a popular cause by supporting and furthering anti-) apan ese thought-The central community early committee of recognized "that peasants constitute the basic strength of the anti-Japanese war and they

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



in turn made it their policy to assist the peasants. (doc 5) By offering such assistance in an issue that the peasant class... already had strong negative connutations for the Next communist party was able to gain the support of the peasants. Through antidapanese sentiment being supported by the communists; both groups created a relationship where they equally benefitted from mutual advocacy. chinese peasants were able to gain a sense of social equality through association with the chinese communist party. William. Hintoh, a born member of a chinese communist reform force states how peasants were challenging melandlords and money lenders, and how "this increasingly explosive force transferred land from the landowners to the beasants" (duc 6) After the communist party advocated anti-Japanese sentiment, The peasants subsequently found the confidence to challenge I and owners, with the knowledge that the Japanese had been success fully defeated with in part to and in part to the communist motivation. the power they, the peasants held this led to the breaking down of chinese 1 and awning infrastructure as beasants revolted, Hinton's account is wildly descriptive and detailed as someone who lived in

china during me time of the peasant revolts, was yet, as an

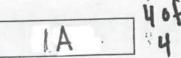
American he was not part of the peasant class and thus would not

have been part of the revolts. It would be helpful to have a letter

that social equality was really starting to play out as land cumers

from a peasant involved in the uprisings to verify Hinton's claims

were questioned by meir former employees. Still, the communist Party



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

did help establish egalitarian policies between the peasants and
the landowning, as the landownership system of feudal exploitation
by me landland class (was ] abolished" (duc 8). The chinese
communist part advocated the equal distribution of land among
peoples, and peasants were able to experience major socia i reform
through these pulicies. A peasant women and her former landlord
reflect this sentiment of equality, as he stands in front of her with
his head down and me peasant wanten stood above him. (doca). This
hew balance of authority and wealth created a sense of equality
amondstall, somewhat breaking hierarchal bamiers that had lived in
China through the contucius values of its history. Even women were
offered social equality the Mamage Law of the People's Republic Of
china gave" protection of the lawful interests of mamen and
children: cdoc 7) The Matt chinese communist Party radically
changed the societal position of women and peasants as they
advocated equality) in a country that had been based on hierarchal
prosperity through confucius for thousands of years, starting in the
Han by hasty of the 200 bce, the chinese communist party was able to
break these static barriers and help the underpriviled ged inseto a sense of
prominence.

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1B 34 1

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

on this page as it is designated in the exam.
in advertise in order to
used to their to 1947, a Chinex
cally popular support. In 1947, a Chinexe Communist report is released stating
Communist report is transce
atrocities committed by the Japonese
atrocities committed by The numbers in civilian villages. (Don 4) The numbers
in this report were likely exaggerated
in this report were the peasants into
fighting Japan. In the same year,
the Certifial Committee to local party
issued a statement to local party
is to aid the peasants in fighting Japan
and inequality, (Docs) Again, increase
and inequality. (Doc5) Again, the war with Japan is used to drive up with Japan is used to drive up
more communist support since the
transce want to take over the chase
Japanese want to take over the Chiuse people. William Hinton of the U.S. reported in
1 . Cas 11 . L The conscius of the
joining in order to fight Japan that
attack the wealthy which follows the
attack the wearing, romand
communist agendai (Doc 6).
Communist agertaines the peasants and Relations bothern the peasants and communists were further strengthened
communists were turner street

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100
Write in the box the number of the question you are answering on this page as it is designated in the exam.
The relationship between Chinese peasants
and Chinese Communist Party between.
1925 and 1950 has been generly good. The
Communist party his sparked new life into
the Peasants Class, improving there way of
Hiving and making equal wights for the Women aswell, All of theses benifits will surely
Women as well, All of theses benifits will surely
help them in the time to come and itsto
modern times.
As stated in the Document 2 the tells
his grandfather all of the good things the
Gommunist have done for them, solike
girls getting an education, Free Schooling,
Food for ally and the ablishisment of
the feudal System. They Abo gave the
peasants more power and allowed they
auns to help with remaining Japanese They
even improved womens rights and in marriages aswell.
marriages aswell.
The chinese Communist Party Knew
that helping the peasant out of there
curret state was a great way to show the
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# AP® WORLD HISTORY 2014 SCORING COMMENTARY

#### Question 1

#### Overview

Students were asked to analyze the relationship between the Chinese peasants and the Chinese Communist Party during the period between 1925 and 1950. The documents lent themselves to an analysis that emphasized a deepening relationship over time. With access to several documents in both the pre-1937 and the post-1949 periods, students were able to see the results of a long process of interaction between the peasantry and the Party.

Most of the source attributions gave students ample opportunity to develop discussion of point of view and an additional document. The detail in the documents, as well as their use of evocative language, helped the students to use the documents more effectively in evidence and analysis.

The scoring guidelines asked students to discuss relationships between the peasants and the Chinese Communist Party at most score points, which rewarded students for effectively answering the question.

Sample: 1A Score: 9

The student presents a clear thesis in the first paragraph, focusing on the relationship between the Chinese Communist Party and the peasants that emphasizes social equality, fostering "the state of the people," and igniting nationalism and anti-Japanese sentiment (1 point). The student addresses and understands all nine documents (1 point) and uses them all as evidence (2 points). Point of view is clearly presented for documents 1, 2, and 6 (1 point). The documents are grouped in three ways: peasant nationalist unity sparked by Chinese Communist Party (documents 1, 2 and 3), Chinese Communist Party fostered anti-Japanese sentiment in peasants creating a popular cause (documents 4 and 5), and peasants gained social equality through Chinese Communist Party (documents 6, 7, 8, and 9) (1 point). There is one successful attempt at an additional type of document — asking for and explaining the voice of a peasant through a letter (1 point). The essay received an additional 2 points in the expanded core for historical context, strong additional analysis of documents, and in-depth analysis of point of view (2 points).

Sample: 1B Score: 6

The student presents a thesis in the introductory paragraph, explaining how the Chinese Communist Party and peasants shared similar goals (1 point). The student addresses and understands all nine documents (1 point) and uses them all as evidence (2 points). Point of view is only successful one time (document 4), and therefore the essay did not receive this point. The documents are grouped in three ways: the Chinese Communist Party and peasants become closer as peasants join the Party (documents 1, 2, and 3), the Chinese Communist Party rallies popular support during wartime (documents 4, 5, and 6), and the Chinese Communist Party brings social and economic equality to peasants (documents 7, 8, and 9) (1 point). There is one successful attempt at an additional type of document — asking for and explaining the voice of a supporter of Chiang Kai-shek (1 point).

## AP® WORLD HISTORY 2014 SCORING COMMENTARY

## **Question 1 (continued)**

Sample: 1C Score: 1

The student presents a minimally acceptable thesis in the first paragraph, explaining that the Chinese Communist Party has improved peasant lives and that the relationship is "generally good" (1 point). The student addresses and understands four documents and uses only four documents as evidence (documents 2, 6, 7, and 8). There are no successful attempts at identifying an author's point of view. Only one extended discussion of documents in a group explains the good things that the Chinese Communist Party has done for the peasants (document 2, 6, and 7). There is no attempt at requesting or explaining an additional type of document.