

History 12

January 2001 Provincial Examination

ANSWER KEY / SCORING GUIDE

CURRICULUM:

Organizers	Sub-Organizers
1. The Study of History	A
2. Conflict and Challenge: The World of 1919	B, C
3. Promise and Collapse: 1919–1933	D, E
4. Turmoil and Tragedy: 1933–1945	F, G, H
5. Transformation and Tension: 1945–1963	I, J, K
6. Progress and Uncertainty: 1963–1991	L, M, N
7. Themes and Perspectives: Essay	A–N

Multiple Choice

Q	K	C	S	CO	PLO	Q	K	C	S	CO	PLO
1.	B	K	1	2	B2	21.	A	U	1	4	H4
2.	C	K	1	2	C2	22.	D	U	1	4	G3
3.	B	K	1	2	C2	23.	B	K	1	4	G3
4.	B	U	1	3	D2	24.	B	K	1	4	G3
5.	A	U	1	3	D2	25.	B	K	1	5	J1
6.	A	K	1	3	D4	26.	A	U	1	5	K1
7.	C	U	1	3	D1	27.	B	K	1	5	J3
8.	B	K	1	3	D4	28.	A	U	1	5	K1
9.	B	U	1	3	E1	29.	B	K	1	5	I1
10.	A	U	1	3	E1	30.	D	K	1	5	I3
11.	C	U	1	4	F1	31.	C	U	1	5	K2
12.	C	K	1	4	F1	32.	B	K	1	5	I2
13.	A	U	1	4	H4	33.	C	K	1	6	L1
14.	A	U	1	4	G1	34.	A	K	1	6	N1
15.	C	U	1	4	G1	35.	C	U	1	6	M2
16.	C	U	1	4	G1	36.	B	K	1	6	L2
17.	C	U	1	4	H1	37.	D	U	1	6	L1
18.	B	K	1	4	G1	38.	B	K	1	6	L3
19.	B	K	1	4	G2	39.	B	K	1	6	N2
20.	B	K	1	4	G2	40.	A	U	1	6	L4

Multiple Choice = 40 marks

Written Response

	Q	B	C	S	CO	PLO
Score one of questions 1, 2 or 3 and	1.	1	U	7	2	C1
	2.	2	U	7	3	D3
Score one of questions 4, 5 or 6 and	3.	3	H	7	4	G1
	4.	4	U	7	5	J2
Score one other question from 1, 2, 3, 4, 5 or 6	5.	5	U	7	5	K1
	6.	6	U	7	6	L1
Score all parts of the evidence question	7.	7	H	14	6	L4
Score only one of the two topics given	Topic 1	8	H	15	7	A1-N3
	Topic 2	9	H	15	7	A1-N3

Multiple Choice = 40
 Written Response = 50
EXAMINATION TOTAL = 90 marks

LEGEND:

Q = Question Number

CO = Curriculum Organizer

PLO = Prescribed Learning Outcome

B = Score Box Number

K = Keyed Response

C = Cognitive Level

S = Score

PART B: WRITTEN RESPONSE

Value: 21 marks

Suggested Time: 36 minutes

SECTION 1

SECTION 1 – Question 1:

Describe the political changes that resulted from the First World War and the Paris Peace Settlement. (7 marks)

Note to Markers: Students are not expected to include all of the following points and they may include other valid points not presented here. Students may earn full marks by developing a limited number of points.

Students may begin by describing the political changes which occurred in Europe as a result of the war. This could include some of the following:

- The change in the German government with the abdication of Kaiser Wilhelm. The establishment of a republic government as the Weimar Republic. The rise of extremist political groups such as the Spartakists and Frei Korp.
- The break-up of Austria-Hungary into several new states including Austria, Hungary, Czechoslovakia and Yugoslavia. The creation of problems of minorities in many of the new states.
- The creation of the new state of Poland by taking some territory from eastern Germany and western Russia. The creation of the Polish Corridor was a source of conflict between Poland and Germany.
- The creation of new Baltic states of Latvia, Lithuania and Estonia.
- The collapse of the Russian empire with the abdication of Tsar Nicholas and the establishment of a communist state after the Bolshevik revolution.
- The break-up of the Ottoman Empire into Turkey and various mandate territories, acquired by Britain and France.
- The U.S.A. retreated into isolationism.
- Fascism was established in Italy.
- Increased demands for self-determination in areas under colonial domination; e.g., India.
- Nations joined together to form the League of Nations.
- Japan received German colonies in the Pacific as mandates.
- France regained Alsace and Lorraine.
- Women's right to vote.
- Canadian autonomy.

