

History 12

November 1999 Provincial Examination

ANSWER KEY / SCORING GUIDE

CURRICULUM:

Organizers	Sub-Organizers
1. The study of history	A
2. Conflict and Challenge: The World of 1919	B, C
3. Promise and Collapse: 1919–1933	D, E
4. Turmoil and Tragedy: 1933–1945	F, G, H
5. Transformation and Tension: 1945–1963	I, J, K
6. Progress and Uncertainty: 1963–1991	L, M, N
7. Themes and Perspectives: Essay	A–N

Part A: Multiple Choice

Q	K	C	CO	PLO	Q	K	C	CO	PLO
1.	A	K	2	B1	21.	C	U	4	G2
2.	C	U	2	C1	22.	D	K	4	G2
3.	D	U	3	D4	23.	B	K	4	G2
4.	C	U	3	D1	24.	C	U	5	I1
5.	D	U	3	D1	25.	B	K	5	I2
6.	B	U	3	D1	26.	C	U	5	I1
7.	A	U	3	D2	27.	D	U	5	I2
8.	B	K	3	D3	28.	A	K	5	I2
9.	C	U	3	D4	29.	A	K	5	I1
10.	C	K	3	E1	30.	D	U	5	I1
11.	D	K	3	E1	31.	A	K	5	J1
12.	A	U	4	E1	32.	A	K	5	K1
13.	D	K	4	F1	33.	A	U	5	K2
14.	C	U	4	F2	34.	D	U	5	K2
15.	D	K	4	F1	35.	D	K	6	L1
16.	A	U	4	F2	36.	A	U	6	L2
17.	B	K	4	G1	37.	D	U	6	M1
18.	C	U	4	G1	38.	C	K	6	M2
19.	A	U	4	G1	39.	C	K	6	M1
20.	B	K	4	G1	40.	D	K	6	N2

Multiple Choice = 40 marks

Written Response

	Q	B	C	S	CO	PLO
Score one of questions 1, 2 or 3 and	1.	1	U	6	2	C2
	2.	2	U	6	3	D4
Score one of questions 4, 5 or 6 and	3.	3	H	6	4	G3
	4.	4	U	6	5	K1
Score one other question from 1, 2, 3, 4, 5 or 6	5.	5	U	6	5	J2
	6.	6	U	6	6	L2
Score all parts of the evidence question	7.	7	H	12	6	L1
Score only one of the two topics given	Topic 1	8	H	15	7	A1–N3
	Topic 2	9	H	15	7	A1–N3

Multiple Choice = 40
Written Response = 45
EXAMINATION TOTAL = 85 marks

LEGEND:

Q = Question Number

CO = Curriculum Organizers

PLO = Prescribed Learning Outcome

B = Score Box Number

K = Keyed Response

C = Cognitive Level

S = Score

PART B: WRITTEN RESPONSE

Value: 18 marks

Suggested Time: 36 minutes

SECTION 1

SECTION 1 – Question 1:

Use the following statement to answer question 1.

A result of Lenin's actions after November 1917 was hostility between the new communist government of Russia and the West.

- a) Describe the actions taken by Lenin's government after the November Revolution that angered the West. **(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.

Lenin's government

- signed the Treaty of Brest-Litovsk with Germany allowing Germany to concentrate its forces on the Western Front.
- ended free enterprise in Russia with War Communism and broke up the estates of the nobles.
- was responsible for the murder of the Tsar and his family.
- disbanded the democratically elected Constituent Assembly.
- espoused socialist/communist principles that most western governments found threatening.
- established the Comintern to spread communism to other countries.
- published all the secret wartime treaties and refused to pay war debts.
- Treaty of Rapallo allowed Germany to secretly rearm.

- b) Describe the actions taken by the Western Powers in the same period that angered Lenin's government. **(2 marks)**

The Western Powers

- denied their former ally a seat at the Peace Conference or in the new League of Nations.
- gave territory claimed by Russia to Romania and the new state of Poland.
- sent troops to assist the White armies during the Russian Civil War.
- recognized the independence of the Baltic States.
- refused to recognize or trade with the new government.
- there were strong anti-communist sentiments expressed in the West.

SECTION 1 – Question 2:

Use the following statement to answer question 2.

British influence in the Middle East contributed to the rise of nationalism in that region in the period 1919 to 1939.

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 Britain was able to extend its influence in the Middle East in 1919. (2 marks)

Britain already had a strong presence in the region (e.g., in Egypt and the Suez Canal). Turkey, which had controlled the Middle East, was defeated in the First World War by the British and its former possessions were given as League of Nations mandates to the victors, Britain and France (Britain and France had agreed to divide the Middle East in the Sykes-Picot Agreement). Britain had encouraged Arab opposition to Turkey during the First World War (T.E. Lawrence).

