

**AP[®] WORLD HISTORY
2014 SCORE LEGEND**

Question #/Prompt	Sample Identifier	Score Point
1	1A	8
1	1B	7
1	1C	5
1	1D	3
1	1E	2
2	2A	8
2	2B	7
2	2C	5
2	2D	3
2	2E	1
3	3A	9
3	3B	7
3	3C	5
3	3D	3
3	3E	2

AP[®] WORLD HISTORY

2014 QUESTION OVERVIEWS

Question 1

Students were asked to analyze the relationship between the Chinese peasants and the Chinese Communist Party during the period between 1925 and 1950. The documents lent themselves to an analysis that emphasized a deepening relationship over time. With access to several documents in both the pre-1937 and the post-1949 periods, students were able to see the results of a long process of interaction between the peasantry and the Party.

Most of the source attributions gave students ample opportunity to develop discussion of point of view and an additional document. The detail in the documents, as well as their use of evocative language, helped the students to use the documents more effectively in evidence and analysis.

The scoring guidelines asked students to discuss relationships between the peasants and the Chinese Communist Party at most score points, which rewarded students for effectively answering the question.

Question 2

The intent of this question was for students to select one of the regions provided (Latin America, including the Caribbean; sub-Saharan Africa; Southeast Asia) and then identify and explain changes and continuities in the selected region's participation in interregional trade between circa 1500 and 1750. In particular, the question measured the historical thinking skill of chronological reasoning (Skill 2), especially the subskill of working with patterns of change and continuity over time. The question directly addresses the fourth theme of the course (Creation, Expansion and Interaction of Economic Systems) within a period when that theme is substantially related to many other historical developments of the period (1500 – 1750). The question addressed directly each of the four subpoints in the Curriculum Framework Key Concept 4.1.IV. The question is also tied to Curriculum Framework Key Concept 4.2.I B.

Question 3

The intent of this question was for students to identify and explain similarities and differences in the way two empires (Maurya/Gupta, Islamic Caliphates, Byzantine) used religion to rule until 1450. In particular, the question measured the historical thinking skill of comparison and contextualization (Skill 3) and Key Concept 2.1 (The Development and Codification of Religious and Cultural Traditions) and Key Concept 3.2 (Continuity and Innovation of State Forms and Their Interactions). The question assessed content and thematic knowledge of Periods 2 and 3, especially students' thematic understanding of the use of religion to rule.

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Question 1

BASIC CORE (competence)

0–7 Points

1. Has acceptable thesis.

1 Point

The thesis must address a relationship between Chinese peasants and the Chinese Communist Party using evidence from the documents.

- The thesis must be further qualified if it simply states a positive/negative or good/bad relationship.
- The thesis must be explicitly stated in the introduction or the specified conclusion of the essay.
- The thesis may appear as one sentence or multiple sentences.
- A thesis that merely restates the prompt is unacceptable.
- The thesis CANNOT count as meaning, evidence, or grouping.

2. Understands the basic meaning of documents.

1 Points

- Students must address all nine of the documents.
- Students must demonstrate understanding of the basic meaning of at least eight documents.
- Students may demonstrate the basic meaning of a document by grouping it in regard to a relationship between Chinese peasants and the Chinese Communist Party.
- Merely restating verbatim or quoting the content of the documents without context does not adequately demonstrate an understanding of basic meaning.

3. Supports thesis with appropriate evidence from all or all but one document.

2 Points

For 2 points:

- Specific and accurate evidence of a relationship between Chinese peasants and the Chinese Communist Party. Must be explicitly drawn from a minimum of eight documents.
- A document that is simply listed does not count as using the document as evidence.

For 1 point:

- Specific and accurate evidence of a relationship between Chinese peasants and the Chinese Communist Party. Must be explicitly drawn from a minimum of seven documents.
- A document that is simply listed does not count as using the document as evidence.

