

History 12

June 2002 Provincial Examination

ANSWER KEY / SCORING GUIDE

CURRICULUM:

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

Multiple Choice

Q	K	C	S	CO	PLO	Q	K	C	S	CO	PLO
1.	C	K	1	2	B2	21.	B	K	1	5	J2
2.	B	U	1	2	C1	22.	D	K	1	5	I2
3.	C	K	1	2	C2	23.	B	K	1	5	I2
4.	B	K	1	3	D4	24.	D	U	1	5	J1
5.	D	U	1	3	D1	25.	C	K	1	5	I3
6.	C	U	1	3	D2	26.	B	K	1	5	J2
7.	D	U	1	3	D3	27.	C	U	1	5	I2
8.	B	K	1	3	D4	28.	C	U	1	6	L1
9.	B	U	1	3	D3	29.	B	U	1	6	L1
10.	C	K	1	3	D2	30.	A	U	1	6	L2
11.	C	U	1	4	F1	31.	C	K	1	6	L1
12.	D	U	1	4	F2	32.	C	K	1	6	L1
13.	B	U	1	4	G1	33.	A	K	1	6	L1
14.	C	U	1	4	H4	34.	D	U	1	6	L1
15.	A	U	1	4	G1	35.	B	K	1	6	N1
16.	B	U	1	4	H1	36.	C	K	1	6	L3
17.	C	K	1	4	G2	37.	C	U	1	6	N1
18.	C	K	1	4	H4	38.	C	K	1	6	L2
19.	A	U	1	4	G3	39.	A	K	1	6	L4
20.	C	K	1	5	J1	40.	D	K	1	6	L4

Multiple Choice = 40 marks

Written Response

	Q	B	C	S	CO	PLO
Score one of questions 1, 2 or 3 and	1.	1	U	7	2	C2
	2.	2	U	7	3	E2
Score one of questions 4, 5 or 6 and	3.	3	U	7	4	G1
	4.	4	U	7	5	I1
Score one other question from 1, 2, 3, 4, 5 or 6	5.	5	U	7	5	I3
	6.	6	U	7	6	M2
Score all parts of the evidence question	7.	7	H	14	4	G2
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.

Assess the impact of the Bolshevik Revolution on Russia/U.S.S.R. between November 1917 and the death of Lenin in 1924.

(7 marks)

Students might refer to the following:

- It inspired a whole generation of Russians to build a “new utopia”.
- The Revolution ended attempts by the Provisional Government to introduce democratic reforms in Russia. Dismissal of Constituent Assembly ends chances of multi-party state.
- It ended the hope of a restoration of the autocracy and eventually led to the execution of the Tsar and his family and the exodus of thousands of Russian emigrants.
- It led to Russia’s withdrawal from the First World War through the signing of the Treaty of Brest-Litovsk, the loss of huge amounts of territory (most temporarily) and Russia’s isolation from European affairs and decision-making. The U.S.S.R. was excluded from the League of Nations.
- It brought into existence the first “communist” government, pledged to spread communist ideas throughout the world through the establishment of the Comintern, and it aroused the hostility of other democratic nations. It also led to the growth of anti-communist fascist parties in the early twenties.
- The Civil War between the Bolsheviks (Reds) and anti-Bolsheviks (Whites) caused great suffering and devastation, but led ultimately to Bolshevik victory.
- Poles advanced to take Soviet land and halt spread of communism.
- It led to economic changes in Russia through war communism and the New Economic Policy. The former caused great suffering and led to Lenin’s decision to slow down economic changes.
- End of free trade union movement.
- Famine of 1921 by war / revolution and war communism.
- It led to intervention by the western countries in the Civil War which followed the Revolution. This led to a fear in Russia of encirclement and future attack by capitalist countries. The establishment of the cordon sanitaire.
- Russia became a model and source of information and support for the working classes and socialists in other countries, which further alienated it from these countries and led to right-wing reactionary governments.
- The totalitarian system established after the Revolution denied democratic rights and civil liberties to the Russian people. The regime was characterized by repression and violations of human rights, but the equality of women was recognized. Secret police was established.
- Repressed the Russian Orthodox church.
- “Temporary countries” were set-up; e.g., the Ukraine, Finland.
- Bolsheviks consolidated the country under a central authority.

