

SOCIAL STUDIES 11
2005-PRESENT PROVINCIAL EXAM
ESSAY QUESTIONS (REVISED MAY 2013)

POLITICS AND GOVERNMENT

1. To what extent was the Canadian government successful in its attempts to deal with the Depression? (Marker Training Paper Spring, 2005, January 2005, Sample Form A 2006)
2. *“Canada has created a welfare state that benefits every man, woman and child from cradle to grave.”* Evaluate this statement using examples from the period 1914 to the year 2000. Your answer should consider both sides of the statement. (August '06)

HUMAN GEOGRAPHY

1. Use the following statement to answer question 1. *“Earth’s average surface temperature will increase by 1.4 to 5.8 degrees Celsius by the year 2100”* (Environment Canada Projection). Discuss the impact of global warming on Canada (June '05)
2. Discuss the impact of humans on the global environment. (sample '05)
3. Describe some realistic strategies that would enable developing countries to improve their standards of living (sample '06) -no key available.
4. Explain the effects of overpopulation in developing countries (June '06)
5. Describe realistic strategies that Canadians could take to reduce their negative impact on land, water, and the atmosphere. (2006/2007 Release Exam)
6. Explain the obstacles that developing nations face in becoming developed nations.
7. Discuss the impact of population growth on standards of living in the developing world.
8. Explain the difficulties that developing nations experience as they try to break the poverty cycle. (2007/2008 Release Exam)
9. Explain the obstacles facing many developing countries as they attempt to improve their standards of living (June 2008)
10. Explain the challenges facing Canadians as they attempt to reduce the impacts of global warming. (2008-2009 Release Exam)

11. To what extent is overpopulation the main cause of poverty in the developing world?
Both sides of the argument must be addressed to receive full marks. (June 2010)
12. Explain the key factors that have allowed Canada to enjoy such a high standard of living compared to nations in the developing world. Your answer must refer to both Canada and the developing world. (Training Paper 2010-2011)
13. Explain the challenges that developing countries in Africa face in their attempt to provide a higher standard of living (June 2011 Form A)
14. Describe the negative impact of population growth on standards of living in the developing world. (2011-2012 Sample Exam Form A)
15. Explain the political, social and economic challenges in finding solutions to environmental threats that affect Canadians. All three aspects of the question must be addressed (Training Paper no year)
16. Explain the social, economic and political challenges faced by Canadians as they attempt to maintain their standard of living (2012 E-Exam, no month).

AUTONOMY AND INTERNATIONAL RELATIONS

1. Despite British and American influences, Canada has evolved into an autonomous nation. Evaluate this statement using examples from 1914 to 2000. (2005). (This question is also listed in "Society & Identity")
2. Use the following information to answer this question: (August '06)

United Nations Mandate

- *To keep world peace and prevent the outbreak of new wars*
- *To encourage friendly relations among nations*
- *To abolish disease and famine*
- *To protect human rights*

To what extent has the United Nations been successful in fulfilling its mandate? Your answer should consider both the successes and failures of the United Nations.

3. Describe Canada's role in international affairs from 1945-2000.
4. Describe the steps that led to Canada achieving autonomy from Britain. Use examples from the period 1914 to 2000. (2008-2009 Release Exam)
5. To what extent did Canada play a significant role in Cold War events? Use examples from the period 1945-1990. (2010-2011 Training Paper)
6. Explain Canada's changing role in armed conflicts from 1914-2000 (June 2011 Form A)
7. Explain how Canada's identity has been shaped as a result of its involvement in international affairs from 1914 to 2000. (This question is also listed in "Society & Identity")
- 8.

SOCIETY AND IDENTITY

1. Discuss how Canada changed as a result of World War One. (sample '05)
2. Evaluate the following statement using examples from 1914-2000. (June '05)

*"Despite British and American influences,
Canada has evolved into an autonomous nation"*

3. Explain how intolerance has been an issue in Canada since 1914. (Sample Form A 2006)
4. To what extent has intolerance been an issue in Canada throughout the 20th century? (sample '06) -no key available
5. Explain how Canada's identity has evolved politically, economically, and socially from 1914-2000 (sample '06) -no key available
6. Explain how Canada's identity has been shaped as a result of its involvement in international affairs from 1914-2000. (June 2006, 2011-2012 Sample Exam Form A)
7. Explain the political, social and economic impact of World War One on Canada (June 2007)
8. Evaluate the development of French Canadian and English Canadian relations from throughout the period 1914 to 2000. (2006/2007 Release Exam, 2007-2008 Training Paper)
9. Evaluate the impact of World War One on the Canadian home front. Use examples from between 1914-1918. (2007/2008 Release Exam)
10. Describe the relationship between the French and English Canadians from 1914-2000. (2007-2008 Marker Training Paper) (no key available)

11. To what extent has the Canadian government been successful in protecting Canada from American influence? Use examples from 1914-2000 (June 2008)
12. Explain how Canadians responded to the Great Depression. Your answer must include political, economic, and social examples. (June 2010)
13. To what extent did World War One and World War Two have a negative impact on the Canadian home front? Use examples from between 1914-1918 and 1939-1945. Both sides of the argument must be addressed (Training Paper, no year)
14. Explain how minority groups have been disadvantaged in Canadian society. Use examples from 1914 to 2000. (2012 e-exam, no month)
15. Explain how Canada's identity has been shaped as a result of its involvement in international affairs from 1914 to 2000. (This question is also listed in "Autonomy & International Involvement")

Here are the command words that are commonly used for essay questions:

1. **Explain.** This is a straightforward command word that is asking you to make clear the reasons for a situation, or the reasons why a series of events occurred.
2. **Support.** When asked to do this, you are being directed to give points in favour of a certain position. With this type of essay, the thesis is basically given to you in the question and you are just asked to support the thesis.
3. **Analyze.** Here you are being asked to examine the topic by considering and discussing each part or section of the topic.
4. **Compare.** When asked to do this, it is generally assumed that you will both compare and contrast the topic. Your task is to give similarities and differences for the topic being discussed.
5. **To what extent?** If these words are used as the command words in a topic, it is assumed that there are two positions possible on the topic. You are expected to weigh the strength of the two sides, and come to a conclusion about which side presents the stronger argument.
6. **Evaluate.** In this situation, you are being asked to make a judgment between two positions or arguments. You are being asked to weigh the arguments on both sides of the question, and come to a conclusion about which side presents the stronger position. In this way, it is similar to the "To what extent" question.
7. **Assess.** Here you are being asked to estimate the value of something. So you have to make a judgment and then use facts to prove your case. It is similar to "to what extent?"
8. **Discuss.** Here you must present the various points of view or ways of looking at a particular topic.
9. **Describe.** You must give a detailed description or account of an event, situation or topic.

POLITICS AND GOVERNMENT
Essay Keys

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. To what extent was the Canadian government successful in its attempts to deal with the Depression? Your answer should consider both sides of the statement. (12 marks)

Not Successful:

- Economic survival was difficult in the 1930s.
- During King's term in office, he felt assistance should come from municipal and provincial levels of government.
- King took the approach of less federal government intervention the better.
- Uncertainty by governments as to who was responsible for dole, relief camps, etc.
- People were unhappy with the government. It was voted out in 1935.
- Protest parties (third parties) showed the naïveté of the federal government which seemed to have had no idea how desperate rural Canadians were. In 1931, when they finally gave emergency relief, the Depression had already been in full swing for three years.

