History 12

June 1999 Provincial Examination

ANSWER KEY / SCORING GUIDE

Topics:
1. The Study of History
2. The World to 1919
3. The U.S.A. and U.S.S.R. as Emerging Powers
4. The Interwar Period
5. The Second World War Period
6. The Post Second World War Period
7. Essay

Multiple Choice

Q	K	C	T	Q	K	C	T
1.	B	K	2	21.	C	U	4
2.	B	U	2	22.	D	U	5
3.	A	K	2	23.	C	K	5
4.	B	U	2	24.	B	K	5
5.	D	K	2	25.	C	K	5
6.	A	U	2	26.	B	K	6
7.	A	U	3	27.	B	U	6
8.	D	U	3	28.	C	K	6
9.	D	U	4	29.	A	U	6
10.	C	K	4	30.	B	K	6
11.	C	U	3	31.	A	K	6
12.	C	U	3	32.	A	K	6
13.	C	U	3	33.	C	K	6
14.	D	U	4	34.	D	U	6
15.	A	K	4	35.	D	K	6
16.	A	U	4	36.	C	U	6
17.	D	K	4	37.	A	U	6
18.	B	K	4	38.	A	U	6
19.	C	K	4	39.	C	K	6
20.	D	U	4	40.	C	U	6

Multiple Choice = 40 marks

Written Response

	Q	B	C	T	S
Score **one** of questions 1, 2 or 3 and Score **one** of questions 4, 5 or 6 and Score **one other** question from 1, 2, 3, 4, 5 or 6	1.	1	U	2	8
	2.	2	U	3	8
	3.	3	U	4	8
	4.	4	H	5	8
	5.	5	H	6	8
	6.	6	H	6	8
Score **all parts** of the evidence question	7.	7	H	6	8
Score only **one** of the two topics given	Topic 1	8	H	7	20
	Topic 2	9	H	7	20

Written Response = 52 marks

Multiple Choice = 40
Written Response = 52

EXAMINATION TOTAL = 92 marks

LEGEND:

Q = Question Number **C** = Cognitive Level **T** = Topic
K = Keyed Response **S** = Score **B** = Score Box Number

PART B: WRITTEN-RESPONSE QUESTIONS

Value: 24 marks **Suggested Time: 39 minutes**

SECTION 1

SECTION 1 – Question 1:

Use the following statement to answer question 1.

At Paris in 1919, President Wilson sought a lasting peace settlement.

a) Describe the terms of the Paris Peace Settlement that were intended to **support** Wilson's hope for "a lasting peace settlement". **(4 marks)**

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

- **The Return of Alsace-Lorraine to France was included in Wilson's own Fourteen Point proposal for a fair settlement.**
- **The demilitarization of the Rhineland provided security for France while maintaining German sovereignty in the area.**
- **National self-determination was a principle espoused by Wilson and the treaties created the independent states of Poland, Czechoslovakia and Yugoslavia.**
- **Several territorial disputes were settled by plebiscite either immediately or at a future date. These included Eupen-Malmedy, Schleswig, Upper Silesia, and the Saar.**
- **The Central Powers and their allies were reduced militarily and territorially to ensure an end to their aggression.**
- **A League of Nations was established to ensure future peace.**
- **The mandate system attempted to deal with the issue of colonial independence and limited independence was granted to former Turkish territories.**

b) Describe the terms of the Paris Peace Settlement that **contradicted** Wilson's hope for "a lasting peace settlement". **(4 marks)**

Many of the terms imposed excessively harsh punishments on Germany. Examples include:

- **the drastic restrictions on its military capability (an army of only 100,000 volunteers, no submarines, airplanes or tanks, only 6 battleships)**
- **the separation of East Prussia from Germany by the Polish Corridor**
- **the exorbitantly high reparations payments**

- **the inclusion of a “war guilt” clause in the Treaty of Versailles**
- **the boundaries of the new states left many ethnic groups in a foreign state. Examples include Hungarians in Rumania and Germans in Poland**
- **Italy was denied territory which had been promised to it in the Treaty of London**
- **the ban on Anschluss contradicted the principle of national self-determination**
- **the mandate system denied independence to former colonies**
- **it was unjust to impose these conditions on the new German republic**

SECTION 1 – Question 2:

Use the following statement to answer question 2.

