

2024



AP[®] World History: Modern

Sample Student Responses and Scoring Commentary Set 1

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Document-Based Question

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Question 1: Document-Based Question, Communist Rule and Soviet and Chinese Societies

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the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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

Evaluate the extent to which communist rule transformed Soviet and/or Chinese societies in the period circa 1930–1990.

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:</p> <ul style="list-style-type: none"> • Provide a historically defensible thesis or claim about the extent to which communist rule transformed Soviet and/or Chinese societies in the period circa 1930–1990. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument.
<p>Examples that do not earn this point:</p> <p>Provide a restatement of the prompt</p> <ul style="list-style-type: none"> • <i>“Chinese and Soviet societies were transformed between 1930 and 1990.”</i> <p>Provide a historically defensible claim, but do not establish a line of reasoning</p> <ul style="list-style-type: none"> • <i>“Communism changed Soviet and Chinese societies during the period 1930 – 1990.”</i> <p>Do not focus on the topic of the prompt</p> <ul style="list-style-type: none"> • <i>“Communism spread from the Soviet Union to China between World War I and World War II.”</i> <p>Establish a line of reasoning, but do not provide a historically defensible claim</p> <ul style="list-style-type: none"> • <i>“The Soviet Union controlled all other communist governments, including China.”</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>“Communism benefited workers, peasants and women because it abolished many of the social and economic practices that had been holding these groups down.”</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>“Communist rule transformed Soviet and Chinese societies in many ways, including by creating new opportunities for women, providing new educational opportunities for young people, but also by brutally repressing those whom the communists saw as challenging their rule.”</i> <p>Establish a line of reasoning</p> <ul style="list-style-type: none"> • <i>“Communist rule changed society by allowing the state to completely control people’s lives.”</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> <p>Do not provide context relevant to the topic of the prompt</p> <ul style="list-style-type: none"> • <i>“Russia and China used to be great land-based empires in the nineteenth century.”</i> <p>Provide a passing phrase or reference</p> <ul style="list-style-type: none"> • <i>“Industrial capitalism arose following the Industrial Revolution.”</i> 	<p>Responses that earn this point:</p> <ul style="list-style-type: none"> • Accurately describe a context relevant to communist rule and Russian/Soviet and/or Chinese societies circa 1930–1990. <p>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • The development of Marxism and/or other strands of socialist thought in the nineteenth century • Lenin and Stalin’s contributions to Marxist thought; Mao Zedong’s development of a separate strand of Marxist thought • The development of socialist, social democratic, or workers’ parties • Revolutionary activities in the late nineteenth and early twentieth century, such as the Paris Commune, the 1905 revolution in Russia, or the 1911 Xinhai Revolution in China • Social and economic relations in capitalist/bourgeois/traditional societies, especially those that communists sought to reform or eradicate. • The social and economic effects of the development of industrial capitalism • The political systems of Tsarist Russia and of Qing and Guomindang China before the communist revolutions • The establishment of communist rule in Russia, the Russian Civil War, and the creation of the Soviet Union • The Chinese civil war and the establishment of communist China • The limits of modernization, industrialization, and economic development in Russia or China during the nineteenth century • Western [and Japanese] colonialism in China <p>Examples of acceptable contextualization:</p> <ul style="list-style-type: none"> • <i>“Marx and Engels believed that only workers could carry out the communist revolution, but Mao believed that peasants could also lead a communist revolution.”</i> • <i>“Communists’ main goal was to improve the lives of the working class.”</i> [Minimally acceptable contextualization] 	

Additional Notes:

- The response must describe broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question that are relevant to the topic of the prompt.
- To earn this point, the context provided must be more than a phrase or reference.

Reporting Category	Scoring Criteria		
<p>Row C Evidence</p> <p>[0-3 points]</p>	Evidence from the Documents		
	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Uses the content of at least three documents to address the topic of the prompt.</p>	<p>2 points Supports an argument in response to the prompt using at least four documents.</p>
Decision Rules and Scoring Notes			
<p>Responses that do not earn points:</p> <ul style="list-style-type: none"> Use evidence from less than three of the documents Misinterpret the content of the document Quote the content of the documents without providing an accompanying description Address documents collectively rather than considering separately the content of each document 	<p>Responses that earn 1 point:</p> <ul style="list-style-type: none"> Accurately describe—rather than simply quote—the content from at least three of the documents to address the topic of communist rule’s impact on Soviet and/or Chinese societies in the period circa 1930–1990. <p>Examples of describing the content of a document:</p> <p>Describe evidence from the documents relevant to the topic but do not use that evidence to support an argument</p> <ul style="list-style-type: none"> [Document 1]: <i>“The poster shows working men and women going to school, carrying books, papers, and rulers.”</i> [Document 5]: <i>“Document 5 states that ‘1.3 million people’ had to leave their homes due to famine in the Anhui Province of China.”</i> 	<p>Responses that earn 2 points:</p> <ul style="list-style-type: none"> Support an argument in response to the prompt by accurately using the content of at least four documents. <p>Examples of supporting an argument using the content of a document:</p> <ul style="list-style-type: none"> [Document 2]: <i>“The memoir recounts how sons betrayed their fathers in order to survive in communist prisons, showing the profound effects of Stalin’s repressions on Russian families.”</i> [Connects the contents of the document to an argument about the extent to which communist rule changed Soviet society by causing division among family members] [Document 3]: <i>“The essay states that the Soviet Union ‘provides increasing assistance to mothers’ and keeps their jobs open ‘until they return from leave’ showing that women’s lives benefitted from communist policies.”</i> [Connects the content of the document to an argument about the extent to which women’s lives improved under communism] [Document 5]: <i>“The government report says that millions of people were suffering from starvation and many food riots had occurred because local communist officials did not adequately respond to local needs. This shows the widespread failure of communist rule to improve the lives of Chinese people.”</i> [Connects the content of the document to an argument about communist government officials failing to help starving populations] 	
<p>Additional Notes:</p> <ul style="list-style-type: none"> To earn two points, the four documents do not have to be used in support of a single argument—they can be used across sub-arguments or to address counterarguments. 			

