History 12

August 2004 Provincial Examination

ANSWER KEY / SCORING GUIDE

	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.	B	K	1	2	C1	27.	A	K	1	4	H4
2.	C	U	1	2	B2	28.	A	U	1	5	K2
3.	A	K	1	2	C1	29.	B	K	1	5	I3
4.	C	K	1	2	C1	30.	C	K	1	5	J1
5.	B	K	1	3	D4	31.	D	K	1	5	K1
6.	D	K	1	3	D2	32.	B	K	1	5	J3
7.	B	K	1	3	D4	33.	C	K	1	5	I2
8.	A	U	1	3	D3	34.	A	K	1	5	K2
9.	B	U	1	3	D2	35.	B	U	1	5	I2
10.	B	U	1	3	D2	36.	**D E L E T E D**				
11.	A	U	1	3	D1	37.	C	U	1	5	I2
12.	C	U	1	3	E1	38.	B	U	1	5	I2
13.	A	K	1	3	E2	39.	**D E L E T E D**				
14.	A	U	1	3	E2	40.	D	K	1	6	L1
15.	B	U	1	3	D3	41.	C	U	1	6	L1
16.	A	U	1	4	H3	42.	A	K	1	6	L2
17.	D	K	1	4	F1	43.	D	U	1	6	L1
18.	A	U	1	4	F1	44.	C	K	1	6	L1
19.	B	U	1	4	F2	45.	B	K	1	6	N1
20.	C	U	1	4	G1	46.	C	K	1	6	L3
21.	C	U	1	4	F2	47.	C	K	1	6	M1
22.	B	U	1	4	G1	48.	C	K	1	6	M2
23.	D	K	1	4	H1	49.	A	U	1	6	L4
24.	C	K	1	4	H2	50.	A	K	1	6	L4
25.	B	U	1	4	H3	51.	A	K	1	6	N2
26.	B	K	1	4	G3						

Multiple Choice = 51 marks

Written Response

	Q	B	C	S	CO	PLO
Score **one** of questions 1 or 2	1.	1	U	8	2	C2
	2.	2	U	8	4	G2
and	3.	3	H	8	5	I1
Score **one** of questions 3 or 4	4.	4	H	8	6	L1
Score only **one** of the two topics given	Topic 1	5	H	25	7	A1–N3
	Topic 2	6	H	25	7	A1–N3

Multiple Choice	=	51
Written Response	=	41
EXAMINATION TOTAL	**=**	**92 marks**

LEGEND:

Q = Question Number
B = Score Box Number
C = Cognitive Level
CO = Curriculum Organizer
K = Keyed Response
S = Score
PLO = Prescribed Learning Outcome

PART B: WRITTEN RESPONSE

Value: 16 marks **SECTION 1** **Suggested Time: 30 minutes**

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.***

Use the following statement to answer question 1.

> There were two revolutions in Russia in 1917; the first overthrew the Tsar, the second brought Lenin to power.

a) Describe the factors which led to the overthrow of the Tsar in the first revolution. **(4 marks)**

- **Casualties and losses in the First World War were huge and the Tsar was held to blame.**
- **Economic conditions on the home front were harsh.**
- **Inflation, food shortages, poor working conditions all contributed to the Tsar's unpopularity.**
- **The Tsar's refusal to permit reform and the increasing influence of Rasputin and Alexandra also caused opposition.**
- **When revolution broke out, the army refused to fire on the people and the Duma set up a provisional government. The Tsar was forced to abdicate.**
- **The Russian people did not have real representation in government.**
- **Tsar Nicholas leaving the capital to go to the Front. General lack of leadership.**

b) Explain how Lenin was able to gain power in the second revolution. **(4 marks)**

- **When Lenin returned to Russia from exile he saw that the key issues were still unsolved.**
- **He offered "Peace, Land and Bread" in his April Thesis.**
- **He also called for the people to support the Soviets over the Provisional Government.**
- **Right-wing attempt by Kornilov to take Petrograd failed.**
- **The Provisional Government was unable to win popular support or to act ruthlessly against the Bolsheviks.**
- **Bolsheviks were sent throughout the country to urge peasants to take the land and soldiers to refuse to fight.**
- **When the right-wing military attempted to regain control from the Provisional Government, the Bolsheviks gained popularity by resisting.**
- **In November, the Bolsheviks were able to take control by force in Petrograd.**
- **Key leaders such as Trotsky assisted Lenin in organizing Revolution.**
- **Failure of Provisional Government to end the war with Germany.**
- **Failure of Provisional Government to satisfy peasants.**
- **Bolsheviks took key communication and transportation points in Petrograd.**

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.***

Use the following statement to answer question 2.