Stalin took a backward country and transformed it into a modern state but at great cost to the Russian people.

a) Describe the policies Stalin used to transform the U.S.S.R. into a modern state. **(4 marks)**

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

Stalin's policies included:

- **the Five-Year Plans, which implemented a massive program of industrialization including the establishment of new industrial cities east of the Urals;**
- **the extension of electrification to remote areas through the building of huge power dams;**
- **the collectivization of agriculture designed to make agriculture more efficient through the use of modern machinery on large-scale state-run farms;**
- **the extension and modernization of the education system to provide a literate workforce and develop technological knowledge;**
- **social programs to improve medical services, pensions, housing;**
- **the expansion of the Red Army;**
- **rewards for outstanding efforts and punishments for laggards;**
- **the use of resources from newly created Eastern Bloc countries to help rebuild Soviet industry after the Second World War;**
- **the development of atomic weaponry.**

b) Justify the statement that this change came at “great cost to the Russian people.” **(4 marks)**

- **Many Russians were used as slave labourers in order to carry out the Five-Year Plans.**
- **Opponents and suspected opponents of the regime and its policies were sent to labour camps in Siberia (the Gulag).**
- **The Kulaks, peasants who had grown prosperous under the NEP and opposed collectivization, were eliminated as a class.**
- **The U.S.S.R. became a totalitarian state in which citizens had no political freedom or democratic rights.**
- **Stalin instituted a regime of terror in which suspected opponents including old Bolshevik leaders and military officers were purged.**
- **Government requisition of grain led to widespread starvation in the Ukraine.**

SECTION 1 – Question 3:

Explain how Britain's policies and actions between 1935 and 1939 contributed to the outbreak of the Second World War. **(8 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.***

Britain's role is related to the policy of appeasement which was characterized by a series of concessions to fascist powers, which demonstrated its weakness and encouraged further aggression.

Some examples of Britain's policies and actions include:

- **Britain failed to condemn German rearmament and conscription.**
- ***Anglo-German Naval Agreement (1935)*—by which Germany was granted permission to increase the size of its navy to one third that of the British. This violated the terms of the Treaty of Versailles and weakened the Stresa Front.**
- ***The Ethiopian Crisis*—While condemning aggression, Britain, through the Hoare-Laval Plan, had schemed to have Italy provide assistance against any German aggression.**
- ***German Remilitarization of the Rhineland*—condemnation of this violation, but general attitude was that it was German land anyway (1936).**
- **Britain failed to support the Spanish Republic, further strengthening fascism (1936–39).**
- ***Anschluss*—After Germany took control of Austria, there was little effective action taken by Britain or its allies (1938).**
- ***The Czech Crisis*—Chamberlain met with Hitler on three separate occasions over the German demands in Czechoslovakia. The concessions made to Germany prevented a war in 1938 but led to the destruction of a sovereign state.**
- **Britain's actions increased Soviet mistrust of the West.**
- **Britain failed to negotiate seriously with the U.S.S.R. to establish a united front against fascism.**
- ***Poland*—After Germany invaded Poland on September 1, 1939, Hitler was given an ultimatum to withdraw or war was to be declared on Germany by Britain and France. After no reply, Britain and France declared war on Germany.**
- **Britain refused to set up a blockade of Japan when Japan moved from Manchuria into the "rest" of China (1937).**

SECTION 2

SECTION 2 – Question 4:

Use the following statement to answer question 4.

Each of the three major Allies (Britain, the U.S.A. and the U.S.S.R.) won decisive victories that changed the course of the Second World War.