Dole

- too little too late
- too many restrictions placed upon it

Vouchers

- rationed sparingly
- hardly able to survive on what was given
- humiliating to live on \$10 per month while some were living the high life

Relief Camps

- humiliating
- restrictive
- not productive
- Work projects were useless, futile in many cases.
- hotbed of discontent
- Able-bodied men could have been used for more productive purposes.
- The fact that some people would accept the conditions of the camps just to have a place to live shows us how desperate they were.
- On-to-Ottawa Trek
- Regina Riots
- riding the rods
- isolation of camps

New Deal

- **ineffective, lost election**

Tariffs

- **had adverse effects**
- **showed lack of understanding of global economic forces**
- **increased income tax**

Successful:

- **Government camps got men off the street.**
- **Dole helped out those who received it.**
- **Government experimented; did try options to alleviate poor economic conditions.**
- **Prior experience was not available to draw upon.**
- **Other countries were doing similar things.**
- **Federal government bailed the provinces out with relief money (\$20 million to provinces).**
- **put people to work**
- **adopted a plan in 1939 for arsenal of democracy to help put people back to work**
- **Ultimately, the production of goods and weapons ended the Depression for Canadians.**

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.

Use the following statement to answer question 2.

Canada has created a welfare state that benefits every man, woman and child from cradle to grave.

2. Evaluate this statement using examples from the period 1914 to the year 2000. Your answer should consider both sides of the statement. (12 marks)

Has Benefitted:

Post World War One

- 1927: Provisions for Old Age Pensions for returning veterans
- 1930s: The CCF promotes improved health and social services; relief camps; job creation
- 1940: UIC: Worker and Employer contribute to program
- 1944: Family Allowance – “baby bonus” cheques

Post World War Two

- 1947: Saskatchewan established Canada’s first universal health plan
- 1948: National health grants to provinces
- 1951: Old Age Security Act
- 1951: (for Ontario): Female Employee Fair Remuneration Act: equal pay legislation
- 1951: Blind Persons Act
- 1956: Federal government passes pay equity legislation for female workers.
- 1956: Unemployment Assistance Act
- Hospital Insurance and Diagnostic Services Act: federal government covers half the cost of provincial hospital insurance plans
- 1959: Disabled Persons Status of Women (by Florence Bird) to ensure women equal opportunities in all aspects of society
- 1964: Family Allowance cheques
- 1965: Canada and Quebec Pension Plans
- 1966: Medical Care Act: Federal and provincial governments share costs from doctors and hospitals
- 1967: Guaranteed Income Supplement Plan
- Privy Council Order 1003: gave workers right to bargain collectively; present grievances

Has Not Benefitted:

- costs of social services escalated (some have become user pay)
- some elderly live below poverty line
- cost-cutting by government has reduced services to mentally ill
- long wait lists for medical care
- distribution of money to on-reserve Aboriginals not always adequate
- child-care centres
- inadequate pensions for returning veterans
- merchant sailors from World War Two denied benefits
- conditions on reserves for Aboriginals

HUMAN GEOGRAPHY
Essay Keys

Note to Marker:: 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.

Use the following statement to answer question 1.

Earth's average surface temperature will increase by 1.4 to 5.8 degrees Celsius
by the year 2100.

Environment Canada Projection

1. Discuss the impact of global warming on Canada.

(12 marks)

Possible Negative Effects of Global Warming in Canada:

- Increased amounts of heat waves
- Increased numbers of violent storms (e.g., ice storms, hurricanes, typhoons)
- Plants/animal species must adapt to warmer temperatures.
- lower survival rates of plants and animal species (e.g., polar bears cannot use ice to hunt seals.)
- Animals forced to migrate.
- loss of animal habitat
- Glaciers in Alpine and Polar regions will melt.
- Greater numbers of icebergs in oceans (navigation problems for ships)
- Sea levels are expected to rise significantly (damage to coastlines and structures)
- Erosions of cliffs, dunes and beaches will increase.
- Increased prevalence of forest fires due to drier conditions.
- Spread of pests (e.g., pine beetle and spruce bud worm, as warmer winters do not control numbers as they used to)
- Melting of permafrost areas can cause flooding and structural damage.
- Warmer ocean waters will not allow as many phytoplankton to survive (salmon stocks may be greatly affected).
- Spawning patterns of fish may be negatively influenced by warmer temperatures of water.
- Warmer ocean waters may bring in non-native aquatic species (disruption of food chain).
- Less rainwater and groundwater recharge (water shortages may occur).
- Winter recreation affected (shorter ski seasons)
- Drought conditions may occur on the Prairies (higher rates of wind erosion may occur).
- Forced migration of people may be needed. Costs may be involved.
- More diseases may result from increased temperatures (rising respiratory diseases and allergies).

Possible Positive Effects of Global Warming in Canada:

- Growing season may expand in some parts of Canada.
- Tree line may be extended north in some parts of Canada.
- Increased summer tourism
- Faster forest growth may occur in some areas.

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. Discuss the impact of humans on the global environment.

(12 marks)

Impacts on Global Environment

- few resources to accommodate large numbers of people (food, water, lumber, sewage, power, transportation, health)
- increased garbage (methane)
- resource depletion leads to job loss
- loss of agricultural land due to urban sprawl
- deforestation of watershed areas
- increased crime
- loss of indigenous cultures
- hard to distribute resources to so many people
- loss of land available for recreational activities
- noise pollution
- decrease of fossil fuels
- decrease in biodiversity
- increase in genetic modification of food
- loss of wildlife and their habitat
- decrease in food supply
- increase in air, water and soil pollution
- increase spread of disease
- ozone depletion
- increased acid precipitation
- implications of global warming

Social Studies 11
June 2006
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 the effects of overpopulation in developing countries. (12 marks)

- decreased role of women
 - many children are still being born
 - women have decreased say in reproduction
- populations don't always follow government policies
 - urban vs. rural issues
 - access to education
 - access to contraceptive devices
 - primarily agricultural based; need more children
- skewed sex ratios
- exponential population growth so populations continue to rise
- developed countries continue to produce children
 - consumption continues to increase in other countries
 - resources continue to be depleted
- increase in sewage
- increase in pollution
 - air
 - water
 - global warming
 - urbanization
- nutrition is poor, continuing the cycle of poverty
- increase in disease
 - SARS
 - HIV/AIDS
 - cholera
 - malaria
- high infant mortality rate
- pressure on farmland
- increase in shantytowns
- nationalism within countries
 - civil war
- refugees created by overpopulation
- population conflicts within neighbouring countries
- abandoned children
 - crime

Social Studies 11
2006/07 Release 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. Describe realistic strategies that Canadians could take to reduce their negative impact on land, water and the atmosphere. (15%)

Land/Water

- reducing household waste — less material going into landfill which could potentially contaminate soil and water
- pressuring their governments to increase recycling programs
- reducing their use of household hazardous wastes (e.g., cleaners, pesticide, etc.) which could potentially contaminate soil and water
- building of waste treatment plants (sewage, etc.) that more thoroughly treat waste before it is released into the water supply
- calling on governments to pass stricter laws on the dumping of waste into the water supply (e.g., sewage plants, pulp mills, and other industries)
- carefully controlling the spread of cities into natural areas with potential for water contamination to occur
- water conservation techniques: lawn sprinkling restrictions, low-flow faucets and toilets
- non-toxic herbicides, insecticides and pesticides used in agriculture
- education through government funds
- promote practise of 3 R's (reduce, re-use, recycle)

Atmosphere

- planting/replanting trees to absorb carbon dioxide from the atmosphere (reduces global warming)
- participating in "Energy Smart" types of programs around their house to reduce their electrical and fossil fuel usage
- embrace low or zero emission alternative energy sources (solar, wind, geothermal, tidal, etc.) to reduce carbon dioxide emissions
- join with other countries in reducing atmospheric emissions (e.g., Kyoto Protocol — global warming; Montreal Protocol — ozone layer depletion)
- purchasing automobiles with cleaner emission technology (e.g., hybrid engines, hydrogen fuel cell, etc.)

