

History 12
Resource Exam A
Scoring Guide

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PART B: WRITTEN RESPONSE AND EVIDENCE

Value: 18%

Suggested Time: 15 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.

1. Describe the American government's response to the Great Depression.

Hoover Administration:

- Herbert Hoover—believed in the power of the economy to right itself without government intervention
- Emergency Relief Act passed to assist cities in funding relief projects
- Hawley-Smoot Act passed in 1930
- Hoover did very little, resulting in Hoovervilles

Roosevelt Administration:

- Used “fireside chats” to gain confidence of Americans
- Increased government involvement in economics
- The Federal Reserve Board was given greater power and freedom to directly regulate the economy
- First hundred days—March 4 to June 16, 1933—a period of dramatic legislative productivity. Laid out the programs that constituted the New Deal
- Emergency Banking Act closed all banks for one week, then reopened strong ones
- The First New Deal (1933–1935): *relief* of the immediate problems of unemployment
- The Second New Deal (1935–1937): *reform*
 - Social Security Act, unemployment insurance 1935
 - The Wagner Act helped working people
- Alphabet Agencies
 - Civilian Conservation Corps (CCC)—work relief program to get young unemployed men off the street; they planted trees, built wildlife shelters, stocked rivers and lakes with fish, and cleared beaches and campgrounds
 - Agricultural Adjustment Administration (AAA) instituted in response to the needs of farmers stabilized prices and limited production. Directly subsidized farmers who did not plant crops
 - National Recovery Administration (NRA) created to oversee the revival of the business economy. Designed to regulate prices, industrial output, and general trade practices.

– Tennessee Valley Authority (TVA) proposed building dams and power plants along the Tennessee River to bring electric power to rural areas in seven states

***other Alphabet Agencies may be described.**

- **Attempted to reform the Supreme Court so that his New Deal would survive**
- **Inflating money supply**
- **Prohibition abolished in 1933**
- **Continued to limit immigration**

SECTION ONE – 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 German military expansion between 1933 and 1941.

- **Hitler’s “reasons” for military expansion included autarky, lebensraum and denial of the Treaty of Versailles**

1933

- **Germany withdrew from the Geneva Disarmament Conference and the League of Nations**

1935

- **Hitler began German rearmament and introduced conscription**
- **Germany signed the Anglo-German Naval Agreement**

1936

- **Germany remilitarized the Rhineland**
- **Germany negotiated the Rome–Berlin Axis with Italy**
- **Germany sent military assistance to aid Franco in the Spanish Civil War**
- **Germany experimented with blitzkrieg tactics in Spain**
- **Germany negotiated the Anti-Comintern pact with Japan**

1938

- **Germany completed the Anschluss with Austria**
- **the Munich Crisis resulted in Germany annexing the Czech Sudetenland**

1939

- **German troops occupied the rest of Czechoslovakia**
- **Germany negotiated the Nazi-Soviet Pact with the USSR**
- **Germany invaded Poland beginning the Second World War**

1940

- **Denmark and Norway fell to Germany**
- **Netherlands, Belgium and France were defeated**
- **Battle of Britain began**
- **Tripartite Pact negotiated with Japan**

1941

- **Germany sent troops to North Africa in aid of Italy**
- **Germany also sent troops to Yugoslavia in early 1941**
- **Germany annexed Hungary, Romania and Bulgaria**
- **Germany invaded the USSR**

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.

NUCLEAR ARMS CONTROL

DOCUMENT 1

They were really difficult and delicate matters we were working on; specialist delegations spent almost three years on it. It really was a good end, a real milestone.

