

**BC First Nations Studies 12**  
**August 2007 — Form A**  
 Provincial Examination — Answer Key / Scoring Guide

<b>Cognitive Processes</b>	<b>Weightings</b>	<b>Question Types</b>
<b>K</b> = Knowledge	30 %	<b>50</b> = Multiple Choice (MC)
<b>U</b> = Understanding	40 %	<b>5</b> = True-and-False (TF)
<b>H</b> = Higher Mental Processes	30 %	<b>2</b> = Written Response (WR)

<b>Topics*</b>	<b>Prescribed Learning Outcomes (PLOs)</b>	<b>Weightings</b>
1. Skills and Processes: Essay	A–G	30 %
2. Land and Relationships I and II	B, C	22 %
3. Contact, Colonialism and Resistance I and II	D, E	22 %
4. Cultural Expressions I and II	F, G	11 %
5. Leadership and Self-determination I and II	H, I	15 %

<b>Question Number</b>	<b>Keyed Response</b>	<b>Cognitive Process</b>	<b>Mark</b>	<b>Topic</b>	<b>PLO</b>	<b>Question Type</b>	<b>Question Source</b>
1.	D	K	1	2	B1	MC	
2.	A	U	1	2	B1	MC	
3.	D	K	1	2	B1	MC	
4.	C	U	1	2	B2	MC	
5.	D	K	1	2	B2	MC	
6.	A	K	1	2	B4	MC	
7.	A	K	1	2	B4	MC	
8.	B	K	1	2	B4	MC	
9.	B	K	1	2	C2	MC	
10.	D	U	1	2	C1	MC	
11.	A	K	1	2	C1	MC	
12.	B	U	1	2	C1	MC	
13.	B	U	1	2	C2	MC	
14.	C	U	1	2	C3	MC	
15.	D	K	1	2	C3	MC	
16.	C	U	1	2	C3	MC	
17.	D	U	1	2	C4	MC	
18.	D	K	1	2	C4	MC	
19.	C	K	1	3	D1	MC	
20.	C	U	1	3	D1	MC	
21.	A	U	1	3	D1	MC	
22.	B	K	1	3	D1	MC	
23.	D	U	1	3	D2	MC	
24.	B	U	1	3	D3, 4	MC	

Question Number	Keyed Response	Cognitive Process	Mark	Topic	PLO	Question Type	Question Source
25.	C	K	1	3	E1	MC	
26.	A	U	1	3	E1	MC	
27.	D	U	1	3	D3; E2	MC	
28.	A	U	1	3	D4	MC	
29.	B	U	1	3	E2	MC	
30.	A	K	1	3	D3	TF	
31.	A	K	1	3	D3	TF	
32.	A	K	1	3	D3	TF	
33.	A	K	1	3	D3	TF	
34.	B	K	1	3	D3	TF	
35.	A	U	1	3	E4	MC	
36.	A	U	1	3	E5	MC	
37.	D	U	1	5	H1, 3	MC	
38.	D	U	1	5	H2	MC	
39.	C	U	1	5	H3	MC	
40.	A	U	1	5	H4	MC	
41.	A	K	1	5	H5	MC	
42.	B	K	1	5	I1	MC	
43.	D	U	1	5	I3	MC	
44.	A	U	1	5	I2	MC	
45.	C	K	1	5	I4	MC	
46.	B	U	1	4	F3	MC	
47.	B	U	1	5	I5	MC	
48.	A	U	1	4	F1	MC	
49.	B	U	1	4	F1; I2	MC	
50.	B	U	1	4	F2	MC	
51.	C	U	1	4	F4	MC	
52.	C	U	1	4	F4	MC	
53.	D	U	1	4	F5	MC	
54.	D	U	1	4	F5	MC	
55.	D	U	1	4	G3	MC	

# BC First Nations Studies 12

**August 2007**

## Provincial Examination — Written-Response Key / Scoring Guide

Cognitive Processes	Weightings	Question Types
<b>K</b> = Knowledge	30 %	<b>37</b> = Multiple Choice (MC)
<b>U</b> = Understanding	40 %	<b>8</b> = Matching (MT)
<b>H</b> = Higher Mental Processes	30 %	<b>10</b> = True-and-False (TF)
		<b>2</b> = Written Response (WR)

Topics*	Prescribed Learning Outcomes (PLOs)	Weightings
1. Skills and Processes: Essay	A–G	30 %
2. Land and Relationships I and II	B, C	22 %
3. Contact, Colonialism and Resistance I and II	D, E	22 %
4. Cultural Expressions I and II	F, G	11 %
5. Leadership and Self-determination I and II	H, I	15 %

