

World History 3201 / Histoire Mondiale 3231
Grading Standards
June 2008

Pre-marking Appraisal

The marking board was generally pleased with the examination. The selected responses were considered to be a good sampling of the curriculum outcomes. The length of the exam was reasonable and required students to analyze information from the documents and provide their own historical knowledge to support their answers.

Marking Standard and Consistency

An answer key / scoring key was distributed to all markers on the first day of the marking board. The key was examined, discussed and modifications were made. A final key was agreed upon. Marker reliability and consistency were checked by a random sample of 31 papers that went through the marking panel. Marks were recorded on a separate sheet of paper. These papers were then placed back into circulation and corrected again. If there were changes to the marks they were discussed with the individual marker. Throughout the marking process there was statistical analysis and item data compiled to enhance the reliability, ensure consistency of marking and to identify potential problem areas. Areas of concern were addressed during the first two days of marking.

Commentary on Responses

Generally the board felt that many students used the sources. It was apparent that some students were not fully reading the questions and sometimes confused outcomes.

The two questions that were the most poorly answered were items 54 and 56.

- In question 54, the question had mixed responses from students. About half the students who answered the question did well because they seemed to have good requisite knowledge and made effective use of the source. Conversely, at least half of the students who answered the question generalized because they didn't have the requisite knowledge to answer the question and made ineffective use of the source.
- Question 56 was left out by many students.

Marking Scales

All questions for Part II 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

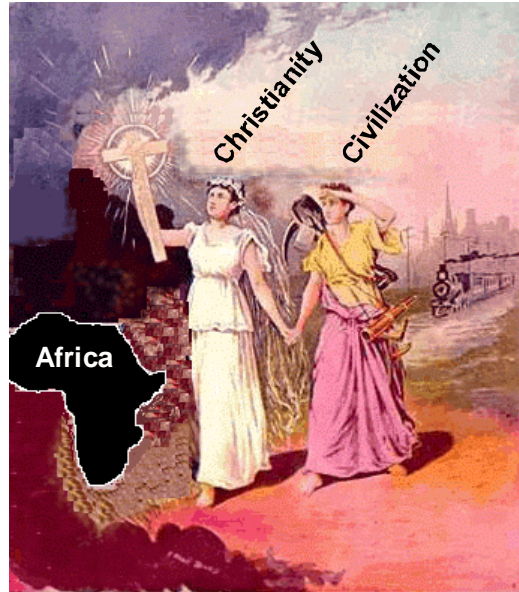
10 point questions:

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

Part II
Total Value 50%

Value
5%

51. Based on the source below and your knowledge of history, explain the reasons for the expansion of imperial powers at the turn of the 20th century.



Light Of the World

Use of Source

- The source depicts the role of nations to enlighten the uncivilized people in the colonies through the “Word of God” or the “Light of the World.”
- Symbols from the source that students might reference include:
 - i) The cross
 - ii) The images of “Christianity” and “Civilization” walking towards Africa
 - iii) The train (at the time the symbol of modern day civilization) in the background
 - iv) The city

Use of Knowledge

- Nationalism, or the feeling of superiority, as expressed by controlling colonies, was a driving force of the era. Trying to keep up with other nations and possessing colonies portrayed the image of a strong nation.
- Economic reasons included the quest for resources and markets for the benefit of imperial nations.
- Ideological/political reasons include racial motivations of the time. (ie. the ideas of “White Man’s Burden,” “Scramble for Africa” and “Manifest Destiny”)
- God, Glory and Gold

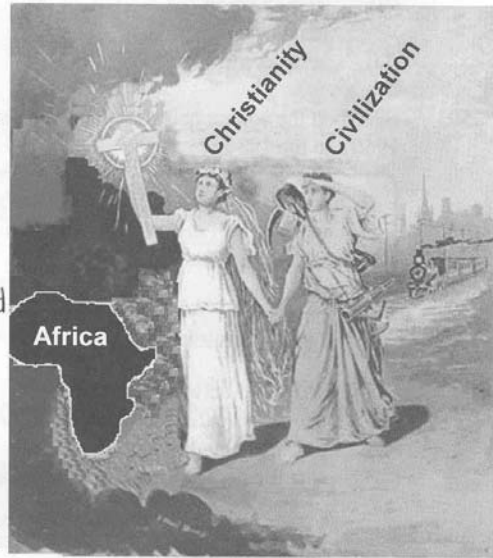
Commentary on Response

Students had a substantial amount of information to use in their answers from the visual. Generally students did well using their historical knowledge and referenced the source. Students who performed poorly made inappropriate references to the source or were unable to expand, showing a lack of knowledge on the topics of colonialism / imperialism.

Students

- Referenced and connected the concepts of “Christianity” and “Civilization.”
- Commonly used the phrase “God, Glory and Gold.”
- Connected the train and the city in the visual to industrialization, raw materials and markets.
- Focused on the imperial powers of Britain and France, and to a lesser extent, on Germany, Spain, Russia and Japan.
- Did not expand on the reasons for expansion.

At the turn of the 20th century, many European nations practiced the policy of imperialism. This policy was characterized by the acquisition of territory to benefit colonial power. Countries like Britain, France, Spain, Russia, Germany, and Italy all focused on increasing their territory by annexing weaker nations, with Britain capturing over 25% of the world's territories, inspiring the quote, "The sun never sets on the British empire." By the early 1900s,



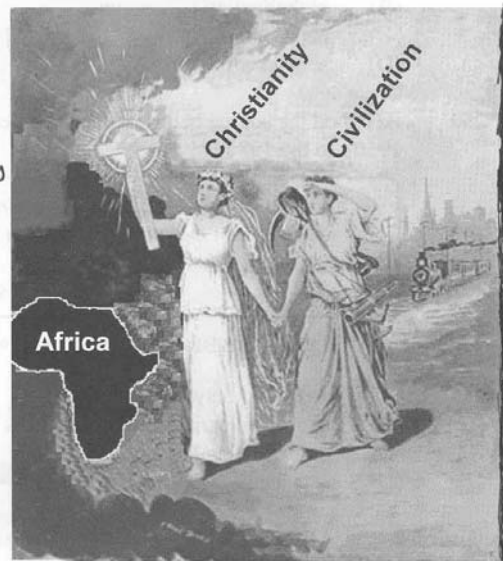
Light Of the World

the colonies of the imperial powers could be found all over the world. When citing reasons for the expansion of imperial powers at the turn of the 20th century, historians put it simply by saying, "Gold, Glory, and God". During the 20th century, the imperial powers shaved great financial benefit through expansion. By gaining access to the resources of their colonies, the economies of the imperial powers flourished through trade and the acquisition of unique materials. Also, the acquisition of land added to the prestige and pride of a nation. Through expansion, the imperial powers identified themselves as being some of the strongest nations on the globe. Finally, the imperial powers felt that it was their duty to spread Christianity, as depicted in the source above. In the source, Christianity is described as being the "Light Of The World" and is seemingly necessary to civilize the nations in Africa. By forcing Christianity upon their colonies, the imperial powers felt that they were doing good by making these nations "normal".

Imperialism was practiced for much of the 20th century, with countries like South Africa only breaking free from colonial rule in 1991. The motives of the imperial powers, in terms of expansion, were based mostly on their own needs, and not on the needs of the nations that were colonized. With the disappearance of imperialism in recent years, nations are moving closer to global equality.

at the turn of the 20th century a lot of countries introduced imperialism. They set out to gain colonial powers across the globe. The idea of this was to spread the ideas of religion, and spread the beliefs of democracy. As the source shows great colonial powers spread the word of Christianity, and democracy, or civilization. Countries such as Great Britain, the largest

colonial power believed in the term gold-glorry-and-god. This meant that the purpose of imperialism was to bring in goods and materials for profit for the colonial power. They believed that having all these colonies resulted in nationalism and more pride and strength within their country. They believed that mostly everyone should believe in Christianity, since it was one of the world's most dominant religions. As the source shows, the reason for imperialism at the turn of the 20th century was to promote religious beliefs and democratic ways to modernize the rest of the world and promote western ways.



Light Of the World

Dans l'image fournie, deux gens blancs, nommé "Christianisme" et "Civilisation", marche main-en-main vers le continent au étiquette d'Afrique. Cette image signifie les motivations des pouvoirs impériaux d'étendre leurs influence dans le reste du monde en établissant les colonies, principalement dans les continents d'Afrique,



La lumière du monde [traduction libre]

d'Asie et l'Amérique du Sud. Les pays européens avaient trois raisons principaux en établissant les colonies - l'or, le gloire et Dieu. Simplement, l'Europe avait besoin des ressources de matières premières pour alimenter leurs propres économies (l'or). Ils voulaient aussi plus d'influence et de pouvoir en possédant beaucoup de terre (la gloire), et l'opportunité ~~de s'étendre~~ d'étendre et imposer la christianisme sur les populations de leurs colonies, en ignorant les croyances et religions déjà établie. En court, l'Europe était en grand expansion au tournant du 20^e siècle, et les forces impériales avait besoin des colonies pour soutenir et renforcer leurs empires. Cette grand pratique de colonialisme a duré jusqu'à la fin du Deuxième Guerre Mondiale, quand ces colonies ont enfin eu la chance de devenir des nations indépendents sous le gouvernement des leaders locaux.

En utilisant la source ci-dessous on peut voir quelques raisons de l'augmentation des pouvoirs impériaux au tournant du 20^{ème} siècle. Dans la source, on voit deux personnes qui à l'air qu'ils représente la religion. Le mot "christianisme" au-dessous de la personne avec la croix montre comment les pouvoirs impériaux avec le support de l'église alors en tournant, les personnes



La lumière du monde [traduction libre]

qui croit en christianisme vont être plus convaincre que cette type de pouvoir va marcher parce que les gens de l'église leur dit ceci. Aussi on voit l'autre personne avec le mot "civilisation" au-dessous de lui et devant lui on trouve l'Afrique et en arrière, on trouve un train. Ceci montre comment les pouvoirs impériaux peuvent apporter du prospérité à un endroit pauvre dans la monde en ce qui concerne, l'argent, les bien, la nourriture etc...

