

2023

AP[®]



AP[®] World History: Modern

Sample Student Responses and Scoring Commentary Set 1

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Long Essay Question 4

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Question 4: Long Essay Question, Challenges to Power Structures

6 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the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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.

In the mid- to late-twentieth century, a variety of political, military, and nonviolent methods were used to bring about political and social change.

Develop an argument that evaluates the extent to which an individual, group, or movement in the mid- to late-twentieth century successfully challenged existing power structures during this period.

Reporting Category	Scoring Criteria	
<p>Row A Thesis/Claim (0-1 points)</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.</p>
Decision Rules and Scoring Notes		
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Are not historically defensible. • Only restate or rephrase the prompt. • Do not respond to the prompt. • Do not establish a line of reasoning. • Are overgeneralized. 		<p>Responses that earn this point: Provide a historically defensible thesis or claim about the extent to which an individual, group, or movement in the mid- to late-20th century successfully challenged existing power structures during this period. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.</p>
<p>Examples that do not earn this point:</p> <p>Do not focus on the topic of the prompt</p> <ul style="list-style-type: none"> • <i>“The British Empire had territories around the globe.”</i> <p>Provide a historically defensible claim, but do not establish a line of reasoning</p> <ul style="list-style-type: none"> • <i>“Muhammad Ali Jinnah was a successful attorney.”</i> <p>Provide a claim that is not historically defensible</p> <ul style="list-style-type: none"> • <i>“Gandhi fought a revolution to violently overthrow British rule in India.”</i> 		<p>Examples that earn this point:</p> <p>Establish a line of reasoning that evaluates the topic of the prompt</p> <ul style="list-style-type: none"> • <i>“In the United States, Dr. Martin Luther King, Jr. used peaceful civil disobedience to challenge the established racial hierarchies under segregation.”</i> <p>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</p> <ul style="list-style-type: none"> • <i>“Anti-imperialist nationalist movements used non-violent as well as violent tactics to end colonialism and establish newly independent nations.”</i> <p>Establish a line of reasoning</p> <ul style="list-style-type: none"> • <i>“Feminists worldwide protested against patriarchy.”</i> (Minimally acceptable thesis/claim)
<p>Additional Notes:</p> <ul style="list-style-type: none"> • 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). • The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period. 		

Reporting Category	Scoring Criteria	
<p>Row B Contextualization</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Describes a broader historical context relevant to the prompt.</p>
<p>(0-1 points)</p>	<p>Decision Rules and Scoring Notes</p>	
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Provide an overgeneralized statement about the time period referenced in the prompt. • Provide context that is not relevant to the prompt. • Provide a passing phrase or reference. <p>Examples that do not earn this point:</p> <ul style="list-style-type: none"> • <i>“Despite the two World Wars, existing power structures remained largely intact in the mid- to late twentieth century.”</i> • <i>“In the late twentieth century people used non-violent methods to bring about social change.”</i> 	<p>Responses that earn this point: Accurately describe a context relevant to the challenging of power structures.</p> <p>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • Partition of states post-World War II • The Cold War • Violence against civilians during or after the Second World War • Decolonization and the establishment of newly independent nations • Spread of socialism and communism • Rights-based movements • NATO and the Warsaw Pact • Totalitarianism and authoritarian states • Second Wave Feminism • UN Declaration of Rights • Increased prosperity in Western nations <p>Example of acceptable contextualization:</p> <ul style="list-style-type: none"> • <i>“Movements that challenged power structures were often inspired by the revolutionary ideas of Karl Marx and socialism.”</i> • <i>“The Cold War forced many decolonization leaders to choose sides.”</i> (Minimally acceptable contextualization) 	
<p>Additional Notes:</p> <ul style="list-style-type: none"> • 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. • To earn this point, the context provided must be more than a phrase or reference. 		

