

2023

AP[®]



AP[®] World History: Modern

Sample Student Responses and Scoring Commentary Set 1

Inside:

Document-Based Question

- Scoring Guidelines**
- Student Samples**
- Scoring Commentary**

Question 1: Document-Based Question, Qing Empire Collapse

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the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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

Reporting Category	Scoring Criteria	
<p>Row A Thesis/Claim (0-1 points)</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.</p>
Decision Rules and Scoring Notes		
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Are not historically defensible. • Only restate or rephrase the prompt. • Do not respond to the prompt. • Do not establish a line of reasoning. • Are overgeneralized. 		<p>Responses that earn this point: Provide a historically defensible thesis or claim that establishes a position on the extent to which foreign involvement led to the collapse of the Qing Empire. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.</p>
<p>Examples that do not earn this point:</p> <p>Provide a historically defensible claim, but do not establish a line of reasoning</p> <ul style="list-style-type: none"> • <i>“The Qing Empire gradually weakened over time.”</i> <p>Establish a line of reasoning, but do not provide a historically defensible claim</p> <ul style="list-style-type: none"> • <i>“The Qing Empire was able to prevent Western powers from influencing Chinese society.”</i> <p>Restate the prompt</p> <ul style="list-style-type: none"> • <i>“The Qing Empire collapsed because of foreign involvement.”</i> 		<p>Examples that earn this point:</p> <p>Establish a line of reasoning that evaluates the topic of the prompt</p> <ul style="list-style-type: none"> • <i>“The Qing Empire collapsed because it was unable to match the technological advancements of Western Europe.”</i> <p>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</p> <ul style="list-style-type: none"> • <i>“The Qing Empire collapsed due to a combination of Western economic and political imperialism and ethnic tensions between the Han and the Manchu.”</i> <p>Establish a line of reasoning</p> <ul style="list-style-type: none"> • <i>“The Qing Empire was mainly weakened by internal turmoil.”</i> (Minimally acceptable thesis/claim)
<p>Additional Notes:</p> <ul style="list-style-type: none"> • The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs). • The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period. 		

Reporting Category	Scoring Criteria	
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	
	Responses that do not earn this point: <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. 	Responses that earn this point: Accurately describe a context relevant to the collapse of the Qing Empire.
	Examples that do not earn this point: Provide context that is not relevant to the topic of the prompt: <ul style="list-style-type: none"> • <i>“The first World War affected Chinese territorial holdings.”</i> Provide a passing phrase or reference <ul style="list-style-type: none"> • <i>“The Qing Dynasty was strongly influenced by Confucian forms of government.”</i> 	Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: <ul style="list-style-type: none"> • Western economic imperialism in Asia, for example, aspects of the Opium Wars not referred to in the documents • Japanese industrialization and westernization • Modernization efforts by other non-Western states, such as the Ottomans • Western missionary activity in Asia and cultural conflict, for example, the Sepoy Rebellion in India • Qing attempts to balance Manchu and Han culture • The spread of communist arguments about cultural and social control in Asia Examples of acceptable contextualization: <ul style="list-style-type: none"> • <i>“Like other non-Western empires in the late nineteenth century, the Qing experienced military defeat and economic pressure from the industrialized West, leading to calls for reform.”</i> • <i>“Because of their Manchu origins, Qing rulers had problems with their legitimacy.”</i> (Minimally acceptable contextualization)
Additional Notes: <ul style="list-style-type: none"> • The response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. • 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 six 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, without an accompanying description, of the content of the documents Address documents collectively rather than considering separately the content of each document 	Responses that earn 1 point: Accurately describe—rather than simply quote—the content from at least three of the documents to address the topic of the collapse of the Qing Empire.	Responses that earn 2 points: Support an argument in response to the prompt by accurately using the content of at least six documents.	
	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 4): <i>“The report explains that the poor are treated badly by the wealthy landowners and that, combined with grain not being distributed equally by the government, causes the people to join local bandits in order to survive.”</i> 	Examples of supporting an argument using the content of a document: <ul style="list-style-type: none"> (Document 6): <i>“The cartoon demonstrates the change in China from a strong empire that the West feared to a weak empire that was dismantled by the West, implying that foreigners may ultimately bring the empire down.”</i> (Connects the contents of the document to an argument about the extent to which foreign involvement led to the collapse of the Qing Empire) (Document 7): <i>“The abdication decree explains that it was an internal uprising and a desire for a Republican government that ultimately led to the downfall of the Qing.”</i> (Connects the content of the document to an argument about the extent to which foreign involvement led to the collapse of the Qing Empire) 	
Additional Notes: To earn two points, the six documents do not have to be used in support of a single argument—they can be used across sub-arguments or to address counterarguments.			

