

History 12

June 2000 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

Part A: Multiple Choice

Q	K	C	CO	PLO	Q	K	C	CO	PLO
1.	B	K	2	B2	21.	D	U	4	G2
2.	C	K	2	C2	22.	C	K	4	H1
3.	C	K	3	D1	23.	D	U	4	G2
4.	A	K	3	D1	24.	C	K	5	K2
5.	D	K	3	D4	25.	B	U	5	I1
6.	D	K	3	D2	26.	B	K	5	I2
7.	C	U	3	D4	27.	D	U	5	I2
8.	B	K	3	D2	28.	B	K	5	I2
9.	D	U	3	D4	29.	A	U	5	J3
10.	B	K	3	E2	30.	A	K	5	I3
11.	A	K	3	E2	31.	D	U	5	J2
12.	B	K	4	F1	32.	A	U	5	K1
13.	C	K	4	F1	33.	A	K	5	I2
14.	C	U	4	F2	34.	C	U	5	I1
15.	B	K	4	F1	35.	D	U	6	L1
16.	D	U	4	G1	36.	C	K	6	M2
17.	D	U	4	G1	37.	C	U	6	L1
18.	C	K	4	G1	38.	A	U	6	L1
19.	B	U	4	H1	39.	A	U	6	L3
20.	A	U	4	G2	40.	C	U	6	L1

Multiple Choice = 40 marks

Written Response

	Q	B	C	S	CO	PLO
Score one of questions 1, 2 or 3 and	1.	1	U	6	2	C1
	2.	2	U	6	3	D3
Score one of questions 4, 5 or 6 and	3.	3	H	6	4	H4
	4.	4	U	6	5	J1
Score one other question from 1, 2, 3, 4, 5 or 6	5.	5	U	6	6	L2
	6.	6	U	6	6	N1
Score all parts of the evidence question	7.	7	H	12	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 = 45
EXAMINATION TOTAL = 85 marks

LEGEND:

Q = Question Number

CO = Keyed Response

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:

Explain how the actions of opposition groups in Germany and actions taken by foreign states weakened the Weimar Republic between 1919 and 1923. **(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.

ACTIONS BY FOREIGN STATES

- The Treaty of Versailles forced the republic to accept the War Guilt clause, reparations and humiliating defeat including territorial losses. This allowed for the idea of A Stab in the Back/November Criminals to grow in Germany. The republic was always associated with defeat, and with the “Dictated Peace.”
- The maintenance of the Allied Blockade over the winter of 1918 – 1919 and the reparations payments caused great hardship in Germany, which was held against the republic. Inflation became a serious problem.
- The French occupation of the Ruhr and the republic’s resistance caused hyperinflation and destroyed the middle class who never again fully trusted the republic.
- The Comintern provided support to German communists.

INTERNAL OPPOSITION

- Many Germans blamed the republic with defeat and never accepted it as a true government. This resulted in internal opposition to the new government.
- Anti-government protests in Berlin forced the government to meet in Weimar.
- In 1919, the Spartacists (communists) attempted to overthrow the republic. The brutal suppression of the uprising alienated many left wing socialists who might otherwise have supported the republic (Rosa Luxemburg).
- Supported by the army, in 1919-1920, the Freikorps (right wing paramilitary groups) gained power. They were hostile to the republic. In 1920, the Kapp Putsch attempted to overthrow the republic which found itself almost powerless when the Army refused to fire on ex-soldiers.
- In 1923, Hitler’s Beer Hall Putsch failed but he gained much support for his nationalist opposition to Weimar.
- A proportional representation system contributed to political instability by allowing for the growth of opposition parties.

SECTION 1 – Question 2:

Use the following statement to answer question 2.

In the period 1928-1938, Stalin introduced the Five-Year Plans to the U.S.S.R., but at a huge human cost.

- a) Explain Stalin's reasons for introducing the Five-Year Plans. **(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.

- Stalin wanted to implement his policy of “socialism in one country”.
- Stalin felt it was crucial to catch up with the West for Soviet security.
- Stalin wanted to modernize industry and improve social programs such as literacy.
- Agriculture had to be modernized to provide food and labour.
- Stalin wanted to eliminate the Kulak class.
- Stalin wanted to consolidate his own power.

