

**Grading Standards**  
**World History 3201 / Histoire mondiale 3231**  
**June 2005**

**Pre-Marking Appraisal**

The marking board was pleased with the examination, members considered the questions fair and a good sampling of the courses SCOs. The constructed response questions were considered to be fair and concise so students could easily complete the exam in a timely fashion. The documents were also considered clear.

**Marking Scales**

All questions in Part II were marked using one of the following scales:

5 point questions:

<b>Use of Document: 2%</b>		
2%	Superior	2 references with little extension <b>or</b> 1 reference with considerable extension
1%	Limited	1 reference with little extension
0%		Inappropriate or no reference to the document

<b>Use of Own Knowledge: 3%</b>		
3%	Superior	3 references with little extension <b>or</b> 2 with adequate extension <b>or</b> 1 reference with considerable extension
2%	Adequate	2 references with little extension <b>or</b> 1 with adequate extension
1%	Limited	1 reference with little extension
0%		Inappropriate or no reference to own knowledge

10 point questions:

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

<b>Use of Own Knowledge: 5%</b>		
5%	Superior	2 references with considerable extension
4%	Adequate	4 references with little extension <b>or</b> 1 reference with little extension <b>and</b> 1 reference with considerable extension
3%	Average	3 references with little extension <b>or</b> 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 on the first day. During that morning the key was examined and discussed. Some modifications were made and a final key was agreed upon.

Marker reliability was checked by obtaining a random sample of 50 papers that went through the marker panel and marks were assigned to each question on a separate sheet of paper. The 50 exams were put back into the original stacks of exams and corrected again.

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

**PART 11**  
**Total Value: 50%**

Value

- 5%    51.    Using the cartoon provided and your knowledge of history, assess the contribution of British and German attitudes towards the outbreak of World War I.

**Marking / Grading Key:**

**Use of Document:**

- The cartoon highlighted Germany's place in the sun at the center, larger than all the other colonial powers who were suppose to be bowing down to Germany.
- At the center of the cartoon was the Kaiser which showed Germany's/Kaiser's attitude of superiority. They believed they were better than the other colonial powers.
- The cartoon presented the view that Germany was catching up to the British (colonial power) grab for the empire.
- Germany wanted a new world order, to knock the status quo.
- British view saw the outbreak as a disruption.

**Use of Own Knowledge:**

- Germany threatening world order
- Germany threat to security
- Germany felt left out of the colonial race
- belief in a short, cleansing war
- pride in nation, Pax Britain, Germany wanted to prove their strength
- British wanted to maintain legacy/empire, Germany wanted to prove their strength

**Commentary on Response:**

Generally, this question was not answered well.

**Common Errors:**

- Students focused only on the four main causes of the war without connecting directly to the attitudes of Britain and Germany.
- Students failed to "assess" the attitudes of both nations and tried to make the question about remaining four causes of WWI without discussing why/how they directed or influenced the attitudes of Britain/Germany.
- Students did not make reference to the source.
- Students incorrectly identified graphic (British/Russian Kaiser).
- Students discussed events of the war.
- When reference was made to the source, students only made one reference with little detail.
- Students made general statements with little content support.

## Exemplars

(Excellent) 5/5

Before the outbreak of World War I, Britain and Germany had contradicting attitudes on how the world should be run. Britain believed that it should stay the most powerful nation like it had been for ages. As shown in the ~~old~~ cartoon above, many British people's attitudes towards the German Kaiser was that he was trying to make become the most powerful nation ~~and~~ and have all other nations bow down to him. In order for Germany to become the greatest nation it had to pass Britain, and the British did not want this. Germany on the other hand had a similar attitude towards Britain. They felt Britain was too powerful and that it was Germany's "time to shine". Germany was becoming a ~~large~~ industrial giant and was coming close to Britain, powerwise. These two contradicting attitudes are one of the leading causes of the outbreak of World War I because it was not possible for both countries to have what they wanted at the same time.



Good (3/5)

British and German attitudes towards war in general were completely different from each other. War was thought by all countries to be short and over by the time the leaves fell, however this time that was thought by countries did not make a difference to British people and what they felt about going to war. At this time in history, Britain was the most powerful and ~~more~~ successful nation. They had no need for war and basically wanted to stay completely out of it, however, if a situation occurred where they would need to get involved, Britain would go to war only to keep the peace. Germany however seen war quite different from Britain. Germany wanted to become a world power. They seen war as a chance for German influence to rise, so they can become recognized. German attitudes contributed tremendously towards the outbreak of war. To them, war was a test of spirit, what was needed for Germany to rise up, it was a must. For Germany, war was a chance of a future, for Britain it was a loss of a legacy (they end up to be the loss of the British empire that is worked so ~~hard~~ hard by the Kaiser to maintain).

Les attitudes de la Grande-Bretagne et de l'Allemagne ont contribué au déclenchement de la Première guerre mondiale. Dans le document présenté on voit ~~le~~ "Le rêve" d'Allemagne. Au milieu il y a le Kaiser Allemand entouré par les <sup>soldats, et personnes</sup> ~~Britanniques~~ d'autorités Brit. C'est le rêve d'Allemagne d'avoir un empire qui contrôle <sup>un</sup> ~~le~~ grand <sup>puissance</sup> ~~puissance~~ comme la Grande-Bretagne. Mais les Britanniques regardent comme un rêve impossible. Le Kaiser veut que "Le monde m'appartient" mais des "vus par les Anglais" comme un rêve. Ce document montre l'attitude du Grande-Britagne ~~et~~ que la guerre est nécessaire pour préserver le statu quo la paix, liberté et démocratie et que il est plus loin que ses frontières et la guerre causera ceci. Les Britanniques pensent qu'ils vont rester la puissance mondiale et que l'Allemagne peut jamais contrôler le monde, c'est <sup>un rêve</sup> ~~seulement~~. Les Allemands ont une différente attitude, il pensait que la guerre est essentielle pour l'esprit et l'estime de soi, que c'est une étape au futur plus avancé, ~~et~~ important pour le rationalisme et qu'il force le peuple de regarder au futur. ~~Et/ou~~ On voit dans le document que ses attitudes de nationalisme et un futur plus puissant <sup>avec</sup> ~~et~~ plus d'estime de soi sont des rêves et attitudes Allemands. Ses attitudes opposées et en conflit ont contribué au déclenchement de la Première Guerre mondiale.



Avant le commencement de la Première Guerre Mondiale, les attitudes de la Grande-Bretagne et de l'Allemagne ont causé des tensions qui ont mené au déclenchement. D'abord, comme ce qui est montré dans la photo la Grande-Bretagne a vu le Kaiser Allemand comme un homme fait pour le pouvoir. Ils ont ~~se~~ ~~goi~~ pensé que son but final était d'avoir tout les pays d'Europe dans son contrôle (l'image "représentatifs à ses pieds"). ~~De~~ ~~raison~~ ~~politique~~ ~~laquelle~~ Mais, les Allemands ont vu les Britanniques comme une force qui avait le pouvoir pour prendre leur terre. Les attitudes des deux pays envers l'un et l'autre ont mené à ~~un~~ ~~sense~~ des tensions et un sens de ne pas ~~se~~ croire l'autre (mistrust). C'était cette sens qui a mené à ~~des~~ ~~sense~~ <sup>des sentiments</sup> de nationalisme dans chaque pays, la course aux armements ~~entre les deux~~ et la rivalité économique entre les deux et aussi aux systèmes d'Alliances. Les attitudes de ces deux pays ~~ont~~ ~~en~~ envers l'un et l'autre ont ~~causé~~ et ont mené au quatre facteurs qui ont été attribués à la cause de la Première Guerre Mondiale.

Value

- 5% 52. Using the cartoon and your knowledge of history, explain the objectives of France at the Paris Peace Conference (1919).

### **Marking / Grading Key:**

#### **Use of Document:**

- In the right corner of the cartoon, Clemenceau was tearing Wilson's Fourteen Points. This showed that France disagreed with Wilson's Fourteen Points. They did not accept the points and tore them in two.
- At the bottom of the cartoon, France had Germany by the throat. Germany was sick and fragile and France was a skull and looked dead. The allies – in the background – did not know what to do. They turned their backs to France and Germany, huddled together and tried to decide what to do.
- Overall, the cartoon showed France's desire for revenge and desire to punish Germany.

#### **Use of Own Knowledge:**

- make Germany pay reparations
- financial / territory damage to France by Germany
- "War Guilt"
- take away threat and make Germany powerless
- demilitarize Germany
- Occupation of Rhineland
- Saar mines
- the return of Alsace - Lorraine

#### **Commentary on Response:**

This question was fairly well-done.

#### **Common Errors:**

- Students wrote about what Britain and the United States wanted at the conference.
- Students spoke of events which occurred after the war and the rise of Hitler.