Row C [Continued]	Evidence beyond the Documents:	
	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Uses at least one additional piece of specific historical evidence [beyond that found in the documents] relevant to an argument in response to the prompt.</p>
	Decision Rules and Scoring Notes	
	<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Provide evidence that is not relevant to an argument about the prompt. • Provide evidence that is outside the time period or region specified in the prompt. • Repeat information that is specified in the prompt or in any of the documents. • Provide a passing phrase or reference. 	<p>Responses that earn this point:</p> <ul style="list-style-type: none"> • Must use at least one specific piece of historical evidence relevant to the extent to which communist rule transformed Soviet and/or Chinese societies in the period circa 1930–1990. <p>Examples of specific and relevant evidence beyond the documents that earn this point include the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • Specific Bolshevik or Soviet policies that impacted society, for example, nationalization, land collectivization, the destruction of the kulaks, New Economic Policy [NEP], Five Year Plans, industrialization, de-Christianization, de-veiling campaigns in Muslim regions, etc. • Specific Chinese / Maoist policies that impacted society, for example, the land reform program, the Great Leap Forward, the Thousand Flowers Campaign, the Cultural Revolution • Repressive policies not mentioned in the documents, for example, Stalin’s purges and trials, gulags in Siberia, China’s Cultural Revolution, “struggle sessions,” the trial of the Gang of Four, etc. • Specific examples of rights and privileges obtained by workers, peasants, women, children, retirees, and other social groups in the USSR and China. <p>Examples of evidence beyond the documents relevant to an argument about the prompt:</p> <ul style="list-style-type: none"> • <i>“In the Soviet Union, the KGB was the secret police that could arrest, torture, and imprison citizens without due process.”</i> [Provides a piece of evidence not in the documents relevant to an argument about the prompt] • <i>“The Great Leap Forward was an economic and social campaign launched by Mao Zedong to change the country from an agrarian economy into an industrialized society through collectivization.”</i> [Provides a piece of evidence not in the documents relevant to an argument about the prompt]
<p>Additional Notes:</p> <ul style="list-style-type: none"> • Typically, statements credited as evidence will be more specific than statements credited as contextualization. • To earn this point, the evidence provided must be different from the evidence used to earn the point for contextualization. • To earn this point, the evidence provided must be more than a phrase or reference. • The point for evidence beyond the documents may be awarded for evidence that appears in any part of the response. 		

