

History 12

June 2003 Provincial Examination

ANSWER KEY / SCORING GUIDE

CURRICULUM:

Organizers	Sub-Organizers
1. The Study of History	A
2. Conflict and Challenge: The World of 1919	B, C
3. Promise and Collapse: 1919–1933	D, E
4. Turmoil and Tragedy: 1933–1945	F, G, H
5. Transformation and Tension: 1945–1963	I, J, K
6. Progress and Uncertainty: 1963–1991	L, M, N
7. Themes and Perspectives: Essay	A–N

Multiple Choice

Q	K	C	S	CO	PLO	Q	K	C	S	CO	PLO
1.	C	K	1	2	C1	21.	D	U	1	4	G1
2.	D	K	1	2	B2	22.	C	U	1	4	G2
3.	D	K	1	2	C2	23.	C	U	1	5	I2
4.	C	K	1	3	D1	24.	C	K	1	5	J2
5.	A	U	1	3	D2	25.	B	U	1	5	K1
6.	D	U	1	3	D1	26.	C	U	1	5	I2
7.	D	K	1	3	D1	27.	C	U	1	6	L1
8.	B	K	1	3	D2	28.	D	K	1	6	L4
9.	A	K	1	3	E2	29.	C	U	1	6	L1
10.	C	U	1	3	D3	30.	D	U	1	6	L3
11.	D	U	1	3	E2	31.	C	U	1	6	M1
12.	D	U	1	3	D2	32.	C	K	1	6	L2
13.	A	K	1	3	D3	33.	C	K	1	6	L1
14.	B	K	1	3	D4	34.	A	U	1	6	M2
15.	D	K	1	3	D4	35.	D	U	1	6	L1
16.	A	K	1	4	G1	36.	A	K	1	6	M1
17.	D	U	1	4	F2	37.	B	K	1	6	L3
18.	C	K	1	4	G1	38.	A	U	1	6	N1
19.	A	U	1	4	H4	39.	A	U	1	6	L4
20.	D	K	1	4	F2	40.	A	K	1	6	N2

Multiple Choice = 40 marks

Written Response

	Q	B	C	S	CO	PLO
Score one of questions 1 or 2 and	1.	1	U	7	2	B2
	2.	2	U	7	4	F1
	3.	3	U	7	4	G2
Score one of questions 3 or 4 and	4.	4	U	7	5	J1
	5.	5	U	7	5	J1
Score one of questions 5 or 6	6.	6	U	7	6	L1
Score all parts of the evidence question	7.	7	H	14	5	K1
Score only one of the two topics given	Topic 1	8	H	15	7	A1–N3
	Topic 2	9	H	15	7	A1–N3

Multiple Choice = 40
 Written Response = 50
EXAMINATION TOTAL = 90 marks

LEGEND:

Q = Question Number

CO = Curriculum Organizer

PLO = Prescribed Learning Outcome

B = Score Box Number

K = Keyed Response

C = Cognitive Level

S = Score

PART B: WRITTEN RESPONSE

Value: 21 marks

Suggested Time: 36 minutes

SECTION 1

SECTION 1 – Question 1:

Note to Markers: Students are not expected to include all of the following points and they may include other valid points not presented here. Students may earn full marks by developing a limited number of points.

Explain how the concept of self-determination was applied in the Paris Peace Settlement in the interests of the victorious powers. **(7 marks)**

- **Germany was deprived of its colonies under this principle, but they were transferred to the Allies disguised as mandates.**
- **New states were established in Eastern and Central Europe apparently as part of self-determination but also to protect Western Europe from the spread of Communism.**
- **The Austro-Hungarian Empire was broken up on the grounds of self-determination, thus destroying one enemy.**
- **Italy, one of the Allies, gained new territory as a result of the principle.**
- **France benefited from the setting up of new national states in Eastern Europe because it could and did ally with them against Germany.**
- **Alsace-Lorraine was returned to France.**
- **German self-determination was denied to provide Polish Corridor to weaken Germany and strengthen the allied position. Sudetenland Anschluss was also denied.**
- **Arab states and Zionists were denied self-determination. Britain and France took over these territories.**

Students may also examine the role of self-determination in the empires of the victorious powers:

- **India was denied Home Rule and independence. No European colonies were granted self-determination.**
- **British “white” dominions gained greater status.**
- **Wilsonian idealism based upon liberal thought.**
- **Mandates down the road could lead to self-determination.**

SECTION 1 – Question 2:

Note to Markers: Students are not expected to include all of the following points and they may include other valid points not presented here. Students may earn full marks by developing a limited number of points.