- **carpooling — in order to reduce fossil fuel use (reduces contribution to global warming and acid rain); provide tax incentives**
- **governments could pass laws that include stricter guidelines and enforcement of atmospheric emissions with heavier fines to deter would-be offenders**
- **refrain from purchasing products that contain CFCs or have used CFCs in their production — reduces impact on the ozone layer**
- **provide funding/subsidies for alternate energy programs**
- **encourage sustainable development practices**
- **educate public through government advertisements**
- **tax advantage for zero-emission equipment**
- **promote sustainability practices through school curricula**

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 obstacles that developing nations face in becoming developed nations. (15%)

Possible responses can include:
Conditions remain unsuitable in such nations for such a transition to easily take place.
For example, there are significant hindrances such as:

Economic obstacles:

- The poverty trap which perpetuates the likelihood of high infant mortality rates, high birth rates and low life expectancy.
- Lack of educational resources.
- Poor health care facilities.
- Poor nutrition/insufficient food.
- Cash crops which use up limited arable lands — for export, not local consumption.
- High debts hinder the flow of capital for investment and trade.
- Hindrances to trade:
 - some of these countries are landlocked
 - debt
- Lack of needed infrastructure, which would allow ease of movement.
- People in many of these nations are too preoccupied fighting for health and life to be effective contributors to a healthy national GDP.

Environmental obstacles:

- Lack of resources. In many cases, there are limited fish and forests, and insufficient funds to invest in mining.
- Poor access to safe drinking water.
- Poor soils limit farming opportunities.
- Difficult climates including drought and heat are an encumbrance to productivity.

Social obstacles:

- Oppressive, chauvinistic attitudes towards women bar them from educational and vocational advancement.
- Women are held to traditional domestic roles in which they are expected to rear several children.
- Diseases such as malaria and HIV/AIDS.
- Over half the populations of these nations are young dependents.
- Inter-racial violence.
- Exploitation from resource-seeking outside nations and inside governmental corruption.

Political obstacles:

- **Poor, ineffective and corrupt governments and police.**
- **Despite noble efforts of individuals and organizations from the developed world, the industrial nations are generally too preoccupied with their own economic growth to intervene.**

To industrialize, a nation needs most of these conditions drastically improved, otherwise they will likely remain primarily agrarian.

Without improvement, there can be no initiative or energy to industrialize, which in turn leads to stable populations and developed status.

Discuss the impact of population growth on standards of living in the developing world.

IMPACT

- 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 density presents enormous challenges to governments
 - cost 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 healthcare becomes less obtainable
 - no birth control or education about birth control
- 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
- poverty cycle

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**

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 obstacles facing many developing countries as they attempt to improve their standards of living. (15%)

- Many developing countries continue to have high birth rates, making it difficult for governments to provide such services as healthcare and education.
- With higher numbers of children (due to high fertility rates) and seniors (due to longer life expectancy), the dependency ratio increases significantly, placing a greater financial strain on those people of working age (i.e., higher tax rates).
- Many developing countries suffer from high rates of corruption, bribery, black market, etc., making it difficult for foreign aid to get to the people who actually need it.
- Wars (either external or civil) have plagued many countries in the developing world, causing scarce financial resources to be diverted toward military goals rather than toward improving the economic and social structure of a country.
- In Africa and other regions of the world, high rates of HIV/AIDS have decimated population numbers, particularly those of working age. This has led to increased government costs for combating the epidemic and placed further strain on these economies (i.e., shortages of workers).
- Continued problems with access to clean water has contributed to the spread of infectious diseases such as malaria and caused infant mortality rates to remain high in many developing countries.
- Low literacy rates in some developing countries have prevented the transformation from agrarian to industrial economies from occurring in a timely manner.
- Economic opportunities limited.
- Many developing nations are saddled with massive foreign debt. In some cases, paying the interest to service this debt prevents government spending in other areas such as infrastructure, health care and education. IMF — loans and debt load.
- Food production in many developing countries is geared toward cash crops for export, leaving little land for local growing and consumption and escalating prices for local populations.
- Subsistence farming by large sector of population; prevents workers from engaging in alternative economic activities.
- The low status of women in many countries has prevented them from playing an active role in the economy, due to their low levels of education.

- Many poor countries are trapped in the poverty cycle.
- Many poorer countries do not have the ability to effectively draw the developed world's attention to their issues.
- Natural catastrophes: tropical storms, earthquakes, tsunamis, drought, etc., place heavy financial burdens on a country's infrastructure.
- Some developing nations do not have democratic governments.
- Resource extraction within developing countries is often dominated by foreign corporations.

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 challenges facing Canadians as they attempt to reduce the impacts of global warming. (15%)

Economic / Environmental

- The cost of switching to a “greener” lifestyle is often considerable (e.g., buying newer vehicles [hybrids, etc.], installing more energy-efficient appliances, furnaces, insulation, etc.).
- For industry to change to “greener” initiatives, there are often very high costs which may need to be passed onto consumers (e.g., prices for alternative energy cars).
- Until demand increases and production becomes higher, prices for technology (such as hydrogen fuel cells) are prohibitive.
- The economy is geared primarily toward fossil fuels and other such existing systems. Therefore, it is easier to maintain the status quo in areas such as energy production and distribution.
- Green initiatives are usually undertaken at the expense of other government spending; taxpayers may not be willing to do this if programs such as healthcare and education are affected.
- Most of our transportation infrastructure is powered by fossil fuels (aircraft, rail, commercial trucks) and would be extremely difficult to change over to alternative forms of energy. We rely on such infrastructure for both business and pleasure; therefore, for the foreseeable future, there is little likelihood of quick change.
- High cost of dealing with local issues that become more severe, such as Mountain Pine Beetle.

Political

- Fossil fuel production is a major employer in Canada, particularly in the West. Therefore, politicians may be reluctant to institute policies that will reduce profits, tax revenues and cut jobs. This is particularly problematic in the oil sands of Alberta which contribute a significant amount of CO₂.
- Environmental programs such as recycling are not readily available in many Canadian communities, particularly in smaller centres.
- The pace of change by governments is often slower than that demanded by citizens.
- Even though demand for change may be strong in Canada, this demand needs to be matched by all other areas of the world, particularly industrialized or industrializing countries. The problem cannot be solved by one country in isolation; it is a global problem.
- Reluctance to interfere with the status quo means alternative energy research and marketing do not receive significant government funding.
- Effective lobbying in support of industries dependent on fossil fuels.

Social

- Media and other pressure to change.
- Generational issues; hard to change old habits; young people demanding change.

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. To what extent is overpopulation the main cause of poverty in the developing world?
Both sides of the argument must be addressed to receive full marks. (15%)

Overpopulation as a Cause of Poverty

- Low wages are frequently found in overpopulated countries where there is a labour surplus. When there are low wages people can't afford goods, which puts limits on production.
- People relocate to the cities in search of a better life from rural areas, where jobs in largely agriculture-based economies are scarce. The cities often do not have adequate social programs to help new migrants/immigrants. (50% of the world's population live in cities; 1/3 of urban dwellers live in slums.)
- Rapid population growth is associated with a high fertility rate, high birth rate and high death rate, which are symptoms of poverty. (Niger's birth rate: 49.6/1000 as compared to Canada's birth rate: 10.3/1000) (Population growth rates: Niger 2.9% and Canada: 0.83%)
- As a result of rapid population growth, many countries suffer slow per capita income growth, a lack of progress in reducing income inequality, and more poverty.
- On the household level, larger family size means that parents are able to invest less in the health and education of each child. These children then have less potential and skills they could use to obtain a good-paying job.
- Overpopulation leads to environmental degradation. Limited access to land as a resource leads to increased poverty.

Other Causes of Poverty

- Corruption inhibits development when leaders help themselves to money that would otherwise be used for development projects. (African countries alone owe many millions to western banks and their governments.)
- Warfare contributes to poverty by diverting scarce resources from fighting poverty to maintaining a military.
- Natural disasters – hurricanes, drought and other disasters can cause poverty.
- Environmental degradation – the poor often rely on natural resources to meet their basic needs through agricultural production and gathering resources essential for household maintenance, such as water, firewood and wild plants for consumption and medicine. Sometimes their use leads to the destruction of the environment they need. (Kenya: about 80% of population makes a living from farming, but now less food is produced than it was 30 years ago due to poor farming practices and cash crops.)

