

History 12

January 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.	D	K	1	2	B2	21.	A	U	1	4	GI
2.	A	K	1	2	C1	22.	C	K	1	4	G3
3.	D	U	1	2	C2	23.	C	K	1	4	H2
4.	D	K	1	3	D4	24.	D	K	1	4	G3
5.	A	U	1	3	D1	25.	C	U	1	5	I1
6.	B	U	1	3	D2	26.	A	K	1	5	J1
7.	A	U	1	3	D2	27.	D	U	1	5	J3
8.	A	U	1	3	D4	28.	A	U	1	5	I2
9.	B	K	1	3	D2	29.	A	U	1	5	J1
10.	C	U	1	3	D3	30.	B	U	1	5	K1
11.	D	K	1	4	F1	31.	B	K	1	5	I2
12.	C	K	1	4	G1	32.	A	K	1	5	I2
13.	B	K	1	4	F1	33.	D	K	1	6	L2
14.	A	U	1	4	F1	34.	D	K	1	6	L1
15.	D	K	1	4	F2	35.	C	U	1	6	L2
16.	A	K	1	4	F2	36.	B	U	1	6	N2
17.	A	K	1	4	G1	37.	B	K	1	6	M2
18.	B	U	1	4	G1	38.	D	K	1	6	L3
19.	D	K	1	4	G2	39.	A	U	1	6	L4
20.	A	U	1	4	H1	40.	D	U	1	6	L4

Multiple Choice = 40 marks

Written Response

	Q	B	C	S	CO	PLO
Score one of questions 1, 2 or 3 and	1.	1	U	7	2	B2
	2.	2	U	7	3	E1
Score one of questions 4, 5 or 6 and	3.	3	U	7	4	G2
	4.	4	U	7	5	I3
Score one other question from 1, 2, 3, 4, 5 or 6	5.	5	U	7	6	M1
	6.	6	U	7	6	N1
Score all parts of the evidence question	7.	7	H	14	5	K1
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.

Use the following statement to answer question 1.

Although Germany believed the Treaty of Versailles was very unfair, it had little choice but to sign it.

- a) Explain why “Germany believed the Treaty of Versailles was very unfair.” (5 marks)
- Treaty was a “diktat”.
 - Germany was expecting a treaty based on Wilson’s Fourteen Points, not the harsh treatment it actually received from the Allies.
 - The Weimar Republic government was forced to accept blame (war guilt clause) even though it had not been in power during the war.
 - Germany had to take full responsibility for starting the war. The war guilt clause also required that Germany pay damage and reparations for having started the war.
 - Germany had to agree not to put forces in the Rhineland.
 - Germany lost territory in the east to the new state of Poland. Land was also taken to create the Polish Corridor to give Poland access to the sea. Loss of Silesian resources.
 - Alsace-Lorraine was returned to France.
 - Self-determination denied to Germans.
 - Germany’s army was limited to 100 000 men—all volunteers / no conscription.
 - Germany was not permitted to have an air force, nor was it allowed to have any submarines.
 - Germany lost all its colonial territories to the League of Nations as mandates.
 - Germany’s navy was to be turned over to the British. It was only permitted six battleships under the treaty.
 - Loss of Saar coal hurt industry.
 - Germany also lost territory to Belgium (Eupen-Malmedy) and Denmark (North Schleswig).
 - Loss of Brest-Litovsk gains.

b) Explain why Germany “had little choice but to sign” the Treaty of Versailles. (2 marks)

- **Germany was not part of the treaty negotiations.**
- **The treaty was a dictated (diktat) treaty.**
- **The British navy continued to blockade its ports and the Allied armies were ready to continue the war if it refused to sign. Hunger in Germany caused hardship.**
- **The German army was in no position to continue the fight. The Armistice had stripped Germany of its forces. Threat of Allied invasion.**
- **Shortages in Germany meant the people were fed up with the war.**
- **There had already been two communist uprisings in Berlin (Spartakists) which was a concern to the new civilian government.**
- **Threats from the right (Freikorps) also concerned the government.**
- **All German Allies had surrendered.**
- **Kaiser fled — new 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.