Explain how the U.S.A. was changed by the New Deal of the 1930s. (7 marks)

Some students may mention the situation before the New Deal to show the changes.

- The government followed a policy of laissez-faire economics; business should run itself without government interference.
- Many in the U.S.A., including President Hoover, believed in self-help or rugged individualism. People should look after themselves and solve their own problems, not look to the government for help.
- Before the Depression, there was no social security, no support for farmers, and no assistance for people looking for work.
- As the Depression became worse, there was a change in leadership with the election of Roosevelt as president. Roosevelt inspired new confidence in U.S.A.
- First 100 days of action. Emergency Banking Act saved U.S. banking and helped to restore confidence.
- Roosevelt began to introduce his New Deal legislation to aid the unemployed and farmers who were suffering from the effects of the Depression and could not help themselves. Some examples of the New Deal included: AAA, CCC, WPA, TVA and PWA.
- Roosevelt ended Prohibition.
- He used radio to explain his program to the American people.
- Securities Exchange Commission to regulate stock market.
- He began Old Age Security in a limited way.
- More support for labour movement (Wagner Act).
- He increased the size of government, the civil service, to administer the programs he began.
- All these measures collectively changed the relationship between the government and the people. Roosevelt showed that the government could and should assist people in times of economic difficulty.
- Keynes' theory of economics — deficit budgeting.
- government intervention — attempt at job creation
- Roosevelt versus Supreme Court
- more Government involved society
- restored faith in the system — economic, political, social
- moved off gold standard to be able to print more money
- FDIC was created to ensure investment in banks

SECTION 2 – Question 3:

Note to Markers: Students are not expected to include all of the following points and they may include other valid points not presented here. Students may earn full marks by developing a limited number of points.

Use the following statement to answer question 3.

The failure of Operation Barbarossa contributed to the ultimate defeat of Germany in the Second World War.

a) Describe how the “failure of Operation Barbarossa” contributed to the defeat of Germany. (4 marks)

- **Operation Barbarossa brought a major ally, the U.S.S.R., into the war against Germany. The U.S.S.R had unlimited resources of men and material.**
- **The attack on Russia relieved the pressure on Britain and its Empire.**
- **After Barbarossa, Hitler was faced with a two-front war which ultimately he could not win.**
- **Resources available to Germany following the Nazi-Soviet Pact were ended after Barbarossa, especially as the Soviet people followed a scorched-earth policy.**
- **After the initial invasion, the Soviet forces gradually turned the tide and inflicted major defeats on the German forces (Stalingrad, Kursk).**
- **Soviet forces tied down millions of German troops on the Russian Front while the Germans had to face the Allies in the West, especially after the invasion of Italy.**
- **The Soviet forces eventually liberated the countries of Eastern Europe and captured Berlin.**
- **Barbarossa united the Soviet people under Stalin’s leadership in what became “the Great Patriotic War,” especially after Stalingrad.**
- **German losses on the Eastern Front severely weakened the Reich both militarily and economically. As the war progressed, the German forces were spread too thinly.**
- **After 1944, the Allies advanced rapidly in the west because large numbers of German troops were tied down in defence of Germany’s eastern borders.**
- **Atrocities committed by the Nazis on the Eastern Front led to the loss of possible support amongst the subject peoples of the U.S.S.R.**
- **The U.S.S.R. eventually became an ally of the U.S.A., thus combining both of their vast resources in defeating Nazi Germany.**
- **Germany failed to get oil from the Caucasus and wheat from Ukraine.**

b) Describe other factors which contributed to the defeat of Germany. **(3 marks)**

Other factors which contributed to Germany's defeat might include:

- **After Pearl Harbor Hitler declared war on the U.S.**
- **Allied victories in North Africa and Italy which defeated Germany's ally Italy and drew German forces into defeat.**
- **All of Germany's allies were weak.**
- **The Allied victory in the Battle of the Atlantic allowed the Allied build-up for D-Day.**
- **The D-Day landings provided a true Second Front and brought large numbers of U.S. and British troops against Germany.**
- **The Allied bombing of Germany helped to disrupt the German war effort.**
- **U.S. production overwhelmed Germany.**
- **Ultra and Enigma gave the Allies vital information.**
- **Resistance forces in occupied countries weakened Germany.**
- **The German determination to complete the Final Solution diverted resources from the war effort.**
- **Failure of Operation Sea-Lion**

Students may also suggest that by failing to conquer Britain they could not ultimately win.

