

Social Studies 11  
**2006 Sample Exam — Form A**  
 Provincial Examination — Answer Key / Scoring Guide

**Cognitive Process**

**K** = Knowledge  
**U** = Understanding  
**H** = Higher Mental Processes

**Question Types**

**48** = Multiple Choice (MC)  
**4** = Matching (MT)  
**3** = True and False (TF)  
**2** = Written Response (WR)

Topics	Prescribed Learning Outcome (PLO)	Weightings (Optional)
1. Skills and Processes	A	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	Question Source
1.	D	K	1	2	B1	MC	SS11 0501 Form A-1
2.	B	U	1	2	B1	MC	SS11 0501 Form A-3
3.	C	K	1	2	B2	MC	SS11 0501 Form A-12
4.	A	U	1	2	B2	MC	SS11 2005 Sample-3
5.	B	K	1	2	B2	MC	SS11 2005 Sample-5
6.	D	U	1	2	B3	MC	SS11 2005 Sample-8
7.	A	U	1	2	B3	MC	SS11 0501 Form A-4
8.	B	K	1	2	B4	MC	SS11 0501 Form A-2
9.	B	K	1	2	B4	MT	SS11 2005 Sample-12
10.	A	K	1	2	B4	MT	SS11 2005 Sample-13
11.	E	K	1	2	B4	MT	SS11 2005 Sample-14
12.	F	K	1	4	B4	MT	SS11 2005 Sample-15
13.	C	K	1	3	C2	MC	SS11 0501 Form A-22
14.	A	K	1	3	C2	TF	SS11 2005 Sample-16
15.	B	K	1	3	C2	TF	SS11 2005 Sample-17
16.	B	K	1	3	C2	TF	SS11 2005 Sample-20
17.	C	U	1	3	C2	MC	SS11 0501 Form A-24
18.	A	K	1	4	D3	MC	SS11 2005 Sample-21
19.	B	U	1	4	D2	MC	SS11 0501 Form A-25
20.	C	U	1	4	D2	MC	SS11 2005 Sample-22
21.	D	K	1	3	C1	MC	SS11 0501 Form A-26
22.	B	K	1	4	D2	MC	SS11 2005 Sample-24
23.	D	U	1	3	C1	MC	SS11 2005 Sample-27
24.	D	U	1	3	C3	MC	SS11 2005 Sample-28

Question Number	Keyed Response	Cognitive Process	Mark	Topic	PLO	Question Type	Question Source
25.	B	U	1	3	C3	MC	SS11 0501 Form A-29
26.	A	U	1	3	C3	MC	SS11 2005 Sample-29
27.	B	U	1	3	C3	MC	SS11 2005 Sample-30
28.	D	U	1	3	C3	MC	SS11 2005 Sample-31
29.	C	U	1	3	C3	MC	SS11 2005 Sample-32
30.	D	U	1	3	C4	MC	SS11 2005 Sample-33
31.	C	K	1	3	C4	MC	SS11 0501 Form A-36
32.	B	U	1	4	D6	MC	SS11 0501 Form A-37
33.	A	U	1	4	D5	MC	SS11 0501 Form A-21
34.	B	U	1	4	D5	MC	SS11 2005 Sample-38
35.	B	K	1	4	D1	MC	SS11 2005 Sample-36
36.	C	U	1	3	C4	MC	SS11 0501 Form A-38
37.	B	U	1	3	C4	MC	SS11 0501 Form A-41
38.	B	K	1	4	D4	MC	SS11 0501 Form A-42
39.	D	U	1	4	D4	MC	SS11 0501 Form A-43
40.	B	U	1	4	D6	MC	SS11 0501 Form A-44
41.	C	U	1	4	D4	MC	SS11 0501 Form A-45
42.	D	U	1	4	D1	MC	SS11 0501 Form A-46
43.	B	K	1	4	D5	MC	SS11 2005 Sample-48
44.	B	K	1	5	E1	MC	SS11 2005 Sample-56
45.	A	U	1	5	E1	MC	SS11 0501 Form A-63
46.	D	U	1	5	E2	MC	SS11 2005 Sample-57
47.	D	U	1	5	E2	MC	SS11 2005 Sample-60
48.	D	U	1	5	E2	MC	SS11 2005 Sample-61
49.	D	U	1	5	E2	MC	SS11 0501 Form A-64
50.	A	U	1	5	E2	MC	SS11 0501 Form A-65
51.	B	K	1	5	E2	MC	SS11 2005 Sample-49
52.	C	U	1	5	E2	MC	SS11 2005 Sample-50
53.	D	U	1	5	E3	MC	SS11 0501 Form A-53
54.	B	K	1	5	E3	MC	SS11 2006 Sample-54
55.	D	U	1	5	E3	MC	SS11 2006 Sample-55

