

AP<sup>®</sup> EUROPEAN HISTORY  
2006 SCORING GUIDELINES

Question 1—Document-Based Question

How did Europeans perceive the role of organized sports in Europe during the period from 1860 to 1940?

**BASIC CORE: 1 point each to a total of 6 points**

- 1. Provides an appropriate, explicitly stated, thesis that directly addresses all parts of the question. Thesis may not simply restate the question.**

The thesis must suggest a minimal level of analysis or context (drawn from the documents). It need not appear in the first paragraph.

- 2. Discusses a majority of the documents individually and specifically.**

The student must use at least seven documents—even if used incorrectly—by reference to anything in the box. Documents cannot be referenced together in order to get credit for this point (e.g., “Documents 1, 4, and 6 suggest . . .”). Documents need not be cited by number or by name.

- 3. Demonstrates understanding of the basic meaning of a majority of the documents (may misinterpret no more than one).**

A student may not significantly misinterpret more than one document. A major misinterpretation is an incorrect analysis or one that leads to an inaccurate grouping or a false conclusion.

- 4. Supports the thesis with appropriate interpretations of a majority of the documents.**

The student must use at least seven documents, and the documents used in the body of the essay must provide support for the thesis. *A student cannot earn this point if no credit was awarded for point 1 (appropriate thesis).*

- 5. Analyzes point of view or bias in at least three documents.**

The student must make a reasonable effort to explain why a particular source expresses the stated view by

- Relating authorial point of view to author’s place in society (motive, position, status, etc.), OR
- Evaluating the reliability of the source, OR
- Recognizing that different kinds of documents serve different purposes, OR
- Analyzing the tone of the documents; must be well developed.

**Note:** *Attribution alone is not sufficient to earn credit for point of view.*

- 6. Analyzes documents by explicitly organizing them in at least three appropriate groups.**

A group must contain at least two documents that are used correctly. Groupings and corresponding documents (not inclusive) *may* include the following:

Nationalism/national unity	1, 2, 5, 6, 7, 9
Political	1, 2, 4, 5, 6, 7, 8, 11
Militarism/war	1, 5, 6
Spectator activity	3, 9
Health	3, 8, 9, 10, 12
Social Darwinism/advancement	1, 3, 5, 7, 8

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2006 SCORING GUIDELINES**

**Question 1 (continued)**

Moral strengthening/lessons	3, 4, 7, 8
Team building/camaraderie	4, 6, 7
Women/feminism	2, 10, 12
Rivalry	1, 3, 4, 5, 11
Prowar propaganda	5, 6
Cultural revolution	1, 8

**EXPANDED CORE: 0–3 points to a total of 9 points**

Expands beyond the basic core of 1–6. The basic score of 6 must be achieved before a student can earn expanded core points.

Examples:

- Has a clear, analytical, and comprehensive thesis.
- Uses all or almost all of the documents (11–12 documents).
- Uses the documents persuasively as evidence.
- Shows understanding of nuances of the documents.
- Analyzes point of view or bias in at least four documents cited in the essay.
- Analyzes the documents in additional ways/additional groupings or other.
- Brings in relevant “outside” information.

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2006 SCORING GUIDELINES

Question 1 Document Summary

**Document 1: Miroslav Tyrš, commemorative speech as a cofounder, annual meeting, Czech National Gymnastics Organization, Prague, 1863**

"We must create a new race . . . Combining a strong body with a strong will" that "will not depend on foreigners for its rights . . . this new race will create an unbreachable defense."

**Document 2: Extracts from the Czech National Gymnastics Organization official publication, *The Czech Falcon*, 1865–1912**

Huge growth in number of clubs and membership between 1865 and 1910; women were counted for the first time in 1910.

**Document 3: Sir Robert Baden-Powell, founder of the Boy Scouts, *Scouting for Boys*, London, 1908**

Playing football is good for physical and moral development, unselfishness, and teamwork as training for any "game of life." As a spectator sport, however, it is a "vicious game" that promotes poor health, betting, and hysteria.

**Document 4: African delegate of a British colony to African Political Association, speech, "A Sound Mind in a Sound Body," Cape Town, South Africa, 1910**

"Great moral lessons can be learned on the cricket and rugby fields." Rugby requires teamwork and "subordination of self" while cricket relies on "individual excellence." Our young men are poor rugby players, a fact that also reflects our lack of union in the "battle of life."