- **Poverty that stems from cultural ideas about the relative worth of different genders, races, ethnic groups and social classes.**
- **The debt burden of industrial countries means they find it difficult to pay for services that could improve the standard of living of their citizens.**
- **Poverty cycle – children born to an impoverished mother are unable to increase their level of income due to physical and social factors.**

List of Possible Responses Question #2

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.

Use the following statement to answer question 2.

Between 1994 and 2000, Canada was ranked the top country in the world in which to live, according to the United Nations Human Development Index. Since then, it has consistently been in the top six of the rankings.

2. Explain the key factors that have allowed Canada to enjoy such a high standard of living compared to nations in the developing world. Your answer must refer to both Canada and the developing world.

	Canada	Developing World
Literacy Rates	<p>All students in Canada have the right to attend school up to grade 12 for free; therefore, adult literacy rates are very high.</p> <p>Canada has a well-organized system of post-secondary education, resulting in comparatively high levels of education amongst its population.</p>	<p>Many students are unable to attend beyond elementary school, due to costs and the need to support their family with additional income; this has led to lower literacy rates.</p> <p>Many developing countries lack adequate post-secondary facilities, and only the wealthiest are able to attend them.</p>
Life Expectancy	<p>Canada offers universal healthcare coverage, allowing for longer life expectancies.</p> <p>There is access to vaccines and medicines.</p>	<p>Most developing countries lack sophisticated healthcare systems to maintain the well being of their citizens.</p> <p>There is limited access to vaccines and medicines.</p>
Gross Domestic Product	<p>Canada's economy has evolved into one that is modern and service-sector oriented, providing relatively high wages and producing a high GDP.</p>	<p>Most of the developing world relies on the agricultural sector, providing few high-paying jobs and resulting in a low GDP.</p> <p>Multinational companies may largely control key industries, meaning a net outflow of profits from the country.</p>

	Canada (cont.)	Developing World (cont.)
Population Growth Rate	Canada's growth rate is slow, allowing for better and more affordable planning for infrastructure (e.g., schools, highways).	Most have high growth rates, resulting in inadequate planning time for schools, hospitals, transit systems, etc.
Technology	Canadians enjoy wide access to technology (e.g., computers).	Most in the developing world do not have access to such high levels of technology.
Infrastructure	Canadians have a well-developed and largely modern infrastructure (e.g., airports, highways, railways, telephone, sewage treatment, water systems).	Much of the developing world has little, if any, modern infrastructure (e.g., paved roads, sewage and water treatment).
Type of Government	Canada's government is democratic, providing a wide degree of rights and freedoms and free from widespread corruption/bribery.	Many developing countries are politically unstable, resulting in undemocratic regimes that often provide protections to minority groups and are frequently corrupt.
Physical and Environmental Factors	Canada has an abundance of varied natural resources; absence of large-scale natural disasters. Water quantity and quality allows for a better quality of life.	Many developing countries experience droughts, earthquakes and are exploited by foreign multinational countries for their resources. Civil wars are common, black markets exist, and children are recruited to join the military. Lack/poor quality of water holds back human and economic development.

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 challenges that developing countries in Africa face in their attempts to provide a higher standard of living. (15%)

- Extremely high rate of HIV/AIDS cases with some over 25% of population (Zimbabwe, Swaziland).
- Generally lacking modern infrastructure to provide basic necessities such as water and energy (hydro-electric, natural gas, oil).
- Life expectancy is very low; Africa's average is 41 years.
- Infant mortality rate is well over 100 per 1000 births in many countries.
- Inadequate communication system to dispense health information and educational services to public.
- Literacy rate is below 28% of population (Chad, Mali).
- Origin of some diseases: West Nile (Uganda, 1937); Ebola (Republic of Congo, 1976).
- Health funding is a low priority:
 - funds go to financing civil war and corrupt governments;
 - one in three Africans is malnourished;
 - one woman dies every minute during pregnancy and childbirth; and
 - one child dies every 30 seconds from malaria (1 million a year).
- Some climates are harsh (prolonged drought, monsoon rains, typhoons) making agriculture-based economies challenging to maintain.
- In some instances, the already sub-par infrastructure is stretched to its limits by harsh climate, civil and international war.
- Some nations possess very few or no natural resources to process and or sell/trade with other countries. In some cases, multinational companies have many rights to the country's resources.
- Inadequate education system: only 57% of African children enrolled in primary school.
- Over one billion people in the world do not have access to clean drinking water, many of them living in Africa. Millions of children die before age five from malnutrition.
- Over half of Africans suffer from water-related diseases such as cholera and infant diarrhea.
- Women's rights are few and they put in intensive hours of labour to collect water and work in farming. 80% of women are farmers in Africa.
- War: children account for approximately half of civilian casualties in war.
- Birth rate in Democratic Republic of Congo and Liberia is 49.6 per 1000, placing demands on an inadequate and underfunded health system.
- Homicide rate: 50 per 100 000 in Sierra Leone.

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

List of Possible Responses

Question #2

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 political, social and economic challenges in finding solutions to environmental threats that affect Canadians. All three aspects of the question must be addressed.

POLITICAL CHALLENGES

- international cooperation is essential, but difficult:
 - some major countries have not followed through on agreements (such as the Kyoto Protocol) to reduce emissions
 - many countries have not even ratified the agreement
 - international agreements are difficult to enforce
- all levels of government (federal / provincial / municipal) are not necessarily involved even though a unified approach would be beneficial
 - regulations among different jurisdictions not consistent
 - question of jurisdiction and leadership (who is in charge?)
- some areas / countries will be affected differently than others
 - e.g., – a country next to the sea vs. a landlocked country will have different problems
 - a poleward country vs. one on the equator
- tensions between industrialized nations and developing nations in addressing environmental issues
 - developing nations lack the technical expertise and economic resources and will look toward industrialized countries for help
 - developed countries may lack the political / social will to aid developing countries
- environment is often seen as a long term, less visible issue, rather than a short term, visible one so therefore it is not seen as a priority
- lack of political will on the part of government to implement environmental protection laws that might lead to a decline of GDP
- global warming is a large and overwhelming problem
 - question as to whether or not it can actually be stopped
- multinationals, lobby and special interest groups often see economic growth as diametrically opposed to environmental concerns
- developing nations desire a period of forgiveness for heavy emissions to match period of time developed nations polluted

ECONOMIC / TECHNOLOGICAL CHALLENGES

- in general, population unwilling to pay extra for preventative taxes
 - pollution taxes for industry, agriculture, domestic emissions
 - may lead to business / industrial closures, job loss and decrease in tax revenue
- question as to where the funds to deal with issues will come from
 - taxation? subsidies? fines? how much? for what?
- alternative energy technologies are in their infancy and are relatively expensive for the general population and businesses
- 200 years of industrialization is difficult to change
 - greenhouse gasses have accumulated and cannot be stopped instantly
 - traditional means of energy production and consumption are often difficult to alter (“if it makes money, don’t change it”)
- technological solutions often have other, unintended effects on the environment
 - e.g., nuclear power plants are cleaner energy producers, but run the risk of meltdown and disposing of spent fuel rods is difficult
- poverty and low emission standards are related
- poor countries often have limited or no energy resources that emit low emissions so must resort to more polluting resources

SOCIAL CHALLENGES

- NIMBY [Not in My Backyard] / apathy toward non-visible issues (i.e., climate change difficult to perceive)
 - ignorance of the severity of the problem
 - lack of education among population
- some areas may benefit from global warming economically and environmentally, therefore some do not see global warming as affecting them
 - e.g., – lower heating costs
 - longer growing season
 - warmer climate
- lifestyle change difficult
 - e.g., – biking / taking bus to work
- general perceptions of public which prevents action:
 - “government / scientists will deal with the problem”
 - Canada will minimally be affected by climate change (“warmer weather is better for us”)
 - “technology” will solve the problem
- developing countries want the same standard of living as developed nations, leading to an increased environmental impact
- increased immigration pressure as impacted regions become less habitable

Close

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 social, economic and political challenges faced by Canadians as they attempt to maintain their standard of living.**