En utilisant mes propre connaissances en histoire, c'est évident si une personne a besoin de l'aide et tu offert de l'aide ils vont le prendre, même s'il y a un agenda caché. Le pauvre Afrique est très désespéré alors les pouvoirs impériaux veulent capitaliser sur leur territoire, leur industrie encore pas développer et aussi ils veulent convertir les méthodes africaines jusqu'à cette endroit devient comme un mini Grand-Bretagne ou France.

Value
5%

52. **Based on the source below and your knowledge of history, assess the issue of responsibility for the outbreak of the First World War.**

“He [Kaiser Wilhelm II] has ruined his country, I look upon him as the greatest criminal known for having plunged the world into this ghastly war which has lasted for over 4 years and 3 months with all its misery.”

- King George V of Great Britain, Nov. 1918

Source: Paris 1919, Margaret MacMillan, (163)

Use of Source

- Many people blamed Germany for starting the war. As King George V states in the document, “Kaiser Wilhelm II the leader of Germany ... greatest criminal known, plunged the world into a ghastly war.”
- The students should have identified that the issue of responsibility was controversial and should have argued in support of German responsibility or in support of collective responsibility.

Use of Knowledge

- Causes of WWI (nationalism, alliances, militarism and economic rivalry)
- Causes were shared by all major nations prior to WWI, so all nations can be blamed for the war
- Attitude of nations that it would be a short war
- Pax Britannia
- Status quo of British supremacy
- Technological developments (i.e. dreadnought)
- Treaty of Versailles / “War Guilt Clause”
- The Schlieffen Plan
- Assassination of Archduke Franz Ferdinand and Sophia
- Zimmerman Telegram
- German “blank cheque for Austria – Hungary

Commentary on Response

The question was answered fairly well by students. Students frequently agreed with the quote and argued that Germany was the most aggressive nation prior to the war. They expanded on the Schlieffen Plan, the “blank cheque” to Austria – Hungary, attacking neutral Belgium and the Zimmerman Telegram. Others argued that other nations were equally responsible because they too engaged in the arms race, economic rivalry, imperialism and the alliance system.

Students

- Did not take a clear position or limited themselves to discussing the fairness of the Treaty of Versailles.
- Confused the Kaiser with the Tsar; others, simply listed the long standing causes of war without explanations.
- Referenced the assassination of Franz Ferdinand as the spark that started the war with no connection to the source.
- Focused on the chronological steps to war and not the underlying causes.
- Mixed up the alliances during the war.

6

The First World War was caused by many things happening at the same time, which culminated into a global conflict. There were four underlying reasons for the First World War: The Arms Race, Economic Rivalry, the System of Alliances and Nationalism. These reasons are all interconnected with one another, so it is best to approach the subject of responsibility from the beginning. Nationalism was prevalent in ^{almost} every European country heading into the 20th century. The British and French were very proud of their standing, traditions, and their overseas colonies. Germany, after being reunified in the 19th century, was also a very proud country, especially after defeating the French in the Franco-Prussian war. This sense of pride in their individual countries led to them feeling superior over the other, especially in the case of Britain and Germany. When Britain's naval superiority was finally put at risk by Germany's growing naval force, Britain produced more ships and supplies, beginning the Arms Race. As these two countries produced more and more supplies, they modified their economies. Germany in particular focused its economy and education system on science and technology, and Britain could never catch up, not due to a lack of trying. This economic rivalry also increased the tension. With the two countries butting heads in three different areas, they looked for support from other countries in case a war broke out, thus the Triple Entente (Britain, France, Russia) and the Triple Alliance (Germany, Austria-Hungary, Italy) were created, which increased the tension by dividing Europe into two camps. When ~~the~~ Franz Ferdinand the heir to the Austria-Hungarian throne was assassinated by Gavrilo Princip, the powder keg had exploded and all ~~at~~ the underlying reasons and the supports that started and kept the war going. The issue of responsibility, unlike ~~what~~ King George's opinion in the source of looking at Kaiser Wilhelm as the "greatest criminal", lies on all the countries involved as their alliance system brought all the different countries into the war, and Britain and Germany in particular, as their competition pushed the tension greater and greater, ending up in conflict.

Page 13 of 22 World History 3201 June 2008

Exemplar
Fair
2.5 / 5

The outbreak of World War I had 4 main causes:

1. Nationalism: Many countries felt threatened by others pride in their nation.
2. Imperialism or Economic rivalry: Many countries wanted to expand and have economic growth.
3. Militarism or Arms race: The use of militaries to frighten other countries. Many countries feared each other and felt threatened that the other was more armed so they grew their military as well.
4. Alliances: The tripple Alliance: Austria, Germany & Italy and the triple Entente: France, Britain, Russia. Each had another's back if war broke out.

The source states that wilhelm II brought his country into war and that he has ruined it. Wilhelm II brought his country in and had all the Allies to deal with. With one declaration of war, came many. D.

No Assessment

Exemplar
Excellent
5 / 5

Dans la citation fournie, le roi britannique met le blâme sur le kaiser Guillaume II d'avoir dirigé son pays, et le monde, vers une guerre dévastatrice. Il remarque qu'il avait "ruiné son pays" et ~~causé~~ ^{avec} causé "toutes ses misères" ~~et~~ ses ambitions expansionnistes.

La guerre de 1914-1918 a été ~~causée~~ ^{causée} de quatre raisons principales : la rivalité économique, la course aux armements, le système d'alliances et le nationalisme. Tous ces facteurs ont contribué à les tensions entre deux camps : la Triple-Entente (la France, la G-B, et la Russie) et la Triple-Alliance (l'Allemagne, l'Autriche-Hongrie, l'Italie). La G-B se méfiait de la croissance industrielle et militaire de l'Allemagne, et voulait protéger leur rôle comme empire dominante. Alors, pour assurer le soutien dans le cas inévitable de la guerre, la G-B s'est aligné avec la France et la Russie. Pour l'Allemagne, une guerre a été nécessaire pour atteindre son objectif d'être une superpuissance impériale, et de faire preuve de leur supériorité. Ils ont donc formé la Triple Alliance. L'étincelle de l'assassinat de François Ferdinand en Sarajevo, aussi causé par le nationalisme, a poussé les deux camps à s'affronter officiellement dans le déclenchement du P.G.M. en 1914.

Donc, il y a plusieurs raisons pour le déclenchement de la guerre, mais la responsabilité reste avec tous les deux camps ennemis, particulièrement les grandes puissances de la Grande-Bretagne et l'Allemagne.

Exemplar
Good
3.5 / 5

Il y en a 4 grande causes loin-terme de la Première Guerre mondiale et aussi 3 causes de courte-terme. Le nationalisme a développé à un point de réciprocité en Europe, qui a causé des tensions entre les pays (comme France et l'Allemagne). Aussi, il y avait une croissance dans le militarisme (le développement des chars d'assaut, usage militaire des sous-marins, le gaz toxiques, usage militaire des avions pour l'espionnage). Cela aussi cause des tensions. Prochainement, l'impérialisme et la jalousie des colonies cause encore les tensions (l'Allemagne avait un pendant le partage d'Afrique et avait donc le manque). Finalement, la dernière cause loin-terme était les systèmes d'alliances. Le Dreikaiserbund de l'Allemagne, Autriche-Hongrie et Russie. Puis le Double-Alliance de l'Allemagne et Autriche-Hongrie car Russie quitte. Et puis donc l'Italie les rejoint. Et puis le traité de Reassurance entre l'Allemagne et Russie. Et aussi le Triple-Entente de Grande-Bretagne, France et Russie. Ces alliances créent la tension. Il y avait aussi les causes de courte-terme - la crise de Bosnie. Les tensions ethniques dans les Balkans ont monté après ces états sont devenus indépendants après que Russie gagne leur guerre. Aussi il y avait l'incident avec Maroc en 1905, car l'Allemagne le voulait mais la France l'avait (car Grande-Bretagne leur a donné pour qu'elle profite d'essayer pour l'Égypte). Finalement, la dernière cause de courte-terme est l'assassination de l'archiduc Franz Ferdinand. Cette Autriche-Hongrois était en Serbie quand une radicale a lui tuer. Cela a incité l'Allemagne de donner à Autriche-Hongrie une "chèque blanc" de supporter pour une guerre - ce qui a commencé la guerre en 1914. Les sources montrent que la Grande-Bretagne a mis le blâme pour la guerre sur l'Allemagne (ce qui a été mis dans le Traité de Versailles une an plus tard). Les causes de la guerre étaient complexes et loin-terme - aucune seul pays est complètement à faute. Mais la clause de culpabilité a donné à l'Allemagne une honte nationale pour avoir "causé" la première guerre mondiale.

Value
10%

53. **Based on the source below and your knowledge of history, describe the methods used by Stalin to exercise control over the Soviet people.**

Source 1

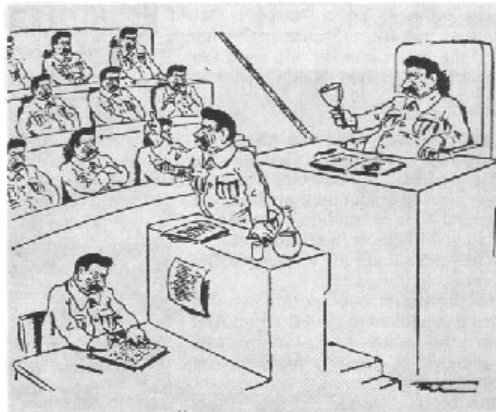
"Death solves all problems. No man, no problem."

- Joseph Stalin

Source: Koba the Dread, Martin Amis. (57)

Source 2

The Stalinist Constitution



"New Seating Arrangement in the Supreme Soviet."

Source: GCSE Modern World History, Ben Walsh. (135)

Use of Source

Source I

In this document the quote by Stalin, "Death solves all problems" indicates that he used a mighty hand in controlling the Soviet people. The students, for example, could discuss the purges that took place during his rule.

