

Grading Standards
World History 3201 / Histoire Mondiale 3231
June 2004

Pre-Marking Appraisal

The marking board was generally pleased with the examination. Members felt that with the elimination of the graphics booklet, it was the “most student friendly” exam since the re-introduction of public examinations. The Multiple Choice questions were considered to be fair and a good sampling of the courses SCO’s. The Constructed Response questions were considered to be more challenging and long, but not to the degree that students would not be able to complete the exam in the time allotted.

It was agreed that the source in Question 58 was really a statement that had to be supported or refuted with examples, and not a document that students could analyze, interpret, and draw information from. As a result this question was marked differently than the rest (see scoring guide).

Marking Scales

All questions in Part II (with the exception of # 58) were marked using one of the following scales:

5 point questions:

Use of Document: 2%		
2%	Superior	2 references with little extension or 1 reference with considerable extension
1%	Limited	1 reference with little extension
0%		Inappropriate or no reference to the document
Use of Own Knowledge: 3%		
3%	Superior	3 references with little extension or 2 with adequate extension or 1 reference with considerable extension
2%	Adequate	2 references with little extension or 1 with adequate extension
1%	Limited	1 reference with little extension
0%		Inappropriate or no reference to own knowledge

10 point questions:

Use of Documents: 5%		
5%	Superior	2 references with considerable extension – one from <u>each</u> source
4%	Adequate	4 references with little extension – two from <u>each</u> source <u>or</u> 1 reference with little extension from a source <u>and</u> 1 reference with considerable extension from <u>a</u> source
3%	Average	1 reference with considerable extension from a source <u>or</u> 3 references with little extension
2%	Limited	2 references with little extension – one from <u>each</u> source
1%	Minimal	1 reference with little extension from <u>a</u> source
0%		Inappropriate or no reference to the document
Use of Own Knowledge: 5%		
5%	Superior	2 references with considerable extension
4%	Adequate	4 references with little extension <u>or</u> 1 reference with little extension <u>and</u> 1 reference with considerable extension
3%	Average	3 references with little extension <u>or</u> 1 reference with considerable extension
2%	Limited	2 references with little extension
1%	Minimal	1 reference with little extension from own knowledge
0%		Inappropriate or no reference to own knowledge

Marking Standard and Consistency

An answer key/scoring scale was provided to all markers. This was examined, some modifications made and a final key was agreed upon.

Six exams were initially marked by the Chief Marker and then distributed to the marking board so that each marker could evaluate their own question and then a comparison could be made with the mark given by the Chief Marker.

Marker reliability was checked by obtaining a random sample of 25 papers that went through the marker panel and marks were assigned to each question on a separate sheet of paper. The 25 exams were put back into the original stack of exams and corrected again. The two values were compared and if there were discrepancies, the chief marker would review the scoring with the individual marker.

Throughout the marking process there was statistical analysis run on item data to enhance reliability and consistency of marking

Markers Reports

Question 51: Value 5%

Using the cartoon and your own knowledge of history, explain how tensions in the Balkans led to the assassination of Archduke Franz Ferdinand in 1914.

Use of Document

- The boiling pot represents the power struggle that followed the collapse of Ottoman rule in the region.
- The boiling pot could also represent the nationalistic demands and desires of the people of the region.
- The men keeping the lid on the pot represent the five great powers of Europe and they all have interests in the region. They all feared nationalism in the region.
Any dispute between Austria and Russia in the Balkans could lead to a general European conflict due to the alliance system.

Use of Own Knowledge

- Erosion of Ottoman control of the region in the late 19th century.
- Political vacuum partially filled by two great competing powers in the region: Austria and Russia.
- Further complicated by cultural issues (i.e., religion, language and ethnicity) between people of the region (i.e., Serbs, Croats, Bulgarians, Bosnians, etc.).
- The competing interests of the Austria, Russia, and the nationalistic demands of the above-mentioned cultural groups, led to clashes for dominance in the region. Specifically between Austria, Serbia and their traditional protector, Russia.
- Serbia's desire to unite all Serbs, including those that had become part of Austria after the annexation of Bosnia-Herzegovina in 1908, led to the creation of militant nationalist groups such as the Black Hand.
- Bismarck's quote that "some damn foolish thing in the Balkans" would plunge Europe into a major war.
- The significance of Franz Ferdinand's visit to Sarajevo (Bosnia).
- Balkan League.

Commentary on Response

- Most students dealt with the issues concerning the rivalry between Austria-Hungary and Serbia in the Balkans. (Imperialism, Nationalism)
- Students often referenced the *Blackhand* in relation to this ongoing dispute.
- Many students did a good job analyzing the issue of imperialism as it pertained to the major European powers, particularly Russia.
- Some students did make a connection between the source and the issues of imperialism and nationalism.

Common Errors

- Many students failed to reference the source.
- Even when they did use the source, most students did not properly interpret it. They did not understand the significance of the boiling cauldron and the men trying to keep the lid on the pot.
- There was confusion over the role of Serbia and the Serbs in the region. Many students believed that all Serbs lived under the umbrella of the Austro-Hungarian Empire and that they all wanted to separate and establish a new country.
- Many students simply described the assassination of Franz Ferdinand or discussed causes of WW I and did not answer the question asked.

Exemplars
Excellent (5/5)

For many years leading up to the events of 1914, trouble had been brewing in the Balkans. ^{with so many ethnic backgrounds in a relatively small area} ~~Since the dissolving of the Ottoman Turk empire~~, the ^{and} newly independent nations had a large sense of nationalism; Serbia (one of these nations) was interested in breaking away from Austro-Hungarian Rule and developing an alliance of the Balkan countries, which upset Austria-Hungary greatly. Russia saw the instability of these nations and ~~saw~~ recognized that it was their chance to perhaps gain some control over the area (which included the Bosphorus, and a passage to the Black Sea), so they supported Serbia's ~~this~~ sense of nationalism ~~under what was~~, and encouraged the unification of the Balkan countries ^(who had the support of Germany) (Pan-Slavism). Austria-Hungary was infuriated by Serbia's intentions and Russia's support, and ~~disallowed any~~ made it clear that Serbia would not be allowed to break free from Austro-Hungarian control. This in turn left Serbia with a feeling of helplessness and outrage at the fact that they felt trapped in their own country. Perhaps in a display of defiance

to ~~the~~ Serbia, Austria-Hungary sent its Archduke Franz Ferdinand into Bosnia for a parade. This was a sign that Austria-Hungary was not about to let its empire crumble. To top it off, the day chosen for Ferdinand's parade was the Serbian national day. ~~(June 28th)~~ If there was ever a time when an assassination would take place, it was in Sarajevo on that day. When Gavrilo Princip (of the Serbian-Nationalist Group - The Black Hand) pulled the trigger on his gun, the spark ~~was~~ had been lit, and the powder keg was about to explode.

Value

Good (4/5)

The area of Europe known as 'The Balkans' had long been under Turkish rule from the old Ottoman Empire. But their power was weak and ineffective; revolts were frequent due to the great ethnic, cultural and religious diversity of the region. The Serbs in particular had longed for a greater independent Serbia, and with the decline of the Ottoman Empire, their goals seemed plausible. But in 1908, Austria-Hungary annexed the provinces of Bosnia and Herzegovina. This angered the Serbs because a majority Serb population lives in those provinces, and, more than this, it cut Serbia off from the Adriatic Sea. The Russians, who supported Serbia, backed away not wanting to bring Germany into a conflict. But by 1914, a Balkan League had been formed which fought for a greater Serbia. Terrorist organizations such as the Black Hand also emerged. Russia, Germany, Austria-Hungary all had great interest in the Balkans, and soon the region became a hot, cauldron, brewing with trouble. This conflicting of interests, ethnic diversity and general unrest earned The Balkans the title of 'The Powder Keg' of Europe. It seemed that

at any second the situation could explode. And it did. On June 28th, 1914, the heir to the Austrian throne visited the Bosnian city of Sarajevo (sp?). He was killed by a member of the Black Hand (Princip). The assassination of the Archduke marked the "boiling" over of tensions in the Balkans. The killing had serious repercussions: soon Europe and the entire world would be at war. The Powder Keg had exploded.

Dans les Balkans, on a toujours trouvé un grand diversité des nationalités et ethnicités. Avant la 1^{ère} guerre mondiale, tout ce region était une partie de l'empire autrichien, mais le nationalisme des beaucoup des groupes ethniques ont toujours mené à deux ~~des~~ guerres balkans, et la situation n'a pas améliorée. Comme on peut voir du photo, les Autrichiens et ça apparaît aussi les Allemands, les Russes, et les Turquoises Ottomans ont en train d'essayer à rendre les troubles dans les balkans stables. Mais, c'était un tâche impossible.

Les Habsburgs, la famille royale de l'empire autrichien ont maintenu contrôle sur la plupart des Balkans pour des centaines des années, ~~mais~~ Les Serbes, les

Croates, les ~~de~~ Hongroises, et plusieurs autres ~~ont~~ avait tous leur propres mouvements nationalistes, et éventuellement, un serbe ~~ont~~ ont assassiné l'archiduc Ferdinand en 1914, un acte terroriste pour réclamer ~~de~~ ~~la~~ l'indépendance. L'assassination n'a pas donné l'indépendance pour les serbes, ~~mais~~ ça a causé le 1^{ère} guerre mondiale, qui a ~~eventuellement~~ mené à l'autodétermination pour plusieurs groupes ethniques.

Valeur 50% En vous servant de la citation ci-dessous et de vos connaissances en histoire

Good (3.5/5)

Les tensions dans les Balkans, causé par le contrôle des Balkans par l'Autriche-Hongrie, ont ~~mené~~ mené à l'assassinat de l'archiduc François Ferdinand en 1914. L'Autriche-Hongrie contrôlé la région des Balkans, ci inclu la Bosnie et la Serbie. Ces pays avait la ressentiment contre l'Autriche-Hongrie pour cette raison. Quand l'archiduc Ferdinand a visité Sarajeva, en Bosnie en 1914, il était assassiné. Ferdinand était le prochaine roi de l'Autriche, mais il était assassiné par Gavrilo Principe, un serbe bosniaque-membre de la Main Noire, un groupe nationaliste serbe. Dans le caricature, on voit les dirigeants des pays puissants qui essaye de maintenir un "paix" sur les troubles dans les Balkans. Ils sont incapable de faire cela jusqu'au temps quand l'archiduc est assassiné. Le haine que les groupes nationalistes des Balkans ont pour les gouvernements de l'Autriche-Hongrie étaient trop fort.