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.

Economic changes in the U.S.A. during the 1920s paved the way for the Great Depression.

- a) Explain the changes in the U.S. economy during the 1920s. (4 marks)
- **Advertising.**
 - **The U.S.A. was now the dominant economic power in the world. Major European powers were in debt to it as a result of the First World War.**
 - **The U.S.A. became the first consumer society, mass producing goods for mass consumption.**
 - **The automobile industry became the bellwether industry of the American economy. There was a great variety of related industries growing as a result of the automobile industry.**
 - **Buying on credit allowed Americans to purchase more products and pay for them over time.**
 - **Inflation.**
 - **Immigration restriction excluded cheap foreign labour.**
 - **Farmers expanded production and purchased new equipment in the early 1920s.**
 - **The entertainment industry grew with the development of radios and the motion picture industry.**
 - **High tariffs, wage increases not level with business profits.**
 - **Investing in the stock market became popular as stock prices soared.**
 - **The 1920s were dominated by the Republican Party which was very supportive of business. Big business was favoured and given a free hand. A laissez-faire attitude dominated.**
 - **Fear of Bolshevism / Red Scare used to suppress unions.**
 - **Inventions for consumers.**
- b) Explain how “the economic changes in the U.S.A. during the 1920s paved the way for the Great Depression.” (3 marks)
- **In the early 1920s, the U.S.A. slipped back into isolationism.**
 - **Part of isolationism was to raise tariff barriers to restrict the ability of other countries to sell on the American market. Big business wanted protective tariffs and a sympathetic government gave them tariffs.**

- **Therefore, it became increasingly more difficult for European countries to trade with the U.S.A. and earn money to repay debts from the First World War.**
- **Wages did not keep pace with mass production which resulted in overproduction, layoffs, and finally plant closures.**
- **Cost-price squeeze in agriculture.**
- **Weakness of union — they were unable to fight for greater share.**
- **Expansion of farming led to overproduction and falling prices for farm products after 1925. This meant that farmers could not buy the products of industry further slowing down the economy.**
- **World recovery after the First World War reduced need for U.S. products.**
- **Farmers also had to contend with foreign protective tariffs imposed in retaliation against U.S. tariffs.**
- **Over extension of credit and stock speculation reached dangerous levels.**
- **All these factors led to the stock market crash in 1929 and the start of the Great Depression.**
- **No sense of American responsibility to stabilize the world economy.**

SECTION 1 – 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 why Great Britain followed a policy of appeasement toward Germany in the 1930s.
(7 marks)

- **Great Britain went out of its way not to cooperate with the Communists.**
- **Chamberlain became Prime Minister in 1937 with little knowledge of foreign affairs.**
- **Chamberlain felt he could trust Hitler.**
- **Britain could not defend its possessions or attend to its commitments in Europe and Asia simultaneously. Its Asian empire was being threatened:**
 - a) **Anti-Comintern Pact, Japan/Germany**
 - b) **Japanese invasion of China 1937**
- **U.S.A. isolationism meant no help was coming from there**
- **desire to avoid another war. Conviction that “the bomber would always get through”**
- **the Great Depression reduced Britain’s ability to spend on defence**
- **Unpreparedness:**
 - **small army**
 - **poor air defence**
 - **navy stretched too thin**
 - **lack of support from Dominions**
- **increasing German strength — Anschluss**
- **self-determination offered a justification**
- **fear of the spread of communism**
- **lack of concern for Eastern Europe, specifically Czechoslovakia**
- **pacifist feelings in Britain were strong**
- **lack of confidence in their French ally’s strength or willingness to confront Germany**
- **some Soviets argued that Britain’s appeasement was designed to push Hitler to the East and into war with the U.S.S.R.**
- **Britain feared another war. Many felt the Treaty of Versailles was unfair and that Germany had legitimate grievances. Satisfying these would weaken Hitler’s appeal.**
- **Britain accepted German rearmament and conscription as a result of these feelings.**
- **Anglo-German Naval Treaty was seen as fair to Germany and a way to avoid naval arms race and preserve Royal Navy.**
- **Rhineland — fear of war prevented support for France. Rhineland seen as legitimate German possession.**
- **Chamberlain’s government wanted to stay in power.**

