

# History 12

## November 2001 Provincial Examination

### ANSWER KEY / SCORING GUIDE

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#### 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

#### Part A: Multiple Choice

Q	K	C	S	CO	PLO	Q	K	C	S	CO	PLO
1.	B	K	1	2	B2	21.	B	K	1	5	J1
2.	A	K	1	2	C2	22.	C	U	1	5	I1
3.	B	K	1	2	C1	23.	D	U	1	5	I2
4.	D	U	1	3	D1	24.	C	U	1	5	J1
5.	D	K	1	3	D4	25.	A	U	1	5	I3
6.	B	K	1	3	D2	26.	A	K	1	5	K2
7.	A	K	1	3	D2	27.	A	K	1	5	J3
8.	A	K	1	3	E1	28.	C	U	1	5	I1
9.	C	U	1	3	D3	29.	A	U	1	6	N2
10.	B	U	1	3	D1	30.	D	K	1	6	M1
11.	A	U	1	4	F1	31.	A	K	1	6	N2
12.	B	U	1	4	G1	32.	C	K	1	6	M1
13.	D	U	1	4	G1	33.	C	U	1	6	L2
14.	D	U	1	4	G1	34.	C	U	1	6	M1
15.	A	K	1	6	M2	35.	B	U	1	6	N1
16.	B	U	1	4	G2	36.	B	K	1	6	L4
17.	B	U	1	4	G3	37.	B	U	1	6	N1
18.	D	K	1	4	G2	38.	A	K	1	6	L3
19.	B	K	1	4	H2	39.	A	K	1	6	L3
20.	A	K	1	4	G3	40.	B	U	1	6	L3

**Multiple Choice = 40 marks**

## Written Response

	<b>Q</b>	<b>B</b>	<b>C</b>	<b>S</b>	<b>CO</b>	<b>PLO</b>
Score <b>one</b> of questions 1, 2 or 3 and	1.	1	U	7	2	C1
	2.	2	U	7	3	D4
Score <b>one</b> of questions 4, 5 or 6 and	3.	3	U	7	4	H1
	4.	4	U	7	5	K1
Score <b>one other</b> question from 1, 2, 3, 4, 5 or 6	5.	5	U	7	5	J2
	6.	6	U	7	6	L1
Score <b>all parts</b> of the evidence question	7.	7	H	14	4	H4
Score only <b>one</b> 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:

*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.*

Describe the political and economic situation in Germany in the period 1919 to 1924. (7 marks)

**Students should consider some of the following points in responding to this question:**

- Kaiser Wilhelm II had abdicated, leaving a provisional government in control.
- The economy of the country was in ruins. There were riots in Berlin, including minor communist rebellions (Spartakists).
- Several political factions struggled for control of the country, leading to a weak, unstable political situation (Kapp Putsch, Munich Putsch).
- The multiplicity of parties also resulted in weak coalition governments.
- Much of Germany's economic wealth had to be committed to meeting the reparation payments required by the Allied Powers.
- East Prussia was separated from Germany by the Polish Corridor, leaving millions of Germans living in the new Polish state. Changes in the boundaries of the country left significant German minority groups in other countries.
- Germany was stripped of all overseas territories and therefore they lost a potential source of wealth.
- The Treaty of Versailles had put severe restrictions on Germany, creating deep divisions within the country and animosity towards the countries who had imposed it; e.g., War Guilt Clause.
- French and Belgian forces invaded to collect reparations payments.
- The consequent civil disobedience campaign led to hyper-inflation.
- Stresemann stabilized the currency and ended the passive resistance.
- The Dawes Plan restructured reparations payments.
- By 1924, the economic and political situation was stabilizing and prosperity was returning.
- Lack of tradition of democracy in Germany led to loss of faith in the Weimar Government.

## SECTION 1 – Question 2:

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

Use the following statement to answer question 2.

During the interwar years, politics in India was dominated by the Congress Party.