**Exemplars**  
Excellent 5/5

France had the most aggressive stance on German reparations for World War One. This is a direct result of the ongoing conflicts between both parties. One objective France demanded was the return of the land lost during the war, primarily Alsace Lorraine and the Rhineland. The loss of these properties infuriated the French people and led to the returning of Alsace Lorraine. The Rhineland, however, was set a "demilitarized zone" whereby either parties were not permitted to establish any army. Also, the French wanted Germans to pay out millions of dollars in damages to the allies. This destroyed the German economy and left the country in a nasty depression. The visual provided clearly shows Frances dislike of Germany quite literally by a dead French soldier choking a German. However it also shows how France disagreed with American President Woodrow Wilsons "14 points" solution. This was a much more passive solution to problems whereby each country would look after its own affairs. This is shown in the visual through French Prime Minister, Clemenceau, ripping up the fourteen points. Overall, these were the objectives of France in the Paris Peace Conference.

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Good 3/5

The Paris Peace Conference (1919) was to establish a treaty for Germany after their surrender. Each country had its own objective for Germany. ~~The~~ British objectives were to keep Germany strong enough to contain the spread of communism. However the French had a different agenda. Since the attack on Alsace-Lorraine in the 1870's by Germany there has been a sting in the French pride. Therefore French objectives at the Conference was to make sure Germany will never try to take over any part of France again. In ~~source~~ the cartoon above it shows France attacking Germany, this is the example of the French wanting to make Germany weak. In the background the French leader is tearing up the Wilson's 14 points which was just. The "big three" (U.S., Britain, France) came to an agreement of the Treaty of Versailles.

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Après la Première Guerre Mondiale, la France était en ruines. Une grande partie de sa population a été tuée en guerre, ~~et~~ elle était occupée par les Nazis, ses ressources ~~étaient~~ étaient ravagées, et elle voulait la ~~vengeance~~ revanche. À la conférence de la paix à Paris en 1919, cette revanche pouvait être ~~exécuter~~ exécutée. Dans l'image ci-dessous, on peut voir une caricature de Clemenceau, le premier ministre de la France, qui déchire une feuille sur laquelle est écrit «Wilson 14 Points» qui représente une ignorance totale de ce document qui vise une action ~~qui~~ égale sur les pays affectés. On peut aussi voir une skeletonne qui représente la France qui étrangle l'Allemagne, ce qui montre le traitement malicieux et horrible que la France voulait exercer sur l'Allemagne.

La France était dans une situation où elle voulait recevoir des restitutions pour les dommages causés par l'Allemagne. Elle voulait de grandes sommes d'argent que l'Allemagne ne serait pas capable de fournir, elle voulait des mines de charbon qui étaient prises pendant la guerre, la compensation pour les mines détruites et une zone tampon qui la protégerait d'une autre menace allemande. Les demandes étaient impossibles en certains cas ~~de~~ d'être fournies. Les caricatures montrent la déception de l'égalité proposée par Wilson et une haine forte contre l'Allemagne par la France. Cette haine mènera essentiellement à la création du Traité de Versailles, qui détruira l'Allemagne au futur.



Good (3.5/5)

En 1919, à la conférence de la paix à Paris, la France a démontré plusieurs de leurs idées et objectifs de l'après guerre. Cette caricature montre ses objectifs. Sur la base de la caricature on voit un squelette de France qui tue un ~~de l'~~Allemagne. Ceci montre que la France voulait éliminer toute puissance militaire de l'Allemagne. En haut, l'homme qui déchire le papier, représente Clemenceau (chef français à cette point là) ~~et~~ qui déchire les plans <sup>de la paix</sup> du président américain Woodrow Wilson. Un objectif Il y avait plusieurs points sur cette liste que la France voulait éliminer ~~et qui~~ et on savait que les points ne marcheraient pas. Les hommes qui discutent secrètement et tiendront les armes représentent un objectif de la France ~~pour chercher les réparations de l'Angleterre~~ de chercher le Rhénanre dans zone tampon et démilitariser. Un autre objectif était chercher les réparations payées de l'Allemagne de la destruction de la guerre.



Value

- 10% 53. Using the sources provided and your knowledge of history, explain how a combination of factors led to discontent and the overthrow of the Tsar in March 1917.

### **Marking / Grading Key:**

#### **Use of Document:**

##### **Source 1**

- In the cartoon, Rasputin was at the center with the Tsar and Tsarina on his knees. The Tsar and Tsarina were seen as puppets with Rasputin manipulating and controlling the Royal Family.
- This cartoon showed Rasputin was ruling the country, and disgracing the monarchy. He had the Tsar in his grasp and under his thumb

##### **Source 2**

- The quote showed the anti-authoritarian feeling.
- It showed a desire to end the war because the economic situation was worsened by war; land reform; productivity.
- As a result of inflation, the people could not afford 'bread'.

#### **Use of Own Knowledge:**

- plight of peasants and factory workers
- political reforms by the Liberal and Marxists
- Bloody Sunday
- class distinctions
- autocratic government and divine right to rule
- Russo-Japanese War
- ill-equipped for war
- particular battles with significant losses; Tannenberg Masaurian Laher.
- Tsarina was German born, thus rising suspicions
- educated middle class desiring reform; riots

#### **Commentary on Response:**

Generally, this question was poorly done.

#### **Common Errors:**

- Students failed to reference sources or referenced source(s) with little extension.
- Some students referenced sources by re-stating them, not interpreting them. They did not describe the source (i.e., Rasputin playing with Tsar and Tsarina as puppets).
- Many students wrote about the March & November Revolution, Lenin, NEP, Statlin, 5 year plans, Kerensky, Provisional Government, Duma, etc.
- Students misinterpreted Source 2 as a specific reference to Lenin's "Peace, Land, Bread."
- Students misinterpreted the document on Rasputin, writing about hemophilia and the Rasputin/Tsarina love affair.

**Exemplars**  
Excellent 10/10

There were several factors that led to the Russian people's discontent that eventually led them to overthrow the Tsar: the war, unfair land divisions that led to starvation, and ~~Respect~~ a loss of respect for the Tsar. ~~The Tsar~~ Tsar Nicholas II had ~~been~~ ~~decided~~ decided to go to war with Austria-Hungary and Germany in order to come to the defence of Serbia, with whom Russia had military and ethnic ties. At first, the Russian people supported the Tsar and the war, but after millions of young men died in a war that ~~it made~~ ~~no~~ progress, they became much less enthusiastic. The war caused a ~~strong~~ strain on supplies that led to widespread starvation in the country. In <sup>March</sup> 1917, starving protestors <sup>in Petrograd</sup> were joined by the army who had been called in to stop the riots. The Tsar ~~had~~ had lost control of his country.

~~Other factors, however, had been building up~~ Discontent with the Tsar leadership, however, had been building up for years. The peasants worked the land that the aristocrats owned, making the aristocrats richer while the peasants stayed poor. Tsar

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reforms that called for a division of the land, 50/50 between the peasants and the aristocrats. However, the peasants were given all the poor, infertile soil, and as a result, many were worse off than before. Nicholas II made some land reforms, but the peasants were still given the poor end of the deal and a ~~century~~ had built up a century's worth of resentment for unfair distribution of land and the starvation the Russian people suffered as a result. The people "want bread!"

The Tsar had always been seen as a fatherly figure to the Russian people, Nicholas II, however, destroyed this image when he had unarmed demonstrators fired upon as they marched through St. Petersburg to present him with a petition for land reforms and an ~~unselected~~ parliament. ~~This day became known as~~ 200. This day became known as Bloody Sunday. Also, the political system's ~~faults~~ faults were brought into public view at the embarrassing defeat by the Japanese in the 1905 Japanese-Russian war. The government had ~~underestimated~~ underestimated Japan's military strength and greatly overestimated their own. The final push that ~~lost~~ cost the Tsar the people's respect was Grigori Rasputin. The Tsarina idolized the monk after he supposedly cured her ~~harmful~~ son with his holy powers. While the Tsar was at war, the Tsarina gave Rasputin free reign over political matters, allowing him to appoint whomever he saw fit into high political positions, allowing him to give his drunken friends control over Russia's affairs. The people believed that Rasputin had both the Tsar and Tsarina in his lap, he made the Tsar appear foolish and weak as he allowed his wife ~~to~~ to befriend a perverted monk and ~~to~~ let him have free reign over his country. The Tsar lost the people's respect, which led to his downfall as war and unfair land reforms pushed them to revolt.



Many Factors led to the discontent and the overthrow of the Tsar in March 1917. These include the people of Russia suffering from lack of food, the <sup>toll</sup> ~~cost~~ that World War I was taking on them and the ignorance of the government to not do anything about the situation as indicated in the second source.

Nicholas II, in an attempt to boost the morale of his soldiers, ~~went~~ <sup>went</sup> to the battlefield. In doing this he ~~let~~ entrusted his political affairs to be handled by his wife. When Gregory Rasputin healed her daughter she felt he could be trusted and ~~therefore~~ he became very involved in her political duties, as indicated by the First source, which turned out to be a big mistake. Rasputin(?) ignored the pleas of the people to

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very unsatisfied with the Tsar's objectives and wanted change, which they would not achieve with their current government.

