

History 12

June 2004 Provincial Examination

ANSWER KEY / SCORING GUIDE

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

Multiple Choice

Q	K	C	S	CO	PLO	Q	K	C	S	CO	PLO
1.	D	K	1	2	B2	27.	D	K	1	4	H4
2.	C	K	1	2	C2	28.	B	U	1	5	I2
3.	C	K	1	2	B1	29.	A	U	1	5	I2
4.	C	K	1	3	D2	30.	A	U	1	5	I2
5.	A	U	1	3	D4	31.	D	U	1	5	I2
6.	C	U	1	3	E2	32.	B	U	1	5	I2
7.	C	U	1	3	D1	33.	B	K	1	5	I3
8.	A	U	1	3	D3	34.	D	K	1	5	I3
9.	C	K	1	3	D4	35.	C	K	1	5	I3
10.	B	U	1	3	D1	36.	B	K	1	5	I3
11.	D	K	1	4	F1	37.	D	U	1	6	M1
12.	D	U	1	4	F1	38.	D	U	1	5	I2
13.	A	U	1	4	F1	39.	D	U	1	6	L3
14.	C	K	1	4	G1	40.	A	K	1	6	N1
15.	D	U	1	4	F2	41.	D	U	1	6	L2
16.	A	K	1	4	G1	42.	B	K	1	6	N2
17.	A	U	1	4	G1	43.	A	U	1	6	L1
18.	C	U	1	4	G2	44.	D	U	1	6	M2
19.	B	K	1	4	G2	45.	A	K	1	6	L3
20.	C	U	1	4	H1	46.	B	U	1	6	N1
21.	B	U	1	4	H3	47.	C	K	1	6	L4
22.	C	K	1	4	H3	48.	B	K	1	6	L1
23.	C	K	1	4	H1	49.	B	U	1	6	M2
24.	D	K	1	4	G3	50.	B	U	1	6	N2
25.	A	U	1	4	G3	51.	C	K	1	6	L4
26.	C	K	1	4	G3						

Multiple Choice = 51 marks

Written Response

	Q	B	C	S	CO	PLO
Score one of questions 1 or 2	1.	1	H	8	2	B1
	2.	2	H	8	3	D2
and Score one of questions 3 or 4	3.	3	U	8	5, 6	J1, L1
	4.	4	U	8	6	L3
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

CO = Curriculum Organizer

PLO = Prescribed Learning Outcome

B = Score Box Number

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.

To what extent were nationalist goals fulfilled by the Paris Peace Treaties? **(8 marks)**

Students are required to look at both sides of the question and show where nationalist demands were met and where they were not.

NATIONALIST GOALS MET:

- **League of Nations formed according to 14 Points, which was intended to give the U.S.A. a leading role in world relations.**
- **France received reparations from Germany.**
- **Poland was accepted as a country again.**
- **The Austrian-Hungarian Empire was broken up into various independent states to satisfy the nationalist demands of the various subject peoples. Countries that were established included Austria, Hungary, and Czechoslovakia.**
- **Britain enlarged her empire through addition of mandates.**
- **Yugoslavia was created to unite the southern Slavs. Part of Austria-Hungary, therefore, became part of Yugoslavia.**
- **Alsace-Lorraine was returned to France after more than 50 years of German control.**
- **Italy received Tyrol from Austria.**
- **Mandates were assigned to victorious powers with the expectation that they would be given their independence in future.**

NATIONALIST GOALS NOT MET:

- **Significant numbers of Germans were left in Poland as a result of giving Poland access to the Baltic Sea by the Polish Corridor.**
- **While several countries were created out of the Austrian-Hungarian Empire, many of them had large numbers of minority groups within their borders. It was virtually impossible to create borders that would separate all ethnic groups. Czechoslovakia, Hungary, Romania, and Bulgaria are all examples.**
- **While Yugoslavia united all the southern Slavs, it was composed of several ethnic groups.**
- **There were many Germans living in Alsace-Lorraine when it was returned to France.**
- **In the Middle East, parts of the Ottoman Empire were made Mandates of the League of Nations and given to the victorious powers, Britain and France, to administer. Areas included Palestine, Lebanon, Transjordan, and Syria.**
- **Arab nationalism was denied.**

- **Nationalist aspirations in many colonial territories were disregarded. A notable example was India.**
- **Italy's aspirations were not fully met.**
- **France did not receive a separate buffer state.**
- **(U.S.A.'s role in) League of Nations full stature not achieved.**

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 fascist leaders come to power through legal means during the interwar period?

