

History 12
August 2006 — Form A
 Provincial Examination — Answer Key

Cognitive Processes	Weightings	Question Types
K = Knowledge	23%	51 = Multiple Choice (MC)
U = Understanding	38%	2 = Written Response (WR)
H = Higher Mental Processes	39%	1 = Essay (C)

Topics*	Prescribed Learning Outcomes (PLOs)	Weightings
1. The Study of History	A	—
2. Conflict and Challenge: The World of 1919	B, C	7%
3. Promise and Collapse: 1919–1933	D, E	9%
4. Turmoil and Tragedy: 1933–1945	F, G, H	13%
5. Transformation and Tension: 1945–1963	I, J, K	13%
6. Progress and Uncertainty: 1963–1991	L, M, N	13%
7. Written response	A–N	18%
8. Themes and Perspectives: Essay	A–N	27%

Question Number	Keyed Response	Cognitive Process	Mark	Topic	PLO	Question Type
1.	B	K	1	2	B1	MC
2.	B	K	1	2	B2	MC
3.	A	K	1	2	B2	MC
4.	D	K	1	2	C1	MC
5.	A	K	1	2	C1	MC
6.	A	U	1	2	C2	MC
7.	B	U	1	2	C2	MC
8.	B	U	1	3	D1	MC
9.	C	K	1	3	D2	MC
10.	B	K	1	3	D2	MC
11.	C	K	1	3	D3	MC
12.	D	U	1	3	D4	MC
13.	C	U	1	3	D4	MC
14.	C	K	1	3	E1	MC
15.	C	K	1	3	E2	MC

Question Number	Keyed Response	Cognitive Process	Mark	Topic	PLO	Question Type
16.	C	K	1	4	E2	MC
17.	A	K	1	4	F1	MC
18.	C	K	1	4	F1	MC
19.	D	K	1	4	F2	MC
20.	D	U	1	4	G1	MC
21.	B	U	1	4	G1	MC
22.	A	K	1	4	G2	MC
23.	D	K	1	4	G2	MC
24.	C	U	1	4	H3	MC
25.	C	U	1	4	H3	MC
26.	D	U	1	4	H3	MC
27.	B	U	1	4	H3	MC
28.	B	U	1	5	H3	MC
29.	C	U	1	5	I1	MC
30.	D	K	1	5	I1	MC
31.	C	K	1	5	I3	MC
32.	A	U	1	5	I3	MC
33.	A	K	1	5	J1	MC
34.	C	K	1	5	J2	MC
35.	B	U	1	5	I2	MC
36.	A	U	1	5	J3	MC
37.	C	K	1	5	K1	MC
38.	B	K	1	5	K2	MC
39.	B	U	1	5	K1	MC
40.	A	U	1	6	L1	MC
41.	C	U	1	6	L1	MC
42.	B	K	1	6	L1	MC
43.	D	K	1	6	L1	MC
44.	A	U	1	6	L2	MC
45.	D	U	1	6	L2	MC
46.	C	U	1	6	M1	MC
47.	A	K	1	6	N1	MC
48.	A	K	1	6	L3	MC
49.	D	U	1	6	L3	MC
50.	D	U	1	6	L4	MC
51.	D	U	1	6	N2	MC

History 12
August 2006
Provincial Examination — Written-Response Key

Cognitive Processes	Weightings	Question Types
K = Knowledge	23%	51 = Multiple Choice (MC)
U = Understanding	38%	2 = Written Response (WR)
H = Higher Mental Processes	39%	1 = Essay (C)

Topics*	Prescribed Learning Outcomes (PLOs)	Weightings
1. The Study of History	A	—
2. Conflict and Challenge: The World of 1919	B, C	7%
3. Promise and Collapse: 1919–1933	D, E	9%
4. Turmoil and Tragedy: 1933–1945	F, G, H	13%
5. Transformation and Tension: 1945–1963	I, J, K	13%
6. Progress and Uncertainty: 1963–1991	L, M, N	13%
7. Written response	A-N	18%
8. Themes and Perspectives: Essay	A-N	27%

Question Number	Keyed Response	Cognitive Process	Mark	Topic	PLO	Question Type
Option 1.	—	U	8	7	D3	WR
OR						
2.	—	U	8	7	H2	WR
Option 3.	—	H	8	7	K1	WR
OR						
4.	—	H	8	7	L3	WR
Option 5.	—	H	25	8	A-N	C
OR						
6.	—	H	25	8	A-N	C

PART B: WRITTEN RESPONSE

Value: 16 marks

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.