Reporting Category	Scoring Criteria			
Row D	Sourcing			
Analysis and Reasoning [0-2 points]	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point For at least two documents, explains how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.</p>		
Decision Rules and Scoring Notes				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Explain sourcing for fewer than two of the documents. • Identify the point of view, purpose, historical situation, and/or audience but fail to explain how or why it is relevant to an argument. • Summarize the content or argument of the document without explaining the relevance of this summary to the point of view, purpose, historical situation, and/or audience. <p>Examples that do not earn this point:</p> <p>Identify the point of view, purpose, historical situation, and/or audience, but do not explain how or why it is relevant to an argument</p> <ul style="list-style-type: none"> • [Document 6]: <i>“Xia Ping, as a female member of the Communist Party, wrote about Chinese women.”</i> <p>Summarize the content of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience</p> <ul style="list-style-type: none"> • [Document 1]: <i>“The poster shows Soviet factory workers walking to an evening school.”</i> </td> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p>Responses that earn this point:</p> <ul style="list-style-type: none"> • Must explain how or why—rather than simply identifying—the document’s point of view, purpose, historical situation, or audience is relevant to an argument that addresses the prompt for each of the two documents sourced. <p>Example of acceptable explanation of the relevance of the author’s point of view:</p> <ul style="list-style-type: none"> • [Document 2]: <i>“As a former prisoner and member of the Communist Party, the author’s account is a credible description of the political terror in the Soviet Union in the 1930s by offering eyewitness evidence to the brutal nature of Stalin’s rule.”</i> [Connects the point of view of the document to an argument that communist rule transformed Soviet society by allowing the state to have control over people’s lives] <p>Example of acceptable explanation of the relevance of the author’s purpose:</p> <ul style="list-style-type: none"> • [Document 5]: <i>“The report blames the local officials who were ‘afraid of making mistakes or being accused of disloyalty to the Party’ and as a result chose to disregard reports of food shortages. This effectively shifted the responsibility to the local level.”</i> [Connects the purpose of the document to an argument that communist rule transformed Chinese society with collectivization policies that ultimately failed] <p>Example of acceptable explanation of the relevance of the historical situation of a source:</p> <ul style="list-style-type: none"> • [Document 4]: <i>“Contention meetings began after Mao’s famous ‘Let A Hundred Flowers Bloom’ speech where he encouraged the Chinese citizens to speak out against the Communist Party.”</i> [Connects the historical situation of the document to an argument that communist rule transformed society by empowering citizens to be able to criticize their government] <p>Example of acceptable explanation of the relevance of the audience:</p> <ul style="list-style-type: none"> • [Document 7]: <i>“Since the article was published in ‘the largest Soviet newspaper,’ and it supports communism while demonizing capitalism, it was probably meant as a piece of propaganda for the general population of Soviet citizens.”</i> [Connects the audience of the document to an argument that communist rule encouraged society to work collectively for the good of the whole] </td> </tr> </table>			<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Explain sourcing for fewer than two of the documents. • Identify the point of view, purpose, historical situation, and/or audience but fail to explain how or why it is relevant to an argument. • Summarize the content or argument of the document without explaining the relevance of this summary to the point of view, purpose, historical situation, and/or audience. <p>Examples that do not earn this point:</p> <p>Identify the point of view, purpose, historical situation, and/or audience, but do not explain how or why it is relevant to an argument</p> <ul style="list-style-type: none"> • [Document 6]: <i>“Xia Ping, as a female member of the Communist Party, wrote about Chinese women.”</i> <p>Summarize the content of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience</p> <ul style="list-style-type: none"> • [Document 1]: <i>“The poster shows Soviet factory workers walking to an evening school.”</i> 	<p>Responses that earn this point:</p> <ul style="list-style-type: none"> • Must explain how or why—rather than simply identifying—the document’s point of view, purpose, historical situation, or audience is relevant to an argument that addresses the prompt for each of the two documents sourced. <p>Example of acceptable explanation of the relevance of the author’s point of view:</p> <ul style="list-style-type: none"> • [Document 2]: <i>“As a former prisoner and member of the Communist Party, the author’s account is a credible description of the political terror in the Soviet Union in the 1930s by offering eyewitness evidence to the brutal nature of Stalin’s rule.”</i> [Connects the point of view of the document to an argument that communist rule transformed Soviet society by allowing the state to have control over people’s lives] <p>Example of acceptable explanation of the relevance of the author’s purpose:</p> <ul style="list-style-type: none"> • [Document 5]: <i>“The report blames the local officials who were ‘afraid of making mistakes or being accused of disloyalty to the Party’ and as a result chose to disregard reports of food shortages. 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<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Explain sourcing for fewer than two of the documents. • Identify the point of view, purpose, historical situation, and/or audience but fail to explain how or why it is relevant to an argument. • Summarize the content or argument of the document without explaining the relevance of this summary to the point of view, purpose, historical situation, and/or audience. <p>Examples that do not earn this point:</p> <p>Identify the point of view, purpose, historical situation, and/or audience, but do not explain how or why it is relevant to an argument</p> <ul style="list-style-type: none"> • [Document 6]: <i>“Xia Ping, as a female member of the Communist Party, wrote about Chinese women.”</i> <p>Summarize the content of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience</p> <ul style="list-style-type: none"> • [Document 1]: <i>“The poster shows Soviet factory workers walking to an evening school.”</i> 	<p>Responses that earn this point:</p> <ul style="list-style-type: none"> • Must explain how or why—rather than simply identifying—the document’s point of view, purpose, historical situation, or audience is relevant to an argument that addresses the prompt for each of the two documents sourced. <p>Example of acceptable explanation of the relevance of the author’s point of view:</p> <ul style="list-style-type: none"> • [Document 2]: <i>“As a former prisoner and member of the Communist Party, the author’s account is a credible description of the political terror in the Soviet Union in the 1930s by offering eyewitness evidence to the brutal nature of Stalin’s rule.”</i> [Connects the point of view of the document to an argument that communist rule transformed Soviet society by allowing the state to have control over people’s lives] <p>Example of acceptable explanation of the relevance of the author’s purpose:</p> <ul style="list-style-type: none"> • [Document 5]: <i>“The report blames the local officials who were ‘afraid of making mistakes or being accused of disloyalty to the Party’ and as a result chose to disregard reports of food shortages. This effectively shifted the responsibility to the local level.”</i> [Connects the purpose of the document to an argument that communist rule transformed Chinese society with collectivization policies that ultimately failed] <p>Example of acceptable explanation of the relevance of the historical situation of a source:</p> <ul style="list-style-type: none"> • [Document 4]: <i>“Contention meetings began after Mao’s famous ‘Let A Hundred Flowers Bloom’ speech where he encouraged the Chinese citizens to speak out against the Communist Party.”</i> [Connects the historical situation of the document to an argument that communist rule transformed society by empowering citizens to be able to criticize their government] <p>Example of acceptable explanation of the relevance of the audience:</p> <ul style="list-style-type: none"> • [Document 7]: <i>“Since the article was published in ‘the largest Soviet newspaper,’ and it supports communism while demonizing capitalism, it was probably meant as a piece of propaganda for the general population of Soviet citizens.”</i> [Connects the audience of the document to an argument that communist rule encouraged society to work collectively for the good of the whole] 			

Row D [continued]	Complexity	
	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.</p>
Decision Rules and Scoring Notes		
		<p>Responses that earn this point: May demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt. This may be done in a variety of ways, such as:</p> <ul style="list-style-type: none"> Explaining multiple themes or perspectives to explore complexity or nuance; OR Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR Explaining both cause and effect, both similarity and difference, or both continuity and change; OR Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt. <p>May demonstrate a complex understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways, such as:</p> <ul style="list-style-type: none"> Effectively using seven documents to support an argument that responds to the prompt; OR Explaining how the point of view, purpose, historical situation, and/or audience of at least four documents supports an argument that responds to the prompt; OR Using documents and evidence beyond the documents effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt. <p>Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> Analyzing multiple variables, such as considering diverse or alternate perspectives or evidence, for example how even though women gained rights in both the USSR [Documents 1 and 3] and China [Document 6] they also continued to carry the main responsibility for raising children and managing the household [Documents 3 and 6]. [Explains nuance and considers multiple perspectives] Explaining relevant and insightful connections across time and space; for example, explaining how some aspects of communism discussed in the documents, such as collectivization [Document 2 and Document 5], educational opportunities [Document 1], and equality for women [Document 3 and Document 6] were duplicated in other communist nations, such as Cuba, with similar results both positive and negative [Explains relevant and insightful connections] Arguing that communist rule had a multi-faceted impact on societies, for example, using evidence from Documents 1, 3, and 6 to demonstrate both the achievements of communist governments in elevating the status of women as well as the remaining challenges they faced, using evidence from Documents 2 and 5 to support an argument that communist rule negatively affected the people of the Soviet Union and China, and using Documents 4 and 7 to support an argument that despite the totalitarian nature of communist governments Chinese and Soviet citizens still found ways to resist, criticize, or undermine the communist regimes. [Uses evidence from all seven documents to demonstrate a complex understanding]
<p>Additional Notes:</p> <ul style="list-style-type: none"> This complex understanding must be part of the argument and may be demonstrated in any part of the response. 		