(8 marks)

LEGAL MEANS

- Mussolini's Fascist party participated in Italian elections.
- Mussolini was asked to become Prime Minister in 1922 by the Italian King. The King had the power to appoint a Prime Minister under the Italian constitution.
- Hitler's Nazi party participated in German elections and was the largest party by July 1932.
- Hitler was invited to become Chancellor by President Hindenburg, who had the power to appoint Chancellors under the German constitution.
- German chancellors were "governing by decree," without the consent of the Reichstag, before Hitler came to power, due to divisions in the Reichstag. This was legal under Article 48 of the Weimar constitution.
- In the March 1933 election, the Nazis were by far the largest single party and polled 44% of the vote.
- The Enabling Act of 1933, giving Hitler dictatorial powers, was legally passed by a two-third majority in the Reichstag. Hitler formed a legal coalition with other right wing parties.
- Both Mussolini's and Hitler's use of propaganda were legal under freedom of speech.
- Hitler banned all other political parties by July 1933, technically legal under the powers of the Enabling Act.

ILLEGAL MEANS

- Both Mussolini and Hitler used paramilitary groups, Blackshirts and Brownshirts, that used violence to intimidate their opponents.
- Mussolini was only appointed Prime Minister because the King feared civil war; the Fascist "March on Rome" was a threat to the stability of the government.
- Hitler's Munich Putsch of 1923 was a failed attempt to seize power by force. His subsequent trial gave him nationwide publicity.
- The Nazis may well have set the Reichstag fire in February 1933 to implicate the communists.
- The Enabling Act was only passed because the communist members were banned from the Reichstag and many Social Democrats were either arrested or in hiding at the time of the vote.
- Matteotti murder.
- Night of the Long Knives.
- Hitler banned all other political parties by July 1933, which could also be seen as illegal in a multiparty democracy.

- **Franco used armed rebellion against the democratically elected Republican government of Spain.**
- **Students may mention fascist dictators from Poland or Portugal.**
- **The German Nazi party aided the Austrian Nazi party's illegal takeover.**

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 end of the Second World War brought the beginning of a new war in Indo-China.

a) Describe the course of the war in Indo-China between 1945 and 1954. **(3 marks)**

- **Indo-China had been occupied by the Japanese during the Second World War.**
- **The French returned and attempted to re-establish control of the colony with the backing of their French-speaking, Catholic supporters in the South.**
- **The Vietminh, with significant support from the people especially in the north, launched a war against the French in their struggle for independence.**
- **The war became a civil war between the Vietminh-dominated North and the French-dominated South.**
- **The French fought a conventional war based on fortress strongholds.**
- **The Vietminh fought a guerrilla war.**
- **The French were supported with funds and military supplies by the U.S.A., especially after war broke out in Korea.**
- **The French had difficulty sustaining their military effort.**
- **The French lost a major battle at the fortress of Dien Bien Phu and were forced to seek peace terms in order to withdraw.**
- **The Geneva Agreement of 1954 saw the establishment of independent states in Laos and Cambodia and the temporary division of Vietnam at the 17th parallel between the communist North under Ho Chi Minh and the “democratic” South under an American-backed regime as well as elections for the North.**

b) Describe the course of the war in Vietnam between 1964 and 1975. **(5 marks)**

- **The Gulf of Tonkin incident leads the U.S. Congress to pass the Gulf of Tonkin Resolution which greatly increased President Johnson’s power to act in Vietnam.**
- **Johnson quickly escalates U.S. troop deployment to Vietnam.**
- **Soviet and Chinese military aid to Ho Chi Minh’s North Vietnamese regime is increased.**
- **Ho supplies the Viet Cong in South Vietnam via the Ho Chi Minh trail.**
- **Throughout the 1960s opposition within the U.S.A. to the Vietnam War increases.**

- **Viet Cong's use of guerrilla warfare makes U.S. efforts to defeat them difficult.**
- **Tet Offensive in 1968 demonstrated Viet Cong confidence and increased protests against the war in the U.S.A.**
- **Nixon was elected President on promised Vietnamization.**
- **Nixon's "peace offensive" begins as the U.S.A. bombs North Vietnam while U.S. troops are gradually brought home.**
- **By 1973 a ceasefire agreement is reached at Geneva and last U.S. troops leave Vietnam.**
- **Ho orders invasion of South Vietnam by the North.**
- **By 1975 Vietnam is united under Ho's Communist Vietminh Government.**

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.

Gorbachev was a tragic figure who destroyed what he wanted to reform.