Describe how Stalin transformed the peasant-based Soviet economy into a modern industrial state between 1928 and 1941.

(8 marks)

- **By 1928 Stalin had emerged as the leader of the Soviet Union.**
- **Five-Year Plans**
 - **first Five-Year Plan began in 1928**
 - **emphasis on heavy industry—steel mills, coal mines, dam building, power generation, military hardware and tractors at the expense of consumer goods**
 - **collectivization of agriculture**
 - **elimination of kulaks as a class—sent to gulag**
 - **forced peasants onto collective farms**
 - **collectives meant many peasants could move to the city to work in new factories**
 - **workers encouraged with prizes, medals, etc.**
 - **consumer goods not a priority**
 - **3rd Five-Year Plan focused on military development to face fascist by force/coercion**
- **Political Prisoners**
 - **secret police, e.g., OGPU and NKVD arrest citizens**
 - **ruthless suppression of human rights**
 - **forced labour camps, the gulag**
 - **show trials, executions, getting rid of people who opposed the Five-Year Plans and collectivization**
 - **use of propaganda**
 - **the cult of Stalin was created to spread fear and encourage productivity**
- **By 1940, the Soviet Union had reached British levels of industrial output in several areas.**
- **1932–1934—famine. Grain exported to pay for machinery for factories.**
- **Education, health care expanded to prepare new generation of workers.**
- **Housing and transportation infrastructure improved.**

- **Strict totalitarian control.**
- **Decimation of the Ukraine to support the Five-Year Plan**
- **Women had a greater role in the workplace than their counterparts in the West**

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 the use of technology in the Second World War.

(8 marks)

- **The U.S.A. used its technology to produce Liberty Ships at the average rate of one per day.**
- **The Allies developed new technologies such as radar, sonar and the atomic bomb which helped win the Battle of Britain, the Battle of Atlantic and the war with Japan.**
- **The development and deployment of aircraft carriers was an important technological development during the war and was used primarily in the Pacific War against Japan.**
- **The ability to produce large numbers of long-range bombers proved effective for the Allies in launching a sustained air assault on German-occupied Europe. The bombing raids disrupted key industrial areas and limited Germany's ability to fight on.**
- **British code breakers developed technology to break the secret German Enigma codes.**
- **Communication technology could also be mentioned as an achievement of the Allies as they used propaganda film, cartoons and posters to promote the war effort on the home front.**
- **During Operation Overlord the Allies successfully used mulberries and Pluto to support the landing at Normandy. Amphibious landing craft used in Normandy, Italy and the Pacific.**
- **The U.S.A. developed long-range bombers—B-29s—that brought the Japanese home islands under attack in 1944.**
- **Depth Charges were developed and deployed by the Allies for use against submarine attacks in both the European and Pacific Theatres of War.**
- **Soviet T-34 tanks were superior to German Panzer tanks and led to the successful counter attack on the Eastern Front in 1943 (Battle of Kursk).**
- **Synthetics were used for parachutes and tires.**
- **The German strategy of Blitzkrieg was made possible by their technological developments in industry.**
- **German Panzer tanks gave the German army a significant advantage in the early years of the war as the British tanks were less sophisticated.**
- **German aircraft were more numerous and effective than the Allied aircraft encountered in the early years of the war.**
- **Germany developed the first operational jet aircraft in the war; they arrived too late in the war to make a difference in the air war.**
- **Germany developed the first rocket weapons of twentieth century warfare. The V-1 rockets terrorized the citizens of England but did little to change the course of the war. The much more powerful V-2 rockets were deployed late in the war and did not give Germany an advantage.**
- **Japan successfully deployed the use of aircraft carriers in the surprise attack on the American Naval base at Pearl Harbor.**

- **Railway technology for transportation to support the war**
- **Germany used technology to carry out the final solution**
- **Improvement on medicine and medical technology reduced the number of deaths in the field**

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 were African-American civil rights achieved without violence?

