

Social Studies 11
2011–2012 Sample Exam — Form A
 Provincial Examination — Answer Key

Cognitive Processes
K = Knowledge
U = Understanding
H = Higher Mental Processes

Weightings
 20%
 50%
 30%

Question Types
55 = Multiple Choice (MC)
0 = Matching (MT)
0 = True and False (TF)
2 = Written Response (WR)

Topics	Prescribed Learning Outcomes (PLOs)	Weightings
1. Skills and Processes: Essay	A–E	30%
2. Politics and Government	B	15%
3. Autonomy and International Involvement	C	21%
4. Society and Identity	D	19%
5. Human Geography	E	15%

Question Number	Keyed Response	Cognitive Process	Mark	Topic	PLO	Question Type
1.	C	U	1	2	B1	MC
2.	D	U	1	2	B1	MC
3.	A	U	1	2	B2	MC
4.	C	U	1	2	B2	MC
5.	A	U	1	2	B2	MC
6.	C	U	1	2	B2	MC
7.	B	U	1	2	B3	MC
8.	D	K	1	2	B3	MC
9.	D	U	1	2	B3	MC
10.	C	K	1	2	B4	MC
11.	D	U	1	2	B4	MC
12.	A	U	1	2	B4	MC
13.	C	K	1	3	C1	MC
14.	D	K	1	3	C1	MC
15.	D	U	1	3	C2	MC
16.	D	U	1	3	C2	MC
17.	C	U	1	3	C2	MC
18.	C	K	1	3	C2	MC
19.	C	U	1	4	D3	MC
20.	C	U	1	4	D2	MC
21.	A	U	1	4	D2	MC
22.	A	K	1	4	D2	MC
23.	B	K	1	4	D2	MC

Question Number	Keyed Response	Cognitive Process	Mark	Topic	PLO	Question Type
24.	B	U	1	4	D2	MC
25.	D	U	1	3	C3	MC
26.	D	K	1	3	C3	MC
27.	C	K	1	3	C3	MC
28.	C	U	1	3	C3	MC
29.	C	U	1	3	C3	MC
30.	C	K	1	3	C4	MC
31.	A	K	1	3	C4	MC
32.	C	U	1	4	D4	MC
33.	D	K	1	3	C4	MC
34.	D	K	1	4	D6	MC
35.	C	K	1	4	D6	MC
36.	B	U	1	4	D1	MC
37.	D	U	1	4	D1	MC
38.	D	U	1	4	D4	MC
39.	A	K	1	4	D4	MC
40.	B	U	1	4	D1	MC
41.	B	U	1	3	C4	MC
42.	C	U	1	3	C4	MC
43.	C	U	1	4	D5	MC
44.	D	U	1	5	E1	MC
45.	A	U	1	5	E1	MC
46.	D	U	1	5	E1	MC
47.	C	U	1	5	E1	MC
48.	A	K	1	5	E2	MC
49.	C	K	1	5	E2	MC
50.	C	U	1	5	E2	MC
51.	B	U	1	5	E2	MC
52.	A	K	1	5	E2	MC
53.	A	U	1	5	E3	MC
54.	A	U	1	5	E3	MC
55.	B	K	1	5	E3	MC
Question Number	Keyed Response	Cognitive Process	Mark	Topic	PLO	Question Type
1.	–	H	12	1	E1	WR
2.	–	H	12	1	E1, E2	WR

Social Studies 11
2011–2012 Sample Exam
Provincial Examination — List of Possible Responses

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.

- 1. Explain how Canada’s identity has been shaped as a result of its involvement in international affairs from 1914 to 2000. (15%)**

World War One

- gained political independence from Britain
- proved to be valiant fighters; well respected amongst other nations
- Canada developed a voice in the Imperial Cabinet
- militarily, Canada proved to be creative and respected
- as a result of the war, Canada became more confident about its nationhood and it set the tone for greater international involvement in the interwar period

League of Nations

- founding member of the League
- signed as an independent nation
- received its own seat
- joined International Labour Organization
- as a result, Canada developed a reputation as being a sound, rational and internationally socially conscious nation

Chanak Affair

- demonstrated that Canada would not be at the beck and call of Britain
- set precedent for entry into World War Two
- as a result, Canada has autonomy in declaration and involvements in war

Halibut Treaty

- first independent treaty Canada signed
- establishes path to economic independence of Canada
- as a result, Canada is able to determine the terms of its treaties

Imperial Conference, 1926

- established Canadian embassies

World War Two

- **joined up on our terms**
- **symbolic assertion of Canada's sovereignty**
- **valiant fighters**
- **supported war effort**
- **showed national commitment to stopping aggressive nations**
- **as a result of the war, Canada became recognized as a moderate, middle power: nationhood was fully established and it set the tone for Canada's mediator role in the post-war world**