SECTION 1 – Question 2:

Explain how Stalin used terror and violence to maintain a totalitarian dictatorship in the U.S.S.R. between 1928 and 1938. (7 marks)

Note to Markers: Students are not expected to include all of the following points and they may include other valid points not presented here. Students may earn full marks by developing a limited number of points.

- **During the Five-Year Plans, production quotas and deadlines were established for industrial development. Failure to reach these goals often resulted in arrest for managers, whether or not the goals were realistic. Success in reaching targets resulted in increased demands for the future. Industrial managers lived in fear of failure. Slackers and class enemies were blamed for failures and penalized.**
- **Collectivization was carried out by force. Kulaks who resisted were arrested, executed or deported to labour camps. Some 5 million were eliminated.**
- **State procurement of foodstuffs to feed the cities rose, even when the production of food declined. Famine was the result. Many argue that this was a deliberate plan to eliminate peasant opposition.**
- **The gulag system and secret police were used to control all of society. Denunciations of families and friends were rewarded.**
- **Slave labour was used extensively by Stalin.**
- **The purges during the 1930s eliminated thousands of party officials, army officers, scientists and intellectuals either for opposition to Stalin or for failure to conform to party lines.**
- **Show trials were used to reinforce Stalin's power and increase terror and insecurity.**
- **Cult of personality.**
- **Control of the Communist Party allowed Stalin to maintain control and manipulate the system; e.g., Show Trials.**

SECTION 1 – Question 3:

Describe the actions taken by Hitler between 1933 and 1939 to restore Germany's position as a great power. (7 marks)

Note to Markers: Students are not expected to include all of the following points and they may include other valid points not presented here. Students may earn full marks by developing a limited number of points.

- **Hitler made himself dictator through the Enabling Act.**
- **Leaving the world disarmament conferences and the League of Nations gave Hitler the freedom to concentrate on restoring Germany to the status of a great power.**
- **Instituting conscription and exceeding the limit of 100 000 in the armed forces. The development and increasing size of an air force and navy, later with the help of Britain in the Anglo-German Naval Agreement. Continued use of the U.S.S.R. as a testing area and for access to resources by the terms of the Treaty of Rapallo.**
- **Paying for the rearmament program with a reliance on autarky. Hitler was able to virtually end unemployment. Nazi Labour Front helped the German economy.**
- **Participation in the Spanish Civil War to test his forces / weapons.**
- **A series of diplomatic victories from 1936 undid the Treaty provisions. Remilitarizing of the Rhineland, Anschluss with Austria, absorption of Sudetenland and later Bohemia and Moravia.**
- **The Anti-Comintern Pact and Rome-Berlin-Tokyo Axis were established.**
- **The Nazi-Soviet Non-Aggression pact paved the way for the restoration of the Polish Corridor.**
- **The 1934 Non-Aggression Pact with Poland to break out of encirclement.**
- **By 1939 German economic policies led to domination of the Eastern European economy.**
- **The 1936 Olympics illustrated international recognition of Germany's new status.**
- **Hitler controlled the army after the Night of the Long Knives. The army swore allegiance to him personally.**
- **Hitler overcame the Stresa Front and gained Mussolini's support.**

SECTION 2

SECTION 2 – Question 4:

Use the following statement to answer question 4.

The Marshall Plan laid the foundation for future European economic cooperation.

Note to Markers: Students are not expected to include all of the following points and they may include other valid points not presented here. Students may earn full marks by developing a limited number of points.

