

History 12
2007/08 — Sample Exam
 Provincial Examination — Multiple-Choice Key

Cognitive Processes	Weightings	Question Types
K = Knowledge	23%	51 = Multiple Choice (MC)
U = Understanding	41%	2 = Written Response (WR)
H = Higher Mental Processes	36%	1 = Essay (C)

Topics	Prescribed Learning Outcomes (PLOs)	Weightings
1. The Study of History	A	—
2. Conflict and Challenge: The World of 1919	B	5%
3. Promise and Collapse: 1919–1933	C	11%
4. Turmoil and Tragedy: 1933–1945	D	13%
5. Transformation and Tension: 1945–1963	E	13%
6. Progress and Uncertainty: 1963–1991	F	13%
7. Written Response	A–F	18%
8. Themes: Essay	A–F	27%

Question Number	Keyed Response	Cognitive Process	Mark	Topic	PLO	Question Type	Question Source
1.	A	K	1	2	B1	MC	
2.	C	K	1	2	B1	MC	
3.	D	K	1	2	B2	MC	
4.	A	U	1	2	B2	MC	
5.	B	U	1	2	B2	MC	
6.	C	K	1	3	C1	MC	
7.	D	K	1	3	C2	MC	
8.	D	K	1	3	C3	MC	
9.	D	U	1	3	C2	MC	
10.	D	U	1	3	C4	MC	
11.	D	K	1	3	C4	MC	
12.	C	K	1	3	C5	MC	
13.	C	K	1	3	C5	MC	
14.	D	U	1	3	C6	MC	
15.	B	U	1	3	C6	MC	

Question Number	Keyed Response	Cognitive Process	Mark	Topic	PLO	Question Type	Question Source
16.	A	U	1	4	D1	MC	
17.	C	K	1	4	D1	MC	
18.	C	U	1	4	D4	MC	
19.	C	K	1	4	D2	MC	
20.	D	U	1	4	D2	MC	
21.	D	U	1	4	D3	MC	
22.	C	K	1	4	D3	MC	
23.	C	K	1	4	D3	MC	
24.	A	U	1	4	D5	MC	
25.	D	U	1	4	D5	MC	
26.	A	K	1	4	D5	MC	
27.	D	K	1	4	D5	MC	
28.	D	U	1	5	E1	MC	
29.	B	K	1	5	E1	MC	
30.	A	U	1	5	E3	MC	
31.	A	U	1	5	E4	MC	
32.	A	U	1	5	E2	MC	
33.	D	K	1	5	E2	MC	
34.	C	K	1	5	E3	MC	
35.	D	K	1	5	E1	MC	
36.	D	K	1	5	E1	MC	
37.	B	K	1	5	E1	MC	
38.	C	U	1	5	E5	MC	
39.	D	K	1	5	E5	MC	
40.	A	U	1	6	F2	MC	
41.	C	U	1	6	F1	MC	
42.	D	K	1	6	F1	MC	
43.	D	K	1	6	F1	MC	
44.	A	U	1	6	F3	MC	
45.	B	U	1	6	F3	MC	
46.	A	U	1	6	F1	MC	
47.	D	K	1	6	F1	MC	
48.	C	U	1	6	F2	MC	
49.	C	K	1	6	F3	MC	
50.	D	K	1	6	F1	MC	
51.	B	K	1	6	F3	MC	

History 12
2007/08 Sample Exam
 Provincial Examination — Written-Response Key

Cognitive Processes	Weightings	Question Types
K = Knowledge	23%	51 = Multiple Choice (MC)
U = Understanding	41%	2 = Written Response (WR)
H = Higher Mental Processes	36%	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	5%
3. Promise and Collapse: 1919–1933	D, E	11%
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–F	18%
8. Themes: Essay	A–F	27%

Question Number	Keyed Response	Cognitive Process	Mark	Topic	PLO	Question Type	Question Source
1.	–	H	8	7	3C4	WR	
Option							
2.	–	U	8	7	5E5	WR	
OR							
3.	–	U	8	7	6F1	WR	
Option							
4.	–	H	24	8	A-N	C	
OR							
5.	–	H	24	8	A-N	C	

History 12
2007/08 Sample Exam
Provincial Examination — Scoring Guide

PART B: WRITTEN RESPONSE AND EVIDENCE

Value: 18%

Suggested Time: 30 minutes

SECTION ONE – 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.

