

# AP<sup>®</sup> WORLD HISTORY

## 2008 SCORING GUIDELINES

### Question 1—Document-Based Question

**BASIC CORE** (competence)

**0–7 Points**

**1. Has acceptable thesis.**

**1 Point**

- The thesis must address at least two factors that shaped the modern Olympics.
- The thesis must be explicitly stated in the introduction or the conclusion of the essay.
- The thesis may appear as one sentence or as multiple sentences.
- A thesis that is split among multiple paragraphs or merely restates the prompt is unacceptable.
- The thesis CANNOT count for any other point.

**2. Understands the basic meaning of documents.**

**1 Point**

(May misinterpret 1 document.)

- Students must address all 10 documents in the essay.
- Students must demonstrate understanding of the basic meaning of at least 9 documents.
- Documents must be addressed individually to show understanding in a way that goes beyond listing and attribution.
- Merely quoting from the document does not demonstrate basic understanding.

**3. Supports thesis with appropriate evidence from all or all but 1 document.**

**2 Points**

**For 2 points:**

- Evidence must be drawn from 9 or 10 documents and address the question.

**For 1 point:**

- Evidence must be drawn from 8 documents and address the question.

**4. Analyzes point of view in at least 2 documents.**

**1 Point**

- Students must correctly analyze point of view in at least 2 documents.
  - Point of view explains why this particular person or organization might have this particular opinion or what particular feature informs the author's point of view.
  - Students must move beyond mere description of the individual by considering and explaining the tone, the characteristics and experiences of the author, the intended audience, and/or how the intended outcome may have influenced the author's opinion.
  - Mere attribution is not sufficient. Attribution is copying or repeating information verbatim from the source line of the document.

**5. Analyzes documents by grouping them in two or three ways, depending on the question.**

**1 Point**

- Students must explicitly address the question by grouping the documents in at least two ways.
- Students may either group documents showing factors affecting the Olympics AND/OR group documents showing the effects of the Olympics.  
Some examples include
  - Economic factors (Documents 5, 7, 9): sponsors, profits, commercial gain, development, trade benefits, finances.

# AP<sup>®</sup> WORLD HISTORY

## 2008 SCORING GUIDELINES

### Question 1—Document-Based Question (continued)

- Political factors (Documents 1, 3, 4, 6, 10): national pride/patriotism; rivalries; improvement of a country’s morale, image, or standing in the world; Cold War rivalries; alliances; international relations; ideological conflicts.
- Gender (Documents 2 and 8): women, feminism, equality, underrepresentation.
- Social factors: entertainment, inspiration, betterment of world, global cooperation, spectators.
- Competition: desire to win, love for the Games, personal gain or recognition, team spirit.
- Peace: unity, fighting through sports.
- Types of sources: organizers, media.

**6. Identifies and explains the need for one type of appropriate additional document or source.**

**1 Point**

- Students must identify an appropriate additional type of document or source and explain how the document or source will contribute to an analysis of the factors that shaped the modern Olympics movement from 1892 to 2002.

**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:**

- Has a clear, analytical, and comprehensive thesis.
- Shows careful and insightful analysis of the documents.
  - Recognition of the historical context of the documents.
  - Analysis of all 10 documents.
- Uses documents persuasively as evidence.
- Analyzes point of view in most or all documents.
  - Thoughtful analysis of author’s background, intended audience, or historical context
- Analyzes the documents in additional ways—groupings, comparisons, syntheses.
  - Inclusion of groupings beyond the two required.
  - Additional analysis of subgroups within a larger grouping.
- Brings in relevant “outside” historical content.
- Explains why additional types of document(s) or sources are needed.
  - Identification of more than one type of appropriate additional document.
  - Sophisticated explanation of why the additional document is necessary.
  - Requests for additional documents are woven into the essay and integrated into a broader analysis.
- Has a clear and comprehensive conclusion that brings the argument into a meaningful perspective. (Cannot be used if conclusion is used for the thesis point.)