- a) Define the aim of the Congress Party and identify its leader. **(2 marks)**

**Nehru is the answer, although Gandhi would be acceptable.**

**The Congress party first aimed for Home Rule in India but, following the First World War and the Amritsar Massacre, demanded complete independence.**

- b) Describe the policies and tactics adopted by the Congress Party in the 1920s and 1930s to achieve its aims. **(5 marks)**

- **Its policy was to unite all Indians in British India into one country.**
- **Inspired by Gandhi, the Congress Party adopted a policy of non-violent resistance to British rule in India — Satyagraha.**
- **Its tactics included general strikes. Indians halted work (Hartal). Everyone left their jobs for a designated period of time.**
- **Boycott of British goods and the wearing of homespun clothes.**
- **Refusal to pay taxes.**
- **Marches, such as the Salt March, to emphasize the injustice of British rule.**
- **Plenty of press coverage, particularly by the British and foreign media, to gain sympathy for the independence movement.**
- **Gandhi travelled to London for the Round Table talks and went to Manchester to speak to the textile workers.**
- **Gandhi engaged in fasts and was imprisoned by the British.**

## SECTION 1 – Question 3:

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

Explain how for the civilians of the Allied nations, the Second World War was a total war.

(7 marks)

**Total war is the commitment of all the economic, social, and military power of a country towards the war effort.**

**For the citizens of Britain and her Allies, the Second World War was total war in many ways:**

- **Conscription was imposed.**
- **Many of the young men went off to fight the Axis powers.**
- **Many young women joined nursing brigades and the armed forces to care for the wounded and, in Russia, to fight in the front lines.**
- **Many wives, mothers, and daughters took on jobs in war industries to support the troops.**
- **Large cities were the targets of the German bombing campaign, resulting in thousands of civilian casualties.**
- **Children were evacuated to the countryside and overseas.**
- **In Russia, there was massive destruction (including scorched earth) and the siege of Leningrad.**
- **All citizens were subjected to rationing to maintain food and other vital commodities for the fighting forces. There were victory gardens, scrap drives.**
- **All citizens were acutely aware of the need to conserve everything in every way possible so that the troops could be supplied and supported.**
- **Many areas became military bases to conduct the war against Germany.**
- **Many areas of Britain were used for military storage to prepare for the D-Day invasion of Normandy. Millions of foreign soldiers were stationed in Britain.**
- **Many areas were “off limits” to civilians.**
- **Government imposed censorship and other restrictions.**
- **Governments passed laws to organize the country for war; e.g., Defence of the Realm Act.**
- **Civilians were trained for home defence.**
- **Blackouts and ARP.**
- **Everyone carried gas masks.**
- **People bought war bonds.**
- **“Enemy aliens” were imprisoned.**
- **Civilians joined the partisan movement in Russia.**

**SECTION 2 – Question 4:**

*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.*

**Use the following statement to answer question 4.**

Segregation in the southern U.S.A. ended in the 1960s.

- a) Describe how segregation operated in the southern U.S.A. **(4 marks)**
- **Jim Crow laws restricted blacks to separate facilities (buses, restaurants, etc.)**
  - **Schools were segregated on the basis of “separate but equal.”**
  - **Poll taxes and literacy tests restricted black voter registration and, in reality, disenfranchised blacks.**
  - **Law enforcement favoured whites.**
  - **Blacks tended to be restricted to menial jobs.**
  - **KKK activities terrorized blacks.**
  - **Blacks lived in ghettos apart from white society.**
  - **Segregation in the military separated blacks from whites.**
- b) Explain the role of the U.S. government and courts in the struggle to end segregation after 1945. **(3 marks)**

**In the years after 1945, the U.S. Federal Government and Supreme Court became increasingly active in the Civil Rights campaign, although they never moved as quickly as black leaders wanted.**

**U.S. Supreme Court decisions, federal enforcement of those decisions, federal legislation, and the actions of each President, from Truman to Nixon, all advanced the fight against segregation.**

- 1948: Truman ordered the desegregation of the U.S. armed forces.**
- 1954: U.S. Supreme Court declared segregation unconstitutional (Brown vs. Board of Education).**
- 1957: Eisenhower sent troops to Little Rock, Arkansas, to uphold integration in the high school.**
- 1962: Kennedy introduced new Civil Rights Bill. Governor Wallace of Alabama was forced to integrate schools.**
- 1964: Johnson passed Civil Rights Act (Just Society).**
- 1969: The U.S. Supreme Court ruled for the desegregation of schools “at once.”**

## SECTION 2 – Question 5:

*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.*

Use the following statement to answer question 5.