During the March on Winter Palace ~~the~~ Nicholas II became frustrated and confused. Never before had protestors come to him and so he did not know how to react to the situation, he saw them as a threat. He ordered his guards to get rid of them, but then the situation turned ugly. ~~Many~~ ~~peop~~ the guards fired upon the people and there were many casualties. Word spread rapidly through the towns and people were infuriated. ~~The government~~ The Tsarist regime was quickly overthrown.

The Russian people were starving, World War I had claimed so many... how could the government not ~~see~~ ~~that~~ predict that the people would eventually react openly to this? The Tsar's ignorance of the people's best interests was their downfall, which could have been prevented if they listened a little more and came back down to earth to meet the needs of their people.

Il y a de nombreuses causes pour la révolution russe et le renversement du tsar en mars 1917.

Il y avait une économie en désordre. Le taux de chômage était très très haute et le peuple mourait de faim, qui est évident par la citation «on veut du pain !» La situation sociale était aussi affreuse. 70% des Russes ne savaient pas lire. Les gens buvaient beaucoup trop d'alcool et il n'y avait aucun système d'éducation ni de santé. La vie expectante d'un homme russe n'était pas très vieux et le peuple était frustré. En

En 1905, il y avait la guerre russo-japonaise où les Russes ont perdu car ils étaient mal entraînés et mal équipés. Les gens blâmaient le gouvernement du tsar pour ce defeat. Ceci a causé la révolution de 1905 mais le tsar

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absolue et même exploitaient les pauvres.  
Il y avait une énorme inégalité de la  
richesses.

Grigori Raspoutine a été, lui aussi, une <sup>comme illustré dans la caricature donnée.</sup> influence au mécontente des Russes. Il influençait l'épouse du Tsar Nicolas et le peuple ne l'aimait et ne l'approuvait pas.

Quand la Première Guerre mondiale s'est déclenchée, la Russie est entrée pour aider, en premier, les alliés. La Russie a perdu deux de ses armées dans la bataille de Tannenberg <sup>contre les allemands</sup>. Le peuple russe était complètement fatigué de la guerre et de la régence du Tsar. Ils disaient « À Bas le Tsar ! À Bas la Guerre ! » et en mars 1917, les Bolcheviks, une partie communiste menée par Lénine, ont tué le Tsar Nicolas II, et après, toute sa famille.

Good (7/10)

La première guerre mondiale a été un désastre pour la Russie. Leurs soldats ont été mal équipés, et il n'y avait pas beaucoup de support public. La décision du tsar de rester en combat n'était pas bien aimée par la population, et il a eu beaucoup d'influence de arrêter son combat à la guerre.

Selon document #2, on peut voir les trois problèmes majeurs de la population russe. « À bas le tsar! », « À bas la guerre », et « On veut du pain » expliquent les trois grands problèmes de la Russie, qui ont mené à la révolution russe en mars, 1917. La guerre a envahi un empire à la Russie; le gouvernement n'a pas eu une économie assez forte pour participer à une guerre, et supporter leur grande population. Comme résultat, les citoyens se sont devenus mécontents avec le tsar, et ils ont cherché des moyens à changer le gouvernement.

La situation expliquée par le premier document aussi

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cont'd



et les personnes qu'il tient dans ses mains sont le tsar Nicolas II et sa femme. C'est symbolique qu'ils sont aux mains de Rasputine, parce qu'il a eu beaucoup d'influence sur la famille royale pendant la guerre. Le tsar a été au front de bataille, et Rasputine a eu beaucoup d'influence sur la femme du tsar, qui contrôlait le pays pendant l'absence du tsar. Elle a lui aimé parce qu'il a dit disait qu'il a eu les pouvoirs spéciaux pour aider le fils du tsar, qui était hémophile. En secret il n'a pas été un supporter du tsar, et il a essayé de aider avec son renversement. Son influence sur la femme du tsar a aussi causé - elle a prendre les décisions mauvaises, qui ont mené le pays plus loin à la pauvreté et famine. Son influence sur le tsarins a été vu par la population, et ça causé du mécontentement aussi. C'est aussi symbolique que Rasputine est plus grand dans la photo que le tsar et sa femme, parce que, pendant la guerre, il a eu plus de contrôle sur le pays qu'ils ont eu.

En conclusion, l'influence de Rasputine et la décision de rester avec la première guerre mondiale ont été deux des facteurs clés qui ont contribué à le renversement du tsar, et la révolution russe.

Value

- 10% 54. Using the sources provided and your knowledge of history, assess whether or not the dropping of atomic bombs on Japan was justified.

### **Marking/ Grading Key:**

#### **Use of Documents: 5%**

##### **Source 1**

- The quote by John Hersy evoked sympathy for the Japanese civilians and presented a case against the use of Atom Bombs.
- Students used this quote to argue against the use of the bomb - that it was not justified.

##### **Source 2**

- The quote by Henry Stimson presented the strength of the Japanese army.
- Students used this source to argue that the use of the Atom Bomb was justified.

#### **Use of Knowledge: 5%**

- human element, dropping of bomb was inhumane, indiscriminate, affected everyone
- Racial-Bomb used on Japanese, an Asian race - but would never be used in European enemies
- bomb's use can be rationalized and justified - it brought about a quick end to the war
- bomb saved many more lives than it killed - hundreds of thousands vs. millions
- Japanese desire to fight to the end and never surrender (i.e., Iwo Jima)
- fierce to-the-death defense of Emperor's homeland
- use of bomb would save hundreds of thousands of American lives
- bomb was used to show US power to USSR
- bomb used to see its effectiveness - it cost billions therefore we must see it used
- to save America POW's
- first bomb was justified, the second bomb was overkill

#### **Commentary on Response:**

Generally, most students answered this question well.

#### **Common Errors:**

- Students made little use of sources or no use of sources.
- Students over dramatized the human element in that they tended to dwell on the killing of women and children.
- Many students argued that Hiroshima and Nagasaki came right after Pearl Harbour and in direct retaliation for Pearl Harbour. They stated that kamikaze pilots flew their planes into ships at Pearl Harbour.
- Students wrote that Hiroshima and Nagasaki were military targets.
- Students argued against the U.S. using examples from the present day. They were commentating on the U.S. as a superpower, flexing their muscle on the world, being the world bully, etc.

- Students included a description of why Japan entered WWII - War with China, U.S. Embargo, etc.
- Students stated that the number of civilian casualties were in the millions, not hundreds of thousands.

### Exemplars

Excellent 10/10

The United States government believed that dropping the atomic bomb on Japan was justified, ~~as~~ they believed that Japan would fight to the last man, that it was the only way to end the war quickly and ~~so~~ in order to intimidate the USSR ~~into~~ so it would not try to expand into the West ~~and~~ is the aftermath of the war.

The US believed that Japan would fight to the last man. They had already shown that they would die in order to defeat the enemy "The air force Kamikaze attacks had already caused serious damage...". The only other option to ~~end~~ the war was a land invasion of Japan, which would ~~that~~ have heavy casualties as the Japanese ~~had~~ would most likely ~~and~~ provide "resistance to the end." and battles would likely be fought to the last man. This would, without a doubt, result in the death of approximately one million allied soldiers, and most likely even more Japanese soldiers. The US wanted to end the war with the ~~least amount of~~ smallest loss of life.

The US ~~was~~ believed that dropping the atomic bomb on Japan would bring about a quick end to the war. Since the US believed that "the Japanese government might decide upon resistance to the end," they needed a quick way to end the war. It was estimated that the war



~~the~~ ~~their~~ ~~economic~~ ~~and~~  
- would drag on for another year at the least, and the US  
- was ~~unprepared to~~ not prepared to send more men to their  
- death if they could end the war quickly. The US wanted  
- to drop the bomb to stop the war before more of their  
- allied men were killed and more ships were destroyed.

- The US also hoped that dropping an atomic bomb  
- would ~~also~~ show the USSR that they were serious when it came  
- to nuclear weapons and would use them if necessary. The US  
- feared that the Soviet Union would use the post-war  
- confusion to gain control of countries ~~towards~~ the east, the  
- US hoped that if the USSR saw their military might,  
- it would persuade them not to do anything drastic.

- The US felt that their dropping ~~a bomb~~ the atomic  
- bombs on Japan was justified. They felt that Japan would not  
- give up otherwise, that it was the only way to end the war quickly,  
- and that it would persuade the USSR not to expand. However,  
- these reasons do not make it morally justifiable. ~~Thousands~~  
- ~~of~~ ~~that~~ innocent civilians suffered horribly because of the  
- US's decision to drop the bombs. "The eyebrows of some were  
- burnt off and their skin hung from their faces and hands.  
- Some vomited as they walked." The US's decision forced Japan  
- to surrender ~~due to~~ the sheer horror inflicted upon the citizens  
- from the bombs. The US may have felt that what they did  
- was justified, but, had they not been the victors, perhaps  
- they may have been the ones on trial for war crimes.

