

History 12

January 2003 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.	A	K	1	2	C1	21.	D	U	1	5	I3
2.	B	K	1	2	C2	22.	B	U	1	5	I1
3.	C	U	1	2	B1	23.	B	K	1	5	J1
4.	D	U	1	3	D1	24.	B	U	1	5	K1
5.	A	K	1	3	D4	25.	D	K	1	5	J3
6.	D	K	1	3	D1	26.	B	U	1	5	K1
7.	C	K	1	3	D4	27.	A	U	1	5	I2
8.	D	U	1	3	D2	28.	C	K	1	6	L1
9.	D	U	1	3	D2	29.	B	K	1	6	M1
10.	C	U	1	3	D2	30.	B	K	1	6	L1
11.	C	U	1	4	F1	31.	A	K	1	6	L2
12.	DELETED					32.	A	K	1	6	L2
13.	B	U	1	4	F2	33.	D	K	1	6	L1
14.	A	U	1	4	G1	34.	C	K	1	6	L1
15.	B	K	1	4	H1	35.	B	K	1	6	L3
16.	D	U	1	4	G2	36.	C	K	1	6	N1
17.	A	K	1	4	H3	37.	D	U	1	6	L4
18.	D	K	1	4	H4	38.	A	U	1	6	L1
19.	A	K	1	4	G3	39.	B	K	1	6	M2
20.	DELETED					40.	B	U	1	6	L3

Multiple Choice = 40 marks

Written Response

	Q	B	C	S	CO	PLO
Score one of questions 1 or 2 and	1.	1	U	7	2	C1
	2.	2	U	7	3	E2
	3.	3	U	7	4	H1
Score one of questions 3 or 4 and	4.	4	U	7	5	I2
	5.	5	U	7	5	K1
Score one of questions 5 or 6	6.	6	U	7	6	N2
Score all parts of the evidence question	7.	7	H	14	4	G1
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.

Describe the political and economic developments in Germany between 1919 and 1923 which resulted from the Treaty of Versailles. **(7 marks)**

Political:

- **The Weimar Republic, led by Ebert, was established as the democratic successor to Imperial Germany.**
- **The government was identified with the “Diktat” of Versailles as the military spread the idea of the “stab in the back.”**
- **The German middle class was increasingly alienated as their savings disappeared with growing inflation.**
- **The Weimar Republic was assailed on the left and right by extremists.**
- **Extremists on the left (Spartakists) attempted a coup to set up a communist government based on the Bolshevik example in Russia.**
- **On the right, extreme nationalists Kapp and Freikorps led an unsuccessful coup in Berlin.**
- **Hitler led the unsuccessful Munich Putsch in 1923.**
- **Political assassinations were common.**

Economic:

- **Reparations put a burden on the German economy.**
- **The outflow of money and goods and the loss of colonies and areas such as the Saar deprived Germany of resources, affecting an already weakened economy.**
- **Rapid inflation was growing.**
- **By 1923, Germany defaulted on reparations.**
- **The Franco-Belgian occupation of the Ruhr with the German government supporting resistance and printing money to pay strikers lead to hyperinflation.**
- **Gustav Stresemann restored order by calling off passive resistance and bringing in Rentenmark.**
- **A rescheduled reparations plan was proposed.**

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.

Describe the political and economic developments in the U.S.A. during the 1920s.

(7 marks)

Economic:

- **Fear of extremists (Red Scare) led to decline in union membership and, thus, an inability to keep wage increases high.**
- **New ideas in management (scientific management) and production (moving assembly line) led to increased production.**
- **Industrialists like Ford used new techniques and paid higher wages.**
- **New industries; i.e., auto, electronics, tourism, entertainment, led to increased employment.**
- **New methods of advertising (radio), marketing (chain/department stores) and finance (installment buying) created a consumer society.**
- **The Republican government protected business with high tariffs.**
- **Investment on Wall Street spread and was made easier by margin buying.**
- **High protective tariffs reduced foreign trade and weakened foreign economies; e.g., Smoot-Hawley.**
- **Installment buying and advertising encouraged spending and led to an overextension of debt.**
- **High industrial profits encouraged production and led to overproduction.**
- **Wage increases were not sufficient to consume all production.**
- **U.S. farmers had to compete on a world market against foreign tariffs and were in depression as farm prices fell. Traditional industries (coal, textiles) suffered.**
- **Margin buying and speculation dangerously weakened the stock market led to Stock Market Crash (1929).**
- **Dawes / Young Plans.**

