

## **2008 AP® WORLD HISTORY FREE-RESPONSE QUESTIONS**

### **WORLD HISTORY SECTION II**

**Note:** This exam uses the chronological designations B.C.E. (before the common era) and C.E. (common era). These labels correspond to B.C. (before Christ) and A.D. (anno Domini), which are used in some world history textbooks.

**Part A**  
**(Suggested writing time—40 minutes)**  
**Percent of Section II score—33 1/3**

**Directions:** The following question is based on the accompanying Documents 1-10. (The documents have been edited for the purpose of this exercise.) Write your answer on the lined pages of the Section II free-response booklet.

This question is designed to test your ability to work with and understand historical documents.

Write an essay that:

- Has a relevant thesis and supports that thesis with evidence from the documents.
- Uses all of the documents.
- Analyzes the documents by grouping them in as many appropriate ways as possible. Does not simply summarize the documents individually.
- Takes into account the sources of the documents and analyzes the authors' points of view.
- Identifies and explains the need for at least one additional type of document.

You may refer to relevant historical information not mentioned in the documents.

1. Based on the following documents, analyze factors that shaped the modern Olympic movement from 1892 to 2002. Identify and explain what additional type of document(s) or sources would help you assess these factors.

Historical Background: The Olympic Games were athletic competitions held in Greece approximately every four years from 776 B.C.E. to 393 C.E. After several years of planning, the first modern Olympic Games were held in Athens in 1896.

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### **Document 1**

Source: Pierre de Coubertin, founder of the modern Olympic movement, speech to the Athletic Society of France, Paris, 1892.

There are those who are called “utopians” because they speak of the disappearance of war, but there are others who speak of the reduction of the chances of war, and I do not see that as utopian. Through the Olympics let us export our oarsmen, our runners, and our fencers into other lands. That is the true free trade of the future; and the day it is introduced into Europe, the cause of peace will have received a new and strong ally. I ask for your help so that together we may attempt the splendid and beneficial task of reviving the Olympic Games.

### **Document 2**

Source: Sybil Newall, British competitor in the 1908 games held in Great Britain, where 2 percent of the athletes were women, newspaper, England, 1908.



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### **Document 3**

Source: Arnold Lunn, British Olympic team official at the 1936 games held in Germany, autobiography, 1956.

The young Nazis were encouraged to believe that a ski race was a competition in which Germans sought to prove not that they were better skiers than other people but more importantly, that Nazism was better than democracy. The only thing that mattered to them was victory, and all means to this end were justified. The downhill course was closed to all competitors the day before the race, but the Nazis, we soon learned, had practiced the course at dawn. They also turned the technique of making protests into a fine art. Any decision that could be challenged was challenged in order to provide themselves with some advantage.

### **Document 4**

Source: Bob Matthias, United States competitor in the 1952 games held in Finland, magazine interview, 1972.

There were many pressures on American athletes because of the presence of the Soviet team in 1952. They were in a real sense the enemy. You just loved to beat 'em. You just had to beat 'em. It wasn't like competing against some guys from a friendly country like Australia. This feeling was strong down through the whole team, even among our athletes in sports where the Russians didn't excel.

### **Document 5**

Source: Ryotaro Azuma, mayor of Tokyo, and chairman of the committee that organized the 1964 games held in Japan, magazine interview, 1972.

It was a national crusade for Japan to host the Olympic Games. After the Second World War, we were still struggling under a defeated-enemy syndrome in the eyes of most of the world. Without the magic of the Olympics we might not have gotten what we needed to rise as a world trade power. I'd hate to think of the situation in Tokyo today if not for the Olympic Games.

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### **Document 6**

Source: Information guide provided to members of the press, published by the Soviet Union's Olympic Organizing Committee, 1980.

The fact that Moscow has been chosen to stage the 1980 Olympic Games is the result of the consistent and peaceful foreign policy pursued by the Soviet Union, which is a beacon of peace, democracy, and social progress. This honor is also the expression of the respect for the great Soviet achievements in physical education and sport.

### **Document 7**

Source: *Japan Economic Journal*, newspaper editorial, Japan, 1988.

Nine corporations from around the world have been selected as top sponsors for this year's Olympics in Seoul, South Korea, but Korean companies are not on the list. Korea failed to avail itself of an opportunity to display its industrial and economic power to a worldwide television audience. Regardless of who takes home the medals, corporations from the United States, Japan, and some other countries stand to make a lot of gold at the Seoul Olympics.