Source 2

- The source shows that Stalin was a supreme ruler. All of the members in Stalin's government are images of him. Under his rule, he controlled the constitution and made the laws. Stalin's government turned into an absolute dictatorship, which controlled every aspect of people's lives. He took away basic freedoms for the good of the state.

Use of Knowledge

- Stalin's government turned into an absolute dictatorship, which controlled every aspect of people's lives. He took away basic freedoms for the good of the state.
- Creation of the International Security Apparatus (Cheka, NKVD and KGB)
- Controlled where people could move and created a military state
- Controlled the press and used propaganda
- Created a system of justice that punished people for being enemies of the state
- Tortured, killed or sent people to prison camps (Gulags)
- Controlled the pay of people
- Established "Show Trials"

Commentary on Response

Generally the question was fairly well answered. Students made good use of the sources and connected the concepts to their historical knowledge. Some were familiar with the concept of totalitarianism and were able to expand.

Students

- Limited themselves to the sources provided.
- Confused Stalin and his policies with Lenin and his policies.

Exemplar
Excellent
9 / 10

Stalin used methods such as purges, censorship of the press and ~~an~~ absolute ^{communist} dictatorship. These methods kept Stalin in absolute power over Russia despite his corrupt government policies.

2.5 As the ~~a~~ first source expresses, Stalin believed in eliminating all opposition. He accomplished this through "purges." The document demonstrates that "Death solves all problems" and Stalin did truly believe in this. He killed anyone who opposed his communist party. Stalin indeed was most likely responsible for the death of former Soviet leader, Lenin, who fled the country to try to escape Stalin. Also, Stalin was not reluctant to turn ~~on~~ on people who were once on his side.

World History 3201 June 2008

Page 14 of 22

2.5 The second source illustrates that Stalin exercised control over Russia by being an absolute dictator. At first Stalin allowed celebration of his and Lenin's name. However, Stalin soon made himself the only and supreme leader of Russia. He also rejected Lenin's New Economic Policy and returned Russia to a strict communist regime. This included the method of collectivization to eliminate the kulaks, who had benefited from the NEP. Stalin made all industry state owned as well as introducing his five year plans to increase industry in Russia. The second document also shows that Stalin made all the choices in Russia and did not care what his people thought. For example, Stalin made Trotsky work as an electrician instead of leading the Red army. He did this to reduce Trotsky's powerful political influence. ~~in case left~~ Also, despite the people of the Soviet Union not wanting collectivization, Stalin enforced it anyway. Some farmers would even burn down their own farms in order to avoid collectivization. These were all ways that Stalin used his dictatorship to maintain control.

4 Lastly, Stalin exercised censorship of the press in order to ~~to~~ maintain control. Because there was no freedom in the press to speak out against Stalin, no opposition groups had any way of speaking out. This did not change until Gorbachev's rule in 1985.

Stalin used many violent and oppressive methods to exercise control over the Soviet people. His communist regime ~~included~~ terrorized the public with purges ~~as well as~~ and censored the press. ~~and~~ Stalin was an absolute dictator who was ~~to~~ feared in the Soviet Union as well as the rest of the world.

Exemplar
Fair
6 / 10

Joseph Stalin utilized numerous different methods to exercise control over the Soviet people. The first of these methods is illustrated in Source #2. This picture shows Stalin seated in every seat available in the Supreme Soviet. This represents what is known as a totalitarian state. What this means is that all of the power and decision-making to be made for a country is done by the leader only. This proved to be essential for Stalin because he could now do anything he wanted without anybody questioning his actions. An example of this is when he introduced the policy of collectivization. ~~The~~ Collectivization is the creation of state-controlled farms. This involved stripping the farmer/owner

World History 3201 June 2008 Page 14 of 22

815
of the land of his property, leaving them with nothing. Farmers in Russia are known as Kulaks, and they did not appreciate this new policy. Stalin's response is illustrated in Source #1 where it states "Death solves all problems. No man, no problem." In order to complete his plan of collectivization, millions of Kulaks were murdered so Stalin could occupy their land.

K
Another goal of Stalin was to turn Russia into an industrial, rather than agricultural state. In order to do this he had to fast track such projects as oil facilities, hydroelectric facilities, and mining projects. He did this to try and strengthen the economy of Russia, so he could have more money for the people of his country (Russia was a Communist state so all money was shared equally). However, in order to fast track these projects he utilized slave labour, and those that he did pay, their money was taken back because of what was called "industrial projects". Also, Stalin introduced a new working society. Instead of farmers, new jobs were put into place such as scientists and industrial workers.

Stalin used ~~the~~ the methods stated to try and ~~the~~ create a heavily industrialized state. He did this because he thought this would benefit ~~the~~ Russia's economy much more than farming. He used many harsh methods to achieve this goal. He did achieve his goal in the end, but it cost millions of lives in order for his plan to take place.

6

Exemplar
Excellent
10 / 10

Dans la première source, Staline annonce son résolution simple à tous les problèmes de l'Union soviétique - la meurtre. Selon lui, si quelqu'un n'obéi pas complètement, sa sort été la mort sans procès. Cela signifie la doctrine stalinienne de la peur, la violence et la force pour maintenir l'ordre.

Staline a employé des divers méthodes pour assuré son pouvoir incontesté. Son armée rouge et son police secrète, le Tcheka, ont utilisé la terreur sans limite pour renforcer la loyauté et l'obéissance du peuple soviétique. Tous ceux qui opposé son régime était silencé à la mort, ou envoyé

Histoire mondiale 3201 juin 2008

Page 14 de 22

a les goulags en Sibérie pour travailler jusqu'à leurs morts. Les goulags, ou les camps de travail, été un autre outil stalinienne pour maintenir son influence. Durant les purges staliniennes, des millions de prisonniers de guerre et l'ennemis de l'état ont connue leurs fins à les goulags sous les conditions terribles.

Dans le deuxième document, un image satirique démontre Staline qui occupe chaque siège au sein de Soviet suprême. Cela signifie la contrôle absolu de Staline dans les affaires de la gouvernement. Il n'y avait aucune décision pris sans l'influence inconditionnel de Staline. Staline occupé chaque rang de pouvoir au gouvernement, puisque la vie de chaque soviétique resté sous le joug de Staline. Quand Staline voulu industrialisé l'Union soviétiques, le contrôle de tous les secteurs économiques été cédé à lui. Avec l'affrontement des koulaks, les paysans riches, Staline l'a simplement éliminer par force pour gagner contrôle de la secteur agricole. S'il y avait un obstacle à ses ambitions, Staline ne se tardait pas à l'éliminé rapidement et efficacement. Comme on peut voir dans l'image, le seul opinion représenté été celui d'un homme - le dictateur Staline. L'Union soviétique existait comme un grand machine sous le pouvoir terrifiante de Staline.

Alors, les méthodes de Staline était sans doute effective en unifiant la peuple soviétique, mais à la prix coûteuse de la liberté individuelle. Staline est connu comme un des dictateurs le plus terrifiants et le plus puissants dans l'histoire mondiale pour bon raison. A son mort en 1954, Staline a laissé environ 10 millions de victimes de son régime et un réputation inoubliable comme un bête sauvage en gouvernant l'Union soviétique.

Exemplar
Good
8 / 10

Staline a utilisé des diverse méthodes pour exercer son contrôle au-dessous du peuple soviétique. La source deux démontre le gouvernement de l'Union Soviétique, chaque membre de cette gouvernement est Staline montrant qu'il n'y a aucun opposition. L'élimination des autres parties politique et tous ceux qui s'opposaient de Staline et le Communisme ont été tués dans les purges stalinienne. Par conséquence Staline pouvait faire ce qu'il voulait, comme introduire "La

Histoire mondiale 3201 juin 2008

Page 14 de 22

Constitution stalinienne." Il pourrait aussi censurer la presse, disant au peuple soviétique seulement ce qu'il veut.

La source un démontre le contrôle par force appuyer par Staline. "Pas d'homme, pas de problème" démontre que si quelqu'un s'oppose à Staline, il serait tué, montrant encore les purges stalinienne. La source démontre aussi la collectivisation impliquée par Staline où tout le monde travail pour l'état sans recevoir des biens personnel. Les koulaks, un groupe de paysan riche, s'opposaient au collectivisation donc Staline les a tués. Au autre façon que Staline démontre le contrôle par force et que "la mort règle tous les problèmes" est les goulags. Les goulags sont des camps de travail forcé, les travailleurs étaient des martrics, des voleurs en plus que les religieux et l'opposition politique.

Staline à exercer son contrôle au-dessous des peuples soviétique par éliminer l'opposition politique et par la force, les purges stalinienne, la collectivisation et les goulags.

Value
10%

54. **Based on the sources below and your knowledge of history, assess whether dropping atomic bombs on Japan was justified.**

Source 1

“Certainly prior to December 31st 1945... Japan would have surrendered even if the atomic bombs had not been dropped and... even if no invasion had been planned.”

- United States Strategic Bombing Survey (1946-47)

Source: The History of World War II, C. Bauer. (658)

Source 2

“I asked General Marshall what it would cost in lives to land on the Tokyo Plain and other places in Japan. It was his opinion that such an invasion would cost at a minimum a quarter of a million American casualties.”

- Harry S. Truman, U.S. President, 1945

Source: Truman, David McCullough. (437)

Use of Source

Source One: (Against)

The bombs were not necessary because Japan would have surrendered as is stated in the quote so this goes against the idea that millions of lives would be saved.

Source 2 (For)

The bombs saved many more lives than it killed. This document states that the invasion if necessary would cost “a million American casualties.”

Use of Knowledge

- The dropping of the bombs was inhumane, indiscriminate, and affected everyone.
- The bombs were “racial bombs” and would have never been used on Europeans.
- Bomb usage can be rationalized and justified - it brought about a quick end to the war.
- Japanese desire to fight to the end and never surrender (i.e. Iwo Jima)
- Fight to-the-death in defense of Emperor’s homeland
- Use of bomb would save hundreds of thousands of American lives
- The bomb was used to show US power to USSR at Potsdam Conference.
- The bomb was used to see its effectiveness - it cost billions; therefore, it had to be used.
- The bomb was used to save American POW’s.
- The first bomb was justified, the second bomb was overkill.
- It was a revenge for the bombing of Pearl Harbour.
- Civilian cities were targeted, killing non-military personnel.
- The bombing of Japanese cities was justified because innocent killing of civilians through bombings also took place at Dresden.
- Technological advancements – the bomb was developed and used to demonstrate its effectiveness. The bombs were very costly and the Americans wanted to see it used.