**Subtotal**

**2 Points**

**TOTAL**

**9 Points**

1 April 2015

There are many various factors that have shaped the modern Olympic movement from 1892 to 2002. The original goal was to create an international community through sports competition. Much like the Ancient games between Greek city-states, the games were made to promote unity. However, as time passed many worldwide events such as the Cold War and women's suffrage altered the goals of the Olympics. Political views and movements began to shape the Olympics. In addition, economic gains and pursuits became an important aspect of the Olympics. The participation of nations during the 20<sup>th</sup> Century involved nationalism as well as social, political, and economic reasons for joining and participating in the Olympics.

The Olympics were originally created with the intention of creating an international community of peace. As stated in documents 1 and 6 the Olympics were supposed to become "the true free trade of the future." This means that through the Olympics, peace would become international, similar to peace created by free trade. Similarly, Document 6 describes that the tenets promulgated by the Olympic Games are those of peaceful foreign policy, democracy, and social progress. In the document, the Soviets write that they have been chosen as hosts because they retain an ideal peace, which is the objective of the Olympics. Document 1's author, the creator of the Olympics is a ~~reliable~~ reliable source because it describes what the actual innovator needed for the Olympics. However, Document 6 may not be a reliable source. This is because during the 1980's the USSR was a communist country. The supposed "peaceful foreign policy" and "democracy" described

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in the document is not characteristic of the USSR in that epoch.  
In fact, the USSR was engaged in the Cold War under the leadership of Brezhnev during the 1980's. Foreign policy was hostile to the US as well as Western Europe. In addition, the ~~state~~<sup>supreme</sup> is a guide to the press. The USSR is trying to exude an appearance of peace, which was simply not true during that period.

Another aspect that shaped the Olympics was that of political interests during the 20th century. Certain nations participated in the Olympics as a means of competing with rival nations. In documents 3, 4, and to the idea of 20th century vying for superiority is expressed. Document 3 expresses the desire of the Nazi German team to show their superiority in the ski events. The team used their position and competition in the Olympics in order to show that their political system of a fascist-Nazi regime created by Hitler was better than Western democracies. This idea was also sparked by racial notions produced by the country's leader, Hitler. Hitler, with a policy of Lebensraum believed that Germans were a superior, Aryan race. Document 4 and to describe individual competitions between pairs of countries sparked by political rivalries. Document 4 exemplifies the tension between the two world superpowers in the Cold War. The US and USSR were locked in a rivalry following WWI. As a result, each nation vied to supercede the other in every area. A feeling of intense nationalism of each parties' citizens emerged. As stated in document 4, the US team felt

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the need to beat the Soviets, this attitude was expressed in other areas such as the space race and nuclear arms buildups. Document 10 also ~~states~~<sup>states</sup> a similar concept of political rivalry and nationalism. After the Muslim state of Pakistan was formed, by Muhammad Jinnah, from the Hindu state of India, intense rivalry arose. Each country felt the need to outpace the other. This was done during the Cold War when each country built nuclear arsenals to threaten the other. This competition is also evident today in border areas of Kashmir, which each nation wants for control of. As stated in Document 10, the Pakistanis especially during the 1950's held a sense of national pride and worked tirelessly in an effort to win. Document 3 and 4 are reliable sources because they are authored by actual members or activists in Olympic circles. Therefore, they represent the actual attitudes of those Olympic squads. Document 10's author, a Pakistani sports writer may not be a reliable source in describing the sentiments of the Olympic team and the Pakistani people. In addition, his view is critical of sports aspects, and not necessarily politics.

