

History 12
November 1998 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.	A	K	4
2.	A	U	2	22.	D	U	5
3.	B	K	2	23.	A	K	5
4.	D	U	2	24.	C	K	5
5.	C	K	2	25.	B	U	5
6.	C	K	2	26.	A	K	6
7.	A	K	3	27.	B	U	6
8.	B	K	3	28.	D	U	6
9.	D	K	3	29.	D	U	6
10.	C	K	3	30.	B	K	6
11.	B	U	3	31.	B	K	6
12.	B	K	3	32.	C	K	6
13.	B	K	3	33.	C	K	6
14.	B	U	4	34.	B	U	6
15.	A	U	4	35.	D	K	6
16.	B	K	4	36.	C	U	6
17.	B	U	4	37.	A	U	6
18.	D	U	4	38.	B	K	6
19.	C	K	4	39.	D	K	6
20.	B	K	4	40.	D	U	6

Multiple Choice = 40 marks

Written Response

	Q	B	C	T	S
Score one of questions 1, 2 or 3 and	1.	1	U	2	8
	2.	2	U	3	8
Score one of questions 4, 5 or 6 and	3.	3	U	4	8
	4.	4	H	5	8
Score one other question from 1, 2, 3, 4, 5 or 6	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

Value: 24 marks

Suggested Time: 39 minutes

SECTION 1

SECTION 1 – Question 1:

Use the following quotation to answer question 1.

“National self-determination was a guiding principle for the peacemakers of 1919.”

Lloyd George

- a) Define *national self-determination* and explain why it was a “guiding principle” at the peace talks of 1919. **(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.

Howarth defines the term as “The right of a nationality to exist, independent from foreign interference, in its own nation state and to govern its own affairs”.

DeMarco defines the term as “The right of people to decide to which country they belong or what type of government they will have”.

In both these definitions, the key points are a national homeland and control over the form of government in that homeland.

Students may also suggest alternate definitions reflecting this principle.

Reasons for its becoming a topic of discussion include:

- **pressure from U.S. President Wilson in the Fourteen Points and subsequent statements**
- **lobbying by nationalist groups from the defeated empires in the victorious capitals**
- **revenge on the part of the victorious powers (return of Alsace-Lorraine)**
- **need to solve the problems in the Balkans that led to the First World War.**
- **revenge on the part of the British and French empires.**

- b) To what extent were the territorial terms of the Paris Peace Treaties of 1919 based on the principle of national self-determination? (5 marks)

The principle of national self-determination had formed the basis for many of Wilson’s Fourteen Points and some effort was made to follow this principle in the writing of the peace treaties.

Terms of the treaties which could be seen as FOLLOWING THIS PRINCIPLE	Terms of the treaties which indicate a FAILURE TO FOLLOW THIS PRINCIPLE
<ul style="list-style-type: none"> • the return of Alsace-Lorraine to France • the establishment of the new nations of Yugoslavia, Czechoslovakia and Poland • the separation of Austria and Hungary into independent states. <p>The mandates for the Middle East and former colonies could be viewed as a step on the road to independence, or they could be seen as a negation of the principle and a continuation of colonialism under a different name.</p>	<ul style="list-style-type: none"> • the inclusion of ethnic minorities in each of the new states, notably Germans in Poland and Czechoslovakia • the ban on Anschluss • the non-Italian populations within the lands given to Italy • the loss of Turkish territory to Greece.

Students should be given credit for explaining a few of these examples. They do not need to include all of these examples for full marks.

SECTION 1 – Question 2:

Use the following statement to answer question 2.

Despite the prosperity of the 1920s, the U.S.A. suffered many economic and social problems.

- a) Account for the prosperity of the U.S.A. in the 1920s. **(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.

