

BC First Nations Studies 12
Sample Exam
ANSWER KEY / SCORING GUIDE

Part A: 66 selected-response questions
Part B: 2 written-response questions

Selected-Response

Q	K	C	S	PLO	Q	K	C	S	PLO
1.	D	K	1	B1	28.	B	U	1	D2
2.	C	K	1	B1	29.	D	K	1	D3
3.	C	U	1	B1	30.	B	U	1	D3
4.	D	U	1	B1	31.	A	K	1	D3
5.	D	K	1	B2	32.	E	K	1	D3
6.	A	U	1	B2	33.	D	K	1	D3
7.	C	K	1	B4	34.	B	K	1	D3
8.	B	U	1	B4	35.	D	U	1	D3
9.	A	K	1	C1	36.	D	K	1	D4
10.	A	K	1	C1	37.	B	U	1	D4
11.	A	K	1	C1	38.	C	K	1	E1
12.	A	K	1	C1	39.	D	U	1	E2
13.	B	K	1	C1	40.	C	U	1	E2
14.	A	U	1	C1	41.	C	U	1	E3
15.	C	K	1	C2	42.	C	U	1	E4
16.	D	U	1	C2	43.	A	K	1	E5
17.	D	U	1	C2	44.	A	U	1	H1
18.	A	K	1	C2	45.	A	U	1	I6
19.	D	U	1	C3	46.	B	K	1	H2
20.	D	U	1	C3	47.	C	K	1	H3
21.	D	K	1	C4	48.	C	K	1	H3
22.	D	U	1	C4	49.	C	U	1	H4
23.	A	U	1	C4	50.	B	U	1	I2
24.	B	U	1	C4	51.	F	U	1	I2
25.	A	K	1	D1	52.	E	U	1	I2
26.	C	U	1	D1	53.	A	U	1	I2
27.	A	K	1	D2	54.	B	U	1	I3

55.	D	U	1	I4	61.	A	U	1	F2
56.	B	U	1	I5	62.	C	U	1	F4
57.	D	U	1	F1	63.	D	U	1	F4
58.	A	K	1	F1	64.	B	U	1	F5
59.	B	U	1	F2	65.	D	U	1	F5
60.	C	U	1	F2	66.	C	K	1	G3

Selected-Response = 66 marks

Written-Response

Q	B	C	S	PLO
1.	1	H	12	E2; D3,4
2.	2	H	12	H1, 2; C4; D3; I1

Written-Response = 24 marks

Selected-Response = 66 (66 questions)

Written-Response = 24 (2 questions)

TOTAL = 90 marks

LEGEND:

