

History 12

November 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

Multiple Choice

Q	K	C	CO	PLO	Q	K	C	CO	PLO
1.	A	K	2	C1	21.	D	U	4	H1
2.	C	U	2	B2	22.	C	U	4	G2
3.	D	K	2	C1	23.	B	K	4	G2
4.	B	U	3	D1	24.	D	U	4	H4
5.	D	U	3	D2	25.	A	U	5	K2
6.	A	K	3	D1	26.	C	U	5	K1
7.	C	U	3	D2	27.	B	K	6	L1
8.	A	K	3	E1	28.	D	U	6	L4
9.	A	K	3	E2	29.	D	U	6	L1
10.	B	K	3	E2	30.	A	K	6	M1
11.	B	K	4	F2	31.	D	U	6	L1
12.	A	U	4	F1	32.	A	K	6	L2
13.	C	K	4	F1	33.	D	K	6	L4
14.	B	K	4	F1	34.	C	U	6	L2
15.	C	K	4	F2	35.	B	U	6	L1
16.	C	K	4	G2	36.	D	U	6	M2
17.	B	K	4	G2	37.	B	K	6	L1
18.	A	U	4	G1	38.	C	K	6	L1
19.	C	U	4	G1	39.	C	K	6	L1
20.	C	K	4	G2	40.	D	U	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	E2
Score one of questions 4, 5 or 6 and	3.	3	H	7	4	G1
	4.	4	U	7	5	I2
Score one other question from 1, 2, 3, 4, 5 or 6	5.	5	U	7	5	J2
	6.	6	U	7	6	N1
Score all parts of the evidence question	7.	7	H	14	5	J1
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:

Use the following statement to answer question 1.

The Big Three arrived at the Paris Peace Talks with different attitudes towards Germany.

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) Identify the leaders of the “Big Three” Allied powers at the Paris Peace Talks. (1 mark)

- Wilson (U.S.A.)
- Lloyd George (Britain)
- Clemenceau (France)

b) Describe the attitudes of these leaders toward the treatment of Germany at the Paris Peace Talks. (6 marks)

- *Wilson* espoused the principle of justice in the Fourteen Points but thought that Germany deserved to be punished. His fixation with the issue of self-determination meant that the treatment of Germany was not his main concern. His main concern was the establishment of the League of Nations.
- *Lloyd George* wished to ensure that Germany would not rival the British navy and overseas empire. On the continent of Europe he wished to see an economically healthy Germany to renew European industry and trade. An economically prosperous Germany would also be a bulwark against communism. Lloyd George was also pressured by the British public and media for some form of punishment for Germany.
- *Clemenceau* was the most hard line of the leaders with regard to Germany. He wished to have revenge for the suffering of the French people and reparations to compensate for all the damage. The French also wished to secure the Franco-German border to weaken Germany territorially and militarily so that they would never be a threat to French security again. The French demanded the return of Alsace and Lorraine.

SECTION 1 – Question 2:

Use the following statement to answer question 2.

The Paris Peace Settlement changed the shape of the Middle East and led to increasing Arab-Jewish conflict.

Describe the changes that occurred in the Middle East and the “increasing Arab-Jewish conflict” in the region during the interwar years (1919–1939). **(7 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 Turkish Empire was broken up. The Middle East was split into mandates and given to Britain and France. Britain was given Palestine, Trans-Jordan and Iraq, while France received Lebanon and Syria.**
- **Arabs were denied self-determination.**
- **Under League of Nations regulations, the European powers were to prepare the mandate territories for independence as soon as possible.**
- **Promises of a Jewish homeland were not fulfilled.**
- **After the First World War, Jewish immigration into Palestine increased dramatically because of British expressions of support for the establishment of a Jewish state in the area (e.g., Balfour Declaration).**
- **Jewish immigration also increased during the Nazi period.**
- **Jews bought up land and established businesses. Their prosperity became a source of resentment among the Arab population.**
- **Arab resentment about their lack of independence focused on the Jews.**
- **Arab leaders called for resistance (a Jihad or holy war) against the Jews.**
- **In response to the Arab hostility, Britain moved to curb Jewish immigration in the late 1930s. By doing so they hoped to regain support among the Arab population which was still the largest group in Palestine.**
- **The result was Jewish riots against the British. Now they were seen by the Jews as not supportive of their aspirations for a Jewish state.**
- **The enmity between the Jews and Arabs was established, with the British caught in the middle.**

SECTION 1 – Question 3:

Explain how the appeasement of Germany contributed to the outbreak of the Second World War in Europe. (7 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.