- **High tariffs protected U.S. business and industry and helped create capital for further investment.**
- **Easy availability of credit made it possible for Americans to purchase manufactured goods and raise their standard of living.**
- **Introduction of mass production methods led to high employment and cheap consumer goods.**
- **The U.S.A. had emerged unscathed from the First World War and had profited from its involvement. It had become the world's financial centre.**
- **A climate of free enterprise was fostered by Republican Presidents; e.g., "The business of America is business".**
- **Mass communication / advertising contributed to consumerism.**
- **Government policy of low taxation.**

- b) Describe the economic and social problems experienced by the U.S.A. in this period. **(4 marks)**

- **Many consumer goods were being overproduced as the decade proceeded.**
- **The stock market boom of the late 1920s eventually led to the Stock Market Crash of 1929.**
- **Buying stocks on 10% margin.**
- **Overproduction in the agricultural sector resulted in falling prices and lower demand for farm machinery. This problem was exacerbated by high tariffs.**
- **Immigration laws were designed to keep out cheap labour, but were also symptomatic of racism in the U.S.A. in the 1920s.**
- **The resurrection of the Ku Klux Klan was also a symptom of racism as was the denial of basic rights and continued segregation in the South.**
- **Prohibition led to the growth of lawlessness, including organized crime (crime even extending into the White House).**
- **There were pockets of poverty in the Southern U.S.A.**

SECTION 1 – Question 3:

Use the following statement to answer question 3.

International crises were caused by Japan (1931) and Italy (1935).

a) Identify these crises. (2 marks)

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

- **In 1931, Japan committed an act of aggression by invading and annexing Manchuria.**
- **Italy invaded Abyssinia in 1935 and the Ethiopian Emperor Haile Selassie appealed to the League of Nations.**

b) Explain how these two crises demonstrated the weakness of the League of Nations. (6 marks)

The League of Nations was not prepared to stop aggression by military action.

Students should point out that the strongest members at the time of these crises in the 1930s were Britain, France, Italy and Japan. The latter two were involved in the crises which left only Britain and France with the ability to act.

Germany was admitted in 1926 and the U.S.S.R. in 1934. Japan left the League of Nations in 1933 followed later that year by Germany.

- **The League of Nations condemned Japan, which refused to withdraw.**
- **The League of Nations' appointed Lytton Commission (1932) did not censure Japan, but recommended that Manchuria be governed by the League of Nations. There was no discussion of sanctions or other actions. Britain and France were concerned for their colonies in Asia and were reluctant to anger Japan.**
- **Japan left the League of Nations and no further action was taken.**
- **Selassie's appeal forced the League to act. However, they didn't wish to upset Mussolini and drive him into Hitler's camp. Eventually they agreed to feeble economic sanctions, which did not include oil, coal or steel.**
- **Britain and France tried to defuse the situation with the secret Hoare-Laval plan which gave Mussolini what he wanted, but when it became public they were forced by public opinion to return to their policy of sanctions, which did little to stop the Italian aggression. The British and French actions further weakened the League.**

SECTION 2

SECTION 2 – Question 4:

Explain why Britain and France could be held partly responsible for 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.

The policy of appeasement followed by the democracies contributed to reasons; e.g., fear of communism, fear of another war, economic problems, slow rearmament, support for Hitler, etc.

- By 1939, Britain and France could not have stopped Hitler without war. The Agreement with Poland made war certain. Hitler saw no reason to believe that Britain and France would carry through with their guarantee to Poland.
- The failure of the democracies to make an alliance with the U.S.S.R. drove Stalin into the Nazi-Soviet Non-Aggression Pact, making war even more certain.
- The Munich Agreement had allowed Hitler to act with impunity and assume he could get away with anything; e.g., Sudetenland.
- Some students might point out that the terms of the Treaty of Versailles, imposed on Germany largely by Britain and France, contributed to the rise of Hitler and his determination to reverse the Treaty's decisions.
- It could also be argued that the responsibility of Britain and France was minor compared with other factors; e.g., Hitler's determination to restore German greatness and German "honour" could not be stopped short of war. However, if Britain and France had taken a stand earlier, the conflict might not have been so devastating.
- Britain and France followed a policy of peace at all costs or appeasement because they were politically and militarily unwilling and unprepared to take more effective action. Examples of this policy include the Anglo-German Naval Agreement (1935), by which Britain recognized German naval rearmament.
- Britain and France also failed to take action when Germany remilitarized the Rhineland (1936) because it was German soil and there was a feeling amongst some that the conditions of the Treaty of Versailles in this regard had gone on long enough.
- Britain and France also failed to take action against Germany when it intervened in the Spanish Civil War for they upheld the League position of non-intervention although that position had been violated by Germany.
- Britain and France stood by when Germany carried out the annexation of Austria (1938) for it would have meant military action.
- Question includes phrase "partly responsible" thus students could refer to German responsibility as well.