1 Point

4. Analyzes point of view in at least two documents.

1 Point

Students must correctly analyze point of view in at least two documents.

- Point of view explains why this individual might have this opinion or what feature informs the author's point of view.
- Students must move beyond mere description by explaining a document's tone, the characteristics of the author, the intended audience, or how the intended outcome may have influenced the author's opinion (or some combination of these).
- Students may challenge the veracity of the author's opinion or point of view, but they must move beyond a mere statement that the author is "biased" by providing some plausible analysis of how or why.
- Mere attribution is not sufficient. Attribution is copying or repeating information without using the source line of the document.

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Question 1 (continued)

- 5. Analyzes documents by grouping them in two or three ways, depending on the question.** **1 Points**
- Students must explicitly and correctly group the documents in two ways demonstrating a relationship between Chinese peasants and the Chinese Communist Party.
 - An extended discussion of a minimum of two documents (used appropriately) constitutes a group or subgroup.
- 6. Identifies and explains the need for one type of appropriate additional document or source.** **1 Point**
- Students must identify an appropriate additional document, source, or voice and explain how or why the document or source will contribute to analysis of a relationship between Chinese peasants and the Chinese Communist Party.

Subtotal **7 Points**

EXPANDED CORE (excellence) **0-2 Points**

Expands beyond basic core of 1–7 points. The basic core score of **7** must be achieved before a student can earn expanded core points.

Examples:

- Provides consistent discussion of a relationship between Chinese peasants and the Chinese Communist Party throughout the essay.
- Has a clear, analytical, and comprehensive thesis.
 - Goes well beyond the minimally acceptable thesis.
- Shows careful and insightful analysis of the documents.
 - Recognizes the historical context of the documents.
 - Analyzes all nine documents.
 - Explains corroboration and links between documents.
- Uses documents persuasively as evidence.
- Analyzes point of view in most or all documents.
 - Provides thoughtful analysis of author’s background, intended audience, tone, or historical context.
- Includes appropriate groupings beyond the two required.
- Brings in accurate and relevant “outside” historical context.
- Explains why additional types of document(s) or sources are needed.
 - Identifies more than one type of appropriate additional document.
 - Provides a sophisticated explanation of why the additional document will contribute to analysis of a relationship.
 - Request for additional document(s) is woven into the essay and integrated into a broader analysis.

Subtotal **2 Points**

TOTAL **9 Points**

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Question 1

Sample: 1A

Score: 8

The essay presents a clear thesis in the introductory paragraph, explaining the interdependence of the Chinese Communist Party and Chinese peasants (1 point). The essay addresses and shows understanding of all nine documents (1 point) and uses them all as evidence (2 points). Point of view is clearly presented in documents 1, 2, and 8 (1 point). The student groups the documents in three ways: Chinese Communist Party uses peasantry to legitimize Party and defend China (documents 1, 3, and 5), Chinese Communist Party is essential to peasant survival (documents 2, 7, 8, and 9), and Chinese Communist Party has limited ability to control peasants (documents 1, 4, and 6) (1 point). There is one successful attempt at an additional document asking for and explaining the voice of a peasant that had been previously under landlord control (1 point). The essay was granted one additional point in the expanded core for strong use of documents and overall continuity in the discussion of relationships (1 point).

Sample: 1B

Score: 7

The essay presents an extended thesis in the introductory paragraph, explaining how the Chinese Communist Party used the peasants (1 point). The essay addresses and shows understanding of all nine documents and uses eight as evidence (document 4 does not tie to the relationship) (2 points). Point of view is presented in documents 1, 2, and 9 (1 point). The essay groups the documents in two ways: Chinese Communist Party uses peasant majority (documents 1, 3, and 5), and Chinese Communist Party issues reforms for peasants (documents 7, 8, and 9) (1 point). There is one successful attempt at an additional document asking for and explaining the voice of a Chinese Nationalist Party leader (1 point). The essay was granted one additional point in the expanded core for strong use of documents and overall continuity in the discussion of relationships.