- a) Describe the Marshall Plan. (3 marks)
- **The Marshall Plan was an economic assistance plan devised by U.S. Secretary of State George Marshall to make large amounts of financial aid available to Western Europe to rebuild their economies after the Second World War.**
 - **In return, European countries had to be willing to accept investment by American companies and trade with the U.S.A.**
 - **The Marshall Plan was also meant to stop any possibility of communist expansion into Western Europe. A strong economy would create stability and increase the satisfaction of populations with capitalism. The Marshall Plan was the economic arm of the U.S. policy of containment (Truman Doctrine).**
 - **The OEEC was established to administer the funds.**
- b) Explain how European economic cooperation developed following the Marshall Plan. (4 marks)
- **A requirement of the Marshall Plan was that states which received aid would agree to work together for general European recovery.**
 - **Also, the Europeans had to join together and recommend to the Americans how much aid they would actually require.**
 - **The European states had to set up an international body to do this. The Organization of European Economic Cooperation (OEEC) was established to request the aid and then administer it.**
 - **The OEEC was the forerunner for closer economic cooperation in the 1950s, under the ECSC, Euratom and with the Treaty of Rome and the EEC.**
 - **A rival EFTA was founded but many members later joined the EC, including Britain in 1973.**
 - **The Single European Act of 1986 laid the foundation for the European Union.**
 - **The Maastricht Treaty moved the European Union towards a common currency and greater power for the European Parliament.**
 - **The EEC and EFTA merged in 1991.**
 - **COMECON was a reaction to the development of Western European integration.**

SECTION 2 – Question 5:

Use the following statement to answer question 5.

In 1956, the Soviet policy of de-Stalinization encouraged the people of Hungary to seek reforms.

Note to Markers: Students are not expected to include all of the following points and they may include other valid points not presented here. Students may earn full marks by developing a limited number of points.

a) Identify the leader who announced the “policy of de-Stalinization.” **(1 mark)**

- **Khrushchev**

b) What is meant by the “policy of de-Stalinization”? **(2 marks)**

- **Khrushchev denounced Stalin’s “cult of personality.”**
- **Khrushchev’s policy of ending the worst excesses of the Stalinist regime.**
- **He suggested there would be greater freedom and less use of secret police.**

c) Describe the reforms attempted in Hungary and the Soviet reaction to them. **(4 marks)**

- **In 1956 a popular uprising overthrew the Stalinist regime of Rakosi.**
- **Hungarian secret police were hunted down and Soviet troops were forced to withdraw from Budapest.**
- **Imre Nagy, a reform-minded communist became P.M.**
- **Open political debate was encouraged.**
- **The government announced free elections.**
- **The government announced Hungary’s withdrawal from the Warsaw Pact.**
- **Soviet forces invaded Hungary/Budapest.**
- **20 000 Hungarians were killed in the subsequent fighting.**
- **A hard-line government was installed.**
- **Nagy was taken to Moscow, executed and replaced by Kadar.**

SECTION 2 – Question 6:

Use the following statement to answer question 6.

Since the creation of Israel in 1948, the U.S.A. has been its steadfast supporter.

Note to Markers: Students are not expected to include all of the following points and they may include other valid points not presented here. Students may earn full marks by developing a limited number of points.

a) Describe the circumstances that led to the creation of Israel. **(2 marks)**

- **Balfour Declaration.**
- **Britain had a mandate in Palestine.**
- **After the Second World War, Britain wanted to pull out of Palestine because of the violence in the area.**
- **The U.N. proposed a partition plan for the area.**
- **The Holocaust had increased sympathy for the idea of a Jewish state in Palestine**
- **The Arabs objected to the creation of the new state and attacked it immediately.**
- **Israel won the 1948–49 war of independence and expanded its territory.**
- **The U.N. accepted the creation of the state of Israel.**

