

History 12

August 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.	D	K	1	2	C2	21.	C	U	1	4	H3
2.	A	K	1	2	C2	22.	C	U	1	4	G2
3.	A	K	1	2	C1	23.	C	U	1	4	G3
4.	B	K	1	3	D1	24.	B	K	1	4	H4
5.	B	U	1	3	D2	25.	B	U	1	5	J1
6.	C	K	1	3	E1	26.	A	K	1	5	I2
7.	D	U	1	3	D1	27.	C	K	1	5	I3
8.	C	K	1	3	D4	28.	A	K	1	5	I2
9.	B	K	1	3	D4	29.	C	K	1	5	J1
10.	D	K	1	3	D3	30.	C	U	1	5	J2
11.	D	K	1	4	F1	31.	B	U	1	5	I1
12.	C	K	1	4	F1	32.	B	K	1	5	K1
13.	D	K	1	4	F2	33.	C	K	1	6	M2
14.	B	U	1	4	F2	34.	D	K	1	6	N1
15.	C	K	1	4	F2	35.	B	U	1	6	L3
16.	A	K	1	4	H3	36.	A	U	1	6	L2
17.	A	U	1	4	G1	37.	A	U	1	6	N2
18.	C	U	1	4	G1	38.	A	K	1	6	N2
19.	A	U	1	4	G1	39.	C	K	1	6	L3
20.	B	U	1	4	G1	40.	A	U	1	6	N1

Multiple Choice = 40 marks

Written Response

	Q	B	C	S	CO	PLO
Score one of questions 1 or 2 and	1.	1	H	7	2	B2
	2.	2	H	7	3	D1
	3.	3	U	7	4	H2
Score one of questions 3 or 4 and	4.	4	U	7	5	I3
	5.	5	U	7	6	L1
Score one of questions 5 or 6	6.	6	U	7	6	L4
Score all parts of the evidence question	7.	7	H	14	5	K2
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.

To what extent did the Paris Peace Settlement satisfy each of the Big Three leaders?

(7 marks)

The Big Three leaders were Lloyd George from Britain, Georges Clemenceau from France and Woodrow Wilson from the U.S.A.

**LLOYD
GEORGE OF
BRITAIN**

Goals:

- wanted Germany punished, but not too severely. Feared the spread of communism into Germany if the economy was destroyed.
- wanted Germany's economy to be rebuilt to re-establish trade links as quickly as possible.
- wanted the German navy to be restricted so it could not challenge Britain's naval power.

Results:

- Germany was severely punished and made to take the blame for the war. There were two small communist uprisings in Germany. As well, there was a great deal of instability in the country.
- The German economy suffered under the reparations payments imposed by the Treaty.
- Germany's naval power was greatly restricted.
- German colonies were given as mandates to Britain and France.

**CLEMENCEAU
OF FRANCE**

Goals:

- Revenge, reparations and security.

Results:

- Germany was punished but not to the extent that Clemenceau wanted.
- He did not get the buffer state created between France and Germany.
- Germany was blamed for the war and did have to pay heavy reparations.
- France got a demilitarized Rhineland.
- Alsace and Lorraine were returned.

**WILSON OF
THE U.S.A.**

Goals:

- **wanted a peace based on his Fourteen Points.**
- **wanted Germany to be treated fairly; punished, yes, but to a reasonable extent.**
- **wanted a League of Nations.**

Results:

- **His Fourteen Points were only applied selectively in situations that the Big Three could agree on.**
- **The League of Nations was established but the U.S. Senate refused membership when it refused to ratify the Treaty.**
- **The principle of self-determination was only applied in some areas and was refused to the Germans.**
- **The punishment of Germany was much greater than Wilson thought it should have been.**

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.

To what extent did Hitler use nationalism to rise to power?