- prevented if they ~~historical~~  
- and came back down to earth to meet  
- the needs of their people.

Good (6/10)

Whether or not the dropping of the atomic bombs is justified still is an issue of controversy. If you talk to the Japanese or look at the pictures you can see how none of that was necessary. If you talk to the Americans and read their reports, they would have you believe there was no other way.

Source one illustrates to us what the Japanese side was. The American atomic Bomb targeted mostly innocent civilians who had nothing to do with the war effort. Millions died, thousands were wounded or injured and many of the hurt were dead within a year. Radiation burned the skin off many and the survivors were left in excruciating pains and horrible scars. People all over the globe, even in America itself, started to protest the use of atomic weapons as well as question why they were dropped in the first place.



Source two on the other hand looks at why the Americans did what they did.

Kamikaze Japanese fighters were causing serious damage to American naval fleets and it was estimated that by the time the war was finally over about a million Americans would have lost their lives.

Truman agreed to have the bombs dropped in order to save those million Americans. He also dropped the bombs because he believed it was the only way to get Japan's total and unconditional surrender.

No one can truly say if the dropping of the bombs was justified or not because no one will ever know what would have happened if the Americans hadn't dropped them, but I do, personally, believe the Americans could have, and should have, found a different way to end the war. What right do they have to trade a million plus Japanese lives just to save a million American lives?

L'utilisation des bombes atomiques par les Etats-Unis en août 1945 n'était pas justifiée. Le meurtre des milliers d'innocents d'intimider l'URSS, ou de sauver vies des soldats américaines n'était pas des raisons de justifié l'utilisation d'une arme si destructive.

La guerre dans l'Europe était fini la mois de mai 1945, mais la guerre dans la Pacifique a continué. Les Américains a perdu beaucoup des soldats, mais avec des batailles comme Midway et le mer corail, des armées américaines ont commencé à gagner contre des japonais. Puis en août, 1945, Truman (le président des Etats-Unis) a décidé de utilisé deux bombes atomiques. Les Etats-Unis ont estimé que la guerre "ne se terminerait pas avant la seconde moitié de 1946, au plus tôt" (Source 2) mais en fait, elle a fait des progrès massive dans

cont'd

les victoires en Midway et le mer de corail.  
Les forces américaines ont eu "de graves dommages" (Source 2), mais leurs vies n'ont pas plus importantes que celles des japonaise, toujours des japonaise civiles. Plusieurs personnes ont été tué par des bombes, mais ce n'était pas des américaines, donc pour eux c'était une succès. La ville de Nagasaki était une ville commerciaux pas militaire, avec pratiquement aucune raison de la bomber. Les civiles ont eu des blessures avec "les sourcils brûlés et la peau du visage et des mains qui pendait en lambeaux" (Source 1), et ce sont des gens chanceux, beaucoup des civiles ont perdu leurs vies dans ces bombardements.

Les États-Unis ont essayé d'intimider l'URSS avec l'usage des bombes atomique. Avec le montée du communisme dans la Russie, et surtout dans l'est, les États-Unis ont voulu montrer leur pouvoir aux russes. Les États-Unis ont décidé de utiliser des bombes atomiques de finir la guerre en la Pacifique avant que les russes/soviétiques pouvaient entre. Dans l'histoire, c'est un victoire américaine, avec pas de l'aide par l'URSS, c'était les premiers tensions de la Guerre Froide.

L'usage des bombes atomiques le 6 et 9 août 1945 au Nagasaki et Hiroshima n'était pas justifier. La guerre était pratiquement fini, et avec l'aide de l'URSS la guerre aurait été très vite. Parce que les États-Unis ont tué plusieurs innocents et pour des raisons idiote (d'intimider l'URSS) l'usage des bombes n'était pas justifier.



En 1945, deux ~~événements~~ <sup>événements</sup> très "noirs" ont occurred. Les États-Unis ont laissé tomber deux bombes atomiques sur le Japon. Un sur Hiroshima, et l'autre sur Nagasaki. Le fait de laisser tomber ces bombes atomiques n'est ~~pas~~ justifié. Un tellement énorme nombre de gens était tué, ou blessé à cause de ça. De plus, les maisons, les bâtiments, et les rues étaient complètement détruits. C'était les événements noirs pour certains.

Le premier document, "Source 1", est tiré d'un livre fait par un journaliste, John Hersey. Il décrit un prêtre japonais, qui s'appelle Tanimoto, qui marche en ville, ~~et~~ ~~en voyant~~ en voyant les horreurs terribles. Par exemple, le document dit "Il a rencontré des centaines et des centaines

est très terrible. C'était des familles, les fermiers, et les civils. Ils étaient, pour la plupart, des gens innocents. Aussi, il se dit "Certains avaient les sourcils brûlés et la peau du visage et des mains qui pendaient en lambeaux." Ces gens ont souffert tellement, et c'était pas justifié.

Le deuxième document, "Le Source 2", est un article par Harry Stinson, secrétaire américain à la Guerre. Il parle, dans cet document, comment le fait de laisser tomber ces bombes était justifié. Il dit que le Japon a eu une armée tellement grande, à quelques cinq millions d'hommes le total de la force armée". Il pense que le Japon a eu trop des soldats, et les Américains n'ont pas d'autre choix. Il parle comment l'attaque de Pearl Harbor a tué un grand nombre des soldats Américains. C'est pas égale à Hiroshima ou Nagasaki. Même si les japonais ont eu plus des soldats, peut-être on peut le rassembler en parlant. Et l'attaque à Pearl Harbor était terrible, mais il a tué principalement les soldats, et les soldats à défendre eux même. C'était la guerre. Le tomber des bombes atomiques sur le Japon n'était pas la guerre, c'était plutôt la genocide. Il a tué des gens innocents, qui ne puissent pas défendre eux mêmes. C'était pas justifié.

Value

- 5%    55.    Using the cartoon provided and your own knowledge of history, evaluate the results of Vietnam conflict.

### **Marking/ Grading Key:**

#### **Use of Document:**

- The quote by Maxwell Davenport Taylor showed the U.S. opposition to war. It highlighted that the U.S. people were divided about the Vietnam War.
- The U.S. felt that it did not know its allies, and that its allies were disorganized.
- The U.S. also did not know the strength of the enemy.
- The U.S. felt that it didn't know how to fight war.
- Many were uncertain about the motive for war but thought it had to do with containment.

#### **Use of Knowledge:**

- The U.S. army was broken and had lost the respect of the rest of the world.
- There were anti-war protests and the music (i.e., Dylan echoed this feeling).
- There were draft dodgers who had created a counter culture movement.
- Many felt that the U.S. army was not familiar with jungle warfare or the Viet Cong guerilla tactics.

#### **Commentary on Response:**

Generally, this question was well done.

#### **Common Errors:**

- Students often gave causes/events of war rather than impact.
- Students confused this with Korean Conflict (English stream).
- Students did not refer to document.

## Exemplars

Excellent 5/5

The results of the Vietnam Conflict were disastrous for both the U.S and Vietnam. When the U.S slowly moved to fight communist advances to the south, it underestimated the strength of the North and the Viet Cong. The guerrilla warfare tactics used were new to the US, and proved costly to them. As stated in the source "he didn't know our ally... He knew even less about the enemy", showing how Unprepared the U.S was. The results of Vietnam was that <sup>it was</sup> the first war the US lost, and it was costly both economically and politically for America. Billions were spent, and thousands of lives were lost. The Vietnamese were also devastated. Millions of fighters and civilians died, and the countryside was in ruins. Another result of the war took place on U.S soil. Many Americans disagreed with the war and protested it. Rallies were held, some people fled to Canada during conscription, and there was political unrest. Many "hippies" revolted against traditional methods of life. There was also a movement to counter this during the cold war, called McCarthyism, which labelled anyone who disagreed with the war as a traitor. The conflict in Vietnam changed the face of the America, politically and completely changed Vietnam as well, leaving millions dead.



There were many results from the Vietnam conflict.

Source 1 explains one result. The Vietnam war was not well thought out or researched. Not enough time was put into it. The Americans ally (South Vietnamese) weren't really told what to do or weren't asked on what they think the plan should be. The enemy's ~~strength~~ strengths and weaknesses weren't known as well.

Basically, there were many casualties that could have been avoided if only people had to think about their strategy.

Another result is support for the Vietnam went down dramatically. Not many people supported it and so felt it should be stopped.

These are some of the results from the Vietnam conflict.

