
AP World History

Sample Student Responses and Scoring Commentary

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Question 4 — Long Essay Question

“In the period 1900 to 2001, people and states around the world adopted political ideologies such as communism, fascism, or nationalism to challenge the existing political and/or social order.

Develop an argument that evaluates how one or more of these political ideologies challenged the existing political and/or social order.”

Maximum Possible Points: 6

Points	Rubric	Notes
A: Thesis/Claim (0–1)	<p>Thesis/Claim: Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning (1 point)</p> <p><i>To earn this point the thesis must make a claim that responds to the prompt, rather than merely restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.</i></p>	<p>The thesis statement must make a historically defensible claim about the ways in which communism, fascism, and/or nationalism challenged the existing political and/or social order during the twentieth century, with some indication of the reasoning for making that claim.</p> <p><i>The thesis does <u>not</u> need to encompass the entire period, but it must identify a relevant development or developments in the period.</i></p> <p><i>Note: Nazism should be considered a form of fascism.</i></p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • “The political ideologies of communism, fascism, and nationalism became prominent during the 20th c. leaving many countries questioning their own governments. These challenged the existing political and social structures by offering new opportunities in the social order for those that were poor, and by promising sweeping political change to gain support of citizens.” (<i>Responds to the prompt with an evaluative claim that establishes a line of reasoning</i>) • “Communist movements challenged the existing political order because communists believed in ‘All Workers Unite’.” (<i>Responds to the prompt with a minimally acceptable claim that establishes a line of reasoning</i>)

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Question 4 — Long Essay Question (continued)

B: Contextualization (0–1)	<p>Contextualization: Describes a broader historical context relevant to the prompt (1 point)</p> <p><i>To earn this point 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. This point is not awarded for merely a phrase or a reference.</i></p>	<p>To earn this point the essay must accurately describe a context relevant to the ways in which twentieth-century political ideologies challenged the existing political and/or social order.</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> “During this time, as Germany had to pay war reparations in response to losing the Great War, the country began to economically deflate and fall into a Great Depression.” (<i>Relates broader events and developments to the topic</i>)
C: Evidence (0–2)	<p>Evidence: Provides specific examples of evidence relevant to the topic of the prompt (1 point)</p> <p>OR</p> <p>Supports an Argument: Supports an argument in response to the prompt using specific and relevant examples of evidence (2 points)</p>	<p>To earn the first point the response must <u>identify at least two specific historical examples</u> relevant to the ways in which communism, fascism, and/or nationalism challenged the existing political, and/or social order during the twentieth century.</p> <p><i>Note: General assertions containing no specific information beyond what is provided in the introductory statement should <u>not</u> be credited as “specific historical examples.”</i></p> <p><i>Example (acceptable):</i></p> <ul style="list-style-type: none"> “Hitler wrote Mein Kampf in which he outlined his Nazi ideology.” (<i>Counts toward earning the point because there is a specific historical example relevant to the prompt</i>). <p><i>Example (unacceptable):</i></p> <ul style="list-style-type: none"> “Fascism, a twentieth-century political ideology became one of the major challenges to the established political order in that century.” (<i>Does not count toward earning the point because there is no specific information beyond what is provided in the introductory statement</i>). <p>OR</p> <p>To earn the second point, the response must <u>use at least two specific historical examples to support an argument</u> in response to the prompt.</p> <p><i>If a response has a multipart argument (e.g., Nazism challenged the political order; Communism did not), then the response can earn the second point by using only one specific historical example for <u>each</u> part of the multipart argument (but the total number of examples used must still be at least two).</i></p>

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Question 4 — Long Essay Question (continued)