- b) Explain why Britain wanted to extend its influence in this region. (2 marks)

Britain already had interests in the area, specifically in Iran, Egypt and the Suez Canal. It sought further security for those interests, especially the canal route to India, by extending its influence along the eastern coast of the Mediterranean. Through this period, access to Middle Eastern oil became an increasing concern for powers such as Britain.

- c) Explain how British influence contributed to the rise of nationalism in this region in the period 1919 to 1939. (2 marks)

- **During the First World War, Britain gained the support of Arabs in its efforts to defeat Turkey.**
- **Britain promised Arabs post-war independence.**
- **Arab demands for independence increased after Britain broke its promise.**
- **During the First World War, Britain also promised to support Jewish efforts to establish a homeland (Balfour Declaration).**
- **After the war, Britain allowed Jewish immigration to Palestine.**
- **Sykes-Picot Agreement reneged on T.E. Lawrence's promise of independence.**

SECTION 1 – Question 3:

Explain why the balance of power in the world shifted away from the Great Powers of Western Europe as a result of the Second World War. **(6 marks)**

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

- **The results of the Second World War left the U.S.A. and the U.S.S.R. as the most powerful nations in the world.**
- **The U.S.A. emerged from the war as the dominant economic power in the world and militarily the strongest non-communist power. As the only atomic power, the U.S.A. was unrivaled in this regard.**
- **The U.S.S.R. emerged from the war as the greatest military power on the Eurasian land mass. The absorption of most of Eastern Europe into her sphere of influence gave her a dominating position on the continent.**
- **During the war, the fighting in Europe had drained the economies and resources of the European powers. This was particularly true of the defeated Axis powers, but applied also to the victorious Allied powers.**
- **Germany, Italy and their allies in Eastern Europe were occupied nations under the control of the Allies. Their economies were in ruins and they were dependent on Allied aid for their everyday existence.**
- **France and Britain were reliant on the U.S.A. for economic, as well as military assistance in their efforts to maintain their colonial possessions.**
- **The demands for independence had increased and both Britain and France were forced to grant independence to many colonial possessions. This further decreased the prestige and influence of both powers.**
- **The military, economic and political strength of the U.S.A. and the U.S.S.R. and the decline of colonial powers, Britain and France, created a bi-polar world.**

SECTION 2

SECTION 2 – Question 4:

Use the following statement to answer question 4.

In 1948, the Afrikaner National Party came to power in South Africa and established the policy of apartheid.

- a) Define the term apartheid. **(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.

Apartheid is the Afrikaner word for the separation and separate development of races in South Africa. It meant white minority rule over the non-white majority.

- b) Explain how apartheid was put into practice in South Africa. **(5 marks)**

After 1948, apartheid was legally imposed:

- **South Africa was divided into four groups — whites, Indians, coloured, African.**
- **The white population held political control and by 1959 all non-whites had lost the right to vote.**
- **Strikes by blacks were made illegal in 1953.**
- **Total segregation was imposed:**
 - **in public places, transport, restaurants, movies, sports.**
 - **marriage and contact (sexual) between races was illegal.**
 - **Bantu Education Act 1953 — segregated schools.**
 - **black students were given only a basic education.**
- **Group Areas Act 1950: designated black and white reserved land. Whites got 87% of South Africa — Bantu Self-Government Act 1959: created Bantustans (Black homelands) — Blacks were prohibited from living outside homeland — Pass Laws were imposed.**
- **African Nationalists outlawed African National Congress/Pan-African Congress (ANC/PAC). Leaders imprisoned (Mandela).**
- **Police violence was used.**
 - **1960 — Sharpesville massacre over protest against Pass Laws.**
 - **1976 — Soweto massacre over protest.**

SECTION 2 – Question 5:

Describe the success of the Western European countries in achieving closer cooperation since 1945. (6 marks)

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

Examples could include some of the following:

- The road to unity began with Benelux.
- As part of the Marshall Plan agreement, sixteen European countries joined together in the Organization for European Economic Cooperation (OEEC). In order to receive aid, the countries had to agree to work together toward a general European economic recovery.
- In 1949, NATO was established.
- In 1951, six countries of Western Europe joined together in the European Coal and Steel Community (ECSC). The goal of the community was to create a tariff-free zone among the six countries for coal and steel.
- In 1957, with the Treaty of Rome, the same six countries formed the Common Market/European Economic Community (EEC). The community would work towards the elimination of tariff barriers among the community members over twelve years, thus creating an important free trade zone in Western Europe. They also eliminated restrictions on the movement of people and goods between countries. Members also established Euratom at the same time.
- In 1960, Britain and six other countries who were outside the EEC came together to create the European Free Trade Association (EFTA). The association's goal was to eliminate tariffs on industrial goods over the next ten years.
- In 1961, and again in 1967, Britain tried to join the EEC. Each time her membership was vetoed by French President Charles de Gaulle. Finally, in 1973, Britain, Ireland and Denmark all joined the EEC.
- In the 1980s, Greece, then Spain and Portugal joined the expanded EEC to bring the membership up to twelve countries.
- A European parliament was established.

