

Social Studies 11
August 2006 — Form A
Provincial Examination — Answer Key

Cognitive Processes

K = Knowledge
U = Understanding
H = Higher Mental Processes

Weightings

30 %
40 %
30 %

Question Types

43 = Multiple Choice (MC)
12 = Matching (MT)
0 = True and False (TF)
2 = Written Response (WR)

Topics*

1. Skills and Processes: Essay
2. Politics and Government
3. Autonomy and International Involvement
4. Society and Identity
5. Human Geography

Prescribed Learning Outcomes (PLOs)

A–E
B
C
D
E

Weightings

30 %
15 %
15 %
25 %
15 %

Question Number	Keyed Response	Cognitive Process	Mark	Topic	PLO	Question Type
1.	B	K	1	2	B1	MT
2.	C	K	1	2	B1	MT
3.	F	K	1	2	B1	MT
4.	A	K	1	2	B1	MT
5.	B	K	1	2	B2	MC
6.	B	U	1	2	B2	MC
7.	D	U	1	2	B2	MC
8.	C	U	1	2	B3	MC
9.	A	U	1	2	B3	MC
10.	B	K	1	2	B3	MC
11.	C	K	1	2	B4	MC
12.	C	U	1	2	B4	MC
13.	B	U	1	3	C2	MC
14.	C	U	1	3	C2	MC
15.	C	U	1	3	C2	MC
16.	A	K	1	4	D3	MC
17.	A	U	1	4	D2	MC
18.	C	U	1	3	C1	MC
19.	A	K	1	4	D2	MC
20.	C	U	1	4	D2	MC
21.	A	U	1	3	C3	MC
22.	B	U	1	3	C3	MC
23.	B	U	1	3	C3	MC
24.	A	K	1	4	D4	MC

Question Number	Keyed Response	Cognitive Process	Mark	Topic	PLO	Question Type
25.	F	K	1	3	C3	MT
26.	B	K	1	3	C3	MT
27.	A	K	1	3	C3	MT
28.	E	K	1	3	C3	MT
29.	A	K	1	3	C3	MC
30.	C	U	1	3	C4	MC
31.	A	U	1	3	C4	MC
32.	A	U	1	4	D6	MC
33.	D	K	1	3	C4	MC
34.	A	U	1	4	D1	MC
35.	C	K	1	4	D3	MT
36.	E	K	1	4	D3	MT
37.	A	K	1	4	D3	MT
38.	D	K	1	4	D3	MT
39.	B	U	1	4	D4	MC
40.	B	U	1	4	D4	MC
41.	A	K	1	4	D4	MC
42.	B	U	1	4	D4	MC
43.	B	U	1	4	D5	MC
44.	B	K	1	5	E1	MC
45.	C	U	1	5	E1	MC
46.	C	U	1	5	E1	MC
47.	B	U	1	5	E2	MC
48.	C	U	1	5	E2	MC
49.	D	U	1	5	E1	MC
50.	B	K	1	5	E2	MC
51.	C	U	1	5	E2	MC
52.	C	U	1	5	E2	MC
53.	D	K	1	5	E3	MC
54.	C	U	1	5	E3	MC
55.	C	K	1	5	E3	MC

Social Studies 11
August 2006 — Form A
 Provincial Examination — Written-Response Key / Scoring Guide

Cognitive Processes	Weightings	Question Types
K = Knowledge	30 %	43 = Multiple Choice (MC)
U = Understanding	40 %	12 = Matching (MT)
H = Higher Mental Processes	30 %	0 = True and False (TF)
		2 = Written Response (WR)

Topics*	Prescribed Learning Outcomes (PLOs)	Weightings
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	C4	WR
2.	–	H	12	1	D1	WR

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.

Use the following information to answer question 1.