		<p><i>Evidence used to support an argument might include:</i></p> <ul style="list-style-type: none"> • The Bolsheviks’ nationalization and redistribution of property challenging the existing economic order by dispossessing former elites/capitalists and creating state-driven, planned economies • Fascist ideology rejecting parliamentary democracy and individual rights liberalism and embracing instead a political system based on centralized personal leadership, propaganda, and the use of ultranationalist/racist policies • The rise of nationalism in Asia and Africa challenging the global political order and leading to the reorganization or disappearance of European colonial empires
D: Analysis and Reasoning (0–2)	<p>Historical Reasoning: Uses historical reasoning (e.g., comparison, causation, continuity and change over time) to frame or structure an argument that addresses the prompt (1 point)</p> <p><i>To earn the first point the response must demonstrate the use of historical reasoning to frame or structure an argument about the ways in which communism, fascism, and/or nationalism challenged the existing political and/or social order during the twentieth century.</i></p> <p style="text-align: center;">OR</p> <p>Complexity: Demonstrates a complex understanding of the historical development that is the focus of prompt, using evidence to corroborate, qualify, or modify an argument that addresses the prompt (2 points)</p>	<p>Essays must use historical reasoning to explain how communism, fascism, and/or nationalism challenged the existing political and/or social order during the twentieth century.</p> <p><i>Examples of using historical reasoning might include:</i></p> <ul style="list-style-type: none"> • Explaining how the ideologies’ ability to challenge the political or social order was facilitated by the two world wars • Explaining how major changes of the political or social order in the twentieth century (e.g., the Versailles settlement or the Cold War) gave rise to new ideological challenges (e.g., Nazism, the Non-Aligned Movement) • Explaining the effects of more than one ideology on the political or social order <p style="text-align: center;">OR</p> <p><i>Demonstrating complex understanding might include:</i></p> <ul style="list-style-type: none"> • Explaining the nuance of an issue by analyzing multiple factors or by considering diverse or alternative perspectives or evidence, such as <u>constructing an argument</u> that some ideologies may challenge certain aspects of the established order while reinforcing other aspects (e.g., fascist governments’ support for big business)

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Question 4 — Long Essay Question (continued)

<p><i>To earn the second point the response must demonstrate a complex understanding of the ways in which communism, fascism, and/or nationalism challenged the existing political and/or social order during the twentieth century.</i></p> <p><i>This understanding must be part of the argument, not merely a phrase or reference.</i></p>	<ul style="list-style-type: none">• Qualifying or modifying the main argument of the essay to demonstrate awareness of historical complexity, such as <u>constructing an argument</u> that explains how Soviet and Chinese economic policies, while outwardly championing the rights of industrial workers or peasants (as mandated by communist ideology), ended up enriching the communist party elite, while leading to the impoverishment of workers and peasants• Explaining relevant and insightful connections across time and space, such as <u>explaining how</u> the effects of ideologies on the established order changed over the course of the century (e.g., nationalism being extremely disruptive of the established order in the first half of the century, but becoming tempered by international institutions and regional economic cooperation in the second half of the century). Or <u>explaining how</u> Social Democracy in Europe (after 1945) successfully blunted the extent of communism’s challenge to the established economic and political order by developing a system of mixed public-private economic policies and embracing parliamentary democracy
<p>If response is completely blank, enter - - for all four score categories: A, B, C, and D.</p>	

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Question 4 — Long Essay Question (continued)

Scoring Notes

Introductory 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.

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

A. Thesis/Claim (0–1 point)

Responses earn **1** point by responding to the prompt with a historically defensible thesis that establishes a line of reasoning about the topic. To earn this point the thesis must make a claim that responds to the prompt rather than simply restating or rephrasing the prompt. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.

The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.

The thesis must take a position on how communism, fascism, and/or nationalism challenged the existing political and/or social order during the twentieth century, with some indication of the reasoning for making that claim.

The thesis is not required to encompass the entire period, but it must identify a relevant development or developments in the period.

Note: Nazism should be considered a form of fascism.

Examples of acceptable theses (hypothetical):

- “The political ideologies of communism, fascism, and nationalism became prominent during the 20th c. leaving many countries questioning their own governments. These challenged the existing political and social structures by offering new opportunities in the social order for those that were poor, and by promising sweeping political change to gain support of citizens.” (*Responds to the prompt with an evaluative claim that establishes a line of reasoning*)
- “The Cold War made it possible for decolonization movements to embrace both nationalism and socialism, thus challenging both the existing political order and the existing economic order.” (*Responds to the prompt with an evaluative claim that establishes a line of reasoning*)

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Question 4 — Long Essay Question (continued)

- “Communist movements challenged the existing political order because communists believed in ‘All Workers Unite’.” (*Responds to the prompt with a minimally acceptable claim that establishes a line of reasoning*)

Examples of unacceptable theses (hypothetical):

- “Fascism was one ideology that completely disrupted the existing political order.” (*Offers a historically defensible claim, but includes no additional information beyond what is provided in the introductory statement, and no indication of a line of reasoning*)
- “The success of nationalist decolonization movements overhauled the established political and social order by ensuring that former colonial powers such as Britain, France, and the U.S. were no longer a factor in international relations.” (*Not a historically defensible claim*)
- “Communist governments in the Soviet Union and elsewhere usually nationalized factories, collectivized land in communal farms and invested in large-scale economic development projects (*Does not respond directly to the prompt because there is no clear link to challenges to the existing political and/or social order*)

B. Contextualization (0–1 point)

Responses earn **1** point by describing a broader historical context relevant to the prompt. To earn this point the response must relate the topic of the prompt to broader historical events, developments, or processes that occurred before, during, or continued after the time frame 1900–2001. This point is not awarded for merely a phrase or a reference.

