

History 12

November 2002 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.	C	K	1	2	B2	21.	B	K	1	4	G2
2.	C	U	1	2	B2	22.	A	K	1	4	H4
3.	C	K	1	2	C1	23.	A	U	1	4	G3
4.	C	U	1	3	D4	24.	B	K	1	4	G3
5.	B	U	1	3	D2	25.	B	U	1	5	I1
6.	B	K	1	3	D3	26.	D	K	1	5	I1
7.	C	U	1	3	E2	27.	B	K	1	5	I3
8.	B	K	1	3	D2	28.	A	K	1	5	J1
9.	C	K	1	3	D4	29.	B	K	1	5	I3
10.	B	U	1	3	D1	30.	A	K	1	5	K1
11.	B	K	1	4	F1	31.	A	U	1	5	I2
12.	D	K	1	4	F1	32.	C	U	1	5	K1
13.	B	U	1	4	G1	33.	B	U	1	6	L1
14.	A	U	1	4	F2	34.	A	U	1	6	M1
15.	A	K	1	4	G1	35.	D	U	1	6	L1
16.	A	K	1	4	F2	36.	C	K	1	6	L2
17.	D	K	1	4	F2	37.	A	U	1	6	M2
18.	A	K	1	4	H2	38.	C	U	1	6	L1
19.	D	U	1	4	G1	39.	D	K	1	6	N2
20.	B	U	1	4	G2	40.	B	K	1	6	L4

Multiple Choice = 40 marks

Written Response

	Q	B	C	S	CO	PLO
Score one of questions 1 or 2 and	1.	1	U	7	2	C2
	2.	2	U	7	3	D1
	3.	3	U	7	4	G2
Score one of questions 3 or 4 and	4.	4	U	7	5	J1
	5.	5	U	7	5	J2
Score one of questions 5 or 6	6.	6	U	7	6	N2
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:

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 the changes brought about in Russia by the 1917 March and November Russian Revolutions. **(7 marks)**

Among the changes brought about by the MARCH 1917 Revolution were:

- the overthrow of the Tsar.
- the end of the Romanov dynasty.
- the increasing power of the Petrograd Soviet.
- the establishment of a Provisional Government.
- granting of democratic rights and freedoms; universal suffrage, including women, abolition of death penalty, amnesty for political prisoners.
- the return of Lenin and other Bolshevik leaders from exile and increasing support for their call for “Peace, Bread and Land.”
- the promise of a Constituent Assembly.

Among the immediate changes brought about by the NOVEMBER 1917 Revolution were:

- the overthrow of the Provisional Government.
- cancellation of democratic rights of the Provisional Government.
- the establishment of a Bolshevik (Communist) government under Lenin.
- establishment of the Cheka.
- the massive desertion of Russian soldiers.
- overthrow of Constituent Assembly.
- the end of Russia’s participation in the First World War with the signing of the Treaty of Brest-Litovsk.
- release of all Tsarist Treaties and secret agreements — refusal to pay war debts.
- the abolition of the private ownership of land.
- nationalization of major industries and transportation.
- the outbreak of civil war.

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.

Explain how both the Fascists in Italy and the Nazis in Germany used violence and terror to gain and to hold power.

(7 marks)

ITALY

- **Mussolini's Blackshirts were used to attack opponents, communists and strikers to gain power. Once in power, they were used to maintain terror.**
- **The March on Rome used the threat of violence to gain power.**
- **Once in power, Mussolini established a secret police (the Ovla) and used it to terrorize opponents.**
- **The murder of Matteotti was an example of the use of violence to silence opposition.**
- **Fascist slogans and propaganda stressed violence and action.**

GERMANY

- **The S.A. (Brownshirts) were used to attack communists and other opponents to gain power.**
- **The Reichstag fire was set by Nazis and was used to eliminate opponents.**
- **The intimidation and arrest of opponents led to the Enabling Act.**
- **Once in power, attacks on Jews, the establishment of the Gestapo and of concentration camps were all used to spread fear and to maintain control.**
- **The Night of the Long Knives was used to eliminate enemies and to win support.**
- **Youth organizations spread the idea of violence, fighting and action over thought.**
- **Nazi papers preached hatred of Jews.**
- **Kristallnacht was an example of violence.**
- **Use of propaganda to threaten opponents and promote violence.**
- **Nazi rallies, torchlight parades and book burning all created an atmosphere of violence and terror.**

SECTION 2 – 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.

