

AP[®] WORLD HISTORY
2006 SCORING GUIDELINES

Question 3—Comparative

BASIC CORE (competence) **0–7 points**
(Historical skills and knowledge required to show competence.)

1. Has acceptable thesis. **1 point**

- The thesis cannot be split and must be located in either the introductory paragraph or the conclusion. It cannot simply repeat the question.
- The thesis must address BOTH countries, as well as BOTH a similarity and a difference, and must address either goals or outcomes.

The thesis statement cannot be counted for credit in any other category.

2. Addresses all parts of the question, though not necessarily evenly or thoroughly. **2 points**

For 2 points:

Essays must address:

- two countries
- both similarity AND difference
- at least one goal AND at least one outcome

For 1 point:

Essays must address:

- two countries
- either similarity OR difference
- either one goal OR one outcome

3. Substantiates thesis with appropriate historical evidence. **2 points**

Essays must include at least one accurate piece of evidence for each country.

For 2 points:

- Essays should include a minimum of FIVE accurate pieces of evidence related to goals and/or outcomes.

For 1 point:

- Essays should include a minimum of THREE accurate pieces of evidence related to goals and/or outcomes.

4. Makes at least one relevant, direct comparison between the two countries. **1 point**

- The comparison/contrast between countries must be explicit and relevant to revolutionary goals or outcomes. [It is not sufficient to make statements that would be obvious from the question (e.g., “Both Mexico and Russia wanted political change in the 1910’s.”).]
- Mere parallel construction is not enough to earn this point.
- The direct comparison must be distinct from the thesis statement.

5. Analyzes at least one reason for a similarity or difference identified in a direct comparison. **1 point**

- In regard to goals or outcomes, students must explain why a similarity or a difference occurs, or why a similarity or a difference is significant. [Analysis of goals or outcomes within one country is not sufficient for this point.]

Note 1: For thesis, direct comparison, and comparative analysis points, the entire statement must be accurate. For evidence points, an inaccurate phrase can be ignored within an otherwise accurate sentence.

Note 2: All categories *but* the thesis can double count. For example, a direct comparison might yield two or more evidence points.

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Question 3—Comparative (continued)

EXPANDED CORE (excellence)

0–2 points

(Historical skills and knowledge required to show excellence.)

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

Examples:

- Has a clear, analytical, and comprehensive thesis; e.g., assesses goals and outcomes effectively.
- Addresses all parts of the question with depth and balance:
 - Comparisons
 - Connections
 - Chronology
 - Themes
 - Interactions
 - Outcomes and goals
- Provides ample historical evidence to substantiate the thesis.
- Relates comparisons to the larger global context.
- Makes several direct comparisons consistently between countries.
- Consistently analyzes causes and effects of relevant similarities and differences.

3

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

3A 1 of 4

In the late nineteenth century and early twentieth century nationalist revolutions were happening around the world. Two cases of these revolutions were the political revolutions in China and Russia. While there were some differences in these revolutions, they were very similar in their eventual goals and inability to achieve them.

China's revolution of 1911 and Russia's revolution of 1917 started with different goals to achieve, but eventually China's goals became more similar to those of Russia. At first, China's nationalist revolutionary Sun Yixian wanted to create a western modeled democratic government. In comparison, Russian revolutionaries wanted to create an equal and functioning communist government modeled off the

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

3 3/A 2 of 4

ideas of Karl Marx. Eventually during this revolutionary process in

China, the democratic nationalists went to war with the communists.

The communists won with so much support from the farmers and the

nationalists were forced out and started a democratic nation on the island

of Taiwan, or Formosa. At that point, both the Russians and the

Chinese had goals to create a communist government. They also hoped

to use communism as an economic system and have a greater economic

output for their countries.

The outcomes of these revolutions were amazingly similar in China

and Russia. Both nations wanted to create a communist government where

everyone was equal, but they both actually created totalitarian dictatorships

where one man ruled and everyone else was basically equal at the

bottom.

3

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

3 A 3 of 4

In Russia, Stalin was the ruler while Mao Zedong was the ruler

in China. Both areas wanted to increase economic output and

started huge programs for it. A difference was that in China,

they aimed for increased agricultural output and Russia aimed

for increased industrial output mainly. This difference happened

because China hadn't industrialized and had mainly remained a

farming nation while Russia had begun to industrialize. In

China huge communes, or farms were created where everyone

would work together, but famine and crop failure caused mass

starvation. In Russia, the economic plan failed also, and the

masses suffered. In both places, the governments had total

control and got rid of any opposition saying that they wouldn't

cooperate with the community. Stalin had the secret police

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

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to take out his opposition in Russia and Mao had the red

guard. They killed them or sent them to labor camps to "reform"

them. ~~They~~ This occurred in both areas because the

theory of communism requires that everyone must cooperate for the

system to work. Since some wouldn't cooperate under this false-communism,

the leaders got rid of them. These revolutions are very similar in

the eventual goals and what happened during and after the revolutions,

but the major difference is that China was a rural revolution and

Russia was an urban revolution. While China relied on the peasants

to be controlled for the revolution to occur, Russians needed to

control the urban workers for the revolution to occur, This is also

how the economic plans were different.

Part C

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

The revolutionary processes in China in 1911, and Russia in 1917 were very different in that while the Russians wanted a communist state and the Chinese wanted independence from imperialists and a nationalist government, but both relied on the people's support to succeed.