The development of European economic cooperation has been a gradual building process.

- a) Describe the steps in the development of closer European economic cooperation. **(5 marks)**
- **The Marshall Plan and OEEC started the countries of Western Europe on the road to cooperation.**
  - **Schumann Plan.**
  - **The European Coal and Steel Community (ECSC) brought six countries together to abolish trade barriers on coal, steel, iron ore, and scrap metal (1951).**
  - **Six years later, these same six countries signed the Treaty of Rome to establish the European Economic Community (EEC), which gradually abolished tariffs on all trade between the member states.**
  - **Britain formed the rival EFTA.**
  - **Britain's attempts to join the EEC were blocked by de Gaulle.**
  - **In 1973, the EEC expanded to nine countries, including Britain.**
  - **In the 1980s, a further three countries joined, thus creating a very powerful twelve-nation trading bloc.**
  - **A European Parliament was established.**
  - **The Maastricht Treaty moved Europe towards a common currency and greater power for the European Parliament.**
- b) Describe the advantages for Europe of closer economic cooperation. **(2 marks)**
- **The ECSC was intended to bring together two old enemies, France and Germany, to cooperate in trade around coal and steel. Cooperation, it was hoped, would reduce the chances of another conflict between the two countries.**
  - **The Treaty of Rome led to free trade for the six-member countries, therefore enhancing their economies and the standard of living for their citizens.**
  - **As free trade became fully implemented, the advantages of it were obvious to other countries whose economies were lagging behind those of EEC members. Therefore, membership expanded as they wanted to be part of the EEC economic boom.**
  - **An expanded EEC began to explore other areas of cooperation, such as product standardization, pollution reduction, and reduced border controls.**
  - **There is a common agricultural policy and freer movement of labour between countries.**
  - **European countries strengthened their resistance to communism.**
  - **Preserved a European identity, deterring Russian or American influence.**

**SECTION 2 – Question 6:**

*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.*

**Use the following statement to answer question 6.**

The invasion of Afghanistan was a costly mistake for the U.S.S.R.

a) Explain why the U.S.S.R. decided to invade Afghanistan. **(2 marks)**

**While some students may discuss the various political factions in Afghanistan and the series of governments which preceded the invasion, most students will probably limit their responses to such points as:**

- **the U.S.S.R. feared the spread of strong fundamentalist Islam, such as had taken power in Iran, also taking power in Afghanistan and spreading into the neighbouring Muslim republics of the U.S.S.R.**
- **a pro-Soviet government took power in 1978, but there was strong resistance to its land reforms.**
- **resistance to Soviet land reforms was backed by Muslim religious leaders.**
- **a new government that the Soviets distrusted took power.**
- **the U.S.S.R. feared continued civil unrest and the loss of a potential satellite.**

b) Describe the international consequences of the invasion. **(2 marks)**

- **end of détente**
- **U.S. refusal to ratify SALT II**
- **Western boycott of Moscow Olympics**
- **new Cold War and increased expenditure on weapons**
- **U.S. provided support to the Mujaheddin**
- **loss of international prestige because of military difficulties**
- **U.S.A. led sanctions against the U.S.S.R.; e.g., wheat**

c) Explain why the U.S.S.R. withdrew from Afghanistan.