Row C (Continued)	Evidence beyond the Documents:	
	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Uses at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.</p>
	Decision Rules and Scoring Notes	
	<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> Provide evidence that is not relevant to an argument about the prompt. Provide evidence that is outside the time period or region specified in the prompt. Repeat information that is specified in the prompt or in any of the documents. Provide a passing phrase or reference. 	<p>Responses that earn this point: Must use at least one specific piece of historical evidence relevant to an argument about the extent to which foreign involvement led to the collapse of the Qing Empire.</p> <p>Examples of specific and relevant evidence beyond the documents that earn this point include the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> Meiji Japan’s encroachment on Qing territories, such as Taiwan and the first Sino Japanese War Specific events related to the Opium Wars not mentioned in the documents, for example, the Treaty of Nanjing Russian imperial expansion into East Asia and encroachment on Qing controlled Manchuria Colonial spheres of influence in Qing China and elsewhere Ottoman capitulations to Western powers in the 19th and 20th centuries The Western use of the concept of extraterritoriality in China and elsewhere The role of Christian missionaries and Catholic and Protestant groups aimed at reforming or challenging Qing culture and values Hundred Days’ Reform instituted under the Guangxu Emperor and Westernized court officials Court politics of the Qing Dynasty, for example the relationship between the Dowager Countess Cixi and the Tongzhi Emperor The details of the numerous attempted coups against the Qing Dynasty, including the Wuchang Uprising, the Boxer Rebellion, and the Xinhai Revolution <p>Examples of evidence beyond the documents relevant to an argument about the prompt:</p> <ul style="list-style-type: none"> <i>“The Qing Dynasty had a number of important courtly rivalries which contributed greatly to political instability, for instance, the Empress Dowager Cixi had the Guangxu Emperor poisoned and killed in 1908.”</i> (Provides a piece of evidence not in the documents relevant to an argument about the prompt) <i>“Protestant and Catholic missions, which increased after the Opium Wars, contributed to cultural and social conflict in China. For instance, Christianity’s rising influence contributed to the start of the Boxer Rebellion.”</i> (Provides a piece of evidence not in the documents relevant to an argument about the prompt)
<p>Additional Notes:</p> <ul style="list-style-type: none"> Typically, statements credited as evidence will be more specific than statements credited as contextualization. To earn this point, the evidence provided must be different from the evidence used to earn the point for contextualization. 		

	<ul style="list-style-type: none"> To earn this point, the evidence provided must be more than a phrase or reference. 	
Reporting Category	Scoring Criteria	
Row D	Sourcing	
Analysis and Reasoning	0 points Does not meet the criteria for one point.	1 point For at least three documents, explains how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.
(0-2 points)	Decision Rules and Scoring Notes	
	<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> Explain sourcing for less than three 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 to the point of view, purpose, historical situation, and/or audience. <p>Examples that do not earn this point:</p> <p>Identify the point of view, purpose, historical situation, and/or audience, but do not explain how or why it is relevant to an argument</p> <ul style="list-style-type: none"> “(Document 2) Marx believed capitalism would spread around the world in a search for profits and in doing so would cause unrest and misery.” <p>Summarize the content of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience</p> <ul style="list-style-type: none"> “Document 3 explains that foreigners enjoy extraterritoriality rights in China but says they cannot break Chinese laws.” 	<p>Responses that earn this point:</p> <p>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 three documents sourced.</p> <p>Example of acceptable explanation of the significance of the author’s point of view:</p> <ul style="list-style-type: none"> (Document 5): “The authors were influenced by Han Chinese nationalism as well as Western liberal political ideas in calling for the overthrow of the Qing Empire and the establishment of a republic.” (Identifies the point of view of the source and how this might relate to an argument about the extent to which foreign involvement led to the collapse of the Qing Empire) <p>Example of acceptable explanation of the significance of the author’s purpose:</p> <ul style="list-style-type: none"> (Document 6): “The cartoon is likely intended to demonstrate how China has become passive and is now being divided up by Westerners.” (Connects the purpose of the source to an argument about the extent to which foreign involvement led to the collapse of the Qing Empire) <p>Example of acceptable explanation of the relevance of the historical situation of a source:</p> <ul style="list-style-type: none"> (Document 4): “The report addresses the banditry problem, which was a consequence of population growth and rural poverty in nineteenth-century China.” (Provides sourcing regarding the historical situation of the document and connects that information to an argument about the extent to which foreign involvement led to the collapse of the Qing Empire) <p>Example of acceptable explanation of the significance of the audience:</p> <ul style="list-style-type: none"> (Document 1): “Because the petition is an appeal for the provincial government to intervene militarily and restore order, it highlights the damages that bandits have done to government authority in the province (levying taxes on the population, issuing false orders, misusing official seals).” (Provides information about the audience of the document relevant to an argument about the extent to which foreign involvement led to the collapse of the Qing Empire)