Question Number	Keyed Response	Cognitive Process	Mark	Topic	PLO	Question Type	Question Source
1.	–	H	12	4	D2	WR	SS11 0501 Form A-1
2.	–	H	12	4	D1	WR	SS11 0501 Form A-2

*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. To what extent was the Canadian government successful in its attempts to deal with the Depression? Your answer should consider both sides of the statement. (12 marks)

**Not Successful:**

- Economic survival was difficult in the 1930s.
- During King's term in office, he felt assistance should come from municipal and provincial levels of government.
- King took the approach of less federal government intervention the better.
- Uncertainty by governments as to who was responsible for dole, relief camps, etc.
- People were unhappy with the government. It was voted out in 1935.
- Protest parties (third parties) showed the naïveté of the federal government which seemed to have had no idea how desperate rural Canadians were. In 1931, when they finally gave emergency relief, the Depression had already been in full swing for three years.

**Dole**

- too little too late
- too many restrictions placed upon it

**Vouchers**

- rationed sparingly
- hardly able to survive on what was given
- humiliating to live on \$10 per month while some were living the high life

**Relief Camps**

- humiliating
- restrictive
- not productive
- Work projects were useless, futile in many cases.
- hotbed of discontent
- Able-bodied men could have been used for more productive purposes.
- The fact that some people would accept the conditions of the camps just to have a place to live shows us how desperate they were.
- On-to-Ottawa Trek
- Regina Riots
- riding the rods
- isolation of camps

### **New Deal**

- **ineffective, lost election**

### **Tariffs**

- **had adverse effects**
- **showed lack of understanding of global economic forces**
- **increased income tax**

### **Successful:**

- **Government camps got men off the street.**
- **Dole helped out those who received it.**
- **Government experimented; did try options to alleviate poor economic conditions.**
- **Prior experience was not available to draw upon.**
- **Other countries were doing similar things.**
- **Federal government bailed the provinces out with relief money (\$20 million to provinces).**
- **put people to work**
- **adopted a plan in 1939 for arsenal of democracy to help put people back to work**
- **Ultimately, the production of goods and weapons ended the Depression for Canadians.**

*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.*

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

2. Explain how intolerance has been an issue in Canada since 1914. (12 marks)

### **Canadian Intolerance**

#### **Immigration Policies**

- preferences to English and Americans
- **1922: Canada-Japan Agreement restricted Japanese immigration to 150 labourers and servants a year.**
- **1923: Chinese Exclusion Act**

#### **Aboriginal Rights**

- Not classified as “persons” under the law (1929).
- government assimilation policies — residential schools, Potlatch banned
- **R v. Lavell**
- self-government
- not given right to vote until 1960

#### **World War One, World War Two, Cold War**

- anti-Semitism — many professions closed to recent immigrants; St. Louis incident
- **Canadians of Japanese, Italian, Russian, German and Austro-Hungarian descent forced to carry identity cards and report to registration offices. In some cases, forceful confinement in work camps, loss of possessions and deportation were also used against Canadian citizens.**
- conscription issues: conscientious objectors
- **Originally, Aboriginal people, African and Japanese Canadians were not permitted in the Canadian Forces; few promoted within ranks.**
- War Measures Act and loss of civil liberties
- Those suspected of being Communists had freedoms taken away; Padlock Law.

#### **African-Canadians**

- Nova Scotia’s Education Act of 1918–1954 — racial segregation in schools
- **1921: Superior Court of Quebec ruled in favour of segregating Montreal theatres.**
- **1929: World Baptist Convention denied hotel rooms.**

#### **Women’s Rights**

- Not classified as “persons” under the law (1929).
- lack of gender equity in the workplace

## **Depression**

- **immigrants competed with non-immigrants for jobs**
- **some believed women contributed to lack of jobs**
- **Aboriginal families given only \$5.00 per month**
- **in 1931, federal government stops all immigration into Canada to protect jobs**

## **Religious Issues**

- **anti-Semitism**

## **Labour Issues**

- **Winnipeg General Strike**

## **Canadian Tolerance**

- **Constitution guarantees fundamental freedoms (students can elaborate on freedoms).**
- **democratic rights**
- **Generally, our borders are open to selected immigration.**
- **1919: Brotherhood of Railway Workers accepts Black porters as members. The first union to abolish racial discrimination.**
- **1924: Edmonton City Council refused to support an attempt to ban African-Canadians from public parks and swimming pools.**
- **righting our wrongs: land claims, residential schools, Japanese internment, Potlatch, White Paper, etc.**
- **1962: new regulations removed most limits in immigration along racial lines.**
- **1967: legislation made Canada's immigration policy officially "colour-blind."**
- **1971: Trudeau's official policy of multiculturalism**
- **First Nations achieved elements of self-government.**
- **1982: Canadian Charter of Rights and Freedoms**
- **Meech Lake Accord not recognizing First Nations as a Distinct Society**

## 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.

### 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**