b) Explain the reasons for the U.S.A.'s support of Israel. **(2 marks)**

- **The Jewish lobby in the U.S.A. had an influence on foreign policy and U.S. election results.**
- **Great sympathy for Jewish people following the revelations of the Holocaust.**
- **Support for Israel in the American media.**
- **The U.S.A. feared the U.S.S.R. taking advantage of British and French withdrawal from the region (Eisenhower Doctrine).**
- **Pro-western stance of Israel was a Middle Eastern link in the U.S. policy of containment.**
- **The U.S.A. would lose face if it reneged on its commitment to Israel.**
- **The U.S.A. sought stability in the Middle East to secure oil supplies.**
- **The U.S.A. saw fundamentalist Islam and its anti-Israel bias as a threat.**

c) Explain the role of the U.S.A. in the search for peace between Israelis and Arabs. **(3 marks)**

- **The U.S.A. supported the U.N. partition plan in 1948.**
- **The U.S. support for U.N. peacekeepers in the area from 1956 onwards.**
- **American Secretary of State Kissinger had practiced shuttle diplomacy between Israel and Egypt and arranged a cease fire in the Yom Kippur War.**
- **U.S. aid to Egypt brought Sadat to the peace table with Begin of Israel.**
- **Camp David Accords brokered by President Carter, set out terms of a peace agreement between Egypt and Israel. The U.S. has pressured Israeli governments to live up to the terms.**
- **The U.S.A. sent troops to Lebanon to escort PLO members out of the region.**
- **From Camp David to 1991, little headway was made in improving on the Camp David settlement despite U.S. efforts to bring peace in the Middle East.**
- **Despite the rise of fundamentalist Islam and attacks on the U.S.A., the U.S.A. has not abandoned its attempts to reach a peace settlement.**
- **The U.S.A. restrained Israel from attacking Iraq during the Gulf War.**

PART C: EVIDENCE QUESTION

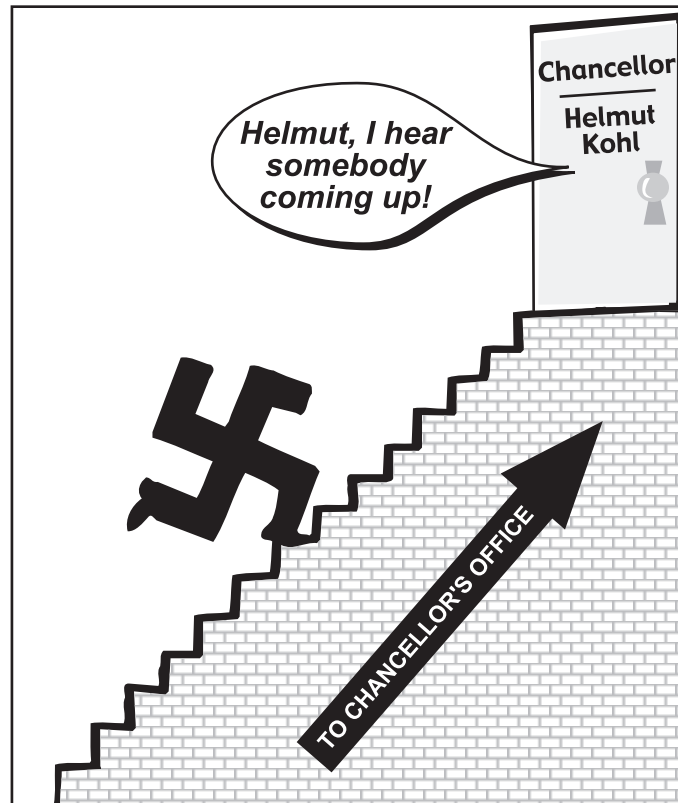
Value: 14 marks

Suggested Time: 24 minutes

INSTRUCTIONS: Use Documents 1 to 7 to answer all parts of written-response question 7.
Answer in ink.

PROBLEMS OF GERMAN REUNIFICATION

DOCUMENT 1



Guardian Weekly (London, October 20, 1991)

DOCUMENT 2

Between 1989 and 1991, 2.5 million immigrants and refugees arrived in Germany. These non-Germans were accused of taking jobs away from German citizens. Incidents of violence began to erupt, at first in the former East Germany where unemployment was the highest, but then throughout the country. Most often the attackers were young, right-wing skinheads who adopted Nazi slogans and badges as symbols of hatred and rebellion.

