

Social Studies 11
2008/09 Release Exam
 Provincial Examination — Answer Key

Cognitive Processes

K = Knowledge
U = Understanding
H = Higher Mental Processes

Weightings

30%
 40%
 30%

Question Types

55 = Multiple Choice (MC)
0 = 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	U	1	2	B1	MC
2.	D	U	1	2	B1	MC
3.	A	K	1	2	B3	MC
4.	A	U	1	2	B2	MC
5.	A	K	1	2	B2	MC
6.	C	U	1	2	B2	MC
7.	D	U	1	2	B3	MC
8.	C	U	1	2	B3	MC
9.	B	K	1	2	B3	MC
10.	B	U	1	2	B4	MC
11.	C	U	1	2	B4	MC
12.	A	K	1	2	B4	MC
13.	A	U	1	3	C2	MC
14.	B	K	1	3	C2	MC
15.	A	U	1	3	C2	MC
16.	B	K	1	3	C1	MC
17.	A	K	1	4	D2	MC
18.	D	U	1	4	D5	MC
19.	D	K	1	4	D2	MC
20.	B	K	1	4	D3	MC
21.	A	U	1	3	C1	MC
22.	D	U	1	4	D2	MC
23.	B	U	1	4	D2	MC

Question Number	Keyed Response	Cognitive Process	Mark	Topic	PLO	Question Type
24.	B	U	1	4	D2	MC
25.	C	K	1	4	D4	MC
26.	A	K	1	4	D2	MC
27.	C	K	1	3	C3	MC
28.	B	U	1	3	C3	MC
29.	B	U	1	3	C3	MC
30.	B	U	1	3	C3	MC
31.	B	U	1	3	C4	MC
32.	A	K	1	3	C4	MC
33.	D	U	1	3	C4	MC
34.	B	K	1	4	D6	MC
35.	D	U	1	4	D6	MC
36.	D	U	1	4	D6	MC
37.	A	U	1	4	D1	MC
38.	C	K	1	4	D4	MC
39.	D	K	1	4	D4	MC
40.	D	K	1	4	D4	MC
41.	C	U	1	4	D4	MC
42.	A	K	1	4	D1	MC
43.	D	U	1	3	C4	MC
44.	A	U	1	5	E1	MC
45.	D	U	1	5	E1	MC
46.	C	U	1	5	E1	MC
47.	B	K	1	5	E1	MC
48.	C	U	1	5	E1	MC
49.	D	U	1	5	E2	MC
50.	A	K	1	5	E2	MC
51.	D	U	1	5	E2	MC
52.	A	K	1	5	E2	MC
53.	B	U	1	5	E3	MC
54.	D	K	1	5	E3	MC
55.	B	U	1	5	E3	MC

Question Number	Keyed Response	Cognitive Process	Mark	Topic	PLO	Question Type
1.	–	H	12	1	C1	WR
2.	–	H	12	1	E3	WR

Social Studies 11
2008/09 Release Exam

Provincial Examination — List of Possible Responses

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. Describe the steps that led to Canada achieving autonomy from Britain.

Use examples from the period 1914 to 2000. (15%)

- 1915** Canada insisted on “Canadian only” units to fight.
- 1917** Vimy Ridge — victory gives Canada a greater sense of nationhood and a feeling of independence from Britain.
- 1917** Canada takes seat on Imperial War Cabinet.
- 1919** Paris Peace Conference — PM Borden demands and receives an independent seat for Canada based on its contribution during World War One.
- 1919** Canada signs peace treaty as a separate nation.
- 1919** Canada joins League of Nations separately from Britain.
- 1922** Chanak Affair — Britain asks Canada to send troops to Turkey. PM King says only Canadian Parliament can make such a decision.
- 1923** Imperial Conference — Prime Minister King argues that British Dominions should take over own foreign affairs
- 1923** Halibut Treaty — Canada signs treaty with the US without the knowledge or approval of Britain. Result: Canada obtains right to sign foreign treaties on its own.
- 1926** King-Byng Crisis — Byng refuses PM King’s request to dissolve Parliament. This leads King to push for greater independence from Britain.
- 1926** Balfour Report — Canada declared by Britain to be self-governing, independent, and equal in status to Britain.
Governor General is now representative of the Crown in Canada with no direct link to British government.
- 1927–28** Canada opens its first embassies in the US, France and Japan.
- 1931** Statute of Westminster — Gives Canada full independence from Britain in terms of law-making powers (ability to amend constitution remains with Britain until 1982).
- 1939** Canada waits one week after Britain declares war on Germany to do the same (after approval of Canadian Parliament).
- 1947** Canadian Citizenship Act passed, giving Canadians citizenship of Canada, not just subjects of Britain.
- 1949** Newfoundland joins confederation; Canada stretches from “sea to sea.”
- 1949** Supreme Court of Canada established as the highest court of appeal for Canadians rather than the Judicial Committee of the Privy Council.
- 1956** Suez Crisis — Canada opposes policy of Britain towards Egypt.
- 1965** Canadian flag created.
- 1982** Constitution Act, 1982 — Canadian constitution is patriated. Canada receives right to amend constitution independent of Britain.

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. Explain the challenges facing Canadians as they attempt to reduce the impacts of global warming. (15%)

Economic / Environmental

- The cost of switching to a “greener” lifestyle is often considerable (e.g., buying newer vehicles [hybrids, etc.], installing more energy-efficient appliances, furnaces, insulation, etc.).
- For industry to change to “greener” initiatives, there are often very high costs which may need to be passed onto consumers (e.g., prices for alternative energy cars).
- Until demand increases and production becomes higher, prices for technology (such as hydrogen fuel cells) are prohibitive.
- The economy is geared primarily toward fossil fuels and other such existing systems. Therefore, it is easier to maintain the status quo in areas such as energy production and distribution.
- Green initiatives are usually undertaken at the expense of other government spending; taxpayers may not be willing to do this if programs such as healthcare and education are affected.
- Most of our transportation infrastructure is powered by fossil fuels (aircraft, rail, commercial trucks) and would be extremely difficult to change over to alternative forms of energy. We rely on such infrastructure for both business and pleasure; therefore, for the foreseeable future, there is little likelihood of quick change.
- High cost of dealing with local issues that become more severe, such as Mountain Pine Beetle.

Political

- Fossil fuel production is a major employer in Canada, particularly in the West. Therefore, politicians may be reluctant to institute policies that will reduce profits, tax revenues and cut jobs. This is particularly problematic in the oil sands of Alberta which contribute a significant amount of CO₂.
- Environmental programs such as recycling are not readily available in many Canadian communities, particularly in smaller centres.
- The pace of change by governments is often slower than that demanded by citizens.
- Even though demand for change may be strong in Canada, this demand needs to be matched by all other areas of the world, particularly industrialized or industrializing countries. The problem cannot be solved by one country in isolation; it is a global problem.
- Reluctance to interfere with the status quo means alternative energy research and marketing do not receive significant government funding.
- Effective lobbying in support of industries dependent on fossil fuels.

Social

- Media and other pressure to change.
- Generational issues; hard to change old habits; young people demanding change.

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, as directed by the command term, is clearly stated.
- Superior recall of factual content; organized in a thoughtful 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, as directed by the command term, is clearly stated.
- Proficient recall of factual content; organized in a thoughtful 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, as directed by the command term, is adequate.
- Competent recall of factual content; generally organized in a clear 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, as directed by the command term, is adequate.
- 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 insufficient.
- Limited 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 absent.
- 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.