Sample: 1C

Score: 5

The essay presents its thesis in the middle of the introductory paragraph, explaining how the relationship was mutually beneficial (1 point). The essay addresses and demonstrates understanding of all nine documents and uses eight as evidence (document 1 does not tie to the relationship and is merely quoted) (2 points). Point of view is only successful one time (document 4) and therefore does not score a point. The documents are grouped in three ways: Chinese Communist Party and peasants united around common goals (documents 2 and 3), Chinese Communist Party helps peasants to gain loyalty (documents 4, 5, and 6), and Chinese Communist Party enacts reforms (documents 7 and 8) (1 point). There is an unsuccessful attempt at an additional document at the end of the essay which does not provide a clear connection to the relationship between the peasants and the Chinese Communist Party.

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Question 1 (continued)

Sample: 1D

Score: 3

The essay's thesis is at the end of the first paragraph, which explains the codependence of the Chinese Communist Party and the peasants (1 point). The essay addresses and demonstrates understanding of eight documents (omitting document 4) and uses seven as evidence (omitting document 4 and not explaining 7) (1 point). There are no successful attempts at point of view. The documents are grouped in three ways: Chinese Communist Party and peasants share mutual respect and see potential for change (documents 1 and 2), Chinese Communist Party and peasant unity in war (documents 5 and 3), and Chinese Communist Party and peasants produce positive reform (documents 6, 8, and 9) (1 point). There is an unsuccessful attempt at an additional document that does not explain how or why the document would be useful in an analysis of the relationship between Chinese peasants and the Chinese Communist Party.

Sample: 1E

Score: 2

The essay features a minimal thesis at the end of the first paragraph, explaining that the Chinese Communist Party and peasants worked together (1 point). The essay addresses and demonstrates understanding of all nine documents (1 point) and uses only document 2 as evidence. There are no successful attempts at point of view or grouping, because the essay lacks an extended discussion of at least two documents. There is an unsuccessful attempt at an additional document that does not explain how or why the document would be useful in an analysis of the relationship between Chinese peasants and the Chinese Communist Party.

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

Part A

The relationship between Chinese peasants and the Chinese Communist Party between circa 1925 and circa 1950 was based on the driving force of the peasants. For example, the Communist Party utilized the Chinese peasants to fight off the Japanese and Secure a Revolution. The Communist Party also created many reforms to aid the peasants, and put the peasants through extreme change. Although, the peasants may be the main driving force for the Revolution, the Revolution was also helped caused by the Communist party and the Communist Party's army's endeavor.

With the end of China's last dynasty in 1911, China was under a weak political ~~unit~~ unit facing a forking threat. Because of this the communists sought to utilize the peasant majority. Doc 1 shows Mao Zedong, rising leader of the Chinese Communist Party's intention to use the peasants to drive the revolution. Document 5 shows that the Communist Party realizes that the utilization of the peasants is the key way to fight

1. Basis Paragraph

Remember: the Communist who escaped to the mountains to support.

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off the Japanese. Lastly, Document 3 shows that the Communist party used peasant to fight against the Japanese to further their endeavors. The point of view of Document 1 should be noted for possible overexaggerated. This source comes from the leader of the Communist party in China, Mao Zedong, and he would try to make things seem attractive and leave out negatives in order to secure the peasant popularity. POV

The Communist party, after recognizing the power of the peasants, and in attempts to strengthen it's government, issued several reforms in favor of the peasant class. Document 7 is significant because it shows marriage equality in China, which not only benefits the peasants, but helps change China to support the revolution. Document 8 is another reform that distributes land to peasants, this is favorable to the peasant and to the ~~the~~ nationalization of infrastructures such as agriculture. Lastly, Document 9 illustrates a peasant struggle

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meeting where the peasant take out their
upon former land lords and former ideals.

Document 1 should be noted for
point of view because it is a picture.