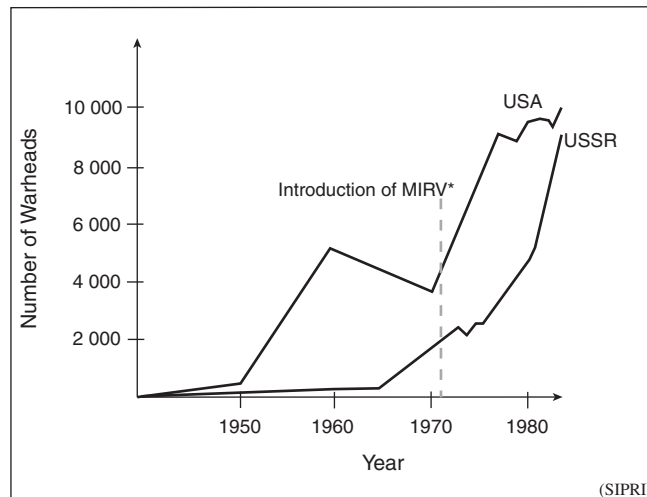
A. Gromyko, Soviet foreign minister, on SALT I

DOCUMENT 2

Neither SALT I nor SALT II committed either Superpower to surrender any weapon that it really wished to keep.

Cambridge University Disarmament Seminar (1983)

DOCUMENT 3



*MIRV—several warheads on each missile

DOCUMENT 4

Agreement signed between the USA and the USSR to eliminate all ground-based nuclear missiles in Europe that were capable of hitting only European targets (including European Russia). It reduced the countries' nuclear arsenals by some 2 000 (4% of the total). The treaty included provisions for each country to inspect the other's bases.

Intermediate Nuclear Forces Treaty (1987)

3. To what extent were the USA and the USSR successful in achieving nuclear arms control in the period 1963–1991? Use the documents provided **as well as** other historical evidence.

NUCLEAR ARMS CONTROL WAS ACHIEVED

EVIDENCE FROM THE DOCUMENTS

DOCUMENT 1 — shows the Soviet view that SALT I was a milestone achievement in nuclear arms reduction

DOCUMENT 3 — shows a decline in the number of American nuclear warheads in the 1960s

DOCUMENT 4 — shows that the INF Treaty resulted in a reduction of 2 000 Soviet and American warheads

OTHER HISTORICAL EVIDENCE

- The Partial Test Ban Treaty of 1964 was signed by both the USA and the USSR and forbade atmospheric testing of nuclear weapons
- The Nuclear Non-proliferation Treaty of 1968 had many signatories, including the USA and the USSR, and forbade the sharing of nuclear materials and secrets
- The Strategic Arms Reductions Talks (START) resumed in the late 1980s between Reagan and Gorbachev and ultimately led to an agreement to reduce significantly the American and Soviet nuclear warhead stockpile
- ABM Treaty 1972 and 1974

NUCLEAR ARMS CONTROL WAS *NOT* ACHIEVED

EVIDENCE FROM THE DOCUMENTS

DOCUMENT 2 — shows that both the USA and the USSR were not giving up the weapons and warheads they considered important; it is implied that the USA and the USSR were agreeing to get rid of outdated weapons and warheads

DOCUMENT 3 — shows that despite the nuclear arms treaties signed during this time period, the actual number of strategic warheads the USA and the USSR possessed increased dramatically particularly once MIRVs were introduced

DOCUMENT 4 — shows that while the USA and the USSR did eliminate 2 000 warheads in the INF Treaty this was only 4% of the total stockpile

OTHER HISTORICAL EVIDENCE

- SALT II was not ratified by the American Senate in 1979
- In 1983, Reagan launched the Strategic Defense Initiative (Star Wars) which heightened the tension between the USA and the USSR and resulted in the production of more modern warheads and delivery systems

PART C: ESSAY

Suggested Time: 45

Value: 27%

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.