Reporting Category	Scoring Criteria					
<p>Row C Evidence (0-2 points)</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Provides specific examples of evidence relevant to the topic of the prompt.</p>	<p>2 points Supports an argument in response to the prompt using specific and relevant examples of evidence.</p>			
Decision Rules and Scoring Notes						
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; vertical-align: top; padding: 5px;"> <p>Responses that do not earn points:</p> <ul style="list-style-type: none"> • Identify a single piece of evidence. • Provide evidence that is not relevant to the topic of prompt. • Provide evidence that is outside the time period or region specified in the prompt. • Repeat information that is specified in the prompt. <p>Examples that do not earn points:</p> <ul style="list-style-type: none"> • <i>“Karl Marx and Friedrich Engels’ Communist Manifesto directly challenged the political power of the bourgeoisie.”</i> </td> <td style="width: 33%; vertical-align: top; padding: 5px;"> <p>Responses that earn 1 point: <u>Identify at least two specific historical examples</u> relevant to the challenging of power structures.</p> <p>Examples of evidence that are specific and relevant include the following (two examples required):</p> <ul style="list-style-type: none"> • Decolonization leaders, such as Mohandas Gandhi and Kwame Nkrumah • Indian National Congress • Gandhi’s salt marches and other satyagraha campaigns • Nonviolence & civil disobedience leaders, such as Martin Luther King Jr. and Nelson Mandela • U.S. Civil Rights Movement—boycotts, sit in’s, March on Washington • African National Congress • Revolutionary socialist movements, such as the Shining Path or the Viet Minh • Radical Islamic movements, such as Al-Qaeda • Radical religious nationalist movements, such as the IRA or Tamil Tigers • Proxy wars in Asia and Africa • Specific movements that challenge gender roles and social norms, such as 68ers or Second Wave Feminists • Environmentalist groups, such as Green Peace <p>Example of a statement that earns 1 point for evidence:</p> <ul style="list-style-type: none"> • <i>“Ho Chi Minh led the Vietnamese in fighting against French imperialism and Sukarno led the Indonesian struggle against the Dutch.”</i> </td> <td style="width: 33%; vertical-align: top; padding: 5px;"> <p>Responses that earn 2 points: Use at least two specific historical examples to support an argument regarding the extent which an individual, group, or movement in the mid- to late-twentieth century successfully challenged existing power structures during this period.</p> <p>Examples that successfully support an argument with evidence:</p> <ul style="list-style-type: none"> • <i>“The Indian nationalist movement led by Mohandas Gandhi succeeded at ousting the British Empire through dedication to the principle of nonviolent resistance as witnessed by his marches and protests.”</i> (Uses multiple, specific pieces of evidence to support the argument that Indian nationalism challenged British imperialism) • <i>“During the late 20th century a variety of environmentalist groups like Green Peace tried to limit multinational corporations’ activities in order to stop pollution and climate change. Some groups used peaceful methods while others turned to violence.”</i> (Uses multiple, specific pieces of evidence to support the argument that environmentalists opposed multinational corporations) </td> </tr> </table>				<p>Responses that do not earn points:</p> <ul style="list-style-type: none"> • Identify a single piece of evidence. • Provide evidence that is not relevant to the topic of prompt. • Provide evidence that is outside the time period or region specified in the prompt. • Repeat information that is specified in the prompt. <p>Examples that do not earn points:</p> <ul style="list-style-type: none"> • <i>“Karl Marx and Friedrich Engels’ Communist Manifesto directly challenged the political power of the bourgeoisie.”</i> 	<p>Responses that earn 1 point: <u>Identify at least two specific historical examples</u> relevant to the challenging of power structures.</p> <p>Examples of evidence that are specific and relevant include the following (two examples required):</p> <ul style="list-style-type: none"> • Decolonization leaders, such as Mohandas Gandhi and Kwame Nkrumah • Indian National Congress • Gandhi’s salt marches and other satyagraha campaigns • Nonviolence & civil disobedience leaders, such as Martin Luther King Jr. and Nelson Mandela • U.S. Civil Rights Movement—boycotts, sit in’s, March on Washington • African National Congress • Revolutionary socialist movements, such as the Shining Path or the Viet Minh • Radical Islamic movements, such as Al-Qaeda • Radical religious nationalist movements, such as the IRA or Tamil Tigers • Proxy wars in Asia and Africa • Specific movements that challenge gender roles and social norms, such as 68ers or Second Wave Feminists • Environmentalist groups, such as Green Peace <p>Example of a statement that earns 1 point for evidence:</p> <ul style="list-style-type: none"> • <i>“Ho Chi Minh led the Vietnamese in fighting against French imperialism and Sukarno led the Indonesian struggle against the Dutch.”