Describe the events from 1939 to 1942 that pointed to a German victory in the Second World War. (7 marks)

- **The defensive posture of Britain and France, together with the isolationist policy of the U.S.A., gave Germany the upper hand in 1939. Germany absorbed Czechoslovakia and neutralized the Soviet Union in preparation for war.**
- **The success of blitzkrieg disposed of Poland while the Allies waited behind the Maginot Line. The fast and seemingly easy defeat of Norway, the Low Countries and France in the spring of 1940 gave Germany an aura of invincibility.**
- **Germany seemed to have a monopoly on new weapons and strategies. The Allies were constantly on the defensive.**
- **By 1940 only Britain was holding out with the poorly equipped remnants of the Dunkirk evacuation. Rebuilding was difficult as the U-boat campaign, until 1942, cut supplies dramatically.**
- **Germany, on the other hand, saw the productive capacity of the Reich increase with every victory, as more material and resources were available for war production.**
- **German successes in the Balkans and North Africa in 1941 added to the string of victories and threatened Britain's strategic position in the Suez and the Middle East.**
- **The early victories in Operation Barbarossa further extended German control and prestige with the prospect of Russian resources available to the German war machine.**
- **Prior to Pearl Harbor, U.S. aid was forthcoming through Lend-Lease, but limited by the German U-boat successes. Only with the Japanese attack was the full power of the U.S.A. brought into the war on the Allied side.**
- **The entry of Japan and its early victories made it seem as if the Axis powers could not be stopped. The Tripartite Pact brought the Axis powers into the war in the years of greatest triumph for Germany and Japan.**
- **Italy, Romania, Bulgaria and Hungary joined Hitler and contributed troops and resources to the war effort.**
- **The Allied raid on Dieppe failed.**

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.

Describe the events leading to the Berlin Blockade and the Western response to the blockade. (7 marks)

Stalin's reasons included:

- **the Iron Curtain had increased the Cold War tensions.**
- **the three Western Allies in the Western sectors of Germany had accepted Marshall Aid without Stalin's consent and against the 4-power agreement.**
- **in June of 1948, the three Western Allies (Britain, France and the U.S.A.) introduced a new currency for the three Western sectors of Berlin and of Germany.**
- **Stalin feared a strong, united Western Sector of Berlin and of Germany.**
- **Stalin thought that the Yalta agreement which called for re-unification of Germany as soon as possible, was being violated as the three Western powers seemed to be moving toward creation of a Western sector.**
- **Stalin was disappointed that the Western Allies had not left Berlin after the Second World War.**
- **Stalin thought there was no immediate hope for German re-unification and, therefore, Berlin should be fully within the Eastern Zone.**
- **Stalin hoped to force the Western powers to leave Berlin.**
- **The response of the British and American governments was to supply the needs of West Berlin by a massive airlift of supplies, fuel and food.**
- **for eleven months, U.S. and British cargo planes left the Western sectors of Germany and landed in West Berlin, sometimes as frequently as every three minutes.**
- **by March 1949, 8 000 tons per day were being airlifted into West Berlin.**
- **the British and Americans remained in their sectors of Berlin.**
- **the U.S.A. announced that it had stationed B-29 bombers in Britain throughout this airlift. These aircraft were capable of carrying nuclear weapons.**
- **the North Atlantic Treaty Organization was created in April 1949 to coordinate the defence policies of the Western member states.**
- **the three Western powers united their sectors to form the German Federal Republic in 1949.**
- **that by October 1949 the German Democratic Republic was formed in the Eastern (Soviet) sector.**
- **two hostile camps in Europe were solidified.**

SECTION 3 – 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 British withdrawal failed to solve the problems of nationalism on the Indian subcontinent.

a) Explain why Britain withdrew from India. (3 marks)

Reasons for Britain’s withdrawal include:

- **Between 1919–1947, Gandhi led campaign to rid India of Britain.**
- **The demands for independence had increased during the Second World War (the “Quit India” campaign). After 1945, Gandhi’s prestige both in India and around the world was great, putting more pressure on Britain to leave.**
- **The Labour Party had come into power and was anti-imperialist.**
- **Britain could no longer afford to maintain a strong military presence in India.**
- **Violence was prevalent in areas inhabited by both Hindus and Muslims.**
- **Mountbatten (the last Viceroy) speeded up the move to independence because of the violence.**
- **Boycotts, strikes, etc. were hurting British business.**

b) Explain the “problems of nationalism” that remained on the Indian subcontinent. (4 marks)