An indication of the success of the EEC was the fact that all tariff barriers were eliminated in 1968, over a year ahead of schedule. Also, in the late 1970s, a new European Monetary System came into being. Its goal was to keep currencies of member countries close to their present value. Finally, in the late 1980s, EEC countries began discussions of even closer currency cooperation, including the possibility of a common European currency.

SECTION 2 – Question 6:

Use the following statement to answer question 6.

The Berlin Wall was an important symbol of the Cold War.

- a) Explain why the Berlin Wall was built in 1961. **(3 marks)**

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

Reasons for the building of the Berlin Wall include:

- Berlin had become an escape route for people fleeing East Germany and other Soviet Bloc countries.
- East Germany was losing a large proportion of its population and many of the escapees were skilled workers.
- The flow of refugees to the West provided the U.S.A. with a propaganda weapon.
- West Berlin provided an accessible showcase of western economic superiority.
- Berlin provided the West with easy access to the Eastern Bloc for espionage.

- b) Describe the factors that led to the destruction of the Berlin Wall in 1989. **(3 marks)**

Factors that led to the destruction of the Berlin Wall include:

- Gorbachev became leader of the U.S.S.R. in 1985 and called for democratic reforms (glasnost).
- His policies included acceptance of democratic reform in the satellite countries in contrast to the policies of other Soviet leaders who had used military force to keep those countries under Soviet control.
- Earlier in 1989, Hungary opened its borders to the West and many East Germans used this escape route.
- Increasing political discontent with the continued hardline policies in East Germany led to the ousting of the communist party chief Honecker.
- Honecker was replaced with reform-minded leaders who opened the borders and eased travel restrictions.
- On November 10, 1989, a crowd formed at the wall and began dismantling it. The border guards stood by and allowed the destruction.

PART C: EVIDENCE QUESTION

Value: 12 marks

Suggested Time: 24 minutes

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

U.S. INVOLVEMENT IN VIETNAM

DOCUMENT 1

...the imposition on South-East Asia of the political system of Communist Russia and its Chinese Communist ally, would be a threat to the whole free world community. The United States feels that this should be met by united action. This might involve serious risks. But these risks are far less than those that will face us a few years from now, if we do not act today.

John Foster Dulles, U.S. Secretary of State (1954)

DOCUMENT 2

I am frankly of the belief that no amount of American military assistance in Indochina can conquer an enemy which is everywhere and at the same time nowhere—an “enemy of the people” which has the sympathy and support of the people.

Senator John F. Kennedy (1954)

DOCUMENT 3

...whereas naval units of the communist regime of North Vietnam...have deliberately and repeatedly attacked United States naval vessels lawfully present in international waters...the Congress of the U.S.A. approves and supports the determination of the President to take all necessary measures to repel any armed attack against the forces of the United States.

U.S. Department of State Bulletin (August 24, 1964)

DOCUMENT 4

Tonight Americans and Asians are dying for a world where each people may choose its own path to change. ...we must fight if we are to live in a world where every country can shape its own destiny.

President Lyndon B. Johnson (1965)

DOCUMENT 5

We have adopted a plan which we have worked out in cooperation with the South Vietnamese for the complete withdrawal of all U.S. combat ground forces and their replacement by South Vietnamese forces on an orderly scheduled timetable. This withdrawal will be made from strength and not from weakness.

Richard M. Nixon in a nationally televised speech (1969)

DOCUMENT 6

... Vietnamization directs the withdrawal of American troops only as the Saigon (South Vietnamese) armed forces demonstrate their ability to take over the war. Yet evidence indicates that the Vietnamese people do not feel the Saigon regime is worth fighting for.

George S. McGovern, speaking before the U.S. Senate Committee
on Foreign Relations (1970)

DOCUMENT 7

(Cartoon removed due to copyright restrictions — refer to print copy of this examination)

U.S. cartoon (1972)

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) Identify examples of bias in Document 3. (2 marks)

The government of North Vietnam was a legitimate government with popular support. The word “regime” suggests a dictatorial, unpopular government and, during the Cold War period, the label “communist” was automatically pejorative. Students will also likely pick out words such as “deliberately and repeatedly” describing the attacks and “lawfully present” describing the U.S. situation.

