

Information
Bulletin

Social
Studies

30-1

2011 – 2012 Diploma Examinations Program

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This document was written primarily for:

Students	
Teachers	✓ Social Studies 30–1 teachers
Administrators	✓
Parents	
General Audience	
Others	

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On the home page, click on the tab *Teachers > Additional Programs and Services > Diploma Exams > Information Bulletins > Social Studies 30–1*.

Introduction

The Social Studies 30–1 Diploma Examination is designed to reflect the issues-centred, multiple-perspectives approach and skills-based emphasis of the [*Alberta Social Studies Kindergarten to Grade 12 Program of Studies*](#). In the Social Studies 30–1 program, the focus is on the key issue of “To what extent should we embrace an ideology?” In addressing this key issue, students will explore four related issues, four general outcomes, and numerous specific outcomes.

Weightings

The Social Studies 30–1 Diploma Examination mark and the school-awarded mark each contribute 50% to a student’s final mark in Social Studies 30–1.

Release of Examination Materials

Part A: Written Response for January and June 2012 administrations will be released immediately following the writing of the examination.

Part B: Multiple Choice will be secured for the January and June 2012 administrations.

Classroom Assessment

The nature of classroom situations permits teachers to assess students using a broad range of assessment instruments which reflect the *Alberta Social Studies Kindergarten to Grade 12 Program of Studies*.

A Guide for Students Preparing to Write the Social Studies 30–1 Diploma Examination is posted on the Alberta Education website. *Examples of the Standards for Students’ Writing* are posted on the Alberta Education website.

Other Support Documents

[*A Guide for Students Preparing to Write the Social Studies 30–1 Diploma Examination*](#) is posted on the Alberta Education website.

Blueprints

The blueprints for Part A and Part B of the Social Studies 30–1 Diploma Examination are on pages 6 and 18 respectively.

Examination Content Formatting

NEW

The formatting of content in some examination booklets has changed slightly. The instruction pages now begin on the inside front cover, and the side, top and bottom page margins are narrower than before. **The changes are not a misprint.** As a result of these changes, the total amount of paper used each year in printing the examinations will decrease by several tonnes.

The format changes do not apply to all diploma examination booklets. French-language booklets, Part A booklets, and Readings booklets still use the old format. Also, the size of the print and the font are unchanged in all booklets, except in Biology 30, where the font size inside context boxes has increased.

Assessment Standards and Practices for Social Studies 30–1

Weightings	The diploma examination mark and the school-awarded mark each constitute 50% of a student’s final mark in Social Studies 30–1.	
Examination Format and Weightings	The Social Studies 30–1 Diploma Examination is made up of two parts: Part A: Written Response (50%) and Part B: Multiple Choice (50%) .	
<i>Part A: Written Response</i> Assignments, Scoring Categories, and Weightings	Assignment I: Source Interpretation (20%) <ul style="list-style-type: none"> • Interpretation of Sources 12% • Relationships 6% • Communication 2% 	Assignment II: Position Paper (30%) <ul style="list-style-type: none"> • Analysis of Source 6% • Argumentation 8% • Evidence 8% • Communication 8%
<i>Part B: Multiple Choice</i>	The <i>Part B: Multiple Choice</i> component, consisting of 60 multiple-choice questions, is an assessment of students’ ability to apply their knowledge and understanding as well as skills and processes achieved in the <i>Alberta Social Studies Kindergarten to Grade 12 Program of Studies</i> . A detailed description of the <i>Part B: Multiple Choice</i> blueprint can be found on page 18.	
Examination Writing Time Allowed	<p>The <i>Part A: Written Response</i> component was developed to be completed in 2 1/2 hours; however, an additional 1/2 hour is allowed for students to complete the <i>Part A: Written Response</i> component.</p> <p>The <i>Part B: Multiple Choice</i> component was developed to be completed in 2 hours; however, an additional 1/2 hour is allowed for students to complete the <i>Part B: Multiple Choice</i> component.</p>	

Part A: Written Response

Description

Part A: Written Response, worth 50% of the total diploma examination mark, consists of two writing assignments:

- Source Interpretation
- Position Paper

Authorized References

Students writing *Part A: Written Response* are allowed to use the following print references:

- an authorized English and/or bilingual dictionary (students writing in French may use a French-language dictionary)
- a thesaurus
- a writing handbook from the following list:
- *A Canadian Writer's Reference* (D. Hacker), **2nd edition only**
- *Checkmate: A Writing Reference for Canadians* (J. Buckley)
- *English Language Arts Handbook for Secondary Students* (Alberta Education)
- *Fit to Print: The Canadian Student's Guide to Essay Writing* (J. Buckley)
- *The St. Martin's Handbook for Canadians* (A. Lunsford *et al.*)
- *The Writing Process* (Gehle *et al.*)

The reference texts used must **not** contain appendices that include social studies content (e.g., historical timelines, the structure of the Government of Canada, Canada's court system, and the structure of international organizations such as the United Nations and NATO).

The following dictionaries are authorized for students to use while writing *Part A: Written Response*:

- *Collins Paperback English Dictionary*
- *Collins-Robert Paperback French Dictionary*
- *Gage Canadian Dictionary*
- *Harper-Collins French Dictionary (French-English)*
- *Le Petit Robert 1*
- *Merriam-Webster's School Dictionary*
- *The Canadian Oxford High School Dictionary*
- *The Concise Oxford Dictionary*
- *The Houghton Mifflin Canadian Dictionary of the English Language*
- *The Oxford Dictionary of Current English*

Students and supervising examiners must ensure that extraneous material is not taken into the examination room.

**Description of
Assignment I:
Source Interpretation**

Assignment I: Source Interpretation requires students to demonstrate their skills of interpretation, analysis, and synthesis when presented with a variety of sources.

The assignment is designed to have students

- interpret three sources to demonstrate an understanding of how each source links to liberalism
- synthesize the relationship(s) that exist among all three sources

Students may be assisted by providing them with synonyms for “links,” such as: “relates,” “connects,” and “pertains.”

Assignment I: Source Interpretation contains a task which will remain **unchanged** from administration to administration. The sources will be different in every administration.

Students are expected to develop a response in paragraph form that reflects the quality of thought and communication expected of students completing Social Studies 30–1.

Value: 20% of the total examination mark

Scoring: Scores contribute to the total examination mark in the following proportions:

Interpretation of Sources	12%
Source I	(4%)
Source II	(4%)
Source III	(4%)
Relationships	6%
Communication	2%

*Note: Within the *Interpretation of Sources* category, the interpretation of each source will be scored independently. Thus each of the three sources will be worth 4% for a combined total of the 12% assigned to this category.

Zero

Responses that provide little or no attempt to address the *Interpretation of Sources* category or *Relationships* category may receive a score of **zero** in that category. Scores of **zero** in both the *Interpretation of Sources* category and *Relationships* category will automatically result in a score of **zero** in the *Communication* category.

No Response

Students who do not provide a response will receive a **no response** score.

**Description of
Assignment II:
Position Paper**

Assignment II: Position Paper requires students to demonstrate the skills of analysis, evaluation, and synthesis in response to a written source. Students will be presented with a written source that they must analyze to demonstrate an understanding of the ideological perspective(s) reflected in the source. Students must analyze the entire source.

Assignment II: Position Paper requires students to argue a position taken in response to a question regarding the ideological perspective(s) reflected in a written source. Students must support their position using evidence having a theoretical, historical, contemporary, and/or current-events focus.

Assignment II: Position Paper contains a question which will remain **unchanged** from administration to administration. The written source will be different in every administration.

Students are expected to develop responses in essay form that reflect the quality of logical thought and effective communication expected of students completing Social Studies 30–1.

Value: 30% of the total examination mark

Scoring: Scores contribute to the total examination mark in the following proportions:

Analysis of Source	6%
Argumentation	8%
Evidence	8%
Communication	8%

Insufficient

Insufficient is a special category. **It is not an indicator of quality.** It is assigned to responses that do not contain a discernible attempt to address the assignment or responses that are too brief to assess in one or more scoring categories.

No Response

Students that do not provide a response will receive a **no response** score.

Social Studies 30–1 Part A: Written Response Blueprint

The Social Studies 30–1 Diploma Examinations are designed to reflect the *Alberta Social Studies Kindergarten to Grade 12 Program of Studies*. The blueprint below outlines the design of *Part A: Written Response* and describes the skills to be assessed, the assignments, and the categories of assessment.

As well, the blueprint specifies the percentage that each section of the examination contributes to the total mark.