The problems of nationalism include:

- **The Muslim insistence on a separate state (Pakistan).**
- **The bloodshed between Hindus and Muslims during the partition process, especially among refugees.**
- **The assassination of Gandhi by an extreme Hindu nationalist.**
- **The civil war between East and West Pakistan and the establishment of Bangladesh. India supported the Bengalis against Pakistan.**
- **On-going disputes between India and Pakistan including conflict over control of Kashmir.**
- **Sikh demands for an independent state in the Punjab (Indira Gandhi was assassinated by her Sikh bodyguards in 1984 after government troops stormed the Golden Temple).**
- **Tamil nationalists assassinated Rajiv Gandhi in 1991. His government had sent troops to assist the Sri Lankan government against Tamil rebels.**
- **Independence of princely states led to conflict — Hyderabad.**
- **Clashes with China along Indian border.**

SECTION 3 – 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.

Arab control of Middle Eastern oil has played an increasingly important role in international affairs.

a) Explain the role Arab control of oil played following the Yom Kippur War (1973). (3 marks)

- **OPEC is the Organization of Petroleum Exporting countries. It is a cartel dominated by Arab states founded in 1960 to control world oil prices.**
- **In 1973, the Arab members of OPEC raised oil prices dramatically and then placed an embargo on sales to the U.S.A., Holland and other western nations in retaliation for U.S. (western) support of Israel.**
- **This act caused major oil shortages in the U.S.A. and elsewhere.**
- **Increased American efforts to seek a Middle East peace, helped to bring about the Camp David Accords, Israel-Egypt Treaty.**
- **Oil prices and supplies have remained a motive for U.S. involvement in the Middle East.**

b) Explain the role played by oil in the Persian Gulf War (1990). (4 marks)

- **In 1990 Iraq's Saddam Hussein successfully charged Kuwait with exceeding OPEC oil production quotas.**
- **Hussein then sought payments from Kuwait to make up for the lower oil prices.**
- **To back his demands, Hussein amassed troops on the border of Kuwait. He also hoped to gain territory, including oil fields, which Iraq claimed and which would give Iraq improved port facilities.**
- **When the U.S.A. appeared disinterested in the matter, Hussein launched an attack.**
- **The U.S.A., wanting to ensure continued friendship with Saudi Arabia with its oil supplies, led a UN-backed coalition to halt Iraqi aggression.**
- **Coalition forces defeated Iraq.**
- **One result of the war was massive environmental damage from the burning of hundreds of Kuwaiti oil wells and the sabotage of Kuwait's Sea Island oil terminal by retreating Iraqi soldiers.**

PART C: EVIDENCE QUESTION

Value: 14 marks

Suggested Time: 24 minutes

INSTRUCTIONS: Use Documents 1 to 6 to answer all parts of written-response question 7.
Answer in ink.

THE FALL OF COMMUNISM IN THE U.S.S.R.

DOCUMENT 1



DOCUMENT 2

ON AN AVERAGE DAY IN 1989 IN THE	
U.S.S.R.	U.S.A.
<ul style="list-style-type: none">▶ an average citizen spent 1.5 hours waiting in lines for food or other essential products▶ exports to the U.S.A. equalled \$1.5 million, including 82 lbs of caviar and 28 356 bottles of vodka▶ 30 000 workers were on strike▶ there were 200 000 personal computers▶ citizens spent 4 657 534 hours obtaining documents and bureaucrats spent 76 164 hours issuing documents	<ul style="list-style-type: none">▶ an average citizen spent 25 minutes waiting in lines of any kind▶ exports to the U.S.S.R. equalled almost \$8 million, 80% of which were agricultural products▶ 12 277 workers were on strike▶ there were 37 750 000 personal computers▶ no figures are available

From *On an Average Day in the Soviet Union*, published in the U.S.A. (1990)

DOCUMENT 3

During the 1980s, the U.S.S.R. spent between 15 and 17 percent of its Gross Domestic Product on defence. During the same period, the U.S.A. spent approximately 5 percent of its Gross Domestic Product on defence.