SECTION 2 – Question 4:

Note to Markers: Students are not expected to include all of the following points and they may include other valid points not presented here. Students may earn full marks by developing a limited number of points.

Superpower competition had its origins in the 1940s and accelerated in the 1950s.

a) Describe the origins of superpower competition between 1945 and 1949.

(4 marks)

- **Division of Germany**
- **Conflict and broken agreements at Yalta and Potsdam contributed to competition.**
- **Soviet control of Eastern Europe and establishment of the Iron Curtain.**
- **Threats to Greece and Turkey led to the Truman Doctrine of containment.**
- **Weakness of Western Europe and takeover of Czechoslovakia led to the Marshall Plan.**
- **Disagreements over Germany and Berlin led to blockade and airlift and the formal division of Germany.**
- **Creation of NATO and Soviet A-Bomb increased the tensions of the Cold War.**
- **Communist victory in China intensified U.S. fear.**
- **Origins can include: Civil War, Western Interventionism, slowness of Second Front, Truman Doctrine, Marshall Plan.**

b) Describe the superpower competition in the 1950s.

(3 marks)

Forms of superpower competition would include:

- **Arms race with such events as the race to develop nuclear weapons. U.S.S.R. in 1949, U.S.A. with the hydrogen bomb by 1952 and the U.S.S.R. by 1953. The continuing development of ever more powerful nuclear weapons up to the 53-megaton bomb detonated by the U.S.S.R. Also, the development of aircraft, tanks and submarines and other weapons, particularly by the U.S.A. as it began to rearm as a result of the war in Korea.**
- **Alliances might be mentioned by some students as a way of showing superpower efforts to get unified action by client states on the borders of the containment area; e.g., NATO, SEATO, CENTO, Warsaw Pact.**
- **The space race beginning with Sputnik and the U.S. response. The building of ICBMS and increase in the number of missiles.**
- **The use of espionage by the CIA and KGB. The atomic spy cases in the U.S.A., Klaus Fuchs, Alger Hiss, etc. U-2 flights by the U.S.A.**

- **Creating a climate of fear and conformism in each country through propaganda. Voice of America and Radio Moscow, promoting the opposing ideologies, the Red Scare in the U.S.A. and McCarthyism.**
- **Client-state wars such as in Indochina, Korea, etc.**
- **Vying for influence in the newly emerging non-aligned world resulting from decolonization, with such states as India, Egypt.**
- **Sphere of influence**
- **Middle East / Suez**

SECTION 3 – Question 5:

Note to Markers: Students are not expected to include all of the following points and they may include other valid points not presented here. Students may earn full marks by developing a limited number of points.

To what extent was nationalism the cause of conflict in India and French Indo-China between 1945 and 1954? **(7 marks)**

NATIONALISM THE CAUSE:

INDIA:

- **Congress Party and Muslim League both worked for independence from Britain.**
- **1947–48 conflict and violence between Hindus and Muslims at time of independence from Britain.**
- **Jinnah embodied nationalist sentiments of Muslims; wanted a “land of the pure” Pakistan.**
- **Partition itself was indicative of nationalist sentiments; (Muslim) Pakistan and (Hindu) India .**
- **“frenzy of slaughter” at independence (1947) especially in Punjab.**
- **Millions of refugees fled to the “correct” new country.**
- **1948 Gandhi assassinated by Hindu nationalist.**
- **Nationalist tension between Hindu India and Muslim Pakistan caused competing claims for Kashmir from 1947 on.**

FRENCH INDO-CHINA:

- **Nationalists in Indo-China took up guerrilla war against returning French imperialists after 1945.**
- **French installed (puppet) Bao Dai.**
- **Vietminh, under Ho Chi Minh, were victorious over French in 1954 at Dien Bien Phu.**
- **French left in 1954.**
- **Geneva Agreement partitioned Indo-China into 4 states.**

OTHER CAUSES OF CONFLICT:

- **Conflicts in India may be seen to be caused by religion/culture rather than nationalism.**
- **Economic disparity may be seen as a cause of conflict in India; i.e., Indians wanting control over their trade/commerce and resources rather than British control.**
- **Cost of maintaining large empire in India was too difficult for Britain thus, conflicts of de-colonization.**
- **Economic disparity may be seen as an underlying cause of anti-imperialist sentiment in Indo-China after 1945.**
- **The spread of democratic ideals after the Second World War; i.e., the right of people of Indo-China and India to chart their own futures.**
- **French desire to maintain empire in Indo-China.**

SECTION 3 – Question 6:

Note to Markers: Students are not expected to include all of the following points and they may include other valid points not presented here. Students may earn full marks by developing a limited number of points.