United Nations

- **involved in creation**
- **has received seat on Security Council many times**
- **demonstrated full commitment to its policies**
- **developed a precedent for dealing with human rights**
- **as a result, Canada is well respected internationally amongst member nations**
- **Canada takes on role as peacekeeper**

NATO

- **largely responsible for creating NATO**
- **chose to be a non-nuclear nation and as a result has adopted a middle-power strategy**
- **has been forced into various situations due to NATO policies = difficult**

NORAD

- **by allying with the United States, Canada has become viewed as being in the back pocket of the United States**
- **proved to be problematic when U.S. foreign policy is at odds with Canada's**

Korean War

- **proved role as a middle power**
- **valiant fighters**

Suez Crisis

- **proved that Canada can mediate internationally**
- **Pearson seen internationally as a mediator**

La Francophonie

- **showed that Canada is a bilingual nation interested in helping other nations**
- **entrenched bilingual aspects of identity**
- **contributions within British Commonwealth of Nations**

Foreign Relations

- **recognition of China**
- **trading with communist regimes such as China and Cuba**

CIDA

- **compassionate helping nation**

Iran Hostage Crisis

- **Canada provided sanctuary to American citizens**

Free Trade Agreement

- **tied Canada strongly to the United States**
- **been detrimental to developing economic ties with other nations**

First Gulf War

- **troop involvement through the United Nations**

Somalia

- **cast shadow upon Canada's military forces**
- **tarnished its international image**

Bosnia-Herzegovina and Rwanda

- **peacekeepers**

Ottawa Protocol

- **ban landmines**

Montreal Accord and Kyoto Protocol

- **commitment to protecting environment**

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.

2. Describe the negative impact of population growth on standards of living in the developing world. (15%)

- rapid growth in the exploitation of natural resources — water, foods and minerals
- crowded housing
 - the speed of growth of cities is too fast for fledgling governments to manage effectively
- poor quality housing
- cost of land is prohibitively high; many migrants have to become squatters
- food availability is poor
- quality of food/agricultural production is marginal
- high population density presents enormous challenges to governments
 - cost of infrastructure is extreme and countries do not have the financial capacity to deal with rapid growth
 - services in poorer areas of cities are not available
 - people are marginalized
- extreme poverty
- disease spreads quickly due to lack of proper sanitation
- degradation of water quality
- education becomes less obtainable
- basic health care becomes less obtainable
 - no birth control or education about it
- environmental degradation occurs
- poor and powerless communities are often displaced to make way for new roads for further development and buildings for wealthier communities
- employment, traffic and transportation problems abound
- communications, crime, energy, waste disposal, atmospheric pollution and financial issues
- pollution controls are often absent or loosely enforced in order to seek fuller employment
- crime is often uncontrollable
- many children live alone or on the streets once parents die
 - turn to prostitution
 - lives of crime
 - begging, peddling, stealing

Essay Scoring Criteria

A response may or may not conform to each and every descriptor within a particular scale point. The marker should classify the response into a category based on general impression rather than by checking off each descriptor. **NOTE: This is a first draft response and should be scored as such.**

6

- A relevant position/thesis, as directed by the command term, is clearly stated.
- Superior recall of factual content; organized in a thoughtful and effective manner.
- Position is supported with thoroughly developed details and insightful conclusions are drawn.
- Expression is clear and fluent with few flaws in communication.

5

- A relevant position/thesis, as directed by the command term, is clearly stated.
- Proficient recall of factual content; organized in a thoughtful and effective manner.
- Position is supported with well-developed details and effective conclusions are drawn.
- Expression is generally fluent with few flaws in communication.

4

- A relevant position/thesis, as directed by the command term, is adequate.
- Competent recall of factual content; generally organized in a clear manner.
- Position is supported with sufficient details and adequate conclusions are drawn.
- Expression is sufficiently fluent; errors do not impede meaning.

3

- A relevant position/thesis, as directed by the command term, is adequate.
- Minimal recall of factual content; organization is attempted.
- Position is supported with some detail and conclusions are weak.
- Expression is limited; errors may distract and impede meaning.

2

- A position/thesis is insufficient.
- Limited recall of factual content; lacks organization.
- Absence of supporting details, little or no relevant conclusion.
- Expression is awkward; errors interfere with meaning.

1

- A position/thesis is absent.
- Deficient recall of factual content; lacks organization.
- Absence of supporting detail.
- Expression is full of errors making understanding difficult.

0

- Makes no attempt to address the topic or simply restates the question.

No Response

- No response given.