

AP[®] WORLD HISTORY

2016 SCORING GUIDELINES

Question 1

BASIC CORE (competence)

0-7 Points

1. Has acceptable thesis

1 Point

- The thesis must address at least two relationships between gender and politics in Latin America in the twentieth century plausibly drawn from the documents.
- The thesis must be explicitly stated in the introduction or specified in the conclusion of the essay.
- The thesis may appear as one sentence or as multiple consecutive sentences.
- A thesis that merely restates the prompt is unacceptable.
- The thesis **CANNOT** count in any other category.

2. Understands the basic meaning of documents

1 Point

- Students must address all 10 of the documents.
- Students must demonstrate an understanding of the basic meaning of at least nine documents.
- Students may demonstrate the basic meaning of a document by grouping it in regard to a relationship between gender and politics.
- 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

1-2 Points

For 2 points:

- Specific and accurate evidence of a relationship between gender and politics must be explicitly drawn from a minimum of **nine** 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 gender and politics 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.

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, perhaps 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 verbatim or only repeating information from the source line of the document.

AP[®] WORLD HISTORY 2016 SCORING GUIDELINES

Question 1 (continued)

5. Analyzes documents by grouping them in three ways **1 Point**

- Students must explicitly and correctly group the documents in **three** ways demonstrating a relationship between gender and politics.

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 gender and politics.

Subtotal **7 Points**

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

Expands beyond basic core of 1–7 points. A student must earn **7 points** in the basic core area before earning points in the expanded core area.

Examples:

- Provides consistent discussion of many relationships between gender and politics.
- Has a clear, analytical, and comprehensive thesis that goes well beyond the minimally acceptable thesis.
- Shows careful and insightful analysis of the documents.
 - Recognizes the historical context of the documents.
 - Analyzes all 10 documents.
 - Explains corroboration and links between documents.
- Uses documents persuasively as evidence.
- Analyzes point of view in the more than the required number of documents.
- Provides thoughtful analysis of author’s background, intended audience, tone, or historical context.
- Includes appropriate groupings beyond the three 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**

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

Part A IA 105

In twentieth century Latin America, views varied on what women's position in politics should be, with the majority of feelings among women being that they should have a voice in government, while men believed that they should maintain all of that control and women should remain separate from politics.

Documents 2 and 3 support women's role playing a part in politics. Document 2 describes why women need suffrage, including that they need it to fight for morality of children and better conditions for living, working and learning. This document was written by a ^{female} Mexican feminist in 1916. She took this view because, as a woman, the issues directly related to her. She wanted a better future for herself and other women, and future generations, and believed that people like herself needed to contribute to the government in order for this to occur. Document 3 depicts ~~modern~~ female soldiers ~~fighting~~ ~~at the~~ who fought in the Mexican revolution. This picture, taken in Mexico in 1917, supports women's role in the ^{running of the} country because it illustrates how they were ~~needed~~ ~~or~~ relied on to help protect it. This occurred shortly after Doc 2, and supports similar ideals. The photograph is unnamed, but it shows women of many

Part 4

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

ages handling rifles, which indicates that whoever took it was proud, or at least not opposed, to women's growing roles. Universal suffrage was becoming more prevalent throughout the world, which most likely influenced these people's views.

Documents 7, 8, 9, and 10, all of which were written post 1965 (1969-1993), all support the strength of women and encourage roles in government through voting. Document 7 discusses goals to eliminate suffering and inequality that women had endured in the patriarchal society of Nicaragua. It supports their role in revolution, politics, and culture. This organization (that wrote the doc.) was working towards a revolution. Expresses these views would have increased women's support for the movement, which was a very smart move, as women make up a large portion of the population. The views expressed by also have been ~~perhaps~~ influenced by similar movements that occurred/were occurring in other areas. The organization may have also been led by women who wanted rights and/or others who believed women's role in politics would have a positive effect on the country. In Argentina, women gathered to protest and gain information about missing/murdered family members. The huge numbers of gathering women showcases how they were a powerful force. Even though they didn't yet have rights, they tried to make changes