SECTION 2 – Question 5:

To what extent was the Suez Crisis of 1956 part of the Cold War conflict between the U.S.A. and the U.S.S.R? (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.

PART OF THE COLD WAR to the extent that:

- **The U.S.A. and U.S.S.R. had both tried to gain influence in the Arab world, especially in Egypt.**
- **The U.S.A. had withdrawn its offer to build the Aswan Dam because the U.S.S.R. and its allies were supplying arms to Egypt, which would give the U.S.S.R. an advantage in the Cold War competition to extend its influence in the Arab world. The U.S.A. feared that the arms would be used against Israel, which was a “client” state of the U.S.A. in the Middle East.**
- **By 1956 the U.S.A.’s support for Israel had become stronger while the U.S.S.R. generally supported the Arab side in the Middle East conflict.**
- **Both sides in the Cold War had economic interests in the Middle East. Arab oil supplies to the west could be disrupted as a result of increased Soviet influence.**
- **Nasser seized the Suez Canal because of the refusal of the U.S.A. to finance the dam and the U.S.S.R.’s inability to do so.**
- **Khrushchev had the opportunity to invade Hungary because the U.S.A. was preoccupied with Egypt.**

NOT PART OF THE COLD WAR to the extent that:

- **The Crisis erupted because Britain, France and Israel used force to regain the Suez Canal, an act of aggression that was opposed by both the U.S.A. and the U.S.S.R.**
- **Both the U.S.A. and the U.S.S.R. saw the Anglo-French action as a unilateral, colonial-type attack, contrary to the United Nations’ Charter.**
- **Israel seized the opportunity to attack Egypt as part of the Arab-Israeli conflict.**
- **The threat to French and British economic interests was the major cause of the crisis.**
- **The U.S.A. and the U.S.S.R. feared that escalation of the conflict might lead to their involvement and jointly agreed to the United Nations’ resolutions ending the conflict.**
- **Nasser’s determination to build the dam and improve the economy of Egypt led to the Suez Crisis.**
- **Strategic importance of Suez to Britain’s interests in East Africa.**

SECTION 2 – Question 6:

Use the following statement to answer question 6.

In 1962, the U.S.S.R. attempted to establish nuclear missile bases in Cuba.

Explain the immediate and long-term effects of this action on relations between the U.S.A. and the U.S.S.R. **(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 crisis itself had the immediate effect of increasing tension and hostility between the superpowers. The U.S.A. blockaded Cuba and threatened the use of force against any Soviet ships attempting to reach Cuba with military supplies. The possibility existed of nuclear confrontation.**
- **The tension was eased when the U.S.A. agreed to Khrushchev’s proposal that the U.S.S.R. remove its missile sites in return for an American agreement to refrain from any further military action against Cuba. There was also an agreement (not made public at the time) that the U.S.A. would remove missiles from Turkey.**

Some students may go into greater detail about the crisis and the negotiations but, for full marks, they should also refer to the long-term effects which actually resulted in a further easing of tension between the superpowers.