- b) Describe the human cost of the Five-Year Plans. **(4 marks)**

The human cost of Stalin's two Five-Year Plans was incredibly high. The suffering included:

- forcing peasants to move onto collective and state farms, which resulted in many years of very low farm production and the slaughter of millions of farm animals.
- eliminating the kulaks, peasants who had become relatively wealthy under the New Economic Policy, because they opposed collectivization. Many were deported to Siberia.
- taking food from the peasants to feed the new industrial cities, or for export, which resulted in mass starvation in the Ukraine.
- using slave labour and political prisoners to develop many of the new industrial centres, to build dams for hydro-electricity, and to build canals for effective water transportation. All part of the infrastructure necessary for the modernization process.
- purging all sections of Russian society of anyone suspected of being disloyal or critical of Stalin.
- use of secret police, gulags, show trials.
- not focussing on consumer goods.

In total, the human cost of the two Five-Year Plans were estimated to be in the range of 8 to 10 million deaths. This was an incredibly high price to pay for modernizing the U.S.S.R.

SECTION 1 – Question 3:

Use the following statement to answer question 3.

Anti-Semitism was a basic principle of Hitler's Nazism.

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 this principle was applied in Germany between 1933 and 1939. **(3 marks)**

- **As soon as Hitler gained power in 1933, the SA organized a boycott of Jewish businesses.**
- **Non-Jews who associated with Jews were publicly humiliated.**
- **Jews were frequently banned from public facilities and Jewish civil servants lost their jobs.**
- **Schoolchildren were indoctrinated with anti-Semitic views.**
- **In 1935, the Nuremberg Laws deprived Jews of citizenship, including the right to vote or to marry non-Jews.**
- **This persecution of German Jews culminated with Kristallnacht in 1938 when the murder of a German diplomat in Paris by a Jew was used as an excuse for reprisals, which included the burning of synagogues and vicious beatings of Jews.**
- **Jews began to be sent to concentration camps shortly after this.**
- **An extensive propaganda campaign was waged against Jews.**
- **Jews were made to wear the Star of David and carry identification papers.**

b) Explain how this principle was applied in Germany and German-occupied lands between 1939 and 1945. **(3 marks)**

- **Once the war started, Jews were segregated in ghettos.**
- **Once the Second World War started, the deportation of Jews to concentration (labour) camps intensified.**
- **As German forces occupied other countries, this policy was extended to the occupied areas, often with the willing assistance of the people in those areas.**
- **Einsatzgruppen (death squads) were used to exterminate Jews as German troops occupied new territories.**
- **In 1942, the Wannsee Conference was called to find a “final solution” to the “Jewish problem” as the Nazis termed it.**
- **Out of this conference came the decision to establish death camps to deliberately exterminate the Jews of German-occupied Europe. The deportations of Jews intensified further and millions of Jews died in the gas chambers.**
- **Students may refer to specific individuals such as Himmler, Heydrich and Eichman.**
- **Students will probably also refer to the specific camps (Auschwitz, Dachau, Treblinka, Belsen) and the nature of the atrocities (medical experiments, etc.).**

SECTION 2

SECTION 2 – Question 4:

Use the following statement to answer question 4.

In 1947, the Indian subcontinent was partitioned.

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 the reasons for the partition of the Indian subcontinent. **(3 marks)**
- **With the British withdrawal from India, partition became inevitable.**
 - **The Muslim League and Muhammed Ali Jinnah feared domination by the Hindu majority and wanted a separate Muslim State, which came into being as Pakistan.**
 - **Indian princes, who had ruled under British authority, wanted to remain independent.**
 - **To satisfy these demands, the subcontinent was partitioned because of the population distribution.**
 - **Pakistan itself was divided into two separate regions — East and West Pakistan.**
- b) Describe the effects of partition on the Indian subcontinent and its peoples. **(3 marks)**
- **The problem was that vast numbers of both Hindu and Muslim people lived in areas designated for the opposite group.**
 - **Millions of refugees were created.**
 - **Violence and rioting erupted where the two sides met; e.g., Calcutta riots, 1946. Vast numbers of people were killed.**
 - **Various princely states also divided. Kashmir was fought over by India and Pakistan until the UN arranged a cease-fire.**
 - **Economic dislocation — Britain had developed India as a single unit. Partition disrupted railroads, communications and industries.**
 - **The assassination of Gandhi was also a result.**
 - **Burma and Ceylon (Sri Lanka) became independent.**
 - **nuclear rivalry**
 - **The civil war in Pakistan was a result.**

SECTION 2 – Question 5:

Use the following statement to answer question 5.

The Berlin Wall, a symbol of the Cold War since 1961, came crashing down in 1989.