Explain the impact of technological and economic change on the United States between 1919 and 1929. (7 marks)

Increased industrial activity and consumerism led to initial prosperity. There were signs of a decline by 1927 as wages and purchasing power failed to keep abreast of consumer production. Slowdown was most evident in automobile sales and housing.

New industrial breakthroughs that led to the initial boom:

- **in construction, the power shovel, conveyors, trucks — helped road building and growth of suburbs.**
- **skyscrapers**
- **in communications, the teletype and radio — created mass audiences and promoted advertising and the consumer society, telephones.**
- **synthetics and chemicals developed new materials such as cellophane and rayon.**
- **electrical appliances for the home such as vacuum cleaners, washing machines, refrigerators — changed the lives of housewives and increased leisure time.**
- **automobiles — mass production by Ford led to an increased need for roads, put growth into the oil industry as the economy became dependent on petroleum. Tourist industry grew to service the new mobility.**
- **film industry growth increased with the introduction of talkies in 1929.**

The ethos of the U.S. was unfettered capitalism epitomized by President Coolidge’s comment that the “business of America is business.”

- **New industries developed to transform America — automotive, petroleum.**
- **This attitude was not friendly to unions and, therefore, membership declined.**
- **Restrictions on immigration were initiated to cut out cheap labour.**
- **Buying on credit grew, leading to increased sales.**
- **Increased investment in a rising stock market and the purchase of shares on margin fueled the economy.**
- **Workers’ wages did not rise fast enough to absorb all the new products, leading to overproduction.**
- **Overproduction of agricultural products led to farm depression. Low prices of farm incomes resulted from low prices for farm products.**

- **Increased loans in a “financial drunk” eventually led to the stock market collapse of 1929.**
- **Wall Street Crash — bust banks and therefore little investment capital available and a further slowdown of the economy and the onset of the Depression.**
- **New industries led to decline of older industries; i.e., textiles, coal.**
- **Tariff Bill – Fordney-McCumber**
- **poverty of the south — sharecroppers**
- **poor urban blacks in the north**

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.

Use the following statement to answer question 3.

From June 1940 until June 1941 Britain faced the Germans alone, on land and sea and in the air.

- a) Explain the German efforts to defeat Britain during this period. (4 marks)
- **In the Battle of the Atlantic, German U-boats attempted to stop supply convoys from reaching Britain with supplies from Canada and the United States.**
 - **Germany planned and then postponed an invasion of Britain — Operation Sealion.**
 - **Hitler hoped to avoid war with Britain after the fall of France.**
 - **Hitler half-hearted in his support for invasion.**
 - **The Luftwaffe launched attacks against coastal traffic.**
 - **The Battle of Britain began when Germany attacked air bases in Britain in an attempt to cripple the RAF — it came close to success when Britain faced a shortage of pilots.**
 - **Germany switched to the bombing of London following the British raid on Berlin.**
 - **The Blitz spread to other cities.**
 - **The Luftwaffe losses in the Blitz mounted and led to the end of the Battle of Britain.**
 - **In North Africa in 1941, the German Afrika Korps under Rommel supported the faltering Italian attacks on the British in Egypt.**
 - **Germany invaded the Balkans and Crete defeating Britain there.**
 - **Increased German espionage activity.**

b) Explain the British response to the German efforts.

(3 marks)

- **Convoys guarded by the Royal Navy supplied Britain.**
- **The British fleet guarded the English Channel in case of invasion.**
- **Radar gave warning of approaching German planes, anti-aircraft guns and barrage balloons in action. Ultra provided information on Germany's plans.**
- **British civilian morale responded to hardships, rationing, blackouts, etc.**
- **The production of Hurricanes and Spitfires was speeded up.**
- **British industry mobilized for war.**
- **Britain's Home Guard was readied for invasion. Children were evacuated from cities.**
- **Churchill's speeches inspired resistance.**
- **The British Army fought in North Africa.**
- **Churchill sought aid from the U.S.A. Franklin D. Roosevelt responded with Lend-Lease Aid.**
- **The British Empire and Commonwealth mobilized for total war. Commonwealth Air Training Plan was established.**
- **British forces were sent to Greece to aid against Mussolini's invasion.**
- **British bombers struck at German targets (Berlin, Hamburg, Cologne, etc.)**
- **rationing**
- **Dunkirk evacuation (May-June 1940)**

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.