Identify **one** example of a victory by **each** of the three major Allies and explain how **each** victory changed the course of the war. **(8 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 might choose the following:

BRITAIN ***The Battle of Britain*** **changed the course of the war because it**

- **meant that the war would continue and Hitler would not win the quick victory he had anticipated.**
- **was the first major defeat for Hitler's forces and gave renewed hope to the defeated countries of Europe.**
- **forced Hitler to turn his attention to the attack on the U.S.S.R.**
- **raised British morale, established Churchill as a war leader, and brought the U.S.A.'s first involvement in the war through Lend-Lease.**

The Battle of El Alamein **changed the course of the war because**

- **the German forces were defeated and eventually forced to withdraw from North Africa.**
- **North Africa became a base from which the Allies invaded Italy, creating a new front against Germany.**
- **Allied trade routes through the Mediterranean were saved, as were the Suez Canal and the Middle East oil fields.**

U.S.A. ***The Battle of Midway*** **changed the course of the war because**

- **Japan lost a large part of its carrier fleet, which weakened its control of the Pacific and its previous conquests.**
- **it put a decisive halt to any further Japanese advance in the Pacific.**
- **it raised U.S. morale after Pearl Harbor.**

U.S.A. (Cont'd.) ***The Battle of Leyte Gulf*** **changed the course of the war because it**

- **led to the recapture of the Philippines.**
- **destroyed most of the Japanese Pacific fleet.**
- **cut the Japanese off from their supply lines with the Dutch East Indies.**
- **provided the U.S.A. with bases from which to launch air raids on Japan.**

U.S.S.R. ***The Battle of Stalingrad*** **was decisive because it**

- **ended the German advance in the U.S.S.R.**
- **helped raise the morale of the Soviet people. This was the first defeat for Hitler's armies in Europe.**
- **ultimately led to the defeat of Nazi Germany.**
- **saved the oil fields of the Caucasus from the Germans.**

The Battle of Kursk **also changed the course of the war because**

- **it proved the superiority of the Soviet tanks and armour and marked the beginning of the German armies' retreat from the U.S.S.R.**
- **was the beginning of the Soviet counter-attack against the German forces in the U.S.S.R.**

This guide is not exhaustive. Students might also refer to other battles. For example:

- ***D-Day*** **— start of the liberation of Europe and eventually the defeat of Germany**
- ***Battle of the Atlantic*** **— control of the seas restored to Britain**
- ***Operation Torch*** **— Allies gained control of North Africa and then invaded Italy**
- ***Battle of Moscow*** **— German blitzkrieg is halted.**

SECTION 2 – Question 5:

Use the following statement to answer question 5.

> After 1960, the U.S.A. found it easier to increase its involvement in Vietnam than to withdraw from the conflict.

a) Explain why the U.S.A. increased its involvement in Vietnam. **(4 marks)**

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

- **The infiltration of communist forces into the South after the withdrawal of France led the U.S.A. to send military 'advisers' to assist the South Vietnamese forces. As the number of 'advisers' increased so did the U.S. commitment to support South Vietnam.**
- **The U.S.A. cited the 'domino theory', that if South Vietnam fell to the communists then the whole of South-East Asia would also be lost.**
- **The Gulf of Tonkin incident led Congress to authorize the sending of more troops and the bombing of North Vietnam.**
- **The U.S.A. could not withdraw while more and more of South Vietnam was falling under Viet Cong control.**
- **The prestige of the U.S.A. was at stake — the U.S.A. had never lost a war (?)**
- **A communist victory in Vietnam would be a victory for the U.S.S.R. in the Cold War.**
- **A U.S. defeat could lead to other communist aggression; e.g., in Korea, and U.S. allies might lose confidence in its ability to defend them.**
- **As more and more Americans became casualties, the more difficult it became to withdraw.**
- **The U.S.A. felt an obligation to uphold commitments to SEATO concerning the containment of communism.**

b) Explain why the U.S.A. withdrew from Vietnam. **(4 marks)**

- **The Tet offensive demonstrated the failure of U.S. policies.**
- **The policy of Vietnamization allowed the U.S.A. to withdraw its forces.**
- **The Paris Peace Talks finally ended with an agreement allowing the U.S. to withdraw under certain conditions The Viet Cong eventually broke the agreement but the U.S.A. did not re-enter the war.**
- **Massive opposition to the War in the U.S.A., together with condemnation by the U.S.A.'s allies, contributed to the decision to withdraw. Media coverage strengthened the anti-war movement.**
- **The cost of the war in money (failure of the Great Society program) and American lives was becoming unacceptable to the U.S. government and the people.**
- **President Nixon's policy of détente between the U.S.A. and China could not be advanced while the war continued.**
- **American soldiers suffered from low morale due to challenging jungle conditions and an inability to match the enthusiastic dedication of their Vietnamese enemies.**