Victor Zelinski, *Twentieth Century Viewpoints* (1996)

DOCUMENT 3

Auschwitz? Never happened. Just a lie to blacken Germany's name. All that nonsense about gassing people. It never happened. They told us about it in school, but you were stupid if you believed anything teachers told you. There's nothing about Germany that makes me feel ashamed. Nothing. Nations start wars, nations lose them. So what?

Interview with young German neo-Nazi, Michael Ignatieff,
Blood and Belonging: Journeys into the New Nationalism (1993)

DOCUMENT 4

West German teenagers today seem tired of hearing about the Holocaust and see no reason to feel guilty for something that took place two generations ago. The explosion of neo-Nazi violence — reveals the monsters lurking under the glassy surface of German democracy. Thirty-five percent of schoolchildren believe that Germany should include what the Nazis quaintly referred to as the “eastern territories” — parts of Poland and Czechoslovakia.

Tina Rosenberg, *The Haunted Land: Facing Europe's Ghosts After Communism* (1995)

DOCUMENT 5

The new Germany must rebuild the ruined East, bringing together two profoundly different societies. “After living apart for 45 years,” says one new nation builder in Bonn, “West Germans and East Germans are almost as different as, well Germans and Russians.”

Meyer and Breslau, *Newsweek* (October 8, 1990)

DOCUMENT 6

Since 1989, a third of Eastern Germany's 9.5 million jobs have effectively vanished.

Samuelson, *Newsweek* (March 18, 1991)

DOCUMENT 7

Unemployment in Unified Germany, 1993

Unemployment	Former West Germany	7.3%
Unemployment	Former East Germany	15.8%

Note to Markers: *Students are not expected to include all of the following points and they may include other valid points not presented here. Students may earn full marks by developing a limited number of points.*

- a) Assess the reliability of Document 1. (2 marks)

Document 1 reflects the concern about the resurgence of Nazism and anti-Semitism in the newly-reunified Germany that is also expressed in, or illustrated by, **Documents 2, 3 and 4**. This degree of corroboration would suggest that the cartoonist is accurate in suggesting there is such a resurgence. However, like all cartoons, this one tends to exaggerate the situation. The size and menacing approach of the swastika probably overestimates the power of Nazism. Also, the idea that it is approaching the highest office, the door of the chancellor is somewhat extreme.

It is a British cartoon which might be biased but it is from the period of reunification.

- b) Explain whether Document 2 is a primary or secondary source about the problems of German reunification. (2 marks)

It is a secondary source from 1996 discussing the situation between 1989 and 1991. Zelinski presumably bases his conclusions on evidence drawn from several sources. He was not an eyewitness.

- c) Explain how Document 3 corroborates Document 4. (2 marks)

Document 4 talks about the explosion of neo-nazi violence and **Document 3** is an interview with one of these neo-nazis.

Document 4 indicates young people feel no guilt for the Holocaust. **Document 3** says some young people don't even believe it happened.

- d) Explain how Document 7 corroborates Document 6. (2 marks)

Document 6 indicates that there has been a substantial job loss in Eastern Germany. **Document 7** points out that the unemployment rate is substantially higher in the eastern part of the country.

- e) Using the documents provided, as well as other historical evidence, explain the problems created by German reunification. (6 marks)

A major concern regarding German reunification was the emergence of a strong Germany which might follow the path of aggression again. Germany had been seen as the instigator of war in the twentieth century.

Document 4: notes the fairly prevalent desire to revise the German borders in the east to include territory lost as a result of the Second World War.

Connected to this concern is the fear of a resurgence of Nazi ideology.

Document 1: clearly suggests that Nazism is “on the rise” again and reaching towards the political leadership of Germany.

Documents 3 and 4: both indicate that many young Germans either want to forget about the Holocaust or frankly reject its reality. *Document 3* further states that some young people are adopting at least the trappings of Nazism (Neo-Nazism).

