

**CHC2D\_01 Final Exam**

**Tuesday, January 28th, 2014 ~ 8:15 AM**

**Duration: 1.5 hours**

**Mr. J. King**

**Section A: Multiple Choice (1 mark each= /25)**

For each prompt, circle the most appropriate response. For this section, you may answer directly on the exam paper. *This section will be based mainly on the first unit. Lots of fact-based trivia kind of stuff.*

**Section B: Short Answer (5 marks each= /25)**

On a separate piece of paper, answer ***one*** question from each section, making a total of five responses. Each will be assessed and given a mark out of ten using the rubric found below.

**Technology**

Be able to define “technology” and discuss how it has impacted historical events. Fossil fuels and industrialization also figure heavily.

**Military**

Understand the causes of WWI *and* WWII. Know some things about Canada’s involvement in a variety of military actions.

**Economy**

Be able to discuss how cultural values are reflected in behaviour. Or, be able to discuss how our culture has both evolved and remained the same over the past century.

**Culture**

Be able to discuss the connection between values and behaviour. Or, understand and discuss the way in which culture needs to be both continuous and adaptable.

**Wild Card**

Highly personal responses. It will be hard to mess them up.

**Assessment for Short Answer Section**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria / Level** | **Level 4** | **Level 3** | **Level 2** | **Level 1** |
| **Knowledge** | Response demonstrates a through factual knowledge of course material | Response demonstrates considerable factual knowledge of course material | Response demonstrates some factual knowledge of course material | Response demonstrates a limited factual knowledge of course material |
| **Thinking** | Response is very insightful and/or creative | Response is considerably insightful and/or creative | Response is somewhat insightful and/or creative | Response demonstrates limited insight and/or creativity |

**Section C: Essay ( /50 marks)**

Choose one of the questions below and respond on a separate piece of paper in a series of well-constructed paragraphs. That means more than one paragraph. You will be assessed using the rubric found below. Be sure that your response reflects a careful balance of insight supported by factual evidence.

*You will find three options here. Each will be broad in scope, giving you lots of room to write interesting things that are, of course, backed with solid historical support.*

1. *This one will be a broad overview of the last hundred years.*
2. *This one will be more about how we teach and learn history.*
3. *This will be the most open-ended and involve the importance of studying history.*

**Assessment for Essay Section**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria / Level** | **Level 4** | **Level 3** | **Level 2** | **Level 1** |
| **Knowledge** | Essay demonstrates a through factual knowledge of course material | Essay demonstrates considerable factual knowledge of course material | Essay demonstrates some factual knowledge of course material | Essay demonstrates a limited factual knowledge of course material |
| **Thinking** | Essay is very insightful and/or creative | Essay is considerably insightful and/or creative | Essay is somewhat insightful and/or creative | Essay demonstrates limited insight and/or creativity |
| **Communication** | Essay is very well written and/or organized | Essay is considerably well written and/or organized | Essay is somewhat well written and/or organized | Essay demonstrated limited organizational skills |
| **Application** | Concepts are very well connected and/or applied to real world scenarios | Concepts are considerably well connected and/or applied to real world scenarios | Concepts are somewhat well connected and/or applied to real world scenarios | Concepts are not very well connected and/or applied to real world scenarios |

Total /100