(8 marks)

WITHOUT VIOLENCE

- **Martin Luther King led non-violent protests.**
- **Truman desegregated the army in 1948.**
- **Rosa Parks vs. Montgomery bus segregation 1955 and 1956.**
- **Brown vs. Board of Education in 1954.**
- **1957, Little Rock Nine and desegregation of schools. Army had to be called in to ensure students were not harmed.**
- **1960 Greensboro sit-in—protesting segregation at lunch counters.**
- **1961 Albany or Alabama University Protest.**
- **James Farmer’s Freedom Riders—rides begin from Washington D.C. Groups of black and white people ride buses through the South to challenge segregation.**
- **1963 Washington Peace March.**
- **Kennedy/Johnson initiated civil rights reform—Civil Rights Act of 1964.**
- **Through the arts: music, TV, etc.; greater representation in the 1970s and 1980s.**
- **Mexico Olympics in 1968, black athletes protest against civil rights abuses. Used the Black Power Salute.**
- **Busing in public schools (1970s).**
- **Mohammed Ali converts to Islam (role model).**
- **Jackie Robinson broke the colour barrier in professional basketball.**

WITH VIOLENCE

- ~~1957—Little Rock Nine and desegregation of schools. Army had to be called in to ensure students were not harmed.~~
- **Black Panthers / Black Power Movement / Black Muslims advocated violence.**
- **Assassinations of leaders**
 - **1963—Medgar Evers (leader of NAACP)**
 - **1965—Malcolm X**
 - **1968—Martin Luther King**
 - **Edwin Pratt—Seattle Urban League—African American leader**
- **Race Riots—Harlem New York, 1965, Watt’s riot—34 died, Newark, New Jersey, Washington D.C.—“Burn baby burn” became a popular slogan for violent protests.**
- **Two killed, many injured in riots as student is enrolled as the first black at the University of Mississippi.**

- **Bombing of church in Birmingham, Alabama. Black children killed. Shocked the public.**
- **1964—three Civil Rights (two white/one black) workers murdered, shocked the public. “Mississippi Freedom Summer”.**
- **KKK murders/lynching of African-Americans brought greater support for increased civil rights of Afro-Americans**

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 economic factors cause the collapse of communism in the U.S.S.R.?

(8 marks)

ECONOMIC FACTORS

- U.S.S.R.—economic stagnation; annual economic growth slowed from 5% (1960) to 3% (1970) to less than 2% (1980s)
- U.S.S.R. poured vast amounts of money into armaments and Space Program at the expense of manufacturing and distribution of goods
- lack of competition within the U.S.S.R.
- low morale of workers
- Soviet people suffered economic hardships:
 - hard to find housing—very cramped quarters
 - long food lines
 - intensive rationing
- consumer goods, inferior quality
- resources used inefficiently; environmental disasters
- lack of economic incentive to work harder
- alcoholism caused workplace inefficiency
- distribution and transportation of goods an immense problem
- Western nations did not seek a balanced trade with the U.S.S.R.
- huge trade imbalance
- the economic failures of the command economy led to an erosion of confidence in the whole communist ideology
- the cost of fighting the war in Afghanistan
- Western economic policies discouraged the expansion of Soviet economy

OTHER FACTORS

- increased communication—censorship harder to maintain
- Radio Free Europe
- travel increased eg.; sports—the Olympics which exposed the weaknesses of the Soviet economy—scientists and athletes defect to the West
- Glasnost
 - Gorbachev ordered academic world to review long held Soviet views
 - revealed Katyn Forest massacre and murder and starvation under Stalin
 - Gorbachev removed censorship on newspapers
- Gorbachev’s reluctance to use force against resisters of communism in Eastern Europe eroded communism; i.e., reluctance to enforce the Brezhnev Doctrine

- **Nationalism—50% of population not ethnically Russian—upset with “Russification Policy”**
- **corruption among the leaders with many Party members working in bureaucracies; Party members were given perks, e.g., vacation residences, pensions**
- **the negative effects (morale) of the Afghanistan War**
- **Sino-Soviet split led to disunity within the communist world**

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 on the pages titled “Essay” in the **Response Booklet**. Use the **Organization and Planning** page to plan your work. Write in **ink**.
A **good** answer **must**:

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

Indicate your choice by placing a check mark in one box in **Instruction 4** on the front cover of the **Response Booklet**.