To earn this point the essay must accurately describe a context relevant to the ways in which twentieth-century political ideologies challenged the existing political and/or social order.

Example of acceptable contextualization (hypothetical):

- “Communism grew out of Marx and Engels’ observation that capitalism led to the mistreatment of factory workers by their bosses.” (*Relates broader events and developments to the topic*)

Examples of unacceptable contextualization (hypothetical):

- “Fascists rejected the teachings of liberalism.” (*Potentially relevant, but is merely a reference and does not meet the requirement of “describe”*)
- “The twentieth century, especially after the end of World War I has been called the era of the nation-state.” (*Potentially relevant, but has no clear ideologies challenging the existing political and/or social order*)

C. Evidence (0–2 points)

Evidence

Responses earn **1** point by providing at least two specific examples of evidence relevant to the **topic** of the prompt. Responses can earn this point without earning the point for a thesis statement. To earn this point the response must identify specific historical examples of evidence relevant to the topic of the ways in which

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Question 4 — Long Essay Question (continued)

communism, fascism, and/or nationalism challenged the existing political and/or social order during the twentieth century. These examples of evidence must be different from the information used to earn the point for contextualization.

Typically, statements credited as **contextualization** will be more general statements that place an argument or a significant portion of it in a broader context. Statements credited as **evidence** will typically be more specific information.

General assertions containing no specific information beyond what is provided in the introductory statement should not be credited as “specific historical examples.”

Example of a statement that counts toward earning 1 point for evidence (hypothetical):

- “Hitler wrote *Mein Kampf* in which he outlined his Nazi ideology.” (*Counts toward earning the point because there is a specific historical example relevant to the prompt*)

Example of a statement that does not count toward earning 1 point for evidence (hypothetical):

- “Fascism, a twentieth-century political ideology became one of the major challenges to the established political order in that century.” (*Does not count toward earning the point because there is no specific information beyond what is provided in the introductory statement*)

OR

Supports an Argument

Responses earn **2** points if they support an **argument** in response to the prompt using specific and relevant examples of evidence. To earn the second point the response must use specific historical evidence to support an argument regarding how political ideologies challenged the existing political and/or social order in the period 1900–2001.

Example of successfully supporting an argument with evidence:

- “The Soviet Union tried to “export” communism to other countries by funding communist parties in Western Europe and in Asia and, after World War II, by establishing a large network of socialist client states, including Cuba, Vietnam, and Angola.” (*Uses multiple, specific pieces of evidence in accurate support of an argument that addresses the prompt*)

D. Analysis and Reasoning (0–2 points)

Historical Reasoning

Responses earn **1** point by using a historical reasoning skill to frame or structure an argument about the ways in which communism, fascism and/or nationalism challenged the existing political and/or social order during the twentieth century. To earn this point the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven, imbalanced, or inconsistent.

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Question 4 — Long Essay Question (continued)

Examples of using historical reasoning might include:

- Explaining how the ideologies' ability to challenge the political or social order was facilitated by the two world wars
- Explaining how major changes of the political or social order in the twentieth century (e.g., the Versailles settlement or the Cold War) gave rise to new ideological challenges (e.g., Nazism, the Non-Aligned Movement)
- Explaining the effects of more than one ideology on the political or social order

OR

Complexity

Responses earn **2** points by demonstrating a complex understanding of the ways in which communism, fascism, and/or nationalism challenged the existing political and/or social order during the twentieth century, by using evidence to corroborate, qualify, or modify an argument that addresses the question.