(3 marks)

**The U.S.S.R. faced many difficulties in Afghanistan which led to the withdrawal of its troops in 1989 because**

- **the U.S.S.R. installed a puppet government in the capital, Kabul, but most of the countryside was in the hands of rebel troops, the Mujaheddin.**
- **Afghanistan is an inhospitable country filled with mountains, deep valleys and deserts which provide good cover for rebel forces.**
- **the Soviet troops were trained for conventional warfare and were unable to subdue the rebels who were used to the terrain, saw the conflict as a holy war and had a long history of tribal warfare.**
- **the rebel forces were supplied militarily by the U.S.A.**
- **the war was economically costly for the U.S.S.R. It also cost the Soviet government popular support at home and increased tensions between the U.S.S.R. and the U.S.A.**
- **Gorbachev wanted better relations with the West and his domestic problems meant he needed to end an unpopular war.**
- **The casualties, the inability to win and the unpopularity of the war were all factors.**

## PART C: EVIDENCE QUESTION

Value: 14 marks

Suggested Time: 24 minutes

**INSTRUCTIONS:** Use **Documents 1 to 8** to answer **all parts** of written-response question 7.  
Answer in **ink**.

### THE HOLOCAUST

#### DOCUMENT 1

None but members of the nation may be citizens of the state. None but those of German blood may be members of the nation. No Jew, therefore, may be a member of the nation.

Nazi Party Program

#### DOCUMENT 2

If the Nordic race was said to be the pure force of good in the world, the advocates of racial history identified evil with that other race, the Jews. As before, the Jews were blamed for all ills that had befallen Germany.... Jews became universal scapegoats... responsible for everything from increased crime to a rise in the Berlin rat population. Some maintained that as Jews did not have souls they were not really human.

A. Richie, *Faust's Metropolis: A History of Berlin* (1998)

#### DOCUMENT 3

When Operation Barbarossa was launched, the troops were followed by Einsatzgruppen (Special Action Squads). Their job was to hunt down and kill all Jews. At first they shot them; later they used specially built vans, in which the Jews were killed by exhaust gases from the engines. By the end of the year they had destroyed almost half a million Jews.

Tony Howarth, *Twentieth Century History* (1987)

#### DOCUMENT 4

I predicted that, in the event of war, the Jew would disappear from Europe. That race of criminals has on its conscience the two million dead of the First World War, and now hundreds of thousands more. It's not a bad idea that public rumour attributes to us a plan to exterminate the Jews. Terror is a good thing.

Adolf Hitler, quoted in *Table Talk* (October 25, 1941)

#### DOCUMENT 5

The Wannsee Conference, in January 1942, was long considered to have been the place at which the decision to proceed with extermination was taken. It is now regarded as the point at which the policy was confirmed rather than initiated.

Modris Ekstein, *Walking since Daybreak*, Key Porter (1999)

## DOCUMENT 6

... we marched into the commercial heart of Auschwitz, the warehouse of the body snatchers where hundreds of prisoners worked frantically to sort, separate, and classify the clothes, food and valuables of those whose bodies were still burning, whose ashes would soon be used for fertilizer.

Rudolf Vrba, *A Mountain of Trunks and Parcels in Auschwitz* (1992)

## DOCUMENT 7



Photo by: Margaret Bourke-White / TimePix,  
“The Living Dead of Buchenwald” (1945), *Life Magazine*

## DOCUMENT 8

The “final solution” of the Jewish question meant complete extermination of all Jews in Europe. I was ordered to establish extermination facilities at Auschwitz in June 1941. At that time, there were already three other extermination camps in Poland. I commanded Auschwitz until late 1943, and estimate that at least 2 500 000 victims were exterminated there by gassing and burning, and at least another half million died of starvation and disease.