- **A “hot line” was installed between Washington and Moscow.**
- **The first in a series of nuclear treaties (the Test Limitation Treaty) was signed.**
- **The superpowers avoided any further direct confrontations.**
- **This was the beginning of a period of détente between the two powers.**
- **The crisis led to continued efforts to limit nuclear weapons; e.g., SALT I.**
- **Animosity between Cuba and the U.S.A. continued.**

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.

THE KOREAN WAR

DOCUMENT 1

We call upon member nations to render such assistance to South Korea as may be necessary to turn back the armed attack and to restore international peace and security to the area.

U.N. Resolution (June 27, 1950)

DOCUMENT 2

It is time to show the communists that armed invasion and the conquering of independent nations will be resisted by the democracies.

President Truman in a conversation with CIA Director, Allan Dulles,
quoted in *Dulles: A Biography* (1978)

DOCUMENT 3

The events now taking place in Korea broke out on June 25 as the result of a provocative attack by the troops of South Korea on the frontier of North Korea.

Soviet Foreign Minister Gromyko in a speech in Moscow (June 1950)

DOCUMENT 4

All the complaints against the government of North Korea could be leveled against the South Korean Government. Acts of persecution have been committed by both. In South Korea, the defence of democracy has been as vicious as have the atrocities committed in the cause of communism.

Editorial in the *Times of London* (June 1950)

Question 7:

- a) Assess the reliability of Documents 2 and 3 as sources of evidence about the Korean War. (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 2** is fairly reliable if Truman actually said it. Since the source is secondary it might not be considered reliable without corroboration from another source. However, it is supported by subsequent events and is consistent with the U.S. policy of containment. Truman's view is contradicted by Doc. 3.
- Document 3** is reliable as a source since Gromyko was in a position to know about the events. But it might be considered unreliable in view of the fact that it reflects a biased view of an ally of North Korea.

- b) Using the documents provided and your knowledge of the events, assess the extent to which the United Nations was justified in intervening in the Korean War. (4 marks)

The United Nations was justified in that its aim was to preserve the peace and stop aggression. However the U.N. Resolution was passed at the request of the U.S.A.

Students might mention the fact that neither the U.S.S.R. nor the People's Republic of China was present in the United Nations at the time the resolution was passed. The view represented by Gromyko was not presented.

The Times editorial presents an even-handed view; i.e., that both sides were responsible. Given these points of view, students might argue that the U.S.A. was using the U.N. to further its own Cold War policies. However, the war ended with a return to the status quo, the U.N. having succeeded in ending the aggression of North Korea.

While the United Nations supported South Korea, there had been ongoing frontier clashes initiated by both South and North Korea (alluded to in Document 3).

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

Explain how industry, technology and war have been closely linked throughout the twentieth century (1900–1980).

OR

TOPIC 2

Leaders, rather than events, have had the greatest impact on the twentieth century.

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

TOPIC 1

Explain how industry, technology and war have been closely linked 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.

Students will likely approach this topic by looking at the major conflicts of the twentieth century.

- **The industrial growth in Europe before the First World War and the growing strength of the military industrial economies of France, Britain and particularly Germany could be explained including references to enterprises such as Krupp and Skoda. The arms and naval races could be used with examples such as the Dreadnought and “Big Bertha the 420 mm mortar.”**
- **These industrial economies provided the killing technology of the First World War and the means to keep it going for four years. New technologies such as the machine gun, aircraft, tanks, submarines and other weapons might be examined.**
- **The blockades and rationing in a war of attrition could be included.**
- **The marshaling of economies to provide war material could be mentioned and the financing of it with bonds, income taxes and loans. The indebtedness of the European Nations to the United States might also be included; e.g., homefront economies.**
- **Some students may comment on the recession and economic problems that followed the First World War. The loans problem of Britain and France, reparations and the Ruhr are examples.**
- **The blending of economy and war in Germany, Italy and Japan will likely be included by many students. Their aggressive way out of the world depression supports the statement, and the drive for autarky will likely be noted. The “guns or butter” mentality should also be included. Hitler’s pinning his hopes on new weapons such as jets and rockets during the war.**
- **Stalin’s industrializing of the U.S.S.R. in the Five-Year Plans could be noted as well as the establishment of industrial centres in the Urals and Siberia. Russian tank and airplane technology in the Second World War could also be included.**
- **Reference might be made to the U.S.A. finally coming out of the Depression with the onset of the Second World War. American production and development of long-range aircraft, liberty ships, tanks and becoming the arsenal of democracy are all themes that could be developed. The A-bomb and nuclear technology as an outgrowth of the war and the wartime impetus to fund the Manhattan project are also possible evidence.**
- **In the postwar world the arms race, space race and the military industrial complexes of the superpowers should be discussed. The U.S.A. deficit in fighting the Vietnam war is a logical example.**

