

AP[®] WORLD HISTORY

2012 SCORING GUIDELINES

Question 1

BASIC CORE (competence)

0–7 Points

1. Has acceptable thesis

1 Point

- The thesis must address a specific relationship between cricket and politics in South Asia, using evidence from the documents.
- The thesis must be explicitly stated in the introduction or the specified conclusion of the essay.
- The thesis may appear as one sentence or multiple sentences.
- A thesis that is split among multiple paragraphs is unacceptable.
- A thesis that merely restates the prompt is unacceptable.
- The thesis cannot be counted for credit in any other category.

2. Understands the basic meaning of documents

1 Point

- Students must address all 10 of the documents.
- Students must demonstrate understanding of the basic meaning of at least nine documents.
- Students may demonstrate the basic meaning of a document by grouping it in regard to a specific relationship between cricket and politics.
- Merely restating verbatim or quoting the content of the documents without context does not adequately demonstrate an understanding of basic meaning.

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

2 Points

For 2 points:

- Specific and accurate evidence of the relationship between cricket and politics must be explicitly drawn from a minimum of nine documents.
- Simply listing a document does not count as using the document as evidence.

For 1 point:

- Specific and accurate evidence of the relationship between cricket and politics must be explicitly drawn from a minimum of eight documents.
- Simply listing a document does not count as using the document as evidence.

4. Analyzes point of view in at least two documents

1 Point

Students must correctly analyze point of view in at least two documents.

- Point of view explains why this particular person might have this particular opinion, or what particular feature informs the author's point of view.
- Students must move beyond mere description by explaining a document's tone, the characteristics of the author, the intended audience, and/or how the intended outcome may have influenced the author's opinion.
- Students may challenge the veracity of the author's opinion or point of view but must move beyond a mere statement that the author is "biased" by providing some plausible analysis.
- Mere attribution is not sufficient. Attribution is copying or repeating information verbatim from the source line of the document.

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Question 1 (continued)

5. Analyzes documents by grouping them in three ways

1 Point

- Students must explicitly and correctly group the documents in three ways.
- A minimum of two documents (used appropriately) constitutes a group or subgroup.
- Students may not receive credit for both the larger group and the subgroups within it.
- Groupings must address with coherence the specific relationship between cricket and politics. **Examples include:**
 - Positive influences of the relationship between politics and cricket, such as:
 - Breaking racial or caste barriers
 - Relaxing religious tensions
 - Unifying South Asians, or South Asians and Europeans
 - Negative influences of the relationship between politics and cricket, such as:
 - Increasing religious or ethnic tensions
 - Creating class antagonisms
 - Development of nationalism
 - Continuation of British imperialism

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

1 Point

- Students must identify an appropriate additional document, source, or voice and explain how the document or source will contribute to analysis of the relationship between cricket and politics in South Asia.

Subtotal

7 Points

EXPANDED CORE (excellence)

0–2 Points

Expands beyond basic core of 1–7 points. The basic core score of **7** must be achieved before a student can earn expanded core points.

Examples:

- Provides consistent discussion of the relationship between cricket and politics throughout the essay.
- Has a clear, analytical, and comprehensive thesis.
 - Goes well beyond the minimally acceptable thesis.
- Shows careful and insightful analysis of the documents.
 - Recognition of the historical context of the documents.
 - Recognition of the change/continuity in the relationship.
 - Analyzes all 10 documents.
 - Explains corroboration and links between documents.
- Uses documents persuasively as evidence.
- Analyzes point of view in most or all documents.
 - Provides thoughtful analysis of author's background, intended audience, tone, or historical context.

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Question 1 (continued)

- Includes groupings beyond the three required.
- Brings in accurate and relevant “outside” historical context.
- Explains why additional types of document(s) or sources are needed.
 - Identifies more than one type of appropriate additional document.
 - Provides a sophisticated explanation of why the additional document will contribute to analysis.
 - Request for additional document(s) is woven into the essay and integrated into a broader analysis.

Subtotal

2 Points

Total

9 Points

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

#2

Cricket in South Asia between 1850-2000 played a political role in not only easing tensions & restrictions of caste members but allowing Pakistan & India to relieve some political tension on the playing field - ~~not~~ although not always easing tension from a religious aspect.

Cricket ~~helped~~ was a helping element in ~~a somewhat~~ ~~pardoning~~ political structure in India. As can be seen in doc # ~~1~~⁴, where a lower-caste Hindu was allowed to be pardoned & be admitted as a member in upper-caste cricket team.

Reason being that although he was lower caste, he was good, & perhaps because it's a newspaper it surely promotes it. It also allowed space for British-Indian relations to ease, as

displayed in doc # 2, where an Indian prince is invited to England to play cricket. Although arguably, since being written by English newspaper, it could have been more of a propeganda type of invitation, it never the less

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~~It~~ was a gesture that ~~not~~ exemplified the British-Indian relations to ease. As pointed out by doc 3, Cricket gave a chance to unite people & was not only less harmful than any other attempts but also beneficial. Coming from an English Cricket historian it is understandably how such a point of view would favor Cricket as a means of easing civil unrest.