The photo is from the Xinhua news agency
which would be owned by the Chinese
Communist government. ~~The~~ Beijing center
that the photo might glorify the actual
occurrence or display it in a better light
to give credit and support for the Communist
Party.

Because of all the extreme changes
in China's government the peasants
themselves experienced extreme change in
lifestyle. Document 2 ~~is~~ illustrates a
argument from an old traditional Chinese
man and his younger grandchild. The old
man is in opposition to the Communists while
the grandchild states how it has improved
their lives. Document 4 tells of the
statistics of loss the Chinese peasants
went through and the extreme violence
witnessed. Lastly, Document 6 talks
about how the power of the Chinese
peasant has now changed, giving them

IAAA 4/5

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

power over the farmer had ruling class because of the Communist Reforms.

Document 2's point of view should be noted, because the author is Edgar Snow, a United States Journalist. He took this information in an area of China under Communist control and the information may have been tainted or overexaggerated to help support the Communists.

Documents 1, 5, and 3 are a group because they are all in regards to political utilization of peasants and are all supplied by political officers. Documents 7, 8, and 9 are a group because they show the reforms brought on by the Communist party that are in both the favor of the Communist party and the peasants. Lastly, Documents 4, 2, and 6 all show the dramatic changes in regards to peasant life, both the positives and the negatives they went through. An additional document that may provide insight with the relationship between the Communist party and the peasants would be a document from Chinese Nationalist party leaders or

Additional document

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

1A1A 50/5

Supporters. This would be useful because it would give insight to the peasants former interaction with the government and why they choose to support the Communists.

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Beginning in 1925 and ending in 1950, China experienced a greater change in political thoughts and ideas. This change over time is evident in the shift of support of the people of China—most notably the peasants—from Japan during World War II, to the Chinese Communist Party after Japan's defeat in World War II. A mutually beneficial relationship developed between the Chinese peasants and the Chinese Communist Party as both thrived off ^{the} efforts of each other. The peasants gained political rights as the Communist party gained soldiers and mass support. Thus, this time period unveiled a new China, no longer suppressed by Japanese rule.

This era, obviously consumed by the World War unleashing across the globe, was a time period that did not only affect China. The Russian Revolution of 1917 that was founded on the fight of the peasants was an obvious inspiration to the Chinese peasants experiencing similar exploitation and harsh treatment. Thus, while China was weak and ^{consequently} controlled by Japan during the war, feelings of nationalism surged throughout the country and this

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

led to the overwhelming rise of the Communist Party in China.

~~Paragraph~~ From 1925 to 1941, changes were already occurring within the labor force of China despite the Communist Party's political absence until 1950. ~~Who~~ ~~the~~ ~~is~~ ~~the~~ ~~leader~~ ~~of~~ ~~the~~ ~~Chinese~~ ~~Communist~~ ~~Party~~, noted the "present upsurge of the peasant movement" in 1927, as it is seen that the peasants are "a force so swift and violent that no power, however great, will be able to hold it back" (Doc 1). Immediately, there is great evidence of peasant discomfort within China following the First World War as nations worldwide attempted to fix their neglected lower-class policies, whereas Chinese peasants still suffered. This trend continued in 1936 as a teenage peasant commended the Communist Party, now actively present within China prior to Japan's invasion, as ~~the~~ distributing "patriot acts," such as free schools and supplying radios (Doc 2). Clearly, by the late 1930's, the Communist Party has gained support from peasants as they see personal benefits of being loyal to the party. A Japanese report of Occupied China in 1941, four years after their conquering of most of China's territory, ~~examines~~ examines how

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

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"extraordinarily difficult [it is] to separate the Communist bandits from the peasants" (Doc 3). Therefore, by the early 1940s, the Communist Party and the peasants have unified their efforts in support of mutual goals. It is clear how ~~great~~ widespread support of the Communist Party is from peasants throughout China by the 1940s, despite Japan's prevalence.