Eric Hobsbawm

a) Describe the reforms introduced by Gorbachev. **(3 marks)**

- **Gorbachev's reforms came under the headings of perestroika (restructuring) and glasnost (openness).**

Perestroika was designed to stamp out corruption, reform the economy and establish government trust

- **to provide consumer goods at reasonable prices.**
- **to reduce central planning in the economy.**
- **to stimulate initiative and productivity.**
- **reorganization of political system.**

Glasnost was designed to promote more democracy

- **Promoted criticism of government**
- **to allow greater individual freedom.**
- **to accept freedom of speech and the press.**
- **to be more responsive to the opinions of Soviet people.**

Another possible reform that might be mentioned was Gorbachev's desire to end the Cold War and the Arms Race and to loosen Soviet control over Eastern Europe.

b) Describe how these reforms contributed to the breakup of the Soviet Union.

(5 marks)

- **Revelation of state secrets (i.e. Katyn Forest massacre).**
- **The Reforms of Gorbachev helped to destroy the Soviet Union by giving the opposition and the discontented the freedom to protest without satisfying their needs.**
- **Glasnost opened the door to criticism of the government. Some, led by Yeltsin, demanded faster change. Others, led by old hard-line communists, resisted change.**
- **Glasnost also allowed ethnic and national tensions to grow. In the Baltic States and the Ukraine, nationalists got more freedom and demanded independence.**
- **Perestroika, which was aimed at reforming the economy, did not work fast enough. Many suffered from inflation and the loss of security in new economic structure. Positive gains were too small and protest grew.**

- **The impact of glasnost on Eastern Europe led to a wave of nationalism which overthrew the communist government. This had a spill-over effect in the U.S.S.R. as it too fell apart.**
- **Gorbachev reduced military spending and was less likely to use military force to put down internal discontent.**
- **summit meetings with Reagan**

PART C: ESSAY

Value: 25 marks

Suggested Time: 45 minutes

INSTRUCTIONS: Choose **Topic 1** or **Topic 2**. Write a well-constructed essay in **ink** in the space provided.

A **good** answer **must**

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

Question 5:

TOPIC 1

In the twentieth century, international cooperation created a more peaceful world.

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

OR

TOPIC 2

Social change in the twentieth century has allowed people of different groups and classes to play an equal role in society.

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

TOPIC 1

In the twentieth century, international cooperation created a more peaceful world.

Evaluate this statement using examples from the history of 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.

International cooperation HAS CREATED a more peaceful world:

- **At the end of the First World War, the League of Nations organization was set up to eliminate the threat of war in the future.**
- **Washington Naval Agreement (1922).**
- **Through the 1920s agreements were made in Europe to try to ensure peace. These included the Locarno Pact which guaranteed the borders between France, Belgium and Germany. Also, the Kellog-Briand Pact which outlawed war as a foreign policy option for the countries that signed the agreement.**
- **Germany was allowed to join the League of nations in 1926 and therefore become part of the family of nations again.**
- **The Stresa Front joined Italy, France and Britain in joint effort to maintain Austrian independence against the actions of Nazi Germany.**
- **The Anglo-German Naval Agreement allowed Germany to peacefully rebuild her navy without fear of British reprisals.**
- **The Munich Agreement postponed war for a short time.**
- **Wartime councils.**
- **After the Second World War, the United Nations was established to maintain world peace. The United States became a member. To satisfy the major powers, each was given a veto in the Security Council. It can be argued this has reduced the power of the UN, but at least the major powers are there and talking.**
- **Nuremburg Trails.**
- **NATO was established to protect Western Europe from a communist attack. Fifteen countries agreed on common defense strategies.**
- **Marshall Plan, OEEC.**
- **The United Nations was able to mount an international group of countries to stop communist aggression in Korea.**
- **Lester Pearson and Peacekeeping Missions.**

- **SEATO was set-up to stop communist advances in South East Asia.**
- **Various arms limitation agreements were signed through the 1960s, 70s and 80s to reduce the chance of nuclear war. Hotline and test ban treaty after conflict of Cuban Missile Crisis was resolved.**
- **Ostpolitik**
- **Camp David Accord (1978–1979).**
- **Olympic boycotts**
- **Helsinki Accord (1975).**
- **The European Economic Community (EEC).**
- **Reagan/Gorbachev talks (INF)**
- **With the demise of communism in Eastern Europe and the U.S.S.R., international cooperation for a more peaceful world increased. Both NATO and the European Union have expanded to take in some of the former communist states.**
- **The United Nations established specialized Agencies.**
- **NGO's**
- **International cooperation in the UN allowed a coalition of countries, led by the U.S.A., to force Iraq out of Kuwait in the Gulf War.**