Political:

- **U.S.A. rejected the Treaty of Versailles and the League and retreated to Isolationism.**
- **The Red Scare led to fear of foreigners and deportations, and contributed to immigration restriction in 1924.**
- **Racism grew with the KKK.**
- **Republican governments favoured business and a laissez-faire attitude and high tariffs.**
- **Washington Naval Treaties**
- **Neutrality Acts**
- **Prohibition and WTC**

SECTION 2 – Question 3:

Note to Markers: Students are not expected to include all of the following points and they may include other valid points not presented here. Students may earn full marks by developing a limited number of points.

Explain how the civilian population of Britain was affected by the Second World War.

(7 marks)

- **Men were conscripted into the armed forces. A home guard was formed.**
- **Women were required to work on farms and in factories to take the place of men serving in the armed forces. Victory gardens were planted.**
- **People on the home front rationed food and other goods to provide the necessary resources for the fighting forces.**
- **Air Raid Wardens supervised blackouts.**
- **People bought Victory Bonds to support the war effort.**
- **The morale of the people remained high in spite of the bombing of major cities. Their resolve to overcome the enemy contributed to their success.**
- **Scrap drives were started in schools.**
- **Refugees from Europe were accepted.**
- **They were subjected to bombing campaigns, the Blitz, that resulted in significant civilian casualties.**
- **Families were separated as some children were moved out of the major cities because of the fear of bombings.**
- **Families were affected as husbands and fathers were killed in battle.**
- **Normal family life was put on hold, marriages were postponed and relationships were transitory.**
- **Submarine blockade attempted to starve the population.**
- **Government controls restricted freedoms (DORA).**
- **Censorship imposed.**

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.

Explain the causes of the Korean War and how it became a full-scale Cold War conflict.

(7 marks)

- **In 1945 Soviet and U.S. forces liberated Korea from the Japanese.**
- **Korea was divided along the 38th parallel.**
- **Communist government established in North Korea, non-communist government established in South Korea.**
- **Soviet equipment and advisors armed North Korea.**
- **U.S. gave less military aid to South Korea.**
- **In 1949 the Peoples' Republic of China emerged along with the Nationalist regime in Taiwan.**
- **U.S. vetoed Red China's membership in UN.**
- **U.S.S.R. boycotted UN in protest.**
- **In 1950 North Korea invaded South Korea.**
- **U.S.A. sent support to South Korea and presented a motion to UN Security Council to send aid.**
- **UN forces sent to Korea because the Soviets could not veto the action.**
- **North Korea drove as far south as Pusan.**
- **U.S. General MacArthur landed at Inchon and drove North Koreans back across the 38th parallel toward Yalu River.**
- **As U.S./UN forces advanced Red China warned it would intervene. MacArthur ignored warnings.**
- **In fall of 1950 Red Chinese forces intervened and drove U.S./UN forces back to south of the 38th parallel.**
- **U.S. threatened the use of nuclear weapons.**
- **In 1951 lines stabilized on the 38th parallel and a stalemate set in.**
- **In the end many UN members participated.**
- **MacArthur eventually fired as Truman sought to limit conflict and prevent further escalation.**

SECTION 3 – Question 5:

Note to Markers: Students are not expected to include all of the following points and they may include other valid points not presented here. Students may earn full marks by developing a limited number of points.

Explain how the South African government established and maintained white rule in South Africa after 1945. (7 marks)

- **The 1948 Nationalist Party under Dr. Malan won election and began official apartheid.**
- ***The 1950 Group Areas Act* — restricted freedom of non-whites to live in or own land or establish businesses in white areas which made up 87% of South Africa.**
- ***The 1950 Suppression of Communism Act* — allowed suppression of blacks.**
- ***The Bantu Self-governing Act of 1959* — established eight black homelands (Bantustans).**
- ***Mixed Marriages Act* — banned interracial marriage.**
- **After 1963 blacks could be forced to live in Bantustans.**
- **In 1956 coloured South Africans lost the right to vote.**
- ***The 1957 Pass Laws* strictly enforced.**
- **In 1959 blacks lost South African citizenship.**
- **In 1960 protests over Pass Laws crushed by police — Sharpeville massacre.**
- ***The 1963 No Trial Act* — South Africa becomes a police state.**
- ***The 1976 Bantu Education Act* — forced blacks to use Afrikaans.**
- **Protests crushed by police — Soweto Massacre.**

Note: Dates are not required. Apartheid may be divided into Petty Apartheid and Grand Apartheid.