Although cricket did manage to unite British-Indian relations in a calm, mutually beneficial manner, it may have also been a cause of political rivalry. As displayed by doc 1, although cricket helped ease some tension, Brits still would trample over Indians.

This petition addressed the issue of & fact that it was the English who introduced cricket & now the English who are ~~trying~~ sabotaging it, understandably causing contempt. Furthermore, as seen in doc 6, the rivalry-atmosphere that cricket caused

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

1A

3.45

#4

swelled up in the presence of Indian victory. It is clear how a nationalistic feel the writer of doc 6 felt as the Indians victored over the English in the only thing they were allowed to compete in. This is why cricket became a sort of political battle ground. A battle ground which may have not only cause rivalry but also a type of pardon on other issues. As doc 10 mentions, Cricket permits problems such as water shortages & internal political conflict to be ignored. Yet as the chairman mentions, it is an issue not to be ~~argued~~ argued about, being head of Cricket Board ~~perhaps~~ he knows ~~that~~ these are things out of his hand, yet it should be brought to light that cricket cannot resolve ~~all~~ all political crisis.

Lastly, Cricket also played a religious role in the peace keeps between Hindus & Muslims - or ~~is~~ India & Pakistan. ~~It~~ It is apparent how religion played a huge political & social part in doc 8. Gandhi points

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

out how the teams were religiously based &, being an icon of peace & independence movement, how sorry it is for such a thing to be apparent.

By segregating by religion it is a completely unavoidable path for ~~the~~ competition.

~~As doc 5 mentions~~ This can be viewed in doc #5, where the issue is addressed & how a ^{Pakistani} leader hopes that a muslim win will not cause Hindu displeasment, which could result in aggressive behavior. ~~As it was apparent to~~

~~As~~ Reason being that many muslims still remained in India, as doc 9 ~~mentions~~ mentions. It is clearly then seen ~~is~~ how displeased a Hindu nationalist India would be furious with a muslim Indian cheering on Indian loss. The cricket field began to be a place religious fanaticism. (doc 7). As the newspaper brings to light how the cricket field ~~was~~ stirred political relations between Pakistan & India

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

#1

An additional two documents would be helpful, the one from how a low-caste Indian feels about Cricket; & one or two from a woman. By having a chance to read a low-caste member's perspective it would give an outlook to how cricket really helped ease (or worsen) the lower members lives, giving ~~more~~ an entire picture of how everyone was affected. ~~A~~ A woman's outlook could show a complete outsiders point of view, as as men were not allowed to play. This could also shed some light on how cricket really did politically affect each & every person.

In conclusion cricket played a ~~major~~ fundamental role in political relations between India-England & India-Pakistan, providing a field where all could have a share at showing themselves & rising in something. Although not always positive, it did help ease political tension & create a new way for rivals to compete, rather than shed blood.

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

1B

1 of 4

Question 1

Politics in South Asia were greatly affected by the introduction of cricket. Cricket brought unity between castes, ~~and~~ religions, and South Asia and England. In addition it was also used for political gain in latter years as well as continuing oppression from the English in some cases.

Cricket unified people and brought them closer together. Document 4 describes how a man of a lower caste was allowed on an a term with upper caste Hindus. The writer then goes on to say that this unity should be a movement through India, not just in the sporting world. This document shows that the unity of cricket breaks down barriers long in place. Similarly in document 5 feelings of brotherhood between different religions is described. This again shows how cricket destroys previous feelings of hate, meaning great political impacts. ~~and~~ In some cases hate will no longer cloud peoples mind meaning great advances can be made politically for these people.

Cricket also created feelings of unity and equality between South Asia and England. As document 2 depicts some higher class Indian men travel between the two countries playing cricket. The man, Prince Ranjitsingh

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

Seems to be well respected in both India and England, having been a captain and participant on both countries teams. This unity may flow over into political realms helping both sides get along better. Document 6 goes on to show how often the Cricket field Indians feel equal to their long time oppressors. This creates a feeling of nationalism and unity that leaders can use to their advantage.

Even though cricket is a unifying force, it is also another reason to oppress the people of India. Document 2 shows how English were favored over Indians. The wants of 6 English over powered the heads of 500 Indians. This creates feelings of anger and hate that could be used to fuel anti British feelings. Document 3 then depicts a biased English view of cricket. The writer Cecil Headlam, plays cricket and is a historian in a time where India wanted independence. He feels as though Indians are savages and this shows in his writing. He believes that cricket teaches the "ordinary native" moral lessons that are more valuable to their character than "learning" a play by Shakespeare." His ~~belief~~ belief is that they need not be educated because Cricket will teach them all they need to know. This will cause

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Question 1 -

Others to think the same and give the British an excuse for their rule over India.