Conflict between Israel and its neighbours has been a feature of the Middle East since 1948.

Support this statement.

(7 marks)

- **There have been four wars in the Middle East involving Israel and her Arab neighbours.**
- **The first occurred immediately after Israel declared her independence in 1948. Israel gained some territory that had been originally granted to the Palestinians.**
- **The Suez Crisis in 1956 was the second war. It resulted in the establishment of the UN Emergency Force, peacekeepers, to patrol between Arabs and Israelis. The conflict would have likely continued and become worse without the presence of UN peacekeepers.**
- **As a result of the Six-Day War in 1967, Israel gained the Sinai Desert, the West Bank, and the Golan Heights. Israel stated at that time that it would not return any of the land until the Arab states involved recognized Israel's right to exist as a country.**
- **The Yom Kippur War in 1973 was more successful for the Arabs. Oil was used as a weapon. This had widespread international implications for all western oil-dependent countries.**
- **Israel's independence created large numbers of Palestinian refugees. These refugee camps became breeding grounds for terrorists willing to attack Israel.**
- **Terrorism (El Fatah, Palestine Liberation Organization, and Black September) and Israel's response has added to the conflict.**
- **The U.S.A./U.S.S.R. supplied arms to each side prolonging conflict.**
- **Diplomacy had limited success in finding peaceful solutions to some Middle East problems.**
- **The Camp David Accord (1978) developed a framework for peace between Israel and Egypt (Treaty in 1979). No other treaties have been signed by Israel.**
- **Invasions of Lebanon by Israel extended conflict to that country from 1978 to 1982.**
- **During the Gulf War UN forces fought Iraq — Iraq tried to involve Israel.**
- **Israel bombs Iraqi installations to stop development of nuclear weapons.**

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.

As the U.S. Civil Rights Movement developed in the 1960s its leaders became opposed to the Vietnam War.

a) Explain the developments of the U.S. Civil Rights Movement in the 1960s. (5 marks)

- **The Civil Rights Movement sought to end segregation and win equality for black Americans.**
- **Jim Crow Laws in education, public facilities, housing, transportation were attacked using non-violent sit-ins, marches, demonstrations (March on Washington), riots in Detroit, Watts etc.**
- **Civil Rights leaders sought to end white political domination by overturning poll taxes, and registering black votes.**
- **Civil Rights leaders sought Federal Government protection and support for their cause (Civil Rights Act 1964).**
- **They also fought for Federal programs to meet the needs of minorities (Great Society).**
- **Martin Luther King led marches and demonstrations in Birmingham 1963.**
- **By the late 1960s, black power advocates (e.g., Malcolm X), were calling for more direct action.**
- **black separatist movement within the U.S.A.**

b) Explain why Civil Rights leaders opposed the war. (2 marks)

- **Many Civil Rights leaders shared the idea that Vietnam was an unjust imperialist war.**
- **They also opposed the war because its cost was destroying many of the programs and plans for minorities; e.g., Great Society, the war on poverty.**
- **They saw it as a racist war. The U.S. fighting for “freedom” against Asians while denying it at home.**
- **They saw it as discriminatory. More blacks per capita were drafted and sent to Vietnam than whites.**
- **White middle class Americans found it easier to avoid the draft with student deferments.**

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.

To what extent did Deng Xiaoping's policies change China after 1978?

(7 marks)

Changes

- **Deng adopted a more pragmatic approach. He turned away from Maoist “revolution.”**
- **Greater autonomy for factories and businesses.**
- **Private enterprise allowed.**
- **Special Economic Zones were created: allowed foreign businesses to operate in China.**
- **Western consumer goods were allowed into China.**
- **Increased exports, especially to Western nations.**
- **The Four Modernizations in agriculture, industry, technology and defence.**
- **Students were allowed (sometimes encouraged) to study abroad.**
- **Some communes/collectives broken up and farmers were allowed to tend private plots and sell their products.**
- **Increased urbanization of the population.**
- **Growing disparity between rich and poor regions.**
- **Deng Xiaoping initiated the return of Hong Kong to Chinese rule.**
- **The one-child policy was strictly maintained with severe economic penalties for those who failed to adhere to it.**
- **Improved relations with the U.S.A.**