Students are not required to offer all examples of apartheid but must connect those they select to an explanation of how they established and maintained white rule.

SECTION 3 – Question 6:

Note to Markers: Students are not expected to include all of the following points and they may include other valid points not presented here. Students may earn full marks by developing a limited number of points.

Explain the role of oil in Middle Eastern conflicts between 1973 and 1991. (7 marks)

- **OPEC (the Organization of Petroleum Exporting Countries), comprised of most of the world's major oil producers, is a cartel controlling the supply of oil in order to control the price of oil on the world market.**
- **Following the failure of the Arab armies to defeat Israel in the Yom Kippur War in 1973, the Arab members of OPEC (OAPEC), with approximately 60% of the world's reserves, resolved to restrict oil shipments to countries that had supported Israel against the Arab states. The price of oil was increased threefold. The countries most affected were the U.S.A., Britain, France and Japan. The U.S. economy had become increasingly dependent on imported oil.**
- **Saddam Hussein wished to see Iraq become the dominant power in the region.**
- **Saddam started Iran-Iraq War in 1980s to gain control of Iranian oil fields.**
- **War ended in stalemate but cost to Iraq was heavy.**
- **Saddam sought to regain strength by taking Kuwaiti oil.**
- **He accused Kuwait and other states of exceeding production quotas established by OPEC and threatened them if they did not pay an indemnity to compensate Iraq for lower prices.**
- **Iraq also wished to control all of the Rumailah oil field that extended from Iraq into Kuwait. Extra production would make-up for the low price of oil and help to pay for Iraq's foreign debt, owed mainly to western countries for arms supplies.**
- **The U.S. was fearful of Iraq controlling too much of the world's oil supplies.**
- **U.S.-led UN coalition launched a boycott and then Operation Desert Storm against Iraq.**
- **With Iraqi forces retreating, the oil fields of Kuwait were set ablaze, creating an environmental problem.**

Students are required to deal with the role of OPEC, the Iran-Iraq War and the Gulf War.

APPEASEMENT

DOCUMENT 1

...in accordance with the fundamental right of a nation to secure its frontiers and ensure its possibilities of defence, the German Government has today restored the full and unrestricted sovereignty of Germany in the demilitarized zone of the Rhineland.

Hitler, Speech to the Reichstag (March 7, 1936)

DOCUMENT 2

The peace of Europe must depend on the attitude of the four major powers — Germany, Italy, France and ourselves. We are linked to France by common ideals of democracy. On the other side we see Italy and Germany linked. Are we to allow these two pairs of nations to go on glowering at one another until the conflict begins which many think would mark the end of civilization? Or can we bring them to an understanding of one another's aims and to a final settlement? If we can bring these four nations into friendly discussion, into a settling of their differences, we shall have saved the peace of Europe for a generation.

Chamberlain, Speech to the House of Commons (February 1938)

DOCUMENT 3

Military Strength	January 1938	August 1939
German and Italian Divisions	154	300
French and British Divisions	65	90
German and Italian aircraft	3 120	5 740
French and British aircraft	2 200	2 980

DOCUMENT 4

I am speaking of Czechoslovakia. Among the nationalities being suppressed in this state there are 3 500 000 Germans, [who] were robbed in the name of a certain Mr. Wilson of their right to self-determination. If the democracies...protect the oppressors of the Germans then this will have grave consequences.