</i> 	<p>Responses that earn 2 points: Use at least two specific historical examples to support an argument regarding the extent which an individual, group, or movement in the mid- to late-twentieth century successfully challenged existing power structures during this period.</p> <p>Examples that successfully support an argument with evidence:</p> <ul style="list-style-type: none"> • <i>“The Indian nationalist movement led by Mohandas Gandhi succeeded at ousting the British Empire through dedication to the principle of nonviolent resistance as witnessed by his marches and protests.”</i> (Uses multiple, specific pieces of evidence to support the argument that Indian nationalism challenged British imperialism) • <i>“During the late 20th century a variety of environmentalist groups like Green Peace tried to limit multinational corporations’ activities in order to stop pollution and climate change. 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<p>Responses that do not earn points:</p> <ul style="list-style-type: none"> • Identify a single piece of evidence. • Provide evidence that is not relevant to the topic of prompt. • Provide evidence that is outside the time period or region specified in the prompt. • Repeat information that is specified in the prompt. <p>Examples that do not earn points:</p> <ul style="list-style-type: none"> • <i>“Karl Marx and Friedrich Engels’ Communist Manifesto directly challenged the political power of the bourgeoisie.”</i> 	<p>Responses that earn 1 point: <u>Identify at least two specific historical examples</u> relevant to the challenging of power structures.</p> <p>Examples of evidence that are specific and relevant include the following (two examples required):</p> <ul style="list-style-type: none"> • Decolonization leaders, such as Mohandas Gandhi and Kwame Nkrumah • Indian National Congress • Gandhi’s salt marches and other satyagraha campaigns • Nonviolence & civil disobedience leaders, such as Martin Luther King Jr. and Nelson Mandela • U.S. Civil Rights Movement—boycotts, sit in’s, March on Washington • African National Congress • Revolutionary socialist movements, such as the Shining Path or the Viet Minh • Radical Islamic movements, such as Al-Qaeda • Radical religious nationalist movements, such as the IRA or Tamil Tigers • Proxy wars in Asia and Africa • Specific movements that challenge gender roles and social norms, such as 68ers or Second Wave Feminists • Environmentalist groups, such as Green Peace <p>Example of a statement that earns 1 point for evidence:</p> <ul style="list-style-type: none"> • <i>“Ho Chi Minh led the Vietnamese in fighting against French imperialism and Sukarno led the Indonesian struggle against the Dutch.”</i> 	<p>Responses that earn 2 points: Use at least two specific historical examples to support an argument regarding the extent which an individual, group, or movement in the mid- to late-twentieth century successfully challenged existing power structures during this period.</p> <p>Examples that successfully support an argument with evidence:</p> <ul style="list-style-type: none"> • <i>“The Indian nationalist movement led by Mohandas Gandhi succeeded at ousting the British Empire through dedication to the principle of nonviolent resistance as witnessed by his marches and protests.”</i> (Uses multiple, specific pieces of evidence to support the argument that Indian nationalism challenged British imperialism) • <i>“During the late 20th century a variety of environmentalist groups like Green Peace tried to limit multinational corporations’ activities in order to stop pollution and climate change. Some groups used peaceful methods while others turned to violence.”</i> (Uses multiple, specific pieces of evidence to support the argument that environmentalists opposed multinational corporations) 				
<p>Additional Notes:</p> <ul style="list-style-type: none"> • Typically, statements credited as evidence will be more specific than statements credited as contextualization. • If a response has a multipart argument, then it can meet the threshold of two pieces of evidence by giving one example for one part of the argument and another example for a different part of the argument, but the total number of examples must still be at least two. (For example, Martin Luther King Jr. advocated nonviolent protest methods; and the Tamil Tigers used suicide bombers and terrorism.) 						