	Description of Skills	Description of Assignments	Assessment Categories
Assignment I	Demonstrate the skills of interpretation, analysis, and synthesis through the application of knowledge and understanding* of social studies	<p>Students will be presented with three sources. Sources provided may include cartoons, charts, graphs, quotations, photographs, paintings, and maps, all of which link to liberalism.</p> <p>Students will interpret three sources to demonstrate their understanding of how each source links to liberalism.</p> <p>Students will discuss one or more relationships that exist among all three sources.</p>	<p>20% of Diploma Examination Mark</p> <p>Interpretation of Sources /12</p> <p>Relationships /6</p> <p>Communication /2</p>
Assignment II	Demonstrate the skills of analysis, evaluation, and synthesis through the application of knowledge and understanding* of social studies	<p>Students will analyze a source to demonstrate an understanding of the ideological perspective(s) reflected in the source.</p> <p>Students will respond in essay form to a question regarding the ideological perspective(s) reflected in a source. Students will establish, argue, and defend a position.</p> <p>Students will provide supporting evidence. The evidence students use may have a theoretical, historical, contemporary, and/or current-events focus.</p>	<p>30% of Diploma Examination Mark</p> <p>Analysis of Source /6</p> <p>Argumentation /8</p> <p>Evidence /8</p> <p>Communication /8</p>

* Knowledge and understanding includes ideas, information, concepts, and issues identified and inherent in the *Alberta Social Studies Kindergarten to Grade 12 Program of Studies*.

Sample Assignment I Task

**ASSIGNMENT I:
Source Interpretation**

**Value: 20% of the total examination mark
Suggested time: 60 to 75 minutes**

Examine all three sources on pages 2 and 3 and complete the following assignment.

Assignment

Examine each source.

Write a response in paragraph form in which you must:

- **interpret** each source to **demonstrate** your understanding of how each source links to liberalism

AND

- **explain** one or more of the relationships that exist among all **three** sources

Reminders for Writing

- **Organize** your response
- **Proofread** your response

**Scoring Categories and
Scoring Criteria for
2011–2012 Assignment I**

INTERPRETATION OF SOURCES (12 marks)

When marking *Interpretation of Sources*, markers should consider how effectively the student

- interprets each source to demonstrate an understanding of how each source links to liberalism

Note: Students are expected to address **all** three sources.

Excellent
E

Interpretation of the source is sophisticated, insightful, and precise, demonstrating a perceptive understanding of links to liberalism.

Proficient
Pf

Interpretation of the source is logical, specific, and adept, demonstrating a sound understanding of links to liberalism.

Satisfactory
S

Interpretation of the source is adequate, straightforward, and conventional, demonstrating a generalized understanding of links to liberalism.

Limited
L

Interpretation of the source is incomplete, vague, and simplistic, demonstrating a confused understanding of links to liberalism.

Poor
P

Interpretation of the source is scant, inaccurate, and irrelevant, demonstrating little or no understanding of links to liberalism.

Zero
Z

Zero is assigned to a response that fails to meet the minimum requirements of **Poor**.

Note: When “*and*” is used in the marking criteria as part of a list of descriptors, it is important to note that the writing may contain one or more of the descriptors listed. This applies to both Assignment I and Assignment II.

Relationships (6 marks)

When marking *Relationships*, markers should consider how effectively the student

- explains the relationship(s) that exist **among** all sources

Note: Students may explain the relationship(s) in one part of the response or the explanation of relationship(s) may be embedded.

Excellent

E

The explanation of relationship(s) is perceptive and thorough.

Proficient

Pf

The explanation of relationship(s) is capable and purposeful.

Satisfactory

S

The explanation of relationship(s) is adequate and straightforward.

Limited

L

The explanation of relationship(s) is superficial, redundant, and of questionable accuracy.

Poor

P

The explanation of relationship(s) is scant, illogical, and tangential.

Zero

Z

Zero is assigned to a response that fails to meet the minimum requirements of **Poor**.

COMMUNICATION (2 marks)

When marking *Communication*, markers should consider how effectively the student communicates, including control of

- vocabulary
- sentence structure
- mechanics, grammar, and organization

Note: Students are expected to use paragraph form for the response. Consider the proportion of error in terms of the complexity and length of the response for the assigned task.

Excellent

E

Vocabulary is precise and deliberately chosen. Sentence structure is controlled and sophisticated. The writing demonstrates skillful control of mechanics and grammar and is judiciously organized.

Proficient

Pf

Vocabulary is appropriate and specific. Sentence structure is controlled and effective. The writing demonstrates capable control of mechanics and grammar and is purposefully organized.

Satisfactory

S

Vocabulary is conventional and generalized. Sentence structure is controlled and straightforward. The writing demonstrates basic control of mechanics and grammar and is adequately organized.

Limited

L

Vocabulary is imprecise, simplistic, and inappropriate. Sentence structure is awkward. The writing demonstrates a faltering control of mechanics and grammar and is ineffectively organized.

Poor

P

Vocabulary is overgeneralized and inaccurate. Sentence structure is uncontrolled. The writing demonstrates a profound lack of control of mechanics and grammar and is haphazardly organized.

Zero

Z

Zero is assigned to a response that fails to meet the minimum requirements of **Poor**.


Sample Assignment II Task

**ASSIGNMENT II:
Position Paper**

**Value: 30% of the total examination mark
Suggested time: 90 to 105 minutes**

Analyze the following source and complete the assignment.

Source



Assignment

To what extent should we embrace the ideological perspective(s) reflected in the source?

Write an essay in which you must:

- **analyze** the source to **demonstrate** an understanding of the ideological perspective(s) reflected in the source
- **establish** and **argue** a position in response to the question presented
- **support** your position and arguments by using evidence from your knowledge and understanding of social studies

Reminders for Writing

- **Organize** your essay
- **Proofread** your essay

**Scoring Categories and
Scoring Criteria for
2011–2012 Assignment II**

ANALYSIS OF SOURCE (6 marks)

When marking *Analysis of Source*, markers should consider how effectively the student

- analyzes the source to demonstrate an understanding of ideological perspective(s) reflected in the source

Note: Students may demonstrate their understanding of an ideological perspective(s) in one part of their essay or demonstrate their understanding of an ideological perspective(s) throughout.

Excellent
E

The analysis of the source is insightful and sophisticated; a comprehensive understanding of the ideological perspective(s) is demonstrated.

Proficient
Pf

The analysis of the source is capable and adept; a sound understanding of the ideological perspective(s) is demonstrated.

Satisfactory
S

The analysis of the source is conventional and straightforward; a generalized understanding of the ideological perspective(s) is demonstrated.

Limited
L

The analysis of the source is incomplete and lacks depth; a confused understanding of the ideological perspective(s) is demonstrated.

Poor
P

The analysis of the source is illogical, tangential, and/or the source is simply copied; a minimal understanding of the ideological perspective(s) is demonstrated.

Insufficient
INS

Insufficient is a special category. **It is not an indicator of quality.** It is assigned to responses that do not contain a discernible attempt to address the assignment or responses that are too brief to assess in one or more scoring categories.

ARGUMENTATION (8 marks)

When marking *Argumentation*, markers should consider how effectively the student

- establishes a position
- develops one or more arguments based on logic and reason
- establishes a relationship between position taken, argumentation, and the ideological perspective presented in the source.

Note: DO NOT evaluate evidence in this category.

Excellent
E

The position established is convincingly supported by judiciously chosen and developed argument(s). The argumentation is consistent and compelling, demonstrating an insightful understanding of the assignment. The relationship between the position taken, argumentation, and the ideological perspective presented in the source is perceptively developed.

Proficient
Pf

The position established is persuasively supported by purposely chosen and developed argument(s). The argumentation is logical and capably developed, demonstrating a sound understanding of the assignment. The relationship between the position taken, argumentation, and the ideological perspective presented in the source is clearly developed.

Satisfactory
S

The position established is generally supported by appropriately chosen and developed argument(s). The argumentation is straightforward and conventional, demonstrating an adequate understanding of the assignment. The relationship between the position taken, argumentation, and the ideological perspective presented in the source is generally developed.

Limited
L

The position established is confusing and largely unrelated to the argument(s). The argumentation is repetitive, contradictory, simplistic, and based on uninformed belief. The relationship between the position taken, argumentation, and the ideological perspective presented in the source is superficially developed.

Poor
P

The position established has little or no relationship to the source or argument(s). The argumentation is irrelevant and illogical. The relationship between the position taken, argumentation, and the ideological perspective presented in the source is minimally developed.

Insufficient
INS

Insufficient is a special category. **It is not an indicator of quality.** It is assigned to responses that do not contain a discernible attempt to address the assignment or responses that are too brief to assess in one or more scoring categories.

EVIDENCE (8 marks)

When marking *Evidence*, markers should consider how effectively the student uses evidence that

- is relevant and accurate
- reflects depth and/or breadth

Note: Evidence from social studies may include a theoretical, historical, contemporary, and/or current events discussion.

Excellent

E

Evidence is sophisticated and deliberately chosen. The relative absence of error is impressive. A thorough and comprehensive discussion of evidence reveals an insightful understanding of social studies knowledge and its application to the assignment.

Proficient

Pf

Evidence is specific and purposeful. Evidence may contain some minor errors. A capable and adept discussion of evidence reveals a solid understanding of social studies knowledge and its application to the assignment.

Satisfactory

S

Evidence is conventional and straightforward. The evidence may contain minor errors and a mixture of relevant and extraneous information. A generalized and basic discussion reveals an acceptable understanding of social studies knowledge and its application to the assignment.

