

History 12

June 2001 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 | B2 | 21. | D | K | 1 | 4 | I3 |
| 2. | A | K | 1 | 2 | C1 | 22. | A | U | 1 | 5 | I2 |
| 3. | C | K | 1 | 2 | C2 | 23. | C | K | 1 | 5 | I2 |
| 4. | C | U | 1 | 3 | D2 | 24. | A | K | 1 | 5 | J1 |
| 5. | B | K | 1 | 3 | D4 | 25. | C | U | 1 | 5 | K1 |
| 6. | D | K | 1 | 3 | D1 | 26. | A | U | 1 | 5 | J1 |
| 7. | B | K | 1 | 3 | D1 | 27. | D | K | 1 | 5 | I3 |
| 8. | B | U | 1 | 3 | D1 | 28. | B | K | 1 | 5 | I3 |
| 9. | C | U | 1 | 3 | D3 | 29. | A | U | 1 | 5 | J2 |
| 10. | A | K | 1 | 3 | D3 | 30. | A | K | 1 | 5 | J3 |
| 11. | B | U | 1 | 4 | F1 | 31. | C | U | 1 | 5 | K1 |
| 12. | C | K | 1 | 4 | G1 | 32. | C | U | 1 | 5 | I1 |
| 13. | D | U | 1 | 4 | G1 | 33. | B | U | 1 | 6 | N1 |
| 14. | B | U | 1 | 4 | H4 | 34. | A | U | 1 | 6 | L4 |
| 15. | B | U | 1 | 4 | H2 | 35. | B | K | 1 | 6 | L1 |
| 16. | A | U | 1 | 4 | H1 | 36. | D | K | 1 | 6 | L1 |
| 17. | C | U | 1 | 4 | H4 | 37. | C | U | 1 | 6 | L1 |
| 18. | B | K | 1 | 4 | G3 | 38. | D | K | 1 | 6 | L3 |
| 19. | B | K | 1 | 5 | K2 | 39. | B | U | 1 | 6 | L4 |
| 20. | B | K | 1 | 5 | I1 | 40. | C | K | 1 | 6 | L2 |

Multiple Choice = 40 marks

Written Response

| | Q | B | C | S | CO | PLO |
|---|----------|----------|----------|----------|-----------|------------|
| Score one of questions 1, 2 or 3 and | 1. | 1 | U | 7 | 2 | B2 |
| | 2. | 2 | U | 7 | 3 | E1 |
| Score one of questions 4, 5 or 6 and | 3. | 3 | H | 7 | 4 | H3 |
| | 4. | 4 | U | 7 | 5 | I2 |
| Score one other question from 1, 2, 3, 4, 5 or 6 | 5. | 5 | U | 7 | 6 | N1 |
| | 6. | 6 | U | 7 | 6 | N2 |
| Score all parts of the evidence question | 7. | 7 | H | 14 | 4 | G2/H2 |
| 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.

Explain which terms of the Treaty of Versailles were designed to satisfy France. (7 marks)

France sought revenge and security from the Treaty of Versailles. The terms of the treaty largely fulfilled these goals.

- **Germany's military capability was drastically reduced. Its army was limited to 100 000, in essence a police force. Conscription was abolished. Germany was forbidden from building any submarines, airplanes, or tanks. The navy was limited to 6 battleships.**
- **The Rhineland, which bordered France, was demilitarized and occupied by Allied troops.**
- **Any union (anschluss) with Austria was forbidden.**
- **Alsace-Lorraine was returned to France.**
- **Germany lost all its colonies, some of which became mandates under French control.**
- **The coal fields of the Saar were placed under French control for 5 years.**
- **Reparations were awarded to France (the sum to be set by a commission).**
- **Germany was forced to accept Article 231, the "war guilt" clause by which it accepted full responsibility for the war.**

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.

Use the following statement to answer question 2.

During the 1920s, big business and industry made the U.S.A. a prosperous consumer society. Yet, despite the prosperity, there were still poor Americans.

a) Explain how developments in areas such as business, industry, and finance created “a prosperous consumer society.” (4 marks)

- Mass production in industry produced huge quantities of consumer goods (cars, radios, appliances).
- Modern industry and the assembly line reduced the cost of these goods making them more affordable.
- Increases in wages and shorter working hours gave more Americans the time and money to enjoy the new products.
- Installment buying expanded consumer credit and allowed more people to acquire the new products.
- Advertising encouraged sales and expanded the market for goods. Advertising became nationwide as a result of radio and expanded the market for goods.
- Department stores and national chain stores made goods more available. Catalogue shopping opened rural markets.
- Speculation in the stock market and buying on margin increased the wealth of many individuals.
- There were spin-off industries from the automobile.