Reporting Category	Scoring Criteria		
<p>Row D Analysis and Reasoning (0-2 points)</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Uses historical reasoning (e.g., comparison, causation, continuity, and change) to frame or structure an argument that addresses the prompt.</p>	<p>2 points 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>
Decision Rules and Scoring Notes			
<p>Responses that do not earn points:</p> <ul style="list-style-type: none"> May include evidence but offer no reasoning to connect the evidence to an argument. May assert the use of historical reasoning but does not use it to frame or structure an argument. 			
<p>Responses that earn 1 point: Must demonstrate the use of historical reasoning to explain the extent to which an individual, group, or movement in the mid- to late-20th century successfully challenged existing power structures during this period</p>			
<p>Responses that earn 2 points: May demonstrate a complex understanding in a variety of ways, such as:</p> <ul style="list-style-type: none"> Explaining the nuance of an issue by analyzing multiple variables. Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects. Explaining relevant and insightful connections within and across periods. Confirming the validity of an argument by corroborating multiple perspectives across themes. Qualifying or modifying an argument by considering diverse or alternative views or evidence. 			
<p>Examples that do not earn points: Provide evidence but offer no reasoning to connect the evidence to an argument:</p> <ul style="list-style-type: none"> <i>“Antiwar protests spread around the world during the 1970s.”</i> 			
<p>Using a historical thinking skill to frame or structure an argument could include:</p> <ul style="list-style-type: none"> Explaining how colonized peoples in Africa or Asia organized themselves and resisted European imperial rule. Explaining the effects of popular movements for democratic reforms against communist governments in places like Poland or elsewhere in Eastern Europe. 			
<p>Example of acceptable use of historical reasoning:</p> <ul style="list-style-type: none"> <i>“The African National Congress protested the apartheid policies of the South African government and eventually gathered enough international support to bring about full democratic participation in South Africa.”</i> (Uses causation to support an argument about South African protests against apartheid) 			
<p>Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> Explaining the nuance of an issue by analyzing multiple variables, such as explaining that between 1989 and 1992, in much of the world, anticommunist protests succeeded at overturning the Soviet Union, but in Asia, communist one-party states maintained their grip on power. (Explains nuance and qualifies an argument) Explaining relevant and insightful connections across time and space, such as demonstrating the influence of socialist ideas and tactics in resisting power structures in Asia (Vietnam), Africa (Tanzania), as well as Latin America (Cuba). (Explains relevant and insightful connections.) Explaining both similarities and differences by explaining that similar groups with similar nationalist goals could use very different methods to achieve their goals, such as comparing Nelson Mandela in South Africa with Robert Mugabe in Zimbabwe. (Explains both similarities and differences) Corroborating an argument by exploring the complexities of differing approaches to opposing power structures during the Cold War, including evidence that some Westerners supported communism, or that some socialist independence leaders and movements chose to ally with the West, rather than with the Soviet bloc. (Corroborates multiple perspectives) 			
<p>Additional Notes: This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.</p>			

