

# History 12

## January 2000 Provincial Examination

### ANSWER KEY / SCORING GUIDE

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#### CURRICULUM:

<b>Organizers</b>	<b>Sub-Organizers</b>
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	CO	PLO	Q	K	C	CO	PLO
1.	A	K	2	C1	21.	B	U	4	H2
2.	A	K	2	C2	22.	D	K	4	H4
3.	A	U	3	D1	23.	B	K	4	G3
4.	D	K	3	D1	24.	B	U	5	I2
5.	A	U	3	D2	25.	D	K	5	I2
6.	C	K	3	D2	26.	B	U	5	J1
7.	A	K	3	D3	27.	B	U	5	I2
8.	A	U	3	D3	28.	B	K	5	J2
9.	C	K	3	D4	29.	D	U	5	J3
10.	D	U	3	E2	30.	B	K	6	L1
11.	C	K	3	E2	31.	B	K	6	L1
12.	C	U	4	F1	32.	A	K	6	L2
13.	A	K	4	F1	33.	A	U	6	L2
14.	C	K	4	F1	34.	A	K	6	L1
15.	D	K	4	F2	35.	D	K	6	L1
16.	B	U	4	G1	36.	D	U	6	M2
17.	B	K	4	G2	37.	D	K	6	N1
18.	C	U	4	G2	38.	C	U	6	L4
19.	D	U	4	H1	39.	A	U	6	M2
20.	A	U	4	G2	40.	C	U	6	N2

**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	1.	1	U	6	2	C1
and	2.	2	U	6	3	E1
Score <b>one</b> of questions 4, 5 or 6	3.	3	H	6	4	G2
and	4.	4	U	6	5	I3
Score <b>one other</b> question from 1, 2, 3, 4, 5 or 6	5.	5	U	6	5	J1
	6.	6	U	6	6	L2
Score <b>all parts</b> of the evidence question	7.	7	H	12	5	I3
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 = 45  
**EXAMINATION TOTAL = 85 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: 18 marks**

**Suggested Time: 36 minutes**

**SECTION 1**

**SECTION 1 – Question 1:**

**Use the following statement to answer question 1.**

Two new ideologies, communism in Russia and fascism in Italy, arose out of the First World War.

- a) Explain how the First World War contributed to the rise of communism in Russia. **(4 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.*

**A communist government came into power in Russia as a direct result of the First World War and the commitment to that war of both the Tsarist and Provisional governments.**

**The constant military defeats demoralized the Russians and when the Tsar took personal control of the army he was blamed for the continued losses.**

**High casualties, an economic collapse, and extreme food and fuel shortages all contributed to the March revolution in Russia. The continuation of these problems under the Provisional Government gave Lenin a platform slogan, “Peace, Bread and Land”.**

**The Tsar’s authority was further eroded because his wife, who was of German background, was accused of spying after her image had been tarnished by her association with Rasputin.**

**The Germans facilitated Lenin’s return.**

**The Provisional Government, which replaced the Tsar after the March Revolution, decided to continue Russian involvement in the war. The Bolshevik leaders were able to win popular support by promising to end the war and rebuild the Russian economy.**

**The war experiences prepared the soldiers for revolution. It also made it easier to spread Bolshevik ideas.**

- b) Explain how the settlement of the First World War contributed to the rise of fascism in Italy. **(2 marks)**

**Italy did not receive mandates.**

**Fascism was born in Italy in the immediate aftermath of the First World War. Italy had entered the war on the side of the Allies in 1915 with the promise of territory along the Dalmatian Coast after victory.**

**Italy was dissatisfied with the territory allotted to it by the Paris Peace Treaties. Orlando left in protest. D’Annunzio became a national hero when he seized the town of Fiume. D’Annunzio’s theory of fascism and his actions became a model for Mussolini who used Italy’s wounded pride as a basis for his nationalist appeal.**

**Political instability and fear of communism strengthened support for Mussolini. Economic problems in Italy also increased support for Mussolini.**