Testimony of Rudolf Hoess, at the Nuremberg Trials

*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) Explain why Document 1 is a primary source. (1 mark)

**It is a quotation from the Nazi platform, a document written by Nazis outlining the policies that led to the Holocaust.**

- b) Explain how Document 5 is corroborated by Document 8. (2 marks)

**Rudolf Hoess' testimony that he was ordered to establish extermination facilities at Auschwitz in 1941 supports the claim in Document 3 that the "final solution" was confirmed, rather than initiated at the Wannsee Conference. Both documents agree on the complicity of the Nazis in the extermination of the Jews.**

- c) Assess the reliability of Document 7 as a source of evidence about the Holocaust. (2 marks)

**It can be accepted as a primary source due to its date and location. It provides first-hand visual evidence of the conditions of prisoners in Buchenwald concentration camps.**

**Conditions shown in the picture are corroborated by the other documents.**

**However, the photograph appears staged. The photographer may be attempting to emphasize the poor condition of the survivors.**

- d) Using Documents 1, 2 and 4, explain the Nazi motive for the "final solution." (3 marks)

**Document 1: The official Nazi Party Program stated that Jews were not members of the German nation and were, therefore, liable to persecution.**

**Document 2: States the Nazi idea of racial purity and the racial inferiority of the Jews. It makes the Jews scapegoats for every problem and questions their very humanity.**

**Document 4: Claims the Jews were responsible for German deaths in both world wars. It also suggests that actions against the Jews would help to control others through terror.**

e) Describe how the Nazis carried out the “final solution.”

Use the documents provided **as well as** other historical evidence.

**(6 marks)**

**From the documents and other knowledge, students will refer to the following:**

**Document 1:** exclusion of Jews from German citizenship; as a result, they had no civil rights.

**Document 2:** describes tradition of anti-Semitism that the Nazis exploited and indicates the kind of propaganda that paved the way for the Holocaust.

**Document 3:** Einsatzgruppen were used to wipe out Jews in occupied Russia. Methods such as shooting and gassing are mentioned.

**Document 4:** the use of terror deterred others from assisting the Jews.

**Document 5:** the Wannsee Conference, headed by Heydrich, with Eichmann in attendance, was where the final planning for the elimination of European Jewry took place.

**Document 6:** relates the economic use of the belongings of the camp victims. The burning of the bodies is also referred to here.

**Document 7:** the conditions in the camps. Prisoners forced to wear uniforms, numbers, and exist on meager rations under slave labour conditions.

**Document 8:** notes the people killed in Auschwitz and the “new methods” employed when other methods, like the Einsatzgruppen, were found to be too slow.

**The rounding up of Jews in the occupied countries, forcing them into ghettos and transporting them to camps. The rounding up of Jews was assisted by the governments of occupied states. The Jews were also used as slave labour and for medical experiments.**

**Local anti-Semitic groups were enlisted to help in the “final solution.” The extermination camps were built in Eastern Europe where there would be no objection.**

**Some students will refer to the developments in the 1930s which led to the Holocaust; e.g., Nuremberg Laws, Kristallnacht.**

**Jews were forced into ghettos before being transported to the camps.**

## 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 the political impact of mass communications on the twentieth century.

Use examples from throughout the period 1919 to 1991.

OR

#### TOPIC 2

The U.S.A. dominated the history of the twentieth century.

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

## TOPIC 1

Explain the political impact of mass communications on the twentieth century.

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.*

- **All political figures have used mass communications to spread their views and/or win elections.**
- **Politicians first used newspapers. Later, radio, TV and newsreels were used to win support. Political leaders have had to learn to “use the media” and have had to be “charismatic.”**
- **Media coverage of Gandhi’s activities.**
- **F.D.R. used fireside chats to promote the New Deal and instill confidence during the Depression.**
- **During the Second World War, Churchill used speeches to rally British morale.**
- **News broadcasts from London (Edward R. Morrow) helped to gain U.S. support.**
- **Roosevelt used radio, as well as posters, etc., to promote aid to Britain**
- **During the Second World War, Hollywood was encouraged to produce movies to build morale, to sell bonds, etc.**
- **After the Second World War, the Cold War also involved mass communications. Radio Free Europe broadcast propaganda to the Iron Curtain countries. Radio Moscow broadcast to the West.**
- **TV has had an impact:**
  - **Nixon (Checkers speech)**
  - **Kennedy used TV to promote his campaign**
  - **TV debates**
  - **TV news films of Civil Rights demonstrations and segregationist reaction made Civil Rights a national issue and brought support from outside the South.**
  - **TV coverage of Vietnam brought the war into peoples homes and helped develop opposition. In the Gulf War, TV and other coverage was closely censored and gave the impression of a sterile war.**
  - **The Watergate Scandal was uncovered by newspapers and the TV hearings helped to destroy Nixon. TV coverage of political leaders intensified after Watergate.**
- **Dictators like Hitler and Stalin controlled mass communications to keep information away from citizens. Nazi rallies were used to promote Nazi policies (Goebbels). All dictatorships promote party line.**