During the nineteenth century, many European empires began imperializing African and Asian societies as a result of industrialization and the desire for more resources and economic opportunities. However, during the early and mid-19th century, events such as the World Wars and the Cold War weakened these European empires. The age of these wars was one of ideological changes including communism, nationalism, and anti-imperial sentiments. Because many European empires did not free their colonies as promised following the first World War, countries such as India, Ghana, Nigeria, South Africa, Algeria, and Vietnam were only more encouraged to resist imperial rule. This led to many anti-imperialist movements, including the Non-Aligned Movement, which brought political and social freedoms to the colonies. Although the methods of attaining freedom differed between African and Asian colonies, because of increased nationalism and anti-imperialistic sentiments, therefore African and Asian colonies were able to bring political and social change through non-violent and violent methods.

Asian societies such as India and Vietnam successfully challenged existing power structures by using non-violent, military, and communist methods. India was under British imperial rule since the 19th century, and following World War II, they attempted to gain freedom from the British. Indian activists Mohandas Gandhi, Jawahar Nehru, and Mahammad Ali Jinnah voiced the Indian people's desire for freedom. Gandhi was a huge advocator for peaceful protesting and India would later earn their freedom from Britain in 1947. Gandhi also inspired movement leaders such as Nelson Mandela and Martin Luther King Jr. in their strive for success and less oppression. Despite India's peaceful negotiation, the Partition to split India (encouraged by the Muslim League under Mahammad Ali Jinnah) created violence and conflict between India's majority Hindu population and their minority Muslim population. The Partition of India created two separate states: India and Pakistan, however, millions of citizens died in conflict. Today, Pakistan and India continue to have conflict concerning their border and India remains religiously separated. Vietnam successfully challenged Japanese and French rule using violent methods. France had controlled Vietnam during previous centuries, but lost more of their control to Japan during World War II (in which Japan attempted to reunite East Asia by stripping the nations of Western influence). Vietnam, under Ho Chi Minh, challenged Japanese and French authority using communist ideals during the Cold War. Chi Minh desired a Vietnamese communist state that ensued in the proxy Vietnam War. The U.S. which supported democratic and capitalist ideals challenged Vietnam which was supported by communist Soviet Union. The war resulted in a completely communist Vietnam, successful for the Vietnamese peasants. Vietnam is still a communist society today, however, their people are either living in poverty or mass migrating to the U.S. for better opportunities.

South Africa and Ghana were able to bring about political and social change by successfully challenging British imperial rule. South Africa was ruled by the minority White population under apartheid rules (the separation of Whites and non-Whites). The majority Black population had attempted to resist colonial rule using violence before, however, it was unsuccessful. Nelson Mandela, inspired by Gandhi's teachings of non-violence, used non-violent protesting to end apartheid (though it was faced with governmental repression). However, Mandela did use some forms of violent protesting to achieve his goals. Despite constantly being arrested, Mandela became the president of South Africa in 1994 and abolished apartheid. Though apartheid has ended, South Africa is still geographically separated between Whites and non-Whites (similar to ethnic enclaves). Ghana, under Kwame Nkrumah, was able to seek freedom from British imperial rule using peaceful negotiation. Nkrumah saw the poverty and conflict the people faced due to their resources being stripped by their major colonial power and fought against it. He used ideals such as nationalism and Pan-Africanism to fuel his movement. Ghana gained independence during the Cold War and created a new flag and currency to honor their independence. However, today, Ghana is very corrupt, like many nations that resisted colonial imperialism, and its citizens are mass migrating to countries such as the U.S. for better opportunities.

Not all anti-imperialist movements successfully challenged existing power structures. One example is Algeria. Algeria had been colonized by the French for previous centuries and used violence in attaining their freedom. However, the French fought back and a period of violence followed (still lasting today). When the French finally withdrew from Algeria, the Algerian economy was very overwhelmed. It had been stabilized by European wealth that retreated due to violence encouraged by guerilla groups. The guerilla groups promoted Islamic terrorism that haunts the country even today. Many Algerians have either died, are still living in poverty and violence, or have migrated to France for refuge. This mass migration has encouraged anti-immigration sentiments among the French people towards refugees.

Throughout the twentieth century, several political, military, and nonviolent methods were used to bring political and social change. For example, in the beginning of the twentieth century, Margaret Sanger began to revolutionize women's health and care. It's due to people like this that the world is how it is today, and they challenged all power structures in the process.