Commentary on Response

Responses included source references that ranged from excellent use and extension to a simple restatement of the source. Knowledge was generally good, but some students repeated their knowledge and made generalizations.

Students

- Misinterpreted source # 1 and argued that Japan would never surrender; therefore, the bomb had to be dropped.
- Showed lack of knowledge or an ability to address both sides of the question before taking a position on the question asked.
- Spent much time writing on the horrors of dropping the bomb. As a result, their passion overshadowed the knowledge presented.

The dropping of the atomic bombs on Japan was both justified and unjustified.

The American point of view was that the bombing was justified. According to President Truman, an invasion to end the war "would cost a minimum of a quarter of a million American casualties." This may be true, but did the astounding number of Japanese casualties outweigh the number of American? The Japanese would not surrender under normal war conditions; their fight-to-the-death policy was alarming to the Americans. The U.S. felt it needed to shock the Japanese into surrendering. The magnitude of these bombs impressed the Soviet Union, and deterred them from using nuclear weapons in the future because of the mass destruction. The Americans also wanted to conquer Japan without the help of Russia, because then Russia would have a claim in the territory. Americans wanted to retrieve their Prisoners of War which Japanese soldiers had taken. America felt that a quick and decisive victory would be best to reduce the amount of casualties of a continued war effort. Also, they had spent ridiculous sums of money on the development

of the bomb, so they felt it would be a waste not to use it.

Many people feel the bombing of Japan was unjustified. The same amount of destruction could have been achieved with fire bombs and America wouldn't have been the first country to use nuclear weapons. Even if they ^{agreed} ~~used~~ the first bomb was justified, the Americans did not wait long enough for the Japanese to surrender or think about surrendering before dropping the second bomb on Nagasaki. Even if the first bomb was justified, the second was overkill. As referred to in the quote "Japan would have surrendered even if the atom bombs hadn't been dropped." Japan's resources were running thin, they had large numbers of casualties and they would have accepted the terms presented to them by the Americans if the Americans would have just let them keep their Emperor. America's stubbornness over this war was unjustified; the war could've been over without the dropping of any bombs. Hiroshima and Nagasaki weren't even military bases, therefore many more civilians were killed than soldiers. A test/example bomb could've been detonated in Tokyo Bay, killing many less people, and showing the Japanese what would happen if they didn't surrender.

The bombing of Japan was both justified and unjustified. The Americans wanted a quick end to the war which it succeeded, but the amount of casualties could've been prevented or lessened with alternate strategies.

2
According to the first source the dropping of the atomic bomb was not justifiable. As stated "certainly prior to December 31st 1945 ... Japan would have surrendered even if the atomic bombs had not been dropped and ... even if no invasion had been planned." According to source ~~one~~ ^{one, they're} saying that there was no need to drop the atomic bomb because Japan was going to surrender anyways, regardless of an invasion they were going to surrender. According to Source 2 the dropping of the atomic bomb was not justifiable as well. As stated in source 2 "I asked General Marshall what it would cost lives to land on the Tokyo Plain and other places in Japan. It was his opinion that such an invasion would cost at a minimum a quarter of a million American casualties." In source 2 it's explaining the dropping of the atomic bomb not being justifiable because the number of lives that were lost to this tragedy and were affected by this tragedy do not add up to the worth of the land that it was fought for. Millions of people, hundreds of thousands of millions of people were affected and the land's worth is only about a quarter of a million American casualties.

K

K1
K1
According to my own knowledge, the atomic bomb was created by a group of scientists and was created to help the United States gain more power, not necessarily to actually get used. When the bomb was dropped, millions of people were instantly killed or injured. And those who survived suffered many forms of suffering even after the fact such as cancers. A lot of people argued that the bomb was dropped due to racism. They argued the fact that the bomb was dropped on Japan killing the greater race, being ~~the~~ Japanese people. Other people argued that it was solely dropped for political reasons, being the United States wanted to end the ongoing war once and for all in the hopes of also gaining power and control. They wanted what they thought was rightfully there's, which was the land and its resources.

11
In my own opinion the dropping of the atomic bombs on Japan is not justifiable. I agree with the 2 sources in that if the Japanese were going to surrender then why did the US have to drop the bombs and take so many lives, they would of gotten what they wanted without going to such great lengths. As well not only were the people who were guilty or voluntarily got involved got killed but so did young innocent children ~~and~~ and people who had nothing to do with any of it got killed. As well the amount of lives that were lost and affected by the dropping of the atomic bomb out weighs the value and cost of the land that they were lost over.

Dans la première source, ça dit que le Japon avait l'intention de se capituler bien avant la bombe atomique et "même si aucune invasion n'avait été prévue". Cela signifie que l'utilisation de la bombe atomique était une acte inutile et n'avait aucune valeur stratégique en causant la terminaison de la Seconde Guerre mondiale. De ce perspective-là, on peut comprendre que le largement de la bombe atomique peut se qualifier comme un crime contre l'humanité. A l'année 1945, la bombe atomique était seulement déclenchée une fois dans un endroit isolé en Nouveau-Mexique. Personne savait le vrai pouvoir destructrice de la bombe, parce que c'était jamais utilisé en combat d'avant. Le premier bombe, à Hiroshima, a tué 100,000 civils et a blessé les milles d'autres. A Nagasaki, quelques jours plus tard, la bombe a encore tué des civils innocents, un taux d'environ 40,000. Bien sûr, le Japon a rendu quelques jours après la deuxième bombe et la Seconde guerre mondiale s'est fini.

Dans la deuxième source, Truman, le président

américain, s'est justifié les bombes en discutent que l'autre option de ~~l'invasion~~ l'invasion du Japon "entraînerait au moins 250 000 pertes américaines." À son avis, les pertes imprévus des civils japonais valent la peine d'éviter les pertes des soldats américains. Les États-Unis voulaient tant terminer la guerre qu'ils étaient prêts à utiliser n'importe quoi, incluant la nouvelle arme du bombe atomique. À ce moment, les américains n'ont pas pensé à l'effet long-terme de leurs actions - seulement une solution rapide et décisive de vaincre les japonais.

Même que les bombardements atomiques ont joué son rôle de terminateur des conflits, s'avait aussi changer l'opinion mondiale vers les États-Unis. Le bombardement des villes de civils n'ayant aucune importance stratégique, était pas justifié moralement. Le Japon, montré dans la première source, avait le grand intention de se rendre, sans les grandes pertes américaines prononcé par Truman dans la deuxième source. De ce façon, la souffrance et le dommage causé par les bombes n'était pas justifié à la part des américains. Même avec le prolongement de la guerre, les américains ont dû chercher pour un moyen moins extrême de mettre fin à la guerre.

Le premier document est une citation d'un enquêteur des États-Unis (É-U). Lui a pensé que le bombardement atomique sur le Japon n'était pas justifié. Il a dit que la guerre va finir « certainement avant le 1^{er} décembre 1945. » Il pense que « le Japon se serait rendu, même s'il n'y avait eu aucun bombardement atomique ». Lui a pensé qu'il va être une victoire américaine et que le bombardement atomique n'était pas nécessaire, ni justifié. Avant le bombardement atomique, la guerre avec le reste de l'Europe avait fini, mais la guerre entre le Japon et les États-Unis (É-U) continuaient. Les côtés veulent un terme à la guerre et deviennent épuisés. La force japonaise ne peut pas combattre avec la puissance industrielle des É-U. La production industrielle était bonne et grande et ils ont des stratégies militaires qui sont bonnes. La ~~guerre~~^{Japon} serait rendu vite. La bombe atomique a causé beaucoup de morts, blessures et la destruction. La civilisation était complètement détruite et des centaines de milliers de personnes sont mortes. Alors, le bombardement atomique n'était pas ✓

justifié quand il est certain qu'il va finir dans
~~plusieurs~~ mois.

Le deuxième document est une citation ~~de~~ du
président ~~américain~~ américain, Harry Truman. Il explique les
pertes si les américaines débarquent sur la plaine
de Tokyo et continuent la guerre. Truman avait
parlé avec son général, Marshall, combien de vies
il ~~va~~^{va} perdu, et Marshall a dit qu'une "telle
invasion entraînerait au moins 250 000 pertes
américaines." Selon Truman, le bombardement
atomique était nécessaire et justifié parce qu'il
sauve la vie de 250 000 soldats américains.

Dans la culture japonaise il y a une croyance
de ne jamais capituler. Les japonais allaient
combattre jusqu'à la fin. Alors pour finir
la guerre et sécuriser un départ rapide, les
É-U ont largué les bombes atomiques à
Hiroshima et Nagasaki en août. La guerre en
Europe était finie, et tout le monde voulait
un vite fin à la guerre avec Japon. Avec
le bombardement atomique un quart d'un
million des vies américaines étaient sauvées
aussi. Les bombes étaient justifiées parce qu'elles
ont sauvé la vie de 250 000 soldats et forcé
une culture qui ne jamais capituler à capituler.

Il y a des ~~arguments~~^{arguments} pour les deux côtés.
Avec le premier côté il y a des pertes
japonaises. Avec le deuxième côté, il y a des
pertes américaines.

Value
5%

55. **Based on the source below and your knowledge of history, explain why the United States withdrew its armed forces from the war in Vietnam.**

*“Hey! Hey! LBJ. (Lyndon B. Johnson, American President)
How many kids did you kill today?
We don’t want your war
Draft beer, not boys
Dump Johnson
Eighteen Today, Dead Tomorrow.”*

- Student protest song against the Vietnam War

Source: Essential Modern World History, Steven Waugh. (291)

Use of Source

- The protest song refers to one of the reasons why the U.S. withdrew from the Vietnam War. At home there were many protest groups that swayed public opinion against the war and the document bring out the point that the young “eighteen today, dead tomorrow,” are being killed.