Social

- **Rising number of senior citizens and fewer people of working age, as well as fewer children, will change the dynamics of social interaction**
- **People will need to re-evaluate the extensive consumerism that helped drive improvements in standards of living, since it is seen by many as socially irresponsible as well as environmentally and economically unsustainable**
- **There is still inequality in levels of development in Canada, with poverty common in inner urban cores and on First Nations reserves, as well as child poverty**

Economic

- **Rising number of senior citizens and fewer people of working age will put an increasing strain on the social safety net in meeting health care and other retirement costs**
- **Uneven distribution of well-paying employment opportunities across the country – some regions have much higher unemployment than others, and as the resource sectors undergo significant changes, so will incomes**
- **With turbulent world markets and the increased global nature of the Canadian economy, Canada must consider what safeguards there are against economic collapses abroad affecting its economy**
- **Primary resource sectors face significant questions of sustainability (forestry, mining, fishing, etc.)**
- **There is still pay inequity when it comes to the difference in incomes for men and women**

Political

- **Different political parties have conflicting agendas regarding Canada's social welfare net and propose differing visions of how to maintain the welfare state that contributes so much to Canada's high standard of living**
- **The political will to maintain and enhance environmental standards to continue improving air and water quality (carbon emissions, freshwater quality and quantity, tar sands projects, Aircare in the Lower Mainland, etc.)**
- **Meeting the challenge of global leadership in areas of world health, human rights and refugee issues while providing services domestically**
- **Balancing the demands of corporations and special interest groups with good governance for all Canadians**

AUTONOMY AND INTERNATIONAL RELATIONS
Essay Keys

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.*

Use the following statement to answer question 2.

Despite British and American influences, Canada has evolved into an autonomous nation.

2. Evaluate this statement using examples from 1914 to 2000.

(12 marks)

Has Evolved

- 1917: Vimy Ridge: Canada's greatest military victory of World War One; four Canadian divisions captured the ridge; Britain and France could not
- 1919: End of World War One; Canada signed the Treaty of Versailles as an independent nation; League of Nations membership
- 1922: Chanak Crisis / refusing to support Britain's intentions to invade Turkey
- 1923: signing of the Halibut Treaty (independent of Great Britain)
- 1925/26: King-Byng Crisis
- 1926: Balfour Report
- 1927: opened embassies independently of Great Britain
- Group of Seven, CBC and *Maclean's* tried to stem the tide of American influence on Canadian culture
- 1931: Statute of Westminster: Canada becomes independent of Britain
- 1939: Start of World War Two; Canada takes a vote in the House of Commons to determine whether to declare war on Germany
- 1945: End of World War Two; Canada becomes a charter member of the United Nations
- 1949: Canada becomes a member of NATO
- 1949: Supreme Court becomes final court of Canada
- Canada recognized as a middle power through peacekeeping work with the United Nations.
- 1952: Vincent Massey, first Canadian-born Governor-General
- 1957: Lester Pearson wins Nobel Peace Prize for helping to resolve the Suez Canal Crisis of 1956
- 1957: Canada becomes a member of NORAD
- 1962: Cuban Missile Crisis—Diefenbaker wants U.N. to send fact-finding mission to Cuba
- 1965: Prime Minister Pearson criticizes U.S. bombing of North Vietnam
- CRTC quantifies Canadian content
- Nuclear missile testing: Canada did not comply with the American request
- Diefenbaker refuses to place Canada's NORAD forces on alert
- 1970s: FIRA, National Energy Policy
- U.S. planes with Atomic Bombs not allowed to land in Canada
- 1982: Patriation of the Canadian Constitution with an entrenched Charter of Rights and Freedoms
- Canadarm: supporting American space program with Canadian expertise
- 1997: Landmines Treaty signed; "The Ottawa Process"

Has Not Evolved

- **1867–1982: the British North America Act, Canada's first constitution, physically remained in Great Britain**
- **Cancellation of the Avro Arrow Project**
- **1991: Position on the Persian Gulf War was in line with American expectations**
- **Free Trade Agreement, NAFTA**
- **Media influences are predominantly American**

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.

Use the following information to answer question 1.

United Nations Mandate

- to keep world peace and prevent the outbreak of new wars
- to encourage friendly relations among nations
- to abolish disease and famine
- to protect human rights

1. To what extent has the United Nations been successful in fulfilling its mandate?
Your answer should consider both the successes and the failures of the United Nations. (12 marks)

Has Been Successful:

- almost all nations are members
- General Assembly meets regularly to discuss matters before they get out of hand
- each state has one vote to ensure fairness
- majority votes are needed to obtain consensus
- has prevented wars in many situations; no major world wars since World War Two
- many nations participate in global policing / wars; avoids polarization
- have furthered peacekeeping in the following:
 - Egypt
 - Cyprus
 - Rwanda
 - Lebanon
 - Former Yugoslavia
 - Somalia
 - El Salvador
 - Afghanistan
- Security Council rotates the ten non-permanent seats to middle-power nations, ensuring everyone plays a greater moderate role
- UNESCO
- UNICEF
- greater access to clean water
- near eradication of some diseases
- has pressured governments to conform to modify human rights (e.g., economic sanctions)
- promotion of women's rights
- emergency relief

Has Not Been Successful:

- resolutions are recommendations only; they have no enforcement power
- United Nations cannot force any nation to do anything; it can only ask and advise
- it has no permanent armed force of its own
- Security Council is too powerful; not a real democracy
- Security Council has the right to veto
- every permanent nation has used their veto power at least once
- permanent nations are outdated; do not reflect the status quo of today
- United Nations has not been able to stop certain wars or deal with international terrorism:
 - Afghanistan
 - Israel/Palestine
 - Iraq
 - Somalia
 - Former Yugoslavia
 - Rwanda
- United Nations cannot intervene in a nation's domestic problems
- many nations cannot or will not support the United Nations financially so many of the programs cannot work
- nations can leave the United Nations if they do not like what is happening
- economic sanctions cause further problems (e.g., Iraq)
- failure of Africa 2000 Program

. Describe Canada's role in international affairs from 1945–2000.

- **Peacekeepers and a "Middle Power."**
- **Becomes a non-nuclear nation, thereby becoming a "Middle Power."**
- **1960s — refusal of BOMARC Warheads into Canada.**

The UN

- **Was an integral part of the formation of the UN.**
- **Has been a non-permanent member of the Security Council.**
- **Is one of the key nations in developing the concept of worldwide human rights.**
- **Major contributor to the peacekeeping forces.**

Korean War (1950)

- **Canadian-troop victory at Kapyong prevents Seoul from falling to North Koreans.**
- **Canada proved itself prepared to take an active role in the United Nations.**
- **Canada contributes 27 000 soldiers to combat aggression.**

Suez Crisis (1956)

- **UNEF is created by Pearson, which avoids Middle East war.**
- **Pearson and Canada are seen as international mediators.**

CIDA (1968)

- **Focuses on establishing aid and relief to poverty-stricken areas, although despite large amounts of aid, poverty continues in some areas of the world.**

UNEF involvement

- **Canadian troops serve in Kashmir to monitor peace.**
- **1954 — Canada sends peacekeeping observers to Indochina during French/Vietminh conflict and during the Vietnam War (until 1973).**
- **Yom Kippur War (1973) — Canadian peacekeepers with UNEF maintain peace between Egypt and Israel.**

China

- **Trudeau, despite American protests, increases contacts with China.**
- **Canada becomes the first Western country to have major trade with China.**

US

- Canada did not involve itself in Vietnam War.
- Draft dodgers came to Canada; seen as a peace-loving nation.
- Canada did not participate in Cuban Missile Crisis.

Bosnia-Herzegovina

- 16 000 Canadian troops serve as peacekeepers.

Rwanda and Haiti

- Canadians assist in maintaining security and train a police force.
- Scandal leads to the disbanding of a Canadian Regiment.
- UN, under Canadian leadership, is unable to stop genocide.

