History 12

November 2003 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.	A	K	1	2	B2	27.	B	U	1	4	G2
2.	C	U	1	2	B2	28.	C	U	1	4	H2
3.	D	U	1	2	B2	29.	A	U	1	4	G3
4.	B	K	1	2	C1	30.	D	U	1	4	H2
5.	C	K	1	3	D1	31.	B	U	1	5	I1
6.	B	U	1	3	E1	32.	C	U	1	5	I2
7.	B	U	1	3	D2	33.	D	K	1	5	J1
8.	B	K	1	3	D4	34.	C	U	1	5	I2
9.	D	U	1	3	D2	35.	B	K	1	5	I2
10.	C	K	1	3	E2	36.	D	U	1	5	I2
11.	B	K	1	3	D2	37.	B	U	1	5	J2
12.	C	U	1	4	G1	38.	C	K	1	5	I2
13.	D	K	1	4	F1	39.	B	U	1	5	I3
14.	D	K	1	4	F2	40.	B	U	1	5	K1
15.	C	U	1	4	G1	41.	C	K	1	6	L1
16.	C	K	1	4	F2	42.	C	K	1	6	L2
17.	D	U	1	4	G1	43.	C	U	1	6	L1
18.	B	K	1	4	G1	44.	D	U	1	6	M1
19.	C	U	1	4	F2	45.	B	U	1	6	L1
20.	A	U	1	4	F2	46.	B	U	1	6	L3
21.	C	U	1	4	F2	47.	A	U	1	6	L3
22.	D	K	1	4	G1	48.	B	U	1	6	L3
23.	D	U	1	4	G1	49.	A	K	1	6	L3
24.	C	K	1	4	G2	50.	B	K	1	6	L3
25.	C	K	1	4	G2	51.	A	K	1	6	L1
26.	C	K	1	4	H2						

Multiple Choice = 51 marks

Written Response

	Q	B	C	S	CO	PLO
Score **one** of questions 1 or 2	1.	1	H	8	2	C2
	2.	2	H	8	3	D1
and	3.	3	U	8	5	J2
Score **one** of questions 3 or 4	4.	4	U	8	6	N2
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 **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.

To what extent were the 1917 March and November revolutions in Russia caused by Russia's involvement in the First World War? **(8 marks)**

There were two revolutions in Russia in 1917 because the first (March) Revolution failed to solve the country's problems or give the people what they wanted.

Points that might be included:

- **The suffering from the war led to dissatisfaction with the Tsar.**
- **Inflation, food shortages, casualties, working conditions all led to opposition to the Tsar.**
- **The Provisional Government did not take Russia out of the war, give land to the peasants, or improve the economy. Power was also held by the Petrograd Soviet.**
- **The disastrous results of the war after March led to soldiers deserting and joining the Bolsheviks (voting with their feet).**
- **Tsar's responsibility for defeat as commander led to his unpopularity.**
- **Lenin focused on anti-war feelings in his slogan — "Peace, bread, land".**
- **Rasputin and the corrupt system caused hatred of the government.**
- **The Tsar's refusal to consult Duma led to middle-class opposition.**
- **The March Revolution removed the Tsar but did not lead to many radical changes.**
- **Lenin returned and made popular promises (April Thesis).**
- **The Bolsheviks grew in power during 1917. The Bolshevik promise of "Peace, bread, land" appealed to the people. Bolsheviks began to spread revolution and take control of Soviets.**
- **Right-Wing backlash (Kornilov Uprising) discredited Provisional Government and elevated Bolshevik prestige.**
- **The leadership of Lenin and the organizational skill of Trotsky.**
- **The Bolshevik Revolution of November 1917 was a well-planned coup d'état.**
- **The power split between the Soviets and the Provisional Government weakened the Provisional Government.**

SECTION 1 – Question 2:

Note to Markers: ***Students are not expected to include all of the following points and they may include other valid points not presented here. Students may earn full marks by developing a limited number of points.***

To what extent did the U.S.A. follow a policy of isolationism between 1919 and 1939? **(8 marks)**

