

History 12
Resource Exam B
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. To what extent was Hitler's fascist state similar to Mussolini's fascist state?

WAS SIMILAR:

- Both used paramilitary organizations to maintain power
- Both blamed communists and socialists for their countries' ills
- Both blamed the Paris Peace Treaties
- Both blamed the newly established democracies and the weak coalition governments created by proportional representation
- Both established secret police
- Both eliminated political opposition
- Both controlled the press and used propaganda effectively
- Both controlled education systems and programs for youth
- Both eliminated trade unions
- Both became dictators with complete control
- Both embarked on imperialist ventures
- Both shared similar views about the place of women
- Both adopted autarky
- Both supported Franco in the Spanish Civil War
- March on Rome and March on Berlin attempts at power

WAS NOT SIMILAR:

- Hitler incorporated racist laws (Nuremberg Laws) and incited racial violence (Kristallnacht)
- Hitler blamed the Jews for Germany's problems
- Hitler's regime was more brutal; e.g., Night of the Long Knives, concentration camps
- Mussolini established a working relationship with the Church; e.g. Lateran Accords
- March on Berlin was a failure versus March on Rome was more successful
- German military complex was superior
- Hitler controlled all aspects of German life more strongly than Mussolini; e.g., the Hitler Youth
- Hitler established his fascist state more quickly than Mussolini did
- Mussolini retained a head of state in the Italian monarch

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. To what extent were the Americans responsible for the Allied victory in Europe during the Second World War?

WERE RESPONSIBLE:

- **Pre-December 1941—Lend-Lease Act and Cash and Carry**
- **Battle of Atlantic—USA supplied long range bombers, aircraft carriers, and convoy duty**
- **Battle of North Africa—Operation Torch aided the British in North Africa**
- **Invasion of Italy—with American help opened a Second Front in Europe**
- **Bombing of Germany—US aircraft inflicted heavy losses on German cities**
- **Supplies to the USSR—convoys with Lend-Lease sent to USSR**
- **Normandy landings—US forces comprised half of the assault force and Eisenhower commanded D-Day**
- **Battle of the Bulge—US troops highly involved**
- **“Arsenal of Democracy”—the manufacture of armaments**
- **Roosevelt participated at all major Allied Conferences**
- **Leadership Eisenhower and Patton**

WERE NOT RESPONSIBLE:

- **Soviets first major defeat of German Army at Stalingrad**
- **Germany was already in retreat before D-Day on the Eastern Front**
- **Germans committed 75% of their armed forces to the Eastern Front yet still lost to the Soviets**
- **Hitler’s errors in tactics—dividing his forces in the USSR and changing tactics in the Battle of Britain**
- **The underground/partisans resistance contributed to the Allied victory**
- **Enigma, Ultra**
- **Hitler’s obsession with Final Solution drained away valuable military and transportation resources**
- **Radar was not American technology at that time**
- **RAF kept Britain from Nazi control in the Battle of Britain**
- **Germany’s lack of resources was not a result of American strategy**
- **Germany’s allies were inferior to the Allied forces**
- **Sonar, mulberry**
- **Lack of access to resources; particularly oil in the case of Germany**
- **Russian winter and geography—scorched earth policy**

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.

CUBAN MISSILE CRISIS

DOCUMENT 1

The minutes ticked slowly by. It was 10:25. A messenger brought in a note. “Mr. President, we have a report that some of the Russian ships have stopped dead in the water.” I looked at the clock—10:32. Later the report came that the Russian ships closest to the barrier had stopped or had turned around.