Demonstrating a complex understanding might include:

- Explaining the nuance of an issue by analyzing multiple factors or by considering diverse or alternative perspectives or evidence, such as constructing an argument that some ideologies may challenge certain aspects of the established order while reinforcing other aspects (e.g., fascist governments' support for big business)
- Qualifying or modifying the main argument of the essay to demonstrate awareness of historical complexity, such as constructing an argument that explains how Soviet and Chinese economic policies, while outwardly championing the rights of industrial workers or peasants (as mandated by communist ideology), ended up enriching the communist party elite, while leading to the impoverishment of workers and peasants
- Explaining relevant and insightful connections across time and space, such as explaining how the effects of ideologies on the established order changed over the course of the century (e.g., nationalism being extremely disruptive of the established order in the first half of the century, but becoming tempered by international institutions and regional economic cooperation in the second half of the century.) Or explaining how Social Democracy in Europe (after 1945) successfully blunted the extent of communism's challenge to the established economic and political order by developing a system of mixed public-private economic policies and embracing parliamentary democracy

Circle the question number that you are answering on this page.

1 of 3

Mandatory
1

Circle one
2 or 3 or (4)

4A

Following the Post-modern period, many regions around the world experienced instability and massive change due to increasing global connections and the advent of new ideologies. Due to centuries of subjugation and dominations or simply a desire for change due to resentment of the past, these ideologies grew into movements among the people of both developing and industrialized countries. Ideologies such as ^{facism,} nationalism and communism uprooted the existing sociopolitical order by mobilizing the people through promises of reform and ~~utilizing~~ uniting them with a popular message and universal appeal, inspiring them to rise up.

In countries everywhere, populist movements such as nationalism, ^{facism} and communism galvanized the people with promises of change and reform. In India, Mohandas Gandhi activated a huge movement of passive resistance based off nationalism and called for reforms to prevent the British from ever abusing or oppressing the Indians again. Via this movement both the political and social order was rapidly changed, as Britain ultimately ceded political control to the Indians, and Indians, for the first time, dealt with the British as social equals. Gandhi's nationalist movement only succeeded because he managed to get the great majority of Indians to rise up, united by their national pride and tired of British dominance. In a similar method to Gandhi, albeit much more

Circle the question number that you are answering on this page.

2 of 3

Mandatory
1

Circle one
2 or 3 or 4

4A

violently and controversially. Mao Zedong headed the rise of Communism in China, and he also uprooted the existing social and political order. His popular movement grew to the people's resentment to years of Japanese occupation and abuses and anger at the wealthy for controlling all the land and unfairly treating the peasantry. Mao also promised reform, offering redistribution of land and the building of new communal places and policies, like the infamous back yard steel smelter furnaces that he initiates via this communist movement. The communist deposed the Japanese, the landed elite, and the Nationalists, drastically altering the political landscape of China for years to come. Intriguingly, it is apparent to see that one populist movement deposed another (Communists led by Mao vs. Nationalists led by Chiang Kai-Shek) and so it must be acknowledged that the people were not always satisfied with the results of these ideologies, and oftentimes continued to struggle to change the existing system.

Besides relying on reform, these ideologies oftentimes spread and grew in power because of their message and universal appeal. In post WWI Germany, fascism grew in popularity under the rising Adolf Hitler. Due to his personal charisma and strong messages regarding national pride and anger against the victors of WWI, fascism and nationalism concurrently grew in Germany as a popular message of

Circle the question number that you are answering on this page.

3 of 3

Mandatory
1

Circle one
2 or 3 or 4

4A

national anger and recovering pride allowed citizens to give more control to Hitler's government, which ultimately ended Hitler's stance against Communism, which forces one ^{to conclude} ^{Ironically, the War in} ^{Spain} to conclude that sometimes the populist ideologies grew in power because they combined to make a more potent movement, while they degraded each other in some cases. Another instance of a popular message and wide appeal sponsoring the rise of populist ideologies was in Cuba. Under Fidel Castro and the help of revolutionary Che Guevara, the communists overthrew the existing dictatorship of Fulgencio Batista, uprooting the political order. The peasantry were emboldened by Castro's message of liberty and fairness and so also struck against the wealthy elite, uprooting the social order. Since his message reached & galvanized many of the peasantry and appealed to the vast majority of Cubans, Communism took over and ended the old system.

Circle the question number that you are answering on this page.

1 of 2

Mandatory
1

Circle one
2 or 3 or 4

4B

During the Modern Era, (1900-2001), multiple states around the world adopted communism and fascism, such as Russia and Germany, to overthrow the current political system.

At the time that both Germany and Russia became ~~more~~ fascist and communist, they had both recently fought ~~in~~ in World War I, in which Germany got stuck with all war debt for.