<u>DID</u> FOLLOW A POLICY OF ISOLATIONISM

- **Refusal to ratify the Treaty of Versailles or to join the League of Nations**
- **Immigration restrictions**
- **Protective tariffs**
- **Rise of anti-foreign groups; i.e., KKK**
- **Fear of Bolsheviks — Red Scare**
- **Neutrality Acts in the 1930s**
- **No actions ever taken to resist Hitler's or Mussolini's aggression**

<u>DID</u> <u>NOT</u> FOLLOW A POLICY OF ISOLATIONISM

- **Washington Naval Conference**
- **Dawes Plan**
- **Young Plan**
- **Kellogg-Briand Pact**
- **Investment in Europe**
- **War loans**
- **Good Neighbour Policy**
- **Cash-and-Carry**

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.***

Use the following statement to answer question 3.

The Civil Rights Act of 1964 was a triumph in the struggle for integration in the U.S.A.

a) Identify those opposed to integration and describe the reasons for their opposition. **(3 marks)**

- **Students might chose to identify either white segregationist opposition or black power opposition or both.**
- **White segregationists opposed Civil Rights Act because it gave black Americans equal rights and would require integration and kill Southern white culture.**
- **Specific opponents would include KKK, George Wallace, Lester Maddox, Strom Thurmond, Governor Faubus, etc.**
- **Whites also opposed Civil Rights Act because it would eliminate a source of cheap black labour.**
- **Black Power opponents could include Black Panthers, Black Muslims, Malcolm X, Stokely Carmichael.**
- **Their opposition was based on their desire for separate black power state independence.**
- **They saw Civil Rights leaders as selling out to white establishment.**

b) Explain the steps taken by the Civil Rights Movement which led to the Civil Rights Act of 1964. **(5 marks)**

- **1950s — Segregation attacked in Federal Court – Brown vs. Board of Education outlawed segregation in 1954.**
- **Martin Luther King led Montgomery bus boycott after Rosa Parks incident in 1955.**
- **King emerged as main leader with non-violent civil disobedience campaign. Supported by NAACP, SNCC, CORE, SBLC.**
- **Sit-ins, protest marches, freedom riders, voter registration campaigns all used against discrimination (Selma, Birmingham).**
- **Political pressure put on both Eisenhower and Kennedy by the movement.**
- **Eisenhower sent troops to integrate Little Rock High School.**
- **March on Washington (1963) organized and saw 250 000 people arrive.**
- **"I have a dream" speech inspired Americans and put pressure on the government.**
- **President Johnson pushed for the passage of the act.**

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.

Use the following statement to answer question 4.

The Cuban Missile Crisis was the high point of the Cold War.

a) Describe the developments which led to the Cuban Missile Crisis and the U.S. actions during the crisis. **(4 marks)**

- **1959 Cuban Revolution — Castro takes power and institutes a "Marxist" style revolution.**
- **Nationalization of U.S. companies led to U.S. boycott and embargo of Cuba.**
- **Cuba and U.S.S.R. sign economic treaty and Cuba gets Soviet military aid.**
- **Anti-Castro Cuban exiles, trained by C.I.A., launch Bay of Pigs invasion (1961).**
- **U.S.S.R. established missile sites in Cuba (1962).**
- **U.S. U-2 spy planes discover them.**
- **President Kennedy makes Quarantine Speech demanding withdrawal of missiles and threatening U.S. retaliation against Soviets.**
- **Naval blockade imposed on Cuba.**

b) Explain how the crisis was resolved and what measures were taken to preserve world peace. **(4 marks)**

- **With the world on the brink of a nuclear confrontation, a series of letters between the two leaders of the superpowers resolved the crisis.**
- **Two letters were received by Kennedy from Khrushchev. The first offered to remove the missiles in return for a promise by the U.S.A. not to invade Cuba. The second letter asked the U.S.A. to remove its missiles from Turkey in exchange for Russian missiles in Cuba. President Kennedy responded to the first letter and Khrushchev agreed. Soviet missiles were removed.**
- **Kennedy later removed missiles from Turkey.**
- **The measures taken to preserve world peace included the setting up of a direct means of communication between the two leaders in 1963, the so-called "hot-line." That same year a partial test-ban of nuclear weapons above ground was signed by the U.S.A., U.S.S.R. and Britain.**
- **Secret negotiations between Robert F. Kennedy and Soviet ambassador to the U.S.A.**

PART D: 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

In the twentieth century, the U.S.A. went to war to resist aggression.