Row D (continued)	Complexity	
	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.</p>
Decision Rules and Scoring Notes		
	<p>Responses that earn this point: May demonstrate a complex understanding in a variety of ways, such as:</p> <ul style="list-style-type: none"> • Explaining nuance of an issue by analyzing multiple variables. • Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects. • Explaining relevant and insightful connections within and across periods. • Confirming the validity of an argument by corroborating multiple perspectives across themes. • Qualifying or modifying an argument by considering diverse or alternative views or evidence. <p>Demonstrating 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, an argument that while the Qing Dynasty had to deal with considerable outside threats and pressures in the 19th century (Documents 2, 3, 5, and 6) it also faced many problems that related to deteriorating domestic socio-economic and political conditions (Documents 2 and 4) and rising Han Chinese nationalism (Documents 5 and 7). (Explains nuance) • Explaining relevant and insightful connections across time and space, such as explaining the similarities (e.g., foreign concessions and extraterritorial rights, reform attempts frustrated by conservative resistance, nationalist challenges to the state, problems with population pressure) and differences (e.g., World War I, territorial collapse of Ottoman Empire due to Arab nationalism and war) between China and the Ottoman Empire as “semi-sovereign” states that collapsed during the age of Western Imperialism. Likewise, students could explore why the Qing Dynasty collapsed despite reform attempts while Meiji Japan was able to industrialize and become a world power (e.g., more homogenous Japanese population and no population explosion, more Japanese openness to cultural borrowing, effective leadership from the Japanese emperor). (Explains relevant and insightful connections) • Qualifies or modifies an argument by considering diverse or alternative views or evidence, such as bringing in information from outside the documents to qualify or modify the content or perspectives of the documents. For instance, the population explosion faced by the Qing Dynasty (referred to indirectly in Document 4), which initially could be taken as a sign of its success, might have led to the collapse of the dynasty regardless of pressure from foreign powers. The collapse of the dynasty might also be explained as having taken place despite China’s successful and rapid modernization in the late 19th and early 20th centuries in response to outside influences, which included new ideas (Document 5), the mass media (Document 6), and a military coup (alluded to in Document 7). (Corroborates, qualifies, or modifies an argument by considering diverse or alternative views or evidence) 	
<p>Additional Notes: This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.</p>		