SECTION 2 – Question 6:

Describe the situation in Europe between 1945 and 1949 which led to the Cold War. **(8 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 U.S.A. and its new president Truman suspected Stalin's motives. U.S. fear of communism led it to maintain its armies in Western Europe.**
- **The U.S.S.R. had occupied Eastern Europe and established communist governments in some countries, despite a promise to hold free elections.**
- **The U.S.S.R. had arbitrarily changed Poland's borders and established a communist government, despite opposition from the western powers.**
- **The defeat of Germany left a vacuum in central Europe which both the U.S.A. and the U.S.S.R. tried to fill.**
- **The forces of the U.S.S.R. and the Western Allies faced each other across the demarcation lines, which rapidly became the Iron Curtain.**
- **Differences quickly arose between the U.S.S.R. and the West over the administration of a defeated Germany.**
- **The war ended with two military Superpowers who mistrusted each other, one of whom had atomic weapons. The U.S.A. had denied Soviet access to atomic secrets.**
- **Differences had already appeared between the Allies at the various Allied wartime conferences, and especially at Yalta and Potsdam. The western Allies had largely given in to Soviet demands, mainly because they were already a 'fait accompli'.**
- **The U.S.S.R. continued in its aim to spread world communism. This posed a threat to the democratic countries which had been weakened by the war.**
- **The U.S.S.R. and, notably Stalin, were suspicious of western intentions, fearing an attack from the capitalist countries. This suspicion had grown during the Second World War.**
- **The U.S.S.R. wanted to punish and weaken Germany, while the U.S.A. wanted to encourage economic recovery and rehabilitation of a democratic Germany.**
- **The U.S.S.R. had been denied a role in the occupation of Japan and Italy.**
- **The threat of communism in Greece and Turkey led to the Truman Doctrine and the Marshall Plan.**
- **The Berlin Blockade and airlift further heightened tensions and led to the division of Germany and the establishment of NATO.**
- **The OEEC was formed to distribute Marshall Aid and to promote economic cooperation between non-communist European countries.**
- **The U.S.S.R. had developed and tested an atomic bomb by 1949.**
- **COMECON was formed in January, 1949.**

PART C: EVIDENCE QUESTION

Value: 8 marks **Suggested Time: 13 minutes**

INSTRUCTIONS: Use **Documents 1, 2, 3 and 4** to answer **all parts** of written-response question 7. Answer in **ink**.

IMPACT OF THE AUTOMOBILE

DOCUMENT 1

The automobile was by far the most important consumer product stimulating prosperity in the 1920s. It was the great symbol of the American standard of living: though a luxury elsewhere, it now came to be looked upon as a necessity, even by farmers and laborers.

D. Malone and B. Roach, *War and Troubled Peace*, New York (1960)

DOCUMENT 2

During a period of about four weeks I saw the following sales made: a) a $1 500 touring car to a small tailor who had nothing to pay down on it; b) a similar car to a policeman who went in debt for half his monthly salary for a year in order to pay for it; c) a sedan selling for about $2 000 to a restaurant keeper who had just gone into business for himself.

A banker writing in the *Atlantic Monthly* (1925)

DOCUMENT 3

The practice of installment buying spread widely in the optimistic 1920s, as the amount required for down payment decreased. By 1929, well over three billion dollars was outstanding for such loans, about half the total being for cars. In that year, 70 percent of automobile sales in the United States were on installments.

