

Civic Studies 11
Sample Key — Form A
 Provincial Examination — Answer Key / Scoring Guide

Cognitive Process	Topics	Weightings	Question Types
K = Knowledge	1. Informed Citizenship	70%	55 = Multiple Choice (MC)
U = Understanding	2. Civic Deliberation	30%	2 = Written Response (WR)
H = Higher Mental Process			

Question Number	Keyed Response	Cognitive Process	Mark	Topic	PLO	Question Type	Question Source
1.	A	K	1	1	B2	MC	CIV11 0501 Form A1-1
2.	B	U	1	1	B2	MC	CIV11 0501 Form A1-2
3.	C	U	1	2	C2	MC	CIV11 0501 Form A1-3
4.	A	U	1	2	C1	MC	CIV11 0501 Form A1-4
5.	A	U	1	2	C2	MC	CIV11 0501 Form A1-5
6.	D	U	1	1	B5	MC	CIV11 0501 Form A1-6
7.	C	U	1	2	C1	MC	CIV11 0501 Form A2-7
8.	C	U	1	1	B5	MC	CIV11 0501 Form A2-8
9.	D	U	1	1	B5	MC	CIV11 0501 Form A2-9
10.	D	U	1	1	B5	MC	CIV11 0501 Form A2-10
11.	A	U	1	1	B5	MC	CIV11 0501 Form A2-11
12.	A	U	1	1	B5	MC	CIV11 0501 Form A2-12
13.	B	U	1	2	C4	MC	CIV11 0501 Form A2-13
14.	C	K	1	2	C4	MC	CIV11 0501 Form A2-14
15.	C	K	1	1	B4	MC	CIV11 0501 Form A2-15
16.	B	U	1	1	B5	MC	CIV11 0501 Form A2-16
17.	A	U	1	1	B4	MC	CIV11 0501 Form A2-17
18.	D	K	1	1	B4	MC	CIV11 0501 Form A2-18
19.	D	K	1	1	B3	MC	CIV11 0501 Form A2-19
20.	B	K	1	1	B3	MC	CIV11 0501 Form A2-20
21.	A	K	1	1	B3	MC	CIV11 0501 Form A2-21
22.	B	K	1	1	B3	MC	CIV11 0501 Form A2-22
23.	A	K	1	1	B3	MC	CIV11 0501 Form A2-23
24.	D	U	1	1	B3	MC	CIV11 0501 Form A2-24
25.	C	K	1	1	B3	MC	CIV11 0501 Form A2-25
26.	A	U	1	1	B8	MC	CIV11 0501 Form A2-26
27.	D	U	1	1	B7	MC	CIV11 0501 Form A2-27
28.	C	U	1	2	C1	MC	CIV11 0501 Form A2-28
29.	B	K	1	1	B1	MC	CIV11 0501 Form A3-29
30.	B	U	1	1	B8	MC	CIV11 0501 Form A3-30
31.	C	K	1	1	B8	MC	CIV11 0501 Form A3-31
32.	D	U	1	2	C2	MC	CIV11 0501 Form A3-32

33.	D	K	1	1	B1	MT	CIV11 0501 Form A3–33
34.	E	K	1	1	B1	MT	CIV11 0501 Form A3–34
35.	F	K	1	1	B1	MT	CIV11 0501 Form A3–35
36.	B	K	1	1	B1	MT	CIV11 0501 Form A3–36
37.	D	U	1	2	C1	MC	CIV11 0501 Form A3–37
38.	A	K	1	1	B6	MC	CIV11 0501 Form A3–38
39.	B	K	1	1	B6	MC	CIV11 0501 Form A3–39
40.	A	U	1	1	B7	MC	CIV11 0501 Form A3–40
41.	C	K	1	1	B9	MC	CIV11 0501 Form A3–41
42.	B	U	1	1	B6	MC	CIV11 0501 Form A3–42
43.	B	K	1	1	B9	MC	CIV11 0501 Form A3–43
44.	C	U	1	2	C5	MC	CIV11 0501 Form A3–44
45.	D	U	1	2	C2	MC	CIV11 0501 Form A3–45
46.	D	U	1	1	B9	MC	CIV11 0501 Form A3–46
47.	C	K	1	2	C5	MC	CIV11 0501 Form A4–47
48.	B	U	1	2	C5	MC	CIV11 0501 Form A4–48
49.	B	U	1	1	B1	MC	CIV11 0501 Form A4–49
50.	B	K	1	1	B1	MC	CIV11 0501 Form A4–50
51.	C	K	1	1	B1	MT	CIV11 0501 Form A4–51
52.	E	K	1	1	B1	MT	CIV11 0501 Form A4–52
53.	B	K	1	1	B1	MT	CIV11 0501 Form A4–53
54.	F	K	1	1	B1	MT	CIV11 0501 Form A4–54
55.	D	U	1	1	B1	MC	CIV11 0501 Form A4–55