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| | <ul style="list-style-type: none">• While it is not necessary for this complex understanding to be woven throughout the response, it must be more than merely a phrase or reference.• To earn a point for complexity by using seven documents in support of an argument, there must be an attempt to use all seven documents to effectively support an argument, but the use of the documents may be unevenly or inconsistently developed, or the document use may be weaker in one or two instances. |
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Document Summaries		
Document	Summary of Content	Explains the relevance of point of view [POV], purpose, situation, and/or audience by elaborating on examples such as:
1. S.M. Prokhorov, <i>Students from a Workers’ School</i> , poster, 1928.	<ul style="list-style-type: none"> The Soviet artist created this public poster in 1928. The poster portrays men and women studying and carrying educational materials. The caption indicates that the people depicted in the poster worked in factories and attended evening classes to prepare for entry into state-run universities. 	<ul style="list-style-type: none"> As a part of Stalin’s campaigns to increase literacy in the Soviet Union, adult workers and peasants could enroll in free evening schools. [historical situation] The artist’s purpose is to express his support for the Soviet Union’s goals to expand access to education for workers and the general population. [purpose] Since the poster was produced for public display, it was meant to show the citizens of the Soviet Union the steps the Soviet Union was taking to improve the lives of its citizens. [purpose, audience]
2. Ya.I. Drobinskiy, memoirs of his political detention and trial in the 1930s, recorded in the 1950s but never published.	<ul style="list-style-type: none"> The author, a member of the Soviet Communist Party, wrote about his time as a political prisoner. He recounts the story of an elderly peasant and describes the peasant’s son denouncing his father under torture and questioning. When the two were brought together, the son begged forgiveness. The author also elaborates on the torture, beatings, and starvation that prisoners endured. 	<ul style="list-style-type: none"> Written during the period of de-Stalinization, this account was meant to highlight the cruelty political prisoners were subjected to under Stalin’s rule. [historical situation, purpose] As a former prisoner and member of the Communist Party, the author’s account is a credible description of the political terror in the Soviet Union in the 1930s by offering eyewitness evidence to the brutal nature of Stalin’s rule. [POV] The document, recorded by a Soviet journalist, may have been intended to be published for Soviet citizens; however, as it was never published, it may have been withheld to protect the author from political fallout. [audience, historical situation]
3. Alexandra Kollontai, “The Soviet Woman,” essay, 1946.	<ul style="list-style-type: none"> The author, a female Marxist and politician, begins by praising the gains made by women in the Soviet Union. She also says that women achieved equality in the workforce and the state provided financial assistance to mothers, thus recognizing that motherhood is an “important social duty” of women. 	<ul style="list-style-type: none"> As a Marxist feminist, the author supports the idea of women’s equality in communist society in both work and the home. [POV, purpose] As a communist, the author praises the Soviet state’s work in providing assistance to working mothers in order to maintain a positive view of the Communist Party that she is a part of. [POV, purpose] Although communist ideology emphasized the complete equality between men and women in the workforce, Soviet communists like Kollontai, once in power, struggled to balance this notion of equality in the workplace with the continued need to have women serve as the primary caregivers of children and with the domestic household work that women were expected to perform. The various measures to help Soviet women with childcare including childcare centers, child allowances, and paid leave were designed to help women balance their new and traditional roles. [historical situation]
4. Article describing a contention meeting, <i>Shenyang Daily</i> , 1957.	<ul style="list-style-type: none"> The article describes a “contention meeting” where two local communist leaders gave a speech about the problems that come from the fact that the Communist Party has an absolute grip on power in China. They point 	<ul style="list-style-type: none"> The contention meetings took place after Mao Zedong’s famous “Let a Hundred Flowers Bloom” speech, in which he declared his support for a policy of allowing criticism of the bureaucracy. [historical situation]