towards morality and openness. This photo was taken from within a crowd of these protesting women, indicating that the photographer may have been one of them. This person was most likely also of the belief that they should be allowed access to this information and that political killing should be ended. They felt the effects of the current political system and wanted to change it. In Nicaragua, women fought along with men, making them realize that they were also heroes and that they were capable of equality with males. (Doc 9) These women knew that they could be politically equal as well. The document was written by a female activist, and was published in 1994. She experienced what the revolution was like and how women played a role. She was one whose eyes were opened to equality. As a woman, she then was able to realize that she, and women in general, could be equal to men in all areas, even politics. Document 10 explores the abuse and inequality that Chilean women experienced from men (1993). They talked about solidarity, but were resisted and pushed around by their husbands. The Chilean woman speaking is clearly of the belief that women needed to step up and change how society worked in order to truly experience equality. This would require presence in politics. As a woman, the speaker has most likely experienced what she talks about and doesn't want life to continue on as it was.

Documents 4 and 5 reflect a "call to action" for women

Part A

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

who didn't yet experience equality in politics. The worldwide movement influenced some to support women's rights as they were not seeking to dominate men, just to be equal to them (Document 4). This was said by a male Cuban senator in 1912. He expressed/held this view because of fear of what would happen if he didn't. The worldwide movement inspired women to fight, and if they didn't win he feared they would become socialists. This view was based on fear of conflict. Document 5 is a woman calling others to action. She encouraged the "weak" to rise up and fight for what they believed in. This perspective is of a communist supporter who wanted her rights. She was a woman, which was a group with limited rights, and was tired of waiting for others to make the changes.

Document 1 and 6 are the only documents that support keeping women out of politics. One man claimed that possessing political power would "convert women into men" and they should therefore be kept out of politics. He probably held this view because he was a man who wanted to keep power, and the patriarchal society conditioned people to believe that politics was a wholly masculine endeavor. The male author of Document 6 says that women would be more criminal than men if given power. He clearly believed that women should be entirely subordinate to men and stick to roles in the home under male control. Society held these views for a long time, and he was not ready for change.

All of the documents by women supported increasing role in government because they were tired of being treated as less than men and living restricted lives. The idea directly affected how they would live. Those written by men (excluding 4, which was influenced by "his", were against women participating because that would entail men losing some power. The world has long been dominated by patriarchy, and many men wanted this to continue. The most reliable sources here are 2, 5, and 10 because they are primary source documents by women, the group most affected by these ideals, during the time in which change occurred.

One document that would further improve analysis would be a graph depicting change in percentage of men versus women in political roles. This would help visualize what the relationship between gender and politics and how it changed as movements for equality progressed.

Another would be a map of where and when feminist movements (such as indicated in the documents) occurred. This would help analyze why views were as they were based on influence from other places.

Also, a later document depicting new laws made by/influenced by these movements would assist in the understanding of what effect gender in changing proportions really had.

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

1B | 04

In Latin America during the twentieth century, the struggle of gender and politics was a debated over struggle as conservatives wanted to keep their patriarchal society, and liberals/feminists argued and actively protested and fought for gender equality in social and political life.

Documents 1 and 6 come from a point of view (POV) of someone who does not want gender equality between men and women. Documents 2, 4, 9, and 10 all contain arguments for gender equality. Documents 3, 5, 7, and 8 all focus on women fighting and actively protesting for gender equality.

Document one states that "The educated woman will be truly dedicated to the home", a statement that suggests that while women may become educated, she will still allow herself to be subjected to "womanly" work, such as cooking and cleaning, which would be highly unlikely. The author of this document most likely he had a wife at home he hardly ever let out of the house and justified himself by saying that the woman's job, the job of emotion and "feeling", is better than the man's job of being able to rule one's own life.