Document Summaries

Document	Summary of Content	Explains the relevance of point of view (POV), purpose, historical situation, and/or audience by elaborating on examples such as:
1. Petition from two local government officials to provincial governor, circa 1850	States that for the last several years, banditry has been increasing locally; bandits and rebels have captured the district capital and have effectively supplanted the government. Pleads with the provincial government to send troops to eradicate the rebels; the local militia is no longer able to keep them at bay.	<ul style="list-style-type: none"> Because the petition is an appeal for the provincial government to intervene militarily and restore order, it highlights the damages that bandits have done to government authority in the province (levying taxes on the population, issuing false orders, and misusing official seals). (purpose, audience) The authors use their position as local officials to lend greater credibility to their claims. (POV)
2. Karl Marx, “Revolution in China and in Europe,” 1853	Marx blames unrestricted British opium exports to China for the weakness and corruption of the Qing state and for the Taiping Rebellion and says British machine-produced textiles were wiping out Chinese producers and creating additional misery.	<ul style="list-style-type: none"> Marx believed capitalism would spread around the world in a search for profits and, in doing so, would cause unrest, misery, and destroy traditional forms of production (e.g., the Chinese textile industry). (POV) Marx was writing about a decade after the First Opium War (1839-1842), after which China was forced to sign “unequal treaties” that “opened” China to foreign trade and Christian missionaries; the increased economic and cultural contact with the West that followed helped provoke the Taiping Rebellion (1851-1864) and other unrest in China. (historical situation)
3. Qing Foreign Office, policy letter, 1878	The Foreign Office acknowledges that foreigners enjoy extraterritorial rights in China but denies that they can break Chinese laws without consequences. Chinese converts to Christianity may not claim immunity from Chinese law.	<ul style="list-style-type: none"> The memo was written at a time when many resident foreigners in China possessed “extraterritorial” legal rights; these rights and the related “unequal treaties” were highly unpopular in China since they symbolized the weakness of the Chinese state. (historical situation) The memo reminded Chinese diplomats of Qing policy so the diplomats could properly advise foreign visitors and governments. (purpose, audience)
4. Village elders from Caozhou, report to provincial government, 1896	The elders complain about a growing gap between the rich and poor and the inability of hired farm laborers to earn a living, which leads many to become bandits.	<ul style="list-style-type: none"> The elders were concerned that village society was breaking down due to the poor economic situation. (POV) The report addresses the banditry problem, which was a consequence of population growth and rural poverty in nineteenth-century China. (historical situation)

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<p>5. Chinese Alliance Association, “Revolutionary Proclamation,” 1907</p>	<p>The proclamation calls for the expulsion of the Manchu and the return of Han rule in China and for a people’s revolution based on liberty, equality, and fraternity.</p>	<ul style="list-style-type: none"> • The authors were influenced by Han Chinese nationalism as well as Western liberal political ideas in calling for the overthrow of the Qing Empire and the establishment of a republic. (POV) • This proclamation was issued to the Chinese people in hopes of gathering their support for the overthrow of the Qing Dynasty and the introduction of political and economic reforms in China. (purpose, audience)
<p>6. Anonymous Chinese artist, “A Look at China Now and in the Past,” cartoon, 1911</p>	<p>The cartoon shows four images, the one on the top left shows China as a roaring tiger chasing a person, and the one on the top right shows the tiger standing still with Westerners carefully approaching. The one on the bottom left shows the Westerners carefully cutting off pieces of the tiger, and the one on the bottom right shows the tiger being completely dissected. The caption indicates the images represent different historical moments in China.</p>	<ul style="list-style-type: none"> • The cartoon is likely intended to demonstrate how China has become passive and is now being divided up by Westerners. (purpose) • The author is writing at the height of popular republican protests and rebellions that will lead to the collapse of the Qing Dynasty. (historical situation)
<p>7. Abdication decree of the child Emperor Puyi, 1912</p>	<p>The document is a resignation from Emperor Puyi, issued by the regent empress, indicating that since the Republic revolutionary army emerged, the Will of Heaven has become clear, and the emperor must abdicate in favor of a constitutional government.</p>	<ul style="list-style-type: none"> • The abdication occurs at the end of Qing Dynasty following the 1911 Revolution (also known as the Xinhai Revolution). (historical situation) • The decree is likely intended for all the world, especially the citizens of China, to explain the decision to abdicate. The court likely wants to stop the fighting between revolutionary forces and the old government forces. (purpose, audience)

During the period between 1750 and 1900, the European powers had industrialized their economies and developed as leading powers of the world. This industrialization, however, caused them to turn to foreign lands to gain access to new markets, access new resources, and have population outlets. In China, spheres of influence were established by the Europeans granting them economic control of East Asia. These spheres of influence, however, caused economic instability in East Asia. Although China had thrived as a dominant power for centuries, ultimately Spheres of Influence in China, Opium, and internal rebellion caused the downfall of the Qing Empire.