4. Evaluate the degree to which imperialism was the cause of conflict throughout the period 1917 to 1991.

IMPERIALISM AS A CAUSE

Interwar years

- Lenin called First World War an imperialist war and he opposed imperialism in theory
- 1917–1921 Bolsheviks try to rid Russia of foreign imperialist armies that were helping the Whites
- USA setting up bases in Southern Asia
- Mandate system in the Middle East—imperialism for resources
- Amritsar—British imperialism caused conflict in India
- 1921—Sweden and Finland altercation over control of Aaland Islands
- 1923—Italy and Greece altercation over Corfu
- 1930—Japanese invasion of Manchuria
- 1935—Italian “Mare Nostrum” / Italian invasion of Abyssinia; wanted territory as it was between Italian colonies of Eritrea and Italian Somaliland; showed failure of League. Also wanted to add territory where there existed Italian nationals; i.e., Dalmatian Coast
- Germany’s lebensraum—although very nationalistic in origin; e.g., Austria, Sudetenland, Polish Corridor and East Prussia
- Japan’s desire for the British, Dutch and French colonies to acquire raw resources

Second World War

- July, 1940—Greater East Asia Co-Prosperity Sphere
- Control of the Suez Canal was behind North African campaign
- Clash between Empires—British, Japanese, French, and American (economic empire) in South-East Asia

The Cold War

- Imperialism becomes economic in nature. Superpowers looked for markets
- USA—creation of economic imperialism:
 - Taiwan
 - imperialism in Latin America
 - Truman Doctrine and Marshall Plan
- USSR—controlled and dominated Eastern Bloc Nations. Cuba. Afghanistan

- **Imperialism in Indochina: French, Japanese and American**
- **The control of oil in the Middle East**

OTHER CAUSES

Nationalism

- **Self-determination principle not applied after the First World War: Sudeten Germans in Czechoslovakia, Germans in Polish Corridor, 50/50 French/German makeup in Alsace-Lorraine**
- **Harsh treatment of Germans at Treaty of Versailles increased nationalism in Germany**
- **Japan's belief in "Asia for the Asiatics"**
- **Allied support of Whites increased nationalism in Russia**
- **Fascism and Extreme Nationalism: Italy and Germany**
- **Nationalist confrontations in India and the Middle East**
- **Vietminh nationalism**
- **USSR and problems with a variety of ethnic groups**
- **Yugoslavia and other former territories of the Ottoman Empire**

Leaders

- **The nature of leadership is a cause of conflict**

Economics

- **Poor conditions in Russia, Europe and South-East Asia lead to new forms of government or a need for more resources and markets**

International Organizations

- **Weakness/failure of international organizations. (The League of Nations and the United Nations)**

Religion

- **Hindu/Muslim conflict in India**
- **Islamic Fundamentalism**

Ideologies

- **Communism vs. democracy**

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.

5. Evaluate the degree to which social change emerged as a result of war throughout the period 1917 to 1991.

SOCIAL CHANGE THAT DID EMERGE FROM WAR

- **Women gained the right to vote in Western democracies as a result of the role they played on the Home Front during the First World War**
- **Pacifist movement arose out of the First World War. This led to support for appeasement in the 1930s**
- **The Russian Revolution introduced Communism and the ideas of Marxism to Russia following 1917. This resulted in the end of class structure in Russia and more equality for its citizens**
- **Isolationism and Xenophobia grew in the USA as a result of the First World War. This fear of immigrants also created the rise of the KKK in the USA and the anti-Asiatic leagues in Canada**
- **Support for immigration following the Second World War increased and multiculturalism became more widespread**
- **After the Second World War the United Nations declared the International Charter of Human Rights in 1948**
- **Communism introduced in China in 1949, created a classless society and ended capitalism and private ownership**
- **Anti-war protesters changed USA outlook on the Vietnam War and led to the US withdrawal from Indo-China**