## **SECTION 1 – Question 2:**

Explain how, in the 1920s, the production of automobiles and other consumer goods contributed to an economic boom in the U.S.A. and changed the lives of ordinary Americans. **(6 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.*

**Automobile production in the 1920s was huge. The number of cars in the U.S.A. was 9 000 000 in 1920 and 26 000 000 in 1929.**

- **the automobile industry directly employed millions of workers at high wages**
- **by the end of the 1920s, two-thirds of American families owned cars**
- **cars were one of the consumer items often bought on the installment plan, creating thousands of jobs in sales and service**
- **automobile production gave a boost to the oil, glass, steel and rubber industries, bringing prosperity to them**
- **road building to meet the needs of the automobile was another boom industry of the 1920s. Approximately 400 000 miles of paved road were built**
- **the mobility of the automobile led to increased tourism and new jobs in the service and motel industries**
- **the expansion of suburbs was also helped by the automobile and gave a boost to the construction industry. Urbanization generally increased with more factory jobs and the mechanization of agriculture**
- **standards of living rose in the U.S.A. as rural and urban Americans benefited in the early twenties from the unprecedented prosperity**
- **mass production techniques pioneered by Henry Ford created economies of scale that made the automobile and other consumer goods, such as vacuum cleaners, radios and washing machines, available to most consumers at affordable prices**
- **radio and the mass circulation of magazines helped to create a demand for the many new products being produced by American factories**
- **the growth of installment selling encouraged more purchases and fueled the consumer economy**
- **New products were available to replace home-produced items.**
- **labour-saving products gave many housewives more free time and allowed more women to enter the workforce**
- **catalogue shopping and the automobile reduced the isolation of rural families**
- **influence of disposable income**
- **stock investing was more frequent**

**SECTION 1 – Question 3:**

**Use the following statement to answer question 3.**

By the end of the 1930s, tension between Japan and the U.S.A. was increasing.

- a) Explain why there was increasing tension between Japan and the U.S.A. prior to 1941. (2 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.*

- **The sixth fleet had moved from San Diego to Philippines, which angered Japan.**
- **There had been disagreements over naval power (Washington Naval Conference).**
- **Japanese aggression toward China in the 1930s brought on American hostility due to the special relationship between the U.S.A. and China. The China lobby was very effective in highlighting Japanese atrocities in China, such as the rape of Nanking.**
- **The Japanese sought to establish an Asian empire (Greater East Asia Co-Prosperity Sphere).**
- **The U.S.A. was concerned about growing Japanese power in the Pacific, seeing Japan as a threat to American interests in Pacific areas such as the Philippines.**
- **The Japanese were under an oil embargo from the U.S.A. as a result of their aggressive expansion into China and French Indo-China.**
- **The U.S.A. was the only other major power in the Pacific because of the weakness of Britain and France.**
- **oil and steel embargo**
- **some mention of Stimson Agreement and Lytton Commission**

- b) Describe the aims of the Japanese in attacking Pearl Harbor in 1941. (2 marks)

- **They hoped to surprise the American Pacific Fleet in port.**
- **The attack would neutralize U.S. naval power in the Pacific. They hoped it would take the Americans two years to restore their fleet.**
- **In order to get oil supplies, they needed to attack the Dutch and British colonies without U.S. interference.**
- **Removal of the U.S.A. would allow Japan to continue with the “New Order in Asia.”**

c) To what extent were the aims of the Japanese achieved?

**(2 marks)**

**Aims Achieved**

- **Five battleships were sunk of which two were destroyed and three were repaired and returned to service.**
- **For a period of six months, the Japanese were unhindered in their advances to Singapore, Hong Kong, Burma, Philippines, etc.**

**Aims Not Achieved**

- **The U.S. aircraft carriers were not in port and this was significant.**
- **The “sneak attack” incurred the wrath of the American public. Japan awoke the “sleeping giant”.**
- **lost war eventually**
- **third wave missed fuel depots**

## SECTION 2

### SECTION 2 – Question 4:

Use the following statement to answer question 4.