Spheres of Influence in China began with the signing of Treaty of Nanjing. This treaty gave Britain 5 major coastal ports in China. Spheres of Influence were not colonization, rather the foreign power had economic rights in China. As the Chinese lost wealth and power through spheres of influence, other countries such as France, Germany, Russia, and even Japan began to scramble for a sphere of influence. With limited power, these countries were granted a sphere since China had no way to fight back. The United States initiated the Open Door Policy as a trade agreement with China, instead of controlling a sphere. As demonstrated by [document 3](#), the British were protected with indemnity in the region. This practice became the foundation of diplomatic immunity in modern times. Indemnity in the Spheres of Influence allowed the Europeans to abide by their own laws within a sphere of influence, not buy Chinese law. This allowed the Europeans to take advantage of political and cultural differences within their sphere. Given the fact that this document is written from a Chinese perspective, it is likely that the Chinese are attempting to frame themselves as victims to European influence. The claims of indemnity and oppression, however, support the historical context in China, making this document valid and relevant to the time period. [Document 6](#) shows that the Europeans degraded the Chinese economy and balance of trade in the early 19th century, and China had no way of fighting back. Before the Opium Wars and spheres of influence, China had a balance of trade, or was exporting more than they were importing. [Document 1](#) supports that China was stable and thriving due to resources and unity. After foreign involvement, however, they became reliant on imports and were not contributing as much to the global economy. This had never happened before in Chinese history because they had always been one of the leading producers of the world. Given that this document was written by a Chinese artist, however, it is likely that he is against European influence and willing to portray China as a stronger state than it really is. Ultimately, this source's validity can be questioned because despite European influence in the region, China is still standing tall in the upper right image. The spheres of influence in China caused an economic crisis in China.

Due to the economic crisis in China, internal conflicts began to emerge. Some groups, such as the Taiping, fought to overthrow the Qing Empire. It took the Qing 14 years to suppress this movement, however, showing their weakness. Furthermore, the nationalist movement known as the Boxer Rebellion occurred as an attempt to resist foreign influence. It was unsuccessful. As demonstrated by [Document 5](#), European influence had driven some groups to fight to overthrow the Qing to establish a new government and stabilize the economy. This was often done in hopes of reform and the expulsion of foreign influence. Furthermore, [document 5](#) shows that as conditions continue to worsen, internal rebellions are encouraging a full review of Chinese policy. It supports a government influenced by enlightenment ideals such as liberty and freedoms. Such a rebellion is an attempt to expel the foreign influence from China and allow the country to regain power. Ultimately, [document 7](#) shows that the people want a new form of government. Eventually, it will take effect to disarm internal conflict within the region.

The Opium trade in China caused major problems for the region. Opium was produced mostly in India and introduced to China through Coastal Ports causing it to spread rapidly. Opium had such an influence on the Chinese, the Opium Wars were fought with Britain in two series regarding opium and trade. As shown by [document 2](#), the influence of opium on China put them in a position where they were unable to resist British influence. They were unable to beat the British because they had not industrialized and were unstable. Given the fact that document 2 was written by Karl Marx, however, it is likely that he is trying to use this as an attempt to promote his Marxist ideas and to encourage a communist revolution in China. Given the fact that he still speaks of China's weakness, we can conclude that this document is still valid.

Ultimately, it can be concluded that the leading cause of the Qing Empire's downfall was foreign influence. Although internal conflict and rebellions occurred, they can be traced to poor conditions inflicted by foreign powers. The economic crisis inflicted upon China by foreign influence ultimately led to the communist takeover and the redistribution of wealth. The foreign influence and exploitation inflicted upon China has shaped the country's position in modern history.

The Qing Dynasty, like its predecessors, collapsed in the early twentieth century. However, one glaring difference between the Qing dynasty and the other Chinese dynasties was that the Qing were not actually Chinese. Instead, they were Manchu, from the region of Manchuria just northeast of China. This caused revolts from the real Chinese citizens and other foreigners to easily influence the economy and politics. Therefore, it was because of this foreign influence from Manchuria and other countries such as Britain, France, and Japan that the dynasty eventually collapsed. The foreign influence from close and afar sparked revolts from the native people of China and allowed foreigners to manipulate the system.