To what extent did the Camp David Agreement reduce conflict in the Middle East after 1978?

(7 marks)

REDUCED CONFLICT:

- **Peace Treaty signed between Egypt and Israel (1979).**
- **Sadat recognized Israel's right to exist.**
- **Israeli forces were withdrawn from Sinai Peninsula.**
- **Diplomatic relations established between Egypt/Israel.**
- **After Sadat's assassination Egypt remained peaceful toward Israel.**
- **Reduced conflict somewhat in the short term.**

DID NOT REDUCE CONFLICT:

- **Israel did not withdraw from the West Bank, although the Camp David Agreement had suggested it.**
- **Palestinians condemned the Agreement because it did not provide a Palestinian state.**
- **Israel soon after (1981) annexed Golan Heights.**
- **Palestine Liberation Organization continued to strike at Israel from Lebanon.**
- **Israel invaded Lebanon (1978 and 1982).**
- **Sadat was assassinated (1981) — continued disagreement between Arab states.**
- **Israel bombed an Iraqi nuclear reactor (1981).**
- **continuing terrorism from PLO**
- **continuing involvement of Superpowers — U.S.S.R. in Afghanistan (1979–1989) and U.S. support for Israel and U.S. oil interests can be seen as causes of conflict regardless of Camp David.**
- **Iran/Iraq War (1980–88).**
- **Gulf War (1991).**
- **Camp David Agreement did not reduce conflict over the long term.**

DESEGREGATION IN THE U.S.A.

DOCUMENT 1

We conclude that in the field of public education the doctrine of “separate but equal” has no place. Separate educational facilities are inherently unequal. ...the primary question is the constitutionality of segregation in public education. ...such segregation is a denial of the equal protection of the law.

U.S. Supreme Court decision in *Brown vs. the Board of Education* (1954)

DOCUMENT 2

Organizations called White Citizens’ Councils sprang up. Unlike the Ku Klux Klan, the councils used propaganda and demonstrations rather than violence. In Virginia and much of the Deep South, state legislatures passed laws allowing school superintendents to close down entire school systems rather than integrate them. Little Rock’s high schools closed for two years. When they reopened in 1960, they were only partly integrated.

Nigel Barber, *A New Nation* (1989)

DOCUMENT 3

The Federal Law cannot be flouted. I will use the full power of the United States...to prevent any obstruction of the law and to carry out the orders of the Supreme Court.

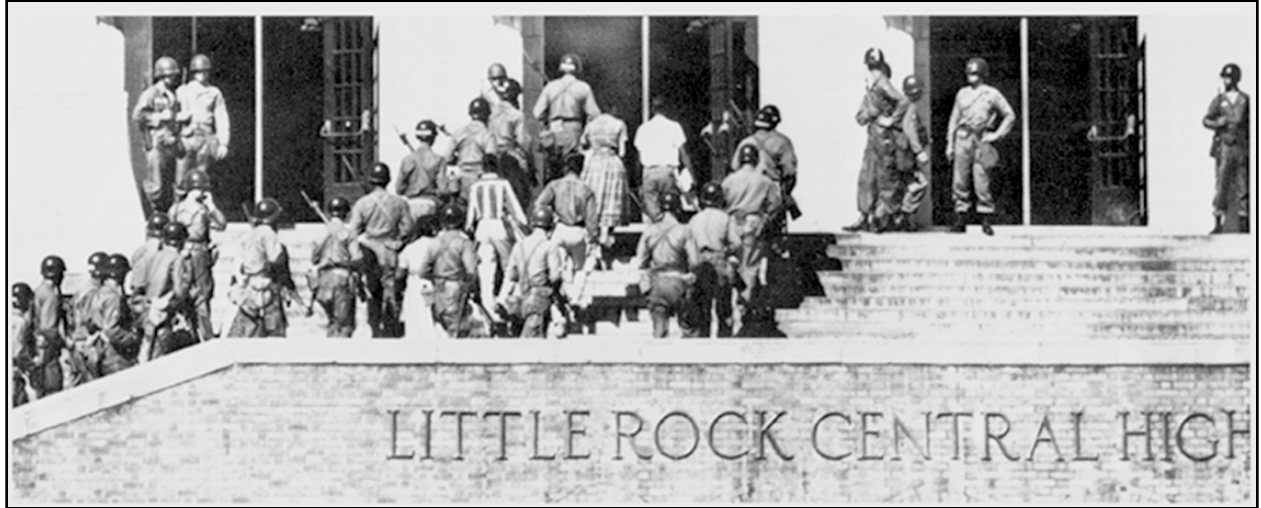
President Eisenhower (September 23, 1957)

DOCUMENT 4

We are now an occupied territory. Evidence of the naked force of the federal government is apparent in bayonets in the backs of schoolgirls. A federal soldier struck an Arkansan in the head, sending blood streaming down his face. Does the will of the people — that basic precept of democracy — no longer matter?

