

**Social Studies 11**  
**2006/07 Release Exam**  
 Provincial Examination — Multiple-Choice Key

<b>Cognitive Processes</b>	<b>Weightings</b>	<b>Question Types</b>
<b>K</b> = Knowledge	30%	<b>55</b> = Multiple Choice (MC)
<b>U</b> = Understanding	40%	<b>0</b> = Matching (MT)
<b>H</b> = Higher Mental Processes	30%	<b>0</b> = True and False (TF)
		<b>2</b> = Written Response (WR)

<b>Topics</b>	<b>Prescribed Learning Outcomes (PLOs)</b>	<b>Weightings</b>
1. Skills and Processes: Essay	A–E	30%
2. Politics and Government	B	15%
3. Autonomy and International Involvement	C	15%
4. Society and Identity	D	25%
5. Human Geography	E	15%

Question Number	Keyed Response	Cognitive Process	Mark	Topic	PLO	Question Type
1.	D	U	1	2	B1	MC
2.	C	U	1	2	B1	MC
3.	B	K	1	2	B2	MC
4.	B	U	1	2	B2	MC
5.	B	U	1	2	B2	MC
6.	D	K	1	2	B3	MC
7.	C	U	1	2	B3	MC
8.	C	U	1	2	B3	MC
9.	B	K	1	2	B3	MC
10.	C	U	1	2	B4	MC
11.	A	K	1	2	B4	MC
12.	B	U	1	2	B4	MC
13.	A	U	1	3	C2	MC
14.	D	K	1	3	C2	MC
15.	D	U	1	3	C2	MC
16.	A	K	1	4	D2	MC
17.	C	U	1	3	C1	MC
18.	A	U	1	3	C1	MC
19.	A	K	1	4	D5	MC
20.	C	U	1	4	D3	MC
21.	A	U	1	4	D2	MC
22.	A	K	1	4	D2	MC
23.	C	U	1	4	D2	MC

Question Number	Keyed Response	Cognitive Process	Mark	Topic	PLO	Question Type
24.	C	K	1	4	D2	MC
25.	A	K	1	4	D4	MC
26.	B	U	1	4	D2	MC
27.	B	U	1	3	C3	MC
28.	D	K	1	3	C3	MC
29.	D	U	1	3	C3	MC
30.	D	U	1	3	C4	MC
31.	A	U	1	3	C4	MC
32.	B	U	1	3	C4	MC
33.	D	K	1	3	C4	MC
34.	B	U	1	4	D6	MC
35.	B	K	1	4	D6	MC
36.	D	U	1	4	D6	MC
37.	B	K	1	4	D1	MC
38.	D	U	1	4	D4	MC
39.	D	U	1	4	D4	MC
40.	C	U	1	4	D1	MC
41.	A	K	1	4	D4	MC
42.	C	K	1	3	C1	MC
43.	A	K	1	4	D5	MC
44.	D	U	1	5	E1	MC
45.	C	U	1	5	E1	MC
46.	C	U	1	5	E1	MC
47.	B	U	1	5	E1	MC
48.	C	U	1	5	E1	MC
49.	A	U	1	5	E2	MC
50.	D	U	1	5	E2	MC
51.	C	U	1	5	E2	MC
52.	D	U	1	5	E2	MC
53.	C	U	1	5	E3	MC
54.	C	U	1	5	E3	MC
55.	C	U	1	5	E3	MC

**Social Studies 11**  
**2006/07 Release Exam**  
 Provincial Examination — Written-Response Key

<b>Cognitive Processes</b>	<b>Weightings</b>	<b>Question Types</b>
<b>K</b> = Knowledge	30%	<b>55</b> = Multiple Choice (MC)
<b>U</b> = Understanding	40%	<b>0</b> = Matching (MT)
<b>H</b> = Higher Mental Processes	30%	<b>0</b> = True and False (TF)
		<b>2</b> = Written Response (WR)

<b>Topics</b>	<b>Prescribed Learning Outcomes (PLOs)</b>	<b>Weightings</b>
1. Skills and Processes: Essay	A–E	30%
2. Politics and Government	B	15%
3. Autonomy and International Involvement	C	15%
4. Society and Identity	D	25%
5. Human Geography	E	15%

Question Number	Keyed Response	Cognitive Process	Mark	Topic	PLO	Question Type
1.	–	H	12	1	E3	WR
2.	–	H	12	1	D4	WR

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2006/07 Release 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. Describe realistic strategies that Canadians could take to reduce their negative impact on land, water and the atmosphere. (15%)