TRANSFORMATION OF THE U.S.S.R.

DOCUMENT 1



Alexander Solzhenitsyn, *One Day in the Life of Ivan Denisovich*

A scene from the film, *One Day in the Life of Ivan Denisovich* (1970) showing labour camp prisoners

They sat in a cold mess-hall, most of them eating with their hats on, eating slowly, picking out putrid little fish from under the leaves of boiled black cabbage.

Alexander Solzhenitsyn, *One Day in the Life of Ivan Denisovich*

DOCUMENT 2

The task of the Five-Year Plan was to...convert the U.S.S.R. from an agrarian and weak country, dependent on the whims of the capitalist countries, into an industrial and powerful country....We did not have an iron and steel industry, now we have one. We did not have an industry for producing modern agricultural machinery, now we have one.

Speech by Stalin (1934)

DOCUMENT 3

Industrial Production in the U.S.S.R. (in millions of tonnes)			
	1928	1933	1937
Coal	35.4	64.3	128.0
Oil	11.7	21.4	28.5
Pig Iron	3.3	6.2	14.5
Steel	4.0	5.9	17.7

Heater, *Our World This Century* (1997)

DOCUMENT 4

Number of farms in the U.S.S.R.	
1928	1938
24 000 000	250 000

Heater, *Our World This Century* (1997)

DOCUMENT 5

To achieve the required growth of industry...extra food would have to be available to support the growing population in the industrial towns, largely made up of peasants moving from the land to form the new labour force.

J.P. Nettl, *The Soviet Achievement* (1969)

DOCUMENT 6

Stalin mobilized women as well as men...the majority of Russian doctors, nurses and teachers were women, but there were female factory workers and engineers too.

T. Howarth, *Twentieth Century History: The World Since 1900* (1979)

1. To what extent did Stalin improve the lives of Soviet citizens between 1928 and 1938?
Use the documents provided **as well as** other historical evidence.

STALIN IMPROVED THE LIVES OF SOVIET CITIZENS:

Evidence From the Documents:

DOCUMENT 2 — Suggests that citizens will be able to use modern agricultural equipment and thus produce more food.

DOCUMENT 5 — Suggests that Stalin’s plan included feeding city workers adequately.

DOCUMENT 6 — Indicates that women were treated equal to men.

Other Historical Evidence:

- Eventually citizens benefited by improved housing, free education, state medical care, improved transportation.
- New industrial cities were built, especially east of the Urals.
- Consumer goods began to be produced in the second and third Five-Year Plans.

STALIN DID NOT IMPROVE THE LIVES OF SOVIET CITIZENS:

Evidence From the Documents:

DOCUMENT 1 — Depicts the terrible conditions in forced labour camps.

DOCUMENT 2/3 — Indicates industrial targets achieved but do not comment on the welfare of citizens.

DOCUMENT 4/5 — Indicates that peasants moved from farm to city and suggests forced closure of farms.

Other Historical Evidence:

- Forced labourers were mostly kulaks, uprooted from their private plots.
- Grain was forcibly taken from peasants.
- Punishments inflicted on workers who did not produce.
- Cult of personality demanded loyalty to Stalin.
- Totalitarian government with secret police sought out dissenters and kept citizens on task.
- The Great Purges after 1934.
- Stalin strictly controlled media.

SECTION TWO – 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.