	<p>out that little has changed since the party replaced the emperor, that corrupt individuals have joined the Party to gain power, and that protections of the rights of citizens are not followed by the Party. In fact, the “Party has become the emperor of China.”</p>	<ul style="list-style-type: none"> • Since the article was published in a regional Chinese newspaper, its intended audience were the educated people and general population of the region [audience] • The speech detailed in the newspaper article openly criticizes the Chinese Communist Party, which the two leaders, one the head of the Communist Youth League and the other the editor of the university newspaper, would have believed they had the right to do in the new circumstances of the Party encouraging expressions of internal dissent. [purpose, POV]
<p>5. General Office of the Central Committee of the Chinese Communist Party, summary report regarding food shortages, 1958.</p>	<ul style="list-style-type: none"> • The government report describes the number of people who are without adequate food supplies and details the riots that occurred in the Hebei and Yunnan Provinces. The final part of the report about the Yunnan Province places blame on local officials for not recognizing the problems. 	<ul style="list-style-type: none"> • In China, twenty million people died of famine during Mao Zedong’s Great Leap Forward. [historical situation] • As an official report produced by the Chinese Central Committee, the likely audience was fellow communist officials or party members that this committee needed to inform of their findings. [audience] • The report blames the local officials who were “afraid of making mistakes” or “accused of disloyalty to the Party” and as a result they were unaware of the problems which caused the famine. This effectively shifted the responsibility to the local level. [purpose]
<p>6. Xia Ping, “Make Energetic Efforts to Train Women Cadres,” article, 1973.</p>	<ul style="list-style-type: none"> • The author, a female member of the Communist Party, explains that women have made gains under the communist system; however, they are still expected to take care of the household and marry young. These limitations make it difficult for them to be promoted. 	<ul style="list-style-type: none"> • Confucian ideologies and patriarchal privileges persisted in Chinese society and among members of the Communist government, preventing women from gaining full equality. [purpose, POV] • Since the article was published in a political magazine, it may have been directed to the members of the Communist Party, particularly men, to push for change. [audience, purpose]. • The newly established communist government in China passed the Marriage Law in 1950 which was intended to end the traditional inequity between men and women. [historical situation]
<p>7. Richard Kosolapov, article, published in 1983.</p>	<ul style="list-style-type: none"> • The author, a former editor in chief for a Communist Party journal, strongly criticizes discussions about potential capitalist reforms to the Soviet system. He argues that people with these ideas are grifters, stealing the fruits of others’ labors, and destroying the fabric of socialist society with selfish individualistic views. He speaks out against all those in Soviet society who, in his opinion, are drifting away from having proper communist attitudes and are adopting a pro-capitalist outlook. He fully supports a Socialist centrally controlled economic model. 	<ul style="list-style-type: none"> • During this time, the USSR was struggling to make economic reforms to compete with Western economies. [historical situation] • As the former editor in chief of the Communist Party’s journal, the author was probably a strong supporter of the Party. [POV] • Since the article was published in the largest Soviet newspaper, it was intended to reach both Communist Party members and the Soviet population in general as a piece of propaganda. [audience, purpose] • During this time, some Soviet citizens were attracted to the wealth and diversity of goods in capitalist societies. [historical situation]

● **Important:** Completely fill in the circle that corresponds to the question you are answering on this page.

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At the beginning of the ~~Modern~~ Contemporary era, both China and Russia experienced ~~modern~~ the end of monarchy. In Russia, the Russian revolution overthrew the Romanov dynasty and the Bolsheviks took power. This event marked the change of the Russian Empire into the Soviet Union and led to ~~the~~ the adoption of communism as ~~Russia's~~ ^{Soviet's} state ideology. During this time, China also became free from the Qing monarchy rule, and additionally experienced a revolution in 1949. In this revolution, the Republic of China was expelled from the mainland, and China fell under the control of the Chinese Communist Party. It is in this context that communist rule transformed Soviet and Chinese societies ^{from 1917-1918} through the expansion of women's rights and restricting personal freedom, however ~~maintained ineffective governing practices from 1930 to 1940. still~~ ~~the~~ maintaining ~~unresponsive~~ government that was unresponsive to the people.

Communism in China and Russia did not change the influence of the people in the governments. While communist revolutions in both countries were meant to remove the unresponsive, ineffective governing practices, these practices endured even with communism. In a report from the General Office of the Central ~~Committee~~ Committee of the Chinese Communist Party from Beijing in 1958, there were massive food shortages in the provinces of Anhui, Hubei, Shandong, and Yunnan, which resulted in rioting. ^(p. 5) The historical context of this report, was as a result of faulty economic policies instituted by the Chinese Communist Party Chairman Mao Zedong, such as the Great Leap Forward. The Communist party had gained the support of the common people, because the the Republic of China was unresponsive to the demands of the people and the CCP promised to fix these issues. That being said, the report exemplifies how the system of unresponsive government continued to affect the people, in this case by

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creating food shortages (Doc 5). Similarly, in the Soviet Union, the Communist government had gained popular support, but failed to give the people a larger say in governance. In a ^{1983 newspaper} ~~report from~~ article from the Communist Party's journal, Chief Editor Richard Kosolapov ~~plans~~ advocates that the people should stop taking interest in ~~individual~~ individualistic ideas such as private ownership, and rather keep the socialist, collectivist ideas despite any shortcomings of the Soviet government (Doc 7). The author is a journalist employed by the Soviet government, writing in the Soviet newspaper, so it is clear that the purpose of the article is to promote the Soviet Union. There are still some instances of Soviet weakness the author mentions, such as the mention of the Soviet government failing to proper educational and social situation for its citizens. These cracks in the Soviet ~~society~~ responsibility for its society demonstrates how the government was still in ways unresponsive to the people. ~~one~~ This especially displays continuity in Russia, as food and material shortages were one of the largest factors that the Communists used to gain power.

The Communism in China and the Soviet Union opened up more rights for women. These governments applied parts of communism that focused on labor participation, which included labor participation for women. A poster from 1928 made by S. M. Prokhorov displays men and women workers attending a Workers' School. This image demonstrates the Soviet's attempt to increase women's participation, not only in the workforce, but in education, so they could have better work opportunities. In traditional Russian society, women were often viewed ~~as~~ as homemakers, so this advancement in societal status show a change that occurred as a result of Communism (Doc 1). Moreover, according to a 1946 essay published by Russian politician Alexandra Kollontai, the Soviet Union understands that women are capable of more than

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just raising children, so women should get jobs, because the Soviet Union will provide them support for working (Doc 3). The intended audience is the women in Soviet society, who the author is trying to encourage to take jobs, because of Soviet state assistance. By giving more workplace rights to women, as well as addressing how their role in society should be ~~the~~ different from general tradition, the author explains Communism's differing view about women's roles in society (Doc 3). Similarly in China, a 1973 magazine written by CCP member Xia Ping addresses how women have been given more rights in society (Doc 6). Ping starts by explaining that the Communist rights ~~been~~ for women vary greatly from the Confucian rights for women. The difference between Confucian beliefs about women holding domestic roles, but Communism allowing women more marital rights, ~~and~~ and workplace rights, is seen in this magazine. Confucianism holds many patriarchal beliefs such as foot binding for example, which is meant to restrict women, so the Communist view shows a great change.