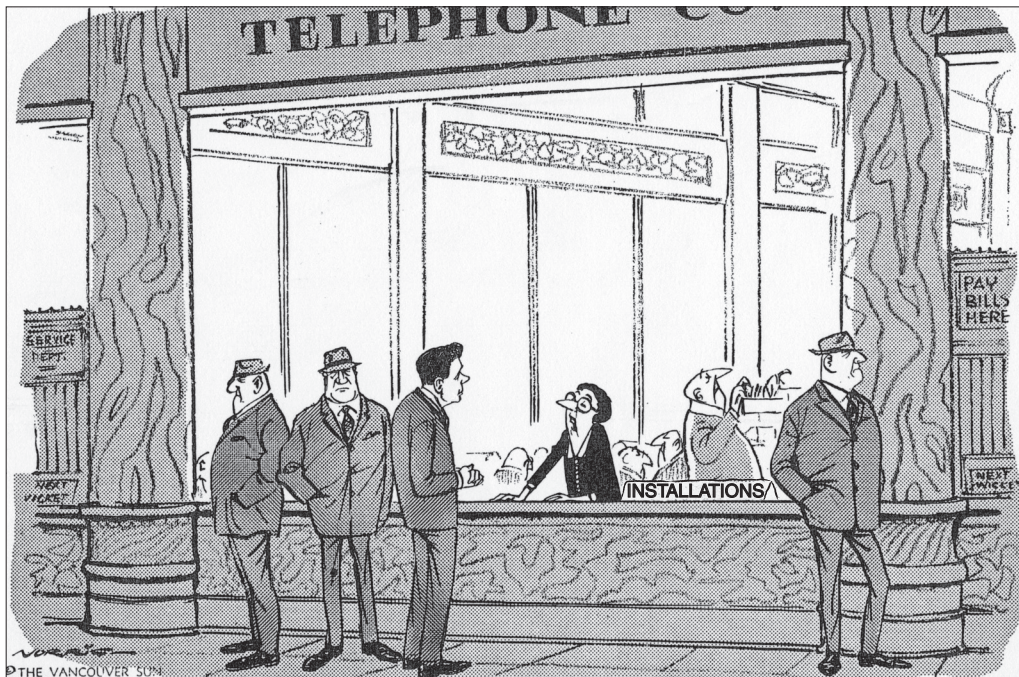
Robert Kennedy, President John F. Kennedy’s brother (October 25, 1962)

DOCUMENT 2

It is absurd insolence to offer a promise of non-invasion—which is equivalent to promising not to commit an international crime—on the condition that the country (Cuba) that is the target of the possible invasion accept inspection of its territory.

Note from the Cuban government to the United Nations (January 7, 1963)

DOCUMENT 3



June 8, 1963

“...and while I appreciate, Mr. Kennedy, that you and a Mr. Khrushchev may have reached some sort of agreement on a private line, if the company tried to satisfy every whim of all its subscribers...”

DOCUMENT 4

The American aggressive policy toward Cuba did not end with the collapse of the Soviet Union, because what was really at stake was maintenance of the system of US hegemony (control) in Latin America.

Tomas Acosta, Cuban historian (2002)

DOCUMENT 5

We possess moral long-range missiles that cannot be dismantled and will never be dismantled. This is our strongest strategic weapon.

Fidel Castro (November 1, 1962)

3. Explain the impact of the Cuban Missile Crisis on the nature of the Cold War. Use the documents provided **as well as** other historical evidence.

EVIDENCE FROM THE DOCUMENTS

DOCUMENT 1 — refers to the Soviet decision to halt their ships and turn around at the American blockade of Cuba, thus avoiding military confrontation

DOCUMENT 2 — refers to one part of the solution to the crisis—that the Americans promised not to invade Cuba in the future

DOCUMENT 3 — refers to one of the consequences of the Cuban Missile crisis—the installation of the “Hot Line” between the USA and the USSR

DOCUMENT 4 — Cuba has remained communist after the fall of the USSR and remains a thorn in the American side; e.g., boat refugees, American economic blockade of Cuba continues, Cuba is still not in the American sphere of influence

DOCUMENT 5 — refers to another aspect of the solution to the crisis—the Soviets dismantling the actual (not moral) missiles in Cuba; the quotation also shows Castro’s defiance/bluster

OTHER HISTORICAL EVIDENCE

- **The superpowers engaged in brinkmanship**
- **After discovering missiles and debating various options (invasion, bombing, diplomacy), the USA decided to put a blockade of Cuba into effect.**
- **Oct. 26—Kennedy received message from Khrushchev saying he would remove missiles if the USA promised not to invade Cuba and removed its nuclear missiles from Turkey**
- **Kennedy replied to the Soviets and promised:**
 - To lift the blockade**
 - Not to invade Cuba, provided the Russians agreed to remove their missiles and not to install any more**