During the Cold War, China experienced hostile relations with each of the superpowers.

- a) Explain why there were hostile relations between China and the U.S.A. during the period 1949 to 1971. (3 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.*

China had hostile relations with the U.S.A. during this period because

- China had a communist government.
- China signed treaties with the U.S.S.R.
- the U.S.A. had supported Chiang Kai-shek during the civil war and continued to support his government as the legitimate government of China (two China Policy).
- the U.S.A. vetoed China's membership in the Security Council/unrecognition given to Taiwan.
- China had entered the Korean War in support of North Korea and fought U.S. forces.
- China supported liberation movements in Asia (Vietnam).
- China invaded and annexed Tibet in 1950.
- China became a nuclear power.
- China restricted trade with the U.S.A. (no "open door")
- the U.S.A. supported Japan
- of the U.S.A.'s creation of SEATO
- China bombed the islands off Taiwan.

b) Explain why there were hostile relations between China and the U.S.S.R. after 1956.

(3 marks)

**China's relations with the U.S.S.R. became increasingly hostile after 1956 (Sino-Soviet Split) because**

- **the Chinese government opposed Khrushchev's policies of de-Stalinization and peaceful co-existence.**
- **the U.S.S.R. halted its technical assistance to China's nuclear program.**
- **China and the U.S.S.R. were rivals for leadership of Third World pro-communist countries.**
- **the U.S.S.R. refused to assist China during its border war with India.**
- **there were border disputes between China and the U.S.S.R. in Manchuria.**
- **pre-1956, Sino-Soviet relations were poor**
- **abandoned Five-year Plans in Great Leap Forward**
- **lack of aid during the Korean War.**

## SECTION 2 – Question 5:

Explain why the fighting in Vietnam (1945-1975) could be considered a war of national liberation. (6 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.*

- Vietnam was part of the French Empire before the Second World War.
- The Japanese occupied Vietnam during the war.
- Ho Chi Minh and the Vietminh (League for the Independence of Vietnam) organized resistance to the Japanese.
- When Japan was defeated, Ho Chi Minh proclaimed the Republic of Vietnam.
- Vietnam was occupied by the British, who refused to recognize Ho Chi Minh.
- When the French returned they refused to recognize Ho Chi Minh or grant independence and war broke out.
- By 1954, the French were defeated (Dien Bien Phu) and North Vietnam and South Vietnam emerged as separate states (Geneva Conference).
- North Vietnam, under Ho Chi Minh, was communist.
- South Vietnam was capitalist and supported by U.S. aid.
- Elections to unite the country were not permitted by the U.S.A. and the Vietcong (National Liberation Front) began to operate against the Diem regime.
- Opposition to the Diem/Saigon regime grew in the south, but he was supported by the U.S.A. and SEATO.
- Kennedy began to send advisors into Vietnam to support the south.
- After 1964, Johnson sent combat forces.
- The defense of South Vietnam became more and more a U.S. effort.
- North Vietnam argued they were fighting to unite Vietnam against foreign powers.
- When the U.S.A. turned the war over to the South Vietnamese and withdrew, North Vietnam quickly united the country.

**SECTION 2 – Question 6:**

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

Gorbachev's policies of glasnost and perestroika were critical steps in the ending of the Cold War.

- a) Define the terms “glasnost” and “perestroika”. (2 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.*

**Glasnost was Gorbachev's policy of openness, allowing Soviet and satellite citizens more freedoms.**

**Perestroika was his policy of restructuring government and economics in the Soviet Union in the late 1980s to stop its stagnation.**

- b) Describe the reforms carried out under Gorbachev's perestroika policy. (2 marks)

**Gorbachev wanted to counteract the bureaucratic stagnation and inefficiency that had developed in the Soviet system. He tried to modernize the aging industries and organize the agricultural production in agribusiness units (modelled on U.S. firms like Cargill) to reduce wastage. Small businesses were given some independence in an effort to reward private initiative, although the state could still make demands on output. (Other: reduction in military spending — subsidies)**