First, a main factor of the collapse of the Qing dynasty was the European involvement and influence on the economy and politics. An example was the Opium trade. In short, the Opium trade was a way for Britain to balance the trading scale with China, since Europe demanded lots of goods from China such as tea and porcelain, but China didn't really want stuff in return. As a result, the Chinese population had gotten addicted to this drug and as Document 2 states, "The opium trade changed the balance of trade from being continually in favor of the Chinese to being an exhausting drain on the silver reserves of the empire." This trade had also sparked the Opium wars which drained even more resources as China was defeated. Another example is in Document 3 which states, "[foreigners] interpret the treaties to mean that they may violate Chinese laws without consequence." To clarify, this document states that foreigners in China are not subject to jurisdiction of Chinese authorities, but instead their own consuls or diplomats in their native country. This law was instituted by a signed treaty that gave European and Japan advantages over the Qing. So basically you can commit a crime like stealing or murder in China but China won't punish you. This gave free reign to foreigners in China which upset the local Chinese peoples. To illustrate Europe and the Qing dynasty, in Document 6 it shows a real tiger depicting former Chinese dynasties scaring away foreigners. However, next it shows a fake tiger to depict the Qing dynasty or the Manchu's rule over China and allows the foreigners to get close and touch. The picture then illustrates the foreigners taking apart the fake tiger in the future, which symbolizes the collapse of China. The foreign influence from Europe and even Japan was only one keystone to the collapse of the Qing dynasty.

Lastly, because the rulers of the Qing Dynasty were Manchu, people revolted and wanted real Chinese people to rule China, in Document 5 it states, "we Chinese have governed our own country... Today when we raise the righteous standard of revolt in order to expel an alien race [the Manchu] that has been occupying China," This shows that people had desired to overthrow the technically foreign government and change it back to a rightful Chinese ruler. In Document 7 it states, "We and His Majesty the Emperor hereby grant the sovereignty to the people and decide in favor of a republican form of constitutional government" This was written by a child emperor named Puyi and shows that the people wanted a new government completely, not just with a Chinese in charge. Therefore, the foreign involvement of the Manchu sparked revolution of new rulers and eventually a whole new government.

Foreign involvement was the leading cause of the collapse of the Manchu's Qing Dynasty. Of course, the involvement came from the Manchu's since they are foreign to China, and from European countries like Britain. They used unfair treaties and unfair trading to decrease resources as well as create revolt in the people for a Chinese leader. The Qing was a formidable dynasty while it lasted, but came to an end due to foreign influence and involvement.

In the first document it talks about Rebels and bandits taking over and killing. The second document is about opium and how China's dynasty fell apart and their isolation from the world came to an end. The third document is about foreigners treating China's laws like they mean nothing. The fourth one is about rich people not caring for the poor and the poor looking for another way to get money which is being a bandit. The fifth one is about expelling the people who don't belong in China. The sixth is a picture about how China is falling apart when it was starting out strong. The seventh is about the misery of the people because of the issues. The foreign involvement that led to the collapse of the Qing Empire was the countries that wouldn't respect it. China had a barrier from the world to keep themselves apart. The rebels and bandits were part of the problem their own people was destroying the empire. They couldn't keep with the rebelling so they fell apart, the militia was falling apart so that is why they fell apart. Another example is the officers smuggling the opium and that made a connection with other countries. The foreigners were part of it taking away the respect of China and making it seem like their laws didn't matter. I feel like they also lost their protection from other countries and were left in their own but there was lots of influence still coming in.

Question 1—Document-Based Question

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

Overview

Students were expected to identify developments and processes related to the extent to which foreign involvement led to the collapse of the Qing Empire. This included the ability to evaluate the prompt in a broader historical context and to describe and analyze the content of documents. They also needed to construct an argument and use the documents and outside evidence to support an argument. The question tested content primarily from Units 6 and 7 of the course framework while also providing students with opportunities to bring up knowledge from Units 4 and 5 to earn the contextualization and evidence beyond the documents points.

Responses to the question were expected to show students' ability to use the content of the documents, as well as their own content knowledge and historical thinking skills, to construct an argument regarding the extent to which foreign involvement led to the collapse of the Qing Empire. The documents provided students with a variety of perspectives on the issue, including the perspectives that emphasized domestic factors (poverty in the countryside, banditry, Han resentment of Manchu rule) and perspectives that emphasized international factors (the role of the opium trade, unequal treaties, foreign powers carving spheres of influence in China) in the collapse of the Qing Empire.