Knowledge

- Because of the protests, Congress had reduced funding for the war.
- There was a loss of public support in the U.S.
- Huge American casualties shocked the American public.
- Guerilla warfare and the nature of the conflict was a contributing factor to the loss of American lives. Ho Chi Minh was fighting a war of liberation for the homeland and culture. On the other hand, the U.S. was fighting to contain communism. Some saw the aggression as a war of proxy.
- TV brought war into the living rooms and for many this created the idea that the war was lost in the living rooms not in the battle fields.
- Nature of conflict: The war was costing money; taking too many lives and dividing the country.

Commentary on Response

- Generally, the source provided ample reference points for students to use. Most students integrated the source with their knowledge and were often able to bring in outside knowledge such as guerilla warfare and media as contributing factors to the outcome of the war. Conversely, students who scored poorly simply did not address the question.

Students

- Confused the Vietnam War with nuclear warfare.
- Tended to inflate the number of casualties to millions.
- Focused on containment.
- Focused on the background and history of Indochina / Vietnam.
- Did not focus on the reasons why the U.S. withdrew its forces.

The United States withdrew its armed forces for many reasons.

K | The main reason was that there was not enough support from home. Many people felt that the war did not relate to America. To them it was more of a ~~text~~ ~~and~~ civil war in Vietnam. The only reason America was there because they were afraid of the spread of communism. Also many people did not support the war because of conscription and the amount of youth casualties. In the protest song above it states that America was killing youths by sending them to war. That once a boy turned eighteen they could be conscripted and head to war and die. The song proves that people did not support the war in Vietnam.

K | Also America was losing the war. They were not used to the guerilla tactics used by the Vietnamese.

K | America withdrew their troops from Vietnam because there was not enough support and to many rallies against the war and because they were losing and suffering to many casualties.

5

Exemplar
Good
3 / 5

The United States withdrew from the war in Vietnam because there were ~~many casualties~~ too many American casualties and nothing was being accomplished there. The source is referring to how many Americans were being killed and how there should not be any inscription of soldiers. Also they withdrew because the war was to prevent the spread of communism but all that was happening ~~the~~ was Americans dying. The spread of communism had failed and Vietnam was to stay divided.

Exemplar
Excellent
5/5

Dans ce document, on voit les paroles d'une chanson d'étudiants en signe de protestation contre la guerre du Vietnam. Dans ces paroles, les étudiants demandent à président Johnson, combien de jeunes soldats il a tué. Ils disent qu'ils ne veulent pas être partie de la guerre et que c'est meilleur pour Johnson de servir la bière au lieu de forcer les garçons de combattre dans l'armée. Dans les derniers deux lignes, ils chantent de débarrasser Johnson et puis qu'au moment qu'on ~~est~~ 18 ans, on va mourir la jour prochaine. Ceci est une grande raison pourquoi les États-Unis ont retiré leurs forces de la guerre au Vietnam. Le gouvernement n'avait pas le support du peuple. Beaucoup des citoyens ne savent pas pourquoi les soldats étaient là parce qu'ils n'avaient pas peur du communisme. Donc, ^{plusieurs} les jeunes hommes ont quitté les États-Unis parce qu'ils n'étaient pas prêts d'aller à la guerre.

Il y a plusieurs raisons pourquoi les États-Unis ont enlevé leurs forces armées. En premier, Viet-Cong était beaucoup plus organisés et mieux entraînés que Vietnam du Sud et les États-Unis. Viet-Cong a reçu du équipement et du entraînement de la Russie et la Chine donc ils étaient prêts pour la bataille. Aussi, Viet-Cong a déjà combattre contre les Français et les Japonais et ils ont gagné donc ce n'était pas grande chose pour ils. En plus, le Viet-Cong combattre pour leur foyer et pour leur terre donc ils étaient plus motivés que les Américaines qui combattaient contre le communisme, une idée abstraite. Finalement, les États-Unis n'ont pas déclaré la guerre totale donc ils n'avaient pas tous les ressources et ils ont perdu la guerre. Donc, les États-Unis était forcé d'enlever leur armée parce qu'ils ne reçoivent pas du support et ils combattent une ennemi très motivés et bien équipé.

Dans la source, c'est un chanson d'étudiants pendant les manifestations contre la guerre du Vietnam. Ils sont contre la guerre, et dans les chansons, ils demande au président combien de jeunes qu'il a tués aujourd'hui? et ils ont dit de servir les bières et pas les jeunes garçons qui sont là pour mourir. (1.9)

Les États-Unis ont retiré leurs forces armées de la guerre au Vietnam à cause des manifestations et de tous les personnes qui sont contre la guerre. C'est un guerre de guérilla et tout le monde sait qu'ils ne peuvent pas gagner ce type de guerre contre les communistes et les Viet-Cong qui a tué des personnes anti-communistes. Les États-Unis ne savent pas leur ennemi, leur allié et ils ne savent pas leur-même. (5)

Quand il n'y a pas de supporte aux dommages pour les troupes, c'est difficile de gagner. Beaucoup de personnes ont manifesté contre la guerre qui dit que ce n'était pas leur guerre de combattre, ils ont pensées que les États-Unis sont là pour seulement preuve de leur politique d'endiguement, la politique d'arrêter la communisme. (1)

Les États-Unis ont retiré leurs forces à cause des manifestations contre la guerre où beaucoup des jeunes sont mort à cause des tactiques de guérilla. Les Américains perd la guerre et ils veulent arrêter de perdre plus et plus de jeunes américains.

Value
5%

56. **Based on the source below and your knowledge of history, explain how reforms introduced by Mikhail Gorbachev led to the end of the Cold War.**

"I remember very clearly what Gorbachev said at that time. He said, 'There are two roads we can take. We can either tighten our belts very, very tightly and reduce consumption - which the people will no longer tolerate - or we can try to defuse international tension and overcome the disagreement between East and West. And so free up the gigantic sums [of money] that are spent on armaments in the Soviet Union.'"

- Eduard Shevardnadze, Soviet Foreign Minister 1985.

Source: <http://www.cnn.com/SPECIALS/cold.war/episodes/22/script.html>

Use of Source

The document is referring to the Gorbachev reform of reducing military spending and increasing consumer goods; this would “defuse international tension and overcome the disagreement between East and West.” The “tension” and “disagreement” was a result of a difference in political ideologies between the East and West known as the Cold War. The reduction in military spending precipitated the end of the Cold War.

Knowledge

- Gorbachev challenged the West to stop the arms race.
- The many peace initiatives changed the perception of Gorbachev’s country.
- The reform of glasnost (openness) changed the perception of the U.S.S.R. from censorship and control to freedom and openness.
- Gorbachev realized that the greatest threat to the U.S.S.R. was economic collapse not invasion from the West. He began to see communism as a problem and began to move to a freer market system, hence he began the reform of perestroika (economic restructuring). This again was viewed by the West as a good thing and eased the tensions of the Cold War.
- In 1989, Gorbachev had free elections in the Soviet Union. For the satellite states in Eastern Europe, events in the Soviet Union lead to the destruction of the communist system. Eager to seize the opportunity, countries in Eastern Europe began to claim their independence after 40 years of Soviet control. The Iron Curtain, a symbol of the Cold War, had been removed.

Commentary on Response

Approximately 13% of students omitted this question. Those who attempted it, however, answered it fairly well. The source provided enough information for students to adequately expand their answers.

Students

- Did not address the question as stated.
- Did not know or expand on the reforms of perestroika and glasnost.
- Associated Gorbachev with détente.
- Discussed Yeltsin in great detail and the Moscow coup but ignored the question.

The source says "we can try to defuse international tension and overcome the disagreement between East and West".

D1 This quote shows how Gorbachev was more open minded to the idea of peace than previous leaders. He created Perestroika, a policy that was more of a free market rather than communist economy. This policy loosened communist control and allowed for more profits & capitalism in the USSR. He also created Glasnost, a policy of openness & freedom to express ideas & criticize the government. Suddenly people were questioning the government openly for the first time in ages. Gorbachev began to "defuse international tensions" by negotiating with the West to destroy stock piles of long range missiles. He called for a stop to the arms race as well. That allowed them to "free up gigantic sums that are spent on armaments" and improve the economy. With Glasnost in affect Gorbachev eventually lost support. However, Perestroika & Glasnost had changed the society & the economy of the USSR. Because of these reforms the threat of war had ended. The arms race had stopped & missiles were being destroyed. These reforms also lead to reunification of Germany & the destruction of the Berlin Wall, which signified the end of the Cold War.

K1

D1

K1

Page 19 of 22

World History 3201 June 2008

K | Mikhail Gorbachev believed that the
Soviet Union's economy was dying. He knew that
he need support from the West. He felt that
communism was no longer working good for the
USSR. So he introduced reforms that would lead
the Soviet Union away from communism and
towards democracy. In the source it is said
that Gorbachev believed that he needed to loosen
the tensions between the Soviet Union and America.
That way the Cold War would end and
instead of putting money into weapons they could
invest more money into the market and strengthen
the economy.

K | By turning away from communism America
became less afraid of the Soviet Union and
thus the Soviet Union would not need to fear America
as much.

Mikhail Gorbachev's reforms turned the Soviet
Union back into Russia and led to the end of the
Cold War with the Americans.