As the 1940s unfold, the Communist Party of China seizes support nationwide, and takes advantage of Japan's vulnerability due to their defeat in the Second World War in 1945. A Chinese Communist report on Japanese actions in a North China village in 1942 scolds the depicted ~~savage~~ savagery of Japan, as the Japanese attacked "our villages," and committed several unforgivable acts (Doc 4). Because the Communist Party uses "our villages," they demonstrate their anger at Japan and show how the Communist Party is unified with the people of China. Pinning all the blame on Japan, the Communist Party depicts the Japanese as horrible and inhumane, treating the presented statistics as propaganda for support of the Communist Party. Furthermore, ~~is~~ also in 1942, the Chinese Communist Party reveals to local party officials the need for peasant support.

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

because "peasants constitute the basic strength of the Anti-Japanese War." ^(Doc 5) This reveals the motives of the Communist Party. By the late 1940s, it is evident that the Communist Party has kept their promises to help the peasants. "Everything they [landlords] owned was transferred from the landlords to the peasants for distribution" (Doc 6). Thus, after Japan left China in 1945, the Communist Party did not hesitate to help the peasants in order to instill their loyalty in order to gain national power.

This tactic worked, for by ~~the~~ 1950, the Chinese Communist Party had established the People's Republic of China due to overwhelming peasant support. In 1950, several laws and actions were created by the Communist Party to integrate their policies within Chinese culture. A new ~~law~~ marriage law was created which abolished the "supremacy of men over woman" (Doc 7). This changed the patriarchal tradition that was embedded in Chinese culture over thousands of years. Similarly, the Communist Party enacted more social and political equality through their Agrarian Reform Law of 1950. This abolished the "landownership ~~the~~ system of feudal exploitation by the landlord class."

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and led to the ~~vested~~ confiscation of landlord land and animals (Doc 8). ~~Then~~ Under Communist rule, this property would then be distributed equally to other people and peasants. ~~the~~ A third regime instituted by the Communist Party was struggle meetings, which were a part of the land reform process (Doc 9). Additionally, these also established and further embedded gender equality as peasant women had the ability to regain their rights over male landlord.

In conclusion, the period from 1925 to 1950 was a drastic reform ~~to~~ movement, as an immense change over time swept Chinese life. With the unification of the peasants and the Chinese Communist Party, the People's Republic of China was established in 1949. In order to further assess this beneficial relationship, a document from a woman's ^{Chinese} peasant would be helpful to evaluate her stance of ~~the~~ the Communist's belief in gender equality of a traditionally male-dominated culture. With this document, a ~~peasant~~ female peasant opinion would ~~be~~ add to the understanding of this distinct time period.

LTT

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

As the Communist Party in China gained power and influence in the mid 20th Century, they soon realized that peasant support ~~would be~~ was a major factor in who held power in China. It was the CCP's relationship with the peasants that was the key to their success. However, the exact relationship between the CCP and the peasants was not always cut and dry.

In some instances, it appeared the CCP relied on the peasants, the peasants relied on the CCP, and the peasants were an uncontrollable force that could not be tamed.

Early on in the Communist movement in 1927, Document 1 shows that Communist leader Mao Zedong acknowledged the true power and potential of China's peasantry. This realization led to the CCP's reliance on the peasantry as their most powerful weapon in their rise to power. From Mao's point of view, the best way to whip up support for his Communist regime was to be a champion of the peasants. In Japan's attempted conquest of China, Document 3 shows that the Japanese had difficulty ~~also~~ distinguishing Communist soldiers from peasants. This shows the CCP's heavy reliance on the ~~peasant~~ ~~peasant~~ peasants for a means of fighting and defending their land. In Document 5, the CCP is exploiting their need to utilize the peasants to their

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

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fullest abilities if they want to defeat the Japanese.