The question primarily addressed content from Topics 6.1, 6.3, 6.5, and 7.1, with contextualization and evidence-beyond-the-documents opportunities from Topics 4.7, 5.7, 5.8, and 6.5.

Sample: 1A

Thesis/Claim: 1

Contextualization: 1

Evidence: 3

Analysis and Reasoning: 2

Total Score: 7

A. Thesis/Claim (0–1 points): 1

The response earned 1 point for thesis/claim. The response has a historically defensible claim that established a line of reasoning evaluating the collapse of the Qing Empire with analytic categories in the first paragraph: “Although China had thrived as a dominant power for centuries, ultimately Spheres of Influence in China, Opium, and internal rebellion caused the downfall of the Qing Empire.”

Question 1—Document-Based Question (continued)

B. Contextualization (0–1 points): 1

The response earned 1 point for contextualization by accurately describing a relevant context to the fall of the Qing Empire. The response accurately describes how European industrialization led to the establishment of spheres of influence leading to economic control of East Asia in the first paragraph: “During the period between 1750 and 1900, the European powers had industrialized their economies and developed as leading powers of the world. This industrialization, however, caused them to turn to foreign lands to gain access to new markets, access new resources, and have population outlets. In China, spheres of influence were established by the Europeans granting them economic control of East Asia.”

C. Evidence (0–3 points): 3

The response earned 1 point for describing the content from at least three documents to address the topic of the collapse of the Qing Empire.

The response also earned 1 point for supporting arguments with evidence from at least six documents to address the topic. Documents 3, 6, and 1 are used successfully in an argument around how foreign influence led to the collapse of the Qing Empire in the second paragraph. Documents 5 and 7 are used successfully in an argument around how internal conflicts led to the collapse of the Qing Empire. Document 2 is used successfully in an argument around the influence of Opium in the collapse of the Qing Empire.

The response earned 1 point for providing specific historical evidence beyond the documents. The first of several successful pieces of evidence occurs in the second paragraph with a discussion of both the Treaty of Nanjing and Spheres of Influence: “Spheres of Influence in China began with the signing of Treaty of Nanjing. This treaty gave Britain 5 major coastal ports in China. Spheres of Influence were not colonization, rather the foreign power had economic rights in China.”

The next successful piece of evidence occurs in the second paragraph with a discussion of the Open Door policy: “The United States initiated the Open Door Policy as a trade agreement with China, instead of controlling a sphere.”

The third successful piece of evidence occurs in the third paragraph with a discussion of the Boxer Rebellion: “Furthermore, the nationalist movement known as the Boxer Rebellion occurred as an attempt to resist foreign influence.”

Question 1—Document-Based Question (continued)

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

The response earned 1 point for sourcing because it explains how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument for three documents. The response successfully describes the historical situation for document 3 in paragraph 2: “As the Chinese lost wealth and power through spheres of influence, other countries such as France, Germany, Russia, and even Japan began to scramble for a sphere of influence. With limited power, these countries were granted a sphere since China had no way to fight back.”

The response successfully describes the historical situation for document 5 in paragraph 3: “Furthermore, document 5 shows that as conditions continue to worsen, internal rebellions are encouraging a full review of Chinese policy. It supports a government influenced by enlightenment ideals such as liberty and freedoms.”

The response successfully describes the historical situation for document 2 in paragraph 4: “As shown by document 2, the influence of opium on China put them in a position where they were unable to resist British influence. They were unable to beat the British because they had not industrialized and were unstable.”

The response earned 1 point for complexity for multiple examples of evidence beyond the documents, insightful connections throughout the essay, and because it included a nuanced argument of the extent to which foreign involvement led to the collapse of the Qing Empire, for example, “Ultimately, it can be concluded that the leading cause of the Qing Empire’s downfall was foreign influence. Although internal conflict and rebellions occurred, they can be traced to poor conditions inflicted by foreign powers.”