- c) Explain how these policies helped to bring the Cold War to an end. (2 marks)

- **The greater freedom and tolerance for human rights and dissent in the U.S.S.R. as a result of glasnost promoted détente.**
- **Gorbachev's announcement that the people of eastern Europe were free to choose their own political systems led to the rapid fall of communist regimes in eastern Europe and culminated in the opening of the Berlin Wall. Lithuania and the other Baltic states were among the first states to secede from the U.S.S.R.**
- **The restructuring resulting from perestroika was contingent on a reduction in the amount of spending on the military. Efforts to limit military spending led to Gorbachev's unilateral reduction of Soviet armed forces, the beginning of withdrawal of troops from Afghanistan and eastern Europe.**
- **Arms limitation agreements were signed between the U.S.A. and the U.S.S.R. and also between NATO and the Warsaw Pact countries in 1990 reduced the levels of hostility. Summit meetings between Gorbachev and Reagan, and later Bush, led to greater understanding and further détente.**
- **The failure of these policies led to the fall of communism in the U.S.S.R., the end of the Cold War and the beginning of democracy in Russia.**

## PART C: EVIDENCE QUESTION

Value: 12 marks

Suggested Time: 24 minutes

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

### THE MIDDLE EAST

#### DOCUMENT 1

His Majesty's Government views with favour the establishment in Palestine of a national home for the Jewish people...it being clearly understood that nothing shall be done which may prejudice [threaten] the civil and religious rights of existing non-Jewish communities in Palestine....

*Balfour Declaration, British Foreign Office (1917)*

#### DOCUMENT 2

##### GROWTH OF THE JEWISH POPULATION IN PALESTINE

Year	Jewish Population	% of Total Population
1922	83 000	11.1
1928	151 656	16.9
1937	395 836	28.2
1944	554 329	30.6

British Census Figures for Palestine

#### DOCUMENT 3

The First Zionist Congress had proclaimed the right of the Jewish people to national revival in their own country. This right was acknowledged by the Balfour Declaration.... We hereby proclaim the establishment of the Jewish State in Palestine....

*Israel's Proclamation of Independence (1948)*

#### DOCUMENT 4

Stripped of propoganda and sentiment, the Palestine problem is simply the struggle of two different peoples for the same strip of land.

*I. F. Stone, New York Review of Books (1967)*

### DOCUMENT 5

The world has witnessed the most monstrous injustice ever committed in this region of the world.... The conscience of mankind cannot accept this crime, this naked challenge of the aggressors who refuse to quit the lands seized from the Arabs....

Editorial in the official newspaper of the Soviet government (June 1967)

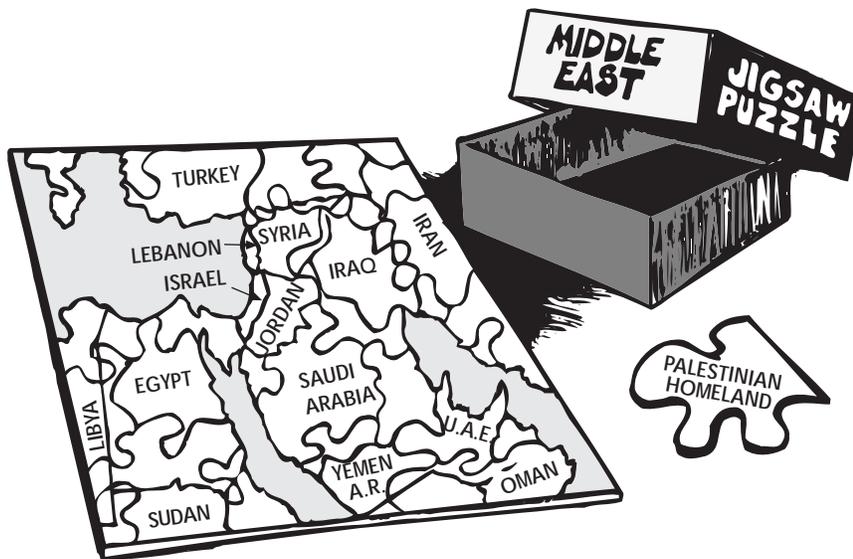
### DOCUMENT 6

Article 1 — Palestine, the homeland of the Palestinian Arab people, is an inseparable part of the Arab Nation.

