

History 12

August 2005 Provincial Examination

ANSWER KEY / SCORING GUIDE

Organizers

1. The Study of History
2. Conflict and Challenge: The World of 1919
3. Promise and Collapse: 1919–1933
4. Turmoil and Tragedy: 1933–1945
5. Transformation and Tension: 1945–1963
6. Progress and Uncertainty: 1963–1991

Sub-Organizers

- A
B, C
D, E
F, G, H
I, J, K
L, M, N

Multiple Choice

Q	K	C	S	CO	PLO	Q	K	C	S	CO	PLO
1.	D	K	1	2	B2	27.	B	U	1	5	I1
2.	B	U	1	2	B1	28.	C	U	1	5	I2
3.	B	U	1	2	B2	29.	D	U	1	5	I2
4.	A	K	1	2	C1	30.	A	U	1	5	I2
5.	B	K	1	2	C1	31.	C	U	1	5	I2
6.	C	U	1	2	C2	32.	D	U	1	5	I2
7.	D	U	1	2	C2	33.	B	K	1	5	J1
8.	C	U	1	2	C2	34.	B	K	1	5	J2
9.	C	K	1	3	D1	35.	B	K	1	5	I2
10.	A	U	1	3	D2	36.	B	K	1	5	I2
11.	C	U	1	3	D3	37.	D	U	1	5	I3
12.	D	U	1	3	D4	38.	A	U	1	5	K1
13.	A	K	1	3	E1	39.	B	K	1	5	I3
14.	C	K	1	3	E2	40.	A	K	1	6	L1
15.	B	K	1	3	E1	41.	D	K	1	6	L1
16.	B	K	1	4	F1	42.	A	U	1	6	L2
17.	C	K	1	4	F1	43.	A	U	1	6	L2
18.	A	U	1	4	F2	44.	A	U	1	6	L1
19.	C	K	1	4	G1	45.	B	K	1	6	L4
20.	D	U	1	4	G1	46.	B	U	1	6	M1
21.	A	U	1	4	G2	47.	D	K	1	6	M2
22.	A	K	1	4	G2	48.	A	K	1	6	N2
23.	B	U	1	4	H3	49.	B	K	1	6	N1
24.	B	K	1	4	H4	50.	C	K	1	6	N1
25.	D	K	1	4	H1	51.	A	U	1	6	N2
26.	B	K	1	4	H4						

Multiple Choice = 51 marks

Written Response

	Q	C	S	CO	PLO
Score one of questions 1 or 2	1.	U	8	3	D4
	2.	U	8	4	H2
and	3.	H	8	5	K2
Score one of questions 3 or 4	4.	H	8	6	L2 & L3
Score only one of the two questions given	5.	H	25	7	A1–N3
	6.	H	25	7	A1–N3

Multiple Choice = 51

Written Response = 41

EXAMINATION TOTAL = 92 marks

LEGEND:

Q = Question Number

CO = Curriculum Organizer

PLO = Prescribed Learning Outcome

K = Keyed Response

C = Cognitive Level

S = Score

PART B: WRITTEN RESPONSE

Value: 16 marks

Suggested Time: 30 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.

Describe India's struggle for independence from Britain.

(8 marks)

- independence movement was split into two factions— Indian National Congress for Hindus and Muslim League for Muslims
- Gandhi and Nehru headed the Congress Party
- Jinnah led the Muslim League
- Congress worked for a united (Muslim, Hindu, Sikh) and independent India
- Muslim League worked for a partitioned independent arrangement with separate country for Muslims
- in 1919, Amritsar Massacre increased the determination of Indian nationalists—379 people killed
- Gandhi's non-violent methods included:
 - stress on economic self-sufficiency, took up spinning and cloth-making and encouraged others to do the same
 - boycott of products of British textile mills
 - pacifist; economic pressure exerted on British
 - fasted, dressed simply, led hartals (shop closures)
 - led Salt March (1930) to avoid British monopoly on salt/salt tax
 - in 1931 attended London Round Table Conference and met George V
 - imprisoned for civil disobedience
 - non-violent campaign was called “satyagraha”
- “Quit India” campaign during the Second World War Congress Party refused to assist Britain in the war
- British promised India greater independence after the war
- Mountbatten appointed Viceroy to oversee independence
- much violence between factions— between Hindus and Muslims throughout the period
- Independence and Partition achieved at same time— in August 1947
- refugees of both religions fled the newly created countries
- Nehru became Prime Minister of India
- Jinnah became Governor General of a new Pakistan

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.