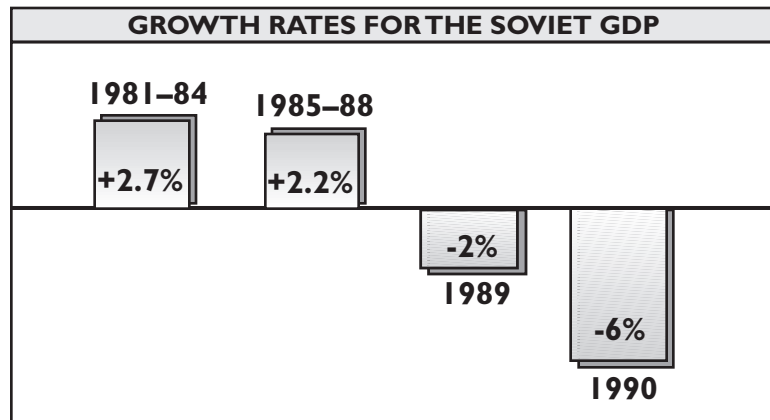
Worldmark Encyclopedia of Nations

DOCUMENT 4

Today we face the difficult challenge of reviving the authority of Marxist thought. The Communist Party must keep its monopoly on political power.

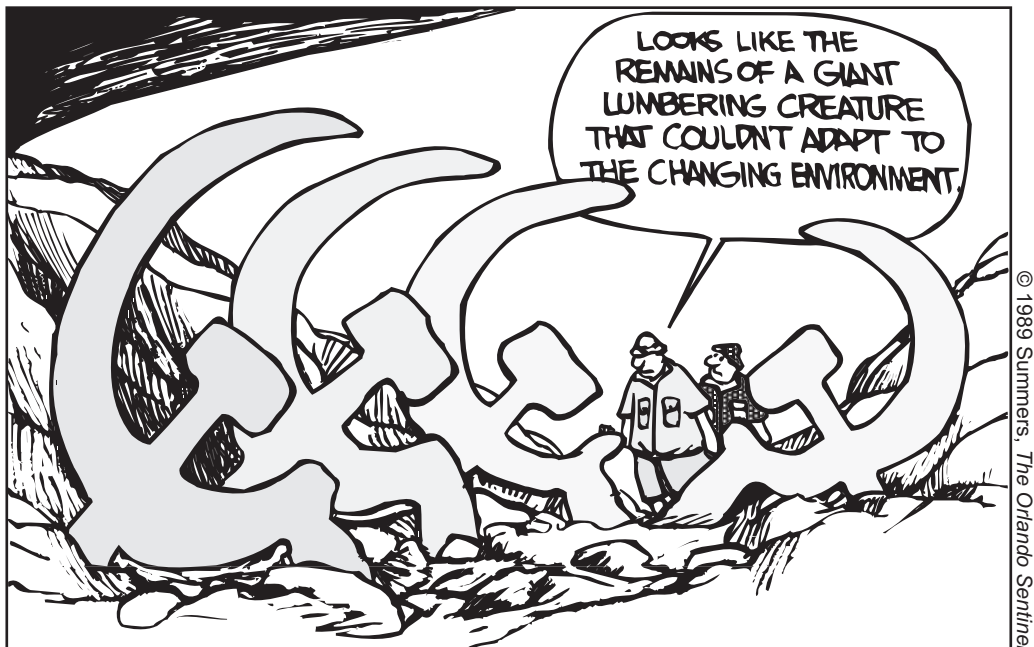
Mikhail Gorbachev (November, 1989)

DOCUMENT 5



Twentieth Century Viewpoints (1996)

DOCUMENT 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.

a) Explain how Documents 1 and 2 corroborate each other. **(1 mark)**

Both these documents illustrate the exorbitant amount of time Soviet citizens spent merely waiting in line for basic consumer goods.

b) How do Documents 4 and 6 corroborate each other? **(2 marks)**

Document 4: illustrates Gorbachev's unwillingness to abandon Marxist/communist ideology even in 1989 when communism in Eastern Europe was collapsing and the Soviet economy was faltering.

Document 6: suggests the collapse of the U.S.S.R. was due to its inability or unwillingness to change.

c) How do the figures in Document 2 help to explain the statistics in Document 5? **(3 marks)**

Document 2: provides several possible explanations for this:

- **poor Soviet agricultural production requiring imports of food**
- **a large trade deficit with the U.S.A.**
- **frequent strikes which would lower production**
- **an overly large bureaucracy which would hinder economic growth**
- **technological backwardness which would also slow growth**

Document 5: illustrates an increasingly poor economic situation in the U.S.S.R. with GNP growth rates falling further into the negative figures.

d) Explain why, by 1991, the Communist Party was no longer able to maintain power in the U.S.S.R.