b) Explain why there were “poor Americans” in the 1920s. (3 marks)

- While workers in the new industries (automobile industry) received high wages, those in older industries, such as mining, did not.
- Even for well-paid workers, wage levels did not keep pace with profits. As a result, more and more of the nations’ wealth was concentrated in fewer hands.
- New products and materials created competition for older industries (cotton textiles) for which wages were low.
- Children and women in industry were paid poorly.
- Unions were not strong during the 1920s and thus were unable to improve the pay scales of the workers.
- Protective tariffs made trade difficult for exporters.
- Farmers suffered throughout most of the 1920s from foreign tariffs, overproduction, low prices and worldwide competition.
- Black Americans and other minorities remained at the bottom of society and were poorly paid both in industry and agriculture.
- There were no economic safeguards for workers.
- Republican government’s laissez-faire approach.
- Droughts began in 1927, thus hurting farmers.

SECTION 1 – 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.

Use the following statement to answer question 3.

Despite their ideological differences, Hitler and Roosevelt both used mass communication to achieve their goals.

- a) Define what is meant by “mass communication.” (1 mark)

Mass communication, in all media forms (the press, photography, radio, television, motion pictures, rallies, speeches, graphic arts), is the ability to reach large numbers of people at the same time.

- b) Explain how Roosevelt used mass communication to achieve his goals. (2 marks)

- Roosevelt broadcast public speeches.
- Roosevelt used his famous “fireside chats” to win popular support for his New Deal programs and, later, to maintain morale during the Second World War.
- Roosevelt used motion pictures to spread ideology.
- Roosevelt held press conferences during the war.
- Roosevelt used symbols such as the “Blue Eagle.”
- Roosevelt depended on the good will of the media. The media didn’t show FDR’s disability.

- c) Explain how Hitler used mass communication to achieve his goals. (4 marks)

- Hitler took control of mass communication and imposed censorship.
- All mass communication had to conform to the official “Party line” or ideology.
- Hitler established a Minister of Propaganda (Goebbels).
- Hitler used the media to present the leader as a hero—Hitler controlled the media.
- Hitler used motion pictures to spread ideology.
- Hitler and his propaganda minister, Goebbels, enlisted movie makers, including Leni Riefenstahl, to create propaganda films such as “Triumph of the Will.”
- Hitler’s propaganda machine attacked Jews/Communists.
- Hitler broadcast public speeches.
- Hitler used the massive Nuremberg rallies to solidify support and demonstrate his popularity.
- Hitler censored the press and schoolbooks of his country to indoctrinate his people into acceptance of his policies.
- Hitler used symbols such as the “swastika”.
- Hitler’s flights over Germany.
- Hitler’s Mein Kampf.
- Hitler’s use of an early type of television to promote nationalism.

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.

Use the following statement to answer question 4.

Castro's seizure of power in Cuba led to the Cuban Missile Crisis, the most dangerous Cold War confrontation between the U.S.S.R. and the U.S.A.

- a) Explain how events following Castro's seizure of power led to the U.S. naval blockade of Cuba. (5 marks)
- **Castro's nationalization of U.S. firms led to the severing of diplomatic relations and a U.S. boycott of Cuba.**
 - **U.S. economic policy was aimed at weakening Cuba (loans, sugar).**
 - **Cuba signed a trade agreement with the U.S.S.R. and moved into the Soviet sphere.**
 - **The U.S.A. attempted to overthrow Castro (the Bay of Pigs invasion) and the CIA trained Cuban exiles.**
 - **An American U-2 spy plane discovered missile bases in Cuba.**
 - **The Cuban Missile Crisis was caused by the U.S.S.R.'s attempt to place medium-range missiles and heavy bombers in Cuba.**
 - **The U.S.S.R.'s reason for placing these weapons in Cuba was to gain an advantage over the U.S.A. Chairman Khrushchev thought he could use this advantage to remove western influence from Berlin, an area he considered to be in the Soviet sphere of influence.**
 - **The U.S.S.R. also hoped to get the U.S.A. to remove missiles situated along the Soviet border in Turkey.**
 - **Since these weapons were a threat to its national interest, the U.S.A. responded by imposing a quarantine on Cuba, making this a direct superpower confrontation.**
- b) Describe the lessons learned from the Cuban Missile Crisis. (2 marks)
- **An important lesson was that one superpower must not place the other in a position where it would lose face (brinkmanship). If diplomacy backs a superpower into a corner, it may come out fighting. In the nuclear age such a situation could risk the life of the world. Compromise is essential (e.g., U.S. removal of missiles from Turkey).**
 - **The crisis highlighted the need for a quick communication system between the two superpowers. To this end, the hot line was established between Washington and Moscow in mid 1963.**
 - **The crisis drew attention to the dangers of an accidental nuclear war. To deal with this, a Partial Test Ban Treaty was signed in 1963. This treaty outlawed the testing of nuclear weapons in the atmosphere, underwater and in outer space.**
 - **To avoid more countries gaining nuclear weapons, talks began on a Nuclear Non-Proliferation Treaty.**

