

# Social Studies 11 Sample Exam

## KEY

### Selected Response

Q	K	C	S	T	PLO	Q	K	C	S	T	PLO
1.	D	K	1	4	F2	34.	A	U	1	3	G3
2.	A	K	1	4	F2	35.	D	K	1	3	G2
3.	A	U	1	4	F2	36.	B	U	1	3	C2
4.	D	K	1	4	F2	37.	C	K	1	3	C1
5.	B	K	1	4	F2	38.	B	U	1	3	H4
6.	A	K	1	4	F2	39.	B	U	1	3	E1
7.	C	U	1	4	F3	40.	A	U	1	3	E1
8.	D	U	1	4	F3	41.	D	U	1	3	E1
9.	B	K	1	4	H2	42.	E	U	1	3	E1
10.	C	U	1	4	H2	43.	A	U	1	3	D1
11.	B	U	1	4	H1	44.	D	U	1	3	D1
12.	B	K	1	4	H1	45.	A	K	1	3	D1
13.	A	K	1	4	H1	46.	C	U	1	3	D1
14.	E	K	1	4	H1	47.	B	U	1	3	E2
15.	F	K	1	4	H1	48.	B	U	1	4	F4
16.	A	K	1	3	G2	49.	B	K	1	2	I3
17.	B	K	1	3	G2	50.	C	U	1	2	I3
18.	B	K	1	3	G2	51.	A	K	1	2	I4
19.	A	K	1	3	G2	52.	B	U	1	2	I2
20.	B	K	1	3	G2	53.	B	U	1	2	D3
21.	A	K	1	3	C3	54.	B	U	1	2	I4
22.	C	U	1	3	I2	55.	C	U	1	2	D3
23.	D	K	1	3	C2	56.	B	K	1	2	J1
24.	B	K	1	3	C2	57.	D	U	1	2	I3
25.	B	U	1	3	D1	58.	D	U	1	2	J1
26.	D	K	1	3	G2	59.	C	K	1	2	J1
27.	D	U	1	3	G2	60.	D	K	1	2	I3
28.	D	U	1	3	G2	61.	D	U	1	2	I3
29.	A	U	1	3	G2	62.	C	U	1	2	J4
30.	B	U	1	3	G2	63.	D	U	1	2	J4
31.	D	U	1	3	G3	64.	F	U	1	2	J4
32.	C	U	1	3	G2	65.	A	U	1	2	J4
33.	D	U	1	3	G3	66.	B	U	1	2	J1

**Selected Response = 66 marks**

## Written Response

<b>Q</b>	<b>C</b>	<b>S</b>	<b>T</b>	<b>PLO</b>
1.	H	12	2	J1, 4; I4
2.	H	12	3	C1, 3; D1; E1; F1; G2

**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

**PLO** = Prescribed Learning Outcome

*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. Discuss the impact of humans on the global environment.

**(12 marks)**

**Impacts on Global Environment**

- few resources to accommodate large numbers of people (food, water, lumber, sewage, power, transportation, health)
- increased garbage (methane)
- resource depletion leads to job loss
- loss of agricultural land due to urban sprawl
- deforestation of watershed areas
- increased crime
- loss of indigenous cultures
- hard to distribute resources to so many people
- loss of land available for recreational activities
- noise pollution
- decrease of fossil fuels
- decrease in biodiversity
- increase in genetic modification of food
- loss of wildlife and their habitat
- decrease in food supply
- increase in air, water and soil pollution
- increase spread of disease
- ozone depletion
- increased acid precipitation
- implications of global warming

*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. Discuss how Canada changed as a result of World War One.

**(12 marks)**

**Political**

- **union government**
- **vote for women**
- **greater independence from Great Britain**
- **increased government involvement in Canadian lives**
- **seat at the League of Nations**
- **increased sense of nationalism; Vimy Ridge**
- **War Measures Act; loss of civil liberties**

**Social**

- **vote for women; suffragettes**
- **prohibition**
- **rationing**
- **discontented veterans**
- **division of English and French over conscription**
- **propaganda**
- **censorship**
- **xenophobia (fear of foreigners)**
- **distaste of war when it was over**
- **new technological innovations**

**Economic**

- **income tax introduced**
- **government debt incurred**
- **profiteering**
- **high unemployment at end of war due to factory retooling and refitting**
- **increased tariffs**
- **labour unrest**
- **inflation**

## 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**