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 were the 1970s an era of détente amongst the U.S.A., the U.S.S.R. and the People's Republic of China? (7 marks)

EXAMPLES OF DÉTENTE IN THE 1970S:

- **Détente is an easing of tension between nations.**
- **The signing of the Helsinki Declaration.**
- **The negotiation of the SALT I and II Treaties.**
- **The ratification of SALT I.**
- **The U.S. withdrawal from Vietnam.**
- **U.S. recognition of the People's Republic of China. Ping-pong diplomacy.**
- **China's seat in the UN and Security Council.**
- **U.S. and Soviet cooperation in ending the Yom Kippur War.**
- **Visits by Nixon to the U.S.S.R. and China.**
- **Visit by Brezhnev to the U.S.A.**
- **U.S. lifted trade ban on China (1971).**
- **Hot Line remained.**
- **Ford's visit to China.**
- **Deng's visit to U.S.A.**

EXCEPTIONS TO DÉTENTE IN THE 1970S

- **The Vietnam conflict continued through the early years of the decade.**
- **The 1979 Soviet invasion of Afghanistan ended the period of détente.**
- **Sino-Soviet Split continues.**
- **Cold War style proxy wars continued (Latin America, Africa, Middle East, Israel in Lebanon).**
- **Iron Curtain remained in place.**
- **Berlin Wall remained.**
- **Germany and Korea remained divided.**
- **Espionage continued.**
- **Continued support by U.S.A. to Taiwan.**
- **Soviet support for North Vietnam.**
- **China's hold over Tibet.**

SECTION 2 – 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.

Use the following statement to answer question 5.

In 1949 China experienced a change of government.

a) Explain why the change in government in China concerned the U.S.A. (4 marks)

- **The Nationalist regime was defeated and the Communists took power and established the People’s Republic of China.**
- **Mao Zedong was the new leader of the People’s Republic of China.**
- **Chiang Kai-Shek and the Nationalists survived in Taiwan.**
- **The U.S. would lose the market.**
- **They had been supporters of the Nationalists under Jiang Jie Shi (Chiang Kai-Shek) who was an American ally. They were still committed to the support of Taiwan.**
- **The Communists under Mao Zedong established a Communist state, hostile to the West and with contiguous borders with the U.S.S.R.**
- **The U.S. saw the People’s Republic as an extension of Soviet power.**
- **The U.S. policy of containment was threatened; e.g., Domino Theory.**
- **Fear of the spread of Communism to Japan.**
- **Communists in China could give aid to Communists fighting in Indo-China.**
- **They feared for the security of Japan and other American allies in Asia/Korea.**
- **The U.S. believed that China had been a “special ally” and were shocked by the “loss of China.”**
- **Immediate alliance with Stalin (Mutual Assistance Treaty).**

b) Explain how the U.S.A. reacted to the change. (3 marks)

- **Joseph McCarthy used the fall of China to communism to intensify the witch hunt. He accused traitors in the U.S. government as being responsible. He pointed to traitors in the mass media and education also.**
- **The U.S.A. refused to recognize the new government and maintained that Taiwan was the legitimate government.**
- **The U.S.A. refused to allow Communist China to occupy the seat of the exiled Nationalist regime in the United Nations.**
- **Reinforced their commitment to Taiwan.**
- **The U.S.A. signed a peace treaty with Japan and maintained military bases in Japan.**
- **The U.S.A. increased aid to countries fighting communist insurgents such as France in Indo-China to stop another communist takeover.**
- **Demonstrated their commitment to Taiwan when the Korean War broke out.**
- **Formation of SEATO.**

SECTION 2 – 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.