Question. 52: Value 5%

Using the following quote and your own knowledge of history, assess the political impact of the Treaty of Versailles on Germany.

Use of the Document

- Germany's humiliation at having to sign the treaty and accept blame. This immediately disadvantaged the Weimar government who were associated with acceptance of the treaty.
- The economic reparation that would cripple Germany for years to come. Economic instability invariably leads to political instability.
- A continuation of the blockade to force Germany to sign an unfavorable treaty.
- The "make Germany pay" attitude of the French during the Versailles negotiations.

Use of Own Knowledge

- The government that took power in Germany in 1919 formed a moderate socialist government that hoped that the Treaty of Versailles would not be harsh. (Weimar Republic)
- The Weimar government was facing chaos and rebellion in their country (i.e., the communist uprising in January 1919 by the Spartacus League).
- When the Weimar government were presented with the treaty conditions in June 1919, they did not want to sign but felt they had to in order to end the war.
- As a result, the Weimar government was connected in the eyes of the German people with accepting a very unfair agreement.
- The Weimar government faced economic chaos as they attempted to repay the reparations demanded by the allies as well as the huge debt from the war itself.
- Germany's inability to pay these huge sums led to economic chaos and as a result, political instability. Extremist groups such as the Nazi Party began to attract a large membership with their message of traitors at home (i.e., Jews and the Weimar government) as well as hatred of the Treaty and of the allied powers.
- Germany's inability to pay reparations led to an occupation of industrial Germany (the Ruhr) by France and Belgium in 1922-23. This led Germans to further resent the allies and the inability of the Weimar government to stop the occupation.
- In 1923, the Nazi Party led a coup attempt called the Munich Beer Hall Putsch. While unsuccessful, it did indicate the willingness of extremist group to either attack or overthrow the Weimar government.
- Germany's economic situation was relieved in 1924 by the American sponsored Dawes's Plan which adjusted reparations payments and provided Germany with loans to help stabilize their economy.
- This plan was very successful and from 1924-1929 the economic situation in Germany was much better. With this economic stability came political stability as well.
- Too many political parties in the Reichstag meant that any government in Germany was unstable. Often left governments at the mercy of extremist parties.
- Extremist parties were no longer popular. While the economy was good, people were willing to forget about the Treaty and the Weimar governments connection to it.

- When the Great Depression began, however, the issues related to the Treaty and the Weimar governments connection to it began to dominate German politics again. Various German groups and parties (i.e., Nazi Party) began to blame the Treaty and the Weimar government for Germany's problems.
- Eventually, enough Germans turned to the Nazi Party who used the democratic system in the Weimar Republic to gain power, but once there, they eliminated the Weimar Republic and began a dictatorial state led by Adolf Hitler.

Commentary on Response

- Generally well done vis-a-vis knowledge of the Treaty of Versailles and its impacts, particularly economic.
- Students that did use the quote had a relatively good understanding of what it meant.

Common Errors

- Many students failed to reference the source.
- Students talked at great length about the economic impact of the treaty but many did not make the connection between economic troubles and political instability (i.e., the rise of extremist parties such as Hitler's Nazi Party).
- Some students talked about the policies of Hitler after he assumed power.
- Some students confused the end of WW I with the end of WW II.

Exemplars
Excellent (5/5)

The quote above is referring to the decisions made against Germany in the Treaty of Versailles. The "knife" that Herr Schneidemann is indicating is that of the military, economic and political deficits created by the Treaty's outcomes. These outcomes made significant political impacts upon the country of Germany.

When Germany was told to sign the war guilt clause, indicating that they were responsible for beginning world war I, a great shadow of shame swept across Germany. They were being held responsible for a bloody massacre and the government didn't know where to turn.

They certainly didn't turn to the German citizens, who blamed the German government for signing a treaty for such drastic economic and social detriments for Germany.

In the midst of all the confusion and anger, the Weimar Republic began to crumble as new extremist parties, most notably Hitler's Nazi party, began to receive votes with promises of better economic situations and relief from national shame. It was here that Nazi Germany was created.

Good (4/5)

4/ The treaty of Versailles was a peace treaty signed by the Allied powers which resulted in the creation of World War Two. Although the Treaty of Versailles was called a peace treaty it was in fact an armistice or cease fire for twenty years. The ~~terms~~ terms of the treaty did nothing to ensure peace. Instead, the enormous reparations cost and military restrictions infuriated Germans which made them want to revolt against the west. One term in the treaty that created complete civil unrest was the War Guilt Clause. This term made Germany accept all responsibility for all damages and costs of the war. Politically, this was completely unfair and ruthless since all countries knew they all played an equal part in the devastations of war. Germany was outraged along with humiliated and angry. It was seen as a deliberate attack on the pride and well being of a country. The war guilt clause along with the \$28.38 billion dollar cheque for reparations was overwhelming (D). The military and land restrictions, reparations and the War Guilt Clause, which made up the Treaty of Versailles played a huge role in the creation of the Nazi Party. Hitler and his party condemned the government for accepting these terms and humiliating Germany. The Nazis created their own political and economic plans and pointed ~~the~~ fingers at who they felt caused Germany's struggle. The people of Germany desperate and

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confused supported the Nazi as a way to escape their problems caused by the Treaty of Versailles. This treaty not only played a role in the destruction of Germany, but it set up the emotions and ~~and~~ circumstances need for a world war.

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Excellent (5/5)

Le Traité de Versailles avait une clause très importante concernant l'Allemagne. Ils devaient reconnaître leur culpabilité en commençant la Première Guerre mondiale. Ils devaient payer des réparations à la France et à la Belgique, ils perdaient leurs sous-marins et leurs navires marchands maritimes à la Grande-Bretagne, puis, ils n'avaient pas le droit d'avoir des renforcements militaires à leurs frontières. Ils retournaient l'Alsace-Lorraine à la France. Lorsque les Alliés ont écrit ce traité, ils étaient vraiment "en train de plonger un couteau dans le corps vivant du peuple allemand". Ils étaient dévastés économiquement, humiliés militairement. C'était la république de Weimar, formée après la chute de l'empire allemand, qui maintenant se présentait comme faible politiquement, en signant le Traité de Versailles. Les allemands ont perdu confiance en leur nouveau gouvernement. La république ne fonctionnait pas pour le peuple, mais leur donnait honte. Le gouvernement était attaqué lorsque l'économie restait en ruines à cause du manque de l'industrie militaire, et n'avait pas l'argent pour payer des réparations. C'est avec ce manque de confiance en la république qui a permis au fascisme de Hitler de monter, qui illustre les faiblesses de la république, puis utilise le traité de Versailles pour montrer le "couteau" des Alliés. Le peuple allemand était prêt à remplacer la république, parce que leur "corps vivant" était détruit avec l'industrie militaire pas permit, l'hyper-inflation de leur dollar, et leur économie en ruines. La faiblesse de leur gouvernement et ce traité avec gros impacte politique.

Good (4/5)

10/11

Après le fin de la première guerre mondiale, le traité de Versailles est formulée et l'Allemagne est forcée de le signer. Le citation en haut montre que cette traité a eu un effet dévastatrice sur le peuple allemand. Le traité "plonge un couteau" dans le peuple avec le clause de culpabilité, qui dit que l'Allemagne doit accepter tout responsabilité de la guerre; et aussi avec les grandes réparations que le traité dit que l'Allemagne doit verser aux pays ravagés par la guerre (ex. France). L'Allemagne elle même est dévastée, elle n'est pas capable de donner des tel sommes de monnaies aux autres pays. Après que la PGM finit, le République de Weimar est fait pour gouverner le pays. Cette gouvernement n'a pas beaucoup d'appui avec le peuple car la situation du pays est si mauvais, et le gouv't peut faire presque rien pour le remédier (l'inflation augmente, la valeur du mark diminue, les réparations fait le pays plus pauvre). A ce point, la situation politique est en ruine. le peuple veut une gouvernement qui peut aider leur pays et amener du changement. A ce point, le dictateur Adolph Hitler commence à monter au pouvoir, ce qui va vraiment affecter l'Allemagne dans le futur.

Question 53: Value 10%

Using the sources provided and your own knowledge of history, explain how a combination of factors led to the Great Depression.

Use of the Documents

Source 1 (Ignorance of the market, buying on credit)

- People had taken out loans or invested their savings in the stock market, but there were too few controls on the buying and selling of shares.
- Too many people thought that share prices could only go up, which encouraged them to invest more than they could afford in the stock market.

Source 2 (Over Production)

- Companies were producing too many goods. When the demand for goods began to fall, workers' wages were cut and some workers became unemployed, which meant that they could no longer afford to buy the new consumer goods. Companies were left with huge inventories that they could not sell and as a result many went bankrupt.

Use of Own Knowledge

Reasons linked to overproduction that led to the Great Depression:

- Companies were producing too many goods.
- American goods in particular could not be sold abroad because other countries had put tariffs (taxes) on them to make them more expensive.
- When the demand for goods began to fall, workers' wages were cut and some workers became unemployed, which meant that they could no longer afford to buy the new consumer goods.

Reasons linked to money and the stock market that led to the Great Depression:

- People were allowed to borrow too much money and they could not afford to pay it back.
- People had taken out loans or invested their savings in the stock market, but there were too few controls on the buying and selling of shares.
- The American government had not taken any notice of what was going on; businesses and banks were left to regulate themselves.
- Too many people thought that share prices could only go up, which encouraged them to invest more than they could afford in the stock market.
- Banks did not have enough money in reserve to help businesses that were in trouble. This was because they had lent too much money but now the banks were facing difficulties because people could not afford to repay their loans.
- The stock market crash of 1929 was the trigger which made these underlying problems obvious and the Great Depression quickly ensued.