Communism in ~~the~~ the Soviet Union and China also resulted in the restriction of personal freedoms. This was marked by the rise of totalitarian regimes in both states under the rule of Mao and Stalin respectively. In the memoir of a Soviet man, ~~the~~ Mr. I. Probinskiy, who was ~~politically~~ politically detained, examples of Soviet torture, coercion, and unlawful arrest are shown in the interaction between him, his son, and the Soviet justice system (Doc 2). The historical context of this situation was Stalin's great purge which resulted in the political arrest of many opponents of the Soviet party.

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The use of torture, coercion, and unlawful arrest demonstrate how society has changed by communism's totalitarian grasp. Additionally, in a 1957 Chinese article, the corruption and restrictive practices of the CCP are examined (Doc 4). According to the author, despite trying to show a positive image outwards, with democracy and constitutions, the rights of the citizens are not upheld. The CCP holds absolute power that ~~goes against~~ the restricts the rights of the Chinese people. Since the Republic of China and the Qing dynasty were opposed by the people for maintaining weak rule, the totalitarian power of the CCP demonstrates a strong ~~so~~ change.

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In the period of the 20th Century, Communism was a popular belief/ideal that arose at the start of World War 2. Communism believed that ownership of industries and land should be owned under one government with no individual rights. The communist Revolution had started in Russia and spread across European states, Asia, and more. To a high extent, communist rule transformed Soviet and Chinese societies during the period 1930-1990. We can see this in the change of Chinese women and Soviet's domestic role, the favor of stronger governments and exploitations, and finally the negative effects of these societies concerning their wellbeing. First, one positive change made by the Communist Revolution was the role of women in a family. In the past, old traditions had expected women to fulfill household chores, cook, clean, and stay at home labor. However, with reforms and the socialist revolution, women have been given more opportunities to be involved economically and politically. For instance, Xia Ping who was a Chinese member of the Communist Party explains the liberating feeling of being able to participate in the working class. By opposing old ideas, women should have the right to promote late marriage and share household chores between men. These words are from the article she published in the Hongqi magazine, showcasing it to inspire the women in China. Therefore, her beliefs have strongly been implemented into other women and encouraging them to fight for rights. Another example would be Alexandra Kollontai who wrote in an essay about the new assistance the Soviets have provided, such as state financial benefits and

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paid maternity leave. It is similar to Xia Ping because both women believe that the natural duty should not be confined to a house, but rather the ability to become an equal citizen. For Xia Ping, she was concerned about the domestic role of a woman and her article enforces the idea that women are far more capable.

Alexandra Kollontai on the other hand wanted to fulfill the role of becoming a mother and how Soviet laws further ensure that. Either way, both documents share the importance of womanhood and how communist ideals transformed it.

Secondly, there were negative effects of the Communist Party such as impure motives. There are many flaws with Communism because the belief makes it easier for the government to take control and jeopardize their citizens. There were contention meetings held in China to openly criticize communism, one member being Huang Chen-lu. He states that the Party used to be connected but with the addition of communism, people with dangerous intentions have ruined the old democratic party. This is due to the power and influence that is much easier to obtain, thus exercising absolute power. With a ~~journalist~~ journalist investigating the abolishment of these Communist parties, we can witness the harmful impacts on Chinese society. Such articles demonstrate the flaws of Communism and how it does not bring the nation together. Similar to the Soviets, a journalist named Richard Kosolapov explained that discussions of communist behavior is only a desire to take money and control the world from a selfish point of view. For instance, Mao Zedong's Great Leap Forward plans had collectivised agriculture

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and sold the lands of the peasants. It is one ^{outside} prime example of how communism steals the fruits of others' labors. As a result, private ownership is not allowed and can't be used as a prevention against thieves. Richard argues a socialist society is a working society, not consumerism. Therefore, communism should improve ^{to} where control of production and consumption is not at the expense of normal citizens.

Finally, another negative effect of communism would be the social and individual rights of the people. Communism focused more on the government rather than the people, leading to famine and other dire consequences. For example, Ya. J. Drobinskiy shows his witness in a political detention where a father had forcibly signed guilty of ~~his~~ attempts to kill the kolkhoz director. However, in return his son was free from beatings and cruel mistreatment. The document describes the son breaking down in tears after his father hands him bread crumbs that he had saved. In this situation, it was ~~unfortunate~~ unfortunate for both sides and showcases the low food shortage and harsh treatment during the Communist Revolution. This point of view is important to look at because even Ya. J. Drobinskiy had shown overwhelming emotions after the scene. As for China, it was similar because they were experiencing ~~to~~ famine. One summary report of food shortages showed that in each Chinese Province, thousands were dead and many became beggars. This is due to the officials and their ignorance to the complaints, in fear of becoming disloyal. With Mao Zedong, his Great Leap Forward plans had also resulted in famine because he did not want outside

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countries noticing that China was weak. By exporting more than they had, China fell under another famine because of Mao Zedang. Overall, these communist policies had neglected Soviet and Chinese societies with a lack of food.

In conclusion, Communist rule had transformed Soviet and Chinese societies in different ways. Although there were positive effects like the change in women's domestic role, communist parties exploited the nation and led to consequences like famine. Therefore, communist rule during 1930-1990 had completely transformed these societies' beliefs, way of living, and industries.