The Olympics were also shaped by increasing economic interest. As expressed in documents 5, 7, and 9 nations gained substantial revenues for participating in the Olympics in some way. This led to incentive for sponsoring as well as hosting the games. Document 5 describes the effects of the Tokyo games on Japanese economies. As a result, the games allowed Japan to rise as a world trade of power. In addition, Document 7

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describes that countries that sponsored the Seoul Olympics such as the US and Japan will have tremendous profits. The document expressed that Korea's <sup>corporations</sup> decisions not to sponsor will undoubtedly be a bad choice, in giving up economic benefits. Document 5 is a reliable, accurate description of economic benefits because it is authored by the Tokyo mayor, the individual who oversaw the Olympics. Document 7 shows the economic participation of different nations. ~~The~~ the growth of economic contributions to the Olympics shows that countries are gaining more benefits for participating in the Olympics. It also shows that as 20th century troubles such as World War and the Cold War ended, the Olympics has attained as a ~~more~~ <sup>more</sup> progressive goal of free trade and peace. Also described in Document 6, old rivalries ~~may~~ may have died down within the Olympic competition. As stated regarding the Pakistani athlete of 2000, there has been less ~~competitiveness~~ <sup>competitiveness</sup> against India.

Social reform has also been a contributing factor to shaping the Olympics. Documents 2 and 8 show and describe the increased participation of women athletes. As women's suffrage was being granted throughout the 20th century, women gained more active roles in society. As expressed in Document 8, the female athlete aspires to show women's ability in athletics as well as freedoms. The transition from Document 2 (1908) to Document 8 (1992) show that women gained increasingly societal roles. As opposed to 1908, where 2% of athletes were women, by

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1992, 27 to were women.

Throughout the 20th century political movements, economic incentives, and social reforms all shaped the Olympic Games. As the 21st century approached, the Olympic Games came closer to reaching the goal of an international community. An additional tournament that would be useful would be ~~more~~ a source describing views and contributions of ordinary citizens to the Olympics. Most of the documents provided describe Olympic athletes' <sup>and spectators'</sup> views. A citizen view would help determine how <sup>international</sup> countries felt about the games and how they ~~also~~ helped to shape them. Another helpful source could provide the views of African <sup>and</sup> South American nations <sup>regarding</sup> the Olympics. This would help give a better understanding of the world at large contributed to shaping the Olympics.

Since 776 BCE, the Olympic games have been a way for people of different races, religions, and gender to come together and compete in friendly competition. In 1892, the Olympics were started back up again and still bring together a motley assortment of people. Many of the factors that shape our Olympics today reflect what changes have taken place in the world since the last game, in areas such as women's suffrage, global economy, world wars, and proving competency.

From 1892-2002, things changed a lot for women. Whether it be suffrage, birth control, or feminism, women have become more powerful. Documents 2 and 8 deal with women competing in the Olympics, and show how much it has changed. In 1908, the 2% of women competing in the games were covered from head to toe. In 1992, 29% of the athletes were women, and most of them were okay with showing their bodies. It is more difficult for Hassiba Boulmerka to run in shorts, being Islamic, which also shows that the Olympics bring together different religions and cultures. The great difference in the percentage of women competing, as well as



the participation of women from more oppressed cultures, and the amount of skin they show is a perfect reflection of the increase in woman's rights.

Another reflection in the Olympics that shapes what it is greatly is the state of the economy. Document 5 is a good example of the point of view of an official in a country. Ryotaro Azuma wanted the Olympics held in his city because he knew it would raise the economy and trade in Japan. It worked, and this is also shown in Document 7. It is an editorial and Japanese, which means that the author is giving his or her opinion. He or she feels that the companies sponsoring the Olympics will stand to make a lot of money through the media. This same thought is shown in Document 9, as more and more money is being spent to access the media during the Olympics; information coming directly from the IOC itself. These three documents show that a factor of the Olympics is the money to be earned during it. Japan's rise as a trade power, and inflation prices are evident in these Olympic documents.