Sample: 1B

Thesis/Claim: 1

Contextualization: 1

Evidence: 2

Analysis and Reasoning: 0

Total Score: 4

A. Thesis/Claim (0–1 points): 1

The response earned 1 point for thesis/claim. The response has a historically defensible claim that established a line of reasoning that evaluates the collapse of the Qing Empire in the first paragraph: “Therefore, it was because of this foreign influence from Manchu’s and other countries such as Britain, France, and Japan that the dynasty eventually collapsed. The foreign influence from close and a far sparked revolts from the native people of China and allowed foreigners to manipulate the system.”

Question 1—Document-Based Question (continued)

B. Contextualization (0–1 points): 1

The response earned 1 point for contextualization by accurately describing a relevant context to the fall of the Qing Empire. The response links the collapse of the Qing to tension between the Manchurian Qing government and the ethnic Han Chinese population in the first paragraph: “The Qing Dynasty, like its predecessors, collapsed in the early twentieth century. However, one glaring difference between the Qing dyansty and the other Chinese dynasties was that the Qing werent actually Chinese. Instead, they were Manchu, from the region of Manchuria just northeast of China. This caused revolts from the real Chinese citizens and other foreigners to easily influence the economy and politics.”

C. Evidence (0–3 points): 2

The response earned 1 point for describing the content from at least three (2, 3 ,6) documents to address the topic of European involvement in the collapse of the Qing Empire.

The response did not earn a point for supporting an argument with evidence because the document only references five documents. The response does use documents 2, 3, and 6 as evidence to support an argument around European responsibility for the collapse of the Qing Empire. Also, the response does use documents 5 and 7 to support an argument blaming the tension between the Manchurian Qing government and the ethnic Han Chinese population for the government’s collapse.

The response earned 1 point for providing specific pieces of historical evidence relevant to an argument about the extent to which foreign involvement led to the collapse of the Qing Empire in the second paragraph. The response links the British demand for tea and porcelain during the Opium Wars to an argument explaining why the Qing Empire collapsed: “In short, the Opium trade was a way for Britain to balance the trading scale with China, since Europe demanded lots of goods from China such as tea and porcelain, but China didn’t really want stuff in return. As a result, the Chinese popualtion had gotten addicted to this drug and as Document 2 states, ‘The opium trade changed the balance of trade from being continually in favor of the Chinese to being an exhausting drain on the silver reserves of the empire.’ This trade had also sparked the Opium wars which drained even more resources as China was defeated.”

Question 1—Document-Based Question (continued)

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

The response did not earn the point for sourcing because it does not explain how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument for three documents. The response does successfully describe the historical situation for document 3: “To clarify, this document states that foreigners in China are not subject to jurisdiction of Chinese authorities, but instead their own consuls or diplomats in their native country. This law was instituted by a signed treaty that gave European and Japan advantages over the Qing. So basically you can commit a crime like stealing or murder in China but China won’t punish you. This gave free reign to foreigners in China which upset the local Chinese peoples.”

The response did not earn the point for complexity. There is no attempt to demonstrate a complex understanding of the extent to which foreign involvement led to the collapse of the Qing Empire.

Sample: 1C

Thesis/Claim: 1

Contextualization: 0

Evidence: 1

Analysis and Reasoning: 0

Total Score: 2

A. Thesis/Claim (0–1 points): 1

The response earned 1 point for thesis/claim for establishing a line of reasoning that the foreign involvement did lead to the collapse of the Qing Empire in the last sentence of the first paragraph: “The foreigners were part of it taking away the respect of China and making it seem like their laws didn’t matter. I feel like they also los their protection from other countries and were left in their own but there was lots of influence still coming in.”

B. Contextualization (0–1 points): 0

The response did not earn the point for contextualization because there is no attempt to provide broader background on the collapse of the Qing Empire.

C. Evidence (0–3 points): 1

The response earned 1 point for describing the content from at least three documents to address the topic of the collapse of the Qing Empire. The response describes the content from documents 1, 2, 3, 4, 5, 6, 7.

The response did not earn the point for supporting arguments with evidence from at least six documents because the documents are not tied to an argument that addressed the topic of the collapse of the Qing Empire.

Question 1—Document-Based Question (continued)

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

The response did not earn the point for sourcing the documents because it does not attempt sourcing analysis of any documents.

The response did not earn the point for complexity. There is no attempt to demonstrate a complex understanding of the extent to which foreign involvement led to the collapse of the Qing Empire.