SOCIAL CHANGE THAT DID NOT EMERGE FROM WAR

- **The Prohibition movement—was created by the activism of women who were concerned about the problems of alcoholism. This led to another social change—the rise of gangsterism which developed in response to Prohibition**
- **The age of the automobile (1920s)—led to greater mobility and the development of new urban areas, as well as creating more mobility for citizens. It changed the nature of family holidays**
- **The New Deal program—could be seen as an outcome of the Great Depression and the social programs it created to social change; e.g., pensions, subsidized housing (also could be argued as not being a great conflict source)**
- **Greater rights for Indians emerged from the Salt marches in India**
- **Women experienced a great social change in Stalin's Soviet Union—more jobs and careers were open to them, as compared to the West; e.g., doctors, engineers**
- **The Nazis practiced anti-Semitism and inflicted the Holocaust on the Jewish population of Europe. This is an example of negative social change**
- **The partition of India in 1947—created great social upheaval as a mass movement of Hindus and Muslims was undertaken to re-adjust the areas of settlement**
- **Women increased their roles in society during the Second World War but reverted to a more passive social role in the 1950s and early 1960s**

- **Civil Rights movement in the USA created significant social change for Black Americans**
- **The Cultural revolution created great social change in China with its resistance to Western influence and anti-intellectual characteristics**
- **The end of Communism in the Soviet Union—created more social and cultural freedom. Freedom of expression and mobility as well as economic freedoms which, in turn, created social change**
- **Women’s liberation movement in the USA—helped to reduce the social limitations and stereotypes created in the 1950s and 1960s**
- **The Helsinki Accord in 1975—provided for greater recognition of Human Rights around the world**
- **China introduced a one-child policy in 1980 to regulate population growth**
- **Apartheid ended in South Africa through protests of groups and individuals; e.g., the creation of the ANC, the Sharpsville Massacre, the jailing of Nelson Mandela, Soweto Massacre and the death of Steve Biko. Boycotts and strikes were used to bring about the end of Apartheid**
- **In the 1980s and 1990s, there was an increase in the concept of global citizenship through such events as nuclear weapons protests and support for the end of Apartheid**
- **Global citizenship can also be seen as a result of global trading patterns**
- **Multiculturalism in countries such as Canada are examples of greater racial and ethnic equality which contribute to social change and greater opportunities for minorities**
- **The increased use of computers creates issues of privacy and “Big Brother” syndromes**
- **Emergence of a middle class followed the collapse of Communism in Eastern Europe**

EVIDENCE SCORING CRITERIA (REVISED SEPTEMBER 2008)

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

6

- A well-developed thesis clearly addresses the question
- Presents superior analysis of both sides of the question; treatment may be uneven
- Refers specifically to all documents
- Provides substantial reference to corroborating and conflicting evidence found in the documents
- Evaluates bias where appropriate
- Includes extensive and relevant historical evidence from outside the documents
- Expression is clear and fluent; errors do not impede meaning

5

- A well-developed thesis addresses the question
- Presents effective analysis of both sides of the question; treatment may be uneven
- Refers specifically to most documents
- Provides considerable reference to corroborating and conflicting evidence found in the documents
- Includes reference to bias where appropriate
- Includes sufficient and relevant historical evidence from outside the documents
- Expression is fluent; errors do not impede meaning

4

- A thesis addresses the question
- Presents adequate analysis of both sides of the question; treatment may be uneven
- Refers specifically to several documents
- Provides adequate reference to corroborating and conflicting evidence found in the documents
- Includes some relevant historical evidence from outside the documents
- Expression generally fluent; errors may impede meaning

3

- A thesis is attempted to address the question
- Presents limited analysis of both sides of the question; treatment may be uneven
- Refers to some documents
- Provides limited reference to corroborating or conflicting evidence found in the documents
- Includes little or inappropriate historical evidence from outside the documents
- Expression is simplistic; errors impede meaning

2

- A thesis is absent or inaccurate
- Presents deficient analysis of the question
- Makes limited use of the documents
- Provides little or no reference to corroborating or conflicting evidence found in the documents
- Includes no historical evidence or inappropriate historical evidence from outside the documents
- Expression is awkward; errors impede meaning

1

- A thesis is absent
- Lacks analysis of the question
- Makes little or no use of documents
- Provides no reference to corroborating or conflicting evidence
- Provides no historical evidence from outside the documents
- 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

**WRITTEN-RESPONSE 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 classifies 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