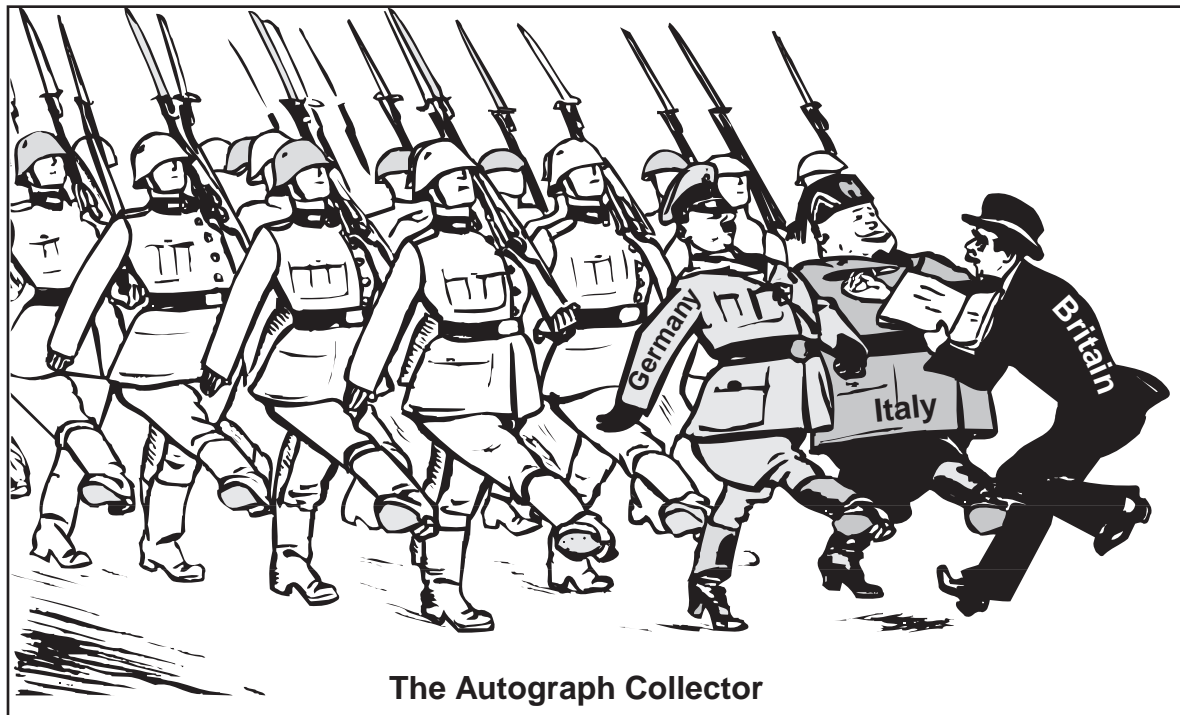
Hitler, Speech at Nuremberg Rally (September 12, 1938)

DOCUMENT 5

How horrible, fantastic, incredible it is that we should be digging trenches and trying on gas masks here because of a quarrel in a faraway country between people of whom we know nothing. Hitler feels that he must champion the other Germans. He told me privately and last night he repeated publicly, that after this Sudeten German question is settled, that is the end of Germany's territorial claims in Europe.

Chamberlain's broadcast on the Czech Crisis (September 27, 1938)

DOCUMENT 6



The Autograph Collector

Low, *Evening Standard* (1938)

DOCUMENT 7

And do not suppose that this is the end. This is only the beginning of the reckoning, this is only the first sip, the first foretaste of a bitter cup which will be offered to us year by year unless by a supreme recovery of moral health and military vigour, we arise again and take our stand for freedom, as in the olden time.

Churchill, Speech on the Munich Agreement (October 1938)

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

Coming from Hitler it could be expected that the document is highly biased against the Czechs. Hitler claims Germans were oppressed, suppressed and robbed of their right to self-determination. He attacks Wilson and the Treaty of Versailles. Much of this is unreliable in terms of the actual conditions in Czechoslovakia. It is, however, a reliable statement of Hitler's position and his intentions.

As a primary document, Hitler was present and an authority.

- b) How does Document 5 explain why Chamberlain accepted the Munich Agreement? (2 marks)

Chamberlain seems truly horrified and afraid of the prospect of war. He claims that the Sudeten issue has little to do with Britain.

He believes Hitler when he says this is the last claim in Europe.

Chamberlain may be sympathetic to general concept of self-determination.

- c) Explain how Documents 3 and 6 corroborate the statements made by Churchill in Document 7. (3 marks)

Churchill warns that the Munich Agreement has settled nothing. He argues that there will be more demands by the dictators unless Britain stands firm.

Document 6 supports this idea by showing the British signing agreements and treaties which the dictators ignore and keep on marching.

Document 3 also supports Churchill by showing the huge increases in German and Italian strength between 1938–1939.

d) Explain how and why appeasement was carried out between 1935–1939.