Cricket was also used and manipulated to gain political ends. Document 7 describes how political leaders manipulated the game of cricket to cause religious rivalries on the field. Through doing this, leaders can create more support for their cause and possibly create a scapegoat with whom they blame all their problems on. Document 8 is Gandhi's response to such rivalries. He states that competition between institutions is OK, but he disagrees with using religion as an "unsportsmanlike division" and should be considered "taboo". This shows that people disagree with the use of cricket to meet political ends. Document 9 shows the feelings of many and how they feel that religion should come before region. That they disagree with people supporting teams that are not of their religion. This shows how within a unified area divisions can occur.

Document 10 now shows the feelings of the chair man of the Pakistan Cricket board. Those feelings are that cricket should once again be used as a unifying force among all people. If this happens it will create

Question 1

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

religious and political stability among all people.

I would like to have additional documents showing just how much cricket changed the region. I would like a document from an English political leader before cricket was introduced to see if feelings really did change. In addition I would like a document from the point of view of a woman to see if their life was at all changed by cricket.

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

IC

1 of 2

#1

Cricket and Politics coincide with each other by creating a common ground. This was seen in South Asia from 1880 to 2005. Since Great Britain colonized and directly ruled India for so long, Great Britain was able to introduce the sport of cricket to India forming a common ground between the two countries. ~~India~~

~~Document 3~~ ~~would~~ should a historian a valid point when it says, "Cricket unites the rulers and the ruled." In this situation, the rulers ~~was~~ ^{was} just Great Britain while the ruled was India. The point is, cricket gave Great Britain and India a way to connect and get along even one ruled the other. The way an empire thrives is if its citizens are happy and cricket made Indians happy allowing Great Britain's empire to thrive in South Asia.

Document 2 offers a picture of a cricketer who just happens to be Prince Ranjitsinhji. This is important in this discussion because this prince just happens to have joined an English team known as the Sussex. At the time, this prince would have also been an important politician with the

#1

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with the opportunity to go to England and possibly have a discussion with the monarch. Because he was such a great cricket player though he had this opportunity.

Politics are often influenced by religion and this is where document 4 becomes relevant. Document 4 talks about the caste system and how a member of a low-caste was accepted onto ~~the~~ a team of upper-caste Hindus. The caste-system defined who was a politician in India at that time. ~~This~~ This event though helped to break down the Hindu caste system and ~~it~~ allowed more Indians to enter the political system, but only with the support from Great Britain.

Cricket was a common ground for which India and Great Britain met and often discussed politics.

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2012 SCORING COMMENTARY

Question 1

Overview

This question was intended to analyze the relationship between politics and the game of cricket in South Asia from 1880 to 2005. The question featured a rich variety of documents for students to use in their analysis of the relationship between cricket and politics. Rather than construing the term “politics” narrowly, the documents encouraged an interpretation of the political that extended beyond activities related simply to state functions or governmental institutions. The question invited responses that examined the role of cricket as a vehicle for articulating a variety of political aims, including British imperial objectives, emerging Indian nationalism, caste and religious rivalry, and competition between India and Pakistan. Most of the documents also provided helpful possibilities for discussions of point of view.

Sample: 1A

Score: 8

The student presents a clear thesis in the introduction, focusing on how the game of cricket helped to ease tensions in the caste system and between Pakistan and India but did not always reduce tensions related to religious differences; the thesis is restated in the conclusion (1 point). The student addresses and understands all 10 documents (1 point) and uses them all as evidence (2 points). Point of view is clearly presented for Documents 1, 2, 3, 6, and 9, and is attempted for Documents 4, 7, and 10 (1 point). The student groups the documents in three ways: class (Documents 2, 3, and 4), rivalry (Documents 1, 6, and 10), and religious tensions (Documents 5, 7, 8, and 9) (1 point). There are two successful attempts at identifying the need for an additional document, each with clear explanations: one from a low-caste point of view and the other from a woman (1 point). The essay earned 1 expanded core point for the clarity of the thesis, multiple analyses of point of view, and strong requests for additional documents. Weak analysis of the documents kept the essay from earning the additional extended core score point.

Sample: 1B

Score: 5

The student presents an extended thesis in the introduction of the essay, focusing on unity among castes, religions, South Asia, and England, as well as political gain and oppression (1 point). The student addresses and understands all 10 documents (1 point) and provides evidence from all of them (2 points). Analysis of point of view is weakly attempted but is acceptable only for Document 3, and therefore no points were earned. The student groups the documents in four ways: unity (Documents 4 and 5), equality (Documents 2 and 6), oppression (Documents 1 and 3), and politics (Documents 7, 8, and 9) (1 point). In the last paragraph there are two unsuccessful attempts at identifying the need for an additional document.

Sample: 1C

Score: 1

The student presents an extended thesis in the introduction of the essay, focusing on the common ground that was developed between Great Britain and India over the sport of cricket, and a weak restatement in the conclusion (1 point). The student then proceeds to analyze, and use for evidence, only Documents 2, 3, and 4, and therefore did not receive credit for addressing all of the documents or providing evidence from at least eight documents. There are some rudimentary attempts at analyzing point of view for all three documents, but they are unsuccessful. There is no attempt at grouping the documents or identifying the need for an additional document.