**Document 5: Martin Berner, Berlin journalist, "The Olympic Idea in the World," *Soccer, Track, and Field Journal*, Berlin, 1913**

The Olympic Games are a way of glorifying the fatherland; they are not openly militaristic, but sports statistics provide insight into world ranking. The Games provide the Germans with a "symbol of world war."

**Document 6: British imperial government recruitment poster, First World War, 1914–1918**

Poster uses a sports motif and an emphasis on teamwork to encourage young men to join "the game" of war.

**Document 7: M. Fauré-Dujarric, "Practical Organization of a Sports Society," *Paris Encyclopedia of Sports*, Paris, 1924**

The activities of the young sportsman are good preparation for the "struggles of life." Competition reminds us of the need for national solidarity and dependence on our fellow citizens and on the "great national team" to which we all belong.

**Document 8: Nikolai Semashko, physician and first Soviet Health Minister, "Tenth Anniversary of Soviet Medicine in Physical Education," *Theory and Practice of Physical Education*, Moscow, 1928**

Sports are not about record breaking. The goal of physical education should be physical health, which is an integral part of the Soviet cultural revolution.

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2006 SCORING GUIDELINES**

**Question 1 Document Summary (continued)**

**Document 9: Y. Mihashi, Japanese traveler, account of a high school gymnastics exhibition in Ollerup, Denmark, unpublished article, Tokyo, 1930**

People were “completely carried away” by the gymnastics exhibition; “the muscular, sweating bodies . . . looked like statues come alive.” The gymnasts rallied around the Danish flag “like victorious warriors,” leading to much applause among the spectators.

**Document 10: Alice Profe, German physician, “Recent Observations regarding the Physical Education of Women,” *Railroad Exercise and Sports Newspaper*, Berlin, 1930**

There is no scientific basis to support the claim that women need different exercises from men to achieve improved strength.

**Document 11: British National Workers Sports Association, “Peace Through Sport,” *Fifth Annual Report*, Cardiff, Wales, 1935**

Good sportsmanship leads to “friendly rivalry” in a match between Continental and English players and serves to promote “the cause of Peace.” This will make it “harder for capitalists and Dictators to stir up nations to war against each other.”

**Document 12: Ingeborg Schröder, Swedish gymnast, autobiography recalling the beginning of Swedish gymnastics in the 1880's, published in 1940**

Young girls today cannot imagine the restrictions that were placed on women’s activity and clothing when they first began to pursue gymnastics. Despite perceived impropriety, women enjoyed the strength, courage, and agility that came from physical pursuits.

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

1

1-A-1

The growth of sports in Europe happened for varied values which the games held. People perceived ~~values~~ different roles for the sports. Some believed that sports honed ~~to~~ cooperation, while others valued the competition between nations which sports instilled. Still others valued the personal strength which performance created. The growth of sports, ~~created new issues~~ as shown by document 2, created different issues ~~of~~ worry and brought sports to an international foreground. As sports its fanbase spread and ~~it~~ created a new brand of fanaticism.

The idea of cooperation in sports had many different effects. As shown in document 7, it strengthened national bonds, ~~at~~ unifying "the great national team" to which all Frenchmen belong. This document, however, may be slanted because it may want <sup>overly</sup> to stress national pride because France suffered <sup>many</sup> ~~many~~ losses, both of national faith and pride, during the first world war. Another person who stresses cooperation as the value of sports is the British National Workers' <sup>sports</sup> association, saying that international ~~sports~~ sportsmanship can lead to greater understanding between nations (Doc 11). The BINWSA, however, stresses international cooperation because it is

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a marxist organization ~~and~~ would want to stress the brotherhood of the proletariat.

Another perception of sport was that it exemplified <sup>politics</sup> ~~competition~~ internationally, ~~and~~ and further exemplified <sup>some</sup> international politics. ~~to~~ An african delegate stressed international ideas by comparing ~~for~~ what sports Africans liked to how they behaved globally.

