

BC First Nations Studies 12

January 2005 Form A

ANSWER KEY / SCORING GUIDE

Part A: 66 selected-response questions

Part B: 2 written-response questions

Selected-Response

Q	K	C	S	PLO	Q	K	C	S	PLO
1.	A	U	1	B1, 4	28.	D	K	1	D2
2.	D	K	1	B1	29.	A	K	1	D3
3.	D	U	1	B1	30.	C	U	1	D3
4.	D	K	1	B2	31.	C	U	1	D3
5.	A	K	1	B4	32.	C	U	1	E1
6.	B	K	1	B4	33.	B	U	1	E1
7.	D	K	1	C1	34.	D	U	1	E2
8.	D	K	1	C1	35.	C	U	1	E3
9.	C	U	1	C2	36.	C	K	1	E3
10.	C	U	1	C2	37.	C	U	1	E4
11.	B	K	1	C2	38.	D	K	1	E4
12.	A	K	1	C2	39.	A	K	1	E4
13.	A	K	1	C2	40.	B	K	1	E4
14.	B	K	1	C2	41.	C	K	1	E4
15.	A	K	1	C2	42.	C	K	1	H1
16.	D	U	1	C3	43.	A	K	1	H1; I1
17.	A	K	1	C4	44.	C	U	1	H1
18.	C	U	1	C3	45.	B	K	1	H3
19.	A	U	1	D1	46.	B	K	1	H4
20.	B	K	1	D1	47.	A	U	1	H5
21.	B	U	1	D2	48.	D	K	1	H5; I1
22.	D	U	1	D2	49.	D	K	1	I1
23.	A	U	1	D3	50.	B	U	1	I1
24.	B	U	1	D3	51.	C	U	1	I2
25.	C	K	1	D4	52.	D	U	1	I2
26.	E	K	1	D3	53.	B	K	1	I3
27.	F	K	1	D3	54.	A	K	1	I3

Q	K	C	S	PLO	Q	K	C	S	PLO
55.	C	U	1	I4	61.	A	U	1	F5
56.	B	U	1	I6	62.	C	U	1	F5
57.	D	U	1	F1	63.	A	U	1	F5
58.	D	K	1	F1	64.	C	U	1	F5
59.	D	U	1	F2	65.	A	K	1	G3
60.	C	K	1	F2	66.	A	U	1	G3

Selected-Response = 66 marks

Written-Response

Q	C	S	PLO
1.	H	12	D3; E3; I2, 3; H3, 1
2.	H	12	E3, 4, 5; H1, 2, 5; I1, 2, 3

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

PART B: WRITTEN-RESPONSE

Value: 24 marks

Suggested Time: 70 minutes

INSTRUCTIONS: Answer each question in the space provided in the **Written-Response Booklet**.
No work written in this examination booklet will be marked.

- You may choose to use the information provided to help you answer the questions.
- Your response should be written in paragraph form and include an introduction and a conclusion.

1. Analyze the response of First Nations communities to government assimilation practices.

(12 marks)

I want to get rid of the Indian problem. Our objective is to continue until there is not a single Indian in Canada that has not been absorbed...and there is no Indian question, and no Indian Department.

Duncan Campbell Scott,
Deputy Superintendent General of Indian Affairs

Aboriginal people are not without hope, for we are strong peoples. We have overcome seemingly insurmountable obstacles in our long and painful histories, because our creator has given us the tools necessary for our survival. We must not be shy to use them. We must no longer feel the shame and fear that our grandmothers and grandfathers felt about what we are and where we have come from. We must look to ourselves for our own guarantees, for we are the only ones who we can trust to ensure that our needs are met.

Judge Murray Sinclair,
First Nations Judge, 1980s

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.