- b) Explain how Document 2 is supported by Document 6. (2 marks)

Both Document 2 and Document 6 indicate that popular support backs the Viet Cong and the North Vietnamese government. Document 2 says the “enemy of the people” (the Viet Cong) has the “support of the people” and Document 6 says that the “Vietnamese people do not feel the Saigon (South Vietnamese) regime is worth fighting for.”

- c) Assess the reliability of Document 7 as evidence about U.S. involvement in the Vietnam War. (2 marks)

Document 7 is a cartoon that reflects the bias of the cartoonist, who is obviously opposed to the U.S. involvement in the conflict and, particularly the length of that involvement. He is accurate in portraying the length extending from Presidents Kennedy (military advisers) to Johnson (escalation) to Nixon (Vietnamization). The involvement of these presidents is noted in Documents 2, 4, and 5. Nixon’s speech in Document 5 mirrors the comments made by Nixon in the cartoon, although Kennedy’s comments in Document 2 predate his presidential involvement and indicated a different view of the conflict than the one he adopted as president. The cartoonist also suggests, accurately, that the war cost many American lives and that each politician tried to justify the U.S. involvement.

- d) Using the documents provided and any other historical evidence, explain why there was extensive public criticism of U.S. involvement in Vietnam. (6 marks)

Criticism of U.S. involvement was based on several factors referred to in the documents:

- The U.S. government misread the situation in Vietnam** *Document 1* indicates the U.S. government believed that Russia and China were trying to impose communism on the region. *Document 4* also reflects this misinterpretation of the situation. Other Americans (*Documents 2 and 6*) realized that the people of Vietnam supported the communist government and did not want or need foreign involvement in support of anti-communist forces.
- The question of the justification for U.S. involvement** *Document 3* refers to the Gulf of Tonkin incident which President Johnson used to justify the escalation of U.S. involvement, including the use of ground forces. There was some question as to the authenticity of reports of the attack at the time and this led to criticism of the escalation.
- The length of the conflict** The dates of the documents indicate the extended duration of U.S. involvement. *Document 7*, in particular, indicates that the length of the war meant continued casualties of young Americans. As the casualty figures climbed, criticism increased. The presence of the television set is also a reminder that Americans not only saw their leaders discuss the war, they also saw the reality of the fighting on their TV screens, another source of criticism of the war.
- The inability to “win” the war** U.S. leaders tried unsuccessfully to find a way to end their participation on a winning note. In *Document 5* Nixon refers to his plan of Vietnamization, strengthening South Vietnamese troops so that they could continue the war without U.S. help. *Document 6* points out that this would not be successful because of the lack of support for the South Vietnamese government.

Students may also refer to other factors such as the nature of the war itself and the inability of the U.S. forces to deal with the guerrilla tactics of the enemy. (*Document 2* alludes to this when it talks of “an enemy which is everywhere and at the same time nowhere.”) They may also refer to the brutalization of the U.S. troops, the peace protests at home and abroad, the disproportionate number of black troops, the allocation of funds to the war instead of to needed social programs and the international condemnation of U.S. involvement. The Kent State incident effected a heavy backlash, as did the bombing of Laos and Cambodia.

PART D: ESSAY

Value: 15 marks

Suggested Time: 30 minutes

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

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

- develop a thesis, and
- use examples from the history of the period 1919 to 1991

Question 8:

TOPIC 1

In the twentieth century, technological advances have had both positive and negative effects on society.

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

OR

TOPIC 2

Economic problems have been a major cause of political change within countries.

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

TOPIC 1

In the twentieth century, technological advances have had both positive and negative effects on society.

Support this statement using examples from 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.

In simple terms the statement can be supported by showing that almost all technological advances in the century have had both a peaceful civilian application and a military application.