(7 marks)

Nationalism contributed to the rise of Hitler:

- **Hitler stressed the idea that the German people belonged to the Aryan master race. He also drew on the past history of Germany and its greatness in contrast with the reduced power of Germany resulting from the Treaty of Versailles. In particular, the terms of the Treaty such as the War Guilt Clause bruised the national pride of Germans. Hitler used resentment of the Treaty to promote his policies of racial exclusiveness and used the Jews as scapegoats for Germany’s problems.**
- **Hitler’s Beer Hall Putsch in 1923 was seen as a national uprising against the weak German government and the French occupation. Although it failed, Hitler became a figure admired by German nationalists.**
- **After 1933, Hitler used nationalism when he began to break the terms of the Treaty of Versailles. Re-armament, the remilitarization of the Rhineland and Anschluss were all supported by nationalists as a way to rebuild Germany’s greatness; e.g., Nuremberg Laws and lebensraum.**
- **National symbols, Party rallies, etc... were used to encourage nationalism.**

Factors other than nationalism that contributed to the rise of Hitler:

- **It was the economic problems resulting from the Great Depression that allowed the Nazis to gain seats in the Reichstag. In the years from 1926 to 1929, the Nazis received few votes and held only 12 seats. The economic problems made the nationalist ranting of Hitler more plausible, but it was the nearly 6 million unemployed that provided the impetus for Hitler’s gaining power. The deeper the economic problems, the more seats the Nazis won. It was also the fear of growing communist power that led many to see the Nazis as the ones to stop a communist takeover.**
- **Attacked the weaknesses of Weimar and democratic “softness.”**
- **Memories of the inflation of 1923 also contributed to middle-class fear and drew them to the Nazis.**
- **In 1933, Hitler used the Reichstag fire to bully the opposition into the Enabling Act.**
- **Racism was a factor which gained many supporters.**

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.

Explain how both Allied and Axis technological advances influenced the course of the Second World War. (7 marks)

ALLIED ADVANCES:

- **Radar** gave Britain an advantage in the Battle of Britain and prevented Britain's defeat.
- **Breaking German codes with use of *Enigma/Ultra*** gave Allies an advantage, especially in the Battle of Atlantic.
- **Sonar** — critical in the war against U-boats/Battle of Atlantic.
- **Russia developed superior *tanks*** that were a deciding factor in the Battle of Kursk and subsequent Soviet advances. Russian “anti-tank rockets.”
- **U.S. industrial technology in producing all war materials especially *aircraft* and *ships*** overwhelmed Axis. Aircraft carriers played a key role in the victory in the Pacific.
- **The development of *synthetic materials*** such as nylon, rubber, substituted for scarce natural resources helped Allies (parachutes, tires).
- **Medicines** such as penicillin (developed in 1929) were mass produced; plastic surgery; new methods of storing blood.
- **Atomic bomb** ended the fighting against Japan, led to the Japanese surrender and ended the war conveniently before the Soviet Union was able to take part in the defeat of Japan.
- **Mulberry Harbor; Pluto**

AXIS ADVANCES:

- **use of *tanks* and *aircraft* in *blitzkrieg* attacks coordinated by radio signals, particularly 1939–1940** gave Germany a huge advantage which was later lost to the Allied advances.
- **88 mm field gun.**
- **U-boats** early in the war showed success in preventing supplies reaching Britain but failed to keep pace with Allied advances.
- **Jet aircraft** came too late to affect war.
- **Flying bombs (doodle-bugs) V1** fell on London and south-eastern England were too late to affect outcome.
- **German V-2 rockets** were also too late to affect the outcome.

These German developments in technology were not able to make a difference to the outcome of the war because German industry could not match the Allied (especially U.S.) industrial power.

- **The quality of Japanese equipment** was a surprise to Allies in 1941–42, but Japan's technological inferiority made it vulnerable and ensured defeat.
- **Axis code machines** were an advantage but Allied code breakers overcame them.

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.

Explain how the Sino-Soviet split developed after 1949.

(7 marks)

Early differences with Stalin:

- Mao led a much broader-based mass movement, mostly in the countryside. Communist revolution in China more peasant based than in the Soviet Union.
- Mao disagreed with Stalin’s method of forced collectivization. In 1949–1950, Mao “encouraged/persuaded” peasants but did not force. Stalin treated China like satellite.
- Chinese form collectives, retained some degree of private ownership.
- Soviets provided only moderate aid to China’s industrialization.
- Chinese resented Stalin’s failure to help in the Korean War.

Khrushchev’s Speech to 20th Party Congress (1956):

- After Stalin’s death, Mao felt he should be the world leader of the communist/socialist countries.
- Khrushchev’s 1956 speech angered Mao. Chinese were ideologically opposed to Khrushchev’s de-Stalinization and “peaceful co-existence” with the West.
- Mao was angered that Khrushchev had not consulted him about de-Stalinization and peaceful co-existence.
- Mao was critical of Khrushchev, getting too close with the West. Mao accused Khrushchev of abandoning Marxist-Leninist principles.
- U.S.S.R. refused to help China develop nuclear bomb.
- Khrushchev’s visit to U.S.A. in the 1959 angered Mao.
- Soviets disagreed with Mao’s “Great Leap Forward” as an economic plan.