- **The U.S.A.'s inability to win the war despite their technological superiority.**
- **Arms sales as the world's largest industry might be noted by some students. The supplying of weapons by the U.S.A., U.S.S.R., Britain and France to allies and to proxy wars and the reliance of economies on military production is relevant. The Middle East wars and those in Africa and South America are examples.**
- **The effect of technology was transferred to peacetime economies. There are many examples such as synthetic and medical techniques.**
- **Star Wars.**
- **Collapse of the Soviet Union due to its inability to sustain its military industrial complex.**

TOPIC 2

Leaders, rather than events, have had the greatest impact on the twentieth century.

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.

Students might refer to a wide range of leaders. Some possibilities include:

LENIN	overthrew an oppressive regime but created another. Established the first regime based on Marxist principles. Set the U.S.S.R. on a path to economic development, modernization and great power status.
STALIN	developed the U.S.S.R. economically and militarily but left a legacy of brutal repression and totalitarianism, which characterized the U.S.S.R. throughout its subsequent history.
WOODROW WILSON	instrumental in establishing the League of Nations which, although it failed, established the principle of international cooperation.
MUSSOLINI	left few lasting benefits to his country. Established first Fascist government. Took Italy into a disastrous war from which it took years to recover.
HITLER	had tremendous impact on his time. Almost single-handedly caused the Second World War, the impact of which was felt up to 1980. Resulted in greater awareness of racism, genocide, human rights, etc.
ROOSEVELT	led the U.S.A. through the Depression and the Second World War. Modified the unrestrained capitalism and economic exploitation which characterized the U.S.A. before the 1930s and showed more concern for social and economic suffering. Brought the U.S.A. finally to leadership of the free world.
CHURCHILL	led Britain to victory in the Second World War but his overall impact is debatable. Britain's power and influence declined after 1945.
MAO TSE-TUNG	led communists to victory in China and ended the period of civil war and warlordism. Led China into modern era, becoming a model for newly independent nations of Africa and Asia.
OTHER	leaders who have had an impact but who were not political or national leaders; e.g., Gandhi and Martin Luther King in the struggle for freedom and human rights by peaceful resistance.

Students might argue that some significant events had a greater impact and might refer to the following:

- **The outbreak of the First World War, which is frequently regarded by historians as the end of the “old order” of the nineteenth century and the beginning of the twentieth century period of conflict.**
- **The Russian Revolution, which brought into existence the first Marxist government and the threat of communist expansion, which lasted up to the end of the Cold War.**
- **The Treaty of Versailles whose terms contributed to the outbreak of the Second World War and its effects on the post-war world.**
- **The outbreak of the Second World War, which contributed to the decline of European influence and the emergence of the two superpowers.**
- **The attack on Pearl Harbor, which ultimately led the U.S.A. into accepting its world leadership role.**
- **The dropping of the atomic bomb on Hiroshima, which ushered in the nuclear age.**
- **The launching of Sputnik in 1957 and the beginning of the space race and the period of space exploration.**
- **The Great Depression had a catastrophic effect and led to political and social changes.**

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 (see Appendix IV)
 - 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.