Governor Faubus of Arkansas in a television address (September 27, 1957)

DOCUMENT 5



Thomas McAvoy, *Life Magazine*

DOCUMENT 6

Eisenhower finally sent federal forces into Little Rock to secure obedience to the court order admitting nine black children to a white school but he did so hesitantly and without any commitment to equality. Progress toward that goal in the remainder of his term was slight. In the school year that began in September 1960, only about 11 percent of the Southern districts had made even a gesture toward desegregation.

Oscar Handlin, *History of the United States* (1968)

DOCUMENT 7

...in 16 of the 158 southern counties where Negroes formed a majority of the population there was not one Negro voter, and in 49 others, fewer than 5 per cent of eligible Negroes were registered. This was partly due to the Negroes' poverty, lack of education and submerged status, but other causes included intimidation and economic coercion. The literacy tests imposed in 19 states were applied much more strictly to Negroes.

Report of the U.S. Civil Rights Commission (1959)

- a) Assess the reliability of Document 5 as a source of evidence about desegregation in the United States in the 1950s. (2 marks)

It dramatically shows the extent to which federal authorities had to go to enforce the order to desegregate schools in *Document 1*. Some students may point out that photographs can be tampered with and, therefore, should be carefully authenticated.

Document 5:

Reliable

- It is a famous photograph depicting a famous event (historically known).
- Corroborated by Documents 4 and 6.
- Illustrates desegregation issue in Southern U.S.A.

Possibly unreliable

- no date or caption
- questioning bias of magazine / photographer

Generally, a very reliable Document.

- b) Explain the cause and effect relationship between Document 2 and Document 6. (2 marks)

The success of the White Citizens' Councils in preventing integration of schools is clear in the low number of integrated schools referred to in *Document 6*. The establishment of these councils was a significant reason why "only 11 percent of the southern districts made even a gesture toward desegregation."

Resistance of southern states to integration led to Eisenhower sending federal forces into Little Rock, albeit reluctantly.

- c) In what ways do the findings described in Document 7 reflect the problems described in Document 1? (2 marks)

The assertion in *Document 1* that "separate educational facilities are inherently unequal," is supported by the findings of the Civil Rights Commission in 1959 on poverty, education and submerged status of Negroes. The disadvantage of Negroes viz. the Literacy tests could also be noted. *Document 1* also notes that "... segregation is a denial of equal protection of the law," corroborated by *Document 7*'s reference to "submerged status", "intimidation" and "coercion."

- d) Explain how a supporter of segregation and an opponent of segregation might differ in their response to the remarks of Governor Faubus in Document 4. (2 marks)

A segregationist would undoubtedly welcome the remarks and agree that the “will of the (white) people” was being overridden by the “naked force of the federal government.” An integrationist would disagree pointing out that the federal troops were there “to prevent any obstruction of the law” (Document 3).

Supporter of segregation would agree with Faubus in that democracy (of southern white voters) was being disregarded by the federal government.

Opponent of segregation (integrationist) would disagree with Faubus stating that democracy includes all people in the U.S.A (not the white minority of the south).

- e) Explain how the Civil Rights Movement in the United States developed during the 1950s and 1960s.

Use the documents provided as well as other historical evidence.

(6 marks)

- Document 1** shows the use of the courts to bring down the “separate but equal” notion in education. Students may point to other uses of the courts to change or enforce federal laws; e.g., to integrate interstate travel. Those involved in these cases wished to end segregation and bring equality of opportunity to black Americans.
- Document 2** students will mention the Civil Rights organizations such as CORE, SBLC and the NAACP that supported non-violent confrontation as a way to bring about integration. They wanted to overturn state or local laws that segregated blacks and whites or enforce federal laws that were ignored or circumvented by groups such as the Ku Klux Klan or White Citizens’ Councils.
- Document 3** shows the U.S. Government support for civil rights.
- Document 4** illustrates rigid systemic resistance to the Civil Rights Movement.
- Document 5** shows Negro determination to desegregate schools and ensure enforcement of federal laws. *Document 5* also shows U.S. troops enforcing desegregation.
- Document 6** supports *Document 5* with U.S. troops.
- Document 7** shows further systemic issues that made the Civil Rights Movement more difficult (poverty, lack of education, intimidation and economic coercion, literacy tests).