Q = Question Number

C = Cognitive Level

T = Topic

K = Keyed Response

S = Score

B = Score Box Number

PART B: WRITTEN-RESPONSE

Value: 24 marks

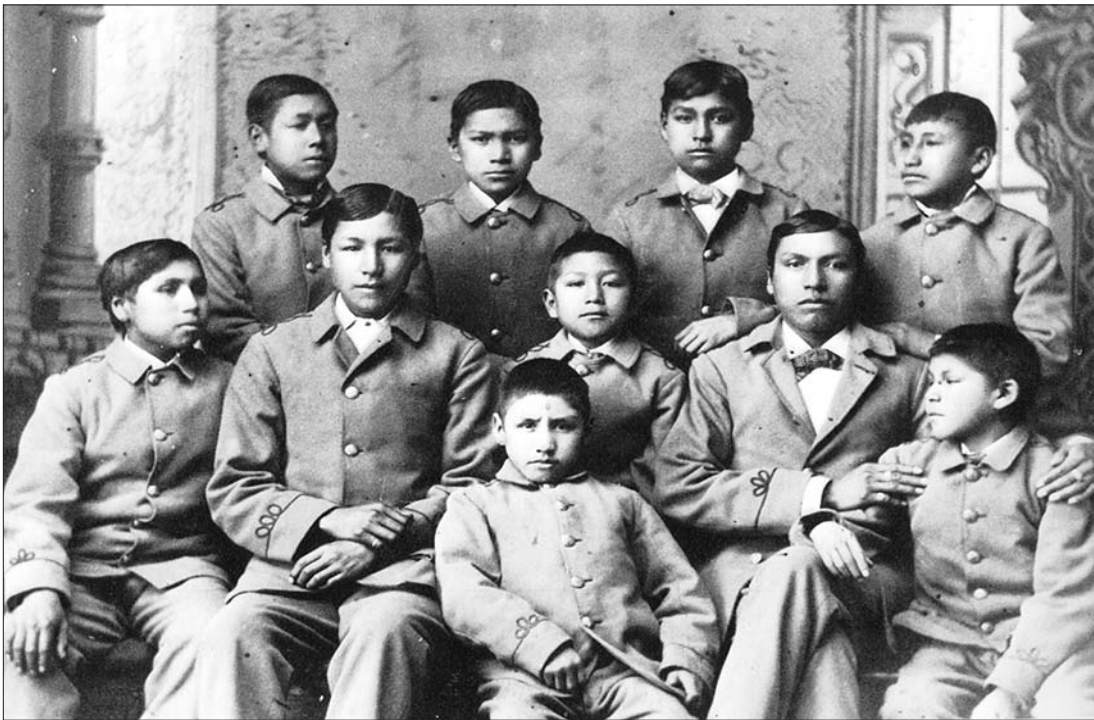
Suggested Time: 70 minutes

INSTRUCTIONS: Answer each question in the space provided in the **Written-Response Booklet**. No work written in this examination booklet will be marked.

- You may choose to use the documents provided to help you answer the questions.
- Your response should be written in paragraph form and include an introduction and a conclusion.

1. Discuss how residential schools impacted the cultural identity of BC First Nations.

(12 marks)



The Encyclopedia of North American Indian Tribes.
Bison Books Ltd, 1986.

In 1863, St. Mary's Mission was the first residential school to open in BC. It was also the last school to close in 1984. Between those dates, at least another 14 residential schools and 10 boarding schools opened. This meant that BC had more residential schools than the other provinces.

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.

Some possible answers may include:

- **European style clothing/haircuts.**
- **Native names changed to European names.**
- **Christianity replaces traditional religion.**
- **European-based education system, i.e. reading, writing, math.**
- **Removal from family/friends/role models.**
- **Removed from native cultural practices.**
- **Punished if Native culture practiced.**
- **Punished if Native language spoken.**
- **European diet replaces Native diet.**
- **Priests/nuns/teachers carry mindset that Native ways are “primitive” and “inferior” and transmit this to children.**
- **European system of child-rearing, “children should be seen and not heard” and “spare the rod, spoil the child,” replaces Native system where children are treasured, protected and respected.**
- **Rote memorization-style learning replaces “hands-on” Native styles of learning.**
- **Verbal, physical and sexual abuses create a feeling of low self-esteem among students resulting in shame of being First Nations.**
- **The disconnect from Native parents results in a failure to pass on culture and language.**

Other responses are possible. Markers should take into consideration local examples.

2. Compare the governance of BC First Nations before and after the Indian Act.

(12 marks)

First Nations were self-governing long before Europeans arrived in Canada.
In 1876, the Indian Act came into effect, undermining traditional governance systems.

BC Treaty Commission

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.

Some responses may include:

- | | |
|----------------------------------|---|
| Before the Indian Act | <ul style="list-style-type: none">• Interior cultures were democratic and did not have a class system.• Coastal cultures had strict social codes and a rigid hierarchy whereby chiefs ranked in importance and a class system made up of chiefs, nobles, commoners, and slaves. |
| Both interior and coastal | <ul style="list-style-type: none">• All had a head chief as leader, who acted more as a father or advisor than a powerful leader.• Often this position was hereditary, usually determined patrilineally; hereditary position was held for life.• Hereditary leaders were accountable to the entire community.• The relationship with the land was the basis for governance and the rule of law.• Decisions were based on respect for the land and stewardship of the resources.• Consensus decision making.• Laws were given by the Creator or grew from observing the natural world.• Sometimes the leader was elected according to ability and held a temporary position.• The head chief was not the leader in all activities of the group; that was often assigned to the person most qualifies or trained.• Each person belonged to a family or clan for life. The role of the clan or family was the primary organization and was the basis for membership in society.• Elders provided the guidance and are keepers of language, culture and laws.• They trained children for leadership. |

**After the
Indian Act**

- **Elections were imposed by the Canadian state through the Indian Act.**
- **The “band” system of administration was imposed.**
- **Band councils are elected for a limited term.**
- **This model is based on a municipal system.**
- **The chief is elected for a limited term (so hereditary positions were discontinued; however, some First Nations elected their traditional hereditary leader for consecutive terms).**
- **Elections are won by a simple majority.**
- **Consensus decision making is replaced with a simple majority vote.**
- **The purpose of the laws are social control.**
- **Membership in the band can change for children whose parents marry outside the band.**
- **Recently the Indian Act changed to expand the decision-making ability of band councils, for example, in relation to membership and education.**
- **Until recently only band members who lived on reserve could vote. This changed in 1999 to allow off-reserve members to vote.**

Other responses are possible. Markers should take into consideration local examples.

Written-Response Scoring Criteria

A written response may or may not conform to each and every descriptor within a particular scale point. The marker should classify the written response 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

- Relevant 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.

No Response

- A blank paper with no response given.

END OF KEY