Limited

L

Evidence is potentially relevant but is unfocused and incompletely developed. The evidence contains inaccuracies and extraneous detail. The discussion reveals a superficial and confused understanding of social studies knowledge and its application to the assignment.

Poor

P

Evidence is irrelevant and inaccurate. The evidence contains major and revealing errors. A minimal or scant discussion reveals a lack of understanding of social studies knowledge and its application to the assignment.

Insufficient

INS

Insufficient is a special category. **It is not an indicator of quality.** It is assigned to responses that do not contain a discernible attempt to address the assignment or responses that are too brief to assess in one or more scoring categories.

COMMUNICATION (8 marks)

When marking *Communication*, markers should consider the effectiveness of the student's

- fluency and essay organization
- syntax, mechanics, and grammar
- use of vocabulary and social studies terminology

Note: Consider the proportion of error in relation to the complexity and length of the response to the assigned task.

Excellent
E

The writing is fluent, skillfully structured, and judiciously organized. Control of syntax, mechanics, and grammar is sophisticated. Vocabulary is precise and deliberately chosen. The relative absence of error is impressive.

Proficient
Pf

The writing is clear and purposefully organized. Control of syntax, mechanics, and grammar is capable. Vocabulary is appropriate and specific. Minor errors in language do not impede communication.

Satisfactory
S

The writing is straightforward and functionally organized. Control of syntax, mechanics, and grammar is adequate. Vocabulary is conventional and generalized. There may be occasional lapses in control and minor errors; however, the communication remains generally clear.

Limited
L

The writing is awkward and lacks organization. Control of syntax, mechanics, and grammar is inconsistent. Vocabulary is imprecise, simplistic, and inappropriate. Errors obscure the clarity of communication.

Poor
P

The writing is unclear and disorganized. Control of syntax, mechanics, and grammar is lacking. Vocabulary is overgeneralized and inaccurate. Jarring errors impede communication.

Insufficient
INS

Insufficient is a special category. **It is not an indicator of quality.** It is assigned to responses that do not contain a discernible attempt to address the assignment or responses that are too brief to assess in one or more scoring categories.

Sample Scoresheet

A sample scoresheet that will be used during the marking of *Part A: Written Response* is presented below.

Marker ID Number	ASSIGNMENT I		WORD PROCESSED
	Interpretation of Sources		
	Source I	Z	NO RESPONSE
0			
1			
2	Source II	Z	
3			
4	Source III	Z	
5			
6	Relationships	Z	
7			
8	Communication	Z	
9			

Marker ID Number	ASSIGNMENT II		WORD PROCESSED
	Analysis of Source		
	Argumentation		
0			
1			
2	Evidence		
3			
4	Communication		
5			
6			
7			
8			
9			

Part B: Multiple Choice

Description

Part B: Multiple Choice is worth 50% of the total diploma examination mark and consists of 60 machine-scored questions. Each question is classified according to the knowledge and understanding outcomes of each related issue as well as to the skills and processes outcomes related to either understanding and analysis or evaluation and synthesis. The examination blueprint that follows illustrates the distribution of questions within these classifications.

Questions are based on the key issues and related issues, as well as specific outcomes from the [*Alberta Social Studies Kindergarten to Grade 12 Program of Studies*](#).

The multiple-choice section of the examination requires students to apply their knowledge and skills. Students must demonstrate that they understand social studies concepts and apply requisite skills and processes.

Social Studies 30–1 Part B: Multiple Choice Blueprint

Part B: Multiple Choice is designed to reflect the *Alberta Social Studies Kindergarten to Grade 12 Program of Studies*. The blueprint for Part B is below.

		Item Classification by Related Issue				Total Questions
		Related Issue 1	Related Issue 2	Related Issue 3	Related Issue 4	
Item Classification by Cognitive Level	Apply social studies knowledge and understanding* and skills and processes to items of understanding and analysis.	2–6	10–13	10–13	2–6	24–38
	Apply social studies knowledge and understanding* and skills and processes to items of evaluation and synthesis.	2–6	10–13	10–13	2–6	24–38
Total Questions		4–12	20–26	20–26	4–12	60

* Knowledge and understanding includes ideas, information, and concepts identified and inherent in the *Alberta Social Studies Kindergarten to Grade 12 Program of Studies*.

Note: Item classification is not an indicator of item difficulty.

Rationale for Provision of Multiple-Choice Questions

The primary purpose of providing multiple-choice questions in this information bulletin is to offer insights regarding the knowledge and understanding as well as skills and processes students are expected to demonstrate when writing the Social Studies 30–1 *Part B: Multiple Choice* component.

In their entirety, these multiple-choice questions are not intended to be considered equivalent to an examination form. These questions have not been field-tested in Social Studies 30–1 classrooms and, therefore, no statistical data is available regarding the level of difficulty of each question. Further, the selection of questions for this document has not been guided by an effort to match the proportioning of questions as described in the examination blueprint on page 16 of this bulletin.

These questions have been subject to thorough review by both Alberta Education staff and classroom teachers to ensure that each question has curricular and instructional validity and is written as clearly and concisely as possible. Teachers are encouraged to consider these factors when deciding how to best use these questions to prepare students for the *Part B: Multiple Choice* component.

Included among the questions provided are eight questions (3, 9, 16, 30, 50, 56, 66, and 71) selected to illustrate the examination blueprint classifications as set out on page 16 of this information bulletin. Each of these questions includes a summary box that identifies:

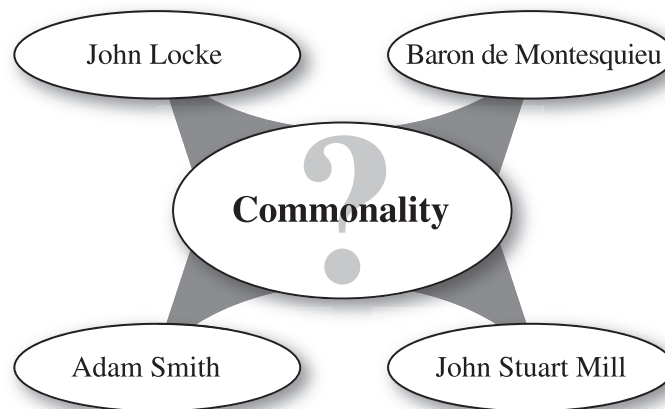
- Examination Blueprint Classification
- *Program of Studies* Classification

Sample Multiple-Choice Sources

Questions 1 and 2 in the Questions Booklet are based on the following source.

Some scholars have adamantly argued that a number of the founding fathers of the American government in the eighteenth century were significantly influenced by their observations and knowledge of the First Nations societies to which they had been exposed as members of early colonial American society. These scholars contend that the democratic structures and civil liberties of the United States were developed by these men using their learning of First Nations societies to inform their creation of the foundation documents of the United States. Other scholars dispute such claims, in some cases making the accusation that revisionist history is being created to achieve political aims. These scholars argue that the constitutional foundations for the government of the United States were influenced almost exclusively by ideas that evolved in Western civilization from the time of ancient Greece through the Enlightenment period. Complicating the debate is the fact that none of the founding fathers or First Nations representatives can be questioned in an effort to discover what role First Nations societies played or did not play in the creation of the government of the United States.

Question 3 in the Questions Booklet is based on the following diagram.



Questions 4 to 6 in the Questions Booklet are based on the following two sources.

Source I

Canadian courts are now making decisions that politicians should have recognized and made years ago. The courts have shown leadership and responsibility where no political will or backbone existed in Parliament....

Recently, the Supreme Court ... ruled that potential jurors can be questioned about their racial biases. This decision will have a positive impact on Indian people facing criminal trials. The Supreme Court ruling referred to the case of a British Columbia man whose conviction was overturned because his lawyer wasn't allowed to question potential jurors. In its decision, the Supreme Court said that when widespread racial bias is shown, it is reasonable to permit lawyers to question potential jurors about their views.

Like it or not, there are people out there who don't like racial minorities, including Indians. In a democracy, people are entitled to a fair trial, and that includes everyone.

Leadership in this country is not coming out of Parliament, but down Wellington Street at the Supreme Court. The courts are making decisions on issues that the politicians have been avoiding. The Courts are now forcing the governments to act, and to live up to their responsibilities.

—Doug Cuthand, a Cree writer and journalist

—from *Tapwe*

Cuthand, Doug. "‘Activist Judges’ Are Doing Politicians’ Jobs.”

Tapwe: Selected Columns of Doug Cuthand. Penticton: Theytus Books, 2005.

Source II



Questions 7 to 11 in the Questions Booklet are based on the following two sources.