International cooperation HAS FAILED to create a more peaceful world:

- **The failure of the U.S.A. to join the League of Nations deprived the organization of the most powerful country in the world, which could have created a more peaceful world.**
- **At the same time the U.S.A. slipped back into isolationism and left the rest of the world to solve their problems without its help.**
- **Japan quit the League of Nations after being criticized for its attack on Manchuria.**
- **Italy and Abyssinian crisis**
- **Germany quit the League after a disagreement with the other nations over disarmament.**
- **The attempts to appease Hitler in the 1930s, especially by Britain, while maintaining peace in the short term only created ever-increasing demands from Hitler.**
- **Lack of economic cooperation in depression.**
- **In spite of the United Nations and major power involvement, the world slipped into a Cold War after the Second World War.**
- **The Cold War created a situation where the major powers fought wars through client states rather than fight each other directly. The purpose of client-state wars was for one of the major powers to gain influence and power at the expense of the other side.**
- **International cooperation could not avoid the three-year war in Korea.**

- **Use of veto on Security Council.**
- **Many wars were fought by colonial territories to gain freedom from their imperialist rulers; e.g., Vietnam, Indonesia, Kenya and Namibia.**
- **U.S.A. intervention in Central America leads to regional conflict.**
- **Four wars were fought in the Middle East between Arab and Jewish forces.**
- **Peaceful intent of creation of Israel causes more conflict.**
- **The Vietnam War, which started as a colonial conflict, became a Cold War battle when the U.S.A. committed huge resources and troops.**
- **The Soviet Union invaded Afghanistan to support the communist government there.**
- **The fall of communism in Eastern Europe has increased ethnic nationalism in the region and led to prolonged civil war in Yugoslavia.**
- **A resurgence of Islamic fundamentalism created tension and fighting in the Middle East, Iran–Iraq War and some of the former Soviet republics.**
- **Post Camp David assassination of Sadat.**

TOPIC 2

Social change in the twentieth century has allowed people of different groups and classes to play an equal role in society.

Evaluate this statement using examples from the history of 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.

POINTS IN SUPPORT

EXPANSION OF DEMOCRATIC RIGHTS:

- Since 1919, women, racial minorities, lower classes, etc., have all won the right to vote and participate in society.
- Voting ages have also been lowered.
- A variety of political parties developed to gain support and participation from lower classes; i.e., Labour Party / Communist Party.
- Diminishment of caste system in India.

EXPANSION OF INDEPENDENCE AND SELF-GOVERNMENT:

- Since 1919, European empires in the Third World and the Soviet Empire in Europe have collapsed, giving billions the right to participate in society; e.g., Blacks in the U.S.A. and South Africa gained rights.
- peoples of Eastern Europe and the Soviet Union gained political freedoms after the fall of the Communist parties.
- India, Vietnam, fall of the U.S.S.R., Israel.
- Decolonization.

ECONOMIC PARTICIPATION:

- The economic changes of the twentieth century have seen the advance of the lower working class youth to play an active role in the economy.
- Women were given equality in communist states from 1918 on.
- Trade unions and government policies have distributed wealth.
- The rise of Welfare State / New Deal / Socialism in the West have admitted many into the economic life of society.
- Women have expanded their role in the economy since the Second World War.
- Birth control has allowed women greater freedom to participate in society.
- Helsinki Accord (1975).
- Mass Communication.
- Gay Rights Movement.

THE RUSSIAN REVOLUTION

- **Working class was involved in the Russian Revolution (1917).**
- **Capitalists, bourgeoisie landowners were eliminated in Russia.**
- **The Russian Revolution was one of the greatest social changes in the twentieth century (as well as China, Cuba and other communist countries).**

POINTS AGAINST

- **The strength of totalitarianism throughout the century and its continued existence today deny people democratic rights and freedoms; e.g., China, North Korea.**
- **The existence of racism also had denied and still denies people a role.**
- **The discrimination against women and minorities in many areas of society is still strong.**
- **Widespread poverty.**
- **Unequal distribution of wealth within and between nations.**
- **Gap between rich and poor countries is widening.**
- **Globalization.**
- **Nazi Germany was denied rights.**
- **Stalin's Russia: purges, elimination of Kulaks occurred.**
- **Students may consider political or economic change to have led to more equality during the twentieth century.**

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.