Gulf War

- Canadians participate as part of Coalition Forces in "Operation Desert Storm."

NATO (1949)

- Was a key player in the formation of NATO.
- Stationed troops and air force in Western Europe.
- Negotiated economic and social aspects to be a part of NATO — the "Canadian Article" — but is never put into practice.
- Assisted in ending persecution of ethnic Albanians by Serbian government in Kosovo.

NORAD

- Joint command formed.
- DEW line, Pinetree Radar.

Social Studies 11
2008/09 Release 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. Describe the steps that led to Canada achieving autonomy from Britain.
Use examples from the period 1914 to 2000. (15%)**

- 1915 Canada insisted on “Canadian only” units to fight.
- 1917 Vimy Ridge — victory gives Canada a greater sense of nationhood and a feeling of independence from Britain.
- 1917 Canada takes seat on Imperial War Cabinet.
- 1919 Paris Peace Conference — PM Borden demands and receives an independent seat for Canada based on its contribution during World War One.
- 1919 Canada signs peace treaty as a separate nation.
- 1919 Canada joins League of Nations separately from Britain.
- 1922 Chanak Affair — Britain asks Canada to send troops to Turkey. PM King says only Canadian Parliament can make such a decision.
- 1923 Imperial Conference — Prime Minister King argues that British Dominions should take over own foreign affairs
- 1923 Halibut Treaty — Canada signs treaty with the US without the knowledge or approval of Britain. Result: Canada obtains right to sign foreign treaties on its own.
- 1926 King-Byng Crisis — Byng refuses PM King’s request to dissolve Parliament. This leads King to push for greater independence from Britain.
- 1926 Balfour Report — Canada declared by Britain to be self-governing, independent, and equal in status to Britain.
Governor General is now representative of the Crown in Canada with no direct link to British government.
- 1927–28 Canada opens its first embassies in the US, France and Japan.
- 1931 Statute of Westminster — Gives Canada full independence from Britain in terms of law-making powers (ability to amend constitution remains with Britain until 1982).
- 1939 Canada waits one week after Britain declares war on Germany to do the same (after approval of Canadian Parliament).
- 1947 Canadian Citizenship Act passed, giving Canadians citizenship of Canada, not just subjects of Britain.
- 1949 Newfoundland joins confederation; Canada stretches from “sea to sea.”
- 1949 Supreme Court of Canada established as the highest court of appeal for Canadians rather than the Judicial Committee of the Privy Council.
- 1956 Suez Crisis — Canada opposes policy of Britain towards Egypt.
- 1965 Canadian flag created.
- 1982 Constitution Act, 1982 — Canadian constitution is patriated. Canada receives right to amend constitution independent of Britain.

List of Possible Responses

Question #1

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. To what extent did Canada play a significant role in Cold War events?
Use examples from the period 1945–1990.

Canada Played a Key Role in the Cold War

- As a middle power, Canada had the international credibility to propose the creation of the UNEF during the 1956 Suez Crisis, and participate in numerous United Nations-sanctioned peacekeeping missions.
- As a founding member of NATO in 1949, Canada contributed to promoting the collective security of many western democracies against potential Soviet attack. This included maintaining troops in Europe, in particular post-war Germany, until the end of the Cold War.
- Canada's participation in NORAD, especially the operation of the three warning lines (DEW, Mid-Canada, Pinetree), meant that Canada was a key partner in North American defence.
- Canada participated in the United Nations-sanctioned and US-led war in Korea in the 1950s.
- Canada also unofficially contributed to the American war in Vietnam by allowing testing on Canadian military bases and selling of supplies to the American military.
- Canada joined the boycott of the 1980 Olympic Games in Moscow in response to invasion of Afghanistan.

Canada Did Not Play a Key Role in the Cold War

- During the Avro Arrow/BOMARC debate in the late 1950s and early 1960s, Canada had to accept the American version of what was the best solution to North American defence, which led to Canada having nuclear weapons—this could be interpreted as weakness on Canada's part.
- During the 1962 Cuban Missile Crisis, Canada was not involved in any significant way. Instead, Canada had to watch from the sidelines as the crisis played out.
- Officially, Canada repudiated the American stance on the Vietnam War, as such, Canada could be perceived to be weak in the fight against communism by its Cold War partner.
- Prime Minister Trudeau attempted to distance himself from US foreign policy vis-à-vis China, Cuba and the Soviet Union.
- Canada accepted American draft dodgers during the Vietnam War, thereby undermining the USA's stance.
- Canada supported the worldwide disarmament of nuclear weapons, thereby going against American policies for the collective security of NATO allies.

Has Not Evolved

- **1867–1982: the British North America Act, Canada's first constitution, physically remained in Great Britain**
- **Cancellation of the Avro Arrow Project**
- **1991: Position on the Persian Gulf War was in line with American expectations**
- **Free Trade Agreement, NAFTA**
- **Media influences are predominantly American**

Social Studies 11
June 2011 – Form A
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 Canada's changing role in armed conflicts from 1914 to 2000, (15%)

World War One (1914–1918)

- Canada went to war automatically when Britain declared war
- Began fighting as CEF within the British army
- Became a united, combined unit at Vimy Ridge
- Gained an independent seat at the Paris Peace Conference
- On the home front, women played a greater role in all sectors of the economy

Russian Civil War (1918–19)

- Sent troops to fight Bolsheviks

Chanak Affair (1922)

- When asked to assist the British in their campaign against Turkey, Canada showed growing autonomy by holding off on the request until Parliament could decide the issue

World War Two (1939–1945)

- Canada delayed its participation by one week to allow Parliament to vote on war declaration
- Key battles included Battle of the Atlantic, Battle of Britain, Hong Kong, Dieppe, Italian Campaign, D-Day, Liberation of the Netherlands
- Bomber Command: Canadian pilots bombed German cities
- Hosted the British Commonwealth Air Training Plan (BCATP)
- “Arsenal of democracy”—Canadian manufacturing produced war material
- Women’s role increased over that in World War One—Ferry Command, BCATP, WRENS, etc.
- Established Canada as a middle power

Korean War (1950–1953)

- Sent over 26 000 troops to support the American-led, UN-sanctioned mission to fight communism
- Three Canadian destroyers and a RCAF squadron provided logistical support

Cuban Missile Crisis (1962)

- Initially refused American request to put Canadian forces on highest alert levels
- No direct Canadian military involvement

Vietnam War (1965–1973)

- Officially opposed to the American war—no troops sent
- Unofficially, supported it through weapons testing, etc.
- Thousands of draft dodgers were accepted into Canada

NATO

- Joined this collective security alliance in 1949
- Established military bases in Europe under NATO auspices
- Bosnia/Yugoslavia (1992–1995)
 - Provided air support and ground forces who were engaged in active combat (“peacemakers” vs. “peacekeepers”)
 - Provided training grounds for NATO allies
 - When the war ended, Canadian troops remained behind as peacekeepers
 - Kosovo

UN Peacekeeping

- Canada was involved in many UN peacekeeping missions since the creation of the UNEF in 1956 (through Pearson’s involvement in the Suez Crisis)
- Generally, Canadians did not engage in combat in these missions but were there as observers and peacekeepers between warring factions. These include
 - Cyprus
 - Gulf War
 - Somalia
 - Rwanda

I. High
II. involved in our wars
III. Peace

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 how Canada's identity has been shaped as a result of its involvement in international affairs from 1914 to 2000.

(12 marks)

World War One

- gained political independence from Britain
- went from colony to nation
- 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

SOCIETY AND IDENTITY
Essay Keys

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. Discuss how Canada changed as a result of World War One.

(12 marks)

Political

- union government
- vote for women
- greater independence from Great Britain
- increased government involvement in Canadian lives
- seat at the League of Nations
- increased sense of nationalism; Vimy Ridge
- War Measures Act; loss of civil liberties

Social

- vote for women; suffragettes
- prohibition
- rationing
- discontented veterans
- division of English and French over conscription
- propaganda
- censorship
- xenophobia (fear of foreigners)
- distaste of war when it was over
- new technological innovations

Economic

- income tax introduced
- government debt incurred
- profiteering
- high unemployment at end of war due to factory retooling and refitting
- increased tariffs
- labour unrest
- inflation

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.