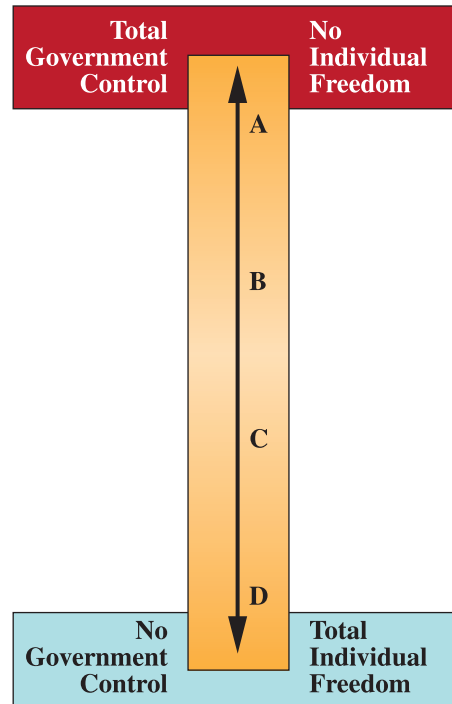
Source I

The role of government must be to lead, and provide direction for a country. This means that governments will invariably make decisions that will be unpopular, but nevertheless must be made. When political leaders are continually held accountable to the masses they will do what appeases the masses, not necessarily what is right. Opinion poll results become more important than informed thought. The counsel of well-educated persons regarding an issue may be sought, but not heeded if their answers contradict what the masses desire. The ideas of those whose only interest is in doing what is necessary are less valued than are the ideas of those whose first concern is self interest. The consequences for countries guided by such a political system can be catastrophic. Here is a question for supporters of such systems: would you send your country's army into the field of battle and allow strategic and tactical decisions to be made collectively? If you answer "no" to this question, then why would you allow the governing of your country to be a collective process?

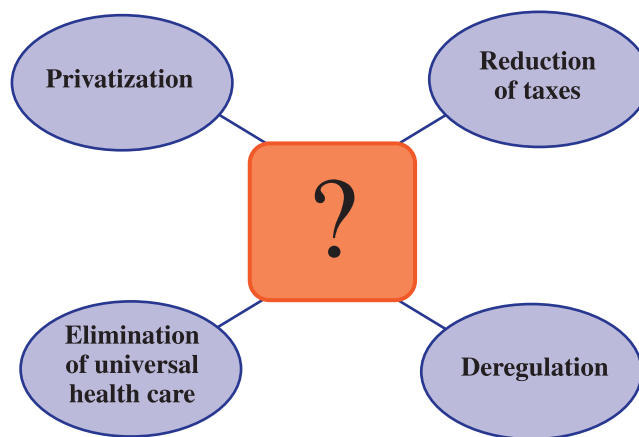
Source II

A government can only have legitimacy if it governs with the consent of the citizens. Autocratic and oligarchic political systems are based on arrogance. An individual in the first system, and an elite in the second, hold the belief that one has a monopoly on wisdom and true knowledge. Whatever scant element of truth there may have been to this assumption in the distant past, times have changed. In a modern age of universal public education, a free and diverse mass media, instantaneous global communication, and the liberty to speak and debate without fear of reprisal, there is a collective wisdom that exists and must be heeded. Supporters of elitist regimes believe that the vast majority of people are short-sighted and self serving and therefore ill suited to influence decisions that have far-reaching consequences. Even if this belief could be proven true, would not those same human traits exist in authoritarian leaders? Was Stalin's decision to eliminate many of his best generals, whom he perceived as a threat to his power, short-sighted? Is Robert Mugabe's first concern the good of Zimbabwe, or the good of Robert Mugabe? Just as accountability to consumers is what ensures that businesses remain innovative, efficient, and responsible, public accountability will ensure that political leaders demonstrate similar traits.

Questions 12 to 15 in the Questions Booklet are based on the following spectrum.



Question 16 in the Questions Booklet is based on the following diagram.



Questions 17 to 20 in the Questions Booklet are based on the following excerpt.

The New Deal programs created a liberal political alliance of labor unions, blacks and other minorities, some farmers and others receiving government relief, and intellectuals. The hardship brought on by the Depression affected Americans deeply. Since the prevailing attitude of the 1920s was that success was earned, it followed that failure was deserved. The unemployment brought on by the Depression caused self-blame and self-doubt. Men were harder hit psychologically than women were. Since men were expected to provide for their families, it was humiliating to have to ask for assistance. Although some argued that women should not be given jobs when many men were unemployed, the percentage of women working increased slightly during the Depression. Traditionally female fields of teaching and social services grew under New Deal programs. Children took on more responsibilities, sometimes finding work when their parents could not. As a result of living through the Depression, some people developed habits of careful saving and frugality, others determined to create a comfortable life for themselves.

African Americans suffered more than whites, since their jobs were often taken away from them and given to whites. In the 1920s, 50 percent of blacks were unemployed. However, Eleanor Roosevelt championed black rights, and New Deal programs prohibited discrimination. Discrimination continued in the South, however, as a result a large number of black voters switched from the Republican to the Democrat party during the Depression.

The Great Depression and the New Deal changed forever the relationship between Americans and their government. Government involvement and responsibility in caring for the needy and regulating the economy came to be expected.

—from *Surviving the Dust Bowl*

WGBH Educational Foundation. "The Great Depression." *Surviving the Dust Bowl*. The American Experience. www.pbs.org. Reproduced with permission from WGBH Educational Foundation Copyright © 2008 WGBH/Boston.

Questions 21 to 25 in the Questions Booklet are based on the following three sources.

Source I

The Rise of Classical Liberal Philosophy

Classical liberal philosophers emerged from a class structure with its roots in Medieval feudalism. Their society was divided into an aristocratic elite, a rural peasantry, and an urban middle class of educated professionals, crafts persons, and merchants. Classical liberal philosophers regarded this class structure and its related mercantile and craft-guild systems as inhibiting the liberty of individuals and stifling economic innovation and expansion. In general, these early liberal philosophers advocated for reforms that would lessen government regulation and thus create greater freedom for the individual to prosper. The catch-phrases that emerged from this era are familiar to most and include: “invisible-hand” economics, production decisions based on “supply and demand”, a “profit motive” driving innovation and entrepreneurship, and the promotion of “self-reliance.” The influence of these early liberal philosophers on the 19th century was profound. Their ideas are commonly connected to the emergence of the Industrial Revolution.

Source II

The Industrial Revolution

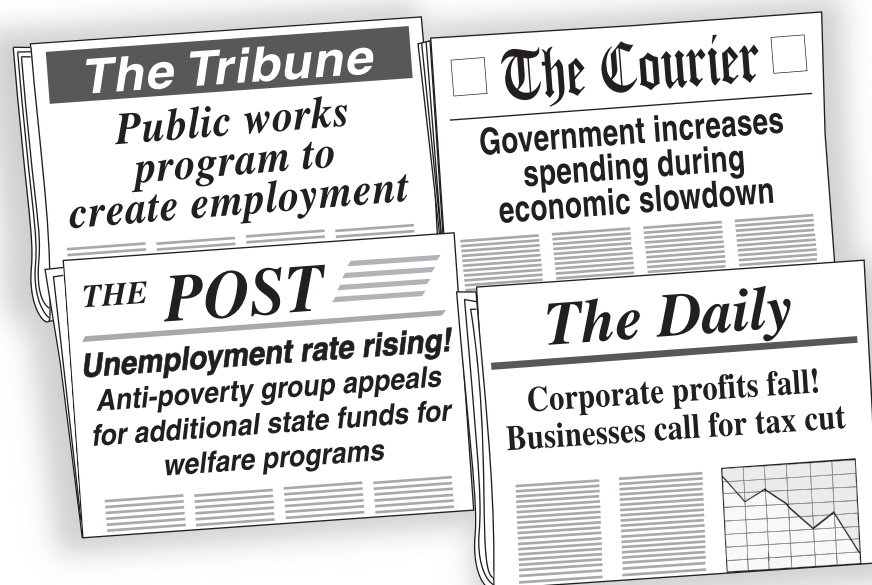
The Industrial Revolution was a time period of unprecedented economic growth and of seemingly endless innovation. A host of new machines contributed to the emergence of the factory system and the mass production of an array of consumer goods. A mass market evolved and economic growth occurred on a scale never before experienced. Rapid urbanization took place as people moved to be near the new factories. The owners of these industries emerged as the “nouveau riche”, an economically powerful class, threatening the political privileges of the aristocracy. At the other end of the economic scale, another new class, the urban labourers, emerged. For them, life was dreary and dangerous. Poverty and disease were widespread in the hastily-built slums of the new cities. As time passed, this class began to organize to create worker organizations that could demand better treatment. There also emerged sympathetic intellectuals who called for changes to the economic system to alleviate the suffering of the poor. Calls also came for political reform to create a more democratic government to wrestle control from the aristocratic class and have government play a role in addressing conditions of the working class.

Source III

The Rise of Modern Liberalism

As the abuses of the Industrial era became obvious, and with the threat that, should reform not occur, revolutionary change might, a new wave of liberal philosophers emerged. In general, they recognized that in order for the individual to enjoy liberty there was a need for the state to play an economic role. This role could be to use regulations to protect workers and consumers from the excesses of a market system, and to tax revenues to provide assistance for the impoverished and establish state-run schools to ensure that persons of all classes had access to an education. These philosophers also called for democratic reforms to reflect the new realities of an industrial society. They believed that by expanding suffrage, governments would better serve the will of all classes rather than act to protect the privileges of an elite.