Commentary on Response

- A tremendous amount written on this question - sometimes lengthy and verbose.
- Generally well done as most students used the documents.
- A number of students availed of the opportunity to “fully develop” answers.
- Others were content to cite 3-4 reasons without full development.
- Although there were varying levels of responses, most students seemed to have some notion of the factors that led to the depression but lacked the historical sophistication to elaborate and to fully explain these factors.

Common Errors

- Many students did not make connections – seemed content to merely “state” reasons without discussion or elaboration.
- Answers revealed widespread ignorance of “how” one thing led to another (i.e., buying stocks on credit led to the Depression) – it is stated but no reason, rationale, how this came to be or why it was significant is provided.
- There was also confusion and conflicting views concerning several key economic concepts (tariffs, inflation, etc.) which led to inadequacy of answers.
- Some students confused Germany’s dire financial situation of the early 1920’s with the Depression.

Exemplars

Excellent (10/10)

The Great Depression during the late 1920's and early 1930's was a time of extreme economic hardship for the global community. Unemployment rates were high all over the world; some countries were hit harder than others. Many people believe that the Stock Market Crash in 1929 was the source of the Great Depression, when it was actually only a symptom. There are several main reasons for the Great Depression, including: over production of products, high tariffs between countries, over-dependence on the American market, and credit buying.

At the end of World War I, the world experienced an economic boom. Many countries had become quickly industrialized due to the war, and were now able to produce new products. European countries needed to rebuild after the war, and as they bought supplies off of other countries, especially the United States. The demand for products was there, so companies kept producing.

New technology, such as the assembly line, made it easier ~~for~~ and cheaper for companies to produce goods. Many companies mass-produced products, and kept building products even when the demand was not there. This can be seen in the visual Source 2, for it is ~~obvious~~ ^{well known} that there were not 15 million cars on the road in the 1920's or 1930's.

After World War I, many European countries had ~~falling~~ ^{trou-} economies. These countries believed that the only way to improve their economy was to keep money in the country, or to become self-sufficient to influence the creation of markets, and therefore jobs. To keep ^{international} competition to a minimum, the countries put high tariffs on imported goods. In response, another country placed tariffs on goods imported by the first country, creating a unhealthy economic environment.

Another cause of the Great Depression on the global scale was over-dependence on the American economy. Many countries (especially Canada) relied heavily on trade with the United States. So when the American economy, the strongest economy in the world, began to slow down and show signs of weakness, economies all around the world did too.

Finally, many economies were over-run with credit buying and buying on loan. When credit buying or buying with loans, the person is using money that they do not have. For example, as suggested in Source 1, it was not uncommon for people in the 1920's to take out loans to buy stock, or to buy stock on credit (the person paid a small downpayment, while the stockbroker paid the rest and recieved a certain amount of money when the person sold the stock). The idea was to "get rich quick" and to pay off the loans when the stocks rose. This became a serious problem, though, for no real money was exchanging hands. When the economy collapsed, many people and families found themselves facing huge debts as they were forced to pay off loans. Many had to declare bankruptcy because they could not afford to pay the loans.

The Great Depression was not caused by one specific event. Instead, there were several practices, along with a sick economy, that combined to cause it. The stagnant global economy continued until the outbreak of World War II.

Good (7/10)

After the world war, businesses were booming. There were many jobs, people had money, life was good! But all that was soon to come to an abrupt halt. The great depression hit, there are factors that led to this.

Over production was a problem in the 20's. Companies were expanding too quickly, making too much. As we see in Source 2, production was increasing at a dangerous ~~rate~~ rate. Soon there was so much people who owned the companies had to store the left over merchandise in warehouses. They were losing money on the things they couldn't sell.

Another problem was the buying with loans. Many companies offered the deal, if you buy that day, you wouldn't have to pay right away. People got loans from the bank to buy furniture or whatever it was and pay it back a little at a time. The problem was when the depression hit people had no money to pay the bank back and lost all their things.

As we see in source 1 people bought stocks and shares with money from the bank. ~~But when the depression hit and~~ But when people started getting uneasy and taking their money out of the market prices fell and the bank started losing money. People panicked and took money out of the bank.

These are some of the reasons for the Great Depression. People went from a time of Great Prosperity to a time of great sorrows and uncertainty.

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Excellent (10/10)

Le dépression ou la crise de 1929 n'était pas causée par un simple facteur comme le krach boursier c'était un grand nombre de facteurs qui s'est réuni ensemble (causalité).

Le premier facteur qui a mené à cette crise c'était la spéculation boursière et des achats à crédit. Avec la spéculation boursière des individus pourraient emprunter de l'argent des banques pour l'investir dans les bourses. Lorsque les bourses montaient c'était facile pour ces gens de repayer l'argent à la banque. Ceci est illustré dans la première source avec un individu qui emprunte d'une banque. Mais le problème monte quand les bourses n'augmentent pas et les individus ne peuvent pas repayer la banque l'argent.

Le deuxième facteur associé avec la crise de 1929 c'est la surproduction. Après WWI des individus avait un désir de vivre pour le présent et de s'entourer des possessions (hédonisme et concupisence). La consommation a beaucoup augmenter à cause de ceci. Avec une augmentation dans la consommation il y avait une augmentation dans la production. Mais plusieurs produits comme des produits ménagers un individu achète seulement un. Les industries n'ont

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pas réaliser ceci et il avait beaucoup de surproduction de produits. Dans la deuxième source ça montre un exemple de ceci. Les automobiles ont été produites par chaîne de montage facilement et tous le monde les convoitait par une famille avait seulement besoin d'une automobile alors il avait beaucoup de surproduction. À cause de la surproduction plusieurs compagnies n'avaient pas besoin des travailleurs pour produire plus alors il a eu beaucoup de chômage. Les achats à crédit ont aussi eu un grand facteur dans ceci parce que un individu peut acheter quelque chose sans avoir l'argent puis repayer la banque avec la compagnie après que ces bourses montent mais si ils ne montent pas il avait des problèmes.

Une autre cause c'est le marasme économique et la surproduction des matériaux primaires. Après WWI l'Europe était détruite et voulait emprunter des matériaux primaires pour reconstruire leur pays. Mais après qu'ils étaient déjà reconstruits il n'avait plus besoin de ses matériaux alors il avait de la surproduction ici en Amérique du Nord. Le protectionisme autour du monde était aussi une cause parce que les tarifs autour du monde faisaient l'échange très difficile ~~être~~ alors c'était difficile de rétablir une économie par l'échange entre pays.

Le climat de sécheresse a aussi eu un impact sur l'agriculture du pays et s'est associé à la crise. Le dernier facteur c'est le krach Boursier. Plusieurs individus riches ont enlevé de l'argent des bourses puis les prix des bourses ont commencé à diminuer. Alors maintenant les individus devaient inquiéter et vendre leurs actions. Tout le monde vend les actions et le krach a commencé, maintenant tout le monde ne peut pas repayer les dettes et le chômage devient un problème. En conclusion comme j'ai expliqué la crise était une causalité de plusieurs facteurs qui a mené à des temps difficiles et à l'intervention du gouvernement dans la vie des citoyens.

Les années de 1920 sont appelées "The Roaring Twenties" parce que l'économie Américaine était riche et profitable. Le peuple pensait qu'ils auraient l'argent pour toujours, mais tout est arrêté en 1929.

"de vais emprunter pour acheter des actions" fait face aux destruction de la Bourse. Tout le monde acheter leurs produits en crédit, et ils tire des emprunts pour acheter des actions, pour qu'ils pouvait gagner plus sur la bourse, parce que l'économie était si fort. Le problème, était que tout le crédit s'accumuler, et les industries ne faisaient pas de l'argent, donc, les achats ont éventuellement devenus inutile. Tout le monde ont essayer de prendre leurs actions avant qu'ils était inutile, et la bourse a écrasé. Tout le monde acheter tout le temps, et ils sauvé rien.

"La quinze millionème Ford" fait face au sujet de productions en masses de les industries. Les industries ont fabriqués plus de produits qu'il y avait personnes, et des industries on capitulé. Cette événement a rendu leurs actions inutiles, parce que personne pouvait acheter des autres Fords. Les banques avait rien parce qu'ils donnaient des emprunts, les personnes avait rien parce qu'ils acheter toujours, et beaucoup de fois les industries avait rien parce que les personnes achetaient à crédit.

Question 54: Value 10%

Using the sources provided and your own knowledge of history, assess the effectiveness of appeasement in containing the territorial expansion of Nazi Germany.

Students must indicate that appeasement was not effective, but may also argue that the reasons for its use were logical and reasonable.

Use of Documents

Source 1

- Chamberlain's policy of appeasement only encouraged Hitler to be more bold in his demands because he came to believe that Britain, in particular, would do nothing tangible to stop German aggression.

Source 2

- This map visually demonstrates German expansionism in Europe and the ineffectiveness of appeasement. From 1936 to 1939, Germany was able to make demands from Britain and France without any opposition. When Britain and France finally drew a line in the sand in 1939 over Poland, Germany did not take them seriously.

Use of Own Knowledge

May use specific examples to illustrate the ineffectiveness of appeasement

- Rhineland
- Anschluss
- Sudetenland (Munich Agreement)
- Remainder of Czechoslovakia
- Memel
- Polish corridor and Danzig

Students may outline why appeasement was practiced but still have to emphasize its ineffectiveness. i.e.,

- War weariness from WW I
- War debt from WW I
- Inability of countries to fund military spending during the Depression
- Fascism was seen by some as a possible solution to the Depression
- British guilt over harsh conditions of Versailles Treaty
- Ineffectiveness of the League of Nations to deal with aggression
- Greater fear of communism than fascism
- Chamberlain's "It's all so far away" philosophy
- etc.

Students may provide an explanation of appeasement.

Students may explain Germany's desire to expand their country

- Lebensraum
- Pan-Germanism
- Bitterness over the Treaty of Versailles

Commentary on Response

- Most students understood what *appeasement* was and explained it well –in context or directly. (Particularly in Histoire Mondiale).
- Answers were generally well developed and organized.
- A good use of sources (Histoire Mondiale).