**Land/Water**

- **reducing household waste — less material going into landfill which could potentially contaminate soil and water**
- **pressuring their governments to increase recycling programs**
- **reducing their use of household hazardous wastes (e.g., cleaners, pesticide, etc.) which could potentially contaminate soil and water**
- **building of waste treatment plants (sewage, etc.) that more thoroughly treat waste before it is released into the water supply**
- **calling on governments to pass stricter laws on the dumping of waste into the water supply (e.g., sewage plants, pulp mills, and other industries)**
- **carefully controlling the spread of cities into natural areas with potential for water contamination to occur**
- **water conservation techniques: lawn sprinkling restrictions, low-flow faucets and toilets**
- **non-toxic herbicides, insecticides and pesticides used in agriculture**
- **education through government funds**
- **promote practise of 3 R's (reduce, re-use, recycle)**

**Atmosphere**

- **planting/replanting trees to absorb carbon dioxide from the atmosphere (reduces global warming)**
- **participating in “Energy Smart” types of programs around their house to reduce their electrical and fossil fuel usage**
- **embrace low or zero emission alternative energy sources (solar, wind, geothermal, tidal, etc.) to reduce carbon dioxide emissions**
- **join with other countries in reducing atmospheric emissions (e.g., Kyoto Protocol — global warming; Montreal Protocol — ozone layer depletion)**
- **purchasing automobiles with cleaner emission technology (e.g., hybrid engines, hydrogen fuel cell, etc.)**

- **carpooling — in order to reduce fossil fuel use (reduces contribution to global warming and acid rain); provide tax incentives**
- **governments could pass laws that include stricter guidelines and enforcement of atmospheric emissions with heavier fines to deter would-be offenders**
- **refrain from purchasing products that contain CFCs or have used CFCs in their production — reduces impact on the ozone layer**
- **provide funding/subsidies for alternate energy programs**
- **encourage sustainable development practices**
- **educate public through government advertisements**
- **tax advantage for zero-emission equipment**
- **promote sustainability practices through school curricula**

*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. Evaluate the development of French Canadian and English Canadian relations from throughout the period 1914 to 2000. (15%)

- **At the outset of World War One, there was tremendous disagreement between English and French Canada on what role Canada should play in the conflict**
- **Conscription Crisis of World War One**
  - **divided Canada along language lines**
  - **English Canada supportive of conscription, French Canada opposed**
  - **Quebec City Riot (1918) protested conscription, led to four deaths**
- **Maurice Duplessis (Union Nationale) blamed English minority in Quebec for economic problems during the Depression**
- **Many women in both English and French Canada gained employment in munitions factories, etc., during World War Two**
- **Conscription Crisis of World War Two**
  - **all provinces except Quebec voted to release the government from its promise of no overseas conscription**
  - **King’s Slogan (“Not necessarily conscription, but conscription if necessary”) did little to ease tensions**
- **Separatist movement — Francophones in Quebec were dissatisfied with the lack of power that French Canadians had in Ottawa in early 1960s**
- **Front de libération du Québec (FLQ) formed as a radical response for disgruntled Francophones**
- **Lester Pearson appointed the Bilingualism and Biculturalism Commission to investigate solutions to dissatisfied Francophones in Quebec**
- **1965 — new flag adopted in order to make Canada less British**
- **1969 — Trudeau’s government passed Official Languages Act, making Canada an officially bilingual country**
- **1970 — October Crisis — Pierre Trudeau invoked War Measures Act to deal with terrorist threat during political kidnappings**
- **1976 — Parti Québécois wins provincial election in Quebec**
- **1977 — Passage of Bill 101 bitterly divides Francophones and Anglophones in Quebec and causes resentment in the rest of the country**
- **1980 — Quebec referendum on “Sovereignty-Association” defeated**
- **1982 — Constitution Act — signed by all provinces except Quebec, which wanted “distinct society” status**

- **Constitutional amendments subsequently rejected:**
  - 1990 — Meech Lake Accord
  - 1992 — Charlottetown Accord
- **1994 — Parti Québécois returned to power, capturing Francophone anger with failure of constitutional reform**
- **1995 — Quebec Sovereignty Referendum narrowly defeated**
- **two solitudes have lead to regionalism**
- **Quebec licence plates stating “Je me souviens” meaning Québécois to remember their distinct history**

## 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 is clearly stated.
- Excellent 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

- 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

- A relevant position/thesis is evident.
- Adequate recall of factual content; generally organized in a purposeful 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 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

- A 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

- 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

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

### No Response

- A blank paper with no response given.