5. To what extent was popular discontent a factor in the rise of totalitarian governments during the period 1917 to 1991?

OR

6. To what extent have nationalist movements been successful in the period 1917 to 1991?

QUESTION 5

To what extent was popular discontent a factor in the rise of totalitarian governments 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.

POPULAR DISCONTENT WAS A FACTOR

Russia/U.S.S.R.	<ul style="list-style-type: none">• Popular discontent was a factor behind the coming to power of Lenin’s Bolshevik Government.• Russians were discontent with both the Czarist Regime and the Provisional Government of 1917 for several reasons, including failure to redistribute land holdings, food shortages, high prices, heavy taxes, and the continuation of the war against Germany.• through spring and summer of 1917 Lenin focused attention on “Peace, Land, Bread”, skillfully appealing to Russian popular discontent.• little popular support for Kerensky’s Provisional Government allowed it to easily fall in Nov. 1917 to a well-organized, relatively small band of Lenin’s Bolsheviks. <p>(although Lenin’s rule may be argued as non-totalitarian)</p>
Germany	<ul style="list-style-type: none">• Hitler encouraged and played upon popular discontent after the First World War in Germany. Germans responded to Hitler’s message of<ul style="list-style-type: none">– unfair reparations payments– middle class fear of socialism/communism– humiliating Treaty of Versailles– dissatisfaction with the occupation of the Ruhr– high unemployment– uncontrolled inflation.– Anti-semitism• popular discontent focused around the above issues provided fertile soil for Hitler’s propaganda and gained him support, contributing to his eventual rise to totalitarian power in 1933.
Italy	<ul style="list-style-type: none">• Popular discontent over the following issues led to support for Mussolini’s fascist party and ultimately to a totalitarian government in Italy:<ul style="list-style-type: none">– failure of Italy to receive former Austrian provinces in the Paris Peace Settlement– post First World War unemployment for ex-servicemen– poverty in southern Italy and unequal distribution of wealth between north and south– middle class fear of communism/socialism

	<ul style="list-style-type: none"> • Popular discontent gave Mussolini enough support that he felt confident to bully his way to the Prime Ministership of Italy.
China	<ul style="list-style-type: none"> • Popular discontent within China before 1949 helped Mao to win support for the Chinese Communist Party and eventually gain control of China. Chinese people were frustrated with <ul style="list-style-type: none"> – many years of civil war, warlord competition, foreign occupation, and especially Japanese occupation of northern and coastal areas. – unequal distribution of land and Nationalist (Chiang Kai-shek's) continued support for landlords.
Others	<ul style="list-style-type: none"> • Students may mention Cuba and Vietnam where popular movements helped to bring Fidel Castro and Ho Chi Minh to power.
Iraq	<ul style="list-style-type: none"> • Hussein's rise to power fueled by anti-colonial attitudes

POPULAR DISCONTENT WAS NOT A FACTOR

Russia/U.S.S.R.	<ul style="list-style-type: none"> • Students may argue that it was a violent Bolshevik Revolution and Lenin's closing down of the Constituent Assembly followed by Trotsky's brilliant leadership and the Cheka's ruthless arrests in a bloody civil war that established totalitarian government in Russia. • Stalin's heavy hand in show trials, Five-Year Plans, collectivization • Bolshevik revolution led to the overthrow of a totalitarian government • Stalin created a totalitarian government without the support of a popular movement eg.; rivalry with Trotsky
Germany	<ul style="list-style-type: none"> • Some students may argue that it was Hitler's manipulation of German society and/or the inaction (appeasement) of the West that brought Hitler to power in Germany.
Spain	<ul style="list-style-type: none"> • Popular discontent was not a factor in Franco's rise as a military dictator in 1939. Rather, it was civil war instigated by Franco's pro-fascist, largely wealthy land holding class of Spaniards who feared trade unionism, socialism, and communism taking hold in Spain. The Roman Catholic Church was also a factor in supporting Franco.
Eastern Europe	<ul style="list-style-type: none"> • Eastern European countries were forced into accepting communist totalitarian governments by the continued occupation by the Soviet Red Army after the Second World War. • Popular discontent arose against these governments, notably in Poland (1956), Hungary (1956), and Czechoslovakia (1968).
Others	<ul style="list-style-type: none"> • Some totalitarian governments have been established through foreign backing of dictators, especially American backing of dictators in the developing world, e.g., the Shah of Iran and Syngman Rhee in South Korea. • Students may find other acceptable examples where popular discontent was not the dominant factor in the rise to power of totalitarian leaders.