1960s — Formal “split” came in 1960:

- China and the U.S.S.R. were rivals for leadership of the developing world.
- The U.S.S.R. did not help China in its border disputes with India (1962).
- Khrushchev ordered all Soviet technical advisors home from China (1960).
- Border clashes along rivers became frequent by late 1960s (also in late 1950s).
- Mao launched Great Proletarian Cultural Revolution to prevent “soft” influences that had affected Soviet Union.

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.

In what ways was the U.S.S.R.'s involvement in Afghanistan similar to the U.S.A.'s involvement in Vietnam? (7 marks)

U.S.S.R.		U.S.A.
<ul style="list-style-type: none">Went into Afghanistan to shore up a communist government in its attempts to maintain control of the country.	→	Went into South Vietnam to stop a communist takeover of the country.
<ul style="list-style-type: none">Could control the populated centres of Afghanistan, but could not win the battle for the countryside or its people.	→	Could control the populated urban centres of South Vietnam, but could not win over the people in the countryside, or control the countryside.
<ul style="list-style-type: none">Initially sent small numbers of troops to Afghanistan, but gradually built-up their numbers to 120 000.	→	Initially sent small numbers of troops to South Vietnam, but gradually increased their number to 550 000.
<ul style="list-style-type: none">Soviet conventional forces fought in a guerrilla-style war against an enemy they could not always identify.	→	Fought in a guerrilla-style war against an enemy they could not always identify.
<ul style="list-style-type: none">Anti-Soviet forces had complex bunker/tunnel systems. Soviets had to withdraw without achieving their goal of re-establishing a communist government.	→	Anti U.S. forces had complex bunker/tunnel system. Finally withdrew under the cease-fire agreement, which broke down shortly after they left.
<ul style="list-style-type: none">Military aid to Afghanistan — freedom fighters came from West.	→	Military aid to North Vietnam from U.S.S.R.
<ul style="list-style-type: none">Soviet troop morale fell to low level. Afghan commitment very high.	→	U.S. troop morale low. North Vietnamese and Viet Cong highly committed.
<ul style="list-style-type: none">Soviet technological superiority made little difference.	→	U.S. technological superiority made little difference.
<ul style="list-style-type: none">Economic impact on domestic economy became critical.	→	Economic impact on domestic economy became critical and killed the Great Society program.
<ul style="list-style-type: none">World opinion was against the U.S.S.R.		<ul style="list-style-type: none">World opinion was against the U.S.A.

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.

In what ways was nationalism a cause of political change in Eastern Europe and the Soviet Union between 1985 and 1991?

(7 marks)

WITHIN THE SOVIET UNION	IN EASTERN EUROPE
<ul style="list-style-type: none"> • Gorbachev came to power in the Soviet Union in 1985. • Gorbachev’s reform program included “glasnost” (openness). • Glasnost extended to ethnic and nationalities issues by promoting discussion of ethnic concerns. • Historical disputes resurfaced — Ukrainian/Baltic nationalism. • Nationalist dissatisfaction with russification had been brewing for decades. • Gorbachev’s democratization together with glasnost encouraged nationalist aspirations. • By 1988, this national unrest threatened the stability of the Soviet Union. • Lithuania declared independence in March 1989. • Estonia and Latvia declared independence by June 1989. • Ukraine declared independence in 1991. • December 1991, the leaders of Russia (Yeltsin), Belarus and Ukraine met to sign documents dissolving the U.S.S.R. • Kazakhstan declared independence on December 16, 1991. 	<ul style="list-style-type: none"> • Feelings of nationalism throughout Eastern European satellites were directed against the Soviet Union. • Gorbachev’s glasnost and perestroika unleashed sentiments against Russians, as throwing off the communist yoke was also seen as throwing off the Russian yoke. • 1989 East Germans fled to the West. • 1989 elections in Poland produced a non-communist government under Solidarity. • nationalism both in Eastern Europe and within the Soviet Union was responsible for the following events: <ul style="list-style-type: none"> – 1989 Hungary began trade with Austria and the West; the border between Austria and Hungary was opened. – Hungary had free elections in 1990. – 1989 the Berlin Wall came down. – 1990 East and West Germany re-united. – Croatia and Slovenia proclaimed independence from Yugoslavia in 1991. They opposed Serbian domination of the Yugoslav government. – Former provinces of Yugoslavia, such as Bosnia-Herzegovina, threatened independence in 1991. • The region is unstable. Croats and Serbs have long-standing disagreements and some provinces are Muslim, some E. Orthodox, etc.