Common Errors

- Many students did not use the sources, especially Source 1.
- Some students misinterpreted *appeasement* to mean a “get tough” policy or thought it was a specific event that started WW II.
- Some students thought that the Sudetenland was offered voluntarily to Hitler to appease his aspirations and to court Germany as an ally.
- Some tried to “overkill” with information that was not directly associated with *appeasement*.
- Some students simply summarized the sources and did not try to expand upon their significance.

Exemplars

Excellent (10/10)

Appeasement is giving in to another one's needs or wants, and this is exactly what Britain and France did to Hitler and Germany in the late 1930's.

They followed a policy of appeasement for many reasons such as Britain and France had more important things to worry about such as their own economic problems. They also argued over if Hitler and Germany really was that big of a threat to them as they were preventing a western spread of communism as Hitler had four foreign policies, and one being the destruction of communism.

The main reason however, why Britain and France followed a policy of appeasement was because World War One was still fresh in their minds. Appeasement however, did not

stop Hitler from becoming aggressive, rather it encouraged him to be aggressive. As (source one) states, "By repeatedly surrendering to force, Chamberlain has encouraged aggression".

The policy of appeasement did not help contain Germany's territorial expansion. It actually encouraged him to become more aggressive and take more chances. First, Hitler ordered the occupation of the Rhineland, but if faced with any opposition to turn back. Hitler was faced with no opposition, and therefore thought that Britain and France were not willing to try and stop him. Hitler had also joined Germany and Austria as one country ~~still from~~ and had faced no opposition either, even though it was forbidden by the treaty of Versailles. Next, at the Munich pact, Hitler was given the Sudeten land, which was a part of Czechoslovakia containing many German speaking people, to be part of Germany. The Sudeten land had been given to him by Britain and France in hopes he would make no more territorial expansions. Hitler agreed, but was soon to invade the rest of the country Czechoslovakia. Even after this act Hitler was still not opposed. However it had become clear that Hitler and Germany could not be trusted, so he was warned that if he was to invade Poland, Britain would declare war on Germany. Hitler did not believe that Britain, France, or any country would stop him because they had appeased to him so many times in the past. This time, when Germany did invade Poland, Britain and France did do something finally, and then the second world war began.

It is clear from (source two) that the policy of appeasement was ineffective in stopping Hitler from making territorial expansions, because as the picture shows, from 1933 to 1938 Hitler greatly increased Germany's territory. Appeasement just encouraged him

to become more aggressive and make more territorial expansions

Appeasement was considered the "giving in" to Hitler's demands for Germany in the 1930's in order to prevent another war. It was ineffective because, since Hitler was getting what he wanted, it made Hitler hungrier and encouraged him to take advantage of appeasement (source 1). Appeasement was ineffective because such appeasement results as the Munich Pact, Anschluss, the re-militarization of the Rhineland ~~and the seizure of the Sudetenland~~ ~~the seizure of the Sudetenland~~ made Hitler want more, and eventually started WWII.

Firstly, in 1938, in an Agreement known as the Munich Pact, Germany was given permission to take Sudetenland (Source 2) of Czechoslovakia, signed by Chamberlain. The treaty was signed behind Czech's back, and was meant to satisfy Hitler. However, it did not, and Hitler effectively laughed at Chamberlain's Appeasement policies by taking the rest of Czechoslovakia a mere six months later. An ineffective result of appeasement.

Also in 1938, Hitler broke a major clause in the Treaty of Versailles and joined with Austria, in a union called Anschluss. No countries took any action against Hitler and this was another form of appeasing the German nation, who was taking complete advantage ~~of~~ of Britain and France's appeasement policies.

Hitler also did something two years prior to this: ~~and~~ he re-militarized the Rhineland in 1936, against the treaty of Versailles, and again, he was not punished or prevented in any way, as the other countries (Br. + Fr.) were scared of military action. Hitler took advantage at this form of appeasement and continued his territorial expansion.

Appeasement was ineffective because it ^{allowed} ~~made~~ Hitler to break almost every clause in the treaty of Versailles and events such as the Rhineland re-militarization, Anschluss, and the Munich Pact's allowal of Germany taking Sudetenland made Hitler want even more land and encouraged him to take more aggression. If things are being given away, why not take some? This view eventually had Hitler start World War Two by attacking Poland. Appeasement was ineffective at satisfying Hitler, for Hitler took much more than he was given, such as Danzig and the Polish corridor and later France and Belgium.

Neville Chamberlain, le premier ministre du Grande-Bretagne, et Daladier, le président du France ont décidé que une politique d'apaisement pourra arrêter l'expansion territoriale de l'Allemagne nazie, mais ils ~~ont~~ étaient faux. Comme dit dans la citation (Source #1) la politique d'apaisement et le manque des efforts du force contre les nazies a seulement encouragé l'Allemagne à prendre les autres pays, parce qu'ils en avait rien de personne pour les arrêter. Avec le pacte Munich le G.B et la France ont donné une portion du Tchécoslovaquie, où vivaient les germanophones à l'Allemagne et ils ont pensés que l'Allemagne serait satisfait avec ceci. Mais comme vue avec l'image (source # 2) l'Allemagne, dans les années suivantes, ~~ont~~ a décidé qu'ils utilisera les pays comme l'Autriche, la reste du Tchécoslovaquie et la zone de Rhénanie par

leur "espace vital" (ou *Lebensraum*). En 1936, ils s'en occupent du Rhénanie pour placer ses troupes pour être prêt de la France en moment d'attaque. Puis leur rêve d'une unification avec l'Autriche est réalisé en 1938, qu'ils appelaient *Anschluss*. Les ^{troupes} Allemands contrôler par Hitler ont aussi pris contrôle du reste du Tchécoslovaquie, ignorant le pacte de Munich, et le phénomène d'apaisement.

Chamberlain et Daladier ont finalement rendu compte que leur plan n'a pas marché car en donnant une portion d'un pays à l'Allemagne pour empêcher une guerre, Hitler a entouré tous les pays autour d'Allemagne.

Une prochaine guerre était inévitable car l'Allemagne se préparait pour une telle chose pour des années et quand les autres pays ont essayé l'apaisement il formulait ses prochaines attaques.

Le 1^{er} septembre, les nazis ont envahi la Pologne, le rêve de Hitler était en place, et la deuxième guerre mondiale, un même plus meurtrier que le 1^{er}, est en place.

Pour éviter une autre guerre mondiale avec allemand Neville Chamberlain voulait faire un accord avec Hitler. Il pensait que si il donne à Hitler ce qu'il voulait, il va être un homme satisfait. Alors dans la pacte de Munich Chamberlain a donné l'accord avec Hitler de prendre la Tchécoslovaquie. Mais la politique d'apaisement n'a pas réussi.

Quand Hitler a aperçu la Tchéc il savait qu'il pouvait en faire d'autre expansion. Il a utilisé Chamberlain pour prendre contrôle de la Tchéc et pour commencer son plan de Lebensraum.

Après que Hitler prenne la Tchécoslovaquie il voulait regagner la Rhénanie. Il savait que personne n'oserait l'arrêter. L'économie des alliés était faible avec la Dépression et il voulait éviter une autre guerre. Hitler prend la Rhénanie sans de problème.

Une autre preuve de l'échec de l'apaisement est quand Hitler plan une attaque sur Pologne. Il envade le Pologne avec pas de résistance des alliés. La défaite de la SDN est leurs motifs d'arrêter une guerre totale rend au puissance de Hitler. Si l'apaisement n'était pas accordé avec Hitler au moment qu'il voulait son puissance aurait être moins forte.

Alors dans la fin l'apaisement était une grande faiblesse pour les Alliés d'Europe. Ça rend à l'augmentation du puissance de Hitler et finalement au Deuxième guerre mondiale. Ils ont donné à Hitler ce qu'il voulait et ils ont utilisé pour son plan de guerre.

Question 55: Value 5%

Using the cartoon and your own knowledge of history, explain the circumstances that led to the Cuban Missile Crisis.

Use of Document

- Kennedy and Khrushchev are arm wrestling. This represents the power struggle that took place during the Cold War or during the Cuban Missile Crisis in particular.
- If one of them defeats the other the ultimate result will be Nuclear annihilation as they are both sitting on hydrogen bombs.
- They ultimately have to reach a compromise where no one wins or loses to avoid Nuclear war.

Use of Own Knowledge

- Cuba had been basically controlled by the United States since the Spanish–American war of 1898.
 - America controlled most of Cuba's wealth and they supported the corrupt dictatorship of Fulgencio Batista.
 - A popular uprising during the mid to late 1950's was led by a Cuban revolutionary named Fidel Castro which culminated in the removal of Batista from power in 1959.
 - Castro quickly acted to nationalize American industries without compensation in an effort to redistribute the countries wealth.
 - The U.S. responded with an embargo of sugar and then a general embargo of goods to and from Cuba.
 - Castro turned to the USSR for help and protection.
 - The CIA sponsored Bay of Pigs invasion of 1961 as well as other CIA plots to overthrow Castro leads Castro to declare that his revolution is communist.
 - The belief that the U.S would continue its campaign to remove communism in Cuba leads Castro to seek more Soviet support.
 - Khrushchev seizes the opportunity to provide Cuba not only with financial and conventional military support, but to also send ballistic missiles to Cuba. This is done to protect Cuba from further American aggression but also to counter the threat of US missiles placed in Turkey.
 - Naval Blockade of Cuba.
 - U2 spy plane photographs.
- Note: The question does not ask what happened during the crisis or its aftermath.

Commentary on Response

- Most students gave a good overview of events leading up to the Cuban Missile Crisis.

Common Errors

- Very little reference to the source provided.
- When the source was referenced, students had difficulty identifying Kennedy and Khrushchev and did not understand the meaning of the cartoon.
- Some students presented an overview of the Cold War and other areas of conflict between the U.S.A. and the U.S.S.R. but did not discuss any issues pertaining to the Cuban Missile Crisis.
- Some students were preoccupied with the outcome of the crisis and not the causes.