World War II, which happened in the 1940's, is right smack dab in the middle of

the time period dealt with in these documents. On both sides of the war, whether Nazi or American, the competitors felt like they had to win the games to prove that their form of government or men fighting in the war were superior, as shown in Documents 3 and 4. Both these points of view are on the capitalist side, but the way the Nazis felt is evident in Document 3. The Olympics were shaped by hateful feelings between nations, as well as wanting to prove something. In Documents 1, 6, 10, the person wants to use the Olympics to show the world what they are capable of. Pierre de Coubertin, who started almost everything, felt that the Olympics could be used to create times of peace and good relations between nations. Document 6 uses this same ideal. The Soviet Union had had a bad reputation while they were communist, and the Olympic Organizing Committee wanted the Soviet Union to appear peaceful and democratic. It also seems extremely biased towards the Soviet Union and how wonderful it is, when most people would disagree. Document 10 deals with the feelings a newly

created nation might have ~~forwards~~ proung to the world that they are just as able as the nation they broke away from. Pakistan had strong feelings of nationalism. However this document may be less reliable than some of the others because it is in a national sports newspaper, and focuses mostly on athletics. But if this ties in with everything else, athletics reflects more than just physicality. Document 8 also seeks to prove things to the author's country, religion, and gender.

Another document that might have been useful would be an economic graph of the Olympics from before World War II, or perhaps another document that wasn't from a newspaper. People change in public, and a personal letter could have been nice. Overall, the Olympic games have satisfied their goals as bringing people together and creating peace, but it has also become a sort of mirror for world issues. If we carefully study the Olympic games, we can see many global events reflected in its seemingly simple face of physical competition.

The tradition of holding Olympic games began in Ancient Greece as a way to unite the city-states and showcase their talents. This has translated into a modern Olympic movement that began in 1892 and is still going strong today. Many different factors shape the modern Olympic games. Based on the given documents, nationalism is a strong factor behind the games. The Olympics are also used as a chance for the host country to show off their power. Other factors include feminism and hopes of creating world peace. All of these factors contribute to the ~~nature~~ competitive nature of the increasingly grand Olympic games. An additional document from a German Nazi would be useful in seeing how Hitler's regime thought of hosting the Olympics because while there is a document from the 1936 games, ~~there~~ it isn't from the host country's point of view. Also, a document from the average citizen's point of view would be helpful in seeing how the majority of the world viewed the Olympics.

One factor in shaping the Olympic games is ~~the~~ peace. Throughout the nineteenth and twentieth centuries, wars have bitterly divided the globe, such as WWI, WWII, and the Cold War. The Olympics can be seen as a vehicle of peace, because that is when athletes from all over the world come together for some friendly competition. This was what Pierre de Coubertin, the founder of the modern Olympic movement, thought in 1892. He believed that the Olympics would bring about a "reduction of the chances of war" and that the games would greatly help "the cause of peace." (Document 1). He believed this because as the founder, he wanted to instill in

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everyone a sense of unity so that the games would be revived. This peaceful philosophy is shared by the author of Document 6. The Soviet Union's Olympic Organizing Committee believed that the 1980 Olympics was shaped by the "peaceful foreign policy" that the Soviet Union followed. The USSR believed this because in 1980, the Cold War had just come to a close and they were eager to rejoin the world in a peaceful manner.

While Pierre de Coubertin may have believed that the Olympics would bring peace, the truth remains that countries want to win and bring glory to their own nations. Nationalism is a driving factor in shaping the Olympic games. Arnold Lunn, a British Olympic team official in the 1936 games, believed that in the ski race the Germans sought to prove that they were better ~~in~~ not only at skiing but also that "Nazism was better than democracy" (Document 3). The 1936 games were held right before WWII, so the battle of ideologies is brought onto the Olympic playing fields. This <sup>extreme</sup> nationalism even caused the German athletes to cheat. Even after WWII, nationalism prevailed at the 1952 games, which took place at the onset of the Cold War. Bob Matthias, an athlete from the U.S.A., thought that the American athletes wanted to beat the Soviets at everything. He believed this because as an American, he would have a sense of patriotism and would want to beat the USA's enemy, the USSR. In this sense the Olympic games ~~were~~ <sup>acted</sup> like a battlefield for the communist and capitalist ideologies. Document 10 also discusses national pride. Ali Kabir, a sports writer in Pakistan, believed that

the hockey team of Pakistan won at the 1956 and 1968 Olympics because they had a strong sense of pride in their country and wanted to beat India, from which Pakistan had been partitioned from in 1947. Kabir also believes that the current national team is not proud of Pakistan at all, which is why they lost and "tarnished the country's name" (Document 10). These three documents all demonstrate the driving force of nationalism in the Olympic games.