Document 2: points out that some of these same young people are turning to violence against those who they see as, in some way, oppressing them.

- One of the reasons for the violence is the economic problems faced by the new Germany (*Document 2*). These economic problems, unemployment and economic disparity between east and west, are stated in *Documents 6 and 7*.
- In addition, Germany must try to unite two peoples who have lived under very different systems for 45 years. The vastness of these differences is pointed out in *Document 5* as is the problem of the economic backwardness of the east which failed to prosper under communism, as the west prospered under capitalism with the support of American investment.
- Other problems include dealing with the environmental chaos in the former East Germany and its technological backwardness.
- East Germans find it difficult to move from a welfare state to a free enterprise system.
- Each state had radically different legal systems and bureaucratic structures.
- There are cultural differences and resentments of the “Wessies” by the “Ossies”.
- There has been considerable fear of the power of a reunited Germany, notably on the part of Russia.

Note: Students were not required to refer to specific documents to achieve full marks.

Most of the 5 marks could be achieved by using information from the documents; only 1 mark was assigned to “other historical evidence.”

PART D: ESSAY

Value: 15 marks

Suggested Time: 30 minutes

INSTRUCTIONS: Choose **Topic 1** or **Topic 2**. Write a well-constructed essay in **ink** in the space provided.

A **good** answer **must**

- develop a thesis, and
- use examples from throughout the history of the period 1919 to 1991

Question 8:

TOPIC 1

Explain how the nature of warfare in the twentieth century increasingly made civilians the targets.

Use examples from throughout the period 1919 to 1991.

OR

TOPIC 2

The ability of nations to influence world affairs in the twentieth century has been based on their industrial and economic strength.

Support this statement using examples from throughout the period 1919 to 1991.

TOPIC 1

Explain how the nature of warfare in the twentieth century increasingly made civilians the targets.

Use examples from throughout the period 1919 to 1991.

Note to Markers: Students are not expected to include all of the following points and they may include other valid points not presented here. Students may earn full marks by developing a limited number of points.

- **During the century the increasing industrialization of warfare has made the producers of weapons (civilians) targets.**
- **The changing nature of weaponry and increasing use of long-range weapons has made cities (and civilian populations) major targets.**
- **Interwar years saw an increase in civilian casualties as the technology of war progressed.**
 - **Spanish Civil War and Guernica.**
 - **In China civilian casualties were high in the Japanese invasion, most notoriously in the rape of Nanking.**
- **The Second World War brought mounting civilian casualties in blitzkrieg attacks, the Battle of Britain, scorched earth in Operation Barbarossa, terrorizing civilian populations or reprisal killings. Nazi ideology saw Slavs as “untermenshen.”**
- **Nazi Jewish genocide, the Holocaust, and others who died as slave labourers.**
- **The carpet bombing of German cities such as Hamburg and Dresden (firestorms), by British and Americans to destroy factories, workers and civilian morale.**
- **Submarines were used by Germany and the U.S.A. to attempt to starve enemy populations.**
- **U.S. bombing of Japan including fire bombing of cities and culminated in the atomic bombing of Hiroshima.**
- **Since the Second World War, the nuclear capabilities of the Superpowers and the policy of MAD assumes massive numbers of civilian casualties. Missiles are aimed at civilian targets.**
- **The proliferation of nuclear weapons among second-tier powers and beyond (India, Pakistan, Israel, etc.), holds out an even greater threat.**
- **Civilians have been caught in the anti-colonial guerrilla wars; e.g., Vietnam, Africa, Algeria, and the Intifada. These wars often include atrocities against civilians (My Lai) and the use of Napalm, defoliants, etc.**
- **Regional power struggles, such as Indonesia’s attack on East Timor, atrocities in the Balkans, etc.**
- **Refugee problems.**
- **Landmines kill civilians both during war and after the war.**

- **In South America, civilians, particularly indigenous peoples, have been in between guerrilla and counter-insurgency campaigns.**
- **In the 1980s, civilians bore the brunt of casualties in the Afghanistan civil war.**
- **The Gulf War is an example of the use of sophisticated “smart weapons” resulting in many unintended civilian casualties compared to the number of combat casualties.**
- **Saddam Hussein used chemical warfare against his own Kurdish people.**

TOPIC 2

The ability of nations to influence world affairs in the twentieth century has been based on their industrial and economic strength.