Margaret Sanger was young and motivated and had a goal to provide birth control throughout the world. She was arrested several times and used hunger strikes to make them release her. In the 1920s-1930s, Margaret began creating Planned Parenthood, which changed the lives for women everywhere. She was constantly being shut down, arrested, and hated. By the late twentieth century, Planned Parenthood was in its full glory. Due to the battle she fought, thousands of women use birth control and safe abortions are now available.

Martin Luther King is one of the most revolutionary and life changing figures in American history. King was a black man in America who led the nonviolent protests against racism. Rosa Parks also plays a part in this, for she practiced civil disobedience when she went to the back of the bus, despite her skin color. King was extremely motivational for all African Americans at this time, and his speeches were revolutionary. Eventually, King was assassinated and the Civil Rights Bill was passed, which changed the lives of all African Americans.

Another example of a social justice figure is Gandhi, who gained independence for all citizens within India. Gandhi had nonviolent protest methods of civil disobedience and protest. He worked for years to gain independence for India, he was arrested several times in the process. He had planned on keeping India united, Hindus and Muslims in the same state. But Muhammed Ali Jinnah insisted on separation between Muslim and Hindu states. As a result, India was independent and Pakistan was born.

Nelson Mandela is also a great example of social change and justice. He fought for the independence of Africans within the continent of Africa while using nonviolence and civil disobedience. He was arrested and stayed in jail for around 27 years as his friend fought his battles. Eventually, his friend became the new ruler and the White Africans didn't rule over the black majority anymore. Once in power, Mandela's friend released Mandela from prison and Mandela became the new leader. Africa had to fight way longer for their independence than other societies such as India, but they had great success in the end.

Between Margaret, King, Gandhi, and Mandela, the power structures throughout this period were successfully challenged and beat. As a result of the efforts made by these figures, women have more rights and healthcare, African Americans have equal rights, and India and Africa are independent and self ruling after all these years.

In India, Ghandi led the salt march where they marched on for miles and miles to bring independence from Great Britain. Also, Martin Luther King led nonviolent marches and protests to end segregation in the United States. Ghandi inspired King Jr and many other peaceful rebellions for change, though some were unsuccessful many lives were saved in the comparison of how many could have potentially been killed in the violent methods, which led to the change that not all things had to be violent to get done, after two world wars that was a needed lesson to be learned within the whole world.

Long Essay Question 4

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

Overview

The question asked students to develop an argument that evaluates the extent to which an individual, group, or movement in the mid-to-late twentieth century successfully challenged existing power structures. The question primarily addressed content from Unit 8 in the course framework while also providing students with opportunities to bring up content knowledge from Units 6, 7, and 9 to earn the contextualization point.

The question was mainly focused on the reasoning process of continuity and change, requiring students to evaluate the success of an individual group or movement in challenging existing power structures in the second half of the twentieth century.

Students were expected to present a historically defensible thesis, describe a historical context relevant to the prompt, use at least two specific examples of evidence relevant to the topic of the prompt, use that evidence to support an argument in response to the prompt, use historical reasoning skills to frame or structure their argument, and demonstrate a complex understanding of the historical development that is the focus of the prompt.

The introductory sentence of the prompt referred to political, military, and nonviolent methods of effecting change, but the wording of the question did not preclude students from focusing on other methods of effecting change.

The introductory sentence of the prompt referred to political and social change, but the use of the term “power structures” in the question left the door open to address other types of change (e.g., economic) in their responses.

The question was global in scope, allowing students to bring up developments from United States history (for example, individuals and events related to the U.S. Civil Rights movement).

The question tested content primarily from Topics 8.5, 8.6, and 8.7 of the course framework.