He says that Africans like cricket because they enjoy personal excellence while they disliked Rugby because it required union; This delegate would stress the importance of union in sports because he wants to stress it in politics, his perception may be altered because he wants to gain support for a united african association

(DOC 4) Martin Berner also talks about relationships between sports and politics by saying that 'sports "a war, a real war." and create a willingness to serve the fatherland. He further declares that it gives insight into international power. Martin Berner does this because he, like Kaiser Wilhelm, wants "a place in the sun" for Germany. He would use sports, consequently, as a way to gain international respect for Germany (DOC 5). The british government even uses sports as propaganda for recruits to enter the war effort, stressing the cooperation of ~~the~~ sports events and the war effort. This is

obviously biased because ~~the~~ the document has a specific agenda to get people to exist, and chooses to appeal to ~~the~~ the enjoyable pursuits to do so (Doc 6)

A frequently exploited perception was that it physically and mentally strengthened the individual and the nation. Miroslav Tyrš talks of conceiving "the dove-like ~~staves~~ meekness of <sup>the</sup> slave with the falcon-like boldness of more glorious times." Miroslav would encourage National pride because Czechs and Slovaks ~~are~~ were a major part of the austrian empire which didn't have much say in government.

He would stress the glory of the slav to increase slav pride within the austrian Empire (Doc 1)

The soviets also use sports as a way to better "people's physical health". Exercise outdoors is a great proletarian doctor, N. Kolai Semashko says further. Nikolai, however, may have been forced to say this so as to draw the attention away from Stalin's efforts to weed out KULAKS and Trotskyites within Russia. If the proletariat focuses on attaining strength through sports they will not notice Stalin's egregious offenses to human dignity (Doc 8). The final source stressing inward strength is Ingeborg Schröder, who ~~sees~~ glorifies the feeling of "one's strength growing". Ingeborg may be

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1-A-4

biased by nostalgia, as she is remembering the halcyon days of her youth.

As sports grew in international importance, they developed a subculture beyond athletes and fans. Sir Robert Baden-Powell says that soccer becomes "vicious" when boys choose to watch instead of playing. Sir Powell dislikes fandom because he, being a founder of the Boy Scouts, would prefer that kids did exercise such as that in his own organization (p. 3). Mi-hashi also comments on the fans of sports saying that the gymnasts "symbolize happiness itself." Mi-hashi says that the athletes were statues come alive. His bias is that he is a foreigner who does not necessarily know the games as well as the Europeans, but his observations about fandom remain true today: the athletes are adonis-like warriors and the fans are ecstatic when they watch the game.



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Part A  
Question 1

1 B-1

From 1860 to 1940 the role of organized sport in Europe greatly expanded and the influence of sports spread to several other areas of life. ~~The~~ Organized sports encouraged unity through patriotism, furthered the ideal of the 'perfect' person throughout Europe, developed the equality of women and helped develop peaceful ties between countries. The impacts of ~~the~~ Organized sports on Europe was a positive development which furthered nationalist patriotism through unification, encouraged morality, ~~and~~ physical health, ~~a~~ fostered a sense of comradeship and furthered ~~the~~ women's rights, and created a new bond between countries.

A strong sense of national pride was fostered in sport which was shown through ~~not only~~ its military effects. ~~The~~ The Czechs saw the importance of sports as a way to create the supreme soldier, Miroslav Tyrš the cofounder of the Czech National Gymnastics organization in Prague 1863 stated that the training of

question 1

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

1 B-2

athlete produced a "new race... strong in body... [and] <sup>strong</sup> will.... will not depend on foreigners for its rights. Rather by defending its own in days of storm and stress... our foes will be shattered." (Tyr's, doc. 1) Sports was seen as symbolic of war, and reversely war was advertised as a game through British propoganda (circa First world <sup>doc. 4</sup> war.) Sport became both the training ground and a battle ground in itself, one which was waged against the rest of the world through the Olympic Games in particular (est. in 1896 Athens.) According to Martin ~~z~~ Berner, a Berlin journalist in the 1913 article "The Olympic Idea in the World" in the 'Soccer, Track and Field Journal' ~~est.~~ "The Olympic Grams are a war, a real war... for the victory of the fatherland... [Olympics are] a symbol of world war... gives insight into world ranking." (Berner, Doc. 5) The athletes came to be seen as warriors, perfect in body and in moral fibre, Japanese traveler Y. Mihashi remarked after his viewing of a Denmark

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Question 7

1 B-3

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gymnastics competition in 1930 that the athletes were like "statues come to life, with unbelievable living rhythm. ~~The athletes~~... victorious warriors... the applause of tens of thousands of spectators knew no limits." (Mihashi, Doc. 9) Mihashi also mentions the ecstasy of the spectators, those who did not play sports were drawn in as spectators, cheering for their country. A sense of national pride instilled in them. Throughout much of Europe swept an unhealthy obsession of sports in the masses, Sir Robert Baden-Powell, founder of the boy scouts denounced the spectator obsession in 1908 stating that the games become vicious and turn men into hysterical creatures; "There are thousands of boys and young men, pale, narrow chested, hunched up, miserable specimens, smoking endless cigarettes, numbers of them betting, all of them learning to be hysterical as they groan and cheer in panic along with their neighbors."