5 Tensions between the U.S. & Soviet Union had been mounting ever since the ~~Russian~~ Russian revolution in 1917. Since this time, tensions had escalated ~~and~~ quite dramatically due to a series of events such as: Intervention in Russia after Bolshevik revolution to bring Russia back into war, political isolation of the Soviet Union by the U.S. in 1930s, and broken promises of a second front ~~for~~ by Allies in WWII. These situations along with others culminated in the differing views at the Yalta & Potsdam conferences. With the defeat of Japan in 1945, there was little need for the Superpowers (Sov. Union & U.S.) to cooperate. At this point, the Cold war, a period of distrust, fear & at times potentially destructive confrontations between the superpowers, began in earnest. Tensions between the superpowers were extremely

strange after WWII and were intensified by the nuclear arms race. The bombings of Hiroshima & Nagasaki in 1945 by the U.S. demonstrated their nuclear capabilities, however the Soviet Union leveled the playing field in 1949 by exploding their own nuclear weapons. The source above depicts U.S. president John F. Kennedy sitting on a U.S.S.R. nuclear missile and Nikita Khrushchev, Soviet leader on a U.S. nuclear missile. This symbolizes the actual missiles each country was "sitting on" in that U.S. had missiles in Turkey (within range of USSR) and the Soviet Union tried to bring missiles to Cuba (150 km off South U.S. coast). After the failed Bay of Pigs invasion by U.S. on Cuba, the Soviet Union sent weapons to Cuba for future protection. However, U.S. ~~the~~ surveillance revealed something much more sinister was being shipped to ~~the~~ Cuba by the Soviet Union, nuclear missiles. The Cubans were building →

★ Please go to the sheet after the last question in this book ★

55 / nuclear missile sites for the Soviets. John F. Kennedy acted swiftly & dynamically by setting up a naval blockade around Cuba. This prevented other ships from entering or leaving Cuban ports. Khrushchev called this action a "crude form of Black-mail" & threatened to retaliate to force with force. However, since the ^{nuclear} sites had been discovered before completion, this threat was an idle one. This stand-off & contrast of countries is depicted through the sweating leaders, their arm wrestle & their fingers, which are dangerously close to what is assumedly a launch button. However, thankfully, this explosive situation was resolved peacefully. An ultimatum was issued to the Soviet Union by Kennedy: Either remove the missiles from Cuba by the next day, or they would be removed by force. However Kennedy also promised ~~to~~ not to invade Cuba & said the U.S. had already planned on removing their missiles from Turkey. Khrushchev agreed to remove the Soviet missiles and at least for this year (1963) the world was safe from nuclear war. Both leaders followed the MAD philosophy (mutually acknowledged destruction) in this crisis. Furthermore the hotline was established as a result of this conflict so that in the case of future crisis, the leaders could speak immediately & directly. As Khrushchev said: "Everyone ~~spe~~ talks about who won; human reason won, mankind won."

In the mid 20th century cold war erupted between two of the world's superpowers USSR and the U.S. There were several times throughout the cold war where tension reached a boiling point and both countries considered direct confrontation.

One example of such an incident would be the Cuban Missile Crisis. As you can see from the illustration, both countries are in indirect confrontation both with the ability to attack one another on a moment's notice. Before the Cuban Missile Crisis the Cuban government had been taken control of by a communist, Fidel Castro. Previous to this period much of the Cuban economy was controlled by the United States. After Castro rose to power he cut off ties to the United States. This greatly affected the United States economy and caused the United States to devise a scheme whereby the previous government could be restored to power. This plan took place at the Bay of Pigs where the United States had returned Cub exiles who they had trained to fight Fidel's regime. This planned failed causing hostilities between Cuba & the United States and pushed Cuban towards an alliance with the Soviet Union. The Soviet Union realized an opportunity to place missile installations near the coast of the United States and also assist Castro's government in defending itself. The United States set up a naval blockade to prevent the missiles from reaching their destination. At this point Khrushchev and the president

of the United States developed an agreement where the United States would remove one of its missile installations in Europe on the condition that the Soviet Union remove its influence from Cuba. These actions resolved the Cuban missile crisis.

La lutte entre les puissances capitalistes et les puissances communistes a caractérisé la guerre froide. Un événement où cette lutte se manifestait ouvertement était la crise des ~~miss~~ missiles en Cuba. Après que le gouvernement de Batista ^{en Cuba} est tombé, les relations entre le Cuba et les États-Unis ont détérioré. Castro, le nouveau chef, collaborait avec l'URSS, et en réaction les É-U ont essayé un coup d'état, indirectement, en utilisant des réfugiés cubains pour attaquer la Baie des Cochons en 1961. Cette opération n'a pas fonctionné. En 1962 Kroutchev et l'URSS a envoyé des missiles en Cuba en vue d'une autre attaque sur Castro. Les américains ont détecté l'existence de ces missiles et Kennedy, le président ~~américain~~ américain a réagi avec une quarantaine maritime autour de Cuba. Éventuellement, Kennedy a accepté de retirer la quarantaine et Krouchtchev a retiré les missiles. L'ironie était que des missiles américains existaient en Turquie. Dans la caricature, on voit que durant la crise, les missiles américains sont sous Krouchtchev Kroutchev, et les missiles soviétiques sont sous Kennedy. Kennedy ou Krouchtchev pouvait exploser leurs missiles, mais la crise a été ~~réglé~~ réglé et on a évité une guerre nucléaire. On voit aussi dans l'image que Kennedy et Kroutchev luttent à main, représentant la tension qui existait entre l'URSS et les É-U à ce temps.

Les circonstances qui ont mené à la Crise des Missiles de Cuba étaient à cause de la guerre froide. Les tensions entre U.R.S.S et les E-U. Les tensions étaient à cause des armements et technologie. Quand les E-U ont des bombes nucléaires, la Russie veut le même. ~~Ceci a mené à la Crise de Cuba parce que les E-U ont une~~ Tu peux voir dans la caricature les tensions et les bombes entre les E-U et U.R.S.S. Ceci a mené à la Crise des missiles de Cuba parce - que les E-U ont arrêté l'échange avec Cuba parce qu'ils étaient communistes. Mais ils n'ont pas eu que la ~~Russie~~ U.R.S.S. étroitement négocier avec Cuba une base militaire. Les E-U dit que la U.R.S.S. besoin de retirer leur base Militaire en Cuba ou il vont avoir une base militaire en Ténériffe. Alors les tensions de E-U et l'U.R.S.S. en continue dans la Crise de Cuba.

Question 56: Value 5%

Using the source and your own knowledge of history, to what extent do you agree with Prime Minister Major's assessment of Gorbachev's role in the collapse of communism in Eastern Europe. Justify your position.

Students should largely agree that Gorbachev was instrumental in the collapse of Communism in Eastern Europe.

Use of Document

- Document refers to the rapidity of change in Eastern Europe after Gorbachev came to power and implemented his reforms.
- Domino or snowball effect of change in Eastern Europe.
- Poland attempted reforms in 1979 and they were crushed by the hard-line regime.
- Hungary was the first to test the waters of change by removing the barbed wire fence separating Hungary from Austria and by honoring the revolutionaries of the 1956 uprising, including P.M. Imre Nagy, with an official internment ceremony.
- When the Soviets did not react other Eastern bloc nations followed suit demanding change. Most were bloodless except the violent overthrow of Nicolae Ceausescu in Romania.

Use of Own Knowledge

- Every previous attempt at reform in communist Eastern Europe had been put down directly from Moscow (i.e., Hungary 1956, Czechoslovakia 1968) or by the Soviet backed regime of that country (i.e., Poland 1979).
- Perestroika (economic restructuring) and Glasnost (Openness) were introduced into the Soviet Union in 1985-86 and revolutionized Soviet society.
- Gorbachev told the Eastern bloc nations around the same time that they too must choose the path that they were to follow. He told them that while he would prefer that they remain aligned to the USSR and communist, that was ultimately their choice.
- The Eastern Bloc nations were very sceptical about these claims as all previous attempt to exert their independence has met with resistance.
- Hungary was the first to test the waters of change by removing the barbed wire fence separating Hungary from Austria and by honouring the revolutionaries of the 1956 uprising including P.M. Imre Nagy with an official internment ceremony in 1987.
- East Germans clamoured for change soon after but were met with resistance from Stalinist East German leaders.
- They looked to Gorbachev and the USSR for support against change but Gorbachev refused to intervene and within weeks the East German leadership collapsed. The rest of Eastern Europe followed soon after.

Commentary on Response

- Many responses focused on aspects of Glasnost and Perestroika to provide the meat of the answer. Fewer cited other aspects of Gorbachev's role (i.e., de-militarization, free elections, etc.).
- Reference to source was very poor in most cases. Many were unable to relate the source to the question while others simply made cursory references.

Common Errors

- Many students confused the opening statement as a source.
- The source was not often used and when it was it was misunderstood or simply restated.
- Background knowledge concerning Gorbachev's policies were not linked to changes he introduced in Eastern Europe and the collapse of Communism.
- Many students focused on the collapse of the Soviet Union and Yeltsin's role in the collapse of communism.

Exemplars
Excellent (5/5)

Mikhail Gorbachev played a monumental role in the dissolving of communism. I agree with Prime Minister Major's comments because it was Gorbachev's reforms that were directly linked to the collapse of the long standing political stance held by the U.S.S.R. His reforms included a reduction in armaments. This went ~~totally~~ against the communist mindset. Gorbachev felt that the ~~large~~ massive amounts of money being put towards militia was a drain on the economy and could be done away with. He also agreed with the US to destroy their nuclear weapons, which was another big step on the road to democracy. ~~Another~~ ^{One} of Gorbachev's ~~fears~~ ^{fears} was economic collapse. The communist system that included guaranteed employment ~~for~~ gave the workers little incentive and therefore made for very little innovation. He came up with "Perestroika", which was an economic plan that ~~had many elements of~~ ^{which was} began the USSR's move towards a free-market economy. Another step away from communism. Another reform implemented by Gorbachev was what he called "Glasnost" or "openness". This reform called for more communication and flow of information in the country. There would be less censorship and ~~greater~~ ~~more~~ people would be allowed to express opinions. It was because of this that the faults of the communist methods began to show through. The culmination of Gorbachev's reforms were realized when he called for free elections in the ~~the~~ Soviet Union and its doc states. Communism had, for the most part, been swept aside at the polls. Although Gorbachev had not hoped for this, it was because of his reforms that it had happened. The public tasted freedom, and when they got the chance, they ~~they~~ demanded more. It was because of Gorbachev that communism ~~was~~ was dissolved in Eastern Europe, relatively quickly (1989).