Students may give a definition of appeasement as one country giving into another country, hoping to satisfy its demands and therefore avoid a conflict. Britain practiced this policy with Hitler in the period 1936 to 1939 in hopes of avoiding another war with Germany.

Students may give some examples of appeasement such as:

- **Accepting German re-armament and the Anglo-German Naval Agreement.**
- **Allowing Germany to re-occupy the Rhineland in 1936. This area of Germany had been demilitarized under the Treaty of Versailles.**
- **Allowing Germany to join with Austria in 1938. Anschluss, the union of Germany and Austria, was forbidden by the Treaty of Versailles.**
- **Giving the Sudetenland section of Czechoslovakia to Germany in 1938. The Sudetenland had three million Germans living in it. Hitler felt they should be part of the German Reich. The Munich Agreement which gave over the territory was regarded as the high point of appeasement.**
- **Appeasement allowed Hitler to act more aggressively without fear of being challenged by Britain or France. Consequently, when Britain and France signed defence alliances with Poland, Hitler wondered if they would actually follow through and declare war.**
- **Appeasement convinced Stalin that he could not rely on Britain and France. This led to the Nazi-Soviet Pact and invasion of Poland.**
- **Spanish Civil War — Hitler and Mussolini had a chance to practice military strategies.**

SECTION 2

SECTION 2 – Question 4:

Use the following statement to answer question 4.

In 1947 the U.S.A. adopted a policy of containment toward the U.S.S.R.

a) Define containment. (1 mark)

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.

- **Containment called for resistance to Soviet expansion in any form.**
- **It was designed to keep Soviet influence from expanding on the grounds that without growth, Soviet communism would eventually die.**
- **The policy was first stated in the Truman Doctrine.**

b) Explain how containment was put into practice by the U.S.A. (6 marks)

- **Containment was first introduced by Truman in 1947 in the Truman Doctrine as a result of the Greek Civil War.**
- **It was initially implemented in economic ways through the Marshall Plan (European Recovery Program) to prevent the spread of communism into Western Europe.**
- **When the Soviets imposed the Berlin Blockade, the U.S.A. responded with the Berlin Airlift.**
- **In 1949, the creation of NATO added a military alliance to containment in Europe.**
- **U.S. support for the French in Indo-China and U.S. military actions in Korea extended containment to Asia.**
- **Following the defeat of France in Indo-China in 1954, the creation of SEATO established containment more fully in South East Asia. The U.S. actions in Vietnam from then on can all be described as containment.**
- **Following the Suez Crisis, U.S. involvement in the Middle East increased. The Eisenhower Doctrine and CENTO extended containment into this area.**
- **The climax of containment came with the Cuban Missile Crisis.**
- **Latin America.**

SECTION 2 – Question 5:

Use the following statement to answer question 5.

The European Union was an outcome of the Second World War.

- a) Describe the conditions in Western Europe following the Second World War that led countries to consider economic union. **(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.

After the Second World War, Western European countries considered economic union because

- much of Western Europe lay in ruins after the war, many of its countries bankrupt.
- they were dependent on the U.S.A.
- they faced a powerful Soviet Union and its client states to the east.
- of their loss of influence and prestige.
- of the loss of their colonial possessions.
- it would prevent an outbreak of French / German hostilities.