THE UNITED NATIONS

DOCUMENT 1

The purposes of the United Nations are:

- To maintain international peace and security by acting collectively to deter aggressors and to settle disputes peacefully.
- To develop friendly relations among nations based on respect for the principle of equal rights and self-determination of peoples.
- To achieve international cooperation in solving international economic, social, cultural or humanitarian problems.

The United Nations Charter

DOCUMENT 2

During the lifetime of the UN there have been more than 160 wars in the world. Since 1945 the world has experienced just 26 days without war.

Josh Brooman, *United Nations: International Co-operation Since 1945* (1993)

DOCUMENT 3

The UN as such has no “face” to lose and no victory of its own to win — it is simply an organization serving all nations but dominated by none.

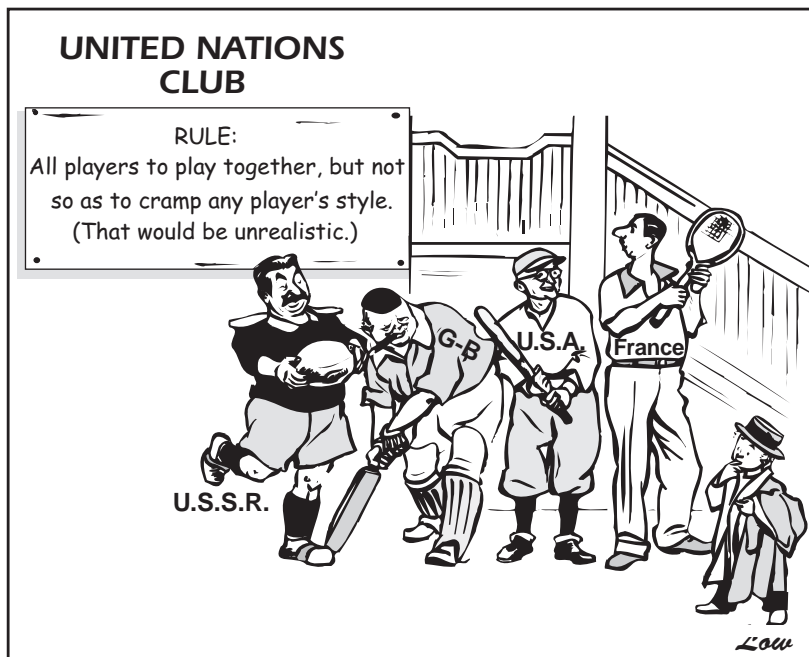
U Thant, UN Secretary General (1961–1970)

DOCUMENT 4

The UN has been involved in keeping the peace across the world. However, its efforts have been mixed since it must depend on the good will of the major players in the international system to be successful.

The Times History of the Twentieth Century (1999)

DOCUMENT 5

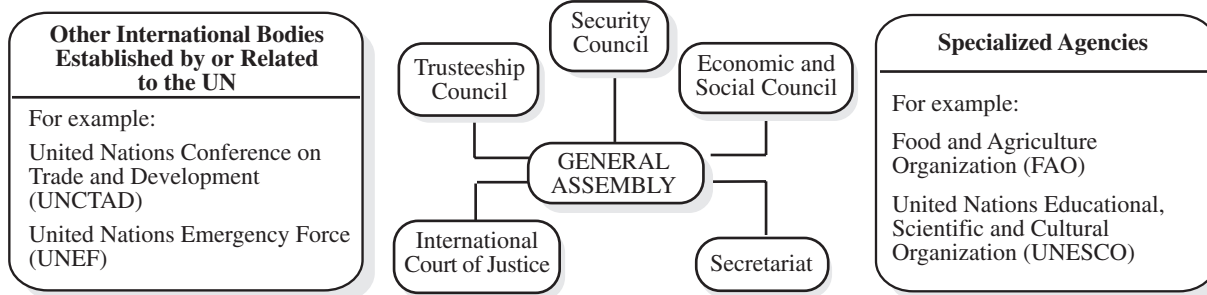


David Low, *Evening Standard* / Atlantic Syndication

"A FINE TEAM — BUT COULD DO WITH A DASH OF UNITY..."