From the CPP's perspective, the best way to legitimize themselves as rulers is to defend China from outside threats and use the might of the Chinese peasantry to do so.

While it appears ~~that~~ at times that the CPP absolutely needed the peasants to survive, at other times it appears that the CPP was more essential to the survival of the peasants. A teenage peasant in Document 2 emphasizes all of the benefits the CPP has given them ~~for~~ to his grandfather. From his point of view, no other government organization has given them more goods, information, and support in years, so he believes the peasants must embrace the CPP. Document 7 shows that the CPP is willing to pass laws the people ~~accept~~ want, something that has been rare in the past years. This shows that the CPP is the only institution that is giving the peasants what they want, which in this case is marital equality.

~~Document 8~~ The Agrarian reform law depicted in Document 8 reveals the peasants' continued reliance on the CPP for land ownership but also the ~~the~~ CPP's continued want to keep the peasants in their corner. Without the support of the peasants, the CPP knows they are lost, so they are willing to completely change the system of land ownership to keep the peasants on their side. The

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Struggle Meeting, shown in Document 9 ~~kept~~ continues to emphasize the cooperation of the CPP and the peasants & and their mutual want to continue their partnership. The CPP wants to make sure the peasants have their justice from those landowners ~~that~~ they believe had wronged them.

Despite the close relationship between the CPP and the peasantry, the grand scale of the peasants' ~~size~~ influence, their numbers, and the many lands they occupy often times evoke the sentiment that the peasants are an unstoppable force that cannot be tamed, even by the CPP. Mao Zedong reached this conclusion in Document 1 when he compared the peasants to an unstoppable natural occurrence. He believed that though the CPP could sway the peasants, they could by no means master them. Document 4 shows an instance where the Japanese wreaked havoc on Chinese villages. This reveals that the CPP, no matter how hard they tried, could ~~no~~ never protect all the peasants. ~~The~~ ~~spers~~ Just like how the peasants cannot be all made to act uniformly, they can also not be overseen due to the great scale of the Chinese peasantry. Document 6 shows another sentiment similar to Mao's. A member of the Chinese Communist and reform task force ~~the~~ writes that now that the peasants have been

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empowered, there is nothing the CPP can do to stop them from doing what they want. Like an ~~inevitable~~ inevitable wave, the ~~fast~~ full force of the peasants would come crashing down on the wealthy landowners whether the CPP liked it or not. An additional source to reinforce this point could be a personal account of peasants killing or torturing previous landowners. This would show that the CPP truly had no control ~~over it~~ over the peasantry.

The major role of the peasants in the rise of Chinese Communism cannot be questioned. Without the peasants, the CPP would never have prospered, but in many ways, the peasants needed the CPP almost as much as the CPP needed them. Yet the fundamental truth is no force could contain such a large population of determined people.

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Before the introduction and rise of the Communist Party in China, the majority of Chinese peasants were ill-treated and without support. After the Communist Party came into the picture and began to gain more ground, ~~they~~ they were able to collaborate with the Chinese peasants to instigate reform and defeat invading Japan in 1945. From the years 1925 to 1953, Chinese peasants and the Chinese Communist Party forged a strong relationship that was co-dependent and ~~able~~ able to produce significant change.

In Documents 1 and 2, it can be seen that both the Chinese Communists and peasants had mutual respect for each other and saw potential in them to create change. In Document 1, a rising leader of the Chinese Communist Party described the peasants as capable of "smashing all the chains that bind them and rush forward along the road to liberation." while in Document 2, a teenage peasant lists off all of the ways that the Communists have aided him and his family. Both of these documents illustrate the relationship between the Communists and the peasants, along with the respect and hope that they have for each other and the capability to produce change. ~~the relationship between the Communists and the peasants, along with the respect and hope that they have for each other and the capability to produce change.~~

2014 Exam Materials

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

After the Japanese invasion of China in 1937, the Communists and peasants needed to forge a tight relationship that was unified in order to fight them off. In Document 5, which is from a Communist point of view, the importance of sticking with the peasants is addressed. "Recognize that peasants constitute the basic strength of the Anti-Japanese war. Assist the peasant, reduce feudal exploitation by the landlords..." The understanding of the need for unity between the two groups as means to defeat the Japanese was a central backbone for the relationship between the Communists and peasants. According to a Japanese report, it was "extraordinarily difficult to separate the Communist bandits from the peasants" (Doc 3). This quote highlights the co-dependence of the peasants and Communists, which appears to have been instrumental in defeating the Japanese in 1945.