- b) Describe the steps that led to the creation of the European Union. **(5 marks)**

- **Marshall Plan aid allowed countries in the Organization for European Economic Cooperation (OEEC) to rebuild their economies. (Some students may also refer to this in part 'a')**
- **Belgium, the Netherlands and Luxembourg formed the Benelux agreement, establishing a customs union.**
- **Schuman and Monet promoted cooperation between France and West Germany.**
- **France, Italy and West Germany joined with the Benelux countries in a common market for iron and steel, formalized in the Treaty of Rome in 1957, to form the European Economic Community (EEC).**
- **In 1960, countries outside the EEC, including Britain, formed the European Free Trade Association (EFTA).**
- **In 1973, EFTA and the EEC negotiated a free trade agreement to further integrate their economies.**
- **Expansion of the EEC — Britain, Ireland, Portugal, Spain, Greece.**
- **Closer cooperation in political and international affairs led the EEC to transform the economic relationship into the European Community, with a European Parliament.**
- **In 1991, the Maastricht Treaty set the stage for a unified community with common currency, an increased economic and political unity.**

SECTION 2 – Question 6:

Use the following statement to answer question 6.

China has undergone significant economic change since the death of Mao Zedong in 1976. However, this has not been accompanied by any great political change.

a) Describe the economic changes in China since the death of Mao Zedong. **(5 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.

- **Deng Xiaoping emerged as the leader of China in the 1980s.**
- **Deng was a pragmatist who sacrificed ideology for results. He summed up this philosophy in his saying that it didn't matter what colour the cat was as long as it caught mice.**
- **Deng pursued the Four Modernizations in agriculture, industry, technology and defence.**
- **Communes were broken up and incentives encouraged, with limited private enterprise allowed.**
- **Foreign investment in industry was encouraged including the establishment of Special Economic Zones.**
- **Foreign products were more readily available.**
- **Heavy industry was no longer the only industry encouraged.**
- **Students were sent abroad to study and improve industry and technology.**
- **The growth in disparity between rich and poor regions.**
- **Economic change has brought increased urbanization.**

b) Describe the degree of political change during the same period. **(2 marks)**

- **There was increased western influence.**
- **Political change did not match the economic change.**
- **The political changes in the Soviet Union were hoped for by the Chinese people.**
- **Some modest dissent was allowed and posters were allowed expressing dissent.**
- **Student demonstrations for democracy led to the Tiananmen Square protest in 1989.**
- **Hard-liners in the party won out over moderates and the students were moved from the square by troops and tanks with much bloodshed.**
- **China still remains an authoritarian state with democracy activists still facing stiff sentences for what would be considered free expression in a democracy.**
- **Hong Kong allowed to keep its own economic and political system.**

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.

BRITISH WITHDRAWAL FROM INDIA

DOCUMENT 1

Colonial peoples' participation in the Second World War raised hopes for political freedom. As well, Europeans were unable to justify imperialism as they struggled to rebuild their own countries after six years of war.

Victor Zelinski, *Twentieth Century Viewpoints* (1996)

DOCUMENT 2

The British were determined to pull out of India within one year. From their viewpoint, India had become a drain on British resources, a land of ungrateful people who could not agree upon how to rule themselves and were unwilling to accept the aid or advice of others.

Stanley Walpert, *India* (1965)

DOCUMENT 3

The British decided that ruling India was more trouble than it was worth. They began planning to leave. What followed was a tragedy. Congress, led by Gandhi and Nehru, wanted India to be one country. The leader of the Muslim League, Mohammed Ali Jinnah, thought differently. Jinnah had persuaded the Muslim League to demand a separate country of its own when the British left. He called it Pakistan.

Congress and the British were against dividing India. India was one country, said Gandhi. What Jinnah was demanding was not division, but cutting a living body in two.