Use the documents provided as well as other historical evidence.

(8 marks)

Document 1: indicates the cynicism of the Soviet people regarding Gorbachev's reforms which were unable to improve the economy and provide consumer goods.

Document 2: illustrates the problems of excessive bureaucracy in the U.S.S.R. which made it difficult to bring about speedy economic change, as well as the discontent of workers whose frequent strikes further weakened the economy.

Document 3: points out the economic problems created by the continuing arms race with the West. Over the years of the Cold War, this drain on the Soviet economy had exacerbated the government's inability to meet the demands of its citizens for improved standards of living.

Document 4: refers to Gorbachev's unwillingness to abandon communist ideology in order to bring about necessary changes.

Document 5: is a graphic illustration of the severity of the U.S.S.R.'s economic problems. Gorbachev's perestroika programs were insufficient to deal with such a desperate situation.

Document 6: also suggests that clinging to communist ideology (the hammer and sickle backbones) was doomed to failure and would bring about the "extinction" of the Soviet system.

Students should use other historical evidence which might include the following:

- Chernobyl demonstrated inferiority of Soviet technology and infrastructure
- glasnost allowed popular discontent to surface
- glasnost and perestroika introduced by Gorbachev raised hopes in the Soviet Union which could not be fulfilled quickly enough, leading to discontent, strikes and protests
- more access to Western ideas and Western goods further weakened government prestige and control
- reforms in Communist Party structure introduced real democracy and encouraged more radical reformers (Yeltsin), also frightened conservatives, thus dividing the Party
- glasnost gave stimulus to ethnic nationalism which contributed to the collapse of Communist control (East Germany, Czechoslovakia, Poland, Lithuania, Estonia, Latvia, Ukraine, etc.)
- elections in Russian Federation gave Yeltsin popular legitimacy
- war in Afghanistan undermined the strength of the Soviet economy

Some students may also discuss the attempted coup and Yeltsin's leadership of the pro-democracy forces which brought about the resignation of Gorbachev and the fall of communism in the U.S.S.R.

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 1917 to 1991.

Question 8:

TOPIC 1

To what extent did democratic countries work for a climate of peace, not war, in the period 1917–1991?

OR

TOPIC 2

To what extent was industrial and technological strength the key to success in the period 1917–1991?

TOPIC 1

To what extent did democratic countries work for a climate of peace, not war, in the period 1917–1991?

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.

- **The Paris Peace Settlement was largely determined by Britain/France's desires for revenge and reparations. Germany was punished and felt bitter. Italy was resentful.**
- **The effects of the peace settlement helped give rise to fascism in Italy and contributed to the weakness of Weimar Germany.**

PRIOR TO THE SECOND WORLD WAR, DEMOCRACIES WORKED FOR A CLIMATE OF PEACE

- **In the 1920s, democracies like Britain and France supported the League of Nations as a way of maintaining peace.**
- **They also made agreements like the Locarno Pact and the Kellogg-Briand Pact to further the cause of peace.**
- **Germany, during the time of the Weimar Republic, joined the League of Nations and signed both the Locarno and Kellogg-Briand Pacts.**
- **In the later 1930s, Britain followed a policy of appeasement hoping to create a climate for peace.**
- **During the same period, the U.S.A. practiced a policy of isolationism to avoid involvement in wars. It passed the Neutrality Acts to strengthen that resolve.**
- **Attempts at disarmament were made in Washington in 1922 and in 1932.**
- **Britain and France non-intervention in the Spanish Civil War.**
- **Stresa Front 1935.**

PRIOR TO THE SECOND WORLD WAR, DEMOCRACIES CREATED A CLIMATE FOR WAR

- **France, by its harsh attitude in the Treaty of Versailles, created a desire for revenge in Germany. All that was needed was a dictator like Hitler to push the country into a war of revenge.**
- **Britain and France, by making the secret Hoare-Laval plan with Mussolini, allowed Italy to fight for its claim in Abyssinia.**
- **Japan became more nationalistic and democratic politicians were greatly influenced by the army. This led to Japan's invasion of Manchuria and China. No response from democracies.**
- **Weimar Germany walk-out of 1932 Disarmament Conference.**
- **British and French appeasement could be seen as encouraging war.**

AFTER THE SECOND WORLD WAR, DEMOCRACIES WORKED FOR A CLIMATE OF PEACE.