Dans ce document, on voit une citation de Edouard Shevardnadze qui est ministre des affaires étrangères de l'Union soviétique en 1985. Dans ce citation on dit que Gorbatchev a dit qu'il y a deux directions qu'ils ~~pourraient~~ ^{pourraient} aller. Une direction était de serrer et serrer leurs ceintures et réduire la consommation ou ils pourraient réduire la tension internationale entre l'Est et l'Ouest et puis libérer l'argent qui était utilisé pour les armements dans l'Union soviétique. Ce citation montre ~~mené~~ à la fin de la guerre froide parce que le gouvernement n'avait pas assez d'argent et l'économie souffrait. Donc, par faire ceci ils étaient capables de sauver l'économie et arrêter la guerre. (2)

Les deux politiques ~~que~~ ^{de} Gorbatchev qui a mené à la fin de la guerre froide étaient la politique Perestroïka et la politique Glasnost. La politique de Perestroïka est une politique que Gorbatchev a utilisé pour introduire le capitalisme. Il ne veut pas abandonner le communisme mais il pense que des aspects capitalistes sont nécessaires pour aider l'économie. Ces parties capitalistes ont transformé l'Union soviétique du communisme à le capitalisme. Quand le communisme était fini ~~et~~ les États-Unis étaient prêts à arrêter la guerre parce qu'il n'y a pas un menace de l'expansion du communisme. L'autre réforme utilisé par Gorbatchev était la politique de Glasnost. Cette politique sociale a permis les minorités le droit de critiquer le gouvernement. C'était une politique de transparence où les critiques des actions du gouvernement étaient permises. Donc, ce liberté de parole a mené à la fin de la guerre froide parce que c'était un autre élément de communisme aboli donc les États-Unis étaient satisfaits de terminer la guerre. (1.5)

Dans ce document, le vieux ministre des affaires étrangères parle des changements que Gorbachev a fait. ~~Il~~ Gorbachev a dit qu'ils peuvent continuer à augmenter la production des armes, et réduire la consommation domestique, ou ils peuvent réduire les tensions et libérer l'argent consacré aux armements. Les changements qu'il parle de sont le perestroïka et glasnost. (1)

Gorbachev a mis fin à la guerre froide avec ses réformes par transformer l'URSS de système communiste en système capitaliste. En premier, sa réforme de perestroïka a légalisé le marché privé, et a réduit le contrôle gouvernemental du marché. Son autre réforme était le glasnost, qui donnait liberté d'expression et la liberté à l'opposition. En effet, Gorbachev a changé de communisme à capitalisme dans le cours d'un jour. La guerre était finie car il n'y avait plus de menace communiste. La réforme n'était pas sans problèmes, il y avait beaucoup d'inflation et corruption dans la nouvelle Russie, mais Mikhaïl Gorbachev est l'homme qui a mis fin à la guerre. (2) (4)

Value
5%

57. **Based on the source below and your knowledge of history, assess the effectiveness of United Nations operations in Somalia in the 1990's.**

“Mogadishu, the capital of Somalia, was the most dangerous city in the world. Fourteen armed factions, each led by its own warlord, were fighting to dominate Somalia.”

Source: <http://www.pbs.org/wgbh/pages/frontline/shows/ambush/etc/script.html>

Use of Source

The United Nations went into Somalia in 1992 to ensure humanitarian aid reached the people of Somalia. Thousands had fled to Mogadishu, where the warlords controlled the food that had been supplied by the UN. The different groups fighting in the civil war only gave the food to people who supported them. By June of 1992, 6 million people faced starvation. This conflict, as the document states, made “Mogadishu, the capital of Somalia, the most dangerous city in the world.”

Knowledge

- In 1992, with Operation Restore Hope, the United Nations authorized the use of massive, military force to ensure food reached the people of Somalia. United Nations soldiers were in direct confrontation with the warring factions.
- In 1993, 18 United States soldiers were killed and dragged through the streets of Mogadishu.
- As a result, the United Nations’ mission in Somalia changed from humanitarian aid to demobilizing warring factions, resulting in thousands dying in clashes including dozens of peacekeepers. More than 30 000 troops were sent to Somalia. This was viewed by many as a change from peacekeeping to peacemaking.
- The United Nations was unable to maintain a cease fire, and so the mission ended in failure. United Nations’ troops were withdrawn in March 1995.
- By July of 2000 the United Nations had set up a Transitional National Government, under UN supervision, to create a constitution and hold elections.

Commentary on Response

The question was in many instances poorly answered. The answers provided were very general in nature. Students seemed to be unaware of the events that occurred in Somalia. In fact, some did not write anything. Students who did answer well were familiar with the situation and included specific details. They also demonstrated an understanding of the shift from peacekeeping to peacemaking. In sum, there seemed to be a clear distinction between those who were familiar with the topic and those who were not.

Students

- Wrote a lot for this question without any specific reference to the source.
- Confused Somalia with Rwanda.
- Needed in many cases to expand on the source with their historical knowledge.

5 Somalia was united in 1960 after the sections owned by Italy and Britain were given up. For 20 years Somalia had been ruled by a harsh dictator known as Mohammed Barre. He was a dictator in which gave harsh policies and had many crimes against humanity. After outrage and upheaval was evident in the people, many fronts opened up in Somalia and many clans fought for control of Somalia. Many clans fought while the people of Somalia lived in famine as food was designated to fighters and warlords first. Up to 6 million people overall died or faced hunger and risk of death. To provide aid to these people, the United Nations shipped billions of dollars in food to the Somali citizens, but most was being taken by the warlords and given to clan fighters showing how ineffective this operation ^{was} done by the UN. Soon, the UN sent people to Somalia to insure the relief food was being used by the people. Later, the Americans came and were greeted as heroes by the Somali people, however after a confrontation with one of the clans 18 killed Americans had their bodies dragged around Mogadishu, the capital city in which many clans were (like source 1 explains). After this, the Americans withdrew and the UN were faced with a struggle to create a ceasefire, which they ultimately failed to do. For the inability to provide and insure that the food went to citizens in the first place, as well as being unable to provide a ceasefire, the UN's operation in Somalia was ultimately ineffective.

The United Nations had some effect in Somalia in the 1990's. The operation was to lessen the threat ~~at the~~ ~~the~~ and disputes against the warring clans trying to dominate Somalia. Like in the source, the capital was a dangerous place to be with the warlords fighting against each other. The United Nations workers there ~~was~~ had a peace conference with the leaders of the clans to find a settlement, but that just made the tension between the warlords worse and the fighting worse.

Also, the United Nations sent in supplies and food for the citizens caught in the fights. But the supplies were soon taken and ~~distributed~~ distributed out to the warlords and their armies. The United Nations only made the fighting worse in Somalia and gave little help to the civilians in the cities, they mostly just made the warlords richer in resources. The United Nations had little effect in the restoration of ~~Somalia~~ Somalia.

Dans le document, la citation décrit les tensions présente à Mogadiscio, le centre du conflit sanglant en Somalie pendant les années 1990. Ça nous dit que la ville été divisé et contrôlé par "quatorze différents armées", qui illustre le chaos interne où l'opération «Restore Hope» avait le tâche de rétablir la paix.

⑤

En 1992, les conflits entre l'armée du dictateur Barré et les rebelles sont devenue si brutale que l'aide humanitaire été réduit à presque rien. En Mogadiscio, les clans rivaux et leurs seigneurs de guerre utilisait la nourriture comme un arme pour garantir l'appui du peuple affamé. Du même année, l'ONU et les États-Unis ont envoyait une force de coalition pour rétablir la paix et pour distribuer équitablement l'aide humanitaire, particulièrement la nourriture. Mais les troupes de l'ONU ont dû affronté la violence des clans rebelles, et la violence a seulement intensifié, résultant dans la mort de 18 troupes américaines. Le taux de mortalité a continué de monter jusqu'en 1995, quand l'opération «Restore Hope» été retiré de Somalie par l'ONU.

Donc, l'opération de paix des Nations Unies été plutôt un échec, et les problèmes en Somalie ~~ont~~ n'était pas efficacement résolu.

Exemplar
Good
4/5

Les efforts des Nations Unies en Somalie dans les années 1990 n'étaient pas efficaces. Dès sa création ~~en~~ pendant les années soixantes, la Somalie était déchirée par la famine et la guerre civile. Finalement, la situation était apportée aux Nations Unies. L'ONU a décidé d'envoyer de l'aide dans la forme des troupes de ~~la~~ maintien du paix (les « casques bleus ») pour essayer de régler la situation. ~~Le~~ Pour régler la famine, l'ONU a apporté de la nourriture et de ravitaillements au pays. Malheureusement, ces ravitaillements étaient souvent volés par les rebelles ~~et~~ et étaient redistribués pour le profit personnel. Alors ceci n'a pas vraiment réglé cette issue. Deuxièmement, malgré les efforts de paix des casques bleus, ~~la~~ la violence continuait entre les « quatorze différentes armées ». Finalement l'ONU a décidé de quitter la région. Alors l'effort était un échec pour le ~~moment~~ ^{moment} donc ~~l'efficacité~~ des opérations des Nations Unies en Somalie ~~n'était pas~~ n'était pas ~~des~~ succès. ~~Mais~~ Malgré ceci, en 2000

4

Value
5%

58. **Based on the source below and your knowledge of history, explain the factors that led to the decline of colonialism after the Second World War.**

“The British Government... has ruined India economically, politically, culturally and spiritually. We believe, therefore, that India must sever the British connection and attain... complete independence.”

-Mahatma Gandhi in a speech to the Indian Congress Party

Source: 20th Century Viewpoints (2nd ed.), Quinlan et al. (319)

Use of Source

This quote from Mahatma Gandhi: “We believe, therefore, that we must sever the British connection and attain... complete independence,” is making reference to the fact that there was a growing wave of nationalism / independence movements developing, directed against imperialism in many of the former colonies. These movements were being led by new local, well educated people.

Knowledge

- New leaders of these groups were trained in Western ideas at universities in France, Britain and other Western countries and were returning to lead the way to independence.
- Many European countries supported independence in colonies because of the high cost of maintaining them.
- In the aftermath of WWII, many European powers were unable to justify holding colonies when their own economies were struggling following 6 years of war.
- Following World War II, both the U.S. and Soviet Union wanted to see the breakup of the European empires. They hoped that these new countries would either accept capitalism or communism.
- The U.S. also felt if Europe lost its empires they would have greater access to colonial markets.
- The Atlantic Charter (1941) had also promoted sovereignty and self government for all nations, encouraging nationalists in colonies to fight for independence.

Commentary on Response

The vast majority of students answered this question as opposed to question # 59. The answers provided were general in nature and most students referenced the cost of colonies. Some students expanded their ideas and referenced Mandela, Nasser within the context of self determination.