Good (4/5)

I agree completely with the statement made by P.M. Major concerning Mikhail Gorbachev's place in history, because the man achieved several positive things for both the USSR and international relations. For one, he broke the sphere of communist influence in eastern Europe (DI), ~~the~~ and many countries such as East Germany, Czechoslovakia and Rumania were quickly free from a communist government which they did not choose. Gorbachev also introduced positive domestic ~~polit~~ policies as "Perestroika", which meant "rebuilding" of the government and country and "Glasnost," which finally gave the oppressed peoples of Russia the equivalent of "free speech." And finally the biggest thing Gorbachev's done for history is put an end to the cold war. He did this by being the first Russian leader to cooperate with the west and re-think international feuds. He effectively fixed USSR/USA relations and put an end to communism in Russia and many other countries (Russian satellites). For these great reasons, Gorbachev's place in history is secure, I completely admire and applaud the man, being Russian myself, and I agree with PM Major's view on Gorbachev.

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Excellent (5/5)

Je suis d'accord ~~avec~~ avec John Major. Il dit que Gorbachev est un homme avec une place dans l'histoire même si il a peut fait. C'est vraiment à cause il a rien fait. La chute du communisme est à cause (en partie) de lui. Premièrement dans les années 80 il a aidé avec ~~le~~ perestroïka (reconstruction politique et glasnost (transparence ^{du vie} sociale et culturelle)). Il voulait de la fin du communisme. En 1990 il est ré-élu et en ~~en~~ août 1991 il y avait un coup d'état des anciens communistes, mais Gorbachev a resté. Entre ~~quelques~~ quelques semaines en décembre 1991 et les 15 pays de l'Europe de l'Est ont eu leur indépendance, Gorbachev a rien fait. Il craignait que l'opposition n'était pas un choix. Au Noël 1991 Gorbachev a mis en retraite parce qu'il y a rien qui lui reste est l'URSS est devenue la Russie encore. En faisant rien (rien d'opposition) le communisme est disparu des pays communistes très vite «... La Tchécoslovaquie, 10 jours, la Roumanie, 10 heures.» Il y a eu un gros pouvoir qui dissoudre cette mode gouvernement, c'était incroyablement vite. Il est un des seuls individus ~~historique~~ qui était capable d'arrêter un mouvement totalitaire lui-même, ~~c'est~~ c'est pourquoi il a ~~une~~ «... une place dans l'histoire.»

Good (4/5)

Gorbatchev était la première dirigeante communiste de l'URSS qui était ouverte à la réforme. Quand il a pris pouvoir en 1985, il a fait la décision de faire la paix avec les États-Unis, de mettre fin à la guerre froide. Il a pris des initiatives de paix radicales. Il a négocié le désarmement avec les États-Unis et à retirer les troupes soviétiques de l'Afghanistan. Ces initiatives de paix représentaient un totalement différent système communiste et la fin de la guerre froide. Ces initiatives étaient juste le début des réformes mis en place par Gorbatchev. Il réformait le pays économiquement en introduisant le Perestroïka, ce qui mettait fin à la socialisme d'état, à introduit le capitalisme et des liens avec l'Occident. Gorbatchev a aussi introduit la politique de Glasnost, ce qui a créé un pays plus ouverte. Dans cette politique, il a introduit un libérer des presses et une ouverture des médias à l'occident. Les personnes ont eu la liberté d'expression et de parole. Les gens ont donc commencer à manifester contre le régime communiste. Avec les élections libres en 1989, beaucoup des membres communistes du gouvernement étaient balayé du pouvoir. ^{et les pays satellites ont lutté pour l'indépendance} Avec le coup de Moscou en 1990, Gorbatchev était forcé à abdiquer. Les membres communistes ont organisé cette coup parce qu'ils pensaient que Gorbatchev était trop radicale et le peuple ne supportait pas Gorbatchev. D'un autre côté, ses réformes étaient trop lente.

L'objectif de Gorbatchev était de réformer le communisme et pas détruire. C'était quand même les réformes de Gorbatchev et l'ouverture à la changement qui a donné un voix au peuple et a la destruction de la communisme dans l'URSS et ses anciens pays satellite.

Question 57: Value 5%

Using the table provided and your own knowledge of history, analyze the impact of recent terrorist attacks in the world.

Use of Document

- Table documents attacks made by Al-Queda on American interests in the world. The student may make a specific reference to the significance of these attacks.
- These attacks are related to a belief that American influence in the Islamic world has lead to a secularization of their society as well as governments that are pro-western in approach.
- Al-Queda have been particularly active since the Gulf War of 1991 because American troops have been stationed in the Muslim holy land of Saudi Arabia since that time.
- These terrorist attacks have dominated American foreign policy in the post-cold war world.

Use of Own Knowledge

A variety of answers are available here:

- War on Terror (pro-active defence of the U.S.)
Invasion of Afghanistan
Invasion of Iraq
Axis of Evil (Iran, Iraq, North Korea)
- Department of Homeland Defense has led to greater cooperation between US security agencies (i.e., CIA, FBI, etc) as well as foreign agencies.
- Greater security at airports, port facilities, border crossings, etc.
- Efforts to stop the proliferation of weapons of mass destruction.
- Other answers that are plausible.

Commentary on Response

- Students tended to write a lot for this question mostly due to their knowledge of 9/11.
- Generally students were aware of what was going on with regards to terrorism in the world today.

Common Errors

- Students had difficulty relating the table to the question (i.e., no analysis of the effects of the attacks). Most simply stated that the severity of the attacks were increasing.
- There was an overemphasis on the attacks of 9/11 so that the question was not answered.
- Many students took positions and simply made judgmental comments as opposed to answering the question.

Exemplars
Excellent (5/5)

Terrorism is defined as an attack by a militant/insolent group on a group of citizens. Such attacks have been taking place throughout the world for years. Examples of terrorism have been exhibited in areas such as Palestine where there have been repeated suicide bombings. Another area in which terrorist attacks have plagued modern-society is in Ireland where the Irish Republican army have attacked people of their own country in an attempt to further their cause. Along with these examples of terrorist attacks, ~~the attacks~~ attacks against the United States come to mind due to the huge amount of media attention given to such terrorist actions. As depicted in the source above, throughout the 1990's and into the 21st century, terrorists have attacked U.S. stations in other countries and even the country itself. The terrorist attacks ~~the~~ listed above are particularly significant in their impact on our lives, in that we, as North Americans, lose a sense of security & gain a constant fear. ~~Whether~~ Such attacks ~~are~~ perceived by the perpetrators to be in retaliation to past American actions, as perhaps represent a sort of war based on religious opposition to the U.S. However, regardless the cause of such horrible acts, the fact remains that our society exposed to them. The fear & uneasiness we feel as a society is ~~led~~ by the strict security in our airports and borders. Such ~~as~~ as those listed above have impacted our life here at home in that we feel fearful and apprehensive to live our everyday lives as usual. Furthermore, these attacks have had a global impact. In retaliation, the U.S. has launched a "war on terrorism". Whether such retaliation is justified or not, this still results in loss of life by military & civilians innocent bystanders to the war. Overall, such terrorism has permeated a sense of fear throughout the world, not to mention the resulting loss of life.

Good (4/5)

Terrorist attempt to achieve their causes, promote their ideas by setting fear into the minds and hearts of nations. They target civilians, innocent people and major establishments to create chaos.

The chart above shows the horrendous effect that terrorism has on our world today. Take for example the World Trade Center attack in 2001, this, and the attack on the Pentagon killed 2,823 people. These people, most were not involved in the army, the majority were innocent civilians who died in vain. This attack alone, combined with the other deaths and injuries caused by attacks shown in the chart above, have had a huge impact on society. Fear and tensions have increased, nations left thinking when it will happen again. International security has increased as nations tighten their borders and guard their airports in attempt to prevent another such attack. These terrorism attacks also have increased violence as major nations go to war with the terrorist nations in attempts to stop these inhuman actions.

Histoire Mondiale

Excellent (5/5)

Les récents attentats terroristes ont un grand effet sur le monde aujourd'hui. La sécurité mondiale est maintenant en question. Même avec le support des Nations Unies et d'autres groupes les attaques terroristes sont difficiles à arrêter.

Les terroristes sont des groupes de gens non-gouvernementaux qui attaquent diverses régions planifiées, pour différents raisons. Les attaques terroristes sont un grand problème dans le monde aujourd'hui parce que avec le terrorisme les gouvernements ne sont jamais sûrs où ou quand les attaques vont être. Dans le source 1 se montre que les attaques terroristes deviennent de plus en plus graves et dangereuses autour du monde aujourd'hui. Les attaques des terroristes sont contre les civils pour attirer une certaine audience. Le plus grave attaque terroriste récent était sur le World Trade Center et le Pentagone, cet attaque a causé un énorme montant de mort et a dévasté l'économie américain. Les attaques terroristes sont souvent pour des raisons religieuses. L'attaque commise sur les États-Unis était faite par l'Al-Qaïda un groupe terroriste contre les États-Unis et leur guerre en Irak. Avec le montant d'attaques terroristes autour du monde aujourd'hui qui devient de plus en plus grand et sévère la sécurité mondiale est un concept qui deviendra de plus en plus difficile d'avoir. Le plus récent grande attaque en Espagne a tué plusieurs individus. À cause de ces récents attentats terroristes la sécurité est élevée partout au monde aujourd'hui et ça devrait continuer à être élevée parce que le peuple serait jamais sûr.

Good (4/5)

En regardant ce tableau on trouve que avec chaque année qui se passe les actions terroristes se passe beaucoup plus fréquemment mais aussi plus dévastatrices avec chaque année qui se passe.

Les attaques terroristes n'est pas seulement pour les soldats mais ils tuent aussi les civils. A cause de ceci il y a un grand sentiment de peur contre les pays du Moyen-Orient.