Examples of Civil Rights actions not in the documents would be:

- In the 1950s Rosa Parks sparked the Montgomery Bus Boycott to desegregate public transportation.
- the Freedom Bus Riders organized by the Congress of Racial Equality to enforce the federal law to desegregate interstate busses and facilities.
- in Mississippi, the NAACP’s attempt under the direction of Medgar Evers (later murdered) to organize voters and later King’s efforts in Selma, Alabama. The refusal to allow James Meredith to register at Mississippi University despite a federal court order.
- Student Non-Violent Coordinating Committee (SNCC) organizing students from the north to help organize and demonstrate against segregation, three of whom were murdered in Mississippi. The story was told in the film *Mississippi Burning*.
- The famous March on Washington and King’s “I have a Dream” speech will be mentioned by many students.

- **Lobbying politicians during the Kennedy and Johnson administrations was also a method to achieve the goal of more Civil Rights legislation. The Civil Rights Act of 1964 and the Voting Rights Act of 1965 were the fulfillment of many goals.**
- **impact of television in increasing general awareness of issues regarding black Americans**
- **actions in South Africa had some impact; e.g., anti-apartheid movement provided some leadership**
- **Vietnam War—experiences in Vietnam (more blacks sent to front lines); higher proportion of blacks drafted than white population.**

Other groups supported stronger action toward desegregation or advocated Black pride and separate homelands.

- **Groups who supported a tougher stand toward the White establishment were the Black Power groups such as the Black Panthers and leaders such as Stokely Carmichael. They advocated violence and armed struggle as a way to win the rights of black Americans. These groups were centered in northern cities. The Los Angeles riot of 1962 and the Watts riots showed the undercurrent of violence in the urban ghettos.**
- **Malcolm X and the Black Muslims advocated restoring the pride of the black community through discipline and adherence to the Muslim faith. They supported violence and radical action if necessary. Malcolm X maintained that Blacks could never be accepted as Americans.**

PART D: ESSAY

Value: 15 marks

Suggested Time: 30 minutes

INSTRUCTIONS: Choose **Topic 1** or **Topic 2**. Write a well-constructed essay in **ink** in the space provided.

A **good** answer **must**

- develop a thesis, and
- use examples from throughout the history of the period 1917 to 1991.

Question 8:

TOPIC 1

To what extent was economic change a source of conflict throughout the period 1917–1991?

OR

TOPIC 2

To what extent will the years 1917–1991 be remembered for the triumph of democracy over dictatorship?

TOPIC 1

To what extent was economic change a source of conflict throughout the period 1917–1991?

Note to Markers: Students are not expected to include all of the following points and they may include other valid points not presented here. Students may earn full marks by developing a limited number of points.

WAS A SOURCE:

- **In Russia, rapid industrialization brought peasants into the urban slums which became a breeding ground for revolution, especially when the First World War exacerbated their economic deprivations.**
- **During the Russian Civil War the introduction of War Communism caused widespread violence. The Kronstadt Mutiny forced the Bolsheviks to step back and introduce the NEP.**
- **The German economy was in chaos as the First World War came to an end and the Allied blockade and the consequent shortages continued. Violence broke out as extremists of both left and right (Spartakist Revolt, Kapp Putsch) attempted to take power. A few years later, the inability of the German economy to meet its reparations payments led to the Franco-Belgian invasion of the Ruhr.**
- **The economic devastation of the Great Depression caused internal conflict in many countries from Canada to Britain and the U.S.A. as workers marched and sometimes rioted in demand of work. Voters in many countries, notably Germany, sought answers to their economic woes in parties of the extreme left or right. There were street brawls between the supporters of these groups and as right-wing parties took power they adopted militarism and expansion as solutions to economic problems. The inevitable outcome was conflict (from Manchuria to Abyssinia to Poland).**
- **The Great Depression as a cause of conflict.**
- **Stalin's collectivization and Five-Year Plans caused resistance from the peasants and the elimination of the kulak class.**
- **Hitler's desire for autarky a factor in cause of the Second World War.**
- **In the period following the Second World War, the newly-independent states and nationalist governments in the Third World have used nationalization of assets as a means to economic growth. This has frequently led to conflicts with western powers as in Egypt (the Suez Crisis) and Cuba.**
- **After the Second World War when Marshall Aid was offered to Czechoslovakia it led to a communist coup.**