Describe how technology contributed to military success in the Second World War.

(8 marks)

- **German tanks and Panzer divisions in Blitzkrieg of Poland-Germany, fast and effective victory**
- **blitzkrieg was also successful for the Germans in western Europe**
- **radar contributed to British success in the Battle of Britain**
- **British Spitfire was fastest plane — helped win the Battle of Britain**
- **sonar (and radar) led to increasing victories against German U-boats in the Battle of the Atlantic**
- **Soviet tank developments contributed to victories as in the Battle of Kursk**
- **Allies' ability to decode secret intelligence using ENIGMA and ULTRA led to increased Allied successes**
- **development of new aircraft (long-range bombers) led to increased success**
- **landing craft and Mulberry Harbours as well as a pipeline under the ocean (PLUTO) were vital to the eventual success of the D-Day campaign**
- **naval aviation — planes /aircraft carriers played a vital role in successes in the Pacific (e.g., Midway)**
- **use of the ultimate weapon — the atomic bomb — assured the Allies success in ending the war**
- **plastics, nylon, medical technologies**

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 United Nations a success during the period 1945 to 1991?

(8 marks)

THE UNITED NATIONS WAS SUCCESSFUL

- **international declaration of human rights**
- **setting-up a lasting process and structure for international decision-making**
- **all major world powers belong to it**
- **Korean War (1950–53): UN participated by sending troops. It was successful in keeping North Korean forces contained**
- **Persian Gulf War (1991): The UN was successful in liberating Kuwait in 1991**
- **peacekeeping forces have had a measure of success in the Suez Canal Zone (Nov. 1956), the Congo (1960–64) and Cyprus**
- **UN established a demarcation line in Kashmir (1949)**
- **success with Humanitarian Specialized Agencies; e.g., World Health Organization — smallpox defeated (UNICEF, UNESCO, FAO)**
- **IMF has prevented the economic collapse of some third world economics**
- **support for refugees**

THE UNITED NATIONS WAS NOT SUCCESSFUL

- **generally, the UN has not been successful in resolving disputes that have taken place within the spheres of interest of the superpowers**
- **UN had no role in the Cuban Missile Crisis**
- **UN powerless to act over Vietnam**
- **little influence in the Middle East**
- **UN has had no role in India/Pakistan disputes**
- **UN did draw up a partition plan for Palestine/Israel just after independence but it was never adopted**
- **no role in Prague Spring (1968) or in the Hungarian Rising (1956)**
- **rulings of the World Court cannot be enforced**
- **many nations, including U.S.A., have ignored its judgments**
- **land mines continue to kill innocent civilians**
- **AIDS epidemic continues**
- **use of the veto by the Superpowers has limited the UN**
- **ineffective in stopping war in Africa**

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 did the policies of the U.S.S.R. contribute to the end of the Cold War?

(8 marks)

POLICIES OF THE U.S.S.R. THAT CONTRIBUTED TO THE END OF THE COLD WAR

- Gorbachev's policies of Perestroika and Glasnost encouraged open criticism of the Soviet government and paved the way for reform.
- Soviet leaders before Gorbachev, like Brezhnev, supported policies that favoured the political elite.
- The Soviet government had allowed the economy to stagnate, producing inferior products for consumers.
- The standard of living of Soviet citizens had not improved since before the Second World War.
- Political repression was still common.
- Gorbachev refused to use military force to crush opposition in the satellite states.
- Gorbachev cut back on arms production unilaterally.
- War in Afghanistan strained the Soviet economy; Gorbachev desired to get out of that war.