Use the following statement to answer question 6.

Acceptance of the equality of women had its origins in the early part of the twentieth century.

- a) What **best** symbolizes the change in women’s political rights as a result of the First World War? (1 mark)

As a result of the First World War, women gained the right to vote in many western countries in recognition of their contribution to the war effort.

- b) Explain how the Second World War helped women increase their economic status. (1 mark)

- **Women took on many well-paid jobs in war industries as men were off fighting.**
- **They also served in the armed forces in various roles such as nurses and ambulance drivers and received post-war benefits.**
- **They took over as heads of households and farms and family businesses.**

- c) Name two women who have demonstrated political equality by serving as heads of government in the second half of the twentieth century. (1 mark)

- | | |
|--|---------------------------------------|
| • Indira Gandhi — India | • Kim Campbell — Canada |
| • Golda Meir — Israel | • Gro Brundtland — Norway |
| • Margaret Thatcher — Great Britain | • Mary Robinson — Ireland |
| • Benazir Bhutto — Pakistan | • Corazon Aquino — Philippines |
| | • Chamarro — Nicaragua |

- d) To what extent did women gain economic and social equality after 1945? (4 marks)

- **Women are now accepted in management positions in businesses and professional organizations.**
- **Service industries/unions dominated by women.**
- **Equal pay for equal work legislation exists in many countries.**
- **The feminist movement has produced changes in attitudes; i.e, family planning, birth control, abortion rights, maternity leave.**
- **Discrimination on the basis of sex/gender is banned in many places; e.g., Britain, etc.**
- **A significant wage gap still exists. The glass ceiling exists.**

- **Failure of U.S. equal rights amendment.**
- **After the war women returned to the home. The Baby Boom and the social ethos of the 1950s relegated women to the household.**
- **Many parts of the world do not accept female equality and relegate women to inferior status (Islamic fundamentalism).**
- **Soviet acceptance of female equality produced gains in medicine and other industries. U.S.S.R. had the first female Cosmonaut.**

PART C: EVIDENCE QUESTION

Value: 14 marks

Suggested Time: 24 minutes

INSTRUCTIONS: Use **Documents 1 to 8** to answer **all parts** of question 7. Answer in **ink**.

THE BATTLE OF BRITAIN

DOCUMENT 1

Hitler's plan was to soften up Britain for the proposed invasion. But he was not dealing with the same Britain that had signed away Czechoslovakia at Munich. Fortified and inspired by their war leader, the British knew that the fate of the West could very well hinge on their courage on land, and on their aggressive spirit in the skies.

Denis Richards, *History of the Second World War* (1966)

DOCUMENT 2

The defence of Southern England will last four days and the Royal Air Force four weeks. We can guarantee invasion for the Fuehrer within a month.

Hermann Goering (June 1940)

DOCUMENT 3

We shall go on to the end...we shall fight in the seas and the oceans, we shall fight with growing confidence and strength in the air; we shall defend our island, whatever the cost may be. We shall fight on the beaches; we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender.

Winston Churchill (June 1940)

DOCUMENT 4

We realized that the R.A.F. fighter squadrons must be controlled from the ground by some new procedure because we heard on our radios commands skillfully and accurately directing Spitfires and Hurricanes on to German formations. For us this fighter control was a surprise, and a very bitter one.

Luftwaffe Pilot Adolf Galland, Interviewed as a P.O.W. (1945)

DOCUMENT 5

Perhaps Britain's greatest advantage was the Luftwaffe commander Goering. He was overconfident. As a result he never developed a consistent plan of attack. Initially the German aircraft concentrated on the English Channel ports. After a month Goering shifted his focus to the aircraft bases. On August 28 Hitler ordered the Luftwaffe to turn on London. As a result the destruction of British airfields ceased.

