

BC First Nations Studies 12
June 2006 — Form A
 Provincial Examination — Answer Key

Cognitive Processes

K = Knowledge
U = Understanding
H = Higher Mental Processes

Question Types

42 = Multiple Choice (MC)
8 = Matching (MT)
5 = True-and-False (TF)
2 = Written Response (WR)

Topics	Prescribed Learning Outcomes (PLOs)	Weightings
1. Skills and Processes: Essay	A–G	30 %
2. Land and Relationships I and II	B, C	22 %
3. Contact, Colonialism and Resistance I and II	D, E	22 %
4. Leadership and Self-determination I and II	H, I	15 %
5. Cultural Expressions I and II	F, G	11 %

Question Number	Keyed Response	Cognitive Process	Mark	Topic	PLO	Question Type
1.	A	K	1	2	B2	MC
2.	D	U	1	2	B1	MC
3.	B	K	1	2	B1	MC
4.	B	U	1	2	B1	MT
5.	C	U	1	2	B1	MT
6.	D	U	1	2	B1	MT
7.	A	U	1	2	B1	MT
8.	D	U	1	2	B4	MC
9.	A	U	1	2	B2	MC
10.	B	K	1	2	C1	TF
11.	A	K	1	2	C1	TF
12.	B	K	1	2	C1	TF
13.	A	K	1	2	C1	TF
14.	B	K	1	2	C1	TF
15.	C	U	1	2	C1	MC
16.	B	U	1	2	C3, 4	MC
17.	A	U	1	2	C4	MC
18.	C	U	1	2	C4	MC
19.	B	U	1	3	D1	MC
20.	C	K	1	3	D2	MC
21.	B	K	1	3	D2	MC
22.	C	U	1	3	D3	MC
23.	C	U	1	3	D3	MC
24.	C	U	1	3	D3, I1	MC

Question Number	Keyed Response	Cognitive Process	Mark	Topic	PLO	Question Type
25.	A	K	1	3	D3	MC
26.	D	U	1	3	D4	MC
27.	D	K	1	3	D4	MC
28.	C	U	1	3	E1	MC
29.	C	U	1	3	E1	MC
30.	B	U	1	3	E2	MC
31.	A	U	1	3	E3	MC
32.	B	U	1	3	E3	MC
33.	D	K	1	3	E3	MC
34.	A	U	1	3	E4	MC
35.	D	K	1	3	E4	MC
36.	C	U	1	3	E1	MC
37.	D	U	1	4	H1	MC
38.	C	K	1	4	H2	MC
39.	D	U	1	4	H3	MC
40.	D	K	1	4	H5	MT
41.	F	K	1	4	H5	MT
42.	B	K	1	4	H5	MT
43.	A	K	1	4	H5	MT
44.	C	U	1	4	I3	MC
45.	D	U	1	4	I2	MC
46.	A	K	1	4	I4	MC
47.	A	U	1	4	I1	MC
48.	C	K	1	5	F1	MC
49.	D	U	1	5	F1	MC
50.	B	U	1	5	F4	MC
51.	C	U	1	5	F5	MC
52.	C	K	1	5	F4	MC
53.	A	U	1	5	F5	MC
54.	B	K	1	5	G3	MC
55.	C	K	1	5	G3	MC

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Provincial Examination — Written-Response Key / Scoring Guide

Cognitive Processes

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

Question Types

- 42** = Multiple Choice (MC)
- 8** = Matching (MT)
- 5** = True-and-False (TF)
- 2** = Written Response (WR)

Topics

1. Skills and Processes: Essay
2. Land and Relationships I and II
3. Contact, Colonialism and Resistance I and II
4. Leadership and Self-determination I and II
5. Cultural Expressions I and II

Prescribed Learning Outcomes (PLOs)

- A–G
- B, C
- D, E
- H, I
- F, G

Weightings

- 30 %
- 22 %
- 22 %
- 15 %
- 11 %

Question Number	Keyed Response	Cognitive Process	Mark	Topic	PLO	Question Type
1.	–	H	12	1	F4	WR
2.	–	H	12	1	D3; E5; H1,2; I1,5	WR

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June 2006

- 1. Explain how First Nations have passed on knowledge, traditions and culture over time. Support your answer using specific examples. (12 marks)**

Note to markers: Other responses are possible. Teachers should take into consideration current events and local or personal examples.