–Secretly the Americans also agreed to remove nuclear missiles from Turkey, but this part of the deal was not made public; obsolete Jupiter missiles were removed from Turkey the next year; Soviets agreed to these terms

- Cuban Missile Crisis was presented in the West as a major American victory; Kennedy's reputation much enhanced
- Khrushchev's reputation suffered—the Cuban Missile Crisis is often given as one reason for his removal from power two years later
- Cuba remained in the Soviet sphere of influence much to the irritation of the USA
- Awareness that the world had come close to nuclear war, both sides step back “from the brink”; e.g., Hot Line referred to in documents and
 - August 1963—Partial Test Ban Treaty signed, banned nuclear tests in the atmosphere, under water and in space
 - Cuban Missile Crisis often seen as the beginning of the détente era
- USA still does not trade with Cuba

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. Democratic states have been more responsive to the needs of their citizens than have non-democratic states. Evaluate this statement using examples from the period 1917–1991.

Students will likely agree with the statement, but hopefully they will also recognize that democratic states have not always responded to the needs of all their citizens, while totalitarian or other forms of government often have.

DEMOCRATIC STATES

United States

- As a committed democracy, the USA has enshrined human liberties in its constitution and has put in place checks and balances to protect its citizens from abuse.
- Following the First World War, adult citizens had suffrage.
- Education has been made available to all.
- Roosevelt's "New Deal" was responsive to needs of the unemployed.
- The right of private ownership is of paramount importance in the USA, However, there are noteworthy exceptions. Certainly the struggle for America's minority groups to achieve equality with the white population is one. Hoover's lack of response to the disastrous effects of the Depression is another. The McCarthy era is another example of human rights being trampled on.

Britain

- One of the world's oldest democracies, Britain, has promoted the concept around the world and established it in many of its former colonies.
- Students might point out that many African or Middle Eastern colonies were under British rule for a long time and did not have the right to govern themselves.
- Britain was not responsive to colonial subjects at Amritsar.
- Students might also refer to the war-time governments of Britain and how civil liberties were denied in the interests of national security.

NON-DEMOCRATIC STATES

USSR

- Students should point out the totalitarian nature of the Soviet system, particularly under Stalin and how communism was never truly applied. They might discuss that the

- Some students may point out, however, that for a time, citizens of the USSR were better off in many ways than they were under the Tsar; e.g., increased literacy, medical care, and rights of women.

Germany

- Hitler was responsive to the needs of some Aryan citizens in Germany. Unemployment ended.
- Students will discuss Hitler's totalitarian state and the persecution of non-Aryans during the "Final Solution."
- Nuremberg Laws (1935) restricted civil liberties.
- Examples could include the secret police, concentration camps, nazified education, etc.
- Some students might discuss how those of Aryan background were treated very well by the state.

Italy

- Students might consider how Mussolini did look out for the interests of the business class and anti-communists and provided jobs for the unemployed.
- The fact that a dictatorship can make decisions quickly and efficiently might also be discussed.
- Aspects of Mussolini's totalitarian state, such as the secret police, should form the basis of the discussion.

China

- Students might recognize China's size and tremendously larger population as influences.
- Students could discuss the atrocities of Mao's regime; however, they might argue that policies like the one-child-only policy are necessary for China and that a totalitarian regime can bring chaos to order in a nation like China.
- Others might argue that Deng's political repressions against students demonstrating for democracy in Tiananmen Square were an atrocity.

Cuba

- Students might point out that Castro's reforms following the revolution in Cuba greatly enhanced the lives of Cuban citizens in areas like health care and education. Conversely, Cuba has repressed political opponents and has had many of its citizens seek asylum in the USA.

South Africa

- Students might point out the uniqueness of South Africa, as for most of the 20th century, only the white minority could vote while the black majority was denied political freedom until the late 1980s.

Students are not confined to this list of countries.

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. The twentieth century was a century of increasing international cooperation. Evaluate this statement using examples from the period 1917–1991.