- **News coverage of government actions in South Africa helped to build anti-apartheid feelings around the world.**
- **News coverage of Tiananmen Square contributed to opposition to China's regime.**
- **Access to western TV affected the economic and political aspirations of people throughout the world.**
- **Satellites and the Internet have made political and social control difficult; e.g., in the U.S.S.R./Eastern Europe.**
- **Terrorist and extremist groups make use of media coverage.**

## TOPIC 2

The U.S.A. dominated the history of the twentieth century.

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.*

Students should give examples to show that the U.S.A. has influenced the major events of the twentieth century.

### The U.S.A.

- through its President, Woodrow Wilson, played a major role in shaping the post-war world. His Fourteen Points were to be used as the basis of the treaty with Germany and its allies. He was one of the major figures involved in shaping the treaty. Wilson also suggested the idea of a League of Nations to prevent future wars.
- failed to join the League and, therefore, could not influence events on this important international front.
- was the largest economic power after the First World War. Unfortunately it slipped back into a policy of isolationism, not wanting to be involved in issues around the world.
- did intervene in Europe when its economic interests were threatened. The Dawes Plan and Young Plan were both attempts to assist Germany with her reparations payments so that the U.S.A. would get its war debt repaid.
- economic situation in the 1920s led to the stock market crash and the Great Depression. The Depression quickly engulfed the rest of the world.
- Lend-Lease Aid kept Britain fighting before Pearl Harbor (also U.S.S.R.).
- became a major ally in the Second World War after the Japanese attack on Pearl Harbor. It provided massive aid to the war in Europe at the same time as it was fighting the Japanese in the Pacific.
- was the first power to develop the atomic bomb, which it used against Japan to hasten the end of the war in 1945 and demonstrate its power to the U.S.S.R.
- was one of the founding members of the United Nations, a new international organization created to replace the failed League of Nations. The U.S.A., with the other major allies of the war, became one of the permanent members of the UN. Security Council.
- instigated its containment policy and issued the Truman Doctrine to prevent the spread of communism beyond its current borders.
- gave massive aid in the form of the Marshall Plan to Western European countries to help them rebuild their war-torn economies and to form a bulwark against communism.
- supported the establishment of Israel and continued to support Israel against Arab hostility.

- **in part, through joining the North Atlantic Treaty Organization (NATO), became the leader of the western nations in the Cold War waged against the U.S.S.R. and its allies.**
- **was the main power backing South Korea when it was attacked by the North in 1950.**
- **created alliances in South-East Asia (SEATO) and in the Middle East (CENTO) to curtail communist expansion.**
- **challenged the U.S.S.R. in its attempt to place missiles and bombers in Cuba capable of carrying nuclear weapons to much of North and South America.**
- **aided South Vietnam by sending over 500 000 ground troops in an attempt to stop North Vietnam from taking over the south.**
- **began its policy of détente in the 1970s, in an attempt to create better relations with the U.S.S.R.**
- **was a major force in all the arms limitation and reduction treaties of the post-war era.**
- **has supplied arms to nations throughout the world; e.g., Iran-Contra.**
- **through its research into the Strategic Defense Initiative, forced the U.S.S.R. to also begin work on a similar system when its economy could not afford such an expenditure. Having exposed the inherent weakness of the Soviet economy, the U.S.A. remained the only superpower as the Cold War ended and the U.S.S.R. collapsed in 1991.**
- **U.S. culture has come to dominate world culture.**

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