Use the following statement to answer question 2.

Despite British and American influences, Canada has evolved into an autonomous nation.

2. Evaluate this statement using examples from 1914 to 2000. (12 marks)

Has Evolved

- 1917: Vimy Ridge: Canada's greatest military victory of World War One; four Canadian divisions captured the ridge; Britain and France could not
- 1919: End of World War One; Canada signed the Treaty of Versailles as an independent nation; League of Nations membership
- 1922: Chanak Crisis / refusing to support Britain's intentions to invade Turkey
- 1923: signing of the Halibut Treaty (independent of Great Britain)
- 1925/26: King-Byng Crisis
- 1926: Balfour Report
- 1927: opened embassies independently of Great Britain
- Group of Seven, CBC and *Maclean's* tried to stem the tide of American influence on Canadian culture
- 1931: Statute of Westminster: Canada becomes independent of Britain
- 1939: Start of World War Two; Canada takes a vote in the House of Commons to determine whether to declare war on Germany
- 1945: End of World War Two; Canada becomes a charter member of the United Nations
- 1949: Canada becomes a member of NATO
- 1949: Supreme Court becomes final court of Canada
- Canada recognized as a middle power through peacekeeping work with the United Nations
- 1952: Vincent Massey, first Canadian-born Governor-General
- 1957: Lester Pearson wins Nobel Peace Prize for helping to resolve the Suez Canal Crisis of 1956
- 1957: Canada becomes a member of NORAD
- 1962: Cuban Missile Crisis—Diefenbaker wants U.N. to send fact-finding mission to Cuba
- 1965: Prime Minister Pearson criticizes U.S. bombing of North Vietnam
- CRTC quantifies Canadian content
- Nuclear missile testing: Canada did not comply with the American request
- Diefenbaker refuses to place Canada's NORAD forces on alert
- 1970s: FIRA, National Energy Policy
- U.S. planes with Atomic Bombs not allowed to land in Canada
- 1982: Patriation of the Canadian Constitution with an entrenched Charter of Rights and Freedoms
- Canadarm: supporting American space program with Canadian expertise
- 1997: Landmines Treaty signed; "The Ottawa Process"

Has Not Evolved

- **1867–1982: the British North America Act, Canada's first constitution, physically remained in Great Britain**
- **Cancellation of the Avro Arrow Project**
- **1991: Position on the Persian Gulf War was in line with American expectations**
- **Free Trade Agreement, NAFTA**
- **Media influences are predominantly American**

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: Examples are not listed in order of importance.

2. Explain how intolerance has been an issue in Canada since 1914. (12 marks)

Canadian Intolerance

Immigration Policies

- preferences to English and Americans
- 1922: Canada-Japan Agreement restricted Japanese immigration to 150 labourers and servants a year.
- 1923: Chinese Exclusion Act

Aboriginal Rights

- Not classified as “persons” under the law (1929).
- government assimilation policies — residential schools, Potlatch banned
- R v. Lavell
- self-government
- not given right to vote until 1960

World War One, World War Two, Cold War

- anti-Semitism — many professions closed to recent immigrants; St. Louis incident
- Canadians of Japanese, Italian, Russian, German and Austro-Hungarian descent forced to carry identity cards and report to registration offices. In some cases, forceful confinement in work camps, loss of possessions and deportation were also used against Canadian citizens.
- conscription issues: conscientious objectors
- Originally, Aboriginal people, African and Japanese Canadians were not permitted in the Canadian Forces; few promoted within ranks.
- War Measures Act and loss of civil liberties
- Those suspected of being Communists had freedoms taken away; Padlock Law.

African-Canadians

- Nova Scotia’s Education Act of 1918–1954 — racial segregation in schools
- 1921: Superior Court of Quebec ruled in favour of segregating Montreal theatres.
- 1929: World Baptist Convention denied hotel rooms.

Women’s Rights

- Not classified as “persons” under the law (1929).
- lack of gender equity in the workplace

Depression

- immigrants competed with non-immigrants for jobs
- some believed women contributed to lack of jobs
- Aboriginal families given only \$5.00 per month
- in 1931, federal government stops all immigration into Canada to protect jobs

Religious Issues

- anti-Semitism

Labour Issues

- Winnipeg General Strike

Canadian Tolerance

- Constitution guarantees fundamental freedoms (students can elaborate on freedoms).
- democratic rights
- Generally, our borders are open to selected immigration.
- 1919: Brotherhood of Railway Workers accepts Black porters as members. The first union to abolish racial discrimination.
- 1924: Edmonton City Council refused to support an attempt to ban African-Canadians from public parks and swimming pools.
- righting our wrongs: land claims, residential schools, Japanese internment, Potlatch, White Paper, etc.
- 1962: new regulations removed most limits in immigration along racial lines.
- 1967: legislation made Canada's immigration policy officially "colour-blind."
- 1971: Trudeau's official policy of multiculturalism
- First Nations achieved elements of self-government.
- 1982: Canadian Charter of Rights and Freedoms
- Meech Lake Accord not recognizing First Nations as a Distinct 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 how Canada's identity has been shaped as a result of its involvement in international affairs from 1914 to 2000.

(12 marks)

World War One

- gained political independence from Britain
- went from colony to nation
- 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

Social Studies 11

June 2007

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 the political, social and economic impact of World War One on Canada. (15%)

Political	<p>War Measures Act</p> <ul style="list-style-type: none"> • granted government right to intervene economically “for security, defence, peace, order and welfare” of Canada • suspends civil liberties • internment camps
	<p>Propaganda</p> <ul style="list-style-type: none"> • encouraged enlistment, patriotism and economic support of war effort (savings bonds, use less fuel, less meat, rationing) • fuelled prejudices and distorted truth
	<p>Conscription</p> <p>Military Service Act (1917)</p> <ul style="list-style-type: none"> • exemptions protected; conscientious objectors • divides country (French/English); national unity threatened; riots in Quebec • miners, industrial labourers and farmers felt that they were already contributing to war effort through work; held sons and labourers for farms
	<p>Military Voters Act</p> <ul style="list-style-type: none"> • allowed soldiers overseas to vote
	<p>Wartime Elections Act</p> <ul style="list-style-type: none"> • vote given to women who were related to servicemen • denied vote for conscientious objectors and immigrants from enemy countries • reduced support for Liberals outside of Quebec
	<p>Paris Peace Conference 1919 and Treaty of Versailles</p> <ul style="list-style-type: none"> • Canada allowed to sit at table • Canada signed as separate nation • Canada on road to greater independence (autonomy) in evolving relationship with Britain
	<p>League of Nations</p> <ul style="list-style-type: none"> • Canada a member • optimism in idea of “collective security”

Social	<ul style="list-style-type: none"> • increased government involvement in people's lives
	Conscription <ul style="list-style-type: none"> • French/English split • urban/rural split
	Women <ul style="list-style-type: none"> • involvement in work force • enfranchisement (vote) • prohibition
	Loss of a Generation <ul style="list-style-type: none"> • dead, wounded, maimed soldiers
	National Identity <ul style="list-style-type: none"> • transition from British to Canadian forces • Vimy Ridge — pride
	Enemy Aliens <ul style="list-style-type: none"> • xenophobia • internment camps
	Propaganda <ul style="list-style-type: none"> • morale booster • fear of enemy aliens • nationalism • simplistic view of crisis
	Rationing <ul style="list-style-type: none"> • sacrifice for greater good • personal contribution to war effort

Economic	<p>Income Tax</p> <ul style="list-style-type: none"> • Introduction of income tax on high income earners as “temporary” measure to pay for war effort. Had little impact on average Canadians, but marked greater involvement of government in life of individual Canadians.
	<p>Bonds</p> <ul style="list-style-type: none"> • Introduction of bonds — government policy of borrowing money from its citizens. Resulted in large debt to Canadian government once World War One was over and contributed to economic recession following the war.
	<p>War Measures Act</p> <ul style="list-style-type: none"> • Gave government control over economy of country.
	<p>Shell Committee</p> <ul style="list-style-type: none"> • Shell Committee set up to produce munitions and other supplies for the war. Resulted in both profiteering and lost confidence in both government and industry by soldiers and workers. • Shell Committee replaced by Imperial Munitions Board; hired thousands of Canadians to build ships and airplanes.
	<p>Resources</p> <ul style="list-style-type: none"> • As a result of increased international demand, production and exports of Canada’s resources reached record levels; as most of these goods were exported, shortages of these goods occurred in Canada, resulting in higher prices for consumers.
	<p>Wage Controls</p> <ul style="list-style-type: none"> • Government wage controls kept wages low while prices were rising. Caused conflict between workers and industry/government. • Ultimately led to labour unrest after the war.