Questions 26 to 28 in the Questions Booklet are based on the following newspaper headlines.



Questions 29 and 30 in the Questions Booklet are based on the following cartoon.

“Let’s Get A Lock For This Thing”



*Note—The individual on the left is American president Kennedy, and the individual on the right is Soviet premier Khrushchev. This cartoon was created in response to the Cuban Missile Crisis in 1962.

“LET’S GET A LOCK FOR THIS THING”

--A 1968 Herblock Cartoon, copyright by [The Herb Block Foundation](#)

Questions 31 and 32 in the Questions Booklet are based on the following excerpt.

“... the question whether it is better to be loved rather than feared, or feared rather than loved. It might perhaps be answered that we should wish to be both; but since love and fear can hardly exist together, if we must choose between them, it is far safer to be feared than loved.”

—Niccolo Machiavelli

—from *The Harvard Classics*

Machiavelli, Niccolo. “The Prince.” Translated by N. H. Thomson. In *The Harvard Classics*. Edited by Charles W. Eliot. New York: P. F. Collier & Son, 1910.

Questions 33 and 34 in the Questions Booklet are based on the following two posters.

Poster I



Office for Emergency Management

A poster created by the American government during the Second World War.

Office of War Information. Domestic Operations Branch. Bureau of Special Services. "War Bonds Are Cheaper Than Wooden Crosses, 1941-1945." *World War II Posters, Compiled 1942-1945*. The U.S. National Archives and Record Administration. www.archives.gov.

Poster II



**ТРАКТОР В ПОЛЕ—
ЧТО ТАНК В БОЮ!**

Viktor Ivanov and Olga Burova

A poster created by the government of the Soviet Union. The caption reads “A tractor in the field is worth a tank in battle.”

Poster by Viktor Ivanov and Olga Burova. In *Persuasive Images: Posters of War and Revolution*. By Peter Paret, Beth Irwin Lewis, and Paul Paret. Princeton: Princeton University Press, 1992.

Questions 35 to 37 in the Questions Booklet are based on the following excerpt.

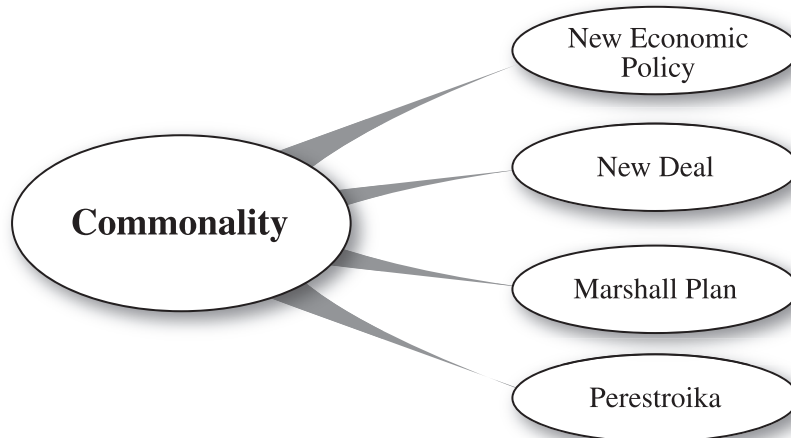
The following excerpt is from the spoken recollections of a person of non-Jewish origin who lived in Czechoslovakia. He recalls the situation in his country after Nazi Germany seized control.

The real fear was of denunciation. Suppose you would try to hide a Jewish person. In our city, it was not safe. Somebody would denounce you. So this I hold up as a crime, as a collective crime. Our people were still too antisemitic and even the best, even those who had close Jewish friendships and relationships, were not strong enough to buckle this. And they were not prepared to act. The nice, the good people on whom their Jewish friends could have counted, were the most scared, the most weak, the least prepared to take on this huge, brutal machinery which exploded all around them. We were just not ready to see, understand anything.

—from *Witness*

Greene, Joshua M., and Shiva Kumar, eds. *Witness: Voices from the Holocaust*. New York: Touchstone, 2001.

Question 38 in the Questions Booklet is based on the following diagram.



Question 39 in the Questions Booklet is based on the following excerpt.

I think that we, as Quebecers, have now reached the point of no return. I am deeply convinced that we can manage on our own. The referendum will be the test. I sincerely hope that in this process of the emergence of a new country, we can keep with our closest neighbours, the confidence, the good faith, and the common interest that history, geography and economics have bestowed upon us.

—Jacques Parizeau, 1977

—from *The Empire Club of Canada Speeches 1976–1977*

Parizeau, Jacques. “Four Months Later.” Address at the joint meeting of the Empire Club of Canada and the Board of Trade of Metropolitan Toronto, March 17, 1977. *The Empire Club of Canada Speeches 1976–1977*. Toronto: The Empire Club Foundation, 1977.

Questions 40 to 44 in the Questions Booklet are based on the following political practices.

Political Practices

- A. Creating scapegoats to deflect criticism
- B. Using state-sponsored force and terror to eliminate dissent
- C. Employing techniques of indoctrination to consolidate public support
- D. Controlling citizen participation in political processes to create an image of collective, egalitarian decision-making

Questions 45 to 48 in the Questions Booklet are based on the following philosophers.

Philosophers

- A. John Stuart Mill
- B. Thomas Hobbes
- C. Jean-Jacques Rousseau
- D. Edmund Burke

Questions 49 and 50 in the Questions Booklet are based on the following excerpt.

... As Aboriginal peoples we often confront laws which are not of our making, and often do not respect our values and priorities. We confront laws which have served the interests of those who wished to dispossess us of our lands and resources and often succeeded in doing so.

But we Aboriginal peoples, who have all the reason in the world to feel cheated and ill-treated, have never nurtured a collective desire for retribution. We have never said: Europeans go home. We recognize that we all live together in this land, that we must share, and that in the end our interests are much the same. We want peace, health and wellbeing for our children. We strive for clean water and air, happiness and freedom. We insist on mutual recognition and respect for dignity, fundamental rights, and the principle of the equality of peoples.

And in spite of everything, we are not attempting to secede or to overturn the established order. We would like to be treated fairly and equitably, in genuine partnership, and with friendship.

—Grand Chief Matthew Coon Come, 1996

Coon Come, Matthew. Canada Seminar. Weatherhead Center for International Affairs, Harvard University, Cambridge, MA, October 28, 1996.

Questions 51 and 52 in the Questions Booklet are based on the following timeline.

Soviet Economic Initiatives

1918—Introduction of War Communism

1921—Launch of The New Economic Policy

1928—Beginning of Collectivization Program

1928—Start of Five-Year Plans

1985—Inauguration of Perestroika

Questions 53 and 54 in the Questions Booklet are based on the following source.

In democratic states, it is relatively easy to afford every person his or her full array of civil liberties when times are good, troubles few, and stability is the order of the day. Most democratic states have constitutional law obliging the states to ensure the protection of liberties. The situation gets much more difficult, however, when conditions are no longer ideal.

During a time of crisis, such as the onset of a pandemic or an attack by terrorists, democratic states face the potential of a divisive public debate. The issue is straight-forward and can be summed up thus: to what extent should the rights of individuals be restricted during a time of crisis? The answer is far less straight-forward. What constitutes a crisis? What sacrifices can or should be made? Are there certain freedoms that are so essential they can never be compromised? If liberties are compromised now, what assurance is there that they will be restored later? One problem with this great public debate is that while it is held, time is lost so that the speed at which the state can respond to the crisis is slowed. People may resist an action. The courts may strike down an emergency decree. A politician may be reluctant to act for fear of public reprisal when the crisis ends.

It is in situations of crisis where authoritarian states display their great advantage over democratic states. There is no need or allowance for debate. People have limited rights at all times, and since the state employs many agencies of repression, an authoritarian state can respond swiftly and decisively to the crisis without need to heed public sentiment. Through their control of thought and speech, authoritarian states can ensure that there is minimal dissent towards whatever measures are taken.

Questions 55 to 56 in the Questions Booklet are based on the following chart.

Political Party	Saskatchewan Provincial Election			
	1995		1999	
	Number of Seats	% of Popular Vote	Number of Seats	% of Popular Vote
New Democratic Party	42	47.2	29	38.7
Saskatchewan Party	n/a	n/a	25	39.6
Liberal Party	11	34.7	4	20.2
Progressive Conservative Party	5	17.9	0	0.4
Other	0	0.2	0	1.1
	58	100	58	100

Questions 57 to 84 do not require the use of the Sources Booklet.

Sample Multiple-Choice Questions

Use the source on page 18 of the Sources Booklet to answer questions 1 and 2.

1. The writer indicates that some scholars researching an issue are concerned that other scholars may be
 - A. altering history to suit an agenda
 - B. promoting racial and ethnic intolerance
 - C. trying to discredit a country's democratic institutions
 - D. seeking to suppress intellectual debate on an issue of importance

2. If this source was being considered for use in a research project, it would be **most appropriately** used
 - A. as a summation of the arguments of one side on an important issue
 - B. to identify resources from which research information can be gathered
 - C. as a primary document that can be quoted and cited as historical evidence
 - D. to establish the context for which exploration of an issue can be undertaken

Use the diagram on page 18 of the Sources Booklet to answer question 3.