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Communists believe that economy is controlled by the government and not owned privately, Communist rule transformed Soviet and Chinese societies significantly in the period circa 1930-1990. Document one is a picture from a Soviet artist in 1928 showing students from a worker's school for public display. This proves that communist rule allowed for people to receive education and prepare them to enroll in universities. Document two is a source recorded by a Soviet journalist describing a member of the Soviet Communist Party ~~trial~~ trial and political detention. This shows that Communist rule also led to unfair treatment during the ~~campaign~~ campaign shown by the beatings the son received for not testifying his father because he did nothing wrong. Document three is written by a Russian Marxist and politician talking about the benefits women are receiving and how the Soviet State is helping mothers to make their ~~lives~~ lives easier. This proves that communist

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rule has a positive impact on transforming soviet society because women are getting the treatment they deserve and equality, the state is helping mothers financially, Document five is by the General Office of the Chinese Communist Party discussing food shortages and the problems people are having with no food. This shows that communist rule is transforming Chinese societies negatively because thousands of families are forced to flee their country and become beggars, Document six is written by a Chinese woman member of the Communist Party discussing the domestic slavery women are faced with and the need to promote equality of housechares between men and women. The communist rule in China is staying the same for women and how they ~~are~~ are seen because women are still in charge of house duties but it is said there is a need to promote late marriage and health, document

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seven is by a Soviet ~~journalist~~ journalist talking about how the Communist Party does not support private ownership because it can be dangerous and create one's desire to steal. This shows that the communist rule has transformed Soviet's party to be a socialist society and avoid private ownership because it can lead to selfish individuals. Their goal is to fully maintain production and consumption in order to strengthen the system.

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Document Based Question 1

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

Overview

Responses to this question were expected to demonstrate an understanding of the extent to which communist rule transformed Soviet and/or Chinese society. Students responses were also expected to place the prompt in a broader historical context and to describe and analyze the content of documents. They also needed to construct an argument and use the documents and outside evidence to support an argument. The question tested content primarily from Units 7 and 8 of the course framework while also providing students with opportunities to bring up knowledge from Units 5 and 6 to earn the contextualization and evidence beyond the documents points.

The documents provided students with a variety of perspectives on the issue including a balance of Soviet and Chinese documents. Some of the documents emphasized changes in the social and economic status of women and policies empowering workers. Other documents emphasized the negative impacts of communist rule on society, including Communist Party corruption, economic mismanagement leading to famine and food riots, and the use of state violence against dissidents or people accused of being enemies of the regime. The last document showed the disparity between communist ideology and people’s economic aspirations.

The question primarily addressed content from Topics 7.4, 7.6, and 8.4, with contextualization and evidence-beyond-the-documents opportunities from Topics 5.8, 6.5, 7.1, 7.5, 7.7, 8.2, 8.3, 8.6, and 8.8.

Sample: 1A

Thesis Score: 1

Contextualization Score: 1

Evidence Score: 3

Analysis and Reasoning Score: 2

Total Score: 7

A. Thesis/Claim (0–1 points): 1

The response earned 1 point for providing a historically defensible claim regarding the social change in Russia and China in the last sentence of the first paragraph with “communist rule transformed Soviet and Chinese societies from 1930-1990 through the expansion of rights...unresponsive to the people.”

B. Contextualization (0–1 points): 1

The response earned 1 point for contextualization by providing a broader context relevant to the prompt. The first four sentences of the first paragraph accurately described information about the establishment of communist rule in both Russia—“In Russia, the Russian revolution...adoption of communism as Soviet’s state ideology” and China—“During this time, China...Chinese Communist Party.” The response could have earned the contextualization point just by using the establishment of communist rule in either Russia or China.

Document Based Question 1 (continued)**C. Evidence (0–3 points): 3****Evidence from the Documents**

The response earned 1 point for describing the content of at least three documents to address the topic of the prompt with Documents 5, 7, 1, 3, 6, 2 and 4. The response accurately describes the content of Document 5 (food shortages), Document 7 (against private ownership), Document 1 (description of poster), Document 3 (providing support for women), Document 6 (more marital rights), Document 2 (political detainment), and Document 4 (absolute power of the CCP). Even though the response only needs to describe three documents to earn the first evidence point, this response correctly uses seven documents.

The response earned 1 point for evidence for supporting an argument. The response accurately supports an argument with Documents 5, 7, 1, 3, 6, 2, and 4. The response supports an argument in the second paragraph about a continuity of “unresponsive, ineffective government practices” using Documents 5 and 7 as support. In the third paragraph, Documents 1, 3, and 6 support the argument that communism expanded women’s rights. In the fourth paragraph, Documents 2 and 4 support an argument that communism “resulted in a restriction of personal freedoms.” Even though the response only needs to correctly use four documents to support an argument, this response correctly uses seven documents.

Evidence Beyond the Documents

The response earned 1 point for evidence beyond the documents in the fourth paragraph by discussing the rise of totalitarian regimes under the rule of Mao and Stalin. The response tied the rise of totalitarian regimes to an argument about the restriction of personal freedoms. The response also could have earned EBD for the discussion of Mao and the Great Leap Forward in the second paragraph; however, the description of the Great Leap Forward was instead used to source the historical situation of Document 2. Additionally, the response could have earned EBD for the discussion of Stalin’s great purge in the fourth paragraph; however, the discussion of the “great purge” was instead used to source the historical situation of Document 5.

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

The response earned 1 point for accurately sourcing two documents. The response sources Documents 5, 7, 1, 3, 6 and 2. The response identifies the historical situation of Document 5 by describing Mao’s Great Leap Forward as the context for the famine. The response identifies the purpose of Document 7 as an “article to promote the soviet union” written by someone employed by the Soviet government. The response identifies the purpose of Document 1 as “the Soviet’s attempt to increase women’s participation....” The response identifies the audience and purpose of Document 3 as “the women in Soviet society, who the author is trying to encourage to take jobs, because of Soviet state assistance.” The response identifies the historical situation of Document 6 as one of a change from Confucian patriarchal beliefs to communism. Lastly, the response identifies the historical situation of Document 5 in the context of Stalin’s great purge. Even though the response only needed

Document Based Question 1 (continued)

to correctly provide sourcing for two documents to earn the point, this response correctly provides sourcing for six documents.