Long Essay Question 4 (continued)

Sample: 4A

Thesis/Claim: 1

Contextualization: 1

Evidence: 2

Analysis and Reasoning: 2

Total Score: 6

A. Thesis/Claim (0–1 points): 1

The response earned 1 point for thesis/claim. The response offers a historically defensible claim in the last sentence of the first paragraph: “Although the methods of attaining freedom differed between African and Asian colonies, because of increased nationalism and anti-imperialistic sentiments, therefore African and Asian colonies were able to bring political and social change through non-violent and violent methods.”

B. Contextualization (0–1 points): 1

The response earned 1 point for contextualization. The response describes content relevant to the challenging of power structures in the first paragraph: “During the ninetieth century, many European empires began imperializing African and Asian societies as a result of industrialization and the desire for more resources and economic opportunities. However, during the early and mid-19th century, events such as the Worlds Wars and the Cold War weakened these European empires.” Additional context can be found later in the first paragraph: “Because many European empires did not free their colonies as promised following the first World War, countries such as India, Ghana, Nigeria, South Africa, Algeria, and Vietnam were only more encouraged to resist imperial rule. This led to many anti-imperialist movements, including the Non-Aligned Movement, which brought political and social freedoms to the colonies.”

The response in second paragraph provides further historical context relevant to the challenging of British Imperial power structures: “India was under British imperial rule since the 19th century, and following World War II, they attempted to gain freedom from the British,” and “France had controlled Vietnam during previous centuries, but lost more of their control to Japan during World War II (in which Japan attempted to reunite East Asia by stripping the nations of Western influence).”

The response in third paragraph provides further historical context relevant to the challenging of British Imperial power structures: “South Africa was ruled by the minority White population under apartheid rules (the separation of Whites and non-Whites). The majority Black population had attempted to resistance colonial rule using violence before, however, it was unsuccessful.”

The response in fourth paragraph provides further historical context relevant to the challenging of British Imperial power structures: “Algeria had been colonized by the French for previous centuries.”

Long Essay Question 4 (continued)

C. Evidence (0–2 points): 2

The response earned 2 points for evidence. The response supports the argument with multiple specific pieces of evidence. In the second paragraph, ample evidence is included describing how India and Vietnam successfully challenged colonial power structures through a variety of methods: “Indian activists Mohandas Gandhi, Jawaharlal Nehru, and Mahammad Ali Jinnah voiced the Indian people’s desire for freedom.”; “Nelson Mandela and Martin Luther King Jr. in their strive for success and less oppression.”; “Vietnam successfully challenged Japanese and French rule using violent methods”; “Vietnam, under Ho Mi Chin, challenged Japanese and French authority using communist ideals during the Cold War.” The response also describes the U.S.’s interventions in Vietnam: “capitalistic ideals challenged Vietnam”.

In the fourth paragraph, ample evidence is included describing how South Africa and Ghana successfully challenged British imperial power structures through a variety of methods: “Nelson Mandela, inspired by Gandhi’s teachings of non-violence, using non-violent protesting in ending apartheid”; “Mandela did use some forms of violent protesting to achieve his goals”; “Ghana, under Kwame Nkrumah, was able to seek freedom from British imperial rule using peaceful negotiation.”; and “He used ideals such as nationalism and Pan-Africanism to fuel his movement.”

In the fifth paragraph, ample evidence is included describing how Algeria successfully challenges French imperial power structures through violent methods: “used violence in attaining their freedom”; “violence encouraged by guerilla groups”; “The guerilla groups promoted Islamic terrorism.”

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

The response earned 1 point for historical reasoning (causation, continuity, and change). In the second paragraph, the response explains how Gandhi’s movement earned India its independence “from Britain in 1947” because “Chin desired a Vietnamese communist state” and successfully challenged existing power structures. In the third paragraph, the response explains, “Mandela became the president of South Africa in 1994 and abolished apartheid.”; “Ghana gained independence.” In the fourth paragraph, the response explains Algeria’s struggle with independence: “When the French finally withdrew from Algeria, the Algerian economy was very overwhelmed.”

