

WORLD HISTORY: MODERN

SECTION II

Total Time—1 hour and 40 minutes

Question 1 (Document-Based Question)

Suggested reading and writing time: 1 hour

It is suggested that you spend 15 minutes reading the documents and 45 minutes writing your response.

Note: You may begin writing your response before the reading period is over.

Directions: Question 1 is based on the accompanying documents. The documents have been edited for the purpose of this exercise.

In your response you should do the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using at least four documents.
- Use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For at least two documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Demonstrate a complex understanding of a historical development related to the prompt through sophisticated argumentation and/or effective use of evidence.

Begin your response to this question at the top of a new page in the separate Free Response booklet and fill in the appropriate circle at the top of each page to indicate the question number.

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

Document 1

Source: S. M. Prokhorov, Soviet artist, *Students from a Workers' School*, poster for public display, 1928



Workers' schools were Soviet adult-learning institutions that offered evening classes to factory workers to prepare them to enroll in state-run universities.

Document 2

Source: Ya. I. Drobinskiy, member of the Soviet Communist Party, memoirs of his political detention and trial in the 1930s, recorded by a Soviet journalist during the de-Stalinization campaign of the late 1950s but never published

“One of the inmates in our large holding cell was an elderly peasant from a collective farm (kolkhoz). We gathered that his son was being held in another holding cell and they were trying to make the son testify against his father. The old man kept saving crumbs from his daily bread ration to give to his son when they saw each other. The son must have eventually succumbed to the beatings and signed a document saying that the father was trying to convince him to kill the kolkhoz director. The old man denied the accusation, and no matter how hard they tried, they couldn’t convince him to admit his ‘guilt.’ He was summoned to a joint interrogation with the son and went in determined to defend himself and tell the truth. But when he saw his tortured son, with the bruises from the beatings clearly visible, something inside him broke and he told the investigator: ‘It’s true, all of it, I confess, whatever my Ilyushka told you, don’t doubt it, everything is true,’ and he immediately signed the confession they had prepared for him.

A few days later, when he next saw his son on the way to the court chambers, the old man somehow managed to get away momentarily from his guards and gave his Ilyushka the fistful of crumbs he had collected for him. And then the son broke down, fell on his knees, and started crying, ‘Forgive me, papa, forgive me, I betrayed you, forgive me.’ The old man started mumbling something, patted his son on the head, told him it was OK. The guards didn’t know what to do; their emotions overwhelmed them. Even the judges of the tribunal, who had seen it all, were shaken to their core.”

Document 3

Source: Alexandra Kollontai, Russian Marxist and politician, essay titled “The Soviet Woman—a Full and Equal Citizen of Her Country,” published in 1946

“In opening up to women access to every sphere of creative activity, our state has simultaneously ensured all the conditions necessary for her to fulfill her natural obligation—that of being a mother bringing up her children and being a homemaker.

From the very beginning, Soviet law recognized that motherhood is not a private matter, but the social duty of the equal woman citizen. This fact is set in the Constitution. The Soviet Union has solved one of the most important and complex of problems: how to make active use of female labor in any area without this harming motherhood.

The Soviet state provides increasing assistance to mothers. Women receive state financial benefits and maternity leave with pay before and after the birth of the child, and their job is kept open for them until they return from leave. Large and one-parent families receive state financial benefits to help them provide for and bring up their children. In 1945 the state paid out more than two billion rubles [Soviet currency] in such benefits.”

Document 4

Source: Article describing a “contention meeting,”¹ published in *Shenyang Daily*, a regional Chinese newspaper, 1957

“Chang Po-sheng, head of the propaganda department of the Communist Youth League at Shenyang University, and Huan Chen-lu, editor of the university newspaper, gave a joint speech at the meeting. The central problem they brought up was ‘how to abolish the absolute leadership of the Party.’

Huang Chen-lu said: ‘Before the Communist revolution, the Party enjoyed high prestige, because its connection to the people was close and strong. But since the founding of the People’s Republic [1949], the Party has made itself superior to the people. More and more persons with impure motives are joining the Party because it has become the easiest way to acquire power, influence, and money.’

Chang Po-sheng added: ‘Outwardly, we have democratic elections, but actually the Party exercises dictatorship and the few top leaders in the Party’s Political Bureau exercise absolute power. As for freedom of assembly, association, and publication, these are just things written in the Constitution, and the Party has shown that the Constitution is just a scrap of paper that it does not need to observe. Citizens only have the right to become the Party’s obedient subjects. The Party has become the emperor of China—a sacred body that all must obey.’”