Les pays d'Amérique du Nord et NATO voient ces pays comme les hostilités à leur vie, jusque comme il voit l'Occident comme une hostilité à leur style de vie. Ces attaques continue de se culminer jusqu'au moment où les États-Unis réalise que la seule façon pour arrêter les attaques terroristes et de les attaquer (Bush guerre contre terrorisme) l'armée d'États-Unis envahit l'Irak et Afghanistan en espérant d'arrêter ses attaques de se répéter. La sécurité nationale est beaucoup plus sérieux dans le monde aujourd'hui car tous les pays veut protéger leur citoyens contre ce nouveau hostilité.

Question 58: Value 5%

Explain how the statement provided formed the basis of the methods used by Gandhi to achieve independence for India

Students have to use the document statement as a starting point to prove that Gandhi was an adherent in non-violent protest against morally intolerable laws.

Use of Own Knowledge

- While studying law in London, Gandhi read Henry David Thoreau's "Civil Disobedience", which inspired his principle of non-violence. He also met English socialists and Fabians such as George Bernard Shaw, whose ideas contributed greatly to the shaping of his personality and politics.
- While in South Africa, Gandhi developed the **satyagraha** ('devotion to truth'), a new non-violent way to redress wrongs. The campaign lasted for over seven years, and in 1913 hundreds of people went to jail - and thousands of striking Indian miners faced imprisonment and injury - for the cause. Eventually the South African government, under British and Indian pressure, agreed to a compromise solution, and peace was restored
- He returned to India in 1914, and began campaigning for home rule and the reconciliation of all classes and religious groups.
- In 1920, Gandhi launched a campaign of non-cooperation with the British authorities, urging Indians to boycott British courts and government, and spin their own fabrics to replace British goods. This led to his imprisonment from 1922-1924.
- To protest against the British salt monopoly and the salt tax, he led thousands of Indians on a 200 mile (320km) march to the Indian ocean to make their own salt. Again, he was jailed.
- WW II – Quit India Movement – jailed again for this attempt to remove British rule.
- After independence was granted in 1947, Mahatma Gandhi again turned to non-violent protest. He went on a hunger strike, saying he would not eat until the violence between Hindus and Muslims stopped and India gave back the 550 m rupees (about £40m) that it was holding from Pakistan.

Commentary on Response

- The vast majority of students in World History and Histoire Mondiale answered this question as opposed to Question 59.
- The answers provided were very general in nature.
- Of the examples provided, most students referenced Gandhi's Salt March and his use of hunger strikes.

Common Errors

- Many students simply restated the quote and spoke generally about Gandhi without using specific examples to answer the question.
- Some students simply itemized examples of non-violent protest methods.
- Some confusion regarding Gandhi's origin – some stating that he was British.
- Some preoccupation with Gandhi's legacy and death.
- Most students did not seem to know any specific examples from Gandhi's life.

Exemplars

Excellent (5/5)

"Gandhi... believed in non-violent refusal to obey morally intolerable laws" (Document) formed the basis ~~of the~~ ~~order~~ of the methods that Gandhi used to achieve ~~the~~ India's independence from Britain. Gandhi believed that through standing up and disobeying laws without conflict or violence, that moral superiority would win. His actions began when he marched to the sea and picked up salt. Salt was taxed by the British and sold back to India. As he marched to the sea a following developed and thousands joined ~~him~~ him in his ~~act~~ act of peaceful civil disobedience. The act began what would become a series of peaceful protests. During one protest, several guards began to fire into the crowd. Gandhi told the people to stand their ground and not to fight. He believed that by fighting innocent defenceless people, the oppressors would ~~lose~~ lose and the moral right would ~~pull~~ pull through. Soon after India did become independent and it was in large part thanks to his peaceful protests.

Good (4/5)

Gandhi was a very peaceful man who believed in non-violent methods to oppose laws that he believed were wrong. Gandhi used his non-violence methods to achieve independence in India but it was a long fight and Gandhi was put in jail and trialled many times.

Gandhi went on hunger strikes, organized rallies, strikes, and boycotts and did many things to achieve independence. He encouraged many people to help out because he educated them on their rights. Gandhi was very intelligent. When he and many other people refused to work and produce goods (boycotted), he and many other people were arrested and ~~the~~ jailed. Gandhi finally received independence for India when he made a deal with the country that owned India, because India helped them during the war they were to grant India independence.

The statement provided above just says that Gandhi favoured peaceful methods, such as compromises, strikes and boycotts, to oppose things that he believed was wrong. Gandhi's peaceful methods are an inspiration and they achieved independence for India.

Gandhi a voulu l'indépendance de l'Inde, ~~pas~~ mais il était déterminé de le faire par des moyens pacifistes, comme ~~le~~ l'énoncé dit. Pour montrer il est contre les règles imposées dans le colonialisme (il voulait l'indépendance pour l'Inde, il voulait que le contrôle britannique arrête) toutes les choses il a fait était non-violente. Il a fait les grèves, les protestations, et le boycottage. Par exemple, il apporté seulement les vêtements traditionnels d'Inde, pas les vêtements d'origine de l'Europe de l'Ouest. Pour ~~le~~ le symbole de son mouvement, il a choisi le "spinning wheel," pour signifier les vêtements fait par la main à la maison au lieu des vêtements achetés. Gandhi se trouve souvent en prison, et chaque fois il était libéré parce qu'il ne mange pas (~~fasting~~). Il a aussi organisé les choses comme le marche pour le sel (même si c'est pas réussi). Et, dans la fin, les méthodes non-violentes de Gandhi a réussi, parce qu'en 1947, l'Inde a réussi l'indépendance des Britanniques.

Good (3/5)

L'énoncé a été le fondement des méthodes utilisées par Gandhi pour arriver à l'indépendance de l'Inde. C'est que Gandhi avait entraîné les personnes de ne pas attaquer les Britanniques, n'importe quoi. Il avait fait cela parce qu'il ne croyait pas dans la violence et il considérait que la violence n'était la solution. Alors, quand les Britanniques ont attaqué les hommes dans l'Inde, les hommes ont fait rien, ils n'ont pas réagi, ils n'ont pas se défendre, ils ont fait rien. Alors comment est-ce que l'un peut se battre si l'autre personne fait rien? Tu ne peux pas, et c'était ça qui a mené à l'indépendance de l'Inde. Les Britanniques ne pouvaient pas gagner une guerre si les personnes qu'ils se combattre avec ne sont pas affectés par les choses qu'ils font, alors les Britanniques ont retiré de l'Inde. C'est ça que l'énoncé veut dire, que Gandhi refusait d'utiliser les méthodes violentes.

Question 59: Value 5%

Using the source provided and your own knowledge of history, explain the initial consequences of the creation of the state of Israel on Israeli-Palestinian relations.

Use of Document

- Map of UN created states of Israel and Palestine, 1947. The plan was rejected outright by the Palestinians and Arabs of the region but was accepted by Israel.
- War quickly ensued which saw the new state of Israel largely victorious, keeping not only the land granted to it by the UN, but also large amounts of Palestinian designated territory with the exception of the Gaza Strip and the West Bank.

Use of Own Knowledge

- **Britain, which had ruled Palestine since 1920, handed over responsibility for solving the Zionist-Arab problem to the UN in 1947.**
- **The Holocaust prompted Jews in Europe to migrate to their historical homeland in significant numbers, further agitating the Palestinians.**
- The territory was plagued with chronic unrest pitting native Arabs against Jewish immigrants (who now made up about a third of the population, owning about 6% of the land).
- The UN set up a special committee, which recommended splitting the territory into separate Jewish and Palestinian states. Palestinian representatives, known as the Arab Higher Committee, rejected the proposal; their counterparts in the Jewish Agency accepted it.
- The partition plan gave 56.47% of Palestine to the Jewish state and 43.53% to the Arab state, with an international enclave around Jerusalem.
- The plan, which was rejected by the Palestinians, was never implemented.
- Jewish representatives in Palestine accepted the plan tactically because it implied international recognition for their aims.
- The Palestinians and Arabs felt that it was a deep injustice to ignore the rights of the majority of the population of Palestine.
- **The State of Israel, the first Jewish state for nearly 2,000 years, was proclaimed at 1600 on 14 May 1948 in Tel Aviv. The declaration came into effect the following day as the last British troops withdrew. Palestinians remember 15 May as "al-Nakba", or the Catastrophe.**
- Jewish armies were victorious in clearing out Palestinians from Jewish designated territories in the Negev, Galilee, West Jerusalem and much of the coastal plain.
- The day after the state of Israel was declared, five Arab armies from Jordan, Egypt, Lebanon, Syria and Iraq immediately invaded Israel but were repulsed, and the Israeli army crushed pockets of resistance. Armistices established Israel's borders on the frontier of most of the earlier British Mandate Palestine.
- Egypt kept the Gaza Strip while Jordan annexed the area around East Jerusalem and the land now known as the West Bank. These territories made up about 25% of the total area of British Mandate Palestine.

Commentary on Response

- Very few students answered this question in World History and Histoire Mondiale.
- Overall the question was very poorly done in World History.
- Generally well answered in Histoire Mondiale.

Common Errors

- Most students did not seem to know much about the creation of the state of Israel and its impact on Israeli/Palestinian relations.
- Most students spoke about the issues facing Israelis and Palestinians today.
- Some spoke about the P.L.O. in some detail.

Exemplars

Excellent (5/5)

Because of the atrocities committed during the Second World war through the Holocaust, the international states (UN) agreed to give Jewish people a state of their own. The UN partitioned Palestine in 1947 and gave one part to the Jewish community and one part to the Palestinians who had lived there for thousands of years and who opposed and resented the UN partition. Because they were Arabs, they had different religious beliefs. The Palestinians were Muslim and the Israelis were Jewish so they did not like each other. The Israelis were also backed strongly by the US and they received a lot of financial support. They developed and possessed the latest technology in a lot of fields including military which allowed it to be superior to the nations that were neighboring them. The Arabs started a war to try to regain their land (1948-1949) but because of the Israeli superiority the Palestine-led force was quickly defeated and Israel succeeded in occupying more land from the Palestinians. The Palestinians had to live in UN made refugee camps on the Israeli border and organized themselves better against the Israelis (creation of PLO, Arab League).

Israeli-Palestinian relations have been ~~had~~ bad for as long as they have lived near each other.

