

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 relationship 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 at least eight documents.
- Students may demonstrate the basic meaning of a document by grouping it in regard to a relationship between Chinese peasants and the Chinese Communist Party.
- Merely restating verbatim or quoting the content of the documents without context 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 relationship between Chinese peasants and the Chinese Communist Party. Must be explicitly drawn from a minimum of eight 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 relationship between Chinese peasants and the Chinese Communist Party. Must be explicitly drawn from a minimum of seven 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 explaining 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..

AP[®] WORLD HISTORY

2014 SCORING GUIDELINE

Question 1 (continued)

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

- Students must explicitly and correctly group the documents in two 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 explain how or why the document or source will contribute to analysis of a relationship 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 relationship between Chinese peasants and the Chinese Communist Party throughout the essay.
- Has a clear, analytical, and comprehensive thesis.
 - Goes well beyond the minimally acceptable thesis.
- Shows careful and insightful analysis of the documents.
 - Recognizes the historical context of the documents.
 - Analyzes all nine documents.
 - Explains corroboration and links between documents.
- Uses documents persuasively as evidence.
- Analyzes point of view in most or all documents.
 - 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.
 - Identifies more than one type of appropriate additional document.
 - Provides a sophisticated explanation of why the additional document will contribute to analysis of a relationship.
 - 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.

1 of 4

1A

The Chinese Communist Party soon came into power after chasing off the Kuomintang and its anti-communist policies into Taiwan; with the growth of the party's power, the peasant class experienced major influence. Chinese peasants and the Chinese Communist Party between circa 1925 and circa 1950 had a relationship where the ~~party~~ 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 how the peasant class "smash all the chains that bind them and rush forward along the road to liberation." (doc 1) His tone is confident and powerful, showing how much he believes his statement to be true, using strong vocabulary like "evil" and "corrupt" 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 Zedong advocated liberation of the peasant class, so did the Communist Party. Nationalism 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 teenager gushes at the positive effects of the Communist takeover, saying that "we had plenty to eat since the Communists came." (doc 2) The teenager says how he has learned to use a rifle and fight traitors in Japan due to the Communists with pride. ^{a tone of unadulterated} Yet, it

1.A

2 of
4

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

must be pointed out that the teenager is young while the grandfather has experienced times before communism, making the teenager possibly unknowing of different circumstances to compare his current to. It would be helpful to have ~~an entry~~ a journal entry from the grandfather 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 ~~that~~ experience of social systems other than communism since he would have outlived the policy and be able to give a substantial comparison of how communism really affected the peasants. 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 ~~seem to~~ united china, advocating liberation and unity among peoples. (doc 3)

The chinese communist party ^{further} fostered anti-japanese sentiment in the peasant class by supporting the cause. The peasants had always had a problem with japanese occupation, as shown in the chinese communist report on japanese 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-japanese thought. The central ~~committee~~ party 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.

3 of 4
1A

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 connotations for, the ~~net~~ communist party was able to gain the support of the peasants. Through anti-Japanese 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 Hinton, a born member of a Chinese Communist reform force, states how peasants were challenging the landlords and money lenders, and how "this increasingly explosive force transferred land from the landowners to the peasants." (doc 6). After the Communist Party advocated anti-Japanese sentiment, the peasants subsequently found the confidence to challenge land owners, with the knowledge that the Japanese had been successfully defeated ~~with~~ in part to the power they, the peasants held, and in part to the communist motivation. This led to the breaking down of Chinese landowning infrastructure as peasants revolted. Hinton's account is wildly descriptive and detailed as someone who lived in China during the time of the peasant revolts, ~~but~~ 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 from a peasant involved in the uprisings to verify Hinton's claims that social equality was really starting to play out as landowners were questioned by their former employees. Still, the Communist Party

1A

4 of 4

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 the landlord class [was] abolished" (doc 8). The Chinese Communist Party advocated the equal distribution of land among peoples, and peasants were able to experience major social reform through these policies. A peasant woman and her former landlord reflect this sentiment of equality, as he stands in front of her with his head down and the peasant woman stood above him. (doc 9). This new balance of authority and wealth created a sense of equality amongst all, somewhat breaking hierarchical barriers that had lived in China through the Confucius values of its history. Even women were offered social equality; "The Marriage Law of the People's Republic of China gave" protection of the lawful interests of women and children." (doc 7) The ~~first~~ Chinese Communist Party radically changed the societal position of women and peasants as they advocated equality; in a country that had been based on hierarchical prosperity through Confucius for thousands of years, starting in the Han Dynasty of ~~the~~ 200 BCE, the Chinese Communist Party was able to break these static barriers and help the underprivileged rise to a sense of prominence.