Oscar Handlin, *The History of the United States* (1968)

DOCUMENT 4

U.S.A.	1920	1929
Kilometres of surfaced roads	620 000	1 000 000
Automobiles on roads	9 000 000	26 000 000

B. Callaghan, *A History of the Twentieth Century* (1987)

a) Explain how the views in Document 1 are corroborated by Documents 2, 3 and 4. **(4 marks)**

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

Document 1: **clearly outlines the importance to the economy of the mass production and consumption of automobiles, which were increasingly viewed as necessities.**

Document 2: **supports this latter assertion in noting the various backgrounds of those buying automobiles and indicates the impact of automobile sales on the economy. It re-enforces the idea of the necessity of the automobile and the fact that a variety of people were purchasing them.**

Document 3: **notes that half the outstanding loans for installment selling were for cars, supporting the claim in Document 1 that the automobile was the most important consumer product stimulating prosperity in the 1920s. It also indicates how widespread sales were and the variety of people purchasing cars.**

Document 4: **indicates that the automobile stimulated the economy by creating associated jobs. It also gives evidence of the rise in automobile sales. It further indicates that the automobile stimulated the creation of a system of national parks.**

b) Using the documents provided, and any other historical evidence, describe the effect of the automobile on the economy of the United States in the 1920s. **(4 marks)**

The documents show the changing attitude toward automobile ownership in the 1920s and the increasing practice of installment selling. They also point to the automobile's role as a symbol of the optimism of that decade. That it was the single largest component of the consumer economy of the 1920s is clearly noted in Documents 1, 3 and 4. In the latter document students will likely point out the almost two-fold increase in surfaced roads and the almost three-fold increase in automobiles between 1920 and 1929.

The mass production techniques introduced by Henry Ford will also likely be mentioned, and the spread of these techniques to the other major auto makers. The spin-off effect in the rubber industry for tires, oil industry for fuel, and other industries could also be mentioned.

The booming economy led to increased wages in many sectors. This resulted in more people being able to buy more cars. Points out the cyclical nature of money.

Some students may link installment selling and the 3 billion dollars in outstanding loans with the Crash of 1929.

Some students may develop the idea of the Roaring Twenties being a time of optimism and progress after the First World War.

PART D: ESSAY

Value: 20 marks **Suggested Time: 38 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 twentieth century (1900 – 1980).

Question 8.

TOPIC 1

Democratic states have had more influence on the major events of the twentieth century than authoritarian states.

Evaluate this statement, using examples from throughout the twentieth century (1900 – 1980).

OR

TOPIC 2

Nationalism was a greater threat to world peace before 1945 than it was after 1945.

Evaluate this statement, using examples from throughout the twentieth century (1900 – 1980).

TOPIC 1

Democratic states have had more influence on the major events of the twentieth century than authoritarian states.

Evaluate this statement, using examples from throughout the twentieth century (1900 – 1980).

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.***

- **At the beginning of the century, many of the great powers were non-democratic. Germany, Austria, Russia and Japan were all autocracies. Both France and Britain were democratic as, of course, was the U.S.A., but the latter played only a limited role in international affairs, especially those involving Europe.**
- **The First World War was largely the result of factors which had little to do with the nature of governments. Imperialism and imperial rivalries, Balkan nationalism and militarism as well as the alliance system, which had no relationship to the nature of governments (Russia was an ally of France and Britain), were the main causes.**
- **The major democracy, the U.S.A., played no role in the war until virtually forced to do so by the German resumption of unrestricted submarine warfare in 1917. The U.S. claim to be fighting to "make the world safe for democracy" was largely a propaganda effort to win domestic support for the war effort.**
- **The victors of the First World War were all democratic states (Britain, France, U.S.A.).**
- **The First World War saw the rise of a new form of government, communism, which provided a focus of hostility for the democracies, but also for another new ideology, fascism. Communism replaced an abortive attempt to establish a form of democracy in Russia.**
- **During much of the interwar period, the democracies' influence was largely restricted to reaction to non-democratic regimes. Examples are the intervention in the Russian Civil War, the Manchurian and Abyssinian Crises, and the British and French policy of appeasement in the late thirties.**
- **The U.S.A. tried to maintain a policy of isolationism and abrogated its natural role as a leader of the democratic movement which was a negative influence on events. The major crisis of the period, the Great Depression, was, however, largely a result of the domestic and foreign policy decisions of the U.S.A.**
- **This period also saw the demise of democratic governments in Germany, Italy, Spain and many of the countries of Eastern Europe.**
- **During the Second World War, the U.S.A. again touted its role as the "arsenal of democracy" but fought alongside a totalitarian regime, the U.S.S.R., against the authoritarian regimes of Germany, Japan and Italy.**