David Low (1945)

DOCUMENT 6



Zelinski, *Twentieth Century Viewpoints* (1996)

DOCUMENT 7

Although Britain and the U.S.A. argued against the veto, both used it when it suited them, such as Britain over the Suez in 1956 and the U.S.A. over Grenada in 1983. Most of the failures of the UN can be attributed to the unhelpful attitudes adopted by the Great Powers and the inability of most other members to see beyond their own regional power group.

Philip Sauvain, *Key Themes of the Twentieth Century* (1996)

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.

- a) Explain why Document 3 is a primary source. (1 mark)

Document 3 is a primary source because it is a quote from U Thant, UN Secretary General. As Secretary General he had first-hand knowledge of the organization and how it operated.

- b) Explain how Document 4 contradicts Document 3. (2 marks)

Document 3 says that the UN is dominated by no nations.

Document 4 contradicts this by saying that only the good will of the major players allows the UN to be successful.

- c) Explain the idea the cartoonist is putting across in Document 5. (2 marks)

The cartoonist in Document 5 is showing the disunity among the major powers in the UN. Each country has a different game it wants the group to play.

- d) How does Document 7 corroborate Document 5? (2 marks)

Document 5 stresses the idea that each power wants to play its own game.

Document 7 supports this view when it states that the failures of the UN can be contributed to the failure of major powers to look beyond their own national self-interest and think of the good of the international community as a whole.

- e) Explain how effective the UN has been as an international organization to maintain world peace?

Use the documents provided **as well as** other historical evidence. (7 marks)

Document 1 is taken from the UN charter setting out the goals of the UN. It is clearly stated here that the UN's main goal is to keep international peace.

Document 2 states that there has been very little peace since the Second World War. As such, it seems to indicate the UN has failed in its purpose as stated in Document 1.

- Document 3** is an idealistic statement made by a former Secretary General. To say the UN is an organization dominated by no nation contradicts what many other documents say.
- Document 4** re-enforces *Document 5* as it states that the success of the UN in maintaining world peace depends on the cooperation of the major powers.
- Document 5** shows the disunity among the major players in the UN. The big five countries who all have veto power in the Security Council, as stated in *Document 7*, are not afraid to use their veto when they see their national interest being attacked.
- Document 6** shows the structure of the UN organization, outlining its major parts. It shows that power is supposed to revolve around the General Assembly.
- Document 7** states that although countries are supposed to work for international cooperation, many times major powers have used their veto for their own benefit. Also, other groups of countries have been more interested in their veto for their own benefit. Other groups of countries have been more interested in their own regional interests than in global interests.

- The advent of the Cold War and weapons of mass destruction made the need for an international organization, where nations could meet and discuss problems, that much more urgent.
- Perhaps the greatest success of the UN is the fact that there has not been a third world war.
- The UN has clearly not been able to live up to its purpose as outlined in the first sections of its charter. The principal difficulty is the national self-interest of the major powers.
- Through its specialized agencies it has done much good work in the areas of world health, famine relief, disaster aid, land mine removal and refugees to mention a few (WHO, UNICEF, UNESCO).
- In this regard, it has been much more successful in fulfilling the third part of its charter as outlined in *Document 1*.

EFFECTIVE

- Limited Korean War — saved South Korea
- Found solution to Suez Crisis, Cyprus, Gulf War

NOT EFFECTIVE

- Partition of Palestine
- Korean War
- Suez Crisis
- Vietnam, Afghanistan, etc.
- Cuban Missile Crisis

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

During the twentieth century non-democratic states were more imperialistic than democratic states.

Evaluate this statement using examples from throughout the period 1917–1991.

OR

TOPIC 2

The success of mass ideological movements has resulted from the actions of a few individuals.

Evaluate this statement using examples from throughout the period 1917–1991.

TOPIC 1

During the twentieth century non-democratic states were more imperialistic than democratic states.

Evaluate this statement using examples from 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.

Students may support or refute this statement. The stronger students will assess the degree to which imperialism has been a feature of non-democratic states and also the degree to which imperialism has been a feature of democratic states as well.