The relationship between the Communists and peasants was capable of producing some very positive reforms for the people of China, especially the peasant class. In Documents 6, 8, and 9, reforms that favored peasant rights are highlighted, while social reform affecting peasants is discussed in Document 7. In Document 6, which is from a Communist point of view, ~~the~~ the Communist effect on the peasants is characterized as being spurred from the Communists giving the peasants

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power, which they then were able to use to challenge their landlords. The opposition and abolishment of many feudal practices that had been crushing the peasant class was a very large result of the relationship between the Communists and the peasants, which can be seen in this reform from Document 8. "The landownership system of feudal exploitation by the landlord shall be abolished and the system of peasant landownership shall be introduced. Also, in Document 9, a "struggle meeting" is shown which allowed peasants to voice their opinions on their hardships. If one more additional source of information could be added, a source that better displays the Japanese opinion towards the peasant class may be helpful, because the only Japanese opinion that is present is directed towards the Communists.

The relationship between the Chinese Communists and the Chinese peasants from the years 1925 to 1950 was one forged by a need to defeat the invading Japanese, and also forged by unity and mutual need/co-dependence. The peasants needed the Communists to help them break free of feudal construction, and the Communists needed the peasants to fight Japan.

2014 Exam Materials

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Part A IX 1 of 2

Between the time period of 1925 - 1950, Japan had invaded China in 1937. But China on its own was having problems inside the country. 1927 (Doc 1) refers to how the peasant movement will rise and fight "sweep all the imperialists, warlords, corrupt officials, local tyrants, and evil landowners into their graves" This proves that China had issues on the inside of their country. With few struggles, peasants and Chinese Communist Party work together.

In (Doc 2) the conversation between the peasant teenager and his grandfather show that Chinese Communist Party has helped their lives to the better. He goes on to tell how his sister died from hunger ~~in~~ in the time where the party was not present. The teenager boy feels like this party is for the best of the country and believes they will improve it. He also believes in fighting Japan before they have invaded China.

Japan has been aware of the Communist Party using guerilla units (Doc 3) to try and eliminate them specifically but there is no distinct way to tell them apart from the regular peasants. And in 1942 (Doc 4) explains how Japan had been getting out of hand ~~and~~ and doing ridiculous things to China. They have killed, raped, kidnapped, injured ~~and~~ people as well as steal animals and items.

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Part A

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

Also in 1942, Chinese ~~the~~ central committee of communist party try to find ways to help peasants and ultimately reduce feudal exploitation by the landlords, supports civil liberties, political rights, and economic rights of the peasants (Doc 5) and ~~during~~ ^{during} 8 years of support, Chinese peasants were given equipment ~~to~~ to fight the Japanese. Once war was over, the Chinese peasants demanded repayment from the Japanese. ~~at~~ Everything landowners owned went to the peasants (Doc 6)

At this point Chinese peasants feel equal and maybe powerful. ~~request~~

I request an extra document from a Chinese peasant's ~~letter~~ ^{letter} to his family to see how this will affect their lives and see his point of view.

After the invasion of Japan on China has ended. Things seem to become more free such as marriage (Doc 7) and exploitations of landowners have been changed so that everything is fair. (Doc 8) And also ~~the~~ women do play a role in the system proven in (Doc 9) that the peasant women is out of the society and struggle meetings were to help peasants against all landowners.