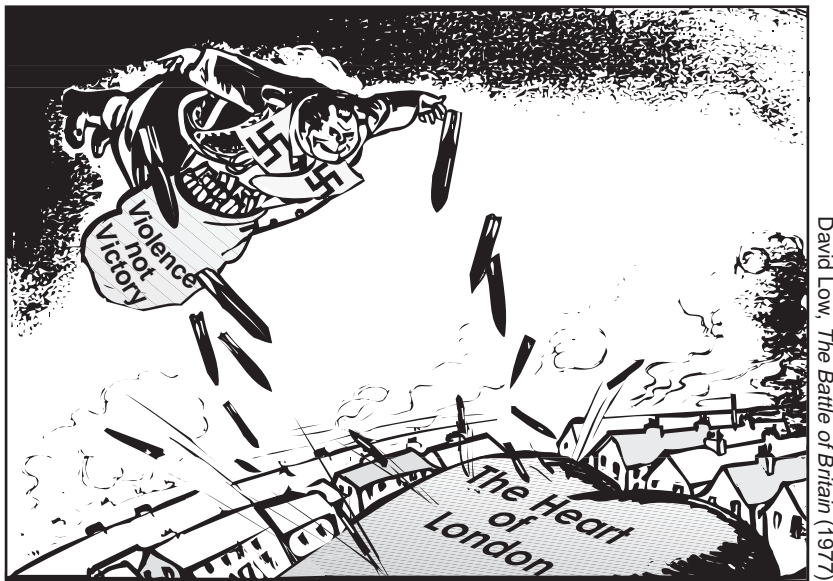
G. Newman, *Impact* (1996)

DOCUMENT 6

Today the morale of the British people is higher than ever before. They know that thousands of them will die, but they would rather stand up and face death than kneel down and face the kind of existence their conqueror would impose on them.

E.R. Morrow, U.S. reporter, London (August 1940)

DOCUMENT 7



Impregnable target

London Evening Standard (1940)

DOCUMENT 8

AIRCRAFT LOSSES IN THE BATTLE OF BRITAIN		
Dates	R.A.F.	Luftwaffe
July 10 – August 23	264	576
August 24 – September 6	286	380
September 7 – September 30	242	433
Total	792	1 389

British Government Statistics (1940)

Question 7:

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 how Document 2 corroborates Document 5. (1 mark)

In Document 2, Goering boasts that the R.A.F. will be defeated in four days and the British will be open to invasion in one month. In Document 5, it suggests that Goering was overconfident in his expectations of victory.

- b) Assess the reliability of Document 4. (2 marks)

Document 4 is reliable in that Galland was a pilot fighting in the Battle of Britain and thus in a position to know the details of the German experience. His description is open and acknowledges both British technological superiority and German surprise.

The document's reliability could be questioned because the statement is being made five years after the event, while Galland is a P.O.W. His statements might be designed to win favour with the victorious powers by acknowledging German failures. Corroborated by Document 8 — shows how bitter the surprise was.

- c) Explain how the views expressed in Document 1 are corroborated by Documents 3, 6, and 7. (4 marks)

Document 1: suggests that the British in 1940 were determined to fight the Germans to the end. It refers to their courage, their aggressiveness in the air and the influence of Churchill in developing this spirit.

Document 3: shows the defiant spirit of Churchill as he pledges to fight to the end and never to surrender. It also makes reference to the determination to fight in the air.

Document 6: is an outsider's account of how the British were determined and prepared to endure extreme hardship rather than give in. It shows how the courage had grown despite the German attacks.

Document 7: shows the defiance and courage of the British people who endured bombing and "courage on land" and destruction but were still prepared to go on. It corroborates the suggestion that they had been "fortified and inspired" by Churchill.

d) Explain why the British won the Battle of Britain.

Use the documents provided as well as other historical evidence.