- a) Explain why the Berlin Wall was a symbol of the Cold War. **(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 Berlin Wall stood very clearly as the dividing line between the democratic west and the communist east.**
- **The “west” side of the wall represented economic success, freedom and progress.**
- **The “east” side of the wall represented economic stagnation, repression and control.**
- **During its twenty-eight year existence, several hundred people attempted to break through to what they perceived to be a better lifestyle.**
- **It represented the distrust, tensions and lack of communication between the West and the East.**

- b) Describe the events in Eastern Europe which led to the destruction of the Berlin Wall.

(4 marks)

- **Gorbachev’s policy of glasnost encouraged Eastern European countries to seek more freedom.**
- **Throughout much of 1989, Eastern bloc countries threw off communism one by one. First Poland, then Hungary moved toward free elections and multi-party states.**
- **Hungary became the preferred escape route for East Germans wanting to gain access to West Germany.**
- **When the East German government clamped down on travel to Hungary, citizens went to Czechoslovakia instead since no travel restrictions existed for it. Once in Czechoslovakia, they would go to the West German embassy for movement to the west.**
- **These events occurred while there were growing popular protests in various East German cities. The government replaced the hard-line communist leader, Honecker, but it was too late to stop the protest.**
- **Early November 1989, 500 000 East Berliners protested against the government. The East German cabinet resigned. On November 7, East German border guards opened the wall.**
- **The Berlin Wall, the symbol of the Cold War, was breached.**
- **The rejection of the Brezhnev Doctrine by East European governments.**
- **The negative economic impact of the Soviet War in Afghanistan led to a loss of confidence in the Soviet System.**

SECTION 2 – Question 6:

Use the following statement to answer question 6.

The government of China, under Deng Xiaoping, allowed greater economic freedom but restricted political freedom.

a) Describe the “economic freedoms” allowed by Deng Xiaoping. **(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.

- **After the chaos and disruption of the Cultural Revolution, Deng advocated a more pragmatic approach to economic growth (four modernizations).**
- **Factories and businesses were allowed greater autonomy.**
- **Private enterprise and profits were allowed.**
- **Foreign consumer goods were allowed into China.**
- **Special economic zones were created. Foreign companies set up plants in China.**
- **China became an exporting nation.**
- **Economic growth was impressive.**
- **Communes were disbanded.**

b) Describe the political restrictions imposed by Deng Xiaoping. **(3 marks)**

- **Criticism of government in the style of the Cultural Revolution was outlawed.**
- **Demonstrations by students for a role in decision making were crushed; e.g., Democracy Wall.**
- **Correctional camps were established.**
- **April 1989, 100 000 students marched on Tiananmen Square to demand reform.**
- **Martial Law was declared.**
- **June 1989, Deng sent in the army. Thousands of protesters died or were arrested.**
- **Protests were banned.**

PART C: EVIDENCE QUESTION

Value: 12 marks

Suggested Time: 24 minutes

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

APARTHEID AND HUMAN RIGHTS

DOCUMENT 1

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

- Article 1* — All human beings are born free and equal in dignity and rights. They should act towards one another in a spirit of brotherhood.
- Article 2* — Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, national or social origin.
- Article 3* — Everyone has the right to life, liberty and security of person.
- Article 7* — All are equal before the law and are entitled to equal protection against discrimination.
- Article 13* — All have the right to freedom of movement and residence within each state.

Adopted by UN General Assembly (1948)

DOCUMENT 2

I want to state... South Africa is a white man's country and he must remain master here.

South African Prime Minister, Dr. Verwoerd (1975)

DOCUMENT 3

I don't know any blacks... and have never spoken to any. I don't think it is a good idea that black and white should know each other. I would just hate to live with them. I don't like anything about them. I don't know if our maid has any children. I never speak to her.

Let's face it, the government has been a bit asleep about Soweto. They (the blacks) won't stop till we fire on them and they get frightened. We shouldn't worry about the anger of the world. Everybody I meet thinks he should act.

The blacks don't have any justifiable grievances. The whites will fight for their future and what they've got.... Black and white cannot live together in South Africa. I do not know what it's like overseas.