Bryn O'Callaghan, *A History of the Twentieth Century* (1987)

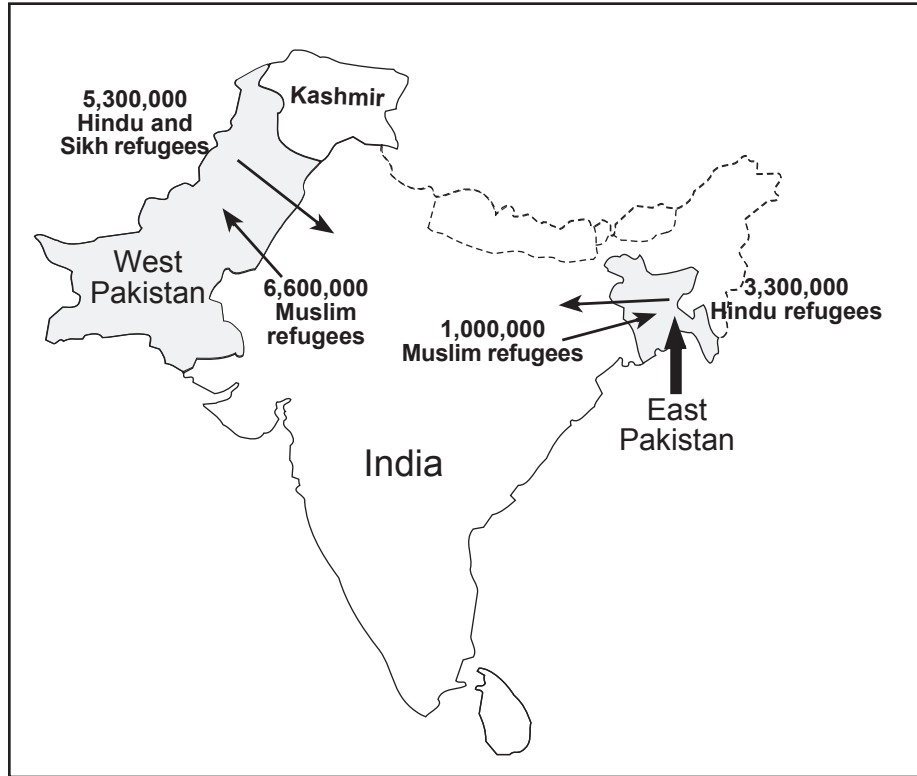
DOCUMENT 4

The creation of Pakistan is impractical. Such a Pakistan would comprise two main areas, one in the north-west and one in the north-east. Yet the north-west areas would have a non-Muslim minority of 38% and the north-east a non-Muslim minority of 48%. New minority problems would therefore be created.

Clement Attlee, British Prime Minister (1946)

DOCUMENT 5

INDIA AT THE TIME OF PARTITION



DOCUMENT 6

In 1946–47, waves of violence swept the subcontinent. This convinced the British that India should be partitioned and that the date for independence should be moved forward from 1948 to 1947 in order to avert further violence.

Victor Zelinski, *Twentieth Century Viewpoints* (1996)

DOCUMENT 7

Great mobs of Hindus turned suddenly upon the few Muslims who had lived all their lives among these Hindu neighbours. The massacre went to a fixed plan and schedule. Had it not been so, such large mobs, fully armed with prepared weapons, would never have gathered and moved with such fiendish intent from victim to victim. The number of Muslim dead in this short, savage killing was about 8 000. Women and their babies were butchered.

General Sir Francis Tuker, *While Memory Serves* (1950)

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) Explain why Document 1 is a secondary source. (1 mark)

- **It is from a book written well after the events by an author who gives no indication of having been present.**

b) Assess the reliability of Document 7 as a source of historical evidence of the situation in India at the time of the British withdrawal. (2 marks)

Indications of reliability:

- **It is accurate in describing massacres which did happen.**
- **Other documents (5, 6) refer to the animosity between Muslim and Hindu.**
- **Represents a first-hand account of the situation.**

Indications of diminished reliability:

- **Written afterwards and the title suggests a failing memory.**
- **The document contains many examples of emotional language (e.g., “fiendish intent”, “savage”, “butchered”).**

c) Explain how Document 2 is corroborated by Document 3. (2 marks)

Document 2: refers to “people who could not agree”.

Document 3: describes the differing views of independence of Gandhi and Nehru as opposed to Jinnah.