Article 2 — Palestine, within the frontiers that existed under the British Mandate, is an indivisible territorial unit.

The Palestine National Charter (1968)

### DOCUMENT 7



Branch, *San Antonio Express* (1984)

### DOCUMENT 8

The deadlock (in solving the Israeli-Palestine problem) could only be broken if all the parties were willing to accept the fundamental geopolitical reality of the Middle East: that Israel was too strong to be defeated even by all its neighbors combined, and that the United States would oppose interference by the Soviet Union.

Henry Kissenger, *Diplomacy* (1994)

**Question 7:**

*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) Is Document 2 a primary or secondary source? Explain your answer. (2 marks)

**Document 2 is a primary source — because it contains government figures collected in Palestine during the period of increasing Jewish immigration.**

**and**

**Document 2 is a secondary source — if considered a chart compiled from annual data.**

- b) Assess the reliability of Document 5 as a source of evidence about the Palestinian problem. (2 marks)

**Document 5 is not very reliable for a number of reasons. It is an editorial in an official Soviet newspaper, which would have to reflect the “Party Line” and is therefore not objective. It is also loaded with biased language such as, “most monstrous injustice,” “this crime,” and “challenge of the aggressors.”**

**It is a reliable source of Soviet support for the Arab view of the Middle East situation.**

**It is also a reliable example of Soviet rhetoric during the Cold War.**

- c) Explain how Documents 3 and 6 corroborate Document 1. (2 marks)

**Both documents refer to British influence in the region. Document 3 refers specifically to the Balfour Declaration and Document 6 refers to the British mandate in the region. The phrasing of Document 1 is ambiguous, “favouring the establishment of a national home for the Jewish people,” which may, or may not mean a state. It also says nothing should prejudice the rights of non-Jewish communities there, which would seem to support the Palestinian case. Document 1 does corroborate Document 6 in that it makes reference to Palestinian territorial rights and civil rights.**

- d) Using the documents provided and any other historical evidence, explain the difficulties in achieving peace between Palestinians and Israelis. **(6 marks)**

**The difficulty lies in a number of areas:**

- **The desire of the Jews for a homeland and the choice of Palestine, the Holy Land (*Documents 1 and 3*).**
- **Conflicting promises by the British and others.**
- **The increasing number of Jews as shown in *Document 2*.**
- **The claim of the Palestinians to the same land as the homeland of the Arab people (*Document 6*).**
- **The initial support of the other Arab states for the Palestinians throughout the four Arab-Israeli wars of 1948, 1956, 1967 and 1973, conflicts over Lebanon, the Gulf War.**
- **Other Arab states refused to establish a Palestinian homeland in the West Bank.**
- **The Palestinians resorting to terrorism through the PLO, in acts such as the Munich Massacre and airport bombings, hardened Israel's stand.**
- **The support of Israel by the U.S. as indicated in *Document 8* and the support of the Palestinians by the Soviets in *Document 5*.**
- **The enmity between conservative Arab states, such as Saudi Arabia, and revolutionary states, such as Syria and Libya, which did not allow the Arabs to speak with one voice.**
- **Israel had support and sympathy for its establishment and survival because of the Holocaust. The memory of the Holocaust has also contributed to Israeli determination to survive.**
- **Israel has been seen as a symbol of western imperialism by many Arabs and this has contributed to Arab nationalism.**
- **Disputes over religious sites, especially in Jerusalem.**
- **Israel and the West have been linked as enemies by fundamentalist Muslims.**
- **Economic disparities between Arabs and Jews in the region have heightened tensions.**
- **Religious extremists on both sides have thwarted peace moves.**
- **The prolonged negotiations between Palestine and Israel, brokered by the U.S.A., intended to guarantee Israeli withdrawal from the West Bank.**

## 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 the history of the period 1919 to 1991

**Question 8:**

### TOPIC 1

Political and social protest movements can only achieve their goals in democratic states.