EXAMPLES OF IMPERIALISM IN NON-DEMOCRATIC STATES	
Lenin's Bolshevik government	<ul style="list-style-type: none">• did not control as vast an empire as the Tsar had, but still extended its authority over Ukraine, Byelorussia, and several Transcaucasian republics such as Georgia.
Mussolini's Italy	<ul style="list-style-type: none">• Mussolini's ambitions extended to the Dalmatian coast, Fiume and Corfu during the early 1920s.• invaded Ethiopia/Abyssinia in 1935 and held it until Italy's defeat in the Second World War.• maintained control of Libya, Eritrea, Italian Somaliland.• Mussolini admired the greatness of the Roman Empire and vowed to create an Empire for Italy and make the Mediterranean an "Italian Lake."
Hitler's Germany	<ul style="list-style-type: none">• sought lebensraum – the drive for living space to the east through Poland, Russia, Ukraine.• Hitler's emphasis on autarky for Germany led to expansionist policies. A drive for natural resources such as oil in the Caucasus led Hitler eastward.

Stalin's Russia	<ul style="list-style-type: none"> • expanded into the Baltic States of Latvia, Lithuania and Estonia in 1940. • maintained a grip over 14 non-Russian republics on the perimeters of Russia in the west and south. • After the Second World War, Stalin extended Soviet influence throughout Eastern Europe as Poland, East Germany, Czechoslovakia, Bulgaria, Hungary and Romania became satellite states. • the Warsaw Pact (1955).
The Soviet Union	<ul style="list-style-type: none"> • competed for influence among the non-aligned nations; e.g., the Soviet Union financed the Egyptian Aswan dam in 1956. • maintained its imperialist grasp on Eastern Europe until 1989. • was at war with Afghanistan between 1979 and 1989.
Japan	<ul style="list-style-type: none"> • In the 1930s, Japan sought a Greater East Asia Co-Prosperity Sphere and expanded throughout South-East Asia. • Japanese government in the 1930s was a militarist, non-democratic state; the civilian government had been ousted. • Japanese imperialist ambitions were fueled by a need for oil, rubber, iron ore. • The Japanese empire of the 1930s included Manchuria (1931), Taiwan, Korea, coastal China, and expanded to include Indo-China by the early 1940s.
Communist China	<ul style="list-style-type: none"> • extended its influence over Tibet (1950) and Mongolia.
Iraq	<ul style="list-style-type: none"> • attempted to extend its influence over Kuwait in 1990.

EXAMPLES OF IMPERIALISM IN DEMOCRATIC STATES

Western Europe/Japanese Empires	<ul style="list-style-type: none"> • In 1919, the settlements after the First World War enlarged the Western European and Japanese empires (Japan had a civilian government until 1930s) through mandates.
Britain	<ul style="list-style-type: none"> • Britain acquired Palestine, Iraq and Transjordan. • Britain fought the Falkland Islands War (1982).
Britain and France	<ul style="list-style-type: none"> • European powers all maintained their existing empires throughout the interwar period. British and French Empires reached their greatest size. • The British and French bombed the Suez Canal Zone (1956) in an effort to maintain imperialist interests there.

France	<ul style="list-style-type: none"> • acquired Lebanon and Syria. • The French fought to re-establish a French colony in Indo-China after the Second World War (1945–1954).
U.S.A.	<ul style="list-style-type: none"> • maintained control over Puerto Rico, Guam, the Philippines, etc., acquired earlier in the century. • exerted economic influence rather than direct political control over many areas, in particular over Latin America, i.e., Economic Imperialism. • The Alliance For Progress for Latin America may be thought of as economic imperialism by the U.S.A. • sought to exert influence in the Middle East by supporting the Shah of Iran (1953–1979). • fought to extend economic influence over South-east Asia (1954–1973). • U.S.A. involvement in Persian Gulf in the Gulf War.
Japan	<ul style="list-style-type: none"> • Japan acquired Mariana Islands and former German possessions in the Far East.

EXAMPLES OF DEMOCRATIC STATES ABANDONING IMPERIALISM

- **De-colonization of much of Africa in the post Second World War era.**
- **Independence of Palestine (1948), India and Pakistan (1947) and other colonies.**
- **French Government gave up Indo-China in 1954.**

TOPIC 2

The success of mass ideological movements has resulted from the actions of a few individuals.

Evaluate this statement using examples from 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.

Students should make clear a definition of mass ideological movements. Likely it would deal with the political or religious beliefs that are adhered to by vast numbers of people. Ideological movements could be restricted to one country such as Italian Fascism or, like Marxism or Islamic fundamentalism, have a worldwide following.