OTHER FACTORS WERE RESPONSIBLE FOR THE END OF THE COLD WAR

- Ethnic nationalism within the U.S.S.R. and the satellite states was strong and on the verge of causing revolution.
- The U.S.A. had purposely increased its own military spending in the Arms Race; e.g., SDI, in order to bankrupt the U.S.S.R.
- Improved communication technology had exposed many Soviet and Eastern Bloc citizens to the much higher standard of living in western countries.
- The desire for an end to the arms race and military spending prompted relations between the U.S.S.R. and the U.S.A. to improve. The U.S.S.R. could not keep up with the cost of military spending. START, SALT and INF.
(This point could also be mentioned as a Soviet Policy.)
- Black market activity flourished in the U.S.S.R., weakening Soviet economy.
- Gorbachev met with Reagan and developed a rapport.

PART C: ESSAY

Value: 25 marks

Suggested Time: 45 minutes

INSTRUCTIONS: Choose **one** of the following two questions and write a well constructed, multi-paragraph essay in **ink**. A **good** answer **must**:

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

5. To what extent have movements for social change been dependent on the leadership of dominant individuals during the period 1917 to 1991?

OR

6. To what extent have economic policies reduced national rivalries during the period 1917 to 1991?

QUESTION 5

To what extent have movements for social change been dependent on the leadership of dominant individuals during the period 1917 to 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.

MAJOR SOCIAL MOVEMENTS HAVE BEEN DEPENDENT ON INDIVIDUALS:

Roosevelt	<ul style="list-style-type: none">• New Deal's social programs
Gandhi	<ul style="list-style-type: none">• leader of peaceful non-violent resistance, effective tool against British
Martin Luther King	<ul style="list-style-type: none">• based his tactics on Gandhi, very inspiring speaker, mobilized thousands to support Civil Rights
Nelson Mandela	<ul style="list-style-type: none">• the conscience of the Black South African resistance movement; later first president of an integrated South Africa; widely respected internationally today
Lenin	<ul style="list-style-type: none">• directed the Bolshevik Revolution
Walesa	<ul style="list-style-type: none">• led Solidarity Union in Poland
Mao	<ul style="list-style-type: none">• political, but also social change in China after 1949
Castro	<ul style="list-style-type: none">• Cuban revolution of 1959 changed not only the politics but also the social program

Students could define Fascism and Nazism as successful social movements, dependent on the leadership of Mussolini and Hitler.

MAJOR SOCIAL MOVEMENTS HAVE NOT BEEN DEPENDENT ON THE LEADERSHIP OF A FEW INDIVIDUALS:

Women's Rights Movement	<ul style="list-style-type: none">• Responsible for the vote in the early twentieth century and for greater equality in the late twentieth century; the movement had many leaders.• Many women participated because they thought the idea of equality was one worth fighting for — it was not due to the urgings of an individual leader.• Women were organized on many issues; e.g., abortion, media portrayal, access to credit. The women's rights movements had little central organization lead by an individual.
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Kulak Resistance	<ul style="list-style-type: none"> • Kulak resistance to collectivization in the U.S.S.R. No dominant leader — crushed by Stalin
American Civil Rights Movement	<ul style="list-style-type: none"> • The American Civil Rights Movement arose out of a post Second World War atmosphere where having fought for “freedom” abroad, more black Americans were prepared to fight for freedom and equality at home. Martin Luther King might not have come to prominence without the spark of Rosa Parks’ protest.
Anti-Vietnam War Protest	<ul style="list-style-type: none"> • Protest was broadly based among young people. The anti-war movement had no single outstanding leader, yet the movement was powerful enough to end the American participation in the war.
China (1989)	<ul style="list-style-type: none"> • Tiananmen Square student protests did have student leaders but none emerged as dominant, at least as reported in the Western press, before the protests were crushed.
Eastern Europe	<ul style="list-style-type: none"> • democratization of eastern Europe in 1985-1991 • nationalist movements “from the ground up” popular movement

Possible thesis — strong leaders can enhance a movement for social change, but the underlying atmosphere for change shared by a large number of people must already be present in order for the leader to be successful.