Le document montre que la Guerre du Vietnam avait des conséquences très graves, à cause des erreurs commises par les Américains. Le document explique les Américains ne connaissaient pas « leur allié », les Vietnamiens du Sud, parce qu'il avait beaucoup de corruption dans l'armée du Sud. Les Viet-congs, des guerilleros violents au Sud qui ~~travaillaient pour~~ l'armée du Nord ont beaucoup affaibli l'armée du Sud. Les Américains ont aussi sous-estimé leur ennemi, le Nord, qu'ils connaissaient « encore moins bien ». L'armée du Nord était forte et bien entraînée, et déterminée à détruire les Américains, qui étaient les envahisseurs étrangers de leur pays. Mais plus que tout autre chose, la plus grande faute des Américains était qu'ils ne connaissaient pas « leurs propres gens », et ceci avait des <sup>terribles</sup> résultats aux États-Unis. Durant la guerre du Vietnam, il y avait plusieurs grèves et manifestations par des Américains qui se sont opposés à la guerre. En premier, les Américains ne comprenaient pas pourquoi un si grand nombre de troupes devaient aller combattre un petit pays si lointain, <sup>et tuer</sup> un si grand nombre de civils vietnamiens. Ils ne sentaient pas menacés par <sup>le communisme vietnamien</sup> ~~le communisme vietnamien~~. Beaucoup <sup>d'hommes</sup> ~~de gens~~ sont devenus des <sup>déserteurs</sup> ~~déserteurs~~ quand ils ont quitté les États-Unis ou sont allés en prison au lieu de combattre, et ceci a beaucoup affaibli la morale des soldats. <sup>Ils sentaient trahis par leurs compatriotes.</sup> À cause de ceci, les résultats de la Guerre Vietnamienne étaient terribles. Les Américains sentaient divisés par la Guerre, et l'unité de leur pays a été affaiblie. 50 000 anciens soldats se sont suicidés, et <sup>la Guerre a coûté environ</sup> ~~la Guerre a coûté environ~~ \$150 milliards de dollars pour le gouvernement américain. La morale et la dignité américaines, plus que toute autre chose, ont été diminuées par la Guerre, et c'était un terrible coup à l'estime et l'image de leur nation. La guerre du Vietnam a divisé l'unité américaine et a privé les Américains de leur fierté et nationalisme. Les Américains ont perdu leur foi dans la capacité de leur gouvernement et de leur système militaire.



La guerre du Viêt Nam était entre les communistes du nord (aidé par les russes), et les capitalistes du sud (aidé par les américains). Le président Dwight Eisenhower a envoyé @200 000 soldats au Viêt Nam-du-Sud pour aider leurs amis capitalistes et pour empêcher la théorie des dominos. Malheureusement, les États-Unis ont perdu cette guerre pour plusieurs raisons. Premièrement, ils ne comprenaient pas que c'était une guerre de culture, seulement entre le nord et le sud. Alors, "nous [les Américains] connaissions mal notre allié (le Viêt Nam-du-Sud)." Les méthodes du nord comme la guerre de guérilla ont ~~marché~~ marché très bien contre le sud et les américains, et c'est pour ça que "nous [les Américains] connaissions encore ~~et~~ moins bien l'ennemi". Et finalement, la population Américaine a beaucoup protesté contre cette guerre, et beaucoup des jeunes hommes sont morts pour une raison injuste. Les Américains n'ont "pas [connu leurs] propres gens (les Américains)."

Value

- 5% 56. Using the cartoon provided and your knowledge of history, evaluate the Soviet reaction to American foreign policy from 1945 to 1955.

**Marking/ Grading Key:**

**Use of Document:**

- The cartoon identified the bear as a Russian bear who represented the Berlin Blockade.
- The arms surrounding Berlin showed containment, which was the Soviet response to the Marshall Plan.

**Use of Knowledge:**

- The response to the U.S. efforts was to win over Eastern Europe.
- An attempt was made to get the Germans to the Western side
- The Berlin Blockade ended up at the Berlin Wall.
- Students could discuss NATO versus Warsaw Pact.
- Students could also discuss the Truman Doctrine.

**Commentary on Response:**

Generally, this question was poorly done.

**Common Errors:**

- Students either failed to document the source or misinterpreted the source. Students often saw visual as the Berlin Wall or as the U.S. foreign policy.
- Students were not paying attention to the time frame.



**Exemplars**  
**Excellent 5/5**

Americcians feared the spread of communism from 1945 until 1955. Through the 'Truman Doctrine', the United States decided that they would come to the side of any nation under threat of communist rule. Britain, France, and the states were in control of one portion while the Soviet controlled the other half. The East end of Germany (under the Soviets) was poor, desolate and unkempt, while the East portion was prosperous. The Americans believed that communism sprouted in poor countries and therefore began sending money to poor areas in the world under the "Marshall Plan". The Soviets responded by setting up the "Molotov Plan" wherein all Soviet-controlled areas traded with each other. As shown in the picture above the "Russian Bear" soon began to cut off it's side of Berlin from American and British influence. This led to the "Berlin blockade" where the roads in and out of Berlin were shut down so that the Americans could not enter with their supplies and help that was making the Soviet Union look so bad. The United States automatically joined NATO and began the airlift where they transported the supplies via plane to the starving East-Berliners. Russia admitted its defect and stopped the blockade.

As relations between the former war-time allies became ~~is~~ more and more strained, both the Americans and the Soviets attempted to destroy each other's influence. To the Americans, this meant the Marshall Plan, ~~NATO~~, and economic reforms in Germany. The Soviets responded with measures of their own.

The source shows the Soviet Response to currency reforms introduced in West Germany by Britain, France, and the US in an attempt to stabilize the German economy, thus allowing it to become independent. The Soviets saw this as a threat to their control over East Germany, and responded by blockading Berlin entirely. This proved ineffective, however, as the allies simply air-lifted supplies to the Berliners; the Soviets were unable to shoot down the supply carrying planes, as this would have been an act of aggression and war. Within a matter of months, Stalin was forced to admit that the Blockade had been a failure. Later, when NATO (the North Atlantic Treaty Organization) was created, the Soviets responded with the creation of the Warsaw Pact. The Marshall Plan - which offered relief to all European countries suffering due to the war, was rejected on behalf of its satellites by the Soviet Union, which viewed it as American imperialism. The Soviets created their own plan - the Molotov Plan - which proved to be less effective.

Après la fin de la Deuxième Guerre Mondiale, il y a eu deux conférences, Yalta et Potsdam. Ces conférences étaient pour déterminer les frontières, qui faire avec les criminels, et comment diviser l'Allemagne. Les États-Unis ont aussi adopté une nouvelle politique étrangère. Ils voulaient surprendre le communisme à tout prix. La politique d'endiguement et la doctrine Truman étaient en place pour sauvegarder le monde du communisme. Les tensions sont montées quand l'Allemagne de l'Ouest est réunie. Staline a vu ceci comme une menace, et a créé un blocus en Berlin Ouest dans un effort d'affaiblir l'Allemagne de l'Ouest. Les alliés ont ainsi créé un pont aérien pour envoyer les ressources au peuple de Berlin. Staline c'est beaucoup fâché encore quand l'Amérique a créé le Plan Marshall, une aide financière aux pays détruits par la guerre, offert même à ceux dans le bloc soviétique. C'était un plan pour promouvoir le capitalisme et pour encourager les pays de se débarrasser du communisme. Staline a réagi en créant le Plan Molotov, pour encourager l'échange entre le bloc soviétique. Ensuite il a créé Kominform, pour renforcer les liens entre le bloc, et puis COMECON, une réaction directe, économique, au Plan Marshall. Il voulait garder son influence, et même l'agrandir. En 1949 la Russie a réussi à tester son premier bombe atomique. Les États-Unis étaient menacés par ceci, et ont fondé l'OTAN, et plusieurs d'autres organisations défensives militaires. Staline a ainsi fait la même chose. Il a réagi, pas pour pas avec la politique étrangère des États-Unis.



La guerre du Vietnam était la confusion complet pour les Américains. Ils étaient lancés dans un pays étranger avec des gens à qui on ne parle pas leur propre langue. On ne connaissait pas comment fonctionner leur société ou leur armée. Les forces du Sud, aidées par les Américains, étaient mal-organisées, contre les forces du Nord bien-organisées et bien confortables avec le terrain du pays.

Dans les États-Unis, le conflit moral était grand. Des protestations contre la guerre en Vietnam augmentaient en nombre et en agression quand, au même temps, les États-Unis continuaient à envoyer de plus en plus les troupes, et de plus en plus ils se moutraient dans les forêts de Vietnam.

Enfin, ~~une~~ les forces Américaines se sont retirées, après les pertes phénoménales humaines et monétaires, durant une cessez-le-feu faible. Après la guerre terminée, les deux Vietnams se sont réunifiés et redevenus communiste, sans l'aide Américaine.

Value

- 5% 57. Using the cartoon provided and your knowledge of history, assess how the pursuit of weapons of mass destruction has affected global security.

### **Marking/ Grading Key:**

#### **Use of Document:**

- The cartoon showed how the attacks made by the Al-Queda on America held the interest of the world. Students could discuss the significance of these attacks.
- The attacks were related to a belief that the American influence in the Islamic world has lead to a secularization of their society, as well as, governments that were pro-western in approach.
- The Al-Queda have been particularly active since the Gulf War in 1991 and American troops have been stationed in the Muslim holy land of Saudi Arabia since that time.
- The terrorist attacks have dominated American foreign policy in the post-cold war world.
- Saddam, in the cartoon was seen as hiding the weapons of mass destruction (identification of the Saddam was not key).
- There was also a hint of biological warfare.