The Allied invasion of Normandy in June 1944 contributed to the defeat of Germany in the Second World War.

a) Explain how the invasion of Normandy contributed to Germany's defeat. **(3 marks)**

DID CONTRIBUTE TO DEFEAT:

- **Opened second front and defeated German troops (Falaise).**
- **Diverted troops from Eastern Front.**
- **Boosted the morale of the Free French.**
- **Caused Hitler to use last resources in Battle of the Bulge.**
- **Supported alliance with the U.S.S.R.**
- **Allowed U.S./Allied superiority in manpower and equipment to flood into Europe.**
- **Destroyed Hitler's V-1 and V-2 sites.**

b) Describe other factors that contributed to Germany's defeat. **(5 marks)**

OTHER CAUSES OF GERMANY'S DEFEAT:

- **Allowing allied troop evacuation at Dunkirk.**
- **The failure of Operation Barbarossa cost the Germans heavily and destroyed their military strength.**
- **German defeats in North Africa and Italy weakened them.**
- **Eventual loss of Italy as an ally.**
- **Allied bombing disrupted German industry and destroyed its airforce.**
- **The Allied victory in the Battle of the Atlantic allowed U.S. industrial strength to overwhelm the Germans.**
- **Anti-German resistance also weakened Germany.**
- **Overall, the Allied resources were far greater than the resources of the Axis Powers.**
- **The Five-Year Plans in the U.S.S.R. allowed Soviet industrial production to contribute to success in the war effort.**

- **Hitler's interference in military affairs; e.g., his insistence on no retreat from Stalingrad.**
- **Lack of oil reserves in Caucauses, El Alamein.**
- **Failed to take Britain.**
- **U.S.A. entry into European theatre →fresh troops.**
- **Final Solution diverts German resources and attention.**
- **Radar.**
- **Code breaking—Enigma.**

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.***

To what extent was the U.S.S.R. a threat to the U.S.A. during the 1945 to 1963 period? **(8 marks)**

JUSTIFIED
• **The U.S.S.R. had refused to cooperate in settling issues arising from the Second World War, especially in Germany.** • **Communist governments had been established in Eastern Europe despite Stalin's promise to allow free elections. There was a belief that the U.S.S.R. could not be trusted to adhere to any agreements.** • **The U.S.S.R. supported communist movements in the West. Large Communist parties in such countries as France and Italy threatened Western European democracy and thus the U.S.A.'s economic and strategic interests in that area. Communists and "fellow travellers" in the U.S.A. were regarded as a threat from within.** • **The Iron Curtain shut off communication between East and West Europe.** • **Soviet propaganda stirred up rebellion in third world countries. The U.S.S.R. gave military and financial aid to independence movements in Africa and Asia, many in areas of strategic importance to the U.S.A. or its allies.** • **The U.S.S.R.'s support for Mao and the Chinese Communists led to the overthrow of the government of Chiang Kai-Shek, a long time ally of the U.S.A. The Communist takeover in China increased the fear of communism in the U.S.A.** • **North Korea's attack on South Korea in 1950 was supported by Soviet arms and equipment.** • **The U.S.S.R.'s frequent use of the veto in the United Nations increased the feeling that the U.S.S.R. would not cooperate with the West but would pursue its own aim to support and spread communism throughout the world.** • **The development of the U.S.S.R.'s atomic bomb in 1949 increased the risk of aggression by the U.S.S.R.** • **The secrecy and repression in the U.S.S.R. increased suspicion as to its motives.** • **Communist forces were threatening to take over South-East Asia.** • **Berlin Wall was built by Soviets/East Germans.** • **Arms Race continued.** • **Cuban Missile Crisis (1962).** • **Soviets launched Sputnik in 1957.** • **Berlin Blockade threatened the influence of the west in West Berlin and the security of residents of West Berlin.**