Question 3

Examination Blueprint Classification

Related Issue 2—Understanding and Analysis

Program of Studies—Primary Specific Outcome Classification

Specific Outcome 2.5—In question 3, students are asked to analyze the contributions of four philosophers to classical liberal thought.

3. Each of the people identified in the diagram promoted the idea that
 - A. the power of the state over actions of individuals should be limited
 - B. societies can only prosper and endure when collectivist values are emphasized
 - C. the highest priority of governments should be to ensure that the ruling elite maintains political power
 - D. because humans are corrupt by nature, their impulses need to be kept under control by an authoritarian leader

Use the two sources on page 19 of the Sources Booklet to answer questions 4 to 6.

4. The writer of Source I argues that courts in Canada
 - A. are highly critical of the behaviour of politicians
 - B. are dominated by liberal-minded judicial officials
 - C. make decisions that have widespread public support
 - D. make decisions that elected officials are reluctant to make

5. The irony in Source II derives from the expectation that, in democratic states,
 - A. new legislation must be approved by the courts before becoming law
 - B. elected officials will not comment on rulings brought down by the courts
 - C. legislation will be created by people elected to office by the general public
 - D. appointees to the Supreme Court must be members of the governing political party

6. For which of the following research questions would both sources be **most appropriately** used as resources?
 - A. To what extent should the judicial branch of government wield legislative power?
 - B. To what extent should international pressure influence decisions made by the Supreme Court?
 - C. To what extent should the media be free to report on the proceedings of human rights cases brought before the Supreme Court?
 - D. To what extent should the right to free speech be limited by the legislative branch in an effort to preserve public safety and security in time of crisis?

Use the two sources on page 20 of the Sources Booklet to answer questions 7 to 11.

7. The speaker in Source I implies that political systems with an emphasis on public accountability may lead to political decision-making that is
 - A. elitist
 - B. decisive
 - C. bureaucratic
 - D. irresponsible

8. The speaker in Source II argues that technological and social changes have
- A. contributed to the downfall of totalitarian regimes
 - B. allowed the creation of radical political movements
 - C. eliminated class systems based on economic factors
 - D. assisted people in becoming politically well-informed

Question 9

Examination Blueprint Classification

Related Issue 1—Evaluation and Synthesis

Program of Studies—Primary Specific Outcome Classification

Specific Outcome 1.9—In question 9, students are asked to evaluate two opinions to determine the appropriate degree of government action to promote the common good.

9. With which of the following statements would both speakers **most likely** agree?
- A. Human nature drives most people to embrace collectivist values.
 - B. Government’s sole purpose is to enhance the liberty of the individual.
 - C. Political decisions must be made with consideration as to what most benefits the country.
 - D. Political leadership in a country must be assumed by those with superior intellectual ability.
10. In an effort to influence the opinions of their audience, both speakers
- A. acknowledge that there is no “correct” perspective
 - B. use illustrative examples to challenge assumptions
 - C. maintain a neutral point of view regarding the topic
 - D. use rhetorical questions to mock common assumptions
11. What issue is **most directly** addressed by these speakers?
- A. Should political leaders interfere in decisions made by military commanders?
 - B. To what extent should governments control the flow of information to the public?
 - C. To what extent should government decision-making reflect the will of the people?
 - D. Should political leaders have limits placed on the number of years they may remain in office?

Use the spectrum on page 21 of the Sources Booklet to answer questions 12 to 15.

Match each of the following statements to its correct position on the spectrum.

12. The anarchist political ideology
13. The concept of “The Divine Right of Kings” in its historical context
14. Enlightenment thinkers, such as John Locke, of the mid-18th century
15. Monarchists during the French Revolution

Use the diagram on page 21 of the Sources Booklet to answer question 16.

Question 16

Examination Blueprint Classification

Related Issue 1—Understanding and Analysis

Program of Studies—Primary Specific Outcome Classification

Specific Outcome 1.7—In question 16, students are asked to analyze four government actions and the relationship to the principles of liberalism.

16. Which of the following terms correctly replaces the question mark in the diagram?
 - A. Socialism
 - B. Communism
 - C. Keynesian economics
 - D. Supply-side economics

Use the excerpt on page 22 of the Sources Booklet to answer questions 17 to 20.

17. Information in the excerpt indicates that prior to the New Deal era, American social values **most strongly** emphasized
 - A. self-reliance
 - B. class conflict
 - C. national pride
 - D. economic equality

18. Which of the following titles would be the **most appropriate** for this excerpt?
- A. The New Deal Created Economic and Political Crises
 - B. The New Deal Returned America to its Free-Market Roots
 - C. The New Deal Eliminated Racial and Gender Discrimination
 - D. The New Deal Stimulated Change to American Social Attitudes
19. The writer suggests that one result of the New Deal was that
- A. governments used fiscal-policy reform to encourage entrepreneurship
 - B. citizens became increasingly critical of the actions of large corporations
 - C. governments placed a greater emphasis on promoting economic security
 - D. citizens became increasingly suspicious of the motivation for government policy changes
20. As a resource for research on the history of liberalism, this excerpt would be considered to be
- A. a factual source that provides an overview of the consequences of the New Deal
 - B. an opinion-based source that uses evidence to celebrate the New Deal's impact on American society
 - C. a factual source that offers details regarding the various New Deal programs designed to restore the economy
 - D. an opinion-based source that uses primary documentation to identify the negative consequences of the New Deal

Use the three sources on pages 23 and 24 of the Sources Booklet to answer questions 21 to 25.

21. Which of the following titles **best** summarizes the intent of the three sources?
- A. Evolution of Liberal Philosophy
 - B. Liberal Ideas and Values in Decline
 - C. Challenges to Liberal Values and Beliefs
 - D. Contradictions Inherent in Liberal Philosophy
22. Information in the sources indicates that despite the changes that occurred over the time period described, one constant has been
- A. the existence of a class structure
 - B. domination of society by the aristocracy
 - C. a decline in the power of the government
 - D. extensive government intervention in the economy

23. Which phrase from Source II is a reference to people such as Karl Marx and Robert Owen?
- A. “nouveau riche”
 - B. “the aristocracy”
 - C. “urban labourers”
 - D. “sympathetic intellectuals”
24. In the context of the three sources, the **primary** purpose of Source II is to
- A. illustrate the emergence of and responses to classical liberalism
 - B. criticize the excesses of a free-market economic system
 - C. promote the values of self-reliance and individualism
 - D. identify the origins of liberal economic philosophies
25. Taken together, information in the sources indicates that a fundamental difference between early and later liberal philosophers is the
- A. value placed on universal access to education
 - B. role of government in the operation of the economy
 - C. need for constitutionally guaranteed minority rights
 - D. belief in the ability of a free market to achieve growth

Use the newspaper headlines on page 24 of the Sources Booklet to answer questions 26 to 28.

26. Which of the following issues **most directly** relates to the headlines of all four newspapers?
- A. To what extent should government alter monetary policy to control economic growth?
 - B. To what extent should government support failing private industries during recessions?
 - C. To what extent should government use fiscal policies as a means of managing the economy?
 - D. To what extent should government nationalize industries to mitigate labour reductions?
27. From the perspective of a laissez-faire economist, the headline that identifies the **most acceptable** method of easing an economic problem is that of
- A. *The Tribune*
 - B. *The Courier*
 - C. *The Daily*
 - D. *The Post*

28. From the perspective of a Marxist, these headlines offer proof that in market-oriented economies,
- A. the means of production can be collectively owned without stifling productivity and innovation
 - B. divergent opinions regarding state intervention exist as a result of distinct economic classes
 - C. the means of production are of less economic importance than the supply of natural resources
 - D. class divisions have been largely eliminated by progressive social-assistance legislation

Use the cartoon on page 25 of the Sources Booklet to answer questions 29 and 30.

29. The cartoon depicts superpower leaders implementing a policy of
- A. détente
 - B. containment
 - C. brinkmanship
 - D. collective security

Question 30

Examination Blueprint Classification

Related Issue 2—Evaluation and Synthesis

Program of Studies—Primary Specific Outcome Classification

Specific Outcome 2.10—In question 30, students are asked to evaluate how ideological confrontation shaped international relations following the Cuban Missile Crisis.

30. Which of the following actions occurred as a direct result of the situation depicted in the cartoon?
- A. Development of space-based weapons
 - B. Reduction in the production of nuclear weapons
 - C. Improvement in communication between the superpowers
 - D. Introduction of democratic reforms in communist countries

Use the excerpt on page 25 of the Sources Booklet to answer questions 31 and 32.

31. Machiavelli's advice would be embraced **most readily** by leaders who are
- A. libertarian
 - B. egalitarian
 - C. authoritarian
 - D. parliamentary
32. The appeal of Machiavelli's advice is based on the fact that the advice
- A. promotes political stability in turbulent economic times
 - B. is deemed useful to both radicals and reactionaries
 - C. ensures that controversial legislation is adopted
 - D. is loathed by both monarchists and republicans

Use the posters on pages 26 and 27 of the Sources Booklet to answer questions 33 and 34.