Lack of Change

- **The Communist Party retained strict control of the government.**
- **Following a period of some leniency toward public calls for reform, political protest and dissent were brutally repressed (e.g., Tiananmen Square, the imposition of martial law and the imprisonment of dissidents).**
- **Tibet and other minorities still repressed.**
- **Hostility to Taiwan maintained.**
- **Maintained education and health programs.**
- **Gang of four purges.**

PART C: EVIDENCE QUESTION

Value: 14 marks

Suggested Time: 24 minutes

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

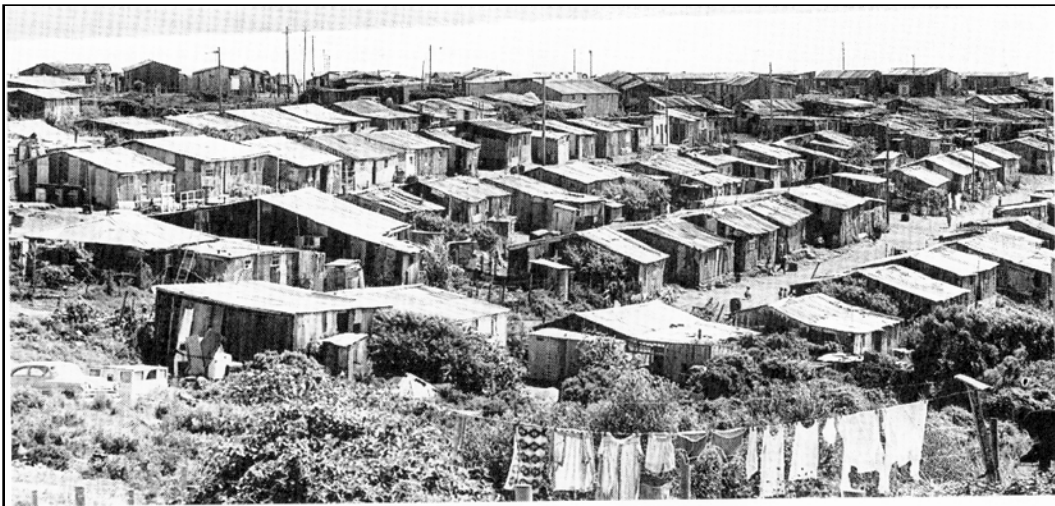
APARTHEID

DOCUMENT 1

We can move in two directions only. One alternative is to follow the path of equalization and eventually grant equal political, economic and social rights to the non-whites. This would mean national suicide for the white race, and for the non-white race groups, destruction of their distinctive identity. The other alternative is to take the road of apartheid, which in the future will protect the character of each race secure within its own territory.

Debates of the South African House of Assembly (1948)

DOCUMENT 2



Photograph of a black settlement (1962)

DOCUMENT 3

I cannot choose a home in the residential area of my liking because the white man, my white ruler has determined that I live in the black ghetto of Soweto.

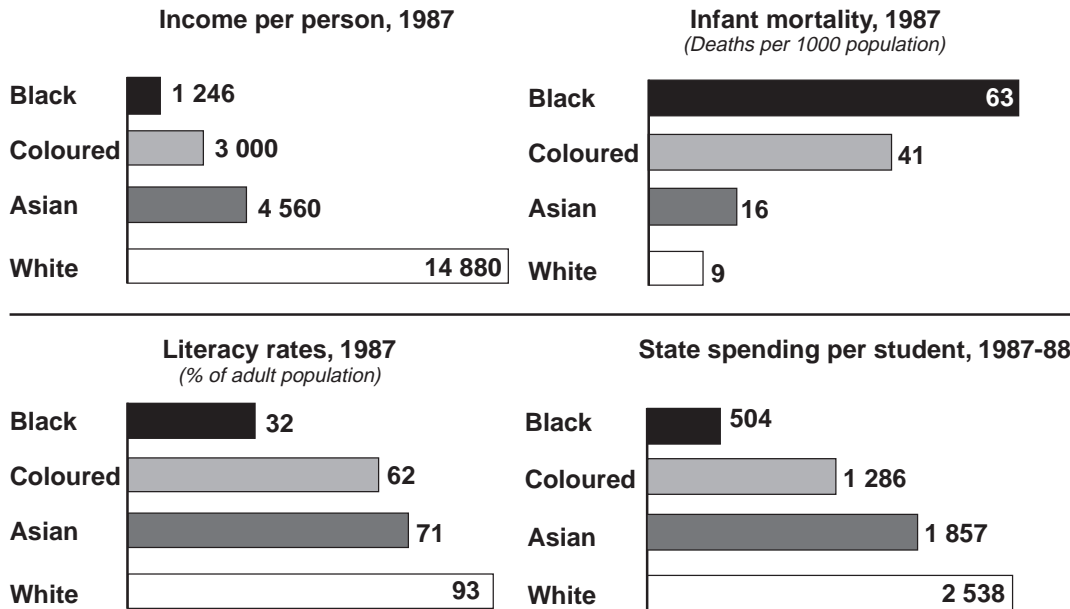
Winnie Mandela (1986)