(Baden-Powell, Doc.3) The negative effect sports had on spectators did not diminish the fact that sports did unify country men although as Baden-Powell said the men groaned and cheered in panic along with their neighbors the fact of the matter is that they were with their neighbors in comradeship.

This sense of comradeship was seen as an essential necessity in order to succeed in life, in the game, and to be moral people.

Sir Baden-Powell although denouncing spectator obsession encouraged the playing of the sports for it was "the best training for the game of life... developing a lad physically and morally, for he learns to play with good temper and unselfishness," (Baden-Powell, Doc.3.)

The sense of comradeship according to an African delegate of a British colony in 1910 ~~is~~ that was "lacking in" the battle of life. We lack union: we refuse to combine!" (delegate

Doc. 4) The delegate said that in sports lay "perfect union ~~and~~ <sup>(and)</sup> complete subordination of the self." The delegate went on to say that in order for the British to succeed in life they needed to be able to attain the unification attained in sports such as Rugby. ~~The~~ The French also agreed with this point of view, in 1924 M. Faure-Dujarric stating in "Practical Organization of a Sports Society" that "the law of national solidarity will make us dependant on our fellow citizens, who make up the great national team of which we are obliged to be members." (Faure-Dujarric, Doc. 7.)

Beyond the morality ~~and~~ and unity encouraged through sports, sports also encouraged the improvements of physical health. In not only men but also in women, which furthered the idea of women's equality through Europe. Soviet physician Nikolai Semashko in 1928 stated that "Physical culture in the soviet understanding is concerned not with record breaking but"

with people's physical health... has personal and socially hygiene as it's major objective." ~~the~~ (Semasko, Doc. 8) ~~See~~ the Soviet's sports were seen as an integral part of the revolution, improving the well being of all citizens. The role of women also was integrated into the idea of sports and physical involvement, in 1910 women were accepted as part of the Czech Gymnastics organization (doc. 2), were seen to be needing the same physical training as a man (Doc. 10) there by further establishing a sense of physical equality in 1930, Germany, supported by German physician Alice Profe. And the support of female athletes on a competitive level can be seen by the appearance of females in gymnastics in the 1880s (Doc. 12) ~~the~~ seen to encourage "courage and agility" in women which was traditionally seen as a solely male attribute.

Although sports fostered a nationalist attitude it was also seen to encourage peaceful national ties. In "Peace Through

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part A  
question 1

1 B-7

"Sport" from the British National Workers Sports Association in 1935, the international games encouraged peace between nations through "friendly rivalry between our Continental Brothers and ourselves ~~thru~~ on the sports field. ... it will be much easier to talk peace and infinitely harder... to stir up war against each other." (Doc. 18)

The organized sports of the time period between 1860 and 1940 helped create a sense of National pride, encouraged morality and physical well being, a sense of comraderie, women's equality, as well as peaceful relations between countries, resulting in ~~the~~ many advances ~~is~~ culturally and socially throughout Europe.

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

1.

1 C-1

Europeans perceived sports differently from 1860 to 1940. Organized sports grew in popularity. However, different regions in Europe had different views on the subject of organized sports. There three regions were: Britain and her colonies; Continental Western Europe; and ~~the~~ central and Eastern Europe. The Europeans that lived in these areas perceived the role of sports differently.

Britain and her colonies looked at sports as training for later life. Sir Robert Baden-Powell, founder of Boy Scouts believed that an active role in the game of football (soccer) was good training for later life. (Document 3). As the founder of Boy Scouts, Baden-Powell would probably want boys to be as active as possible. The British National Workers Sports Association believed that sports were important for maintaining diplomacy, ~~and~~ <sup>keeping</sup> peace with other nations, and establishing good relationships with other nations (Document 11). This ~~document~~ document takes place shortly after the Berlin Olympics and diplomacy was more important than ever in the post World War One era. Hitler, in Germany, was becoming more aggressive, so Britain knew inevitably it would need allies. A British recruitment poster from the First World War (Doc. 6) uses sports in war. ~~Probably~~ This poster implies that the greatest sport is war. The First World War was a time where many English lives were lost in trench warfare, so the government needed more soldiers. The government probably used sports to lure young men to join the army. The final viewpoint comes from an African in ~~the~~ <sup>a</sup>



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

British Colony. This delegate links sports to unification and believes that since the Africans are good at the individual game of cricket and not at the team sport rugby, they will not unify easily (Doc 4).