Question Number	Keyed Response	Cognitive Process	Mark	Topic	PLO	Question Type	Question Source
1.	–	H	12	1	B1	WR	CIV11 0501 Form A5–1
2.	–	H	12	1	B1	WR	CIV11 0501 Form A5–2

PART B: ESSAY QUESTIONS

Value: 24 marks

Suggested Time: 70 minutes

INSTRUCTIONS: Answer **both** essay questions **using ink** in the space provided in the **Response Booklet**. No work written in this **Examination Booklet** will be marked.

A good answer will include:

- a relevant position or thesis
- an introduction and conclusion
- appropriate supporting details

Use the following information to answer question 1.

“The purposes of the United Nations are:

- to keep peace among nations
- to increase co-operation between nations
- to defend human rights
- to improve the living conditions of people everywhere in the world”

*Canadian Issues
Francis et al, 1998*

1. To what extent has Canada helped the United Nations achieve its purposes during the past sixty years?

(12 marks)

In your response, discuss **at least** two of the purposes mentioned above.

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.*

How Canada has helped:

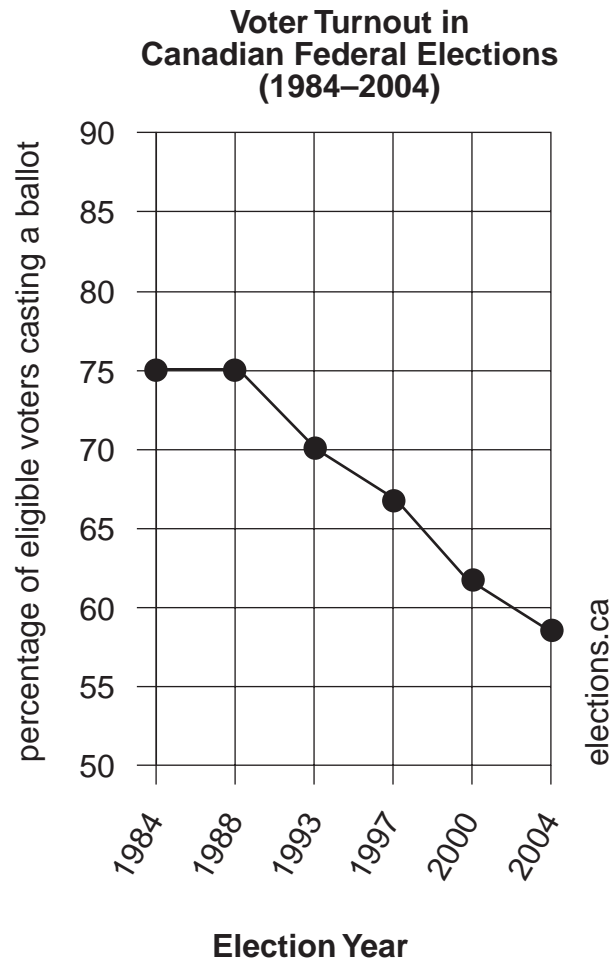
- Canada was a founding member in 1945
- **1948:** Canadians played a major role in the development of the UN’s Universal Declaration of Human Rights
- **1950:** took part in the UN’s first police action — Korean War — sent 8000 troops
- **1956:** Lester Pearson was the driving force behind the establishment of the first major UN peacekeeping force — Suez Crisis. Canadian general led this force. Pearson awarded Nobel Peace Prize
- Canada became known as the peacekeeping nation. In some of its early efforts, Canada was a major force in the Congo, Middle East and Cyprus