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on this page as it is designated in the exam.

Part A/1

Between circa 1925 and circa 1950, relations between Chinese peasants and the Chinese Communist Party became more close knit as more peasants joined the communist army, both shared Japan as a common enemy and wanted to bring social and economic equality to the Chinese lower class.

In 1927, Communist leader Mao Zedong called for the entirety of the peasant population to rise up and subjugate the wealthy landowning class (Doc 1). Many of the Chinese youth gave support and even joined the ranks of the Chinese Red Army during 1936 (Doc 2). One Japanese official reported during the invasion of China that the Communists had so many civilian guerrilla units that it was hard to discern civilians from the enemy (Doc 3). As more civilians joined the communists, their relations became more closer.

In the midst of the Communist takeover, China was also defending against a Japanese invasion, which the Communists

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used to their advantage in order to rally popular support. In 1947, a Chinese Communist report is released stating atrocities committed by the Japanese in civilian villages. (Doc 4) The numbers in this report were likely exaggerated in order to move the peasants into wanting to join the Communists in fighting Japan. In the same year, the Central Committee for the communists issued a statement to local party leaders informing them that their duty is to aid the peasants in fighting Japan and inequality. (Doc 5) Again, the war with Japan is used to drive up more communist support since the Japanese want to take over the Chinese people. William Hinton of the U.S. reported in 1948 that by the peasants and communists joining in order to fight Japan that now the peasants also feel motivated to attack the wealthy, which follows the communist agenda. (Doc 6).

Relations between the peasants and communists were further strengthened

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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by Communist plans to bring social and economic equality to the peasantry.

In 1950, shortly after the Communists officially control China, many laws are passed including the marriage law which allows freedom to marry anyone, a law that helps everyone. (Doc 7).

Another law passed in 1950 was the Agrarian Reform law which revoked all property from the wealthy class and redistributed it amongst the peasantry. (Doc 8). Again, in 1950, struggle meetings

were held by communists where peasants could publicly humiliate their former landlords. (Doc 9). By passing all these widely popular laws as soon as they got in power, Communist China ensured itself wide support in any other actions they take later on.

Over the course of the Chinese Civil War and Anti-Japanese war, the relationship between the communists and peasants continually strengthened. By encouraging the youth to join the Red Army, the youth felt empowered and important, something unknown to

1B 4 of 4

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the Chinese peasants. By using the war with Japan as ~~example~~ a connection to the poor, they gained even more peasant support. And by supporting social and economic equality, the communists had secured popular support. However, to further strengthen this argument, a document containing the viewpoint from a supporter of Chang Kai Shek and nationalist China would have provided a broader insight into China at the time since the nationalists were fighting the Communists.

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

10 1 of 2

Part A

The relationship between Chinese peasants and Chinese Communist Party between 1925 and 1950 has been generally good. The Communist party has sparked new life into the peasants class, improving their way of living and making equal rights for the women as well. All of these benefits will surely help them in the time to come and into modern times.

As stated in ~~the~~ Document 2 the tells his grandfather... all of the good things the Communist have done for them, ~~so~~ like girls getting an education, Free schooling, Food for all and the abolishment of the feudal system. They also gave the peasants more power and allowed them guns to help with remaining Japanese. They even improved women's rights and in marriages as well.

The Chinese Communist Party knew that helping the peasant out of their current state was a great way to show the traditional Chinese people they were trying to

Part A

1C

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Fix the Curret state of China. They also realized everyone had to be on the same page so they improved rights and weath distribution throughout the land. As they did this more of the chinese people supported them, yet they were not used to this life style and werent aware of what they where trying at first.

Therefore I can conclude that although the Chinese Communist Party was trying to help the state of China and the people its self, ~~so~~ only some people realized the true nature of what they where doing, which made some people for and againts the Communitis. ~~so~~ Dispite this they both were ~~from~~ about removing the Japanese from there lands.

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.