United Nations Mandate

- to keep world peace and prevent the outbreak of new wars
- to encourage friendly relations among nations
- to abolish disease and famine
- to protect human rights

1. To what extent has the United Nations been successful in fulfilling its mandate?
Your answer should consider both the successes and the failures of the United Nations. **(12 marks)**

Has Been Successful:

- **almost all nations are members**
- **General Assembly meets regularly to discuss matters before they get out of hand**
- **each state has one vote to ensure fairness**
- **majority votes are needed to obtain consensus**
- **has prevented wars in many situations; no major world wars since World War Two**
- **many nations participate in global policing / wars; avoids polarization**
- **have furthered peacekeeping in the following:**
 - Egypt**
 - Cyprus**
 - Rwanda**
 - Lebanon**
 - Former Yugoslavia**
 - Somalia**
 - El Salvador**
 - Afghanistan**
- **Security Council rotates the ten non-permanent seats to middle-power nations, ensuring everyone plays a greater moderate role**
- **UNESCO**
- **UNICEF**
- **greater access to clean water**
- **near eradication of some diseases**
- **has pressured governments to conform to modify human rights (e.g., economic sanctions)**
- **promotion of women's rights**
- **emergency relief**

Has Not Been Successful:

- **resolutions are recommendations only; they have no enforcement power**
- **United Nations cannot force any nation to do anything; it can only ask and advise**
- **it has no permanent armed force of its own**
- **Security Council is too powerful; not a real democracy**
- **Security Council has the right to veto**
- **every permanent nation has used their veto power at least once**
- **permanent nations are outdated; do not reflect the status quo of today**
- **United Nations has not been able to stop certain wars or deal with international terrorism:**
 - Afghanistan**
 - Israel/Palestine**
 - Iraq**
 - Somalia**
 - Former Yugoslavia**
 - Rwanda**
- **United Nations cannot intervene in a nation's domestic problems**
- **many nations cannot or will not support the United Nations financially so many of the programs cannot work**
- **nations can leave the United Nations if they do not like what is happening**
- **economic sanctions cause further problems (e.g., Iraq)**
- **failure of Africa 2000 Program**

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.

Use the following statement to answer question 2.

Canada has created a welfare state that benefits every man, woman and child from cradle to grave.

2. Evaluate this statement using examples from the period 1914 to the year 2000. Your answer should consider both sides of the statement. **(12 marks)**

Has Benefitted:

Post World War One

- **1927: Provisions for Old Age Pensions for returning veterans**
- **1930s: The CCF promotes improved health and social services; relief camps; job creation**
- **1940: UIC: Worker and Employer contribute to program**
- **1944: Family Allowance – “baby bonus” cheques**

Post World War Two

- **1947: Saskatchewan established Canada’s first universal health plan**
- **1948: National health grants to provinces**
- **1951: Old Age Security Act**
- **1951: (for Ontario): Female Employee Fair Remuneration Act: equal pay legislation**
- **1951: Blind Persons Act**
- **1956: Federal government passes pay equity legislation for female workers.**
- **1956: Unemployment Assistance Act**
- **Hospital Insurance and Diagnostic Services Act: federal government covers half the cost of provincial hospital insurance plans**
- **1959: Disabled Persons Status of Women (by Florence Bird) to ensure women equal opportunities in all aspects of society**
- **1964: Family Allowance cheques**
- **1965: Canada and Quebec Pension Plans**
- **1966: Medical Care Act: Federal and provincial governments share costs from doctors and hospitals**
- **1967: Guaranteed Income Supplement Plan**
- **Privy Council Order 1003: gave workers right to bargain collectively; present grievances**

Has Not Benefitted:

- **costs of social services escalated (some have become user pay)**
- **some elderly live below poverty line**
- **cost-cutting by government has reduced services to mentally ill**
- **long wait lists for medical care**
- **distribution of money to on-reserve Aboriginals not always adequate**
- **child care centres**
- **inadequate pensions for returning veterans**
- **merchant sailors from World War Two denied benefits**
- **conditions on reserves for Aboriginals**

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