2. Describe how the South African government maintained control over its non-white population after 1945.

KEY:

- **System of apartheid adopted in 1948.**
- **87% of land allocated to whites who comprised only 20% of population.**
- **Legal discrimination in jobs.**
- **Marriage illegal between whites and coloureds or blacks.**
- **Only whites could vote.**
- **Blacks required to carry pass books.**
- **Heavy fines for blacks without passbooks.**
- **Police brutality against blacks; e.g., Sharpeville protesters shot in 1960 and Soweto in 1976.**
- **Bantu Self Government Act allotted worst land to blacks and separated them from whites.**
- **Separate public facilities, busses, beaches, etc.**
- **Forced black children to learn Afrikaans in school.**
- **Educational and medical facilities for blacks overcrowded and under funded, preventing non-whites from improving their situation.**
- **Black leaders, e.g., Nelson Mandela, were imprisoned.**
- **ANC African National Congress and African Communist Party outlawed until 1989.**

SECTION TWO – 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.

3. Describe the similarities between the American involvement in Vietnam and the Soviet involvement in Afghanistan.

KEY:

- Both wars took place within the context of the broader Cold War.
- Both superpowers tried to contain a force that threatened their economic system; the Americans in Vietnam attempted to contain communism and the Soviets in Afghanistan attempted to contain Islamic fundamentalism.
- Both superpowers controlled urban areas but were unable to gain control of rural areas.
- Both superpowers faced fierce guerrilla warfare.
- Both superpowers eventually had to withdraw without achieving their objectives.
- Both superpowers were criticized by the international community.
- Both superpowers had superior weaponry but could not win.
- Neither superpower could win the “hearts and minds” of the population in the war-torn country.
- Each superpower sent aid to the enemy of the other superpower.
- The enemy of each superpower gained control of the country after war’s end.
- Mothers’ of soldiers in both U.S.A. and the U.S.S.R. spoke out against the wars.
- American and Soviet soldiers often returned home demoralized and unappreciated.

PART C: ESSAY

Value: 27%

Suggested Time: 45 minutes

INSTRUCTIONS: Choose **one** of the following two questions and write a well-constructed, multi-paragraph essay in the space provided for Part C in the **Response Booklet**. Write in **ink**.

- Place a checkmark in **Instruction 4** on the front cover of the **Response Booklet**.

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

- develop a thesis,
- use examples from throughout the history of the period 1917–1991,
- develop both sides of the argument.

4. To what extent have the actions of dominant individuals influenced the advancement of societies during the years 1917–1991.

OR

5. To what extent has capitalism been a constructive force in the years 1917–1991.

4. To what extent have the actions of dominant individuals influenced the advancement of societies during the years 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.

I. Dominant individuals have helped societies to advance:

Lenin

- **Staged Bolshevik revolution and implemented numerous reforms on behalf of all Soviet citizens; e.g., all citizens equal, regulations of the work day and work week, education reforms, health reform.**

Suffragette leaders

- **Achieved the right to vote for women following the Second World War**

Gandhi

- **Mobilized Indian nationalist movement through methods of non-violence, ultimately leading to the establishment of Indian independence and the right for Indians to govern themselves**

Roosevelt

- **Instituted Unemployment Insurance, minimum wage, pensions and union recognition**

Rosa Parks

- **Her stand led to the Alabama bus boycott ending segregation for blacks in the southern U.S.A.**

Martin Luther King

- **His non-violent methods of protest led to dramatic increases in the civil rights of black Americans**

Nelson Mandela

- **His opposition to Apartheid contributed to the collapse of the system in South Africa and the advancement of black African rights in the country**

Mikhail Gorbachev

- **His policies of glasnost and perestroika led to dramatic and sudden changes in Eastern Europe and the U.S.S.R., as years of communist rule ended and were replaced with political and economic reforms**

Lech Walesa

- **His efforts through the Polish Solidarity Movement of the 1980s advanced workers' rights in Poland, and indirectly, in the communist world**