Both Documents: refer to the British decision to pull out.

Document 3 also refers to Jinnah not taking British advice to leave India unified and *Document 2* indicates the British found the Indians “unwilling to accept” advice.

d) Explain how Document 4 is corroborated by Document 5. (2 marks)

- ***Document 4* says the creation of Pakistan is impractical and *Document 5* illustrates the vast separation between the two sections of Pakistan.**
- ***Document 4* refers to the minority groups and creation of problems. *Document 5* shows the problem of refugees from these groups.**

- e) Using the documents provided, and other historical evidence, explain the British decision to withdraw from India and the problems for India created by that decision. (7 marks)

Document 1: Points out that Britain's post-war weakness made imperialism a problem and that hopes for independence had been raised by participation in the Second World War.

Document 2: India was a drain on British resources and divisions in India made British rule difficult.

Document 3: Reiterates the idea that India was not worth the costs of continued British rule. It points out the disagreements between the two major religious groups in India over the future of India.

Document 4: Points out the problems with the division into Pakistan and India, especially the existence of minorities in each state.

Document 5: Illustrates the reality of the division and the lack of territorial unity for the new Pakistan. It also illustrates the problem of refugee movement after partition. It notes Sikh refugees as well as Hindu and Muslim, and the fact that Kashmir remained an unsettled issue.

Document 6: Describes the violence between religious groups which accompanied the proposed partition and explains that this hastened the British desire to leave India.

Document 7: Provides a graphic description of the brutality of the violence and hostility between the Hindus and Muslims at the time of independence and partition.

Other factors:

British decision

- Gandhi/Congress non-violent resistance since 1919
- promises made to India during war
- Labour Government in Britain more anti-imperialist than Conservatives
- decline of Great Britain as Great Power

Problems for India

- British India built as one economic unit — partition destroyed economic unity
- Gandhi's assassination
- Kashmir — disputed territory — war
- Princely states — internal divisions

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

Describe the development of communism in Russia/the U.S.S.R. in the twentieth century and explain its eventual collapse.

Use examples from throughout the history of the period 1917 to 1991.

OR

TOPIC 2

Military requirements have been a major force behind technological improvements throughout the twentieth century.

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

TOPIC 1

Describe the development of communism in Russia/the U.S.S.R. in the twentieth century and explain its eventual collapse.

Use examples from throughout the history of 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.

To answer this question, students must look at the development of communism over the century from the revolutions in Russia to its downfall.

Students may point out that communism in Russia began when the country was ravaged by war. The government at the time, the Tsar, was not meeting the needs of the people, for food or other basic necessities, and was overthrown.

Two revolutions occurred, the second bringing the Bolsheviks to power:

- A small, well-disciplined group of dedicated revolutionaries who took advantage of Russia's wartime turmoil to take control of the country. Thus the birth of communism.
- It met peoples' needs through a three-part policy of peace, bread and land. Lenin withdrew Russia from the war, gave land to the peasants, and attempted to distribute food equitably. The first two issues satisfied the people greatly. On the issue of food, he could do very little.
- There was a three-year civil war to consolidate the revolution. The policy of War Communism gave priority to the Red Army and made conditions worse for the majority of Russia's people.
- The New Economic Policy was introduced to regain support of the people and make conditions in the country better.
- The creation of an excellent secret police organization and peoples' courts repressed peoples' rights and instilled a fear of the government.

Following Lenin's death and a struggle for power, Stalin emerged firmly in control. He created a dictatorship far harsher than the Tsar's. He also modernized the country through his command economy, which include collectivization and the Five-Year Plans.

- Kulaks were destroyed to make collectivization succeed.
- People endured great suffering attempting to meet the quotas of the Five-Year Plans.
- The emphasis was on the development of heavy industries, not on goods or services for people.
- The Second World War required continuing sacrifice and suffering.

After the war, Stalin pushed communism into the countries of Eastern Europe largely so that they could act as a buffer against any attack from Western Europe.