EXAMPLES OF INCREASING INTERNATIONAL COOPERATION:

Students may recognize that international cooperation can be interpreted in two ways:

- A) initiatives where national interests are given up to an international body, and
B) initiatives where national interests are enhanced by joining alliances or signing treaties.

Genuine cooperation that transcended narrow national interests was rare.

Pre-1945:

- 1918—Wilson’s 14 points included provision for the League of Nations
- 1920—Founding of the League of Nations; high ideals with solemn promise or covenant
- International Labour Organization from 1919 to present
- Some work with refugees, international drug traffic, etc.
- Permanent Court of International Justice at the Hague
- System of sanctions—moral, economic, military—agreed upon
- Principle of collective security accepted
- Some minor decisions—Sweden/Finland, Peru/Colombia, Upper Silesia between Germany/Poland
- Sent Lytton Commission to study Manchurian Incident (1931)
- Imposed moral sanctions on Japan
- Imposed economic (although weak) sanctions on Italy (1935)
- Disarmament talks at each meeting of the League; 1933 Disarmament Conference proposed cooperation but failed
- League allowed the inclusion of Germany (1926) and USSR (1934)
- Washington Naval Conference (1922)—some cooperation around relative size of navies: USA, Britain, France, Japan, Italy
- Dawes Plan (1924); Young Plan (1929)
- Locarno Treaties, Britain, Germany, France, Italy, Belgium (1925)
- Kellogg-Briand Pact (1928)
- Stresa Front, Italy, Britain, France (1935)
- Atlantic Charter (1941). Roosevelt and Churchill agree to cooperate and agree to the concept of a future “United Nations”
- As the Second World War approached, spirit of international cooperation gave way to strategic military alliances

Some students will consider military alliances (e.g., Axis Pact) to be internationalism, and some may state that military alliances do not reflect true “internationalism” but rather narrow national interest

Post-1945:

- **United Nations; membership more complete than the League**
- **UN members cooperate on forming a peacekeeping force**
- **First peacekeepers sent to Suez in 1956/57**
- **UN used collective security in Korea to oppose aggressor**
- **Several UN scientific, cultural and health organizations**
- **COMECON**
- **SALT I (1972)**
- **Helsinki Accord (1975)**
- **International Court of Justice at the Hague**
- **Nuclear treaties such as START, Nuclear Non-Proliferation Treaty**
- **Some students may consider military alliances (e.g., NATO, Warsaw Pact) to be international cooperation although not in true spirit of “internationalism” but rather for national gain**
- **Collective action against USSR when nations boycotted Moscow Olympics in 1980**
- **United Nations’ force took action against Iraq—economic sanctions and then military action in 1991**
- **OPEC**
- **Boycotted/Pressure to end Apartheid in South Africa**

EXAMPLES OF DECLINING INTERNATIONAL COOPERATION:

Pre-1945:

- **USA would not join the League of Nations— isolationism**
- **The League would not allow USSR, Germany to join at first**
- **American Immigration Acts closed doors**
- **USA would not forgive loans from First World War**
- **France and Belgium invaded Ruhr rather than cooperated on repayment schemes for Germany**
- **American economic isolation with tariffs**
- **American Neutrality Acts**
- **Hitler took Germany out of the League of Nations, left World Disarmament Conference**
- **Japan left the League in 1933**
- **Anglo-German Naval Agreement (1935)—Britain broke the Treaty of Versailles and did not respect the League of Nations**
- **Hoare-Laval Plan did not respect the League of Nations**
- **Non-intervention in the Spanish Civil War. While fascist governments cooperated with one another, the democracies did not**

Post-1945:

- **Stalin ordered Eastern European states not to cooperate with Marshall Aid Plan**

- **Polarization of world during Cold War—rival blocs**
- **Several Cold War crises reveal a lack of international cooperation; e.g., Berlin Blockade, Cuban Missile Crisis, Korean War, Vietnam War, occupation of Afghanistan**
- **The West would not recognize communist China for over two decades**
- **American Congress would not ratify SALT II**
- **Continued arms production/proliferation of nuclear weapons throughout 1980s**
- **No international effort to help people of Hungary in 1956 or Czechoslovakia in 1968**
- **International Aid**

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