SECTION 2 – 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 communism and capitalism existed side by side in China in the 1980s.

(7 marks)

Communism still dominated the political life of China, but economically it had moved towards capitalism.

Deng Xiaoping maintained communist party control but allowed capitalist economic reforms.

EXAMPLES OF COMMUNISM:

- **China was a one-party state with control of the country firmly in the hands of the Communist Party leadership.**
- **There were no individual freedoms of expression or association, as witnessed by the events of the Tiananmen Square massacre.**
- **Communal farming still existed.**
- **The media was still under state control.**
- **Travel was still restricted both internally and externally.**
- **State control of individuals (one-child policy).**
- **Social programs such as education, health, housing, etc., remained under strict communist control.**

EXAMPLES OF CAPITALISM:

- **Special economic zones were established for foreign firms.**
- **Foreign firms were permitted to produce goods for the domestic and world market.**
- **There was encouragement of foreign investment within China.**
- **Increased private ownership of land.**
- **China allowed Hong Kong to retain its capitalist system.**
- **The Chinese leadership aided the modernization of Chinese industry substantially by allowing some capitalism.**
- **Tourism was encouraged.**
- **Limited free markets (sales for profit) were established.**

SECTION 2 – 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.

Use the following statement to answer question 6.

The Gulf War was a conflict fought over economic resources.

a) Describe the events which led to the Gulf War. **(3 marks)**

- **Islamic fundamentalism fractured the Arab states.**
- **Saddam Hussein attempted to increase Iraq’s power/influence in the area (Iran-Iraq War).**
- **The U.S.A. had indicated it was not interested in Kuwait, which encouraged Iraq to invade.**
- **Kuwait had been lowering oil prices.**
- **August 1990, Iraq invaded and occupied Kuwait.**
- **The United Nations Security Council called for Iraq’s withdrawal and imposed sanctions.**
- **When these sanctions failed in January 1991, the U.S.A. led United Nations air strikes, then ground attacks, which defeated Iraq and liberated Kuwait.**
- **Iraq was in debt after the Iraq-Iran war.**
- **Maltreatment of the Kurdish people.**
- **Iraq was developing weapons of mass destruction.**

b) To what extent was the Gulf War a “conflict fought over economic resources”? **(4 marks)**

| FOUGHT OVER RESOURCES | NOT FOUGHT OVER RESOURCES |
|--|--|
| <ul style="list-style-type: none"> • Iraq was in debt after the Iraq-Iran war. • Oil income was hurt by the fall in oil prices in the late 1980s. • Iraq demanded the Rumailah oil field from Kuwait plus 2 billion dollars compensation. • Iraq sought the Island of Bubiyan to allow the direct export of oil through the Persian Gulf. • When defeated, Iraq “turned on” Kuwaiti oil resources by sabotaging the Sea Island Oil Terminal and setting Kuwait’s oil wells on fire. • U.S./UN. reaction was swift because oil supplies were placed at risk. As someone said: “If Kuwait produced broccoli, no one would care.” | <ul style="list-style-type: none"> • Iraq’s real motive was regional power. Hussein sought to dominate the Persian Gulf. • For Arab states, it was a war of self-defence. • UN. action was carried out under the guise of “collective security” against aggression, not for oil. Many who supported the war had no need of Persian Gulf oil. • Israeli involvement came after missile attacks. The attack on Israel had no connection to resources. • role of the military/industrial complex to test their weapons. |

PART C: EVIDENCE QUESTION

Value: 14 marks

Suggested Time: 24 minutes

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

WAR IN THE PACIFIC

DOCUMENT 1

The attack on Pearl Harbor was intended to be the knockout blow to the American naval dominance in the Pacific... of eight battleships in the harbour, four were sunk and the other four severely damaged. Ten other warships were sunk or put out of action, 188 planes were destroyed and 159 damaged.