- **In Eastern Europe the awareness of the growing prosperity of western Europe has also been a source of frustration and conflict either within the Soviet bloc or between the superpowers (the Berlin Wall, Hungarian Uprising, Prague Spring).**
- **Within the U.S.A., the exclusion of many blacks from the general prosperity of that country led to increased demands for civil rights and clashes between demonstrators and authorities as well as riots in the urban ghettos.**
- **The introduction of new currency to West Berlin was the cause of the Blockade.**
- **Economic change in China under Deng helped to start the protests which led to Tiananmen Square. Led to greater division of people into groups based on economics.**
- **Economic depression in Poland led to the rise of Solidarity. Economic weakness was also a major factor in the fall of communism throughout Eastern Europe.**
- **Gorbachev's economic reforms in the U.S.S.R. contributed to the fall of the Soviet Union.**
- **Debt crisis in the 1980s**

OTHER SOURCES:

- **Nationalism caused conflict in terms of self-determination and national independence; e.g., Sudeten Germans, Vietminh/Vietcong.**
- **Religious differences have caused conflict in the Middle East, India/Pakistan.**
- **Racism has caused conflict, Nazi racism and Final Solution, anti-apartheid movement, U.S. Civil Rights Movement.**
- **The Cold War can be seen as an ideological conflict as can other conflicts.**
- **U.S.A. moves to prevent economic change; e.g., Guatemala, Chile. Same for Britain; e.g., India, Suez.**

Economic change not causing conflict:

- **Economic changes in the U.S.A. etc, during 1920s and during the New Deal caused little conflict.**
- **Creation of EEC was accomplished without conflict.**

WAS A SOURCE:

- **Marxist approach—conflict based on economics**
- **poverty leads to conflict**
- **prosperity leads to conflict.**

TOPIC 2

To what extent will the years 1917–1991 be remembered for the triumph of democracy over dictatorship?

Note to Markers: Students are not expected to include all of the following points and they may include other valid points not presented here. Students may earn full marks by developing a limited number of points.

The students' definition of democracy and dictatorship will determine the response. Western liberal democracy will likely be the definition of most students, although some may point to its flaws.

Events that will likely be used

- In 1917 the March Revolution in Russia saw democracy overthrow the dictatorship of the Tsar. In November 1917 Bolshevik dictatorship triumphed over democracy.

1919 Conclusion of the First World War made the world 'safe for democracy' in the West.

However, self-determination restricted to the people of Eastern Europe. Ireland, the Middle East, and Asian colonial possessions of the Great Powers were not awarded democratic institutions and remained under the dictatorship of imperialism.

1920s and 1930s Saw a move to authoritarian regimes in much of Europe—Mussolini, Hitler, Stalin, and aggressive militarism in Japan.

In Spain dictatorship defeated democracy. The exception was the United States, although it was a democracy in providing limited rights for some minorities.

- The Second World War brought an end to Axis powers. Democracy in Western Europe; but U.S.S.R. and communism dominant in the 'democratic republics' of Eastern Europe.
- Many former colonies gained democratic independence from empires.
- Many new states claiming to be peoples' democracies were dictatorships.
- Developments in non-Western societies will require some interpretation of "democracy." Mao and communists triumphed in China claiming to be democratic but were not. Ho Chi Minh in Vietnam is another example of democracy in name only.
- Fall of communism in Eastern Europe and the Soviet Union will be referred to and seems to point away from communism to democracy. Democracy is established in the Czech republic and other Eastern European States.

- **White South Africa dictatorship over black Africans was overthrown.**
- **However, in many parts of Eastern Europe democratic rights have been denied to minorities even after the fall of communist control.**
- **Fundamentalist Islam and its spread to Afghanistan, Sudan, Pakistan, etc., is antithetical to western liberal democracy.**
- **Many developing countries are ruled by elites, military governments, or strongmen—many with a facade of democratic institutions to please the U.S.A. or the World Bank.**
- **Democracy hasn't been all that successful either; i.e., low voter turnout.**
- **Eastern Europe democracy hasn't been all that successful.**
- **How democracy was expanded in Civil Rights Movement, Suffragettes (right to vote)**
- **Focus of triumph of democracy in the conflict between democracies and dictatorships.**
- **India—successful; most of Africa —unsuccessful; e.g., post-colonial Africa, some shifts toward democracy and then onto dictatorships; e.g., Idi Amin, examples also from Central/South America.**
- **United Nations forces engage in fighting (Korea, Middle-East, Gulf War) to defeat dictatorships.**

END OF KEY

APPENDIX I

HOLISTIC SCALE

The following holistic scale will be used to score written-response questions where appropriate.