- **Geopolitical considerations took precedence over the needs of the people.**
- **Attempts to deviate from communism met stiff repression; Poland, Hungary, Czechoslovakia, all provide examples of where the wishes of the people were not met.**
- **Khrushchev – de-Stalinization – 20th Party Congress Speech.**

In the late 1980s, communism in the U.S.S.R. began to collapse because it did not meet the needs of the people.

- **Throughout the Cold War emphasis on military spending had broken the Russian economy.**
- **Lack of consumer goods due to military spending.**
- **Bureaucratic inefficiency and economic stagnation in the Brezhnev era created further problems.**
- **Glasnost and perestroika had raised people's expectations to levels that could not be met by the economy.**
- **Once the U.S.S.R. could no longer keep control of its eastern bloc countries, the people in these countries rose up against their governments and tore down the Iron Curtain.**
- **Gorbachev tried to maintain the communist system.**
- **In August 1991, there was an attempted coup by hard line communists and Yeltsin, who opposed Gorbachev's retention of the communist system, was able to increase his popularity.**
- **Gorbachev was unable to retain power and the U.S.S.R. split into independent republics.**
- **Yeltsin became the first democratically-elected leader of Russia.**

TOPIC 2

Military requirements have been a major force behind technological improvements throughout the twentieth century.

Support this statement using examples from throughout 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.

There are many examples students may use to support this statement. Many students will describe peaceful applications of military developments.

- Development of long-range, single-wing, all-metal aircraft was spurred by military needs.
- Mobile transfusion stations were used during the Spanish Civil War.
- The Nazis in Germany increased spending on the development of improved tanks, aircraft, ships and submarines to carry out their military plan to dominate Europe.
- Stalin also used the Five-Year Plans to improve Soviet technology in preparation for war.
- In 1937, Britain deployed the new technology of radar to give advanced warning of an enemy attack on the British Isles. At the same time, it also increased the production of new fighter planes. Sonar was also developed for submarine detection.
- The development of the aircraft carrier was also in preparation for war.
- In 1944, Germany successfully launched the first pilotless jet, the V1, then the first rocket, the V2, to deliver a ton of explosives against British targets. The first jet planes were developed.
- As the Second World War was ending in 1945, the U.S.A. developed the atomic bomb which drastically altered the nature of warfare.
- In the tense Cold War atmosphere that developed soon after the Second World War, the U.S.S.R. felt it necessary to develop its own atomic bomb.
- The Cold War spawned one new weapons system after another as each superpower attempted to gain a strategic military advantage over the other.
- The U.S.A. responded to this by developing the hydrogen bomb in the early 1950s. Each of the superpowers tried to gain the upper hand militarily. At the same time, the U.S.A. was also developing B-52 bombers capable of carrying nuclear bombs deep into the U.S.S.R.
- Nuclear power was being used in another way, as the fuel source for submarines. These submarines could stay under water longer and, by the early 1960s, were capable of delivering submarine-launched missiles against enemy targets.
- Enigma — Ultra.

- **In 1957, the U.S.S.R. took a large step forward with the successful launch of its Sputnik satellite. This began a new level of military competition and technological progress, the space race and the development of ICBMs by both countries.**
- **In 1963, China detonated its first nuclear device. This was done without any aid from the U.S.S.R. and, given the growing rift between the two communist giants, it was needed to protect China from the U.S.S.R.**
- **By the early 1970s, the U.S.A. was developing multiple warhead missiles, MIRVs, allowing one ICBM to carry a number of nuclear devices which could be independently targeted once the missile was over enemy territory.**
- **In the 1980s, renewed concern regarding the possibility of withstanding a first strike nuclear attack encouraged the U.S.A. to begin work on its Strategic Defense Initiative, or Star Wars, to create an impenetrable missile shield over North America.**
- **Many of these developments have also had peaceful applications:**
 - nuclear power
 - computers
 - plastics
 - synthetic fuels
 - infrared photography
 - Teflon, etc.
- **Development of U-2 airplane and spy satellites.**

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.