Students

- Only referenced and restated the source.
- Wrote generally about Gandhi.
- Did not explain the factors that led to the decline of colonialism after the Second World War.

K3
D2

Colonialism is when one country has control over another country (not by force). Colonialism slows the economy and development of the colony. There were 4 main factors that led to the decline of colonialism: First was the Atlantic Charter signed by Churchill + Roosevelt, pledging that all countries have sovereignty and self-government. As we many countries were recovering from the second world war and couldn't see the sense in keeping the colonies with the price it cost to keep them. Also, the US + USSR were willing to see the European powers let go of their colonies for it meant more countries to trade with for the US, or more countries to join with the Soviet Union. And finally nationalists of the colony, who were trained in western universities were returning home and leading the fight for independence. One such nationalist was Mahatma Gandhi of India. For 200 years, India was a colony of Britain + Britain did not want to let go of this important territory. Gandhi, who became a lawyer at a British university returned to India to fight for independence. Britain, as the quote says, "had ruined India economically, politically, culturally, and spiritually," and Gandhi was ready to take this back. However, he and his people refused to use violence. Instead, they believed in civil disobedience such as refusing to pay intolerable taxes (salt tax), resigning government jobs, refusing to buy British goods, etc. Also, Gandhi encouraged his people to not fight back, even when they were being beaten for the British wouldn't be defeated when they had no power, but when they didn't have the heart to fight morale, non-violent people. This relates to the quote because it expresses exactly how the people of India felt. Britain had ruined their country in many ways and now they wanted it back. [They believed, and therefore, they had severed] the British connection and attained... complete independence. Their methods were successful for India eventually became completely independent.

Page 21 of 22
World History 3201 June 2008

3 There were several factors that led to the decline of colonialism following WWII. One of these factors were the promise of the Atlantic Charter. This consisted of no territorial gain, people to choose their own form of government, and better treatment of labor workers. Another factor was that the people in colonies were educated in the west, and then used their knowledge to try to achieve independence for their nation. In the source, Gandhi says, "The British government has ruined India economically, politically, culturally and spiritually. We believe, that India must sever the connection and attain complete independence." This shows how Gandhi uses his knowledge to try to help gain independence for India. Also, the high cost to maintain a colony, led to the decline, because of the cost of the war, the colonial power didn't have enough money to maintain its colonies.

Dans la source fournie, Mahatma Gandhi expriment l'opinion ressentie par la grand majorite des colonies sous le contrôle impériale. Selon lui et les indiens, l'influence coloniale de la G-B à "ruiné l'Inde" dans divers aspects. Donc, il est claire que l'Inde voulait, comme tant d'autres colonies, devenir indépendante.

En 1941, Roosevelt et Churchill ont signé la Charte de l'Atlantique, donnant le droit au colonies de choisir leurs propre forms de gouvernement. C'était la première grand étape dans le déclin du colonialisme, qui se définit par la contrôle totale d'un pays par une influence impériale. Ce traité coïncidait avec la monté du nationalisme dans les colonies, où les nouveaux partis et leaders ont excercaient la pression pour l'indépendance depuis longtemps.

De plus, dans l'après-guerre du Seconde Guerre Mondiale, les puissances impériales fallait dévoué leurs finances à leur propre reconstruction, et n'avaient plus l'argent pour investir dans leurs colonies. Celui a encourager l'indépendance des colonies. Ce déclin du pouvoir colonial a été encouragé par les nouveaux superpuissances de les États-Unis et l'URSS, qui tout les deux voulaient s'étendre leur influence dans les anciens colonies. Tous ces facteurs importants ont contribué à la déclin du colonialisme après la Seconde guerre mondiale.

Exemplar
Good
4/5

La source démontre un facteur qui a mené au déclin du colonialisme après la Seconde Guerre mondiale, la volonté de l'indépendance à commencer dans les colonies. Mahatma Gandhi a étudié dans la Grande-Bretagne et puis retourner à l'Inde avec ses idées de l'indépendance. Il est devenu un leader par l'indépendance ~~étaient~~ chantant les paroles de la résistance non-violente au contrôle britannique. Les opinions américains et soviétiques ont aidé aussi au déclin, ils ont mis la pression sur des pays impériaux de relâcher leurs colonies donc ils pourraient prendre plus par eux-même et l'Union Soviétique croyait que la croissance communiste serait plus facile. La Charte de l'Atlantique encourageait l'autodétermination des colonies aussi. Finalement les nations impériales ne pouvaient pas justifiée garder les colonies au niveau économiques. Leurs économies étaient dévastées par les guerres et la grande dépression donc ils n'avaient pas l'argent pour donné aux colonies.

Value
5%

- 59. Based on the source below and your knowledge of history, explain how the creation of the state of Israel led to Arab – Israeli wars between 1948 and 1973.**

Palestinians fleeing their homes in 1948



Use of Source

The creation of the state of Israel has led to many conflicts between Arabs and Israelis between 1948-1973. The document is referring to the aftermath of the Arab-Israeli war of 1948-1949. In this conflict, the Palestinians were given military support from Arab states with the intention of driving out the Israelis. War continued on for more than a year, and as time progressed, Israel placed most of Palestine under its control, forcing many Palestinians to flee from their homes into nearby Arab states. This led to bitterness and the desire for redress. Future wars resulted from this as well as the creation of the PLO.

Knowledge

- The Suez Crisis 1956

In July 1956, the U.S. was angry because Nasser, leader of Egypt, had purchased arms from Czechoslovakia; therefore, they suddenly withdrew the Aswan Dam loan offer in an attempt to punish him. Nasser responded by nationalizing the Suez Canal Company on July 26, 1956, hoping to use its profits to pay for the dam. In October 1956, Israel (with France and British support) invaded Egypt. Britain and France attacked Egypt to gain

back control of the canal, but international pressure forced them to withdraw. This event heightened the distrust between Arabs and Israelis.

- The Six-Day War

A third Arab-Israeli war broke out on June 5, and lasted only six days. Egyptian president Gamal Abdel Nasser vowed to avenge Arab losses and press the cause of Palestinian nationalism. To this end, he organized an alliance of Arab states surrounding Israel and mobilized for war. Israel preempted the invasion with its own attack on June 5, 1967. In the following days, Israel drove Arab armies from the Sinai Peninsula, Gaza Strip, West Bank, and Golan Heights, all of which it then occupied. Israel also reunited Jerusalem, the eastern half of which Jordan had controlled since the 1948-1949 war. The Six-Day War was viewed as an enormous victory for Israel, but the territories it gained did not stop future fighting. In six days Israel had gained more land than it had before 1949, but many Arabs felt anger and resentment which did not foster peace in the Middle East, and only heightened tension in the conflict between Arabs and Israelis.

- The Yom Kippur War, 1973

The Yom Kippur War was fought from October 6 to October 26, 1973 by a coalition of Arab states led by Egypt and Syria against Israel. The war began with a surprise joint attack by Egypt and Syria on the Jewish holiday of Yom Kippur. Egypt and Syria crossed the cease-fire lines in the Sinai and Golan Heights, respectively, which had been captured by Israel in 1967 during the Six-Day War.

The war had far-reaching implications for many nations. The Arab world, which had been humiliated by the lopsided defeat of the Egyptian-Syrian-Jordanian alliance during the Six-Day War, felt psychologically vindicated by its string of victories early in the conflict. This vindication paved the way for the peace process that followed, as well as liberalizations such as Egypt's *infitah* policy. The Camp David Accord, which came soon after, led to normalized relations between Egypt and Israel — the first time any Arab country had recognized the Israeli state. Egypt, which had already been drifting away from the Soviet Union, then left the Soviet sphere of influence entirely.

These wars led to much bitterness between the Arabs and Israelis. Future conflicts resulted as well as the creation of the PLO.

Commentary on Response

Students who answered this question did quite well. Answers had numerous references and details pertaining to the creation of the state of Israel as well as references to the Suez Crisis, Six-Day War, and Yom Kippur War.

Students

- Should have connected the concept of refugee camps with the development of the PLO and the anti-Israeli sentiment among surrounding Arab nations.
- Spent too much time on the ancient history of the region and the concept of Zionism.
- Did not stay within the time frame referenced in the question.

Exemplar
Excellent
5/5

Since the late 19th century Zionists had been pushing for a Jewish homeland but had never received one. After the ~~Atat~~ horrors of the Holocaust the world felt as though the Jewish people could not be denied a homeland after all the suffering they endured. ~~and~~ So in 1948 the Jewish state of Israel was created. To create the state, however, Palestine was partitioned into two sections and Palestinians, as pictured in the source above, were forced to flee their home, which they could trace back as "their home" for thousands of years. This was the beginning of Arab-Israeli resentment and the first war between them broke out in 1948—the Arab-Israeli war. Israel's military proved superior and gained even more land for its Jewish people. In 1967 during the Six Day War, Israel celebrated its largest military victory over the Palestinians and other Arab forces. The Arab people were enraged and on the Jewish holiday Yom Kippur in 1973, they attacked Israel. At first Israel suffered defeat but they soon recovered and emerged victorious again. Ultimately all three of these wars that took place between 1948 and 1973 were because of the image pictured in the source above. The reason the Arabs and Israelis were fighting was because the creation of the state of Israel in 1948 had forced Palestinians to flee from their home, from what used to be Palestine. The Palestinians aided by their Arab neighbor embarked on several missions to reclaim their land but as history reveals, Israel emerged victorious during these attempts.

Exemplar
Fair
3/5

The creation of the state of Israel led to Arab-Israeli wars in 1948-1973 because the Palestinians were very discontent with the development of the Israel state.

~~The~~ Israel was composed of Jews, and Palestinian was composed of Arabs. The Arabs were at continuous war, terrorism, suicide bombings, violence etc with Israel. Israel wanted the Gaza Strip and the west Bank, which they claim had been promised to their ancestors by God.