(7 marks)

- Document 1:** explains how the British had become determined to fight to the end, especially in the air, thus helping to win the battle. This is supported by *Document 3* which shows Churchill's defiant leadership and by *Document 6* and *7* which show British morale, courage and determination.
- Document 2:** illustrates the overconfidence and arrogance of the German commanders which contributed to their defeat. This is supported by *Document 5* which refers to the overconfidence and the lack of a battle plan which resulted in attacks on targets which were not vital (London) while vital targets (airfields) were ignored.
- Document 4:** explains how the British radio control system was a surprise to the Germans and gave the British an advantage in the battle allowing them to concentrate their forces. *Document 8* illustrates the results of this advantage as the British were able to destroy greater numbers of German aircraft than they lost.
- Document 7:** shows the defiance and courage of the British people who endured bombing and "courage on land" and destruction but were still prepared to go on. It corroborates the suggestion that they had been "fortified and inspired" by Churchill.
- Document 8:** shows how the British fought in the air with courage and aggressiveness as described in *Document 1* and destroyed more planes than they lost.

Students should use other historical evidence which might include the following:

The critical factor not mentioned in the documents was RADAR. The British had invented RADAR and used it to detect German attacks as soon as they took off. This allowed the British to maximize the effectiveness of their fighter defence and thus to overcome their weakness in numbers. Other defences, i.e., anti-aircraft guns were in place. Britain was defending home territory which gave them more reason to fight.

Another factor was the quality of aircraft used by both sides. The Germans used short-range tactical aircraft, which had been designed to support the army, to do a long-range strategic job, and as a result they failed. The British were using aircraft designed to protect Britain to do that job, and so they succeeded.

British pilots shot down did not necessarily become POW, but could return to the battle in some cases.

Non-British forces joined the Battle, i.e., Canadians, Poles, Czechs, etc.

Britain's ability to read German code.

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 1919 to 1991.

Question 8:

TOPIC 1

During the twentieth century conflicts were fought to acquire and to secure resources.

Evaluate this statement using examples from the period 1917 to 1991.

OR

TOPIC 2

Mass movements for change were more successful after the Second World War than before.

Evaluate this statement using examples from the period 1917 to 1991.

TOPIC 1

During the twentieth century conflicts were fought to acquire and to secure resources.

Evaluate this statement using examples from 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.

The responses to this essay will vary depending on the definition of “resources.” Some students may include, in addition to food, minerals, oil, etc., such items as land for expanding populations (Lebensraum), or workers (Germany’s use of conscript workers from conquered lands).

Russian Revolution (“Peace, Bread, Land”) shows need for resources. While the need to acquire and to secure resources played a role in many of the twentieth century’s conflicts, in most cases, there were other causes.

Russian Revolution ideological in nature. The Russian Civil War was primarily a war of opposing ideologies. The main issue was the survival of the Bolshevik government. Similarly, the Spanish Civil War (and Greek Civil War) were fought on ideological grounds.

Japan’s invasion of Manchuria, on the other hand, was part of a campaign to establish an Asian empire to obtain the needed resources for Japanese industry. This need for resources encouraged Japanese aggression in the 1930s and 1940s. The oil needs of Japan led to the attack on Pearl Harbor and the Dutch East Indies.

Prestige and national pride also played a role in Japanese aggression, and were a major factor in Italian aggression during the same period. This was certainly true of the Ethiopian campaign; although in North Africa, acquiring access to Middle East oil was a motive for aggression.

German aggression in the 1930s and 1940s had several motives. Nationalism, militarism and ideology were major factors, but resources also played a role, especially in the Russian campaign. Russia was seen as a source of Lebensraum, of grain, of timber and minerals, and of oil. Autarky assumed acquisition of resources from conquered states.

While the Cold War was essentially an ideological conflict, resources played a role in some of the individual conflicts within this larger context. The Soviet expansion into Eastern Europe, which triggered the Cold War, was motivated by the need for both security and resources to rebuild the Soviet economy. Other conflicts, i.e., Korea, Cuba, Vietnam, Afghanistan, were based on ideology and nationalism and had little to do with resources.

The post-war conflicts in the Middle East were initially based on nationalism, but resources came to play a significant role. Britain and France wanted to regain control of the Suez Canal both as a source of revenue and a secure trade route. Control of oil supplies became a factor with the Yom Kippur War and the OPEC embargo and played a major role in Iraq’s decision to invade Kuwait in 1990.