To what extent is this an accurate statement regarding the period 1917 to 1991?

OR

TOPIC 2

In the twentieth century, the ability of authoritarian governments to gain and maintain power was reduced by technological progress.

To what extent is this an accurate statement regarding the period 1917 to 1991?

TOPIC 1

In the twentieth century, the U.S.A. went to war to resist aggression.

To what extent is this an accurate statement regarding 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.***

This topic requires students to examine the motives for U.S. involvement in war. U.S. involvement in the First World War can be included.

Possible examples include:

Intervention in the Russian Civil War	**The question of aggression is difficult to assess in a civil war situation. The U.S. motivation for involvement in this conflict was largely two-fold: to bring Russia back into the First World War and to remove the threat of communism.**
The Spanish Civil War	**The question of aggression seems clearer here. Franco was attempting to overthrow a legitimately elected government. The U.S. decision to avoid involvement and maintain its policy of isolationism was largely one of self-interest.**
	U.S. did not become involved either in Manchuria or Ethiopia or the China / Japan War until their interests were directly affected (oil embargo).
The Second World War	**As in the First World War, the U.S.A. did not take action until its own security was threatened. Limited aid was offered to Britain and, later, the U.S.S.R., in response to the clear aggression of the Axis powers; but the U.S.A. did not become militarily involved until it was attacked by Japan.**
The Korean War	**North Korea was clearly the aggressor in this conflict and the U.S.A. intervened in direct reaction to this aggression. There is, of course, the question of whether the U.S.A. would have intervened if the aggressor had not been a communist government.**
	In both Hungary (1956) and Czechoslovakia (1968), the U.S.A. did not become involved despite Soviet aggression.
The Vietnam Conflict	**The first U.S. involvement in this conflict came in the form of aid to France, an imperial power which was attempting to reassert its control over its former colonies in Indo-China. Many would argue that the U.S.A. became the aggressor state as it escalated its military involvement in this area.**

Gulf War — was not about Iraq's aggression but about oil.

Some students may also refer to other U.S. military interventions such as those in several Latin American countries.

Some students may argue that resistance to communist totalitarianism is itself resistance to an aggressive expansionist ideology.

TOPIC 2

In the twentieth century, the ability of authoritarian governments to gain and maintain power was reduced by technological progress.

To what extent is this an accurate statement regarding 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.

In some cases technological progress has been used by authoritarian governments to win support or retain power.

Examples include:

- **Nazi Germany used the radio to spread its propaganda message.**
- **Nazi Germany also used modern technology to build its military strength and win popular support through military victories. This might also apply to Italy (at least in terms of Ethiopia) and Japan.**
- **The U.S.S.R. under Stalin made modernization a national goal and its technological progress; e.g., the T-34 tank allowed it to survive the German attack and eventually achieve victory in the Second World War.**
- **In the Cold War era, the U.S.S.R. again used technological progress (e.g., Sputnik) to win support and demonstrate the superiority of its ideology.**
- **All countries have used technology, in the form of the media, for propaganda purposes.**

On the other hand, technological progress has also increased the influence of individual citizens and democratic regimes and has been used to defeat authoritarian governments.

Examples include:

- **The U.S.A. was able to use its technological superiority to defeat Japan's inferior technology.**
- **Modern TV and computer technology. Protests and demonstrations were seen throughout Iron Curtain countries. Solidarity — fall of Berlin Wall. They inspired other protest and the fall of communism.**
- **Many examples exist of worldwide news technology preventing authoritarian governments from operating in secret. South Africa and apartheid seen by the world. Tiananmen Square was out in the open. Other examples could be found in the Middle East.**

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, judgement 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, 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	• 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	• 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	• 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	• 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.