Evaluate this statement using examples from the history of the period 1919 to 1991.

OR

### TOPIC 2

International cooperation has had a steadily increasing impact on the events of the twentieth century.

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

**TOPIC 1**

Political and social protest movements can only achieve their goals in democratic states.

Evaluate this statement using examples from the history of 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.*

**Protest movements can be more easily organized in democratic states and democratic governments are more likely to be swayed by the weight of public opinion, as demonstrated by the protests and the degree of public support which they receive. However, in the modern world, with its globalization of communication and trade, protest movements in authoritarian states can often win sufficient international support that their governments are forced to modify their policies in the face of international condemnation and/or trade sanctions.**

<b>DEMOCRATIC COUNTRIES SUCCESSFUL AND UNSUCCESSFUL PROTEST MOVEMENTS</b>	
<b>EXAMPLES OF SUCCESSFUL PROTEST MOVEMENTS</b>	<b>EXAMPLES OF LIMITED SUCCESS</b>
<ul style="list-style-type: none"> <li>• the suffragette movement and later the movement for women’s equality</li> <li>• Gandhi’s non-violent campaign against British rule in India (some students may see India as non-democratic at that time)</li> <li>• the civil rights movement in the U.S.A.</li> <li>• Vietnam War protest movement</li> <li>• prohibition in the U.S.A.</li> <li>• labour movement</li> <li>• fascist protest movements emerged in weak democratic societies; e.g., Germany, Italy</li> </ul> <p>Each of these movements eventually achieved some or all of its goals although other factors, such as the contribution of women to the war effort in the First World War, often speeded the victory and, in some cases, the victory was a long time in coming; e.g., Indian independence.</p>	<p><b>Other protest movements in democratic states have had limited success and might serve to illustrate the fact that democratic governments only respond when support for the protest is strong enough to seriously affect election results.</b></p> <p><b>Examples include:</b></p> <ul style="list-style-type: none"> <li>• the anti-nuclear movement</li> <li>• the environmental movement</li> <li>• aboriginal demands for self-government</li> <li>• the failure of the ERA</li> </ul>

**NON-DEMOCRATIC COUNTRIES  
SUCCESSFUL AND UNSUCCESSFUL PROTEST MOVEMENTS**

<b>EXAMPLES OF SUCCESSFUL PROTEST MOVEMENTS</b>	<b>EXAMPLES OF UNSUCCESSFUL PROTEST MOVEMENTS</b>
<p><b>The Russian revolutions.</b></p> <p><b>Kronstadt Mutiny (1921) — Lenin listened to protesters.</b></p> <p><b>The Solidarity movement in Poland gained recognition from the Soviet-controlled Polish government and, of course, all the anti-communist dissident movements have recently seen their goal of democratization achieved. One could argue, however, that the latter victories have been more a result of the economic problems of the U.S.S.R. than the actions of the protest movements. The democracy movement in China, although still suppressed, has gained some success in terms of international, notably U.S. pressure on the Chinese government to recognize human rights.</b></p>	<p><b>Examples include:</b></p> <ul style="list-style-type: none"> <li>• <b>the early attempts to bring democratic reforms to satellite states in eastern Europe, notably in Hungary (1956) and Czechoslovakia (1968)</b></li> <li>• <b>Tiananmen Square</b></li> <li>• <b>The Kulaks under Stalin</b></li> </ul>

**The anti-apartheid movement in South Africa has achieved its goal after a long struggle but the question here is whether one considers the former South African government to have been a democracy. For the white citizens it was, but for others, including the protesters, it was not.**

**Other movements include Catholics in Northern Ireland, the Intifada movement, the Zionist movement and protests in many areas of the world against dictatorial regimes.**

## TOPIC 2

International cooperation has had a steadily increasing impact on the events of the twentieth century.