Some responses may include:

- **There are First Nations in Canada who are trying to keep alive the traditional lifestyles that include hunting and fishing.**
- **A renewed interest in traditional culture has led to:
a revival of traditional ceremonies
a resurgence of learning native languages in the schools and other community organizations
the repatriation of lost or stolen artifacts from museums or art dealers
certain native languages are not endangered and are spoken daily as a primary language; i.e., Cree.**
- **First Nations leaders are more prominent in getting their message out to the media and in lobbying governments to respond to First Nations issues. Organizations such as the Assembly of First Nations or the Union of B.C. Indian Chiefs work on behalf of the return to traditional ways of life and self-government.**
- **Allied Tribes of BC was formed to address the cut-off lands.**
- **The Union of BC Indian Chiefs was formed in response to *The White Paper* introduced by Chretien and Trudeau in 1969 and intended to end the acknowledged status of First Nations people.**
- **There are more examples of judges using traditional First Nations methods of justice suggest healing circles or restorative justice rather than European-based punishments.**
- **There has been an increase in adapting First Nations curriculum to the school system in order to increase success without sacrificing cultural identity.**
- **New treaty processes like the Nisga'a Treaty recognize the need to allow aboriginal culture and self-government to be the basis of a new relationship between First Nations and the rest of Canada.**
- **First Nations population continues a trend of growth as they have the highest birth rates in Canada.**
- **There are more options for First Nations to learn about their culture or take courses that focus on native issues or major in native leadership in universities.**
- ***The Indian Act* prohibited cultural traditions and was aggressively enforced when participants in the Cranmer Potlatch were prosecuted. The First Nations continued to practice the potlatch underground.**
- **Artifacts and items seized by police and anthropologists are sold to museums all over the world. Today many First Nations have asked for their artifacts and remains to be returned or repatriated to their communities.**
- ***The Indian Act* gave authority to the government to remove children from their families and send them to residential schools. Many families hid their children and refused to give them up. Many children ran away from the schools, or continued to practice their culture and speak their language secretly.**

- **Currently First Nations have undertaken legal action against the government for abuse endured at residential schools.**
- ***Indian Control of Indian Education* was the paper commissioned by the National Indian Brotherhood to end the assimilation practices of education systems and implement systems such as band schools that more closely reflected traditional values including the restoration of languages.**
- ***The Fisheries Act* prohibited traditional fishing practices but when the Constitution entrenched existing Aboriginal rights the *Sparrow* case restored fishing rights as a priority over other groups.**
- **Aboriginal veterans provided leadership after military service.**
- **Reclaiming of traditional artifacts and repatriation of ancestors.**
- **Organized activism in the form of political protests, boycotts and roadblocks.**
- **Oka**

Other responses are possible. Markers should take into consideration current events and local examples.

Use the following statement to answer question 2.

First Nations in the Province of British Columbia without exception have Aboriginal title and they don't have to go to court to prove it. That's social justice.

Grand Chief Ed John

2. Discuss why the recognition of Aboriginal title is a priority for First Nations.

(12 marks)

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.

Some responses may include:

- **For self-government to be achieved the First Nations need to have control over land and resources. This cannot be achieved unless Aboriginal title is recognized.**
- **First Nations have organized politically to achieve recognition of Aboriginal title which is the right to land and resources.**
- **Many First Nations people suffer the effects of poverty. A restoration of control over land and resources may improve their situation.**
- **The First Nations population is increasing and they will need to benefits from the resources of Canada like the rest of the population does.**
- **Many First Nations feel they have the right to exercise control over what their land is used for i.e., waste dumps, railroads, clearcutting.**
- **Restoration of control of land and resources so First Nations benefit.**
 - lead to increased economic opportunities such as benefits from resources, employment and development opportunities.**
 - increased partnerships between companies and First Nations.**
- **Students may use examples of Calder and Delgamuukw to support their point of view.**
- **Calder case recognized that Aboriginal title had never been extinguished.**
- **Delgamuukw affirmed that Aboriginal title exists and gave rights to choose how their lands will be used.**
- **Traditional governance models can be restored**
 - Native Government**
 - Public Government**
 - Community of interest model**
- **Royal Proclamation of 1763 recognized the existence of Aboriginal title.**
- **Treaties are a recognition of community survival, sustainability of resources and stewardship.**

Other responses are possible. Markers should take into consideration current events and local examples.

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

- 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