33. Taken together, these posters demonstrate that when in a time of crisis, democratic and non-democratic countries will attempt to
- A. ration vital supplies to maintain the war effort
 - B. invoke laws to restrict the civil liberties of citizens
 - C. focus the energies of citizens on sustaining the war effort
 - D. use propaganda campaigns to gain international sympathy for their cause
34. The posters support the generalization that, in times of war, both authoritarian and democratic governments will
- A. require civilians to accept restrictions on everyday activities
 - B. identify scapegoats for hardships created by the war effort
 - C. attempt to ensure public support for state goals
 - D. assume control of the state's productive forces

Use the excerpt on page 28 of the Sources Booklet to answer questions 35 to 37.

35. Information in this recollection reinforces the fact that one reason people in Europe did not resist Nazi actions against Jewish citizens was that most people
- A. hoped to advance within the Nazi Party
 - B. were concerned for their personal safety
 - C. expected the political situation to be temporary
 - D. assumed Jews would not be subject to extreme cruelty

36. The speaker believes that he and his fellow non-Jewish citizens
- A. were guilty of an offence against a group of people rendered powerless
 - B. became innocent victims of a highly effective propaganda campaign
 - C. used subversive means to limit the effectiveness of Nazi programs
 - D. exhibited bravery in the face of persecution by the Nazi regime
37. For the purposes of historical research into the Holocaust, this document would be considered a primary resource because
- A. the speaker describes events that occurred during the Second World War
 - B. it is the recollection of a person who lived and experienced Nazi German rule
 - C. the source contains detailed information about the genocide of European Jews
 - D. it is the recollection of a person who is critical of the actions taken by the Nazi regime

Use the diagram on page 28 of the Sources Booklet to answer question 38.

38. A commonality shown in the diagram is that each program
- A. satisfied public demands for expanded social-welfare programs designed to lessen the effects of poverty
 - B. represented an attempt to create greater economic cooperation among countries
 - C. encouraged government spending on public-works projects to end a recession
 - D. represented an effort to stimulate economic revitalization

Use the excerpt on page 29 of the Sources Booklet to answer question 39.

39. A supporter of the principles of liberalism would view the comments made in the excerpt as
- A. acceptable, because the people of Québec will have the opportunity to present their opinions through a democratic process
 - B. unacceptable, because the separation of Québec from Canada would cause tension among trading partners
 - C. acceptable, because the Québec government has used its authority to pass legislation
 - D. unacceptable, because the views of opposition parties in Québec would be censored

Use the political practices on page 29 of the Sources Booklet to answer questions 40 to 44.

For questions 40 to 44, read the description of an action, then select the political practice that the action exemplifies. A choice may be used more than once.

40. In 1989 in the People's Republic of China, a peaceful demonstration in Tiananmen Square in Beijing was brought to a halt when Chinese armed forces stormed the square, killing many and arresting many more.
41. In the 2008 election campaign in Zimbabwe, President Robert Mugabe denounced Great Britain, the former colonial power that controlled the territory that is now Zimbabwe, as being the source of the severe economic and social troubles plaguing Zimbabwe.
42. In the Soviet Union, national elections were held on a regular basis, with high rates of voter turnout. Political choices consisted of approving the candidates selected by the ruling Communist Party.
43. In Burma, Buddhist monks and other groups opposed to autocratic rule by a military junta have frequently been subject to arrest, imprisonment, and beatings inflicted by the Burmese police forces and military.
44. In the 1930s, the Nazi German government ensured that the vast majority of German youths were members of organizations that promoted the values and beliefs of the Nazi Party and its leadership.

Use the philosophers on page 29 of the Sources Booklet to answer questions 45 to 48.

Identify the philosophers who expressed ideas most similar to those described in questions 45 to 48.

45. We should each act so as to promote the greatest happiness for the greatest number of people.

46. The French Revolution was not a movement towards a representative and constitutional democracy but rather the destruction of the traditional and proper authority. Governing should be left to those of a proper upbringing as the majority of people in society are unqualified to govern.
47. The people should make laws directly rather than have laws imposed upon them by high authorities. In order to ensure stability and security, people must, however, accept the role of government to enforce the general will of society.
48. Government by a strong ruler is necessary in order to prevent people from violently pursuing their own self-interest. Therefore, people must give up their natural right to liberty in exchange for protection from harm.

Use the excerpt on page 30 of the Sources Booklet to answer questions 49 and 50.

49. For which of the following essay topics would the information in the excerpt be **most** appropriately used?
- A. To what extent should the Government of Canada restrict extremist political movements that disregard public law?
 - B. Should fundamental rights and freedoms of the citizens of Canada be suspended during times of crisis?
 - C. Should political representation in Canada be based upon regional equality?
 - D. To what extent has the Government of Canada promoted collective rights?

Question 50

Examination Blueprint Classification

Related Issue 3—Understanding and Analysis

Program of Studies—Primary Specific Outcome Classification

Specific Outcome 3.8—In question 50, students are asked to analyze a perspective to determine who would be most supportive of the central message (collective rights).

50. The perspective presented in the excerpt would be **most acceptable** to a supporter of
- A. self-motivation
 - B. collective interest
 - C. armed confrontation
 - D. secession movements

Use the timeline on page 30 of the Sources Booklet to answer questions 51 and 52.

- 51.** The common feature among the economic programs identified in the timeline is that each was designed to
- A.** expand the production of luxury items and consumer goods
 - B.** introduce elements of a capitalist economic system to the communist state
 - C.** increase the role of Soviet workers in the process of state economic planning
 - D.** achieve the economic goals as expressed by the leadership of the communist state
- 52.** From the perspective of a classical liberal economist, this series of economic programs is proof that as time passed
- A.** the Soviet government became increasingly focused on improving agricultural production at the cost of ignoring the development of heavy industries
 - B.** a state based on collectivist values and centralized control of productive resources was unable to find a sustainable way to achieve economic prosperity
 - C.** the Soviet government was able to relax restrictions on individuals as the mass of people learned to embrace Marxist values that promoted the common good
 - D.** a state that begins with widespread freedom and prosperity will become ever more dictatorial as citizens realize the failings of an economy based on state ownership

Use the source on page 31 of the Sources Booklet to answer questions 53 and 54.

- 53.** The writer of this source suggests that one consequence of a crisis situation is that
- A.** tensions will rise between democratic and authoritarian countries
 - B.** the popularity of opposition political parties among the voting public will decline
 - C.** decisions must be made as to what powers the state must employ to restore stability
 - D.** citizens of a country will develop a greater appreciation for the civil liberties they enjoy

54. As a resource for a research report on the ways countries may respond to a crisis, this source would best be characterized as
- A. a comprehensive analysis of factors leading up to a crisis
 - B. a generalized discussion of government actions during times of crisis
 - C. an editorial commentary on the dangers of public apathy at a time of crisis
 - D. a pro-authoritarian commentary on crisis management supported by historical evidence

Use the chart on page 32 of the Sources Booklet to answer questions 55 and 56.

55. These election results indicate that when the percentage of popular vote is considered, the **most underrepresented** political party was the
- A. Progressive Conservative Party in 1995
 - B. New Democratic Party in 1995
 - C. Saskatchewan Party in 1999
 - D. Liberal Party in 1999

Question 56

Examination Blueprint Classification

Related Issue 3—Evaluation and Synthesis

Program of Studies—Primary Specific Outcome Classification

Specific Outcome 3.5—In question 56, students are asked to evaluate election data to determine how the principles of liberalism can impact the outcomes in electoral systems.

56. Which of the following statements is **most directly** supported by information in the chart pertaining to the 1999 election?
- A. The decline in support for the Liberal Party between 1995 and 1999 can be largely attributed to the emergence of the Saskatchewan Party.
 - B. The Saskatchewan Party's support in 1999 was exclusively made up of disaffected supporters of the New Democratic Party.
 - C. Changes in election results between 1995 and 1999 occurred because of redrawn constituency boundaries.
 - D. Changes in election results were most likely due to a reformed electoral system implemented in 1999.

Questions 57 to 84 do not require the use of a Sources Booklet.