NOT JUSTIFIED
• **The U.S.S.R. was not a military threat to the U.S.A. in this period because the U.S.A. had a monopoly on nuclear weapons until 1949, and had the most advanced delivery systems even after 1949.** • **The Soviet threat in Western Europe was neutralized by the Truman Doctrine, the Marshall Plan and the formation of NATO. The firm stand taken by the West over the Berlin Blockade also revealed that the U.S.S.R. was not prepared to risk war to achieve its aims.** • **McCarthyism raised an exaggerated fear of communism in the U.S.A. where communist support was negligible.** • **Stalin was concerned with controlling Eastern Europe as a 'sphere of influence' for the security of the U.S.S.R., a concern which the U.S.A. did not do anything to counter throughout the Cold War.** • **The world communist movement was not monolithic. Contrary to U.S. belief, Communist China was not a Soviet satellite and many other communist movements would not be dominated by the U.S.S.R. (e.g. Yugoslavia).** • **The U.S.S.R. was not totally uncooperative; e.g., it voted with the U.S.A. on the creation of Israel in 1948.** • **U.S.A. had SEATO, CENTO to "contain" communism in Asia.** • **Khrushchev's "Peaceful Co-existence" and de-Stalinization speech (1956)** • **Examples of U.S.A. as a threat to the U.S.S.R. (e.g., military presence in western Europe, unification of western zones in Germany, threat to Cuba, initial nuclear superiority)**

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.***

To what extent was nationalism the cause of conflict in the Middle East after 1963? **(8 marks)**

NATIONALISM AS A CAUSE:

- **Six-Day War and other Israeli actions (Lebanon) caused by Israeli desire for national security.**
- **Arab nationalism saw Israel as a violation and wished to destroy it (Yom Kippur War).**
- **Palestinian nationalism and the desire for a homeland led to terrorist attacks.**
- **National security from attack is always a factor in conflict.**
- **In Iraq, Kurdish nationalism was attacked by Iraqi government.**
- **Islamic Fundamentalism could be seen as a form of nationalism.**
- **Rebels within Afghanistan fought the Soviet-backed government in Kabul.**

OTHER CAUSES:

- **Oil — Iraq's invasion of Kuwait (Gulf War) was aimed at *controlling* oil supplies. Western reaction against Iraq was aimed at *protecting* oil supplies.**
- **Iran-Iraq War fought partly over oil supplies.**
- **After Yom Kippur War, OPEC used the "oil weapon" against the West.**
- **Both Arabs and Israelis were armed by their respective superpower supporters thus intensifying conflict.**
- **Soviet invasion of Afghanistan.**
- **Religion has been a factor in terrorism and attacks on Israel.**
- **Religious divisions in Islamic world have caused conflict.**
- **Israel's occupation of Old Jerusalem could be seen as religious.**

PART C: ESSAY

Value: 25 marks **Suggested Time: 45 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 5:

TOPIC 1

To what extent have human rights progressed during the twentieth century?

OR

TOPIC 2

To what extent has economic cooperation increased in the twentieth century?

TOPIC 1

To what extent have human rights progressed during the twentieth century?

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.

Progress in Human Rights

- **At the Paris Peace Settlement, self-determination began to replace imperialism and recognize the rights of ethnic minorities and national groups.**
- **After the war, women received rights in the form of the vote in western nations.**
- **After the Second World War, the UN Charter of Human Rights was signed by all members. Both the League of Nations and the UN established agencies to promote human rights.**
- **Gandhi made gains in breaking down caste system in India.**
- **After the Second World War, the right to freedom was recognized as many of Europe's colonies were granted independence.**
- **Progress in religious freedoms in some countries (post Holocaust Jews, religions in secular state in India).**
- **In the U.S.A., the Civil Rights Movement overthrew segregation and established civil rights for Blacks.**
- **In South Africa, the struggle against apartheid saw white minority rule replaced by black rights in both Rhodesia and later South Africa itself.**
- **During the 1960s, the Women's Liberation Movement began to make gains in rights for women (e.g., family planning, economic rights). Women became heads of state (i.e., Margaret Thatcher)**
- **Helsinki Accords increased respect for human rights.**
- **The fall of the Iron Curtain and the death of Communism in the East Bloc and Soviet Union were huge advances for human rights.**
- **Labour Movement made gains in several western nations.**
- **Introduction of some linkages in economic accords / trade agreements to human rights and labour standards.**
- **Nuremburg Trails and War Crimes Tribunals.**