#### **Use of Knowledge:**

- Students can discuss the results of this threat which included a tightening of security. As well as, talk about the profiting of certain groups in society from these attacks.
- Also, they can give examples of terrorism such as anthrax scares.
- Students can discuss Iran and North Korea and their desire for nuclear weapons, as well as, India and Pakistan which are unstable.
- A link to the Cuban Missile Crisis can also be made .

#### **Commentary on Response:**

Generally, this was question was not answered well.

#### **Common Errors:**

- Students failed to answer the question being asked or did not elaborate on their answers. Many used the question to plead for peace/disarmament.
- Students focused on firepower of weapons of mass destruction.
- Students reported on the invasion of Iraq.
- Students did not discuss proliferation.
- Students wrote about alternate weapons (conventional) rather than weapons of mass destruction.

**Exemplars**  
Excellent 5/5

The search for weapons of mass destruction, or WMD's, has been greatly broadcast into our society by the media. Everybody seems to be aware of the fact that these weapons are out there, and we are constantly informed of the progress of this great search. Recently, according to the source, the greatest fear was that Saddam Hussein's Iraq was stockpiling WMD's, including ~~the~~ nuclear, chemical, and biological weapons. This cartoon accuses Hussein of ~~the~~ concealing WMD's from the UN inspectors that recently scoured his country in search of these weapons.

Today, as far as we know, Iraq was not in ~~possession~~ possession of any WMD's. The greatest fear today seems to be the idea of having WMD's fall into the hands of ~~the~~ terrorists or what the U.S. has termed "rogue states" such as Iran, Libya, and North Korea. The most recent development in this issue is the announcement of North Korea that it does have nuclear weapons. This ~~new~~ announcement has led to increasing fears concerning WMD's.

The idea of terrorism is ~~very~~ very well known in our society. Since the September 11<sup>th</sup> attacks, many people have become more aware of the dangers of terrorism. When the ideas of WMD's and terrorism combine, the resultant breeds more fear among the population. In this way, WMD's have greatly affected global security.



Good (3.5/5)

Global security is the dependency of a nation on the rest of the world to protect it, to not take up arms and fight. Weapons of mass destruction ~~have~~ somewhat loosened global security. They ~~are~~ nations all said they wouldn't invade, but secretly they all built weapons in case of an invasion for defence purposes. A good example of this is from the cartoon - ~~Khrushchev~~ <sup>Khrushchev</sup>, and the Cuban Missile Crisis. The Soviets were secretly building a missile site in Cuba in case the US invaded. US spies discovered the unfinished site, and Kennedy (US president) demanded the missiles be removed immediately. The US and the Soviet Union were already hostile towards each other, fighting the Cold War. Kennedy understood this action by the SU to be a threat. He placed an embargo on all Cuban ships to stop delivery of missiles and gave ~~Khrushchev~~ <sup>Khrushchev</sup> an ultimatum. Remove missiles in one day or the US will remove them by force. ~~But~~ Khrushchev negotiated he would remove them if the US didn't invade Cuba. The crisis ended.

Global security doesn't seem too safe and dependable when you've got every country ready to launch an attack with weapons of mass destruction.

En 1949, la Russie a testé sa première bombe atomique. Les Etats-Unis étaient très menacés par ceci, et ont formé l'OTAN, une organisation de défense militaire. Ils ont formé plusieurs d'autres organisations similaires aussi autour du monde. Le feu vert étant ouvert sur la production d'armes nucléaires, et les Américains ont même commencé à développer une bombe d'hydrogène même plus puissante. Tout le monde s'inquiète qu'il y aurait une guerre nucléaire qui détruirait la plupart du monde. Vers les 1960s, les tensions sont augmentées encore avec la crise de missiles de Cuba. Plusieurs bases étaient construites pour sauvegarder les gens contre une attaque. La caricature montre l'homme avec ses armes secrets, et il met une expression d'innocence. Cela est beaucoup comme la crise de Cuba, parce que Castro avait plusieurs stations en Cuba, envoyées par l'URSS. La caricature s'applique aussi à la situation avec Saddam Hussein, qui est soupçonné d'avoir des armes de destruction massive. Il existe plusieurs organisations qui luttent pour la paix, et tout le monde espère que les armes ne seront jamais utilisées.

La production d'armes de destruction massive pose un hazard au monde entier. Comme dans la crise de missiles à Cuba nous a montré, c'est un jeu dangereux à jouer. Quand les États-Unis ont su que le Cuba, sous Fidel Castro, ont des armes de destruction massive, ils ont fini par admettre de les avoir pour la Russie. Ceci montre le danger dans le monde à date, et même si c'est seulement un façon de montrer le pouvoir, quand 1 missile est tiré, c'est la fin du monde. Si Fidel Castro a tiré sur les États-Unis, ce n'est pas seulement l'armée Américaine qui souffre, mais aussi les citoyens. Ça cause un problème pour tout le monde. Un arme de destruction massive impact un grand nombre de personnes. Les E-U pensaient que Saddam Hussein avait les armes et pour protéger le monde il doit être arrêté. Alors des milles de personnes civiles ont été tués pour arrêter les armes de destruction alors on voit l'impact que ça peut avoir, même l'idée : causent un hazard.



Value

- 5% 58. Using the quote provided and your knowledge of history, explain the factors that led to the decline of colonization in the post World War II period throughout the world.

### **Marking/ Grading Key:**

#### **Use of Document:**

- The quote by Nasser spoke about the desire for independence, the quest for national determination, dignity and self-determination.

#### **Use of Knowledge:**

- Students can discuss the background of imperialism and colonialism.
- They can discuss how Japanese defeated the Western powers and people felt that if an Asian power can defeat a Western power then they also could. Britain was seen as weakened.
- The educated leader had returned to help the independence movement, and they now had the ability and experience to win.
- The imperialistic nations had mistreated their colonies.

#### **Commentary on Response:**

Generally, this question was well done.

#### **Common Errors:**

- Students tended to generalize or elaborate on quote with little historical expansion.
- Students focused on methods of de-colonization rather than the factors of causation.

The factors that led to the decline of colonialization in the post World War period throughout the world are: premises of the Atlantic charter, colonial nationalist movement, the high cost of maintaining the colonies, views on colonialization of US and Russia.

The premises of the Atlantic Charter led to the decline of colonialization by, it promotes sovereignty and self government for all nations, it also encouraged nationalist to fight for independence.

The colonial nationalist movement led to the decline of colonialism by, the leaders of these groups were trained in West universities, these people returned home emerging as nationalists that was for independence.

The high cost of maintaining these colonies was a factor because Europe was unable to justify holding these colonies.

The views of colonialization of America + Russia were the US supported independence movement, they also felt that if Europe lost its empires they would have greater access to ~~some~~ colonial markets, Soviets opposed European empires, they also felt that if Europe collapsed its empires, there would be greater opportunity for communist countries. The document above is significant in all these factors because Nasser want independence and all these factors led to decline of colonialization.

Good (3.5/5)

Journal of American Studies, Volume 1, Cambridge University Press, 1970.

Colonization started to decline post World War II because of many factors. In source one we ~~are~~ are shown how nationalism helped play a big role. People were tired of ~~the~~ working under larger nations and they wanted their freedom. They protested, they rioted and they fought for it.

Other factors that made people want to become independent was religious, cultural and ethnic diversities. People wanted to worship their own gods and maintain their own traditions. They didn't want to lose their cultural differences in exchange for ones they had no belief in.