Students may use their own definition of social change, which may encompass political changes.

QUESTION 6

To what extent have economic policies reduced national rivalries during the period 1917 to 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.

ECONOMIC POLICIES HAVE REDUCED NATIONAL RIVALRIES:

- Dawes and Young Plans sought to ease the burden of reparations placed on Germany.
- The European Union made strong trading partners out of bitter enemies such as France and Germany.
- The European Union has also established an effective free trade zone in western Europe that makes international trade viable for each of its members.
- The European Union worked to dismantle protective trade tariffs between its members.
- Several organizations preceded the European Union; e.g., Benelux, ECSC, Euratom.
- The UNO encompasses several trade organizations that work for the betterment of its members; e.g., GATT (now the WTO), the International Monetary Fund and the World Bank.
- The UNO's greatest success has been its ability to intervene with financial aid in areas of the world hit by economic crisis thus preventing extremists from taking power.
- The UNO has also been able to distribute wealth to Third World countries in support of stable political regimes less prone to extremism.
- The growth of international trade has made nations more dependent on each other for economic success and less likely to engage in conflict in search of resources.
- NAFTA has increased co-operation between the U.S.A., Canada and Mexico.
- The OEEC distributed Marshall Aid following the Second World War.
- Students might recognize that little economic co-operation existed prior to 1945, which was a cause of conflict.
- Perestroika reduced rivalry between Russia and the West.
- China's Special Economic Zones reduce tension in 1980s

ECONOMIC POLICIES HAVE NOT REDUCED NATIONAL RIVALRIES:

- **Bolshevik cancellation of foreign debts and re-organization of economy led to hostility with the West.**
- **American tariffs in the 1920s led to retaliatory tariffs by other states thus slowing world trade and ultimately causing the Great Depression.**
- **The American embargo on oil to Japan in the late 1930s prompted the attack on Pearl Harbor.**
- **Reparations charged after the First World War did not reduce rivalry.**
- **Weimar's policy to print money during occupation of the Ruhr.**
- **Hitler's policies of Autarky and Lebensraum threatened Eastern European states and ultimately led to war.**
- **Japan's desire for the Greater East-Asia Co-Prosperity Sphere led to war with Asian countries and the U.S.A.**
- **Lend-Lease policy of the U.S.A. supplied weaponry for the Second World War.**
- **The Cold War was rooted in the competing economic interests of the U.S.A. and the U.S.S.R. in spreading their systems around the world.**
- **One purpose for the formation of the European Union was the containment of communism.**
- **Foreign powers have consistently sought to control the oil supply of the Middle East inciting the resentment of the Arab states; e.g., mandate system following the First World War.**
- **The formation of OPEC has often put the oil producing states at odds with world powers.**
- **While the European Union has been a success story, its external trade tariffs have put the EU at odds with nations like the U.S.A. and Japan.**
- **The European Union has the potential to become a world superpower with a common defense organization, potentially making the U.S.A. a rival.**
- **American multi-national corporations have created strong resentment around the world for their "Americanization" of the world or the spreading of the "Coca-Cola" culture. Resentment is especially strong in Islamic fundamentalist states which has led to a strong anti-western backlash.**
- **Students could discuss the Truman Doctrine and Marshall Plan and /or the Cominform.**

Students may also discuss how OTHER FACTORS HAVE REDUCED national rivalries:

- **UN peacekeeping operations**
- **Arms reduction treaties; e.g., SALT I, Washington Naval Treaty**
- **International Agreements; e.g., Locarno, Helsinki, Camp David, Kellogg-Briand**

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, judgment 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, 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	<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, 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	<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, 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	<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, 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	<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.