

Social Studies 11  
**2011–2012 Sample Exam — Form A**  
 Provincial Examination — Answer Key

**Cognitive Processes**

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

**Weightings**

20%  
 50%  
 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%  
 21%  
 19%  
 15%

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

Question Number	Keyed Response	Cognitive Process	Mark	Topic	PLO	Question Type
24.	B	U	1	4	D2	MC
25.	D	U	1	3	C3	MC
26.	D	K	1	3	C3	MC
27.	C	K	1	3	C3	MC
28.	C	U	1	3	C3	MC
29.	C	U	1	3	C3	MC
30.	C	K	1	3	C4	MC
31.	A	K	1	3	C4	MC
32.	C	U	1	4	D4	MC
33.	D	K	1	3	C4	MC
34.	D	K	1	4	D6	MC
35.	C	K	1	4	D6	MC
36.	B	U	1	4	D1	MC
37.	D	U	1	4	D1	MC
38.	D	U	1	4	D4	MC
39.	A	K	1	4	D4	MC
40.	B	U	1	4	D1	MC
41.	B	U	1	3	C4	MC
42.	C	U	1	3	C4	MC
43.	C	U	1	4	D5	MC
44.	D	U	1	5	E1	MC
45.	A	U	1	5	E1	MC
46.	D	U	1	5	E1	MC
47.	C	U	1	5	E1	MC
48.	A	K	1	5	E2	MC
49.	C	K	1	5	E2	MC
50.	C	U	1	5	E2	MC
51.	B	U	1	5	E2	MC
52.	A	K	1	5	E2	MC
53.	A	U	1	5	E3	MC
54.	A	U	1	5	E3	MC
55.	B	K	1	5	E3	MC

Question Number	Keyed Response	Cognitive Process	Mark	Topic	PLO	Question Type
1.	–	H	12	1	E1	WR
2.	–	H	12	1	E1, E2	WR

Social Studies 11  
2011–2012 Sample 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. Explain how Canada’s identity has been shaped as a result of its involvement in international affairs from 1914 to 2000. (15%)**

**World War One**

- gained political independence from Britain
- proved to be valiant fighters; well respected amongst other nations
- Canada developed a voice in the Imperial Cabinet
- militarily, Canada proved to be creative and respected
- as a result of the war, Canada became more confident about its nationhood and it set the tone for greater international involvement in the interwar period

**League of Nations**

- founding member of the League
- signed as an independent nation
- received its own seat
- joined International Labour Organization
- as a result, Canada developed a reputation as being a sound, rational and internationally socially conscious nation

**Chanak Affair**

- demonstrated that Canada would not be at the beck and call of Britain
- set precedent for entry into World War Two
- as a result, Canada has autonomy in declaration and involvements in war

**Halibut Treaty**

- first independent treaty Canada signed
- establishes path to economic independence of Canada
- as a result, Canada is able to determine the terms of its treaties

**Imperial Conference, 1926**

- established Canadian embassies

## **World War Two**

- **joined up on our terms**
- **symbolic assertion of Canada's sovereignty**
- **valiant fighters**
- **supported war effort**
- **showed national commitment to stopping aggressive nations**
- **as a result of the war, Canada became recognized as a moderate, middle power: nationhood was fully established and it set the tone for Canada's mediator role in the post-war world**

## **United Nations**

- **involved in creation**
- **has received seat on Security Council many times**
- **demonstrated full commitment to its policies**
- **developed a precedent for dealing with human rights**
- **as a result, Canada is well respected internationally amongst member nations**
- **Canada takes on role as peacekeeper**

## **NATO**

- **largely responsible for creating NATO**
- **chose to be a non-nuclear nation and as a result has adopted a middle-power strategy**
- **has been forced into various situations due to NATO policies = difficult**

## **NORAD**

- **by allying with the United States, Canada has become viewed as being in the back pocket of the United States**
- **proved to be problematic when U.S. foreign policy is at odds with Canada's**

## **Korean War**

- **proved role as a middle power**
- **valiant fighters**

## **Suez Crisis**

- **proved that Canada can mediate internationally**
- **Pearson seen internationally as a mediator**

## **La Francophonie**

- **showed that Canada is a bilingual nation interested in helping other nations**
- **entrenched bilingual aspects of identity**
- **contributions within British Commonwealth of Nations**

### **Foreign Relations**

- **recognition of China**
- **trading with communist regimes such as China and Cuba**

### **CIDA**

- **compassionate helping nation**

### **Iran Hostage Crisis**

- **Canada provided sanctuary to American citizens**

### **Free Trade Agreement**

- **tied Canada strongly to the United States**
- **been detrimental to developing economic ties with other nations**

### **First Gulf War**

- **troop involvement through the United Nations**

### **Somalia**

- **cast shadow upon Canada's military forces**
- **tarnished its international image**

### **Bosnia-Herzegovina and Rwanda**

- **peacekeepers**

### **Ottawa Protocol**

- **ban landmines**

### **Montreal Accord and Kyoto Protocol**

- **commitment to protecting environment**

*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. Describe the negative impact of population growth on standards of living in the developing world. (15%)**

- rapid growth in the exploitation of natural resources — water, foods and minerals
- crowded housing
  - the speed of growth of cities is too fast for fledgling governments to manage effectively
- poor quality housing
- cost of land is prohibitively high; many migrants have to become squatters
- food availability is poor
- quality of food/agricultural production is marginal
- high population density presents enormous challenges to governments
  - cost of infrastructure is extreme and countries do not have the financial capacity to deal with rapid growth
  - services in poorer areas of cities are not available
  - people are marginalized
- extreme poverty
- disease spreads quickly due to lack of proper sanitation
- degradation of water quality
- education becomes less obtainable
- basic health care becomes less obtainable
  - no birth control or education about it
- environmental degradation occurs
- poor and powerless communities are often displaced to make way for new roads for further development and buildings for wealthier communities
- employment, traffic and transportation problems abound
- communications, crime, energy, waste disposal, atmospheric pollution and financial issues
- pollution controls are often absent or loosely enforced in order to seek fuller employment
- crime is often uncontrollable
- many children live alone or on the streets once parents die
  - turn to prostitution
  - lives of crime
  - begging, peddling, stealing

## 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

- Makes no attempt to address the topic or simply restates the question.

### No Response

- No response given.