In doc 6, the author furthers this point by stating that "woman can be more criminal than man", indicating that if women were to gain political rights and power, ~~the~~ society as a whole

IB 2014

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would be ~~destroyed~~ destroyed. When one thinks like this, that all women could never govern without disaster, most likely fears of losing his own power, in the states and at home

Document 2 supports women's suffrage so that women can ~~also~~ defend her natural rights and so ^{any woman} can "combat alcoholism, prostitution, juvenile delinquency," and anything else she believes to be wrong. The author does not believe that with ~~the~~ ^{the} right to vote women would destroy society and believes the contrary, that voting women would help a nation. Doc 4 takes a moderate, yet feminist view point on the issue. The author claims that because the movement is worldwide, it should be recognized in Cuba as well. He also reassures men that women do not wish to take their place and be higher on the social hierarchy, only equal to that of men. He warns that if women are not given equality, they will instead turn to socialism, which is one of the worst case scenarios.

Document 9 comes from a woman who believes that women "can develop equally as a man" and that the only hindrance to women is men, not themselves. She realized that fighting alongside men in the Sandinista Front ~~gave~~ frightened women to their ability to be equal as men, and not simply subordinate followers.

Doc 10 encourages women to stop being the dishwashers, caretakers, and punching bags of abusive men, and instead be equal with men and share duties with husbands that

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

IB 3 of 4

used to be considered women's work. The speaker takes a stance that women should take no more, and instead create a ~~gender~~ society based on equality. ~~Doc 1 Doc 2 Doc 3 Doc 4 Doc 5 Doc 6 Doc 7 Doc 8 Doc 9 Doc 10~~

Doc 3 shows a photo of women from 1917 all holding guns as they are ready to fight in the Mexican revolution. Fighting in the revolution, however, does more than gain freedoms for the woman and people in Mexico, but prove that women, (even young girls) can fight alongside men and are every bit as brave and strong. Doc 7 shows once again women fighting, this time in the Sandinista Popular Revolution where they will "abolish the discrimination that women have suffered with respect to men". Once again, women are proving that they can fight equal to men. Doc 8 shows a more peaceful protest, as women protest the disappearance and murder of ~~the~~ their children and family they believe to be state-sponsored. Their peaceful protests show women can fight for what they want without violence and still must be considered to. Doc 9 shows a woman calling people to protest for their rights, and not just women, but she is proving that women can just as easily be a leader as men. ~~Doc 10~~ She calls people to fight against abuse of contexts, and shows that a woman can be a calling point.

A missing voice in these documents is a woman who

1B. 4 of 4

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

has gained these rights and shows how her life has been positively impacted, to show men how they have been wrong to put women down.

Twentieth-century Latin America

was a time of great conflict and gave way to many movements. The nation-states of Latin America were young and seeking identity, as they attempted to make fair and just governments. One of the largest controversies of Latin America during this time period was over the rights of women and how involved they should be in society, politics and economics. Some believed the only way to achieve balanced society was to divide it by gender roles. Others believed in equal rights for all, men and women. Overall, the many viewpoints in this complex and diverse time period would go on to influence and affect the world forever.

During a time when Latin American nations were young, many believed in the contemporary society, in which men held political positions and women stayed home, nurturing children. In Document 6, a veteran of the Mexican Revolution enforces the idea of a household role for women. "Woman is in this world for a man's home, not for politics..." (Doc 6). This viewpoint shows the conservative perspective of a high-class male during the time period. Document 1, in a similar way, opposes equal rights for women. It is again in the perspective of a high-class male. He is a minister of public education and obviously supports the traditional household format. "...let men fight over political questions, let them form laws..."

(Doc 1). His viewpoints can be seen as sexist or biased, as he believes only men should be able to take part in the political world. He doesn't think women should have a say. Finally, Document 8 shows the drastic and tragic persecution of women in Argentina. The photograph shows upset women protesting because the strong government wouldn't give them "information on the political disappearance and murder of their children or other family members..." (Doc 8). This shows the heartfelt tragedies women endured during this time, under patriarchal governments.

