

Social Studies 11
2007/08 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.	D	K	1	2	B1	MC
2.	B	U	1	2	B1	MC
3.	C	U	1	2	B1	MC
4.	B	K	1	2	B2	MC
5.	C	U	1	2	B2	MC
6.	C	U	1	2	B3	MC
7.	D	K	1	2	B3	MC
8.	C	U	1	2	B3	MC
9.	D	U	1	2	B3	MC
10.	A	K	1	2	B4	MC
11.	A	K	1	2	B4	MC
12.	A	U	1	2	B4	MC
13.	B	U	1	3	C2	MC
14.	C	U	1	3	C2	MC
15.	D	U	1	3	C2	MC
16.	B	K	1	4	D2	MC
17.	D	U	1	3	C1	MC
18.	D	U	1	3	C1	MC
19.	B	K	1	4	D3	MC
20.	D	U	1	4	D2	MC
21.	B	K	1	4	D2	MC
22.	D	U	1	4	D2	MC
23.	C	U	1	4	D2	MC

Question Number	Keyed Response	Cognitive Process	Mark	Topic	PLO	Question Type
24.	B	K	1	4	D2	MC
25.	D	K	1	4	D4	MC
26.	D	K	1	3	C3	MC
27.	C	U	1	3	C3	MC
28.	B	U	1	3	C3	MC
29.	B	K	1	3	C4	MC
30.	B	U	1	3	C4	MC
31.	D	U	1	4	D6	MC
32.	B	K	1	3	C4	MC
33.	A	U	1	4	D1	MC
34.	A	K	1	4	D6	MC
35.	C	K	1	4	D1	MC
36.	D	K	1	3	C4	MC
37.	A	K	1	4	D5	MC
38.	A	U	1	4	D4	MC
39.	D	K	1	4	D4	MC
40.	D	K	1	4	D4	MC
41.	B	U	1	4	D4	MC
42.	B	K	1	3	C1	MC
43.	C	K	1	4	D5	MC
44.	C	U	1	5	E1	MC
45.	C	U	1	5	E1	MC
46.	D	K	1	5	E1	MC
47.	A	U	1	5	E1	MC
48.	B	U	1	5	E1	MC
49.	C	U	1	5	E2	MC
50.	D	U	1	5	E2	MC
51.	D	U	1	5	E2	MC
52.	A	U	1	5	E2	MC
53.	D	K	1	5	E3	MC
54.	B	U	1	5	E3	MC
55.	A	U	1	5	E3	MC

Question Number	Keyed Response	Cognitive Process	Mark	Topic	PLO	Question Type
1.	–	H	12	1	C2, C3	WR
2.	–	H	12	1	E2	WR

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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.

Note to Markers: Teachers should note that some points can be viewed as negative, positive or both.

**1. Evaluate the impact of World War One on the Canadian home front.
Use examples from between 1914–1918. (15%)**

	Negative	Positive
World War One	<ul style="list-style-type: none"> • War Measures Act passed: civil liberties curtailed • conscription divides French / English: protesters killed • Halifax explosion kills / injures thousands; heavy property damage • protests over delayed \$2000.00 war bonuses • returning war amputees: hospitalization and retraining costs • loss of labour on farms and in industry • families left without fathers and sons — loss of income (over 66 000 Canadians dead) • profiteering by some employers / industrialists causes bitterness among civilians and soldiers • over 8500 enemy aliens put in labour camps • censorship introduced on enemy aliens' literature • labour unrest after the war • limited rationing begins • marriages and families postponed until after war • economic cost of war to country • social cost of war to country • prohibition did not sit well with some Canadians • income tax was not removed after war 	<ul style="list-style-type: none"> • adds to sense of Canadian identity: Vimy Ridge, Ypres • pride from war heroes: Billy Bishop, Wop May, Roy Brown • importance of women's role in society — have a part in workplace • vote granted to women • economy is stimulated by war production • Canadians raised funds for war effort, including those from ethnic minorities • war bonds help Canadians learn to save; and helps war effort • inspires a sense of nationhood in Canadians • Union Party formed to provide a united political front in fighting war • air aces gave way to bush pilots after war; some remote areas of Canada's north opened up • prohibition improved the social fabric of society

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 difficulties that developing nations experience as they try to break the poverty cycle. (15%)**

POLITICAL ISSUES

- **Underdeveloped economy**
- **Reliance on cash crops**
- **Subsistence farming**
- **No industrialization and mechanization**
- **Little to no money spent on infrastructure development**
- **Heavy debt load owed to foreign countries**
- **Lack of technology in farming or industries**
- **High aid dependency**
- **Little to no focus on grassroots aid**
- **Human rights violations**
- **Corrupt governments siphon off aid from donors**
- **Civil war**
 - **Takes priority over other spending issues**
- **Military regimes in government**
 - **Divert money to army instead of to poor**

ECONOMIC ISSUES

- **Government owes millions of dollars to international agencies and foreign governments for loans taken out for projects**
 - **High foreign debt load**
 - **Crushing debt**
- **Families in debt to government for loans**
- **Families live in dire poverty — where does one start to help them?**
- **Low incomes per capita mean that people cannot ever accumulate capital to move out of their social class**
- **Farmers don't own their land — pay rent to the government**
- **Crop failures or drought has devastating effects on the farmer since he still has to pay rent even though he has no income due to drought, etc.**
- **Best crop land is often used for cash crops**

- **Costs associated with creating an industrialized workforce and training them are astronomical**
- **Economic opportunities are limited for the general population**
- **Poor families cannot make enough money to repay the debts to government so they are in a constant cycle of greater accumulating debt**
- **Basic healthcare costs are too great for a developing country to bear**
- **The cost of administering the many programs that are needed to increase life expectancy are too great**
- **Rural poverty encourages intense urbanization**

SOCIAL ISSUES

- **Education or treatment for HIV/AIDS is needed to increase awareness and save lives → costs are high**
- **Hygiene and sanitation are also needed → \$\$**
- **Access to immunization and healthcare in general is difficult**
- **Religion often plays a strong role in the country → works at odds with newer technologies and medicines**
- **Poor diets lead to low workforce productivity → which leads to poor economic future**
- **access to safe, clean water is expensive**
- **Diseases spread rapidly**
- **Low literary rates → poor employment prospects**
- **Education is only available to men → costs are too great to educate all people within the country**
- **Women are not educated and are less valued in society**
- **Women marry young and have lots of children → high birth rates**
- **Women are not contributors to society, and are not able to vote**
- **Increase in literacy of women would decrease the birth rate**
- **Access to contraceptives = necessary to reduce the birth rate**
- **High infant mortality rate leads to greater number of children**

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 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.