Israelis believe they have a right to a land of their own, and Palestinians think the Israelis are stealing their rightful land, and want it back when the state of Israel was created by the UN ~~partition~~ in 1947, the relation between the neighbouring countries got even worse. War broke out between the Israelis and the Palestinians, and in that war, Israel took more land than had originally been partitioned for them by the UN. Obviously, this "stolen" land once belonged to the Palestinians, and they wanted it back. This conflict sparked ^{many} ~~many~~ wars ^{in the area} such as the Six days war, the Yom Kippur war, and other small bombings that still take place around the borders. Palestinian 'Intifadah' or glorification of the destruction of Israel is common now, and every Palestinian is instilled with a deep hatred and mistrust for Israelis.

Therefore, the initial consequences of the creation of Israel were ^{full out} war, bombings, and Intifadah, which made the Israeli-Palestinian relations go from bad to worse.

Histoire Mondiale 3231

Excellent (5/5)

Quand l'état d'Israël a été créé en 1948, les relations israélo-palestiniennes se sont envenimées. Du point de vue arabe, la ~~part~~ Palestine était leur terre et les Juifs n'avaient pas le droit d'y installer. Pour les Juifs, la Palestine était un « foyer » pour un peuple qui a subi le diaspora et l'Holocauste. Selon les Juifs, l'Israël avait ~~le~~ le droit d'exister. A cause de ces deux points de vues différents, un conflit a commencé dès la création de l'Israël. Les palestiniens, ^{appuyés} ~~appuyés~~ par les nations arabes qui ~~entouraient~~ entouraient l'Israël, ont attaqué le nouveau état. Les israéliens ont ~~réagi~~ réagi fortement et leur militaire puissant a repoussé les arabes. Israël a continué à attaquer de 1948 à 1949 et après le cessez-le-feu, il ont doublé la superficie de leur état. La Palestine existait seulement dans la région de Gaza et la Cisjordanie. Comme la carte indique, l'Israël a asserté son pouvoir dans la guerre de 48-49, et a conquis beaucoup de terre. Dans les années suivantes, les tensions israélo-palestiniennes ont augmenté. Une haine fort existait entre les deux groupes ethniques, à cause des différentes idées sur les droits géo-politiques de la région.

L'état d'Israël était créé par l'ONU pour donner un place à vivre à les Juifs après la D.G.M. Cette idée n'était pas acceptée très bien par les arabes dans la Palestine qui devaient quitter leur territoire. Israël qui est attaqué par les pays arabes déclare la guerre et prend plus de terre et ne reculent pas. Ceci crée des tensions élevées et des groupes terroristes appelée intifadat. Les groupes sont les extrémistes qui ne parlent jamais ou négocient jamais la paix avec l'Israël jusqu'aux temps qu'Israël soit détruit.

La conséquence majeure de la création de l'état d'Israël c'est la perte de vie innocente. Il y a des centaines de milliers de d'innocente tués sur chaque côté à cause de cette guerre religieuse.

WORLD HISTORY 3201
PART 1
SELECTED - RESPONSE ITEM ANALYSIS

Item	Responses				
	Multiple Answers or No Response	A	B	C	D
	%	%	%	%	%
1. Correct answer is D	.0	1.2	1.8	.5	96.5
2. Correct answer is A	1.1	75.5	5.9	7.1	10.4
3. Correct answer is C	.0	1.2	1.2	95.9	1.6
4. Correct answer is C	.0	10.1	4.3	83.0	2.6
5. Correct answer is B	.2	9.7	88.6	.9	.7
6. Correct answer is A	.2	41.4	28.7	20.9	8.8
7. Correct answer is B	.2	19.9	71.2	5.4	3.4
8. Correct answer is A	.0	91.4	1.8	3.4	3.4
9. Correct answer is D	.0	1.8	1.6	34.7	61.9
10. Correct answer is A	.0	82.5	11.9	2.1	3.5
11. Correct answer is C	.0	.4	2.6	48.1	48.9
12. Correct answer is D	.3	15.9	5.9	15.1	62.7
13. Correct answer is C	.1	2.1	6.8	87.7	3.3
14. Correct answer is B	.0	8.3	69.5	4.9	17.2
15. Correct answer is B	.2	9.3	73.3	4.4	12.8
16. Correct answer is A	.1	91.7	3.0	3.0	2.3
17. Correct answer is A	.0	74.9	6.6	15.5	3.0
18. Correct answer is D	.0	2.9	3.9	22.1	71.1
19. Correct answer is B	.0	21.7	59.7	9.2	9.4
20. Correct answer is B	.0	4.4	88.0	3.9	3.6
21. Correct answer is B	.0	8.7	68.1	9.9	13.3
22. Correct answer is A	.0	85.9	5.8	2.0	6.2
23. Correct answer is A	.0	86.8	3.6	8.2	1.3
24. Correct answer is B	.0	6.1	85.8	5.9	2.1

25. Correct answer is D	.2	21.8	15.2	6.4	56.3
26. Correct answer is C	.2	12.5	17.0	65.6	4.8
27. Correct answer is A	.2	72.1	2.1	6.2	19.3

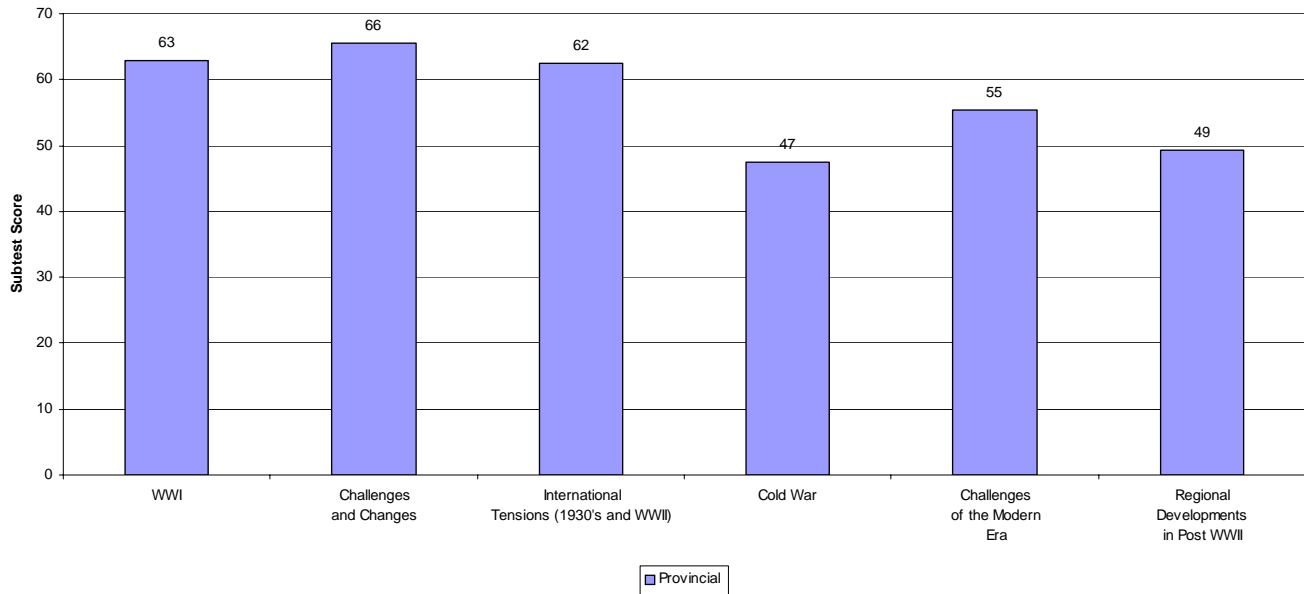
WORLD HISTORY 3201
PART 1
SELECTED - RESPONSE ITEM ANALYSIS

Item	Responses				
	Multiple Answers or No Response	A	B	C	D
	%	%	%	%	%
This section covers Units 1, 2, 3, 6 and 10					
28. Correct answer is C	.0	8.0	3.8	84.8	3.4
29. Correct answer is D	.1	2.8	55.7	2.2	39.3
30. Correct answer is C	.0	5.1	2.2	72.8	19.9
31. Correct answer is D	.0	7.2	2.3	14.8	75.8
32. Correct answer is A	.0	96.5	1.3	1.8	.4
33. Correct answer is D	.2	4.9	8.4	32.3	54.2
34. Correct answer is A	.0	75.2	12.8	5.7	6.3
35. Correct answer is A	.0	86.2	4.2	5.0	4.6
36. Correct answer is A	.0	82.2	14.2	3.3	.4
37. Correct answer is D	.0	1.0	1.4	.8	96.8
38. Correct answer is A	.0	72.3	3.4	.8	23.5
39. Correct answer is A	.0	48.7	13.5	18.3	19.5
40. Correct answer is C	.0	13.1	2.5	82.1	2.3
41. Correct answer is C	.4	31.0	37.4	23.6	7.7
42. Correct answer is A	.0	88.8	2.4	3.4	5.4
43. Correct answer is D	.0	1.1	1.0	4.1	93.9
44. Correct answer is B	.0	1.7	94.5	1.3	2.4
45. Correct answer is D	.1	53.0	3.7	7.9	35.3
46. Correct answer is B	.7	11.9	71.1	11.0	5.4
47. Correct answer is D	.0	2.5	1.0	1.3	95.2
48. Correct answer is C	.4	8.4	5.7	77.0	8.4
49. Correct answer is D	.2	8.6	8.2	22.4	60.5
50. Correct answer is B	.2	8.2	83.4	3.9	4.2

WORLD HISTORY 3201
PART 11
CONSTRUCTED - RESPONSE ANSWERS
ITEM ANALYSIS

Item	Students Completing Item	Value	Average	Average % Per Item
PART II - Do <u>ALL</u> questions in this section				
51	1050	5	2.04	40.80
52	1050	5	2.83	56.63
53	1050	10	5.17	51.73
54	1050	10	4.41	44.08
55	1050	5	2.25	44.91
56	1050	5	1.61	32.27
57	1050	5	2.43	48.64
58	792	5	2.12	42.32
59	275	5	1.61	32.22

World History 3201



Histoire mondiale 3231