II. Other factors have helped societies to advance:

- **Both world wars have stimulated the development of technologies and medicines that have resulted in a higher standard of living for citizens in the post-war world**
- **The capitalist principle of supply and demand has stimulated economic competition and led to many technological advances that have dramatically changed how people live and how long they live**
- **The success of communism in the twentieth century forced many democratic governments to adopt socialist policies resulting in the distribution of wealth and the creation of a prosperous middle class**
- **Mass nationalist movements around the world in support of colonial peoples resulted in the end of colonialism and the establishment of dozens of nation states which are no longer under the control of foreign powers**
- **International organizations have successfully fought for human rights and advanced the causes of democracy and free speech around the world**
- **Mass protest movements have advanced the causes of minority groups in the U.S.A., South Africa and other nations around the world**
- **Mass protest movements in Eastern Europe and the former U.S.S.R. have resulted in the increase of civil rights; however, many people in these countries are now living in poverty**

Some students will argue that dominant individuals have caused societies to regress; e.g., Stalin, Hitler, Mussolini and Mao.

Some students may argue that a dominant individual caused both advancement and regression; e.g., Stalin's Five-Year Plans brought employment, medical care, education, consumer goods, but also brought gulags, secret police and show trials.

5. To what extent has capitalism been a constructive force in the years 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.

It HAS been a constructive force:

- **1920s—In the American boom years, rising standard of living and production**
- **American Dawes and Young Plans restored stability to Germany**
- **1930s—Germany prospered using private industry (e.g., Krupps arms production) to reduce unemployment dramatically**
- **American industrial production helped to ensure the defeat of Germany and Japan and the political security of Britain**
- **Marshall Plan—\$13 billion in American aid stabilized post-war Western Europe and laid the foundation for post-war prosperity and the Common Market**
- **American economic aid to post-war Japan—created a prosperous and stable nation**
- **Post-Second World War boom in many capitalist, free enterprise states; e.g., U.S.A., Canada, Britain, Germany and France**
- **China under Deng’s capitalist reforms dramatically raised the standard of living for many Chinese people**

It HAS NOT been a constructive force:

- **Russian Revolution was in part the result of capitalist corruption and inefficiency**
- **1920s—American wages did not keep pace with industrial profits due to the suppression of the union movement as a result of “Red Scare”; this was a cause of the Depression**
- **Inflation and strikes allowed for the rise of Mussolini in Italy**
- **1923—hyper-inflation in Germany almost wiped out the middle class; Weimar Republic basically saved by outside American aid (Dawes Plan)**
- **Great Depression—high unemployment throughout the industrialized world**
- **Depression caused Germans to turn to Hitler, led to the Second World War**
- **Depression gave opportunity for Japanese military class to gain more control and expand into China, leading to confrontation with the U.S.A. and resulting in the Second World War**
- **1959—corrupt capitalist leadership under Batista in Cuba caused Cubans to support Castro’s revolution**
- **Cold War was seen in part as a competition between free enterprise and communism. Much destruction and many lives were lost where Cold War turned hot; e.g., Korea, Vietnam, Afghanistan**

- **Competition over resources, such as oil, has continued among capitalist countries**
- **Gorbachev's failed attempt to introduce capitalist reforms to the Soviet Union was a reason for the collapse of the U.S.S.R.**
- **Americanization of world economy has led to resentment; e.g., Islamic fundamentalism as a response to American-style materialism**
- **Capitalist countries have caused environmental and social destruction**

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

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

The purpose of the written-response, evidence 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, EVIDENCE AND ESSAY SCORING CRITERIA (REVISED SEPTEMBER 2006)

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 thoughtful 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 thoughtful and clear manner
- Accurate selection of supporting details; where evaluation is required, judgment is sound
- Expression is 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 clear manner
- Appropriate selection of supporting details; where evaluation is required, judgment is satisfactory
- Expression is generally 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