Support this statement using examples from the history of 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.*

**The twentieth century has many examples of cooperation among nations, sometimes with positive and sometimes with negative effects.**

THE TREATY OF  
VERSAILLES(1919)

**Impacted on Germany's and Italy's frustration.**

THE LEAGUE OF NATIONS  
(1920)

**was the first attempt at an international organization to work for the benefit of the world. Although it failed in the end, it set in motion a great deal of international humanitarian work. These were areas where the League had its greatest successes. They included:**

- work to control trafficking in women and dangerous drugs
- studies of the status of women and children
- problems of transportation and communication
- the need for arms control and disarmament
- prevention of disease and other social and health problems

THE LOCARNO PACT (1925)

**European countries joined together to protect the borders between France, Belgium and Germany.**

THE KELLOGG-BRIAND  
PACT (1928)

**Over thirty countries signed this agreement that renounced war as an instrument of foreign policy.**

THE STRESA FRONT (1935)

**An agreement signed between France, Britain and Italy to guarantee the independence of Austria.**

THE UNITED NATIONS  
(1945)

**The successor to the League of Nations was established after the Second World War. Many parts of the organization are modelled on the old sections of the League. Through the United Nations, internationalism has been enhanced greatly. For example:**

- the UN Emergency Force (peacekeeping) is a recognition that the international community must do all it can to halt conflicts before they become major issues.**
- the UN Economic and Social Council has many groups working under it; e.g., UNICEF, WHO, FAO, UPO, ICAO and ILO.**
- the UN Environment Program recognizes that pollution does not honour borders and, therefore, must be handled internationally.**
- the International Court of Justice. Countries can voluntarily refer problems to the court for settlement.**

MARSHALL PLAN AID (1948)

**Resulted in the establishment of the Organization for European Economic Cooperation (OEEC) which worked toward general European recovery after the Second World War.**

COMECON (1949)

**The U.S.S.R.'s aid program to the countries of the eastern bloc.**

NORTH ATLANTIC TREATY  
ORGANIZATION (NATO)  
(1949)

**Joined ten European countries plus the U.S.A. and Canada in a common defense against the U.S.S.R.**

WARSAW PACT (1955)

**A defensive alliance involving the U.S.S.R. and the eastern bloc countries.**

EUROPEAN UNION (1957)

**An economic union of the countries of Western Europe with plans for political union — EEC, EFTA.**

OTHER

**During the post Second World War era there have been a number of multilateral armament agreements such as:**

- Partial Nuclear Test-Ban Treaty (1963) and “Hot Line”**
- Outer Space Treaty (1967)**
- Nuclear Non-Proliferation Treaty (1968)**
- Seabed Treaty (1971)**
- Biological Weapons Convention (1972)**
- Environmental Weapons (1977)**
- Inhumane Weapons (1981)**
- South Pacific Nuclear Free Zone Treaty (1985)**
- OPEC, OAS (either one)**
- International Olympic Games**

OTHERS (cont'd)

**In addition, there have been several bilateral armament agreements between the U.S.A. and the U.S.S.R.**

**Organizations such as the World Bank, IMF, GATT/WTO, NAFTA – Disaster relief worldwide (Red Cross, Famine Relief)**

*Note to Markers: Students may interpret “international cooperation” in terms of military alliances and, as such, may supply negative effects on the history of the twentieth century.*

**Looking back over the century, it is clear that a spirit of international cooperation has grown. A student may argue that it has been largely out of necessity as the world becomes more dangerous because of nuclear weapons. But one could also argue that nations have learned from past mistakes and have recognized that as the world becomes more complex and interconnected, a heightened awareness of internationalism and a concern for the international community must also develop.**

**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, fluent and occasionally vivid with few errors and no flaws in communication.</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>• Diminished but 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 simplistic.</li> <li>• Thesis is identifiable, occasionally unclear or ambiguous and while the writer may occasionally stray from the topic, he/she recovers.</li> <li>• While the expression may be awkward, there is an adequate selection of supporting details. Errors 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 unfocused, 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>