Impact, G. Newman and C. Grenier (1996)

DOCUMENT 2

Pearl Harbor and the entire Japanese offensive... were a tactical success, but the aircraft carriers of the U.S. Pacific fleet escaped undamaged, as did the American submarine force. The vast repair and fuel storage facilities also suffered little damage.

Forged in War, W. Kimball (1997)

DOCUMENT 3

The Japanese gave each American a stake in the struggle.... After December 7, 1941... the sense of outrage triggered a feeling of direct involvement. The Japanese gave the average American a cause worth fighting for.

At Dawn We Slept, G.W. Prange (1981)

DOCUMENT 4

The Battle of Midway began on June 3, 1942. For three days great flights of bombers attacked each other's aircraft carriers. When the fleets finally disengaged, 403 planes had been shot down, 253 of them Japanese. Even more significant, the U.S.A. had sunk four enemy carriers and lost only one...

This Fabulous Century, Ed. Ezra Bowen (1969)

DOCUMENT 5

... between 1941–44 the U.S.A. launched 21 fleet carriers, the Japanese only five. By the end of 1944, the American submarine force had sunk half of Japan’s merchant fleet and two-thirds of its tankers.

A History of Warfare, J. Keegan (1994)

DOCUMENT 6

| WAR PRODUCTION 1944 | | |
|---------------------|------------|-------------|
| | Japan | U.S.A. |
| Oil (metric tons) | 1 000 000 | 222 000 000 |
| Coal (metric tons) | 52 000 000 | 562 000 000 |
| Aircraft | 29 000 | 96 000 |
| Tanks | 400 | 17 500 |

The World War II Handbook, J. Ellis (1993)

DOCUMENT 7



Cargill, Flint (Michigan) Journal (1944)

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

- a) Explain why Document 6 would be considered a primary document. (1 mark)

Despite the date of the source, the statistics given are from the period of the Pacific War.

The document could be considered secondary as the statistics were not compiled into chart form until 1993.

Note: If students refer to statistics only, they were given $\frac{1}{2}$ mark.

- b) Explain how Document 5 corroborates Document 2. (2 marks)

Document 2: notes the escape of the U.S. submarine force at Pearl Harbor.

Document 5: describes how this force was used to sink Japanese ships.

***Document 2* suggests that the docks and repair facilities were not damaged in the Pearl Harbor attack which corroborates *Document 5*. This demonstrates that the U.S.A. was able to launch 21 more carriers.**

- c) Assess the reliability of Document 7 as a source of evidence on the war in the Pacific. (2 marks)

As an American cartoon published during the war, the cartoon is likely biased against the Japanese. Evidence of bias is seen in the general depiction of the Japanese officer as being bewildered and confused. The cartoonist is probably not in a position to know about the air war. His information would be from U.S. government sources. This would reduce the cartoon's reliability as a source about the air war, but not as a source about American attitudes toward the enemy.

The reliability of the cartoon is supported by its date and by the other documents (Document 4) which indicate that the Japanese did suffer serious losses.

- d) Explain how Documents 1 and 3 demonstrate a direct cause-effect relationship. (2 marks)

Document 1: describes the devastation of the attack on Pearl Harbor.

Document 3: provides evidence that the destruction united America against the Japanese.

- e) Using the documents provided, as well as other historical evidence, explain how the U.S.A. was able to defeat Japan. (7 marks)

Despite the damage done by the attack (Document 1), the Japanese failed to destroy the U.S. aircraft carriers and submarines (Document 2) both of which came back to inflict losses on the Japanese (Documents 4 & 5). At the same time, the attack united the enormously powerful U.S.A. (Document 6), against Japan (Document 3).

With their industrial power, the U.S.A. was able to overwhelm Japan by out-producing it (Document 6), sinking its carriers, destroying its merchant fleet and cutting off its supplies (Documents 5 & 7).

Other reasons for Japan's defeat would include the "island hopping" campaigns launched by MacArthur and Nimitz, the huge superiority of American ships and aircraft, the Japanese tactic of senseless resistance rather than retreat, the U.S. bombing offensive against Japanese cities and, in the end, the use of the atomic bomb.

PART D: ESSAY

Value: 15 marks

Suggested Time: 30 minutes

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

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

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

Question 8:

TOPIC 1

The political stability of nations depends on their economic stability and prosperity.

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

OR

TOPIC 2

Explain how racial and ethnic conflict influenced the history of the twentieth century.

Use examples from throughout the period 1919 to 1991.