Il y avait plusieurs facteurs qui ont <sup>(SGM)</sup> mené à la décolonisation surtout dans le monde après la Seconde Guerre Mondiale, et ce document ~~explique~~ explique l'importance des mouvements nationalistes dans cette chute. Après la SGM, plusieurs nationalistes vivant dans les pays nationalistes ont senti encouragé à se combattre contre leurs anciens contrôleurs. Nasser, <sup>le nationaliste</sup> ~~qui est cité~~ <sup>(quoted?)</sup> qui est cité dans ce document, a combattu pour l'indépendance de l'Inde de l'Empire Britannique. Nasser a voulu « l'indépendance de son pays » de la mainmise coloniale, alors il est devenu déterminé à renverser l'ancienne monarchie qui existait en Egypte et de libérer l'Egypte de tout lien colonial. Il a pensé que cet action était nécessaire afin de protéger « le nationalisme » et la « dignité » arabe. Pour cette raison, il a mené une révolution en 1952 qui a chassé <sup>la</sup> monarchie du pouvoir et il a établi une république en 1956. ~~Nasser est considéré comme celui qui a joué un rôle dans la décolonisation du monde après la SGM. Le mouvement nationaliste de Nasser est seulement un exemple des facteurs qui ont mené à la chute de la colonisation.~~ La charte de l'Atlantique, qui était ratifiée par Churchill et Roosevelt, deux des chefs alliés, <sup>a promis</sup> ~~elle~~ l'autodétermination des pays et la liberté des anciennes colonies. Ceci a donné l'espoir aux populations dans les colonies <sup>de la création d'un</sup> ~~de la création d'un~~ nouveau système de gouvernement, et l'ont encouragé à combattre pour leur indépendance de leurs contrôleurs coloniaux. Le coût de l'entretien des colonies a aussi mené à la chute de la colonisation. Après 6 ans de guerres, les pays ne pouvaient plus justifier économiquement le colonialisme, et ils n'avaient pas les moyens <sup>financiers</sup> ~~pour~~ pour supporter leurs colonies. Les Etats-Unis et l'URSS étaient aussi contre le colonialisme. L'URSS voulait démanteler les empires européens pour qu'il puisse imposer des nouveaux gouvernements communistes. Les Etats-Unis ont déjà mené leur propre guerre pour l'indépendance (1776) et ils supportaient les mouvements <sup>séparatistes</sup> ~~separatistes~~ parce qu'ils voulaient accès ~~aux~~ aux ressources et aux marchés des anciennes colonies. Tous ces facteurs ont mené à la chute de la colonisation dans le monde après la SGM.

Good (3.5/5)

~~Le plus grand des pays du monde oriental, appartenant~~  
Après la deuxième guerre mondiale, avec la élimination  
du Empire Ottoman, les colonies de la région du  
Égypte, Inde et Afrique se sont distribuées au  
pays comme la Grande-Bretagne et la France. Cela  
est les pays de cette région beaucoup parce qu'ils ont  
été promis leur indépendance après la deuxième guerre mondiale.  
~~Après~~ Néanmoins, L'ONU pensait qu'ils n'étaient pas  
à diriger leur propre pays alors ils ont demeuré les colonies des  
européens. Pas longtemps après cela les conflits  
ont commencé. La Grande-Bretagne a fermé  
nouveaux frontières terrestres, un événement qui a  
été les peuples. Il y en avait comme résultat les conflits  
à développer l'indépendance par beaucoup de pays de  
la région. Un pays en particulier était L'Égypte. Ancien  
monarchie, sous le contrôle de Général Abdel Nasser  
: chargé de l'Égypte a eu un gouvernement républicain. Comme  
Nasser dans la citation " nous voulons l'indépendance de  
notre pays. Nous voulons préserver notre nationalisme et  
notre dignité." C'est parce que L'Égypte a  
gagné son indépendance du empire européen, et est devenu  
un pays libre. ~~Après la deuxième guerre mondiale~~ Cette  
demande d'indépendance exprimée par Nasser était la même  
demande de beaucoup de pays après la deuxième guerre  
mondiale. C'est parce que le monde a expérimenté  
la colonisation.

Value

- 5% 59. Using the source provided and your knowledge of history, describe attempts at establishing peace in the Middle East since 1977.

**Marking/ Grading Key:**

**Use of Document:**

- The photograph showed the Camp David Accord, 1977. It highlighted Carter, President of United States, and the U.S. attempts at establishing peace in the Middle East. As well as, students spoke directly about the quote by Sadat, President of Egypt and his desire for lasting peace.

**Use of Knowledge:**

- Students can also bring in the Oslo Accord, Madrid Talks, and Wye River.
- The students can discuss land for peace and the road map of peace.
- They may also bring in the Palestine Liberation Organization.

**Commentary on Response:**

Generally, this question was answered adequately.

**Common Errors:**

- Students made little reference to Camp David and President Carter's place in achieving peace in this region.
- The Oslo/Wye River/Madrid agreements were rarely mentioned.
- Students made no reference to Gulf War of 1991.
- Students referred to President Sadat as the Palestinian Leader not Egyptian Leader.



Attempts at establishing peace in the Middle East have been many, but the main successful ones have been between Israel and Egypt.<sup>(1)</sup> The first was the Camp David Accord, which was a peace treaty between Egypt and Israel. In the terms of the agreement, peace was bargained for with the promise of Israel to withdraw from the Sinai peninsula. With the positive come the negative, and so came the Oslo Accord. This was an ~~peace treaty~~ agreement between Palestine and Israel ~~which~~ which Palestine got 20% of the West Bank and established the PNA (Palestine National Authority). In return, Israel asked for the ~~annexation of~~ ~~stopping~~ stopping of the Intifada, the Hamas to be controlled. This agreement had its problems because the Hamas were not ~~not~~ stopped, and Israel failed to withdraw from the West Bank because of this.

~~After~~ After the Oslo Accord was the Wye River Talks which acted as a companion to the the Oslo in speeding it up and help "crackdown" on the Hamas. More recent peace establishments have been Bush's "Road Map to Peace", which reinforced the Oslo Accord. And the 2005 Ceasefire, which instated a ceasefire between Palestine and Israel however Israel continues to build its security wall. Attempts at peace have been tried several times and have had little success. Long lasting peace in the Middle East just doesn't seem possible.

Good (3.5/5)

Since 1977 there have been many attempts at establishing peace in the Middle East. At the moment, they are building a wall to separate the Arabs and the Israelis through the West Bank. They believe this is the only way that there will be peace between the two. There has been conflict between the two groups for an extremely long period of time because the Israelis believe Palestine should be the Jewish homeland while the Arabs believe that it should belong to them. There have also been peace conferences between the two groups but they have not been totally successful (document). The groups try to make peace but it never seems to last. They have also attempted to resettle groups of people to try and separate the two. They are going to evacuate the Gaza Strip for an example. The UN has also sent peacekeepers into the Middle East to provide ceasefires, provide humanitarian aid and to try and prevent and help stop civil wars. Many attempts have been made to try and establish peace in the Middle East but nothing has been successful because you can not make everybody happy.

La première tentative d'établir la paix c'était en 1978 à Camp David. Le président des États-Unis Jimmy Carter a invité aux président de l'Israël, Sadat et président de l'Égypte, Beigir de avoir les discussions de paix à Camp David en Floride. Les trois points qui ont été décidé était : ① L'Égypte reprend le Sinaï ② L'Israël doit sortir ses troupes de Sinaï en deux de trois ans et ③ L'Israël reçoit le passage libre du Canal de Suez.

La deuxième tentative d'établir la paix c'était à Madrid en 1991, avec des pour-parleurs des pays arabes et Israël, organisé par les États-Unis et la Russie pour aider avec la régulation des tentatives de paix. Rien a vraiment était réglé ou décidé à Madrid mais ça a contribué aux troisième tentative de paix en 1993 en Oslo : Clinton (E.-U.), Rabin (Israël) et Arafat (PLO) se sont rencontré et sont venus aux divers conclusions et accords : ① L'Israël reconnaissent l'OLP comme représentant officielle de l'OLP et ② l'OLP se renonce des actes de terrorisme. Après ses tentatives, en 2003, George Bush a proposé le feuille de route qui indique divers idées et idéologie concernant l'Israël et le Palestine mais jusqu'à aujourd'hui rien de nouveau a vraiment était accompli.



Good (3.5/5)

Depuis 1977, il y a eu beaucoup d'étapes qui ont été prises pour établir la paix au Moyen-Orient, mais à chaque fois qu'il y a du progrès, quelq<sup>ue</sup> un événement arrive, qui efface tout ce travail. Un bon exemple de ceci est montré par le travail que Sadat a fait pour les relations entre les Arabes et les Juifs. Sadat a fait beaucoup de progrès dans ce région pour établir la paix entre les deux groupes ethniques. ~~Le~~ Sadat, et le premier ministre d'Israël ont été prêts à signer un accord pour la paix, quand il a été assassiné par un "extrémiste", ~~et~~ après ça les négociations ont échoué et la violence a continué. ~~Après ça~~ Depuis cet événement il y a eu d'autres étapes vers la paix, en particulier la ~~visite du~~ première visite ~~de~~ du chef du (PLO) Organisation de libération de la Palestine Yasser Arafat sur le sol de l'Israël dans un effort pour ~~montr~~ promouvoir l'acceptance de ces deux groupes habitant ensemble. Mais encore des événements et attaques entre les extrémistes des deux groupes nourrissent les flammes de tensions. ~~En~~ A ce jour ~~la~~ l'enquête pour la paix dans cette région continue.