QUESTION 6

To what extent have nationalist movements been successful in 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.

Nationalist movements HAVE BEEN successful:

- **National self-determination was achieved at the Paris Peace Conferences, e.g., Poland, Czechoslovakia, Yugoslavia, the Baltic States, etc.**
- **The mandate system was a step towards independence.**
- **Nationalism in the U.S.A. led to American isolation and the U.S.A. not joining the League of Nations.**
- **Nationalism in India led to the creation of a dyarchy.**
- **Zionism led to British support for a Jewish state.**
- **Nationalist movements resulted in the establishment of Fascist states in Germany, Italy and Spain.**
- **Nationalism resulted in the establishment of independent states in India, Pakistan and Israel.**
- **Tito's partisans fought Nazi Germany and resisted Stalin—Yugoslavian nationalism.**
- **Nationalism resulted in the end of colonial empires such as the British Empire and the end of the mandate system.**
- **Nationalist movements allowed small guerilla forces in Vietnam and Afghanistan to withstand intervention by superpower nations.**
- **Nationalist movements led to the growth of Islamic Fundamentalist governments in Iran and Afghanistan.**
- **The end of the Cold War saw Eastern Bloc nations and each of the Soviet Republics achieve national self-determination; eg., Poland-Solidarity movement.**
- **The reunification of Germany, a result of German nationalism and unity.**
- **Castro's Cuban revolution could be seen as a revolt against foreign (U.S.A.) interests controlling their country**

Nationalist movements HAVE NOT been successful:

- **Arab states promised independence for their participation in the First World War on behalf of Britain were denied and instead assigned as League mandates.**

- **German minorities existed in Poland, France and Czechoslovakia following the First World War.**
- ~~**Japanese, Italian and German attempts to establish dominant empires during the Second World War ended in defeat.**~~
- **Iraq's claim to Kuwait in the Gulf War was denied.**
- **Hungarian and Czechoslovakian attempts to break free from Soviet domination were quashed.**
- **Kashmir continues to be a source of conflict.**
- **Palestinian nationalism failed to create a nation state.**

END OF KEY

AN INTRODUCTION TO THE HOLISTIC SCORING METHOD FOR WRITTEN RESPONSE AND ESSAYS

The purpose of this overview is to help teachers and students prepare for the written-response and essay questions on the History 12 Provincial Examination.

The purpose of the written-response and essay questions 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.

WRITTEN-RESPONSE AND ESSAY SCORING CRITERIA

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

6

- A relevant topic sentence/thesis, as directed by the command term, is clearly developed throughout
- Superior recall of factual content; organized in a purposeful and effective manner
- Precise selection of supporting details; where evaluation is required, judgment is exemplary
- Expression is clear and fluent; errors do not impede meaning

5

- A relevant topic sentence/thesis, as directed by the command term, provides direction throughout
- Proficient recall of factual content; organized in a clear and thoughtful manner
- Accurate selection of supporting details; where evaluation is required, judgment is sound
- Expression is generally fluent; errors do not impede meaning

4

- A relevant topic sentence/thesis, as directed by the command term, is evident
- Competent recall of factual content; generally organized in a purposeful manner
- Appropriate selection of supporting details; where evaluation is required, judgment is satisfactory
- Expression is fluent; errors may impede meaning

3

- A relevant topic sentence/thesis, as directed by the command term, is attempted
- Adequate recall of factual content; organization is attempted
- Simplistic selection of supporting details; where evaluation is required, judgment is weak
- Expression is simplistic; errors impede meaning

2

- A relevant topic sentence/thesis is absent or inaccurate
- Limited recall of factual content; organization is flawed
- Inappropriate selection of supporting details; evaluation and judgment are absent
- Expression is awkward; errors impede meaning

1

- A topic sentence/thesis is absent
- Deficient recall of factual content; lacks organization
- Absence of supporting detail
- Expression is unclear and makes understanding difficult

0*

- While writing is evident, no attempt has been made to address the topic given or the writing is illegible
- * Any zero paper must be cleared by the section leader.

No Response

- A blank paper with no response given