Question Number	Keyed Response	Cognitive Process	Mark	Topic	PLO	Question Type	Question Source
1.	–	H	12	1	D1, 4	WR	
2.	–	H	12	1	E3	WR	

## BC First Nations Studies 12

August 2007

### Provincial Examination — List of Possible Responses

**Note to markers: Other responses are possible. Teachers should take into consideration current events and local or personal examples.**

**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 the impact of post-contact diseases on First Nations.  
Support your answer using specific examples. (15%)

**Some possible answers may include:**

- up to 90% of First Nations population died
- Elders and the young died, no one to teach, learn and carry on the knowledge (songs, stories, specialized skills)
- history was lost – storytellers died
- some bands suffered heavy losses, in some instances entire bands became extinct
- systems of law within each community were seriously compromised as a result of diseases
- traditional ways of life became difficult with so many people dying
- economic activity was reduced; could not fulfill their roles within the community (e.g., hunters, food gathering)
- Food, shelter, clothing (ability to hunt, gather and provide was severely affected)
- trade diminished
- hereditary positions and social organization changed
- became more dependent on European materials
- traditional knowledge was lost
- loss of many great leaders
- less able to defend land and culture
- increased susceptibility to assimilation at the hands of missionaries, settlers and government officials
- affected political structure within own nation
- people had to relocate
- influence of spiritual leaders compromised
- loss of language
- increased conflict as some groups weakened
- First Nations were forever changed
- adaptability and resilience of First Nations peoples

**Note to markers: Other responses are possible. Teachers should take into consideration current events and local or personal examples.**

**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. Explain how First Nations have resisted government assimilation policies. Support your answer using specific examples. **(15%)**

**Some possible answers may include:**

### **Residential Schools**

#### **Government Policies:**

- languages were lost
- First Nations were told culture was wrong
- children were abused

#### **First Nations responses:**

- some tried to keep children at home
- community hid their children
- students resisted and ran away
- First Nations are still fighting in courts
- students continued to speak their language

### **Potlatch**

#### **Government Policies:**

- potlatches were banned and prosecuted

#### **First Nations responses:**

- went underground
- pretended they were church ceremonies
- potlatch artifacts were repatriated
- Cranmer Potlatch
- First Nations hid regalia and ceremonial objects

## **Indian Act and revisions**

### **Government Policies:**

- **right to vote**
- **1951 revisions**
- **Bill C-31**
- **reserve system**
- **women's rights**
- **enfranchisement = loss of status**
- **eliminate Indian Act**
- **White Paper**

### **First Nations responses:**

- **fought for land rights**
- **fought and succeeded in revisions**
- **argued for laws to respect rights for land**
- **fought for Bill C-31**
- **formed the Union of BC Indian Chiefs**
- **denounced the terms and assumptions of the White Paper**

## **Missionaries/Christianization**

### **Government Policies:**

- **allowed churches to run residential schools—led to loss of religion, language, artistic traditions and ceremonies**

### **First Nations responses:**

- **took ceremonies underground**
- **adapted Christianity to traditional beliefs**
- **refused to convert**
- **new programs to regain language and cultural traditions**

## **Reserves**

### **Government Policies:**

- **designed to control, isolate and separate First Nations**
- **removed rights to travel as well as economic rights and ability to buy and sell land**
- **land area smaller and poor economic potential**

### **First Nations responses:**

- **demanding their own system of government**
- **organizing to get treaty rights**
- **organizations advocated political and economic independence**
- **self-government**
- **fought for changes to reserve size**
- **compensation for resources in traditional territories**

## **Political protests/actions to government policies**

### **First Nations responses:**

- **organized resistance (e.g., Riel resistances, Oka)**
- **Constitution Express**
- **political/cultural organizations; i.e., Friendship Centres, Native Brotherhood of BC**
- **gaining control over economic decision making, child protective services and healthcare**

## **Cultural Appropriation/Repatriation**

### **Government Policies:**

- **artifacts were taken under the assumption that First Nations were a vanishing race**
- **rights to ownership removed**

### **First Nations responses:**

- **First Nations repatriated artifacts by building museums and cultural centres and demanding the return of artifacts**
- **raising awareness that First Nations culture is not for sale (cultural appropriation)**

## **Constitution**

### **Government Policy:**

### **First Nations responses:**

- **testing the constitution through high profile court cases such as Van der Peet, Delgamuukw**

## BC First Nations 12

### 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.

**END OF KEY**