Support this statement using examples from throughout the period 1919 to 1991.

Note to Markers: Students are not expected to include all of the following points and they may include other valid points not presented here. Students may earn full marks by developing a limited number of points.

Examples that support this statement include:

- **During the 1920s, the U.S.A. used the techniques of mass production to build the world's strongest economy. Because of its economic pre-eminence, the U.S.A. was able to exert its influence on world affairs. It led the effort to stabilize the European political situation with the Dawes and Young Plans and the Kellogg-Briand Pact. It sponsored a successful effort at arms control (the Washington Naval Conference). At the same time, its refusal to accept its role as a world leader in the League of Nations left the democracies without the necessary strength to confront fascist aggression during the interwar period. The collapse of the American economy in the early 1930s led to a general world depression. During the Second World War, U.S. Lend-Lease aid helped Britain to maintain its war effort.**
- **In the 1930s, the U.S.S.R. which had been industrially backward and had exerted relatively little influence during the 1920s, used the Five-Year Plans to create a modern industrial economy and establish a strong communist state despite the hostility of other nations to its system. With its new-found industrial strength, the U.S.S.R. became increasingly influential. As a relatively self-sufficient economy, it was able to avoid the effects of the Great Depression. Both the democracies and Nazi Germany courted Soviet friendship as war drew near and the U.S.S.R.'s decision to sign a non-aggression pact with Germany allowed that state to launch the attack on Poland which began the Second World War.**
- **The growing influence of Germany on world affairs in the 1930s was a result of Hitler's use of that state's industrial capacity to offset the effects of the Depression and to create a strong military power. This also allowed them to maintain their war effort in the Second World War until 1945.**
- **The ineffectiveness of Britain and France in meeting the threat of fascist aggression in the 1930s was partly due to the limitations of their industrial capacities to deal with both the effects of the Depression and the need to rearm. The economic losses of the Second World War relegated them to a minor role (loss of empire, etc.).**
- **The chief victors of the Second World War were the two states which had the industrial capacity to wage an extended war, the U.S.A. and the U.S.S.R. This industrial strength formed the basis of the military strength that made these two states the superpowers of the post-war bipolar world. U.S. Marshall Aid assisted in the recovery of Western Europe.**
- **The technological advances of the U.S.S.R., such as its advances in space, allowed it to maintain an apparent parity with the U.S.A. in the Cold War. At the same time, it was the inherent weaknesses of Soviet industry which played a large role in its inability to maintain popular support for its regime.**

- **The superior industrial strength of the U.S.A. allowed it to maintain the pressures of the arms race while, at the same time, providing a high standard of living for its citizens. The inability of the U.S.S.R. to do the same was a contributing factor to the American “victory” in the Cold War. The U.S.A. also used its economic strength to further its political aims (e.g., economic embargoes on Cuba and Vietnam).**
- **The post-war period has also seen the increasing influence of China in world affairs and, while there are many reasons for this, China’s growing industrial economy has played a role in its recognition as a world power.**
- **At the same time, the industrial backwardness of many Third-World countries has limited their ability to influence world affairs and has seen many of them fall into the spheres of influence of one or the other of the superpowers. The exception to this has been the OPEC countries, which control the resource needed by the U.S.A. to maintain its industrial progress. The result has been continued U.S. involvement in the Middle East, both as a peacebroker between the Arabs and the Israelis, and as combatant in the Gulf War.**
- **Japan’s industrial strength allowed it to “take on” the U.S.A. in the Second World War. It’s rapid recovery, with U.S. aid after the war, allowed it to become a major economic influence.**
- **Cultural Imperialism — U.S. interference in other countries.**

END OF KEY

APPENDIX I

HOLISTIC SCALE

The following holistic scale will be used to score written-response questions where appropriate.