**WORLD HISTORY 3201  
ITEM ANALYSIS  
SELECTED - RESPONSE (PART I)**

Item	Answer	Responses			
		A	B	C	D
		%	%	%	%
1	A	86.7	9.2	2.8	1.2
2	C	26.9	11.8	54.7	6.5
3	A	81.4	7.3	4.1	7.3
4	A	67.2	12.0	4.7	15.9
5	C	15.0	9.1	67.6	8.3
6	B	10.5	87.0	0.9	1.6
7	D	12.7	2.8	3.8	80.6
8	D	7.9	2.6	4.0	85.5
9	D	7.8	9.0	6.2	76.9
10	D	5.5	0.7	1.7	92.0
11	B	7.2	79.2	4.4	9.1
12	B	8.0	70.4	16.3	5.0
13	A	74.8	4.0	16.5	4.7
14	C	7.7	7.2	72.5	12.4
15	A	48.6	10.2	29.2	12.0
16	B	2.2	93.6	2.3	2.0
17	D	30.5	5.7	12.8	51.1
18	D	3.1	13.1	17.2	66.7
19	D	26.1	6.5	3.2	64.1
20	B	4.2	89.1	1.5	5.1
21	D	19.1	5.4	7.7	67.7
22	B	13.5	71.3	11.4	3.8
23	D	2.2	3.8	4.5	89.6
24	A	68.5	7.8	13.4	10.2
25	C	8.2	3.3	84.9	3.6

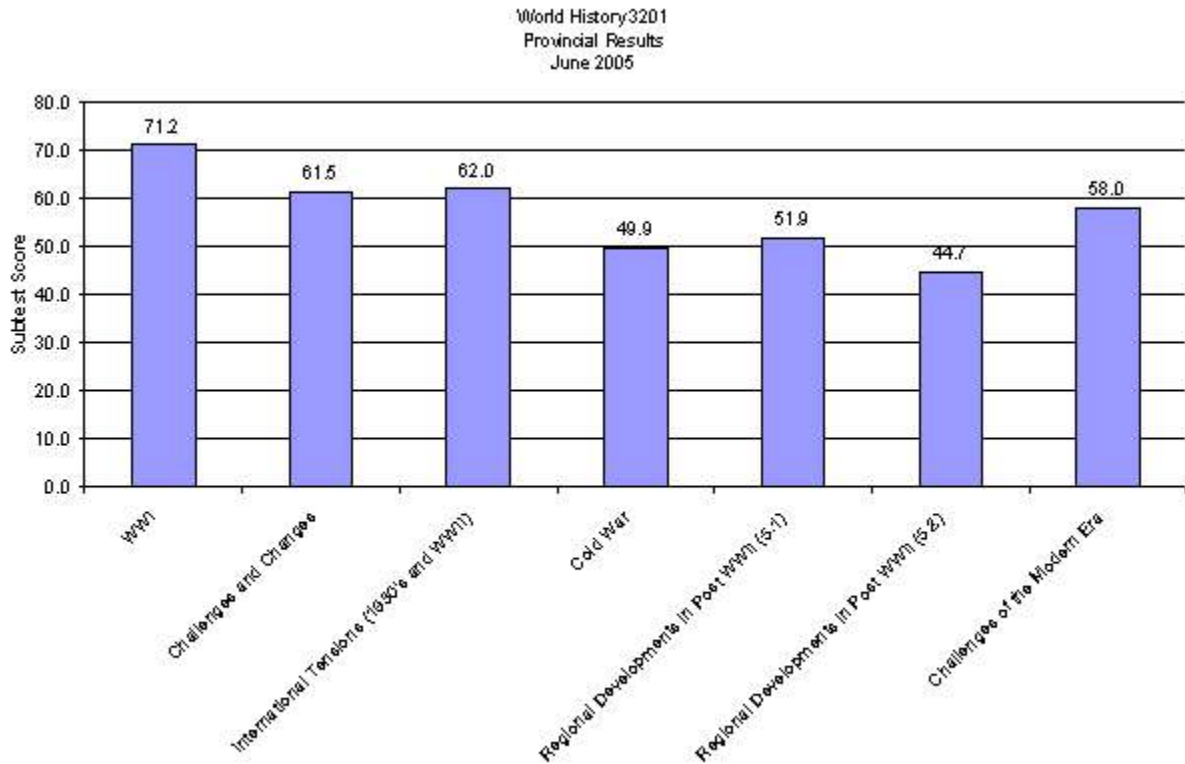
**WORLD HISTORY 3201  
ITEM ANALYSIS  
CONSTRUCTED - RESPONSE (PART II)**

Item	Answer	Responses			
		A	B	C	D
		%	%	%	%
26	D	2.8	10.6	5.3	81.4
27	C	3.6	3.7	84.1	8.6
28	D	1.5	7.2	1.7	89.4
29	D	54.7	16.8	5.0	23.2
30	C	8.6	5.3	75.8	10.2
31	B	3.1	93.1	2.3	1.6
32	A	52.3	9.9	16.2	21.1
33	A	62.7	4.2	4.3	28.7
34	C	4.4	1.3	93.8	0.6
35	B	9.7	83.1	3.3	3.9
36	B	11.8	77.0	7.3	3.7
37	C	4.9	3.9	85.9	5.2
38	C	7.3	20.5	57.0	14.9
39	D	2.7	6.8	5.4	85.0
40	D	2.8	2.8	17.9	76.5
41	C	38.4	12.9	35.5	12.8
42	A	50.4	11.2	10.6	27.6
43	C	1.4	6.7	81.6	10.4
44	D	3.5	2.0	12.0	82.5
45	C	16.8	24.5	45.5	13.2
46	A	65.5	19.9	7.6	7.0
47	B	5.4	78.1	9.2	7.3
48	A	77.5	7.0	12.5	3.0
49	C	9.9	8.9	63.7	17.1
50	B, D	6.2	16.0	20.1	57.4



**WORLD HISTORY 3201  
ITEM ANALYSIS  
CONSTRUCTED - RESPONSE (PART II)**

Item	Students Completing Item	Value	Average
51	1379	5	2.2
52	1379	5	2.9
53	1379	10	4.7
54	1379	10	5.1
55	1379	5	2.7
56	1379	5	2.1
57	1379	5	2.9
58	1379	5	2.6
59	1379	5	2.2



**HISTOIRE MONDIALE 3231**  
**ITEM ANALYSIS**  
**SELECTED - RESPONSE (PART I)**

Item	Answer	Responses			
		A	B	C	D
		%	%	%	%
1	A	91.3	4.0	2.1	2.6
2	C	34.3	16.6	42.5	6.3
3	A	85.0	7.4	4.0	3.7
4	A	77.3	4.8	3.7	14.0
5	C	9.5	6.3	77.3	6.9
6	B	6.6	87.9	2.4	3.2
7	D	11.9	13.5	14.5	59.9
8	D	6.6	1.6	1.3	90.2
9	D	6.1	7.1	7.7	79.2
10	D	3.2	1.6	1.9	93.4
11	B	4.2	89.7	2.9	3.2
12	B	5.0	86.8	5.5	2.6
13	A	86.0	2.1	9.0	2.9
14	C	7.9	1.6	69.9	20.6
15	A	42.5	11.4	19.0	27.2
16	B	1.1	94.7	2.6	1.6
17	D	22.4	2.4	14.0	61.0
18	D	5.0	15.3	19.8	59.9
19	D	19.5	6.9	4.2	69.1
20	B	3.7	93.9	1.9	0.5
21	D	16.4	5.5	8.4	69.7
22	B	11.1	64.9	20.3	3.7
23	D	2.4	4.5	4.2	88.7
24	A	61.0	11.4	19.0	8.7
25	C	11.1	6.3	78.9	3.7

**WORLD HISTORY 3201  
ITEM ANALYSIS  
CONSTRUCTED - RESPONSE (PART II)**

Item	Answer	Responses			
		A	B	C	D
		%	%	%	%
26	D	3.7	6.6	2.6	87.1
27	C	4.8	2.6	85.8	6.9
28	D	1.1	4.2	0.8	93.9
29	D	52.5	23.2	2.4	21.9
30	C	25.3	3.7	63.3	7.7
31	B	4.5	92.1	2.6	0.8
32	A	50.1	16.9	5.0	28.0
33	A	62.3	6.1	10.8	20.8
34	C	2.4	2.6	94.2	0.8
35	B	4.0	88.1	3.4	4.5
36	B	8.2	75.5	8.7	7.7
37	C	8.2	4.5	78.1	9.2
38	C	10.0	24.8	41.4	23.2
39	D	0.5	7.4	6.1	85.8
40	D	1.3	2.4	13.2	82.9
41	C	31.9	11.1	45.1	11.9
42	A	40.1	12.1	13.5	34.3
43	C	3.4	4.2	84.4	7.9
44	D	5.8	2.4	10.6	81.3
45	C	14.5	45.4	26.4	13.7
46	A	57.5	21.1	10.6	10.6
47	B	4.2	69.7	17.9	8.2
48	A	80.5	5.8	11.1	2.6
49	C	6.3	10.3	67.8	14.5
50	B, D	7.1	11.6	18.5	61.7

**WORLD HISTORY 3201  
ITEM ANALYSIS  
CONSTRUCTED - RESPONSE (PART II)**



Item	Students Completing Item	Value	Average
51	379	5	2.8
52	379	5	3.2
53	379	10	4.7
54	379	10	5.2
55	379	5	2.4
56	379	5	2.1
57	379	5	2.6
58	379	5	2.1
59	379	5	2.0