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

- Document 1** Hitler's remilitarization of the Rhineland was accepted by the British and French. He justified it on the grounds of national rights to security. It was early appeasement.
- Document 2** Shows Chamberlain's fear of war and belief that negotiations can bring peace.
- Document 3** Shows British and French weakness. A possible reason for appeasement was this weakness and the need to buy time to rearm.
- Document 4** Hitler uses the argument of self-determination to justify taking the Sudetenland. He also issues a threat of war.
- Document 5** This shows Chamberlain's fear of war and his faith in Hitler. Basic features of appeasement.
- Documents 6 & 7** Both criticize appeasement as leading to disaster. They show that not everyone believed the dictators' promises.

Other historical evidence:

- Memories of the First World War and general pacifism in Britain encouraged appeasement.
- In 1935 the Anglo-German Naval Agreement began the appeasement of Hitler. It was justified as a way to prevent an arms race.
- In 1936 Mussolini's invasion of Ethiopia was not resisted effectively. He was appeased by the Hoare-Laval Plan, supposedly to prevent Italy joining Germany.
- In 1938 Anschluss was accepted without a fight on the grounds of self-determination.
- In 1938 the Munich Agreement was the height of appeasement. It was justified as "the last territorial claim in Europe."
- In 1939 when Hitler broke the Munich Agreement, appeasement ended.
- British and French non-intervention in Spanish Civil War for fear of expansion.
- After Guernica, British fear of aerial bombing contributed to appeasement.
- Britain and France saw Hitler as bulwark against communism so did not resist.
- American isolationism
- Economic crisis and depression affecting public opinion / general lack of public support in England.
- League of Nations failures
- Manchuria (outside of time frame though)
- History of imperialism, etc., influenced ability of British and French to criticize.

PART D: ESSAY

Value: 15 marks

Suggested Time: 30 minutes

INSTRUCTIONS: Choose **Topic 1** or **Topic 2**. Write a well-constructed essay in **ink** in the space provided.

A **good** answer **must**

- develop a thesis, and
- use examples from throughout the history of the period 1917 to 1991.

Question 8:

TOPIC 1

Protest groups were successful in bringing about change during the twentieth century.

Evaluate this statement using examples from the history of the period 1917–1991.

OR

TOPIC 2

A country's military success is directly related to its level of industrial technology.

Evaluate this statement using examples from the history of the period 1917–1991.

TOPIC 1

Protest groups were successful in bringing about change during the twentieth century.

Evaluate this statement using examples from the history of the period 1917–1991.

Note to Markers: Students are not expected to include all of the following points and they may include other valid points not presented here. Students may earn full marks by developing a limited number of points.

SUCCESSFUL

- **In Russia in early 1917, protests and strikes were able to force the abdication of the Tsar.**
- **Later protests also worked in favour of Lenin to help overthrow the Provisional Government.**
- **Anti-war protests in Britain gave added support to the government's appeasement policy.**
- **Popular protests in U.S.A. helped to lead to New Deal.**
- **In India, Gandhi's non-violent resistance protests helped to pave the way for India's eventual independence.**
- **In Poland, labour unrest led to more liberties and a recognition of the importance of the Catholic Church in Polish society.**
- **In the United States, Dr. Martin Luther King was able to use the same tactics as Gandhi to gain more equality and rights for African-Americans.**
- **Anti-Vietnam War protests were able to end the presidency of L.B. Johnson and to affect a change in American policy in Vietnam.**
- **In the late 1980s, popular protests in Eastern Bloc countries resulted in the fall of communism in all those countries. Protest in Berlin brought the Berlin Wall, long a symbol of the Cold War, down. It also resulted in the re-unification of East and West Germany.**
- **Popular protest led to the downfall of Gorbachev and the Communist Party in the U.S.S.R. Glasnost and perestroika had given the people of the Soviet Union a chance to protest the actions of their government.**
- **Anti-apartheid protests in South Africa (Sharpsville, Soweto, etc.) eventually defeated the government. In addition, International boycott by Commonwealth, Olympics and trade.**
- **Feminist movement brought change.**
- **Environmental groups have brought change.**

UNSUCCESSFUL

- **Various unsuccessful communist uprising (Germany, Italy, U.S.A.).**
- **Protests in the Soviet Union against Stalin's collectivization policies were not successful. They resulted in the deaths of millions of kulaks and peasants.**
- **The Soviet army crushed the democratic reform movement in Hungary in 1956.**
- **A similar movement for democratic reforms in Czechoslovakia was halted in 1968. The only difference this time was that the invasion was preceded by the Brezhnev Doctrine and the Warsaw Pact countries were involved in stopping the reforms.**
- **Anti-nuclear arms protests that occurred from time to time in western countries failed to bring any change in the number of nuclear weapons.**
- **In the late 1980s, the democracy movement in China was crushed in the Tiananmen Square massacre.**
- **Feminists and environmentalists could also be seen as partial failures (appropriate supporting examples needed).**
- **Islamic fundamentalism.**
- **Many movements did not end the problems they were protesting.**

TOPIC 2

A country's military success is directly related to its level of industrial technology.