### **Document 8**

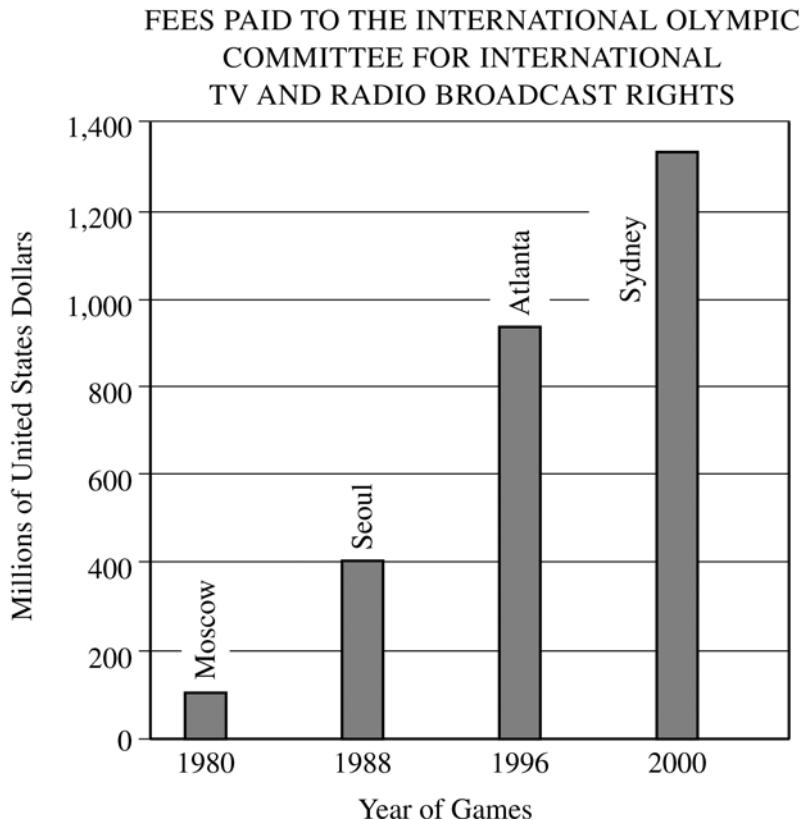
Source: Hassiba Boulmerka, Algerian competitor in the 1992 games held in Spain, where 29 percent of the athletes were women, newspaper interview, 1995.

My victories give me confidence, and they give confidence to my country. I represent my country and all the women in my country who aspire to be athletes. Nothing will deter me from that mission. For every critic denouncing my running in shorts, there are friends and family who urge me to continue. I have a tremendous spirit to run and win. A lot of women in my country are capable of becoming athletes, but psychologically, they don't think so. They have to become stronger in the mind, not just in the body.

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### Document 9

Source: International Olympic Committee statistics.



### Document 10

Source: Ali Kabir, sports writer for the Internet edition of the English-language Pakistani newspaper *Dawn*, Pakistan, 2002.

The rise and fall of Pakistan's men's field hockey team in the 2000 Olympics reflects our social values which have shrunk from that of national pride to self-promotion. After partition [from India in 1947], people were willing to sacrifice anything for the newborn country. Working tirelessly, our team finished second to its archrivals from India in the 1956 Olympics and won its first gold medal in 1960. However, the current national team is clueless and has tarnished the country's name. Unless changes are made, this era will be known as the darkest period in Pakistan's sports history.

**END OF PART A**

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**WORLD HISTORY**

**SECTION II**

**Part B**

**(Suggested planning and writing time—40 minutes)**

**Percent of Section II score—33 1/3**

**Directions:** You are to answer the following question. You should spend 5 minutes organizing or outlining your essay.

Write an essay that:

• Has a relevant thesis and supports that thesis with appropriate historical evidence.

• Addresses all parts of the question.

• Uses world historical context to show continuities and changes over time.

• Analyzes the process of continuity and change over time.

2. Analyze the changes and continuities in commerce in the Indian Ocean region from 650 C.E. to 1750 C.E.

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**Question 1—Document-Based Question**

<b>BASIC CORE</b> (competence)	<b>0–7 Points</b>
<b>1. Has acceptable thesis.</b>	<b>1 Point</b>
<ul style="list-style-type: none"><li>The thesis must address at least two factors that shaped the modern Olympics.</li><li>The thesis must be explicitly stated in the introduction or the conclusion of the essay.</li><li>The thesis may appear as one sentence or as multiple sentences.</li><li>A thesis that is split among multiple paragraphs or merely restates the prompt is unacceptable.</li><li>The thesis CANNOT count for any other point.</li></ul>	
<b>2. Understands the basic meaning of documents.</b> (May misinterpret 1 document.)	<b>1 Point</b>
<ul style="list-style-type: none"><li>Students must address <u>all</u> 10 documents in the essay.</li><li>Students must demonstrate understanding of the basic meaning of at least <u>9</u> documents.</li><li>Documents must be addressed <u>individually</u> to show understanding <u>in a way that goes beyond listing and attribution</u>.</li><li>Merely quoting from the document does not demonstrate basic understanding.</li></ul>	
<b>3. Supports thesis with appropriate evidence from all or all but 1 document.</b> <b>For 2 points:</b>	<b>2 Points</b>
<ul style="list-style-type: none"><li>Evidence must be drawn from 9 or 10 documents <u>and</u> address the question.</li></ul>	
<b>For 1 point:</b>	
<ul style="list-style-type: none"><li>Evidence must be drawn from 8 documents <u>and</u> address the question.</li></ul>	
<b>4. Analyzes point of view in at least 2 documents.</b>	<b>1 Point</b>
<ul style="list-style-type: none"><li>Students must correctly <u>analyze</u> point of view in at least <u>2</u> documents.<ul style="list-style-type: none"><li>Point of view explains why this particular person or organization might have this particular opinion <u>or</u> what particular feature informs the author's point of view.</li><li>Students must move beyond mere description of the individual by considering <u>and</u> 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.</li><li>Mere attribution is not sufficient. Attribution is copying or repeating information verbatim from the source line of the document.</li></ul></li></ul>	
<b>5. Analyzes documents by grouping them in two or three ways, depending on the question.</b>	<b>1 Point</b>
<ul style="list-style-type: none"><li>Students must explicitly address the question by grouping the documents in at least <u>two</u> ways.</li><li>Students may either group documents showing factors affecting the Olympics AND/OR group documents showing the effects of the Olympics. Some examples include<ul style="list-style-type: none"><li>Economic factors (Documents 5, 7, 9): sponsors, profits, commercial gain, development, trade benefits, finances.</li></ul></li></ul>	

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**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**