DOCUMENT 4

The Africans' morality can never ever come up to the Europeans. Their standard of living is much lower. They can't think what's going to happen tomorrow.... Like we're worried about our kids; have they got food, are they doing OK in school? Africans never worry about things like that.

Dollie Fourie, a white South African

DOCUMENT 5



Zelinski, *Twentieth Century Viewpoints* (1996)

DOCUMENT 6

In 1950, the Nationalist government of South Africa brought in the Group Areas Act, one of the first and most important apartheid laws. The Group Areas Act set aside most of South Africa for use by the whites.

B. O'Callaghan, *A History of the Twentieth Century* (1998)

DOCUMENT 7

After the Bantu Education Act of 1953 the government took over African schools and enforced limitations on the curriculum so that black children were trained only for manual work. From 1959 Africans were not allowed to attend white universities.

Twentieth Century History, The World Since 1900, Tony Howarth

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 a secondary source of information? Explain. (1 mark)

Document 2 is a primary source of information because it is a picture of an African homeland during apartheid. As such, it portrays conditions in the homelands.

The fact that it was published does not detract from its primary status.

b) Assess the reliability of Document 4 as a source of evidence about apartheid. (2 marks)

Document 4 is the opinion of one person regarding apartheid. Since it is a white South African, it is also likely a very biased view. By suggesting that Africans never worry about their children, she is saying they are not equal to the white population. This reduces the reliability of the document as evidence about South African blacks.

However, it is a reliable source of evidence about white South African racist opinions (corroborated by Document 1) in support of apartheid. Also low standard of living (corroborated by Documents 2 and 5).

Note: Another option — can get full marks for second part.

c) Explain how Document 6 corroborates Document 1. (2 marks)

Document 6: Refers to the passage of the Group Area Act that set aside large areas of South Africa for the whites and excluded black South Africans from permanent residence in those areas.

Document 1: Refers to a debate in the House of Assembly before the passage of the Group Area Act. It makes it clear that separation of the races is necessary; first, for the survival of the white race, and second, for the survival of the various African races.

Document 1 is a text from a debate in 1948 of the South African House of Assembly. It implies South Africa requires a law to protect white South Africans' "distinctive identity". Document 2 corroborates this in that the Group Area Act was passed in 1950, which set aside most of South Africa for use by the whites.

d) Explain how Documents 7 and 5 demonstrate a cause–effect relationship. (2 marks)

Document 7: *Document 7* shows how blacks were restricted in education. *Document 5* shows how little was spent on black education and the poor literacy rates that resulted.

Document 5: gives the statistics for spending on education of blacks, a much lower figure than the spending on whites. As well, *Document 5* gives the income per person for blacks, again a much lower figure than the income for whites. Clearly, the policy is to exclude blacks from some jobs. Therefore, there is no need to spend money on education for blacks.

e) Explain the effects of apartheid on the non-white population of South Africa.

Use the documents provided as well as other historical evidence. (7 marks)

Document 1: Lays the groundwork for apartheid. It justifies apartheid by stating that the non-white races will lose their identity without it.