¹ “Contention meetings” were Communist Party–organized mass gatherings during a brief period in 1956–1957 in which Chinese citizens were encouraged to openly express their criticisms of the Communist Party and its leaders.

Document 5

Source: General Office of the Central Committee of the Chinese Communist Party, summary report regarding food shortages, Beijing, China, 1958

Anhui Province: A total of 1.3 million people are without food supplies. Famine has forced more than 3,000 people to leave their homes.

Hebei Province: Over 474,000 families took part in a number of food riots recently. In many villages, people have almost no food left. It is quite common for entire families to become beggars.

Shandong Province: Over 670,000 people have had their food surplus completely cut off, and over 150,000 people have been forced to flee and become beggars.

Yunnan Province: In a small number of poorer collectives, there have been quite a few food-related riots. The causes of these food-related riots are various. First of all, local communist officials failed to discover the real food situation in crisis areas. Some officials were afraid of making mistakes or being accused of disloyalty to the Party; they therefore refused to believe complaints about shortages. Second, the provision plans for some areas have fallen short, and after riots occurred, the local officials failed to pay close attention to grain markets.”

Document 6

Source: Xia Ping, Chinese woman member of the Communist Party, “Make Energetic Efforts to Train Women Cadres,” article published in the political magazine *Hongqi (Red Banner)*, 1973

“Some of our men comrades are still not able to deal with women correctly. They claim that women’s ‘family complications’—by which they mean our domestic roles—make it very difficult to promote women at work.

For thousands of years the basic guiding thought of the feudal landlords in China and their capitalist servants was to treat women as slaves, to put them in the kitchen, to burden them with heavy household chores, and to deprive them of the rights to participate in social life and political activities. When the socialist revolution took place, one of the most important priorities of the working class was to liberate women from this domestic slavery. It is undeniable that the establishment of the socialist system has in fact been liberating to Chinese women, the great majority of whom now participate in the productive labor of our nation. However, due to the persistence of old ideas and anti-women prejudice, the problem of household duties and chores has not been completely solved. To solve this problem, it is necessary to promote the practice that men and women must share household chores.

We also need to pay attention to some specific practices that hold women down. We should oppose early marriage and promote late marriage. It is essential that we continue to do a good job in providing social welfare facilities, such as health clinics, nurseries, and kindergartens.

Document 7

Source: Richard Kosolapov, Soviet journalist, former editor in chief of the Communist Party’s journal *Komunist*, article in *Pravda*, the largest Soviet newspaper, 1983

“In our society today, there have been some discussions about moving toward greater acceptance of ‘private ownership’ and ‘private enterprise.’ These discussions are clearly unfounded, and they can be dangerous. We have all seen how easy it is for uncommunist-like behaviors and ideas to spring up spontaneously among us when we let our collectivist spirit grow weak or when the Party doesn’t work hard on fostering a healthy social and educational climate. All sorts of bribe takers, thieves, grifters, and parasites stand ready to steal the fruits of others’ labor. Their ‘entrepreneurship’ is nothing but a desire to pocket the loose kopek (penny) of the honest Soviet citizens. Such people are especially dangerous because they, like moths, eat holes in the fabric of socialist economic and social relations and try to draw others into their selfishly individualistic, anti-collectivist worldview.

These advocates of more private ownership, materialism, and consumerism are enemies of the socialist state, and the struggle against them must be uncompromising. Maintaining full central control over both production and consumption is of utmost importance for strengthening the organic wholeness of our system. Socialist society is a working society, not a consumer society.”

Question 2, 3, or 4 (Long Essay)
Suggested writing time: 40 minutes

Directions: Answer Question 2 or Question 3 or Question 4.

In your response you should do the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using at least two pieces of specific and relevant evidence.
- Use historical reasoning (e.g., comparison, causation, continuity or change over time) to frame or structure an argument that addresses the prompt.
- Demonstrate a complex understanding of a historical development related to the prompt through sophisticated argumentation and/or effective use of evidence.

2. In the period circa 1200–1750, networks of exchange led to the spread of religions, cultures, ideas, and traditions in many parts of Afro-Eurasia.

Develop an argument that evaluates the extent to which exchange networks contributed to social or cultural change in Afro-Eurasia during this period.

3. In the period circa 1750–1900, societies across the globe were affected by new technologies that transformed methods of production.

Develop an argument that evaluates the extent to which the growth of industrialization led to economic or social change during this period.

4. In the twentieth century, technological advances in communication, transportation, medicine, agriculture, and other fields shaped human development and interactions with both intended and unintended consequences.