The marks assigned within each level will vary according to the value of a particular question. A written response may or may not conform to each and every descriptor within a particular level, but the overall scale-point will provide markers with a general impression as to how well a student has answered the question.

- Proficient**
- fully understands the question
 - deals fully with the topic as directed by the command term
 - includes valid and detailed historical content to support the answer
 - well-organized, with few errors

- Acceptable**
- shows understanding of the question but with a more simplistic approach
 - deals generally with the topic, but with some irrelevancy. Response to command term may be implicit.
 - historical content generalized and/or vague, although valid
 - reasonably organized, with some errors

- Limited**
- unclear on the demands of the question
 - deals with the topic very unevenly, in a generalized fashion, with little attempt to respond to the command term
 - historical content vague and/or irrelevant, but with some discernible validity
 - poorly organized, with many errors

- Unsatisfactory**
- misunderstands the question
 - minimal treatment of the topic with no attempt to respond to the command term
 - historical content inaccurate and/or irrelevant, with little or no discernible validity
 - no attempt at organization, with many errors

APPENDIX II

AN INTRODUCTION TO THE HOLISTIC SCORING METHOD FOR ESSAYS

The purpose of this overview is to help teachers and students prepare for the essay question on the History 12 Provincial Examination by describing how these essays are marked.

The purpose of the essay question is to allow students to demonstrate their ability to analyze, synthesize, and evaluate historical questions and write unified and coherent answers to those questions. This requirement demands a method of marking which is both reliable and valid for this purpose. Consequently, a holistic scoring method was developed which would reward students for their overall ability to analyze, synthesize and evaluate.

The holistic scales were developed to evaluate content with appropriate organization and expression. These scales were developed normatively in that the answers to essay questions are categorized across a scale from **excellent** (5) to **cannot be evaluated** (0).

APPENDIX III

ESSAY SCORING CRITERIA

An essay may or may not conform to each and every descriptor within a particular scale point. The marker should classify the essay into a category based on general impression rather than by checking off each descriptor.

	CONTENT / ORGANIZATION / EXPRESSION
5 EXCELLENT	<ul style="list-style-type: none"> • Superior recall of factual content organized in a purposeful, effective and sophisticated manner. • Thesis is clear, relevant and valid with reference to the topic throughout the essay. • There is a mature, precise selection of supporting details and where evaluation is required, judgement is exemplary. • Expression is clear and fluent.
4 PROFICIENT	<ul style="list-style-type: none"> • Above average recall of factual content organized in a clear and deliberate manner. • Good understanding of the fundamental concepts of history and where evaluation is required, judgement is sound. • An appropriate thesis is evident and the topic is generally addressed throughout the essay. • Expression is generally controlled and fluent with a clear and appropriate selection of supporting details. There may be occasional errors, but only minor flaws in communication.
3 ACCEPTABLE	<ul style="list-style-type: none"> • Satisfactory recall of factual content with some organization and planning. • Sufficient understanding of the fundamental concepts of history and where evaluation is required, judgement is satisfactory. • Thesis is identifiable but the writer may occasionally stray from the topic. • While the expression may be awkward, there is an adequate selection of supporting details. Errors may occasionally impede communication.
2 LIMITED	<ul style="list-style-type: none"> • Limited and flawed recall of factual content lacking adequate organization and planning. • Insufficient understanding of the fundamental concepts of history and where evaluation is required, judgement is poor. • Thesis is irrelevant or invalid and the writer is often off the topic. • The expression is limited, awkward and simplistic with an inadequate selection of supporting details. Errors often impede communication.
1 UNSATISFACTORY	<ul style="list-style-type: none"> • Deficient recall of factual content presented in a disorganized, error-ridden manner. • Inferior understanding of the fundamental concepts of history and where evaluation is required, judgement is seriously flawed. • Thesis is non-existent and the writer is off the topic. • Expression is unclear or uncontrolled and supporting details are completely lacking. Errors result in a frequent lack of communication.
0 CANNOT BE EVALUATED	<ul style="list-style-type: none"> • While writing is evident, no discernible attempt has been made to address the topic as given or the writing is so deficient in length or legibility that it cannot be evaluated.