Lack of Progress in Human Rights

- **Self-determination was only granted when it suited the Great Powers.**
- **In the U.S.A. in the 1920s, immigration restriction and the KKK stood against human rights.**
- **Treaty of Versailles did not contain language on racial equality.**
- **The entire history of Nazism and Nazi Germany was racist and violated human rights.**
- **The dictatorships of the 1920s and 1930s, both Fascist and Communist, denied basic human rights to freedom.**

- **After the Second World War, Communism was extended to Eastern Europe and to China with a loss of human rights.**
- **Throughout the world, the establishment of new nations has often led to the oppression of minorities (Palestinians).**
- **Attempts to gain greater freedom have been crushed (Hungary, Czechoslovakia, Tiananmen Square).**
- **Terrorism throughout the world is a denial of the right to life.**
- **Rise of fundamentalist religious groups in the Middle East.**
- **Pol Pot, Cambodia, Rwandan genocide, Rape of Nanking and other atrocities.**

TOPIC 2

To what extent has economic cooperation increased in the twentieth century?

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.

NON-COOPERATION

- **After the First World War, the new successor states of Central Europe erected tariff barriers to protect industries in their countries and encourage their people to purchase local products.**
- **These states were also promoting autarky, self-sufficiency in basic commodities.**
- **After the First World War, the United States slipped back into isolationism and erected tariff barriers to keep out European products and support American industries (Fordney McComber Act, 1922 and Smoot-Hawley Tariff Bill, 1930).**
- **Other countries also raised tariffs in the 1920s in response to American tariffs.**
- **Because of the communist revolution, most countries refused to have trade relations with Russia / U.S.S.R. in the 1920s. An exception was Germany, also viewed as an outcast country. It signed a treaty with Russia / U.S.S.R. to trade technology for bases to build military equipment.**
- **"Socialism in one country" Stalin's philosophy.**
- **After Stalin came to power in the U.S.S.R., he embarked on a series of Five-Year Plans to modernize industry and catch up to the West.**
- **After Hitler came to power in Germany, he began a program of autarky to prepare Germany for a future war.**
- **In Asia, Japan began her conquest of Manchuria, China, and other South-East Asian countries to secure supplies of raw materials and markets under her Greater East Asian Co-prosperity Sphere.**
- **U.S.A. sanctions in Cuba.**
- **Gulf War (1991) was a war of U.S. national self-interest.**
- **National self-interest was behind the Cold War.**

ECONOMIC COOPERATION INCREASED

- **Dawes and Young Plans.**
- **During the Second World War, economic cooperation increased as Britain relied heavily on supplies from North America to support the war effort. (Cash and Carry Act and Lend-Lease Act.)**

- **Near the end of the war, two institutions were established to enhance international economic cooperation, the World Bank and the International Monetary Fund.**
- **GATT (General Agreement on Tariffs and Trade) was set up in 1947 to increase trade and reduce tariffs among member states.**
- **After the Second World War, the U.S.A. promoted European economic cooperation through its Marshall Plan Aid which led to the creation of the Organization for European Economic Cooperation (OEEC).**
- **European economic cooperation continued to increase with the European Coal and Steel Community (ECSC), the European Economic Community (EEC), the European Free Trade Association (EFTA) and the expanded European Union (EU).**
- **Other trading blocs have also developed: Canada–U.S.A. Free Trade Agreement, later expanded to NAFTA (North American Free Trade Agreement).**
- **As well, APEC and ASEAN have developed as Asian and Pacific trade associations.**
- **OPEC is an example of cooperation but also of economic (Arab) nationalism against their rivals.**
- **Almost all international economic cooperation can also be seen as economic nationalism in that those cooperating are excluding others.**
- **Other examples of economic cooperation would be COMECON, IMF, World Bank.**
- **British Commonwealth**

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	• 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, judgment is exemplary. • Expression is clear and fluent.
4 PROFICIENT	• 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, judgment 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	• Satisfactory recall of factual content with some organization and planning. • Sufficient understanding of the fundamental concepts of history and where evaluation is required, judgment 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	• 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, judgment 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	• 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, judgment 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	• 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.