Develop an argument that evaluates the extent to which new technologies improved the lives of individuals during this period.

Begin your response to this question at the top of a new page in the separate Free Response booklet and fill in the appropriate circle at the top of each page to indicate the question number.

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	
Row A Thesis/Claim [0-1 points]	0 points Does not meet the criteria for one point.	1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
Decision Rules and Scoring Notes		
	Responses that do not earn this point: <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. 	Responses that earn this point: <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.
	Examples that do not earn this point: Provide a restatement of the prompt <ul style="list-style-type: none"> <i>“Chinese and Soviet societies were transformed between 1930 and 1990.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <ul style="list-style-type: none"> <i>“Communism changed Soviet and Chinese societies during the period 1930 – 1990.”</i> Do not focus on the topic of the prompt <ul style="list-style-type: none"> <i>“Communism spread from the Soviet Union to China between World War I and World War II.”</i> Establish a line of reasoning, but do not provide a historically defensible claim <ul style="list-style-type: none"> <i>“The Soviet Union controlled all other communist governments, including China.”</i> 	Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <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> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <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> Establish a line of reasoning <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]
	Additional Notes: <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	
Row B Contextualization	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
[0-1 points]	Decision Rules and Scoring Notes	
	<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		
Row C Evidence [0-3 points]	Evidence from the Documents		
	0 points Does not meet the criteria for one point.	1 point Uses the content of at least three documents to address the topic of the prompt.	2 points Supports an argument in response to the prompt using at least four documents.
	Decision Rules and Scoring Notes		
	Responses that do not earn points: <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 	Responses that earn 1 point: <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. Examples of describing the content of a document: Describe evidence from the documents relevant to the topic but do not use that evidence to support an argument <ul style="list-style-type: none"> [Document 1]: “The poster shows working men and women going to school, carrying books, papers, and rulers.” [Document 5]: “Document 5 states that ‘1.3 million people’ had to leave their homes due to famine in the Anhui Province of China.” 	Responses that earn 2 points: <ul style="list-style-type: none"> Support an argument in response to the prompt by accurately using the content of at least four documents. Examples of supporting an argument using the content of a document: <ul style="list-style-type: none"> [Document 2]: “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.” [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]: “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.” [Connects the content of the document to an argument about the extent to which women’s lives improved under communism] [Document 5]: “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.” [Connects the content of the document to an argument about communist government officials failing to help starving populations]
	Additional Notes: <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:	
	0 points Does not meet the criteria for one point.	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.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: <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. 	Responses that earn this point: <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. Examples of specific and relevant evidence beyond the documents that earn this point include the following, if appropriate elaboration is provided: <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. Examples of evidence beyond the documents relevant to an argument about the prompt: <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]
	Additional Notes: <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 Analysis and Reasoning [0-2 points]	Sourcing	
	0 points Does not meet the criteria for one point.	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.
	Decision Rules and Scoring Notes	
Responses that do not earn this point: <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. Examples that do not earn this point: Identify the point of view, purpose, historical situation, and/or audience, but do not explain how or why it is relevant to an argument <ul style="list-style-type: none"> [Document 6]: “Xia Ping, as a female member of the Communist Party, wrote about Chinese women.” Summarize the content of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience <ul style="list-style-type: none"> [Document 1]: “The poster shows Soviet factory workers walking to an evening school.” 		Responses that earn this point: <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. Example of acceptable explanation of the relevance of the author’s point of view: <ul style="list-style-type: none"> [Document 2]: “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.” [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] Example of acceptable explanation of the relevance of the author’s purpose: <ul style="list-style-type: none"> [Document 5]: “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.” [Connects the purpose of the document to an argument that communist rule transformed Chinese society with collectivization policies that ultimately failed] Example of acceptable explanation of the relevance of the historical situation of a source: <ul style="list-style-type: none"> [Document 4]: “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.” [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] Example of acceptable explanation of the relevance of the audience: <ul style="list-style-type: none"> [Document 7]: “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.” [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	
	0 points Does not meet the criteria for one point.	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.
	Decision Rules and Scoring Notes	
		<p>Responses that earn this point:</p> <p>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]
	Additional Notes: <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. 	

	<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]
5. General Office of the Central Committee of the Chinese Communist Party, summary report regarding food shortages, 1958.	<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]
6. Xia Ping, “Make Energetic Efforts to Train Women Cadres,” article, 1973.	<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]
7. Richard Kosolapov, article, published in 1983.	<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]