In 1917 the Russian Revolution began. It differed from the Chinese because it had a single faction fighting the government with one distinct leader, Vladimir Lenin. The Russian Revolution was also much shorter lasting only a few years while the Chinese revolution lasted decades. The reasons for both revolutions were also different. The Russians were fighting for a communist government to get them out of WWI and to give equality to the people. The Chinese on the other hand fought for communism in one faction and against it in the other. The Russian Revolution overthrew the Provisional government that had taken over after the resignation of Czar Nicholas II. The Provisionals had continued the Russian involvement in WWI which was unpopular. The Bolsheviks under Lenin gained support for their communist ideals and ousted the Provisionals. Then the Red Army under Lenin defeated the White Army under the Provisionals and assumed complete control. The Communists ruled Russia with an iron fist.

In the Chinese Revolution of 1911 2 factions fought for control of the country. They both fought the ruler

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Part C

of the country but also them selves. The nationalists under Chiang Kai Shek fought the communists under Mao. The nationalists were in control of the country for the short term in the 1920's, but the communists fled on the long march and were not destroyed. Years later the communists were under Mao Zedong exploited the nationalists weakness after WW II. Chiang Kai Shek defended China but with heavy losses and his government was corrupt and weak. The communists quickly gained support with the Chinese people and drove the nationalists onto Formosa, now called Taiwan. The nationalists formed a separate government and were protected by the Americans. The communists under Mao controlled the mainland.

Both the Chinese and Russian Revolutionaries installed communist leaders but the Russian lasted only a few years while the Chinese lasted decades. Both revolutionaries used violence to achieve their aims and fought unpopular governments with the support of the people.

Two countries that had revolutions during the early 1900's were China and Russia. Both of these were in an effort to become the industrial and social equal of westerners.

In Russia during and toward the end of world war I the people wanted and needed change. The Russian government offered the people a degree of knowledge after the loss of the Crimean war and because of their new knowledge Russians began to question their government and demand civil liberties.

Some Russians were still bound to the land and the oppressive Tsars allowed the common people no say in the government.

In the Great War, many Russians lost their lives for their country that was oppressive toward them. The people wanted equality and since the Tsars weren't going to give it to them they took it and appointed another political party and when they couldn't do their job they appointed Lenin and the Communist Party.

In China the dynasty in power wasn't even Chinese and was hated by the people.

3c

Write in the box the number of the question you are answering on this page as it is designated in the examination. 3C 2 of 2

The common people of China were forced to have bad jobs and the men were forced to wear qutex's which demeaned them. The Ming dynasty wanted the common people to know that they were above them. The Ming dynasty even refused influences from the outside world so when the Chinese fought Britain they lost not because ^{of} lack of man power but because lack of knowledge they needed denied to them by the hated dynasty in power. The Chinese people had enough of it and put a communist in power like their neighbors to the North, Russia.

Both Russia and China overthrew the current regimes and discarded an oppressive way of life in hopes of equality for the common people and a better life for all.

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2006 SCORING COMMENTARY

Question 3—Comparative

Overview

This question asked students to do six things: address revolution in two countries; explain similarities and differences (compare and contrast) between their revolutionary processes; and focus on the goals and outcomes of those revolutions. The question asked about *goals and outcomes*, rather than causes of revolution, and this emphasis ran throughout all the points on the scoring guidelines.

The intent was to allow students to compare revolutionary *process* as regards goals and outcomes. This meant that students could write to their strengths by comparing selected points in each country's history after the dates specified. They did not have to know the entire chronology to achieve a high score, although thorough chronological coverage was a reason to give expanded core points.

To achieve any points for evidence, students needed to include specific and accurate historical evidence for *both* countries, although the pieces of evidence did not have to be explicitly comparative. Direct comparative statements, however, had to link both countries explicitly, rather than relying on the Reader to interpret parallel essay structure. Likewise, the comparative analysis had to link both countries in a statement (not necessarily a single sentence) explaining a difference or similarity in revolutionary goals or outcomes.

Sample: 3A

Score: 9

The thesis is found at the end of the essay, starting with “These revolutions are very similar . . .” (1 point). The attempt in the first paragraph does not count because it does not identify where a difference lies. The essay also fulfills all of the other basic core points: addressing all parts of the question (2 points); providing appropriate historical evidence for Russia and China (2 points); making at least one direct comparison (1 point); and analyzing a reason for a similarity or a difference (1 point). The essay earned expanded core points for richness of evidence, multiple direct comparisons, and sophisticated analysis (2 points).

Sample: 3B

Score: 6

The thesis is in the first paragraph (1 point). The essay addresses all parts of the question in its discussion of similarity and difference between China and Russia and the goal and outcome in each country (2 points). It includes evidence for both countries related to the thesis (2 points) and makes a relevant, direct comparison (1 point). The essay lacks comparative analysis, however. It is strong on evidence but does not take the extra step to link that evidence to an analysis of difference or similarity between the two revolutions.

Sample: 3C

Score: 3

This essay lacks a thesis. While the response discusses a similarity (1 point), it does not discuss a difference. It contains just enough evidence related to revolutionary goals and outcomes to earn 1 point for evidence. The pieces of evidence for Russia are: “Russians began to question their government and demand civil liberties” and “The people wanted equality and since the Tsars weren’t going to give it to them they took it.” The claim that the people appointed Lenin is incorrect. The only relevant pieces of

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Question 3—Comparative (continued)

evidence for China are that it became communist and the Chinese people “disgarded an oppressive [*sic*] way of life in hopes of equality.” The essay makes one direct, relevant comparison—the similar outcome of a communist regime in both countries (1 point). There is no comparative analysis of the similarity.