Palestinians fight for land (resources) and water.

Some may see Cuban sugar as a resource.

TOPIC 2

Mass movements for change were more successful after the Second World War than before.

Evaluate this statement using examples from 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.

A good answer should choose from a range of political and social movements from throughout the century. Some possibilities are:

<i>Rights of Women</i>	Suffrage extended to women in many Western countries. Economic equality was not as successful. Gains in the 1920s were lost in the 1930s depression. As a result of the revolution, the U.S.S.R. legislated the equality of women, but in reality it meant the right to work and be a mother and housewife.
<i>1917 to 1945</i>	
<i>1945 to 1991</i>	There were gains in political and economic rights in the West. The feminist movement made gains for women from the 1960s. Equality still was not achieved fully. There were some political gains in the developing world, especially in high profile women such as Indira Gandhi, Golda Meir, Benazir Bhutto.
<i>Civil Rights in the United States</i>	The KKK became powerful in the 1920s opposing change. There were few gains, apart from the establishment of organizations such as NAACP Jim Crow laws dominated the American south. In the north, discrimination was widely practised with separate hotels, sports leagues, etc.
<i>1919 to 1945</i>	
<i>1945 to 1991</i>	There were extensive gains for the civil rights movement in the 1950s with groups such as NAACP attempting to use courts, sit-ins, marches and demonstrations to bring about change. School desegregation, freedom rides, the Montgomery Bus Boycott, the March on Washington and Civil Rights Acts of 1964 were some of the highlights.
<i>Indian Independence</i>	The mass movement for Indian Independence led by the Congress party and Gandhi was very successful in bringing about the British willingness to quit India. Independence was delayed by the war. The Amritsar massacre, Civil disobedience campaign, strikes, the Salt March, were effective in bringing world attention to the cause of Indian self-determination.
<i>1919 to 1945</i>	
<i>After 1945</i>	India gained Independence as the movement triumphed.

Civil Rights in South Africa

1919 to 1945

There was little headway.

1945 to 1991

There were great gains by the African National Congress, Inkata, and other anti-apartheid groups as the White South African government became increasingly isolated for its apartheid policies. Nelson Mandela was the focus of a movement to end the Afrikaaner dominance.

Islamic Fundamentalism 1919 to 1945

Much of the Muslim world was under imperialist control before the Second World War.

1945 to 1991

With the end of the war, and newly independent states, Islamic fundamentalism has been a greater force for change in the Muslim world. The failure of many Muslim states such as Egypt and Pakistan in adopting western models to deal with mounting social and political unrest brought in Islamic fundamentalist solutions as an alternative. Unpopular regimes in Iran and Afghanistan account for the rise of Islamic fundamentalism in those countries.

Political Revolutions 1917 to 1945

Students might note that a number of significant political revolutions were spawned by mass movements (Russians, Nazis in Germany, Fascists in Italy and possibly Roosevelt in the U.S.A). They all brought significant change to these countries.

1945 to 1991

There were mass revolutions in China and in Asian countries such as Vietnam. There were also revolutions in Arab countries such as Nasser's Egypt and Khadafi's Libya. Cultural revolution in China in the 1960s. Tiananmen Square movement. Cuban revolution.

Political and social changes in Eastern Europe and U.S.S.R.

Helsinki might be mentioned by some students. At the end of the Cold War, the freedom of East European countries such as Czechoslovakia and the unification of Germany all resulted from mass movements for democracy which gained momentum after Helsinki. Solidarity in Poland and Czechoslovakia are examples of movements leading to the demise of authoritarian regimes.

Vietnam Anti-War Movement

Peace movement in Britain in the 1930s. Ban Bomb in Britain/Germany in 1950s, etc. U.S. protesters in the 1960s contributed to the U.S. withdrawal from the war.

Hungary 1956–Czechoslovakia

May be given as examples of failed mass movements.

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.