Document 2: Shows the effects of apartheid with the visual image of poverty and sub-standard housing.

Document 3: Also shows the effect of apartheid in that blacks are not free to live wherever they choose. They must live where the whites tell them to live.

Document 4: Is from the point of view of a white South African suggesting that blacks lack the morality of whites. Shows the effect of white racist opinion in South Africa.

Document 5: Shows the effects of apartheid through some statistical comparisons. Blacks make significantly less than whites. Their infant mortality rate is much higher which shows that they have much poorer health care. Finally, education for blacks is not as good with less spent on them and, therefore, their literacy rates are much lower.

Document 6: Mentions the Group Areas Act, one of the foundation acts of the apartheid system. The effect of this was to remove blacks from large areas of land and make it available for use by whites. This forced blacks into crowded poverty stricken conditions as shown in *Document 2* and will result in the inequities shown in the tables of *Document 5*.

Document 7: Reveals restrictions on black education.

Students are expected to include other historical information such as the following:

- A system of Bantustans was organized as black homelands where blacks were required to live.
- Pass Laws required all non-whites to carry identification which limited freedom of movement.

- **There were many protests against the Pass Laws. One such protest resulted in the Sharpsville Massacre in 1960 where 69 blacks were killed. They were protesting the Pass Laws but also poor wages and living conditions.**
- **Non-white political opposition was outlawed.**
- **The African National Congress (ANC) was banned by the government. Nelson Mandela was tried and put in prison in 1962. ANC turned to violence.**
- **Laws required 50% of black education to be in Afrikaans.**
- **The protests in 1976 against learning Afrikaans resulted in the deaths of 25 students in Soweto.**
- **Blacks did not have the right to vote and did not have any representation in the South African parliament.**
- **Later attempts to modify the political structure (Tricamaral System) to eliminate protest were rejected by non-whites.**
- **Civil Rights Movement as an affect of apartheid.**

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

The twentieth century witnessed increasing economic cooperation between the nations of the world.

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

OR

TOPIC 2

Explain the impact of Communism and Communist states on the history of Europe in the period 1917 to 1991.

TOPIC 1

The twentieth century witnessed increasing economic cooperation between the nations of the world.

Evaluate this statement using examples from 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.

- A good answer may stress the post-1945 era.
- Wilson's Fourteen-Points called for free trade as a basic principle.
- In 1919, the nations of the world tended to operate on the basis of economic rivalry.
- Many countries, notably Britain and France, still had empires which provided them with most of their resources and markets. This was economic control rather than cooperation.
- Other nations followed restrictive trade policies (e.g., U.S. Tariffs and U.S. isolationism) and had few trade agreements with other countries. The U.S.A. placed a trade embargo on Japan.
- The failure of the new nations of Eastern Europe to form a trade zone after 1919 was one reason for their economic weakness. Many adopted autarky.
- Totalitarian regimes which emerged in the interwar period tried to follow policies of autarky (Mussolini's Italy, Hitler's Germany, Stalin's Russia).
- The Treaty of Rapallo between Germany and Russia was one of the few such agreements during the period and was born of necessity as both nations were internationally isolated at the time.
- Dawes and Young Plans are example of economic cooperation.
- The Great Depression increased the adoption of protectionist economic policies.
- Several nations left the Gold Standard during the Depression and some later returned (unsuccessfully).
- Japan's Greater East Asia Co-Prosperity Sphere was an attempt to control the resources of the area and build an empire rather than to create an area of economic cooperation.
- Similarly, Hitler's conquests during the Second World War imposed economic cooperation on the countries acquired.
- It was the devastation of the Second World War that began the trend toward increased international economic cooperation.
- After 1945, I.M.F., the World Bank, GATT and UN agencies all aimed at cooperation.
- The war contributed to decolonization, but once independent, many of the former colonies voluntarily maintained economic links in organizations such as the Commonwealth and the Francophonie.