White South African, Amanda van Aswegan, interviewed in London, *Sunday Times* (1976)

DOCUMENT 4

Expenditure on education in dollars, per person, by race 1975 – 1984				
	Africans	Coloureds	Indian	Whites
1975	40	126	171	605
1977	49	158	220	654
1979	68	197	297	640
1981	140	253	513	913
1983	146	498	711	1 211
1984	167	501	905	1 511

Teacher/pupil ratio by race				
1975	1:54	1:31	1:27	1:20
1984	1:41	1:26	1:23	1:19

A Survey of Race Relations in South Africa (1984)

DOCUMENT 5

It was only a matter of time before there was an explosion of black violence. This came on the morning of 16 June, 1976. In the township of Soweto, black schoolchildren held a demonstration to protest about the poor facilities in their schools, and the fact that they were having to be taught lessons in Afrikaans. Police fired on the children and rioting followed. The students were no match for the police who used guns and tear gas. The government admitted to a death toll of 176 but the real figure was probably more than 1 000.

D. Platt, Our Changing World (1989)

DOCUMENT 6

The structure is such that the rich whites live apart from everybody else. These are the suburbs.... Then you have a distance of about eight miles from the downtown and this is where the Indians live. About five miles away from the city is where the Coloureds live — separate from the Indians.... African townships, which are not cities because only whites can live in cities, are 15 to 20 miles away from the cities and the rich areas.

Description of the Homelands Policy, A World to Win (1985)

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 1 a primary or a secondary source? Explain your answer. (2 marks)

Document 1 is the actual wording of the official UN Resolution and Declaration of Universal Human Rights. It is a primary source.

- b) Assess the reliability of Document 3 as a source of historical evidence on the policy of apartheid. (2 marks)

Document 3 comes from a reputable newspaper in the appropriate time period and gives a reliable account of white supremacist attitudes in South Africa. It accurately reflects the deep divisions. It is an interview with a white South African. It may not be reliable as a true reflection of majority white opinion. Bias and prejudice are evident. The author admits she does not have direct knowledge of blacks but is merely giving her opinion.

- c) Explain how Document 2 is corroborated by Document 6. (2 marks)

Document 2: states the whites must remain masters in South Africa.

Document 6: explains how the whites have maintained mastery by segregating themselves from the non-whites, and controlling the richest areas.

- d) Using the documents provided and any other historical evidence, explain how the policy of apartheid violated the Universal Declaration of Human Rights (Document 1). (6 marks)

Document 1: declares that all humans have dignity and rights and should be treated in a spirit of brotherhood. Discrimination on the basis of race or colour is a violation of human rights. All have the right to life, liberty and security and the protection of the law and freedom of movement.

Document 2: demonstrates inequality and violation of the right to equal protection of the law. Discrimination on the basis of race and colour.

Document 3: violates spirit of brotherhood.

Document 4: denies equality under the law — neglects equal dignity.

Document 5: denies security of person, life and liberty.

Document 6: denies freedom of movement.

Additional evidence for Human Rights violations:

- **They registered all members of the population according to their racial background and specified where each group could live.**
- **Blacks and even mixed race groups were denied the right to vote.**
- **Blacks were restricted to menial, unskilled jobs.**
- **Relatively small Bantustans or homelands were assigned to various tribes in the poorest regions of the country.**
- **Public buildings and areas, including hospitals, restaurants, parks, elevators and entrances, were segregated.**
- **Bantu (black) education was inferior and designed to teach children to accept a limited service role in the white-dominated society.**
- **Under the Suppression of Communism Act, any opposition to apartheid could be labelled as communist and hence illegal.**
- **Blacks had to carry passbooks which designated where they could travel and work in the white cities and violators were arrested.**
- **Protests against apartheid were often met with violence such as the police firing on demonstrators in the black township of Sharpesville in 1960 and Soweto in 1976.**
- **Leaders of protest movements such as (the ANC's) Nelson Mandela were arrested and imprisoned for lengthy terms, often without trial. Such prisoners were often tortured and, as in the case of Steven Biko, murdered.**
- **Outlawing of African political parties.**

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

Describe the impact of mass communications on the history of the twentieth century (1919-1991).

OR

TOPIC 2

Explain how the U.S.A. has had a major economic influence on other countries during the period 1919 to 1991.

TOPIC 1

Describe the impact of mass communications on the history of the twentieth century (1919-1991).

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.

Governments have historically used the means of communication available to them to mold the opinions of their populaces. Prior to this century, communication was limited to various print media and to the small proportion of most populations who were literate.

With improvements in communication and increasing literacy, governments have frequently made use of and/or controlled the means of communication to ensure compliance from their citizens or to win popular support.