The marks assigned within each level will vary according to the value of a particular question. A written response may or may not conform to each and every descriptor within a particular level, but the overall scale-point will provide markers with a general impression as to how well a student has answered the question.

- Proficient**
- fully understands the question
 - deals fully with the topic as directed by the command term
 - includes valid and detailed historical content to support the answer
 - well-organized, with few errors

- Acceptable**
- shows understanding of the question but with a more simplistic approach
 - deals generally with the topic, but with some irrelevancy. Response to command term may be implicit.
 - historical content generalized and/or vague, although valid
 - reasonably organized, with some errors

- Limited**
- unclear on the demands of the question
 - deals with the topic very unevenly, in a generalized fashion, with little attempt to respond to the command term
 - historical content vague and/or irrelevant, but with some discernible validity
 - poorly organized, with many errors

- Unsatisfactory**
- misunderstands the question
 - minimal treatment of the topic with no attempt to respond to the command term
 - historical content inaccurate and/or irrelevant, with little or no discernible validity
 - no attempt at organization, with many errors

APPENDIX II

AN INTRODUCTION TO THE HOLISTIC SCORING METHOD FOR ESSAYS

The purpose of this overview is to help teachers and students prepare for the essay question on the History 12 Provincial Examination by describing how these essays are marked.

The purpose of the essay question is to allow students to demonstrate their ability to analyze, synthesize, and evaluate historical questions and write unified and coherent answers to those questions. This requirement demands a method of marking which is both reliable and valid for this purpose. Consequently, a holistic scoring method was developed which would reward students for their overall ability to analyze, synthesize and evaluate.

The holistic scales were developed to evaluate content with appropriate organization and expression. These scales were developed normatively in that the answers to essay questions are categorized across a scale from **excellent** (5) to **cannot be evaluated** (0).

APPENDIX III

ESSAY SCORING CRITERIA

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

	CONTENT / ORGANIZATION / EXPRESSION
5 EXCELLENT	<ul style="list-style-type: none"> • Superior recall of factual content organized in a purposeful, effective and sophisticated manner. • Thesis is clear, relevant and valid with reference to the topic throughout the essay. • There is a mature, precise selection of supporting details and where evaluation is required, judgement is exemplary. • Expression is clear and fluent.
4 PROFICIENT	<ul style="list-style-type: none"> • Above average recall of factual content organized in a clear and deliberate manner. • Good understanding of the fundamental concepts of history and where evaluation is required, judgement is sound. • An appropriate thesis is evident and the topic is generally addressed throughout the essay. • Expression is generally controlled and fluent with a clear and appropriate selection of supporting details. There may be occasional errors, but only minor flaws in communication.
3 ACCEPTABLE	<ul style="list-style-type: none"> • Satisfactory recall of factual content with some organization and planning. • Sufficient understanding of the fundamental concepts of history and where evaluation is required, judgement is satisfactory. • Thesis is identifiable but the writer may occasionally stray from the topic. • While the expression may be awkward, there is an adequate selection of supporting details. Errors may occasionally impede communication.
2 LIMITED	<ul style="list-style-type: none"> • Limited and flawed recall of factual content lacking adequate organization and planning. • Insufficient understanding of the fundamental concepts of history and where evaluation is required, judgement is poor. • Thesis is irrelevant or invalid and the writer is often off the topic. • The expression is limited, awkward and simplistic with an inadequate selection of supporting details. Errors often impede communication.
1 UNSATISFACTORY	<ul style="list-style-type: none"> • Deficient recall of factual content presented in a disorganized, error-ridden manner. • Inferior understanding of the fundamental concepts of history and where evaluation is required, judgement is seriously flawed. • Thesis is non-existent and the writer is off the topic. • Expression is unclear or uncontrolled and supporting details are completely lacking. Errors result in a frequent lack of communication.
0 CANNOT BE EVALUATED	<ul style="list-style-type: none"> • While writing is evident, no discernible attempt has been made to address the topic as given or the writing is so deficient in length or legibility that it cannot be evaluated.