Transportation	<p>Advances in transportation, from the automobile to the jet airplane, have brought the world together. Millions of people have found employment in transportation and its related industries. Personal freedom, rescue work and emergency work have all been improved.</p> <p>However, pollution, competition for oil (Gulf War) and accidents have all been a curse. Moreover, aircraft, tanks and other military advances have all contributed to the destructive power of war.</p>
Energy Advances	<p>The development and spread of new energy sources has greatly improved life (gas, oil, electricity). However, they have also brought disaster to the environment. Japan's search for oil was a factor in her attack on the U.S. Oil spills and pollution are all side effects of the energy revolution.</p>
Nuclear Power	<p>The greatest new energy source which gave the promise of unlimited energy has also been a curse. Disasters like Three Mile Island and Chernobyl are minor compared to the possibility of nuclear destruction through war.</p>
Space / Rockets / Satellites	<p>Advances in space have opened the universe to man. Advances in technology have placed a man on the moon. They provide instant worldwide communications. They have also led to the development of ICBMs and spy satellites which almost brought on a Third World War (Cuban Missile Crisis).</p>
Media and Communications	<p>Radio, TV and movies have brought education and the arts to millions. The isolation of the past has been overcome.</p> <p>However, they have also provided a tool to manipulate people. Propaganda has become instant and powerful. Hitler / Goebbels used the media to spread hatred and murder.</p>
The Computer Revolution	<p>Computers have transformed information. The knowledge of the world is available to all. However, the speed of the computer and instant information means instant responses are needed. The time needed to think is threatened. The Hot Line is a reflection of the dangers.</p>
Medical / Chemical / Biological	<p>These have destroyed disease and cured the sick. They have also given us poison gas and bacteriological weapons.</p>

TOPIC 2

Economic problems have been a major cause of political change within countries.

Support this statement using examples from 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 numerous examples throughout the twentieth century to support this position.

- RUSSIA** During the First World War, the breakdown in the economy of the country, the resultant lack of food and other resources for citizens was a major reason of the rise in support for the Bolsheviks and the success of the Communist revolution.
- ITALY** The economic dislocation following the First World War led to the serious divisions between the landowners, factory owners, and workers, resulting in the rise in popularity of Mussolini and the fascists. Mussolini's dictatorship and his organization of the corporate state was the result of this.
- GERMANY** The Great Depression had disastrous results for the young democratic government of the Weimar Republic. Hitler was able to play on peoples' fears of loss of jobs and savings, just as had happened during the inflationary period of 1923. The personal economic problems of German citizens was one of the conditions that led to the increasing popularity of the Nazis and the eventual change in the government system. Hitler's dictatorship was the result.
- FRANCE** The economic problems of individuals in the early 1930s resulted in a series of weak coalition governments that could not solve the crisis the country was facing. Extremist groups gained popularity but were not able to win control of the French National Assembly. In 1936, the Popular Front, a coalition of all the parties of the left, including the communists, won the national election. However, even their socialist policies were unable to end the depression.
- BRITAIN** During the Depression, Britain's political system remained intact. However, party alignments changed when Labour government ministers resigned rather than cut unemployment benefits and salaries of public employees. The result was the formation of a National Government.
- U.S.A.** The onset of the depression in the United States brought on a huge increase in unemployment and, therefore, dissatisfaction with the government. President H. Hoover tried to stem the deteriorating economic situation by balancing the budget, which made the depression more widespread. In the presidential election of 1932, Roosevelt was elected on the promise of a New Deal for the American people.
- CHINA** After the Second World War, personal economic difficulties were factors that led to increased support for the Chinese Communist Party and the eventual takeover of the government in 1949. The Nationalist Government was replaced by Mao Tse-tung's Communist party, a new government system. The effects of the Cultural Revolution brought about Deng's reforms.

- CUBA** **The poor economic conditions of the Cuban peasants during the 1950s allowed Castro to increase his support significantly. By the end of the decade, the military regime of Batista was replaced by a Marxist government headed by Castro.**
- U.S.S.R.** **After Gorbachev took office in 1985, he faced a deteriorating economic situation partly as a result of military expenditures. There was little incentive for innovation in industry. In agriculture, the most productive sector were private plots, not collective farms. Gorbachev's efforts to introduce reform met harsh resistance from conservative communists, while reform-minded politicians wanted the pace of change to a free-market economy to move much faster. Strikes, protests, and food hoarding became common practice; all leading to further economic deterioration. The result was Gorbachev's resignation and an end to the communist monopoly on the control of the U.S.S.R.**
- EUROPEAN UNION** **The post-war economic chaos encouraged economic and political cooperation among the nations of Western Europe, including such traditional enemies as France and Germany.**
- MODERN GERMANY** **The economic disparity between the two Germanys was a factor in the move towards re-unification.**
- EASTERN EUROPE** **Economic problems in states such as Poland were a major factor in the fall of communism in that area.**

END OF KEY

APPENDIX I

HOLISTIC SCALE

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

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

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

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

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

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

APPENDIX II

AN INTRODUCTION TO THE HOLISTIC SCORING METHOD FOR ESSAYS

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

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

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

APPENDIX III

ESSAY SCORING CRITERIA

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

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