The British view links sports to politics, in the form of war, diplomacy, or unification.

The second viewpoint is of continental western Europe, specifically France, Germany, and Sweden. For the Frenchman M. Faure-Dujarric linked sports to the nation of France. He states that unless France and its people "take up the general national creed a national team all have to be part of" (Doc. 17). The German Martin Berner implies in Document 5 that the better a country is at sports, the better it will be at war.

A female German physician, Alice Prof, believed that men and women could do the same in sports. <sup>(Document 10)</sup> Her article is important because she is a physician, so she has dedicated her life to the study of medicine and the human body. The Swedish gymnast, Ingeborg Schröder, believed sports should be for pleasure in one's strength and ability. (Document 12). The people of continental western Europe had different views on the role of sports.

The people of central and eastern Europe had still different views. The Czech Miroslav Tyrš believed the Czechoslovakian gymnast had to be strong and could be (Doc. 1). They could also be independent. In Document 2, the membership in the Czech Falcon National Gymnastics organization increases dramatically from 1,712 in 1865 to 52,169 in 1905.

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

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European interest in sports was growing. And in 1910, when women were counted, membership nearly doubled. The Soviet head physician Semashko promoted exercise for physical health. (Doc. 8). The Soviet Union probably does not promote competition, even among athletes because competition is not a part of Russian communism. The views of central and eastern Europe differed.

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# AP<sup>®</sup> EUROPEAN HISTORY 2006 SCORING COMMENTARY

## Question 1

### Overview

This document-based question asked students to explain how Europeans perceived the role of sports from 1860–1940. Students were provided 12 documents (11 prose documents and 1 visual image) from which to construct the essay response. The question was straightforward and gave students relatively little difficulty in terms of formulating an appropriate thesis and using a majority of the documents correctly. Several documents contained nuanced political messages, giving better students the opportunity to incorporate a higher level of analysis into their responses.

The intent of the document-based question is to assess the degree to which students can write an analytical essay based on the documents provided. Students' essays are assessed on the extent to which they meet the following criteria. First, the essay must contain an explicit thesis drawn directly from the documents. Second, students must discuss a majority of the documents individually and specifically. More particularly, students must use at least seven documents—even if used incorrectly. Documents cannot be referenced together in order to get credit for this point (e.g., “Documents 1, 4, and 6 suggest ...”). Third, the essay must demonstrate an understanding of the basic meaning of a majority of the documents. A student may not significantly misinterpret more than one document. A major misinterpretation is an incorrect analysis or one that leads to an inaccurate grouping or a false conclusion. Students must also support the stated thesis with appropriate interpretations of a majority of the documents and analyze point of view or bias in at least three documents. Students must evaluate the reliability of the documents and the ways in which the author's identity—that person's position, occupation, or status in society—intertwine with the perceptions or views stated in the document or display motive and intent. Finally, students must illustrate appropriate analysis of documents by explicitly organizing them in at least three appropriate groups. A group must contain at least two documents that are used correctly.

### Sample: 1A

#### Score: 9

This essay earned core points 1–6, plus 3 expanded core points. A good thesis is supported by effective use of most of the documents. Ample use of appropriate point-of-view references and analysis earned credit in the expanded core. Relevant outside information is also presented.

### Sample: 1B

#### Score: 5

This essay earned core points 1–4 and 6. A solid analysis of the documents is presented, and the groupings are effective. However, only attribution of the documents is provided with no acceptable point-of-view analysis (there is no attempt to explain motivation, purpose, etc.).

### Sample: 1C

#### Score: 3

This essay earned core points 2, 3, and 5. It begins with a misconceived thesis, which does not accurately address perceived roles. However, the student does use a majority of the documents and demonstrates understanding of their meaning. The essay provides minimal but accurate point-of-view analysis. The document grouping, however, is arbitrary and provides no analysis (except for the first grouping where there is an attempt to address the role of sports).