A second stance over the conflict of equal rights was the support of women, as active participants in political, economic and social affairs. Document 2 shows the perspective of a Mexican feminist living through the struggle. She discusses the importance of voting rights for women. "She needs it so that she can combat alcoholism, prostitution, juvenile delinquency, pornography, and everything that works against child morality." (Doc 2). This perspective is very important because it is from a woman actually living through the struggle. Document 3 supports the same idea, by showing the importance of women in Latin America, and proving they can do the same as men. It shows Mexican women holding firearms during the Mexican Revolution. This obviously stresses the fact that women can do the same job as men. Document 4 stresses the same ideals as Document 3. A female activist

describes how women fought alongside men and so, should be treated as equals. "... we can work the same as a man, that we can develop equally as a man." (Doc 4).

Document 7 shows the viewpoint of a political party in Nicaragua. It states that the party will bring equal rights to the women of the nation. "It will elevate the political, cultural and vocational level of women via their participation in the revolutionary process." (Doc 7). This document shows the magnitude of the issue. For a political party to make its ultimate goal equal rights, one can see how much women must have suffered.

Lastly, there were some viewpoints that didn't exactly fit into the man vs woman categories on the issue.

Document 5 gives the perspective of a female anarchist. Instead of simply addressing the problem of men persecuting women, she addresses the overall evil that is present in the Mexican government. She suggests rejecting the government completely. "Don't wait for the powerful to help you. They will never appreciate the dignity and value of our solidarity which ~~is~~ some day will triumph." (Doc 5). Document 10 gives the viewpoint of a woman discussing the importance of women and how they are above men. Despite this, she supports the household role of women. "... how many of you have husbands who wash dishes or take care of children?" (Doc 10). Overall, she supports a patriarchal society, while suggesting women are superior.

The Twentieth century brought with it many

IC 4 of 4

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

issues in Latin America. The most significant issue was women's rights. Overall, most people fit in to two categories: those that supported and those that were against women rights. Ultimately, this time period led to many significant ideas that still impact the world today.

AP[®] WORLD HISTORY 2016 SCORING COMMENTARY

Question 1

Overview

This question asked students to use the documents to analyze the relationships between gender and politics in twentieth-century Latin America. The question addressed Key Concept 6.3. of the AP World History Curriculum Framework (New Conceptualizations of Global Economy, Society, and Culture), specifically Section 6.3. III (People conceptualized society and culture in new ways: rights-based discourses challenged old assumptions about race, class, gender, and religion. In much of the world access to educations as well as participation in new political and professional roles, became more inclusive in terms of race, class, and gender). The 10 documents provided students with multiple opportunities to examine the intersection of the cultural concept of gender and the practice of politics in Latin America. The documents addressed themes such as the predominantly patriarchal nature of Latin American societies; the cultural expectations of politics as part of the male-dominated public sphere; the unfolding of debates over the question of women’s suffrage; the efforts of women to undertake direct political action in order to assert their rights or challenge cultural norms; and the impact of global ideologies such as socialism, communism, and feminism on the role of women in Latin American politics. As part of their responses, students also had to group the documents in at least three ways as well as analyze the authorial point of view of at least two documents of their choice. The selection of documents in the question provided students with multiple opportunities to earn the points for grouping and point-of-view analysis.