Access to mass communication has allowed protest and dissent to grow, as dissident leaders have been able to reach a larger number of potential adherents. They have learned to manipulate the media as adeptly as political leaders.

EXAMPLES OF THE USE OF MASS COMMUNICATION INCLUDE:

- **FDR's use of the radio with his "fireside chats" to increase popular support for his radical economic programs.**
- **Goebbel's and Hitler's use of the radio and film to spread Nazi propaganda (Hitler's *Mein Kampf*).**
- **The use of public address systems by both democratic and authoritarian leaders to disseminate emotionally-charged speeches.**
- **Elimination of all but state-owned newspapers and strict censorship of publications, including school texts, in totalitarian regimes such as Hitler's Germany and Stalin's Russia and Mussolini's Italy.**
- **The use of the radio and film and censorship of other media by most belligerents during the Second World War and other crises.**
- **Soviet censorship of any material which might increase dissent.**
- **Development of satellites has speeded communication of events around the world.**
- **The U.S. imposition of tight media control on coverage of the Gulf War to de-emphasize the human misery.**
- **Cold War feature-length movies have shaped western opinions about the U.S.S.R.**
- **Television has had an impact on the images political leaders must convey (e.g., Nixon-Kennedy debates).**
- **Television coverage of the Vietnam War allowed Americans to see the brutal reality of the conflict and increased support for the anti-war movement. In turn, media coverage of the**

movement itself probably also encouraged more young people to join it. These protests played a role in President Johnson's decision not to seek a second term and the election of a Nixon's Republican government.

- **Polls have sometimes affected voting patterns.**
- **Television also allowed the people of Eastern Europe to see the economic disparity between their societies and those of the West, a major source of their discontent with the communist system.**
- **Other protesters have won support for their cause through popular music, television and film coverage of their activities even if this has not had an immediate effect on the governments they oppose. Anti-apartheid demonstrations in South Africa and pro-democracy demonstrations in China are examples.**
- **The Internet has allowed greater dissemination of information including protest and hate groups.**

Students can receive credit for reference to cultural or social history but should do this in the context of political history.

TOPIC 2

Explain how the U.S.A. has had a major economic influence on other countries during 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 strength of the U.S. economy has been such that it has had a major influence on other countries. It has been the greatest manufacturer and exporter of consumer goods.

Examples include:

- The U.S.A. became the financial centre of the world after the First World War.
- At the end of the First World War, the nations of Europe were in debt to the U.S.A. for their war expenditures. The repayment of these debts hinged on the payment of reparations by Germany. Germany's inability to pay reparations led to a crisis that was resolved when the U.S.A. stepped in to provide loans to Germany (Dawes and Young Plans).
- The Stock Market crash triggered the Depression in the U.S.A. and around the world.
- The Depression of the 1930s became virtually worldwide because the U.S.A. halted loans to countries that were dependent on them and because high U.S. tariffs hurt the export sales of many nations (Smoot-Hawley Tariff Bill and Fordney-McCumber Act).
- U.S. Lend-Lease strengthened the Allies during the Second World War.
- At the end of the Second World War, the Marshall Plan allowed the countries of western Europe to rebuild their economies, and the U.S. insistence on the establishment of the OEEC paved the way for eventual economic cooperation between the nations of western Europe.
- The economic strength of the U.S.A. allowed it to expend funds on the arms race while maintaining a high level of consumer prosperity. The U.S.S.R. could not compete on both levels and consumers bore the burden of massive military expenditures.
- The Soviet-dominated countries of Eastern Europe stagnated economically because the U.S.S.R. was unable to provide the economic assistance that the U.S.A. had provided to its Western European allies.
- The U.S.A. has used economic sanctions to pressure countries with policies that it disagrees with; e.g., communist "enemies" such as Cuba and Vietnam, as well as the racist government of South Africa. This is also done in a less extreme form through the assignment of "most favoured nation" trading status.
- U.S. businesses have controlled the economies of many third-world countries, notably in Latin America, where class disparity and poverty have been maintained in the service of industrial profit.
- The U.S.A. is establishing a U.S.-dominated North American trade zone that includes Canada and Mexico, in particular, N.A.F.T.A.

- **The U.S. backing of the World Bank and IMF has assisted development, particularly in the Third World.**
- **COMECON was formed as a reaction to western economic cooperation.**
- **The U.S.A. outspent the U.S.S.R. on the Space Race during the 1980s, therefore contributing to the collapse of the U.S.S.R.**

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