TOPIC 1

The political stability of nations depends on their economic stability and prosperity.

Support this statement using examples from throughout 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. (Pre-and post-1945 must be covered).

THERE ARE MANY INSTANCES OF ECONOMIC INSTABILITY AND/OR WIDESPREAD DEPRIVATION RESULTING IN POLITICAL UPHEAVAL.

- **The March Revolution in Russia started with protests over food shortages in the cities. Other economic factors, including the inequitable distribution of wealth and land, brought popular support to the revolution.**
- **These same factors also provided popular support for the Bolshevik coup in November of 1917.**
- **The Weimar government in Germany faced a series of political crises as a result of economic difficulties. In the immediate post-war period, shortages, resulting from the Allied blockade, played a part in the anti-government mood which led to the Kapp Putsch and Spartakist revolt. In 1923, the Franco-Belgian invasion of the Ruhr was in reaction to Germany's inability to pay reparations. Hitler's rise to power and the end of the Weimar government was, in large measure, a result of the economic devastation of the Great Depression.**
- **The protest movements in the satellite states of Eastern Europe, including the revolts in Hungary (1956) and Czechoslovakia (1968), were partly the result of discontent over the inability of the communist system to keep pace economically with the capitalist west.**
- **This same problem and the inability of Gorbachev's perestroika programs to deal effectively with it were largely responsible for the collapse of communism in the U.S.S.R.**
- **Economic conditions, especially the disparity between the wealthy elite and the impoverished peasants, have also been responsible for revolution in many Third World countries, such as Cuba and Nicaragua.**
- **Weaknesses in Italy's post First World War economy led to the rise of Mussolini.**
- **Poverty in pre-1949 China led to rise in power of Mao.**
- **The 1930s U.S.A.'s economic instability led to fundamental change in the creation of the Social Safety Net/New Deal.**

**HOWEVER, ECONOMIC STABILITY
HAS BEEN A FACTOR IN MAINTAINING POLITICAL STABILITY.**

- **Weimar Germany enjoyed a period of political stability in the late 1920s when a new currency, loans from the U.S.A. and the restructuring of reparation payments brought economic stability to the country.**
- **FDR's New Deal policies gave the American people confidence in the government's ability to overcome the economic problems of the Great Depression and helped the U.S.A. to remain politically stable during that period. Hoover is replaced by FDR in a stable democratic process.**
- **Marshal Aid provided economic stability to the war-torn countries of Western Europe and helped to maintain democratic governments in the post-war period.**
- **China's communist government has survived in part because of the relatively equitable distribution of wealth among the general population and the improvement in economic conditions over time. The Chinese government has also shown a willingness to modify its economic policies, as necessary.**

TOPIC 2

Explain how racial and ethnic conflict influenced the history of the twentieth century.

Use examples from throughout 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. (Pre-and post-1945 must be covered).

- **European empires in Africa and Asia were often based on the concept of white supremacy.**
- **Anti-imperialist movements which overthrew these empires often used racism as a force against white rulers; e.g., India and Indo-China.**
- **Racial or ethnic conflict often followed the fall of empires; e.g., India Vs Pakistan, Jew Vs Palestinian.**
- **Nazism and Hitler’s war in the East were racist; the Holocaust was a racist campaign.**
- ***In Asia* — the Japanese expansion was justified by the term “Asia for the Asians.”**
- ***In the Middle East* — Jewish Israel has clashed with Muslim Arab states.**
- ***In South Africa* — racial tensions have influenced development.**
- **As a result of the breakup of the Soviet empire, ethnic violence has erupted. Yugoslavia’s collapse still has not been settled.**
- ***In the U.S.S.R.* — the European “Great Russians” have dominated political life, whereas minorities such as Ukrainians and Chechens have been persecuted.**
- **The U.S.A. has suffered from racial tension; e.g., riots in the ghettos.**
- **The K.K.K. influenced immigration restrictions (part of U.S. isolationism).**
- **The rise of right-wing groups in Europe (Neo-Nazis, etc.) has created political instability.**
- **The anti-western stance of Islamic fundamentalism.**
- ***Afghanistan* — the conflict was partly based on the Soviet desire to halt the spread of Islamic fundamentalism.**
- **Tension over self-determination for minorities; e.g., Tamils, Kurds, Sikhs.**
- **Wilson’s principle of self-determination as applied to the Polish Corridor/Sudetenland.**
- **Concept of ethnicity was seen in its broadest sense, including religion; e.g., Catholic Vs Protestant in Northern Ireland.**

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. |