Demonstrating Complex Understanding

The response earned 1 point for complex understanding. Not only does the response effectively use seven documents to support an argument relevant to the prompt, the response also effectively sources six of those documents to support an argument that responds to the prompt. Overall, the response uses the documents and multiple pieces of evidence beyond the documents to effectively demonstrate a sophisticated understanding of different perspectives relevant to ways communist rule transformed both Soviet and Chinese societies.

Sample: 1B

Thesis Score: 1

Contextualization Score: 1

Evidence Score: 3

Analysis and Reasoning Score: 0

Total Score: 5

A. Thesis/Claim (0–1 points): 1

The response earned 1 point for providing a historically defensible claim regarding the social change in Russia and China with categories of “the change of Chinese women and Soviet’s domestic role, the favor of stronger governments and exploitations, and finally the negative effects of these societies concerning their wellbeing” in the last sentence of the first paragraph.

B. Contextualization (0–1 points): 1

The response earned 1 point for contextualization by providing a broader context relevant to the prompt. Although the first sentence contains a chronological error, there was enough contextual information in sentences 2 and 3 to earn the point by accurately describing information about the goal of communism and its impact on society with “ownership of industries and land” as well as the establishment of communist rule in Russia. The information about women’s traditional gender roles on the first page of the response could also have earned the context point.

C. Evidence (0–3 points): 3

Evidence from the Documents

The response earned 1 point for describing the content of at least three documents to address the topic of the prompt by using Documents 6, 3, 4, 7, 2, and 5. The response accurately describes the content of Document 6 (opposing old ideas about women), Document 3 (new assistance towards women), Document 4 (contention meetings), Document 7 (against private ownership), Document 2 (cruelty in the political detention), and Document 5 (experience of famine under Chinese communist rule).

Document Based Question 1 (continued)

The response earned 1 point for evidence for supporting an argument. The response accurately supports an argument with Documents 6, 3, 4, 7, 2, and 5. The response supports an argument about change in society for women using Documents 6 and 3. The first two sentences of the second paragraph states “one positive change made ... have been given more opportunities to be involved economically and politically.” Also, the last sentence of the second paragraph states the argument “both documents share the importance of womanhood and how communist ideals transferred it.” In the third paragraph, Documents 4 and 7 support the argument that communism “makes it easier for the government to take control and jeopardize their citizens.” In the fourth paragraph, Documents 2 and 5 support an argument that “communism focused more on the government rather than the people, leading to famine and other dire consequences.”

Evidence Beyond the Documents

The response earned 1 point for evidence beyond the documents in the fourth paragraph by discussing how problems with Mao’s Great Leap Forward led to the famine mentioned in Document 5.

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

Document Sourcing

The response did not earn 1 point for sourcing. The response accurately sourced the purpose of Document 6 “These words are from the article...to inspire the women in China.” The response attempts to analyze the point of view of Document 2 “The point of view is important... shown overwhelming emotions after the scene;” however, the attempt describes the document and does not explain how or why the point of view is relevant to an argument.

Demonstrating Complex Understanding

The response did not earn 1 point for complex understanding. There is an attempt to demonstrate a complex understanding of a transformation in Soviet and/or Chinese society due to communism with a discussion of positive and negative effects, but the discussion lacks the sophistication and analysis of the argument to earn the point.

Document Based Question 1 (continued)

Sample: 1C

Thesis Score: 0

Contextualization Score: 0

Evidence Score: 2

Analysis and Reasoning Score: 0

Total Score: 2

A. Thesis/Claim (0–1 points): 0

The response did not earn 1 point for providing a historically defensible claim. The attempt in the first paragraph, “Communist rule transformed Soviet and Chinese societies significantly in the period circa 1930-1990” is unsuccessful as it is a restatement of the prompt.

B. Contextualization (0–1 points): 0

The response did not earn 1 point for contextualization. The attempt in the first paragraph of “Communists believe that economy is controlled by the government and not privately owned” is a passing phrase or reference and does not connect to a broader historical context of the transformations of communism on society.

C. Evidence (0–3 points): 2

Evidence from the Documents

The response earned 1 point for evidence. The response describes the meaning of Document 1—“a picture from a Soviet artist in 1928 showing students from a worker’s school that communist rule allowed for people to receive education,” Document 2—“a member of the Soviet communist party trial and political detention,” Document 3—“the benefits women are receiving and how the Soviet state is helping mothers to make their life’s easier,” Document 5—“discussing food shortages and the problems people are having with no food,” Document 6—“discussing the domestic slavery women are faced with and the need to promote equality of house chores between men and women,” and Document 7—“talking about how the Communist Party does not support private ownership because it is dangerous and create one’s desire to steal.” Even though the response only needs to describe three documents to earn the first evidence point, this response correctly uses six documents.

The response earned 1 point for evidence for supporting an argument using Documents 1, 2, 3, 5, and 6. The response supports an argument of change in Soviet society in Document 1 with “the proves that Communist rule... universities.” The response supports the argument of the “unfair treatment” of people in the Soviet Union by communist rule “shown by the beatings” from the father “because he did nothing wrong” from Document 2. Document 3 supports the argument of positive changes in society for women “the communist... deserve and equality.” Document 5 supports the argument of a negative change in Chinese society due to food shortages by “transforming Chinese societies... become beggars.” Document 6 supports the argument that the role of women did not change due to communism in China due to their role in society. Even though the response only needed to correctly use four documents to support an argument, this response correctly uses five documents.

Document Based Question 1 (continued)

Evidence Beyond the Documents

The response did not earn 1 point for providing evidence beyond that which is found in the documents as none is attempted.

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

Document Sourcing

The response did not earn 1 point for sourcing. The response did not attempt to source any of the documents.

Demonstrating Complex Understanding

The response did not earn 1 point for complex understanding. There is no attempt to demonstrate a complex understanding of transformations in Soviet and/or Chinese society due to communism.