57. The supply-side policies of such individuals as Thatcher, Reagan, and Friedman are **most closely** aligned with the writings of
- A. John Maynard Keynes
 - B. John Stuart Mill
 - C. Adam Smith
 - D. Karl Marx
58. The founders of the United States established a republican form of government with a system of “checks and balances” and a “separation of powers” in an effort to ensure that
- A. the news media would be obligated to provide unbiased reporting of national political affairs
 - B. no one person or branch of government would be able to wield excessive political control
 - C. the right to vote would be given to all persons regardless of gender, race, or religious beliefs
 - D. an election could occur on short notice when a minority government had lost an important legislative vote
59. Historically, both democratic socialists and Marxist communists agree
- A. that laissez-faire capitalist systems are exploitive of the working class
 - B. that a capitalist system can be ended only through a gradual process of state-sponsored reform
 - C. on the extent to which the media should be free to report on the proceedings of human rights cases brought before the highest courts in the country
 - D. on the extent to which the judicial branch of government should have the power to overrule decisions made within the legislative branch of government
60. Economist John Maynard Keynes greatly influenced the evolution of economic liberalism by advocating for
- A. labourers to use collective action to bring about the nationalization of the productive forces of the country and thus ensure sustainable economic growth
 - B. consumers to be informed as to the environmental and labour practices of businesses and make ethical decisions when purchasing goods and services
 - C. corporations to work cooperatively rather than competitively to ensure that the prices for goods and services could be set by their collective decisions
 - D. governments to use fiscal and monetary policies to more closely regulate the economy and thus prevent excessive fluctuations in the economic cycle

61. Which common practice in democratic states **best** reflects the value of collectivism?
- A. Labour unions advocate better working conditions.
 - B. New laws come into effect when signed by the head of state.
 - C. The media is free to criticize decisions made by political leaders.
 - D. The beliefs of political party leaders are a major consideration for voters.
62. A critic of the Canadian parliamentary system would **most likely** argue that democratic principles are threatened by the ability of the prime minister to
- A. appoint senators and Supreme Court justices
 - B. hold office for an unlimited number of terms
 - C. repress the dissemination of information to the media
 - D. set the agenda and chair debates during caucus meetings
63. Universal social programs that redistribute wealth within society reflect values associated with
- A. individualism
 - B. egalitarianism
 - C. neo-liberalism
 - D. classical liberalism
64. Which of the following statements **most accurately** explains the “Great Man Theory” of history?
- A. Leaders will arise when there is a need.
 - B. Males have tended to influence major historical events more than females.
 - C. Democratic as opposed to dictatorial leaders have been ignored by historians.
 - D. Females have never been given enough credit for their impact on key historical events.
65. Which of the following ideologies is **most** similar to Social Darwinism?
- A. Laissez-faire capitalism
 - B. Evolutionary Marxism
 - C. Democratic socialism
 - D. Welfare capitalism

Question 66

Examination Blueprint Classification

Related Issue 4—Evaluation and Synthesis

Program of Studies—Primary Specific Outcome Classification

Specific Outcome 4.9—In question 66, students are asked to evaluate international efforts that demonstrate collective leadership to address global issues.

66. Human rights legislation such as the Universal Declaration of Human Rights demonstrates international efforts to
- A. contain the spread of communism
 - B. mitigate the effects of recessionary pressures
 - C. promote civil liberties in the global community
 - D. encourage the expansion of the global marketplace
67. From the perspective of an internationalist, United Nations military action in response to ethnic and civil unrest is
- A. acceptable, because global stability promotes economic growth
 - B. acceptable, because the protection of human rights is a moral obligation
 - C. unacceptable, because the financial cost is too prohibitive for United Nations member states
 - D. unacceptable, because armed conflict becomes too dangerous for United Nations personnel
68. The effectiveness of the United Nations has been questioned **most strongly** by proponents of national sovereignty because the United Nations’
- A. mandate has become irrelevant in a global economy
 - B. permanent Security Council members are not elected
 - C. leadership and power is rooted in Cold War geopolitics
 - D. actions misrepresent the sentiments of the majority of member states
69. The acquisition of satellite states by the Soviet Union would be viewed negatively by a supporter of the concept of
- A. deterrence
 - B. brinkmanship
 - C. collective security
 - D. national self-determination

70. From an American government perspective, direct military involvement in the Vietnam War was necessary to
- A. halt a civil war based on ethnic divisions
 - B. uphold the American foreign policy of containment
 - C. pursue a policy of détente in its relationship with the Soviet Union
 - D. fulfill American obligations according to the terms of the Marshall Plan

Question 71

Examination Blueprint Classification

Related Issue 4—Understanding and Analysis

Program of Study—Primary Specific Outcome Classification

Specific Outcome 4.6— In question 71, students are asked to understand and analyze the roles and responsibilities individuals possess in a democratic society.

71. Which of the following scenarios would a political scientist likely cite as the **primary** cause for the decline in the percentage of eligible voters casting their ballots in Canadian federal elections?
- A. Economic disparity causing disagreement among provinces
 - B. Universal suffrage extended to those previously denied the right
 - C. Political apathy becoming more pronounced within various segments of society
 - D. Party solidarity limiting the ability of elected officials to represent the views of their constituents
72. Historically, the provision for cradle-to-grave welfare programs has been closely associated with
- A. utopian socialism
 - B. Marxist communism
 - C. democratic socialism
 - D. democratic capitalism
73. Advocates of universal social programs would likely support
- A. progressive taxation
 - B. privatized health care
 - C. productivity incentives
 - D. work-for-welfare initiatives

74. From the perspective of a free-market economist, government-funded programs are
- A. acceptable, because they promote collectivism
 - B. acceptable, because they lead to deficit financing
 - C. unacceptable, because they discourage self-reliance
 - D. unacceptable, because they encourage efficient productivity
75. Which of the following actions directed by Soviet leader Nikita Khrushchev would be **most acceptable** to a supporter of liberalism?
- A. Invading Hungary in 1956 in an attempt to re-establish communist control
 - B. Criticizing the capitalist system for producing non-essential goods for wealthy consumers
 - C. Establishing large-scale state farms in the southern and eastern regions of the Soviet Union
 - D. Denouncing the dictatorial policies and cult of personality that existed under Joseph Stalin
76. From the perspective of a Marxist, nationalization of the means of production is essential because it
- A. encourages social unrest
 - B. fosters economic and social equality
 - C. ensures national sovereignty and security
 - D. promotes the exploitation of natural resources
77. Which of the following actions is **most consistent** with the policy of peaceful co-existence?
- A. The invasion of Czechoslovakia by the Soviet Union
 - B. The building of missile sites by the Soviet Union in Cuba
 - C. American support for South Vietnam in the Vietnam conflict
 - D. Agreement among the United States, the Soviet Union, and Britain regarding the testing of nuclear devices
78. A supply-side economist would **most likely** support government actions to combat a deficit budget by
- A. regulating public services
 - B. increasing income tax rates
 - C. providing subsidies to businesses
 - D. privatizing publicly owned corporations

79. The ideological conflict that shaped international relations from the end of the Second World War until 1989 led to the
- A. domination of the nuclear-arms race by a single superpower
 - B. formation of spheres of influence dominated by the superpowers
 - C. creation of free-trade blocs designed to liberalize trade between the East and the West
 - D. establishment of an international organization designed to encourage co-operation among countries
80. With which of the following statements would a supporter of economic globalization likely agree?
- A. The liberalization of trade among countries has allowed individuals access to lower-priced goods.
 - B. The concentration of profits in the hands of transnational corporations is beneficial for consumers.
 - C. The inclusion of protectionist policies is essential in the formation of international trade organizations.
 - D. The increase in human-rights violations in many countries is regrettably necessary to increase efficiency in production.
81. Supporters of economic equality and equal distribution of wealth would likely favour government actions that
- A. promote universal social-welfare programs
 - B. deregulate resource industries
 - C. reduce income-tax rates
 - D. privatize key utilities
82. Which of the following economic theories was based on the belief that collectivism could be achieved in a peaceful transition for the benefit of the working classes?
- A. Marxism
 - B. Mercantilism
 - C. Utopian socialism
 - D. Welfare capitalism

83. In 1955, the Warsaw Pact was created by the Soviets as a direct response to the
- A. perceived threat inherent in the existence of the North Atlantic Treaty Organization
 - B. benefits provided to the Soviet Union through the United Nations Organization
 - C. security created for democratic states through the Truman Doctrine
 - D. encroachment on the European economy by the Marshall Plan
84. Which of the following statements **most clearly** reinforces the idea that personal identity can become closely tied to one's ideological beliefs?
- A. People regarded as being liberal-minded often support laws designed to preserve personal freedom.
 - B. During provincial elections, a large portion of Alberta's eligible voters either choose to, or do not bother to, vote.
 - C. The use of a secret ballot in Canada helps ensure that the choice the voter makes will remain confidential if the voter so chooses.
 - D. Some people, when asked to describe themselves, will refer to their political affiliation, such as "social democrat" or "fiscal and social conservative."

Key for Part B: Multiple Choice

1. A	22. A	43. B	64. A
2. D	23. D	44. C	65. A
3. A	24. A	45. A	66. C
4. D	25. B	46. D	67. B
5. C	26. C	47. C	68. C
6. A	27. C	48. B	69. D
7. D	28. B	49. D	70. B
8. D	29. A	50. B	71. C
9. C	30. C	51. D	72. C
10. B	31. C	52. B	73. A
11. C	32. B	53. C	74. C
12. D	33. C	54. B	75. D
13. A	34. C	55. D	76. B
14. C	35. B	56. A	77. D
15. A	36. A	57. C	78. D
16. D	37. B	58. B	79. B
17. A	38. D	59. A	80. A
18. D	39. A	60. D	81. A
19. C	40. B	61. A	82. C
20. A	41. A	62. A	83. A
21. A	42. D	63. B	84. D

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