Evaluate this statement using examples from the history of the period 1917–1991.

Note to Markers: Students are not expected to include all of the following points and they may include other valid points not presented here. Students may earn full marks by developing a limited number of points.

SUPPORTING ARGUMENTS

- **During Stalin's Five-Year Plans, great emphasis was placed on developing heavy industries and building up the country's military strength.**
- **The establishment of factories deep in the Soviet Union enabled the Soviets to maintain war production even though much of western U.S.S.R. was under attack or controlled by the German army. The U.S.S.R. eventually defeated Germany.**
- **The Cold War conflict presented a different situation to the Soviet Union. They developed their own atomic bomb in the late 1940s.**
- **The distrust of the Cold War resulted in the U.S.S.R. concentrating a great deal of its national wealth on the production of military equipment.**
- **The launch of Sputnik in 1957 suggested that the U.S.S.R. was ahead of the U.S.A. in space technology that could be used for military purposes.**
- **Later, the U.S.S.R. developed new military technologies as they were being developed in the U.S.A. Examples could include ICBM and MIRV.**
- **At the conclusion of the First World War, the U.S.A. was the wealthiest and most powerful country. Its industrial technology helped supply the Western Allies in the fight against Germany. As well, many Western Allies borrowed money from the U.S.A. to maintain themselves throughout the First World War.**
- **It developed aircraft carriers in the 1930s.**
- **During the Second World War, the U.S.A.'s industrial technology was able to turn out great supplies of all types of war materials including: tanks, planes, naval vessels, liberty ships, and submarines.**
- **The U.S.A. also dedicated huge resources to the development of the atomic bomb.**
- **With the onset of the Cold War, the U.S.A. continued to apply its technology to maintaining a military lead over the U.S.S.R.**
- **Advances included hydrogen bombs, B-52 bomber, nuclear-powered submarines, and various missile launching systems.**
- **During the Cold War, the U.S.A. was able to maintain bases and military equipment in various areas of the world.**

- **In the Gulf War, the U.S.A. used its military technology to defeat Iraq. Cruise missiles, smart bombs, and Patriot missiles were a few of the weapons used.**
- **Spending on military showed huge increases between 1933–1939.**
- **This resulted in conquests in Europe using Blitzkrieg 1939–1941.**
- **German scientific/industrial technology produced jet aircraft and V-1 and V-2 rockets.**
- **Japan’s industrial strength made it the most advanced Asian state and allowed for conquest of Manchuria and China.**

ARGUMENTS AGAINST

- **Russia suffered great military losses during the First World War that led to the successful Bolshevik revolution and Russia dropping out of the war.**
- **The Soviet Union required significant assistance from the U.S.A. and Britain to maintain her military during the Second World War.**
- **The large expenditures on military during the Cold War meant that all other areas of the Soviet economy suffered shortages.**
- **The U.S.S.R. could not match the military expenditures of the U.S.A.**
- **The U.S.S.R. could not defeat the guerrilla forces in Afghanistan and were finally forced to withdraw.**
- **In the 1920s and 1930s, the U.S.A. refused to use its industrial technology to avoid conflict as it maintained its isolationist policy.**
- **During the Hungarian uprising in 1956, the U.S.A. did not give aid to the Hungarians for fear of getting into a land war with the Soviet Union.**
- **The U.S.A. was unable to win the war in Vietnam in spite of all its military technology fighting against a largely guerrilla force.**
- **German failures to keep pace industrially led to serious weaknesses and defeat by 1945.**
- **Japan’s need for industrial resources led it to war with the West (U.S.A.)**
- **Japan’s industrial weaknesses made it impossible for it to match U.S. might.**
- **Israel has been able to defeat all of its enemies because of its military technology.**
- **Terrorism without industrial technology would not have had such a major impact.**
- **Colonial wars of independence had victories against superior independent powers.**

Similar arguments could be raised using examples from Britain or Italy. Some examples may be used in support of the statement.

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.