3 The Palestinians also wanted the Gaza Strip and west Bank. An outbreak of wars resulted, including the independence war, and the 6 day war. Israel was successful in both wars along with others. In ~~the~~ the source, the Palestinians are fleeing their home. When Israel became a state, they had to evicted. Palestinians faced humiliation and a loss of pride towards their ~~the~~ nation. This was ~~the~~ one of the reasons that war broke out - a demand for their homeland.

5

La création d'Israël a créé des nombreuses conflits entre les Arabes et les Israéliens. Le source nous montre les Palestiniens en train de fuir leurs maisons durant la guerre Israélo-Arabes. C'était l'Égypte, Sinaï, Jordanie et Irak contre l'existence d'Israël. Mais, les pays Arabes n'ont pas co-ordonner leurs attaques, alors l'Israël pouvait donc combattre chaque attaque individuelle pour gagner la guerre. En plus, la crise de Suez en 1956 a augmenté les tensions Israël-Arabe. Nasser, roi d'Égypte voulait nationaliser le canal Suez et éliminer l'influence de G-13 sur la canal. Il n'avait pas le droit de faire ceci alors, Israël (avec l'aide de G-13 et France) ont attaquer l'Égypte (Sinaï) et ont gagné. Pour maintenir le point, les Nations Unies occuper le canal pendant 10 ans. La Guerre des 6 jours a créé des tensions Israël-Arabes. L'Égypte, Jordanie et Syrie ont fait des mesure pour comme emporter leurs troupes sur les bordres Israël et ont mis un blocus navale dans le détroit de Tiran. Israël donc savent qu'un guerre viendront alors ils ont lancé une attaque préemptive et on gagne le bande de Gaza et Sinaï en 6 jour. Avec un autre jour de bataille, l'Israël ont pris le Cis Jordanie et le Plateau Golan - leur superficie a tripler en 6 jours. Finalement, l'Attaque surpris des Arabes sur le fête juifs a aussi augmenté les conflits Israël Arabes. L'Attaque tripour fait par les Arabes n'était pas aussi effective qu'ils pensait et les Israël ont les Repousses a leur propres bordres car ils ont mobiliser très vite.

Exemplar
Good
3.5 / 5

3.5

Israël était déclaré un état en 1948. Ils ont décidé de diviser la Palestine en deux endroits car les arabes et les juifs (Israéliens) détestaient l'un et l'autre. Dans la source on voit les Palestiniens qui sont en train de déménager leur maisons. Le photo est prise en 1948 ¹⁵ quand l'état de l'Israël était déclaré alors les Palestiniens dans cet endroit devaient déménager (n'était pas une loi mais les deux n'aimaient pas l'un ou l'autre) (ceci crée le conflit parce que les arabes étaient fâchés que les Israéliens ont leur territoires, les arabes étaient anti-sémites. Le jour après l'état de Israël était créé les arabes ont attaqué Israël parce qu'ils étaient fâchés. Israël n'acceptait pas ceci et ont battu aussi, et ils ont aussi gagné. La création de l'Etat d'Israël a suscité des guerres comme la guerre de 6 jours. ~~La guerre de 6 jours~~. Dans cette guerre Israël a dominé l'attaque et sont terminés la guerre dans 6 jours, ils ont aussi grandir leur territoires par 3 fois. Les Israéliens et les arabes détestent l'un et l'autre jusqu'à ce jour là. Le conflit entre les deux sera là toujours.

Table 1
World History 3201
Item Analysis
Multiple Choice (Part I)

Item	Answer	Responses			
		A	B	C	D
		%	%	%	%
1	A	85.1	12.2	0.9	1.7
2	C	4.5	30.1	56.3	8.8
3	A	94.3	1.6	3.9	0.3
4	C	4.0	1.0	94.3	0.6
5	B	50.6	47.9	0.6	0.9
6	D	10.9	6.9	8.2	73.8
7	A	75.3	6.6	6.6	11.4
8	D	4.6	9.1	4.6	81.6
9	B	4.1	88.6	3.1	4.1
10	A	41.4	19.8	17.2	21.5
11	A	77.8	1.9	14.2	6.1
12	B	5.4	74.8	17.5	2.2
13	C	21.7	5.9	70.1	2.1
14	D	6.8	21.1	9.7	62.3
15	C	16.3	12.0	59.7	12.0
16	C	10.9	25.6	48.6	14.9
17	D	11.6	7.6	17.3	63.4
18	D	11.1	30.7	3.8	54.3
19	D	8.0	8.0	21.7	62.2
20	A	83.7	8.0	5.9	2.4
21	C	8.8	7.6	77.0	6.5
22	A	80.8	10.2	5.9	2.8
23	C	20.1	10.9	55.3	13.4
24	D	3.8	1.1	6.5	88.5
25	B	8.7	81.2	6.4	3.6
26	D	5.7	5.3	16.3	72.6
27	A	65.6	13.5	7.3	13.4
28	B	13.4	52.4	11.1	22.8
29	A	76.6	7.4	2.6	13.4
30	B	3.4	91.0	3.2	2.3
31	C	6.3	1.3	84.7	7.6
32	C	1.2	9.1	84.5	5.1
33	A	80.1	9.2	1.3	9.3
34	C	10.1	21.4	67.7	0.6
35	D	10.1	15.0	15.7	59

**World History 3201
Item Analysis
Multiple Choice (Cont'd)**

Item	Answer	Responses			
		A	B	C	D
		%	%	%	%
36	B	12.5	70.8	5.9	10.6
37	B	6.4	88.1	2.7	2.8
38	A	65.1	13.1	3.6	18.1
39	D	2.8	1.7	2.4	92.9
40	A	88.9	0.6	9.7	0.6
41	C	2.7	3.1	92.1	1.9
42	A	68.3	4.6	11.4	15.3
43	D	5.7	2.5	4.5	87.2
44	A	89.6	1.1	6.7	2.4
45	B	3.1	88.6	3.9	4.3
46	A	73.0	8.9	8.7	9.4
47	C	10.3	5.7	66.9	16.8
48	C	10.1	9.1	72.3	8.3
49 *	D	6.0	7.9	10.3	75.2
50 *	A	80.2	6.5	10.0	2.8

Note: Percentages may not add to 100% due to multiple responses, missing values, or rounding.

* Students completed either question 49 or 50, depending on the unit studied.

Table 2
World History 3201
Item Analysis
Constructed Response (Part II)

Item	Number of Students Completing Item	Value	Average
51	1272	5	2.2
52	1272	5	2.4
53	1272	10	4.9
54	1272	10	5.6
55	1272	5	2.9
56	1272	5	2.3
57	1272	5	2.0
58 *	909	5	2.2
59 *	363	5	1.3

Note: Percentages may not add to 100% due to multiple responses, missing values, or rounding.

* Students completed either question 49 or 50, depending on the unit studied.

Table 3
Histoire Mondiale 3231
Item Analysis
Multiple Choice (Part I)

Item	Answer	Responses			
		A	B	C	D
		%	%	%	%
1	A	84.1	12.1	0.3	3.3
2	C	2.3	22.7	66.5	8.3
3	A	97.7	0.0	2.3	0.0
4	C	1.8	0.8	97.2	0.3
5	B	31.2	66.5	1.3	1.0
6	D	7.1	8.6	9.3	74.8
7	A	59.5	15.4	9.8	15.4
8	D	2.8	12.1	1.5	83.6
9	B	2.8	90.2	5.3	1.8
10	A	62.0	14.9	12.6	10.6
11	A	84.4	1.8	11.3	2.5
12	B	5.0	67.5	24.9	2.5
13	C	13.4	6.6	77.3	2.8
14	D	3.8	22.7	5.0	68.5
15	C	17.6	8.6	63.2	10.6
16	C	8.1	19.7	49.9	22.4
17	D	9.6	5.5	14.9	70.0
18	D	10.1	24.2	1.5	64.0
19	D	7.1	15.1	14.9	63.0
20	A	87.4	8.6	1.8	2.3
21	C	2.3	6.6	84.9	6.3
22	A	87.2	9.1	2.8	1.0
23	C	20.9	13.4	50.9	14.9
24	D	5.5	0.8	2.5	91.2
25	B	4.0	91.7	3.3	1.0
26	D	6.6	10.1	19.9	63.5
27	A	60.5	17.4	13.6	8.6
28	B	10.6	59.5	4.3	25.7
29	A	89.4	2.5	1.0	7.1
30	B	0.5	94.2	1.8	3.5
31	C	5.0	1.5	89.7	3.8
32	C	1.8	2.5	92.7	3.0
33	A	84.4	4.8	1.0	9.6
34	C	18.6	36.8	43.8	0.8
35	D	8.6	10.3	13.4	67.5

**Histoire Mondiale 3231
Item Analysis
Multiple Choice (Cont'd)**

Item	Answer	Responses			
		A	B	C	D
		%	%	%	%
36	B	9.8	81.1	3.8	5.3
37	B	15.9	78.8	3.3	2.0
38	A	64.7	14.1	7.3	13.6
39	D	3.3	0.5	2.0	94.2
40	A	85.6	2.3	11.1	1.0
41	C	6.3	3.3	85.9	4.5
42	A	48.4	6.1	16.6	29.0
43	D	5.0	2.3	5.0	87.7
44	A	93.0	0.5	5.8	0.8
45	B	3.0	93.5	2.5	1.0
46	A	79.6	5.8	8.1	6.6
47	C	10.1	5.8	69.3	14.9
48	C	9.8	10.6	70.8	8.6
49 *	D	9.8	3.5	10.6	75.8
50 *	A	80.1	8.3	9.8	1.5

Note: Percentages may not add to 100% due to multiple responses, missing values, or rounding.

* Students completed either question 49 or 50, depending on the unit studied.

Table 4
Histoire Mondiale 3231
Item Analysis
Constructed Response (Part II)

Item	Number of Students Completing Item	Value	Average
51	397	5	3.8
52	397	5	3.1
53	397	10	5.8
54	397	10	6.3
55	397	5	3.2
56	397	5	2.6
57	397	5	1.8
58 *	316	5	2.3
59 *	81	5	3.5

Note: Percentages may not add to 100% due to multiple responses, missing values, or rounding.

* Students completed either question 49 or 50, depending on the unit studied.