- **Following the Second World War, the U.S.A. emerged as a superpower and actively supported the establishment of democratic or nominally democratic regimes throughout its sphere of influence. The sheer number of governments within the U.S. sphere would suggest the increasing influence of democracy.**
- **During this same period, the U.S.S.R. emerged as the other superpower and extended its influence and ideology throughout its sphere (e.g., Eastern Europe). The influence of communism was further enhanced by the growing power and influence of the People's Republic of China and other communist states such as Vietnam and Cuba.**
- **Some students may also refer to the influence of U.S. culture even in non-democratic parts of the world, and to the recent collapse of communism in the U.S.S.R. and much of Eastern Europe.**
- **Other examples of the growing influence of democracy could include the economic influence of modern Japan and Western Europe (the EC).**
- **Students can opt for a variety of theses as to the relationship between democratic and authoritarian governments.**

TOPIC 2

Nationalism was a greater threat to world peace before 1945 than it was after 1945.

Evaluate this statement, using examples from throughout the twentieth century (1900 – 1980).

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.

BEFORE 1945:

- **Nationalism was a major force before 1914 and a major cause of the First World War. Aggressive German nationalism and nationalism in the Balkans were direct causes of the war. Nationalism was prevalent in all the countries that formed the two alliances before the war.**
- **Nationalism was also a force in Asia, e.g., the growing nationalism in Japan and the independence movements in India. Nationalism in China, which grew throughout the century, became a focus for hostility after 1945.**
- **The Paris Peace Treaties attempted to settle nationalist ambitions in Europe but instead contributed to the extreme nationalism in the defeated nations and in Italy.**
- **Arab and Jewish nationalism arose before 1945 but did not become a threat to world peace until after 1945.**
- **U.S. nationalism (isolationism) contributed to the failure of collective security in the interwar years.**
- **The aggressive nationalism of the Axis powers was a leading cause of the Second World War.**

AFTER 1945:

- **Nationalism was a powerful force in the colonial states of Africa and Asia. Struggles for independence led to conflict, e.g. in Algeria, India, Indo-China, Kenya, Nigeria, the Congo, and the Middle East.**
- **Nationalism within the spheres of influence of the superpowers threatened to escalate into nuclear confrontation, e.g. in Eastern Europe and Latin America.**
- **Any nationalist conflict after 1945 threatened to involve the two superpowers, especially in "client states" such as those in the Middle East or South-East Asia.**
- **Arab and Jewish nationalism led to conflicts in the Middle East which threatened to escalate into a nuclear conflict.**

- **The nationalism of the great powers also resulted in conflict, e.g. the U.S.A.'s prestige at stake in Vietnam, the Anglo-French attack on Egypt.**
- **Some students may mention the rise of nationalism in Eastern Europe since the collapse of the U.S.S.R.**
- **Students will not find it difficult to find evidence for and against the statement; e.g., Nationalism was proved to be a threat before 1945, contributing to two world wars. It could be argued that it was a greater threat after 1945 because it not only led to wars of liberation throughout the Third World, but could also have led to nuclear war. However, it could also be argued that after 1945 there was (1) a trend towards greater international economic and political cooperation, (2) greater collective security, and (3) more communication and an awareness of common world-wide problems (the global village).**
- **Students may discuss ideology as a source of conflict rather than nationalism in the post-1945 period.**
- **The role of the United Nations and international economic organizations could be a focal point of the post-1945 period.**

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	• 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	• 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	• 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	• 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	• 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	• 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.