The response earned 1 point for complexity. In the second paragraph, the response includes a nuanced argument regarding the Partitioning of India: “Despite India’s peaceful negotiation, the Partition to split India ... remains religiously separated.” The response evaluates insightful connections across time: “Gandhi also inspired movement leaders such as Nelson Mandela and Martin Luther King Jr. in their strive for success and less oppression.” Further nuanced arguments can be found in the second paragraph describing the proxy war in Vietnam during its war for independence as well as making insightful connections across time: “The U.S which supported democratic and capitalistic ideals challenged Vietnam which was supported by communist Soviet Union. The war resulted in a completely communist Vietnam, successful for the Vietnamese peasants. Vietnam is still a communist society today, however, their people are either living in poverty or mass migrating to the U.S for better opportunities.”

Long Essay Question 4 (continued)

In the third paragraph, the response evaluates insightful connections across time regarding Ghana’s independence and Cold War, which furthered the successful challenging of power structures, “Ghana gained independence during the Cold War and created a new flag and currency to honor their independence. However, today, Ghana is very corrupt, like many nations that resisted colonial imperialism, and its citizens are mass migrating to countries such as the U.S for better opportunities.”

Sample: 4B

Thesis/Claim: 1

Contextualization: 0

Evidence: 2

Analysis and Reasoning: 1

Total Score: 4

A. Thesis/Claim (0–1 points): 1

The response earned 1 point for thesis/claim. The response offers a historically defensible claim, in the first paragraph: “Throughout the twentieth century ... women’s health and care.” The final paragraph offers a line of reasoning that evaluates the topic of the prompt in analytical categories, including “more rights and healthcare,” “equal rights,” and “self ruling.”

B. Contextualization (0–1 points): 0

The response did not earn the point for contextualization as no attempt is made.

C. Evidence (0–2 points): 2

The response earned 2 points for evidence. The response supports the argument with multiple specific pieces of evidence. In the second paragraph, the response describes Margaret Sanger’s movement to “to provide birth control throughout the world.” In the third paragraph, the response describes Martin Luther King, “who lead the nonviolent protests against racism,” and Rosa Parks, who “she practiced civil disobedience.” In the fourth paragraph, the response describes how “Gandhi had nonviolent protest methods of civil disobedience and protest,” and touches upon Muhammed Ali Jinnah’s Muslim movement. In the fifth paragraph, Nelson Mandela’s use of “nonviolence and civil disobedience” is used as an example of challenging existing power structures during the mid-to-late twentieth century.

Long Essay Question 4 (continued)

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

The response earned 1 point for historical reasoning (causation and comparison). In the third paragraph, the response explains how Martin Luther King and Rosa Parks' actions led to “the Civil Rights Bill.” In the fourth paragraph, the response explains how India and Pakistan successfully gained their independence.

The response did not earn the point for complexity even though there is ample high quantity of good evidence. There is no attempt to demonstrate a complex understanding of how an individual, group, or movement in the mid-to-late twentieth century successfully challenged existing power structures during this period.

Sample: 4C

Thesis/Claim: 0

Contextualization: 0

Evidence: 2

Analysis and Reasoning: 0

Total Score: 2

A. Thesis/Claim (0–1 points): 0

The response did not earn the point for thesis/claim. The response does not offer a historically defensible claim, includes no additional information beyond what is provided in the introductory statement, and includes no indication of a line of reasoning.

B. Contextualization (0–1 points): 0

The response did not earn the point for contextualization as no attempt is made.

C. Evidence (0–2 points): 2

The response earned 2 points for evidence. In the first sentence, the response mentions Gandhi and the Salt March to gain independence from Britain. In the second sentence, the response mentions Martin Luther King leading non-violent marches and protest. The evidence supports a minimal claim of “peaceful rebellions for change.”

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

The response did not earn the point for historical reasoning. The response does not fully and effectively connect the evidence to an argument.

The response did not earn the point for complexity. There is no attempt to demonstrate a complex understanding of how an individual, group, or movement in the mid-to-late twentieth century successfully challenged existing power structures during this period.