- **The Organization of American States may be mentioned post-Second World War.**
- **The war-torn nations of Western Europe soon realized economic cooperation was imperative to their survival and the road to European union began with the ECSC, Euratom, Benelux agreement, Treaty of Rome. The Single European Act and Maastricht Treaty have furthered the economic cooperation of most western European nations.**
- **Britain's entry was blocked by France on two occasions.**
- **The American desire to halt the spread of communism also contributed to European economic cooperation with the Marshall Plan and OEEC.**
- **The Soviets refused to permit Marshall Aid in Eastern Europe to the exclusion of non-members.**
- **In Eastern Europe, economic cooperation was imposed by the COMECON, but with the end of communism, many of the Eastern European countries are now seeking membership in the European Union.**
- **Since 1960, the U.S.A. has boycotted Cuba.**
- **Until Deng's rule in China, the Chinese economy was closed to the West, as were other Communist states in Asia.**

TOPIC 2

Explain the impact of Communism and Communist states on the history of Europe in the period 1917 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.

COMMUNISM

- **Prior to 1917 communists formed an underground of revolutionaries and critics of capitalist society.**
- **After the revolution, fear of communism spread.**
- **The Comintern was created in 1919 to spread revolution.**
- **After the First World War, communist uprisings in Germany, Hungary and Italy influenced the Paris Peace Settlement (Spartakists Uprising).**
- **Failure of Bolsheviks to pay war debts.**
- **Lenin and the Bolsheviks were excluded from Versailles.**
- **Changes in Eastern Europe, partly to ward off communism — Cordon sanitaire.**
- **Some argued that Germany should be left strong, as a barrier to communism in the east.**
- **Fear of communism emerged after the First World War.**
- **Mussolini used fear of communism to win support.**
- **Fear of communism led to Soviet isolation.**
- **During the 1930s, Hitler used the fear of communism to gain power and the Enabling Act.**
- **In France, communists divided a weakened France.**
- **The Spanish Civil War was partly a war against communism.**
- **During the war, communist resistance movements were strong and active.**
- **After the war, communist parties in France and Italy were large. This influenced the U.S. Marshall Plan.**
- **Fear of communist power in Europe led to Containment, Truman Doctrine and NATO.**
- **Fear of communism led to espionage; e.g., U-2.**
- **Fear of communism sparked McCarthyism and influenced U.S. policy.**
- **Some students may mention the impact of communism on European colonies; e.g., French-Indo-China (1945-1954).**

COMMUNIST STATES

- **U.S.S.R.**
 - **Revolution and Treaty of Brest-Litovsk gave Germany a chance to win the First World War.**
 - **During the 1920s, Soviets gave aid to Germany to avoid Treaty of Versailles.**
 - **During the 1930s, Stalin turned U.S.S.R. into a Great Power.**
 - **Stalin used control over European communists to divide France / Spain.**
- **Fear of Soviets was a factor in the appeasement of Hitler.**
- **Nazi-Soviet Pact opened way for war.**
- **Soviet supplies supported Hitler until 1941.**
- **1941–1945: Soviets defeated Germans on the Eastern Front and occupied Eastern Europe. The Iron Curtain was established.**
- **Stalin planned war and peace as a member of the Big Three.**
- **Fear of the Soviet Union key to Cold War. Warsaw Pact opposed NATO.**
- **Arms Race / Space Race, etc.**
- **Eastern Bloc nations became satellites of the U.S.S.R. Soviet leaders dictated policy to all Eastern Bloc states. Stalin's policy was one of repression.**
- **Yugoslavia was the only Communist state to avoid Soviet domination. Yugoslavian independence influenced reform movements in Hungary (1956) and Czechoslovakia (1968), both of which were crushed by Soviet action.**
- **After Stalin, Khrushchev's policies of peaceful coexistence led to improved relations with Western Europe, but still did not permit reform; e.g., Hungary (1956).**
- **Brezhnev Doctrine reinforced Soviet domination.**
- **Helsinki Agreement opened the door to reform in Eastern Europe.**
- **Gorbachev's policies opened the door for reform in Eastern Europe and led to the fall of Communism and the break-up of the Soviet Union, and the independence of the Eastern Bloc countries.**

END OF KEY

APPENDIX I

HOLISTIC SCALE

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

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

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

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

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

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

APPENDIX II

AN INTRODUCTION TO THE HOLISTIC SCORING METHOD FOR ESSAYS

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

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

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

APPENDIX III

ESSAY SCORING CRITERIA

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

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