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 possible answers may include:

- **Oral history explains the origins of the people and their spiritual relationship to the land, including the responsibility of stewardship to the land and resources. Governing systems that were developed ensured stewardship was maintained from generation to generation.**
- **Holistic education, children learned by observation and practice. The entire community was responsible for educating children. Children learned from “hands-on” experience. Special ceremonies and rites marked the transition from adolescence into adulthood. Children learned much about the land and resources by experience as they traveled with their families between seasonal camps.**
- **First Nations knowledge is passed from generation to generation by stories, narratives, songs, dances and ceremonies. (students can identify specific ceremonies)**
- **Potlatches**
- **Pictographs**
- **Many stories are now written down; i.e., recorded.**
- **Contemporary artists blend the past and the present to create art pieces that preserve the stories.**
- **Poets, artists, writers, musicians, actors**
- **Elders**
- **First Nations schools**
- **Cultural teachers and resources in schools**
- **Traditional camps**
- **Ecotourism, cultural museums, Aboriginal Peoples Television Network, TV shows, traditional games, BC Aboriginal Games, role models**

- 2. Explain the impact of the fur trade on BC First Nations. Support your answer using specific examples. (12 marks)**

Note to markers: Other responses are possible. Teachers should take into consideration current events and local or personal examples.

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 possible answers may include:

HBC

- **First Nations went to the fur trading forts to trade goods**
- **Trade items were useful items that benefited the peoples – examples include iron, blankets, rifles, knives, cooking utensils, etc.**

NWC

- **went inland to trade with the First Nations**
- **married into First Nations families, established trading partnerships based on trade**
- **trade items included “fire water”, “rot-gut” whiskey, alcohol, rifles, knives, iron and other household items.**
- **The fur trade slowly created a dependency for First Nations people on the fur trading forts and their people.**
- **First Nations people relied on the fur trading forts for food and resources. For example, First Nations people went to the forts for food and handouts; they got away from the traditional style of living – how to hunt and fish.**
- **First Nations people neglected to provide food for families and stopped preserving the food for the winter months.**

Economy changed.

- 1. The fur trade brought in a market economy that places a dollar value on goods. Traditionally, First Nations economy was based on a barter system and none or very little money was exchanged. Wealth was based on holding potlatches. Traditional economy was based on hunting, fishing, food-gathering and trading between tribes.**
- 2. Europeans now introduced a monetary system based on a dollar value placed on extracted natural resources, but they processed these goods which led to exchange of money between countries for goods. For example, wood: built cabinets and ships; gold: gold rushes; iron ore: farm tools; timber: railroad ties; wheat: flour, etc. Goods were valued in dollars and most items had a fixed amount attached to them. This changed the way First Nations had to conduct business; therefore, it changed their lifestyle.**
- 3. Service industries – working in factories producing goods from the extraction and processing of resources. As a result, First Nations were forced to enter a capitalist society that based wealth on personal goods and possessions.**

The Impact on Aboriginal Women:

Wives and Mothers

- **marriages were alliances between high ranking families and the officers of a trading post which strengthened relationships and benefited the forts economically and politically.**
- **women often sacrificed the traditional bonds with their culture and risked much as they entered the world of the Europeans.**
- **provided companionship and a family environment**
- **some were able to bridge two cultures and share skills and knowledge**
- **children of Aboriginal women and fur trade employees brought their own distinctive Métis language and culture.**

Work

- **often women were left to provide for their families on their own while the men were away for extended periods of time.**
- **provided food: caught and preserved fish, snared small animals, grew vegetables**
- **provided clothing: prepared and provided tanned hides for clothing, produced and repaired clothing and essential footwear (moccasins and snowshoes)**
- **provided transportation: collected canoe-birch supplies, fixed and mended canoes**
- **other: worked as interpreters, guides and intermediaries**

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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