The Olympic games have also been used for the feminist movement. Document 2 shows a photograph of Sybil Newall, one of the few women who participated in the 1908 Great Britain games. Through the twentieth century and into the 21<sup>st</sup>, women have slowly gained eminence in the Olympics. Hassiba Boulmerka, a female Algerian athlete in the 1992 games, is very much part of the feminist movement. She believes that many women are capable of becoming great athletes, but in current society they are held down. However, women do have the capacity and potential. She believes this because as a female, she wants to see women rise up in the world and have equal footing among the men.

Frequently, the Olympic games are used by host countries to demonstrate their power. Ryojitaro Azuma, the mayor of Tokyo and organizer of the 1964 Japan games, believed that the Olympics helped Japan to "rise as a world trade power" (Document 5). He believes this because as a leader of one of the most powerful economic cities in the world, he feels that the Olympics helped his country to achieve that. Document 7 is also from a Japanese

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person's point of view. It states that Korea did not take the Seoul Olympics as an "opportunity to display its industrial and economic power" to the world. This person would believe this because Japan sees itself as superior to Korea in industrial and economic terms. Document 9 also shows that the Olympics are used by host countries to show off because ~~the~~ more and more money is spent on broadcasting the games for the world to see.

From Ancient Greece to the modern Olympic movement, factors such as nationalism and pride have shaped the ~~game~~ way the games are played. In today's world, the Olympics are also used as a background for a host nation's coming out party (as the 2008 Beijing Olympics will be) and for the feminist movement. All these factors and more continue to shape the glorious Olympic games.

# AP<sup>®</sup> WORLD HISTORY

## 2008 SCORING COMMENTARY

### Question 1—Document-Based Question

#### Overview

For the document-based question, students were expected to analyze factors that shaped the modern Olympic movement in the context of major events in the twentieth century.

#### Sample: 1A

**Score: 8**

The thesis outlines factors shaping the modern Olympics and correctly places them in the relevant historical context of the time period (1 point). There are four groupings: peace, political interests, economic interests (“incentive for sponsoring as well as hosting the games”), and social reform (female athletes) (1 point). The essay demonstrates understanding of all 10 documents (1 point) and correctly uses evidence from 9 documents to answer the question (2 points). Document 5 is inverted, expressing the effects of the Olympics on Japan, and therefore did not count for evidence of factors that affected the Olympics. There is analysis of point of view for three documents (Documents 4, 6, and 10) (1 point). The request for additional documents from people who were not athletes or people from Africa and South America shows awareness of other factors that could have affected the Olympics in the time period (1 point). An expanded core point was earned for additional analysis of documents through groupings and of point of view (1 point).

#### Sample: 1B

**Score: 6**

The thesis identifies four factors that shaped the modern Olympic movement: “women’s suffrage, global economy, world wars, and proving competency” (1 point). There are four groupings: feminism, economics, wars, and national rivalry/nationalism (1 point). The essay demonstrates understanding of 10 documents (1 point) and uses evidence correctly from 9 documents to answer the question (2 points). There is analysis of point of view for two documents (Documents 6 and 10) (1 point). Two additional documents are requested, but no point was earned since the essay does not link those additional types of documents to factors affecting the Olympics.

#### Sample: 1C

**Score: 4**

The thesis identifies three factors that shaped the modern Olympic movement: “nationalism,” “host country to show off,” and “feminism” (1 point). There are three document groupings: peace (Documents 1 and 6), nationalism (Documents 3, 4, and 10), and feminism (Documents 2 and 8) (1 point). The essay demonstrates understanding of all 10 documents (1 point). No points were awarded for evidence because the documents are used to support the inverse of the question, i.e., how the Olympics had consequences or effects. There is analysis of point of view for three documents (Documents 3, 4, and 7) (1 point). No point was earned for the request of an additional document because the explanation of how the requested documents would help assess a factor that shaped the modern Olympics is incomplete.