Sample: 1A

Score: 9

The thesis in the introductory paragraph earned 1 point. The essay addresses and demonstrates an understanding of all 10 documents and earned 1 point as a result. The essay earned 2 points as specific evidence is drawn from all 10 documents. The essay identifies five document groups, which earned 1 point for grouping the documents. The first group, consisting of Documents 2 and 3, is discussed on page 1. The second group, consisting of Documents 7, 8, 9, and 10, is discussed on pages 2–3. The third group, consisting of Documents 4 and 5, is discussed on pages 3–4. The fourth group, consisting of Documents 1 and 6, is discussed at the bottom of page 4. The fifth group, consisting of Documents 2, 5, and 10, is discussed on page 5. The essay contains four instances of successful analysis of authorial point of view: for Document 2 (middle of page 1), Document 7 (middle of page 2), Document 4 (top of page 4), and Document 1 (bottom of page 4). This earned the essay 1 point for point-of-view analysis. There is an additional attempt to analyze the point of view of Documents 5 and 10 (on page 5) by addressing their reliability as a group with Document 2, but the explanation provided is not sufficient, so these attempts were not counted towards the point-of-view analysis Basic Core point. There are three requests for additional documents near the end of the essay (bottom of page 5), which earned 1 point for additional document request. The first request — for a graph showing the percentages of women versus men in politics — is particularly well developed. In addition to earning all 7 points in the Basic Core, the essay earned 2 points in the Expanded Core for the multiple document groupings, the successful weaving of multiple instances of point-of-view analysis into the argument, and the inclusion of more than one additional document request.

Sample: 1B

Score: 6

The thesis in the introductory paragraph earned 1 point. The essay addresses all 10 documents and demonstrates an understanding of the basic meaning of nine documents (Document 7 is misread), which earned 1 point. The essay earned 2 points as specific evidence is drawn from all 10 documents. The essay identifies three groups of documents, which earned 1 point for grouping the documents. All three document groups are explicitly identified in the second paragraph on page 1 and are then discussed individually in detail on the subsequent pages. The first group, consisting of Documents 1 and 6, is

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2016 SCORING COMMENTARY

Question 1 (continued)

discussed on pages 1–2. The second group, consisting of Documents 2, 4, 9, and 10, is discussed on page 2. The third group, consisting of Documents 3, 5, 7, and 8, is discussed on page 3. There is a minimally sufficient description of an additional document and how it might contribute the argument at the end of the essay (pages 3–4), which earned 1 point for an additional document request. The essay attempts analysis of point of view for at least two documents (Document 1 on page 1 and Document 6 at the top of page 2), but these attempts were deemed too vague and speculative to earn the Basic Core point for point-of-view analysis.

Sample: 1C

Score: 2

The essay earned 1 point for thesis. The thesis statement at the end of the introductory paragraph is weak, but a stronger version is found in the concluding paragraph (pages 3–4). The essay did not earn the Basic Core point for understanding the meaning of the documents, because it does not address Document 4 and Document 10 is misunderstood. The essay supports the thesis with appropriate evidence from the remaining eight documents (Documents 1, 2, 3, 5, 6, 7, 8, and 9), and it earned 1 point as a result. The essay attempts to construct three distinct groups of the documents, but only two were successful. The first group, consisting of Documents 1, 6, and 8, is discussed on pages 1–2. Document 8 is used in this group in a somewhat oblique way (to demonstrate the continued indifference of male-dominated governments to the plight of women), but that was deemed acceptable in this context. Group 2, consisting of Documents 2, 3, 7, and 9, is discussed on pages 2–3. The third attempted group, consisting of Documents 5 and 10 (discussed on page 3), was not credited because Document 10 is misread and because the essay does not show a common way in which the two documents demonstrate a relationship between gender and politics. (The rationale provided in the essay is that this group consists of documents whose viewpoints “didn’t exactly fit into the main two categories on the issue,” which was too vague to be credited.) Because there are only two successful document groups, the essay did not earn the Basic Core point for grouping the documents. The essay contains at least two attempts to analyze authorial point of view: one for Document 6 (bottom of page 1) and one for Document 1 (top of page 2), but neither of these attempts provides sufficient explanation beyond what is provided in the respective document source lines to earn the Basic Core point for point-of-view analysis. The essay did not earn the point for additional document request as there is no attempt made.