- All the major democracies agreed to join the United Nations in an effort to keep peace in the world.
- The U.S.A. offered Marshall Plan aid to western European countries to help them rebuild their economies so they would become stable, prosperous trading allies and, therefore, not succumb to political change or possibly communism.
- Western European countries worked to bring old enemies together through OEEC, ECSC and later the EEC.
- The U.S.A. encouraged the creation of a number alliances such as NATO, SEATO and CENTO.
- The U.S.A. in the 1970s, adopted a policy of détente to try to establish better relations with communist countries. U.S. recognition of China was a result of détente.
- Democracies signed several arms limitation treaties such as the Partial Test-Ban Treaty, SALT I, SALT II and START.
- U.S.A. encouraged Israel and Egypt to sign Camp David Accords.
- U.S.A./U.S.S.R. Hot Line.
- West Germany and ostpolitik.

AFTER THE SECOND WORLD WAR, DEMOCRACIES CREATED A CLIMATE FOR WAR.

- The U.S.A. adopted the Truman Doctrine and the Containment policy determined to halt any communist expansion. McCarthyism created climate of war.
- Distrust between the democratic west and the communist east resulted in an armed peace known as the Cold War that, from time to time, broke out in wars fought through client states. Examples include the Korean War and the Vietnam War.
- The U.S.A. argued in both wars they were reacting to communist aggression and, therefore, their involvement was justified under the Truman Doctrine and Containment.
- The U.S.A. was determined to maintain a military superiority in weapons that led to a nuclear arms race. Star Wars – Evil Empire speech.
- India fought wars with Pakistan over the disputed territory of Kashmir. Both countries created tension by testing nuclear weapons.
- Israel was involved in four wars with neighbouring Arab states.
- The U.S.A. led a coalition of countries in the Gulf War.
- Britain went to war over Suez (1956) and the Falkland Islands (1982).
- France's reaction to nationalist uprisings in Algeria and other former French colonies in Africa and South-East Asia.
- U.S. policy toward Central and South America supported dictatorship and climate of war.
- U.S. threat to Cuba; i.e., Bay of Pigs Invasion.

TOPIC 2

To what extent was industrial and technological strength the key to success in the period 1917–1991?

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.

INDUSTRIAL AND TECHNOLOGICAL STRENGTH WAS THE KEY:

Throughout the period, the U.S.A.'s industrial and technological strength made it a major power.

- In the 1920s, the U.S.A.'s industrial power allowed it to dominate the world economy and to support European recovery.
- In the 1930s, the U.S.A.'s industrial weakness/depression contributed to a global economic collapse and depression.
- The U.S.A.'s industrial/technological strength allowed the Allies to win the Second World War. The Lend-Lease Act, aircraft carriers and the A-Bomb were all critical to victory.
- Hitler's technological advances in the blitzkrieg gave him huge victories in the Second World War.
- Germany's industrial weakness prevented its final victory despite the technological advances of jets and rockets.
- Britain technological advances (radar) saved it from defeat in the Battle of Britain and the Battle of the Atlantic (Sonar/Asdic).
- Britain's breaking of the Ultra code gave it the key to Germany's plans.
- During the Cold War, industrial/technological competition was a critical factor—Arms Race, Space Race and Star Wars.
- It could be argued that the U.S.A.'s superiority in this area combined with Soviet weakness led to the fall of the U.S.S.R. and communism.
- Soviet industrial/technological weakness led to Stalin's 5 Year Plans.
- Soviet strength after the Plans led to victory over Hitler—tanks, aircraft.
- Soviet technological advances in Cold War—Sputnik, I.C.B.M, Yuri Gagarin contributed to tension and led to crisis (Cuban Missile Crisis).
- Japan's industrial/technological weakness—unable to match U.S. in Second World War.
- Industrial and technological strength saw the recovery of Germany and Japan after 1945.

**INDUSTRIAL AND TECHNOLOGICAL STRENGTH
WAS NOT THE KEY:**

- **The fight for civil rights and independence throughout the period did not rely on technology. Gandhi, Martin Luther King, Mandela all had great success.**
- **The communists in China were able to win and create the People's Republic despite technological and industrial backwardness.**
- **Korean War saw technologically weaker nations stalemate the U.S.A.**
- **In Vietnam/Afghanistan, both superpowers were defeated by technologically/industrially weak forces.**
- **Cuba survives despite U.S. opposition even though it is technologically/industrially weak.**
- **OPEC has huge influence despite lack of technology.**

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.