- **Until the year 2000, Canada had participated in every UN peacekeeping mission**
- **Canada has been elected as a non-permanent member of the Security Council six times (more than any other nation)**
- **Louise Frechette serves as the Deputy Secretary-General of the UN; Stephen Lewis is the UN's special envoy to Africa on AIDS; Louise Arbour heads up the UN's Commission on Human Rights**
- **Canada has played a major role with many of the UN's specialized agencies — UNESCO, UNICEF, WHO and FAO. UN Treaty of Land Mines was initiated by Canada's Lloyd Axworthy**

How Canada has had problems helping:

- **Canada's contributions to foreign aid are no better than average**
- **Recently, Canada's armed forces have become so depleted that it is now difficult to mount a successful peacekeeping force**
- **Occasionally, we are looked on as being too strongly influenced by the United States**
- **During the 1990s, Canada's peacekeeping record was tarnished when Canadian soldiers were found guilty of serious crimes and human rights abuses during the Somalia Assignment**
- **In 1994, Canadian General Roméo Dallaire led a small UN peacekeeping mission to Rwanda but was not provided with appropriate forces and was unable to prevent the genocide that followed**
- **In 2003, the Canadian government supported the principle of a UN Security Council decision on Iraq, however permanent Security Council members, U.S.A. and Britain, decided to act unilaterally to invade Iraq, thus demonstrating that the UN is powerless when important members chose to ignore the wishes of the Security Council**

Use the following graph to answer question 2.



2. Explain the reasons for the decline of Canadian voter participation rates since 1984.

(12 marks)

Note to Markers: Examples are not listed in order of importance.

Trend:

- trend indicates few voters are exercising their franchise
- first-past-the-post system might not be seen as a fair electoral system by some— produces results that are increasingly at odds with voter’s desires
- first-past-the-post system generally produces stable governments allowing for Canadians to opt out of participating
- first-past-the-post system benefits parties whose support is concentrated in one region of the country—some regions believe they are disenfranchised and therefore do not participate in the voting process

- **youth voters, in general, don't believe their vote will make a difference**
- **many election issues are not perceived to be relevant to youth voters**
- **political leaders have not been able to hold true to election promises in the past**
- **direct democracy might seem preferable to representative democracy**
- **apathy is a serious issue in Canada's federal, provincial and municipal elections**
- **pervasive feeling that politicians are less than honest in their dealings**
- **lack of understanding of the parliamentary process and its traditions**
- **single transferable vote may increase participation therefore recognizing voter preference**
- **people are putting their efforts into special interest groups as opposed to voting**
- **need to increase civic education in schools**
- **suggest mandatory voting**
- **revise the electoral system which might enhance minority representation**
- **increase public education; e.g., campaigning in the media**
- **lower the voter age requirements**

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.

6 Answer

- A relevant position/thesis is clearly stated.
- Outstanding recall of factual content; organized in a purposeful 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 Answer

- A relevant position/thesis is clearly stated.
- Proficient recall of factual content; organized in a purposeful 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 Answer

- A relevant position/thesis is evident.
- Competent recall of factual content; generally organized in a purposeful and effective manner.
- Position is supported with sufficient details and adequate conclusions are drawn.
- Expression is sufficiently fluent; errors do not impede meaning.

3 Answer

- A relevant position/thesis is attempted.
- 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 Answer

- Position/thesis is inadequate.
- Insufficient recall of factual content; lacks organization.
- Absence of supporting details, little or no relevant conclusion.
- Expression is awkward; errors interfere with meaning.

1 Answer

- A position/thesis is not evident.
- Deficient recall of factual content; lacks organization.
- Absence of supporting detail.
- Expression is full of errors making understanding difficult.

0 Answer

- While writing is evident, no attempt has been made to address the topic given or the writing is illegible.

NR

- A blank paper with no response given.

END OF KEY