

BC FIRST NATIONS STUDIES 12

TABLE OF SPECIFICATIONS FOR THE PROVINCIAL EXAMINATION

CURRICULUM ORGANIZERS	COGNITIVE LEVEL			WEIGHTING %
	Knowledge	Understanding and Application	Higher Mental Processes	
1. Skills & Processes	—	—	2 written-response questions	30
2. Land and Relationships	7 MC	11 MC	—	22
3. Contact, Colonialism and Resistance	7 MC	11 MC	—	22
4. Cultural Expression	3 MC	5 MC	—	11
5. Leadership and Self-determination	5 MC	6 MC	—	15
WEIGHTING %	30	40	30	100

MC = Multiple-choice questions

The values in this table are approximate and may fluctuate. With the exception of the Written-response Questions, Curriculum Organizer 1, Skills and Processes, will be examined within the parameters of Curriculum Organizers 2–5.

The time allotted for the provincial examination is **two hours**. *Students may, however, take up to 60 minutes of additional time to finish.*

Examination configuration:

55 Multiple-choice questions: (70% of the examination)

2 Written-response questions: (30% of the examination)

Acknowledgement

The Ministry of Education wishes to acknowledge the contribution of British Columbia teachers in the preparation and review of this document.

BC FIRST NATIONS STUDIES 12

DESCRIPTION OF THE PROVINCIAL EXAMINATION

The BC First Nations Studies 12 provincial examination will include key figures and events within the time period extending from **Pre-contact to the year 2004**.

The provincial examination is divided into **two** parts:

PART A: 55 Multiple-choice questions worth 55 marks (70% of the examination).

PART B: 2 Written-response questions worth 24 marks (30% of the examination).

Students will be required to answer two multi-paragraph essay questions worth 12 marks each. Each question will draw upon one of the following themes:

Historical Relationships	Aboriginal Rights
Treaties	Government policies
Self-government	Cultural Identity

For a more detailed description of the themes, please refer to page 4 of this document.

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DESCRIPTION OF THE CURRICULUM ORGANIZERS

1. SKILLS AND PROCESSES

The prescribed learning outcomes (PLOs) in Skills and Processes emphasize the skills and attitudes required for the critical study of BC First Nations. The PLOs are interconnected rather than discrete and are examined through integration with other content.

2. LAND AND RELATIONSHIPS

The chronology for this organizer begins with pre-contact of First Nations cultures in BC. Students will be examined on the traditional and contemporary practices with respect to traditional territories, technologies, language, education, resource use, trade, economics, and governance.

3. CONTACT, COLONIALISM, AND RESISTANCE

Students will be expected to understand and explain the changing relationships between and among First Nations, Europeans, and the Métis. Colonization by the Europeans meant changes to traditional social structures, economies, education, spiritual beliefs, and governance. In addition, students will be examined on the intent of various government assimilation policies such as (but not limited to) the Indian Act and the responses by First Nations, in general and associated key figures.

4. CULTURAL EXPRESSIONS

Students will be required to identify influential First Nations artists and authors and discuss their contributions. Students will also be required to explain the functions and significance of the oral tradition and the significance of First Nations creations, origin, and trickster/transformer stories. In addition, students will be expected to explain the importance for First Nations people to determine the use of their traditions.

5. LEADERSHIP AND SELF-DETERMINATION

Students will be expected to identify and analyse legislation, policies, and events and associated key figures that have impacted the self-determination of Aboriginal people. Students will be examined on their knowledge and understanding of the importance of First Nations maintenance of self-determination and identity through active opposition to government legislation and policy as evidenced by participation in the two World Wars, the Korean War, and key court cases including, but not limited to, the *Calder* case, the *Sparrow* case, and *Delgamuukw v. The Queen*.

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DESCRIPTION OF THE WRITTEN-RESPONSE THEMES

The following themes relate only to the Written-response questions of the examination.

1. HISTORICAL RELATIONSHIPS

This theme focuses on the initial relationships formed between First Nations and the European newcomers and may include questions related to first contact, Doctrine of Discovery, the fur trade, the gold rush and the history of Métis people in British Columbia. The processes and events that increased tensions between First Nations and settlers are included in this topic.

2. TREATIES

This theme focuses on past and present (to the year 2001) treaty processes including events and outcomes related to the Douglas Treaties, Treaties 1 through 11 (Treaty 8 as it applies to all parts of BC), the Nisga'a Treaty and the BC Treaty Process. The implications of extinguishment and/or recognition of Aboriginal title are included in this theme.

3. SELF-GOVERNMENT

This theme explores the challenges First Nations people have encountered in their pursuit of self-government and may include questions related to traditional governance models, treaty processes, political action, and social and economic development.

4. ABORIGINAL RIGHTS

This theme examines the evolution of the struggle Aboriginal people have waged for recognition of Aboriginal rights including political organizing and legal challenges. The implications of the Canadian Constitution and Supreme Court decisions are explored in this theme.

5. GOVERNMENT POLICIES

This theme examines policies enacted through legislation and other mechanisms put in place to control the lives of First Nations. The intent and impact of the policies in *The Indian Act* including the reserve system and residential schools are included in this theme.

6. CULTURAL IDENTITY

This theme focuses on the continuity of First Nations identity despite government assimilation policies and practices. Assimilation policies, the anti-potlatch laws, residential schools, Euro-centrism, stereotyping, institutionalized racism, cultural appropriation and the vitality of First Nations cultures throughout BC are explored in this theme.