Students will also need to indicate what they see as success.

POINTS TO CONSIDER WHICH SUPPORT THE STATEMENT MIGHT INCLUDE:

MARXISM AND ITS VARIANTS

- **Lenin and the Bolsheviks hijacking the Russian Revolution from other leftist groups such as the Mensheviks and Social Revolutionaries. Lenin's insistence on a group of committed full-time revolutionaries explained the success of the Bolsheviks in directing the revolution. The victory of Bolshevism in the Civil War through the efforts of people like Trotsky make Lenin's version of Marxism dominant and further supports the statement.**
- **Later Stalin and a small cohort of followers, such as Beria, would imprint his version of Marxism on the Soviet masses who were brought to believe in the new socialist man.**
- **Other versions of Marxism that would succeed because of the efforts of elite groups would include the victory of the Chinese Communists in 1949. Mao's insistence on setting the foundation of the Chinese Communist Party among the peasants went against the accepted assumption that revolutions were led by the urban proletariat. His policy of Democratic Centralism furthered the control of the masses by the elite of the Communist Party.**
- **Other communist leaders who might be examined are Ho Chi Minh, Pol Pot and Fidel Castro.**

Opponents of communist regimes such as Lech Walesa and Vaclav Havel might be used to point to the ultimate failure of communism in Europe because of the ideology of democracy.

<p>NAZISM</p>	<ul style="list-style-type: none"> • The success of the Nazi party in gaining power in Germany was due to the actions of Hitler and a group of dedicated followers. Following the failure of the Munich Putsch, Hitler, Goebbels, Goering and others rebounded and came to power in 1933. This elite managed to Nazify a modern state and indoctrinate millions with their Aryan ideology.
<p>FASCISM</p>	<ul style="list-style-type: none"> • Mussolini and his blackshirts also managed to impose their ideology on a modern European state. Their march on Rome brought a minority party to power. The actions of Mussolini and the Fascist Grand Council brought Italy its early successes. <p>Students may point out that in the case of Nazism and Fascism the same small group who brought the ideology to power and prominence also led it to disaster and defeat.</p>
<p>ISLAMIC FUNDAMENTALISM</p>	<ul style="list-style-type: none"> • A small group of clerics and activists have brought Islamic Fundamentalism from a fringe group during the years of domination of the Middle East by colonial powers to a powerful movement throughout the area. • Examples might be the Muslim Brotherhood in Egypt who opposed the British and were later opposed to the Westernizing tendencies of Nasser and Sadat. They were responsible for the assassination of Sadat. • The Iranian revolution brought the Ayatollah Khomeini and Islamic Fundamentalists to power in Iran. A small group of zealots wrested control of the revolution from moderates and imposed a strict fundamentalist Shia regime on the majority of Iranians. • The success of the Taliban, following the Russian withdrawal in Afghanistan, is another example of a minority fundamentalist group seizing power.

POINTS TO CONSIDER WHICH CONTRADICT THE STATEMENT MIGHT INCLUDE:

<p>ZIONISM</p>	<p>Some students may point to the Zionists who achieved their goal of a homeland for the Jews in Palestine/Israel through the efforts of large numbers of ordinary people as opposed to specific individuals.</p>
<p>GANDHI AND THE CONGRESS PARTY</p>	<ul style="list-style-type: none"> • The success of the Congress Party's drive for independence from Britain was due in great part to the efforts of Gandhi, Nehru and Jinnah but was a struggle more for independence than ideology. • Here some students may point to partition of British India as a failure for the Congress party and Gandhi.

CIVIL RIGHTS MOVEMENT IN THE U.S. OR SOUTH AFRICA	<ul style="list-style-type: none"> • Martin Luther King and the leadership of NAACP and CORE might be cited as people who led the mass movement of black Americans to end segregation and achieve their Civil Rights without any ideological goal. • Nelson Mandela might be included in the same way, citing the African National Congress and its fight against apartheid.
DEMOCRACY	<ul style="list-style-type: none"> • Some may see the growth of democracy as the greatest mass movement in the twentieth century. However, it is harder to identify its successes with a small group. A good example might be the democracy movement in China.

Other mass movements which may not be led by any particular individuals or have a particular ideological goal could include: Anti-War Movement in the U.S.A. — Ban the Bomb Movement — Environmental Protest — Women’s Rights Movement.

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.