Hitler fought in World War I, and as a result had predisposed feelings towards most European countries, because of this when he had a chance to join a workers party that opposed what the government had done, he took his shot. This party later would be known as, the Nazi Party. The Nazi Party fought the current political system and when elections for chancellor of Germany came around, Hitler was the number one candidate. Hitler slowly turned Germany into, Nazi Germany, ~~where~~

Unlike in Germany, Russia was communist

Circle the question number that you are answering on this page.

1 of 1

Mandatory
1

Circle one
2 or 3 or 4

4C

In the period 1900-2001, social revolutions seemed to be viewed as necessary and people began proposing different ideologies. Communism and Fascism both challenged existing political and social order.

Communism began to spread, challenging capitalism and its position in the world. Many of the major powers of the world ~~tried~~ ^{tried} to contain it and keep it from spreading past where it already was but eventually its ideology spread to other nations. For example, in Cuba, the Communist Party quickly took over

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Question 4 — Long Essay Question

Overview

This question asked students to evaluate the role of communism, fascism, or nationalism, or any combination of the three, in *challenging* the political and/or social order of the twentieth century. Because the question prompt directed students to develop an argument that evaluates how one or more “of these political ideologies” challenged the established order, it was clear that the three ideologies listed in the introductory statement of the question were intended to present students with a definitive list of choices. The question was primarily designed to elicit responses covered under Key Concepts 6.2 and 6.3 of the AP World History Curriculum Framework. Although the time span of the question was defined as from 1900 to 2001, the topic also provided students with opportunities to demonstrate some crossover or background knowledge from the previous period (Key Concept 5.1 for those choosing to discuss communism and Key Concept 5.3 for those choosing to discuss nationalism). The key understanding tested by the question concerned the ways in which ideologies have contributed to the many political and/or social conflicts, disruptions, and revolutions of the twentieth century. The question primarily targeted the historical reasoning skills of Causation and Contextualization and the history disciplinary practice of Argument Development, although, by virtue of presenting students with a list of ideologies on which to base their answers, the question also left the door wide open for deploying the reasoning skill of Comparison and, to a lesser extent, Continuity and Change Over Time.

Sample: 4A

Score: 6

The response earned 1 point for thesis/claim. The response argues that nationalism, fascism, and communism inspire people to rise up.

The response earned 1 point for contextualization. The response situates the emergence of German leader Adolf Hitler in the aftermath of World War I.

The response earned 2 points for evidence. There are numerous examples of evidence, and this evidence is used in support of an argument. For example, in paragraph 2, the response contends that Gandhi led a passive resistance movement in India.

The response earned 1 point for using historical reasoning. The response provides an extensive discussion of how Indian nationalists pursued an independence movement against British rule.

The response earned 1 point for complexity. The response offers corroborating evidence in paragraph 2. It contrasts Indian nationalists with Chinese leader Mao Zedong. Later in the same paragraph, the response qualifies an earlier argument by contrasting the populist movements of Mao Zedong and Chiang Kai-Shek.

Thesis: 1

Contextualization: 1

Evidence: 2

Analysis and Reasoning: 2

Sample: 4B

Score: 3

The response earned 1 point for thesis/claim. The response establishes a line of reasoning about how communism and fascism sought to overthrow existing political systems.

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Question 4 — Long Essay Question (continued)

The response earned 1 point for contextualization. The response situates the emergence of fascism and communism within World War I.

The response earned 1 point for evidence. The response correctly identifies two historical figures (e.g., Hitler in Germany and Stalin in Russia) relevant to European fascism and communism. The response does not use evidence in support of an argument.

The response did not earn a historical reasoning point. The response does not offer an extended discussion to frame one or more larger arguments within the essay.

The response did not earn a complexity point. The response does not make an attempt to qualify, modify, or offer corroborating additional evidence to one or more larger arguments.

Thesis: 1

Contextualization: 1

Evidence: 1

Analysis and Reasoning: 0

Sample: 4C

Score: 1

The essay did not earn a point for thesis/claim. The response does not offer a line of reasoning related to the prompt.

The essay did not earn a point for contextualization. The response does not offer a discussion of a relevant broader historical process or event.

The essay earned 1 point for evidence. The response identifies capitalism as oppositional to communism and accurately notes that Cuba is a communist country. The response does not use evidence in support of an argument.

The essay did not earn a historical reasoning point. The response does not apply historical reasoning skills.

The essay did not earn a complexity point. The response does not make an attempt to qualify, modify, or offer corroborating additional evidence to one or more larger arguments.

Thesis: 0

Contextualization: 0

Evidence: 1

Analysis and Reasoning: 0