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. Evaluate the development of French Canadian and English Canadian relations from throughout the period 1914 to 2000.

(15%)

- At the outset of World War One, there was tremendous disagreement between English and French Canada on what role Canada should play in the conflict
- Conscription Crisis of World War One
 - divided Canada along language lines
 - English Canada supportive of conscription, French Canada opposed
 - Quebec City Riot (1918) protested conscription, led to four deaths
- Maurice Duplessis (Union Nationale) blamed English minority in Quebec for economic problems during the Depression
- Many women in both English and French Canada gained employment in munitions factories, etc., during World War Two
- Conscription Crisis of World War Two
 - all provinces except Quebec voted to release the government from its promise of no overseas conscription
 - King’s Slogan (“Not necessarily conscription, but conscription if necessary”) did little to ease tensions
- Separatist movement — Francophones in Quebec were dissatisfied with the lack of power that French Canadians had in Ottawa in early 1960s
- Front de libération du Québec (FLQ) formed as a radical response for disgruntled Francophones
- Lester Pearson appointed the Bilingualism and Biculturalism Commission to investigate solutions to dissatisfied Francophones in Quebec
- 1965 — new flag adopted in order to make Canada less British
- 1969 — Trudeau’s government passed Official Languages Act, making Canada an officially bilingual country
- 1970 — October Crisis — Pierre Trudeau invoked War Measures Act to deal with terrorist threat during political kidnappings
- 1976 — Parti Québécois wins provincial election in Quebec
- 1977 — Passage of Bill 101 bitterly divides Francophones and Anglophones in Quebec and causes resentment in the rest of the country
- 1980 — Quebec referendum on “Sovereignty-Association” defeated
- 1982 — Constitution Act — signed by all provinces except Quebec, which wanted “distinct society” status

- **Constitutional amendments subsequently rejected:**
 - 1990 — Meech Lake Accord
 - 1992 — Charlottetown Accord
- 1994 — Parti Québécois returned to power, capturing Francophone anger with failure of constitutional reform
- 1995 — Quebec Sovereignty Referendum narrowly defeated
- two solitudes have lead to regionalism
- Quebec licence plates stating “Je me souviens” meaning Québécois to remember their distinct history

Social Studies 11
2007/08 Release 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.

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.

Chris

Social Studies 11

June 2008

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: Students need not address all three topics to achieve full marks.

1. To what extent has the Canadian government been successful in protecting Canada from American influence? Use examples from 1914–2000. (15%)

Successful

Culture

- CRTC – has allowed many Canadian artists to launch their careers after exposure on Canadian radio and television.
- NFB – has encouraged new Canadian filmmakers and raised the exposure of Canada and its filmmaking in foreign markets. Many NFB films have won Academy Awards.
- CBC – has played a role in nurturing Canadian artistic talent through both radio and television exposure and has helped to counteract American media influences.
- CBC programs such as *Hockey Night in Canada* have provided a “cultural glue” for Canadians in all parts of the country.
- Royal Commission on National Development in the Arts, Letters and Sciences to promote ballet, theatre and orchestral groups.
- Since 1957, the Canada Council for the Arts has provided funding for writers, composers, playwrights, etc., allowing for a thriving cultural scene in Canada.
- 1965 – Canada’s new flag has brought Canadians together under a common cultural symbol. Canada is now synonymous with the maple leaf.
- 1967 – Expo ’67: at world’s fair Canada displays Canadian achievements.
- 1967 – Order of Canada appointments to distinguish Canadians for outstanding achievements.
- 1969 – the Official Languages Act regulations have served to keep Canada distinct from the United States.
- 1988 – Multiculturalism Act.

- Canada's cancellation of the National Energy Program (NEP) led to higher gas prices for Canadian consumers and greater influence by American oil companies.
- Canada's participation in the Auto Pact has caused its automobile industry to be dominated by American companies.
- Under the terms of the FTA/NAFTA, many Canadian jobs have disappeared, as multinational corporations seek out lower production costs in either the United States or Mexico.

Political

- 1940 – Ogdensburg Agreement – ties Canada too closely to American policy and leads to NORAD.
- US dominates NORAD (e.g., Cuba).
- Cancellation of Avro Arrow.
- creation of DEW Line, etc., led to a loss of political sovereignty.
- NATO has been dominated by American policy; has drawn Canada into military conflicts (e.g., Berlin, Cuban Missile Crisis).
- Arctic sovereignty – dispute over ownership of northern waterways; *SS Manhattan* incident.

Social Studies 11

June 2010

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 Canadians responded to the Great Depression.
Your answer must include political, economic and social examples. (15%)

Political

- Rise of protest parties
 - Co-operative Commonwealth Federation (CCF)
Formed as a result of Western dissatisfaction with federal government to deal effectively with human suffering.
 - Social Credit
Elected to power in Alberta in 1935 to protest the perception of the federal government's apathy to conditions on the Prairies.
 - Union nationale
Formed as a result of anger in Quebec over the federal government's inability to deal with unemployment and protection of Quebec culture.
- With the support of some Canadians, many recent immigrants were deported from Canada, especially those who were perceived to be "agitators."
- Many Canadians supported more stringent immigration regulations to reduce the perceived drain of the government's financial resources.
- Liberal government defeated in 1930.
- Conservative government defeated in 1935.

Bennett's New Deal

Economic

deficit financing

- Many businesses and governments had to lay off workers to ride out the Depression.
- Employed Canadians during the Depression had to endure significant wage cuts as businesses sought to decrease expenses.
- Many individuals wrote letters to PM Bennett asking for financial assistance.
- "Bennett Buggies" – families that couldn't afford to buy gas removed engines from cars and hooked up horses.
- Many foreclosures/evictions occurred as people fell behind on mortgage/rent payments.
- People who couldn't afford to purchase groceries had to turn to growing food themselves or rely on the generosity of others.

thanks

Social

- Unemployment caused many men to crisscross the country on trains (“riding the rods/rails”) or on foot, looking for work.
- Many unemployed men were arrested for “vagrancy.”
- The destitute began to rely on “relief” payments from the government.
- Rise of “soup kitchens” – provided by churches and other charitable organizations.
- 1932 – many Canadian men went to relief camps.
- 1935 – “On-to-Ottawa Trek” – to protest conditions in government work camps.
- Buried under staggering debts and low grain prices, many farming families abandoned their farms and left the Prairies.
- Many Canadians sought diversions from their life’s struggles by attending movies, dances and listening to radio programs such as on the newly created CBC.

List of Possible Responses

Question #1

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: Both sides of the argument must be addressed.

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

- 1. To what extent did World War One and World War Two have a negative impact on the Canadian home front? Use examples from between 1914–1918 and 1939–1945. Both sides of the argument must be addressed.**

	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 	<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

	Negative	Positive
World War Two	<ul style="list-style-type: none"> • War Measures Act curtails civil liberties; also, some Germans and Italians interned • King's conscription promise leads to costly plebiscite and tension between English and French • censorship program on enemy aliens' literature • animosity against Jews continues with Canada's immigration policy • fatherless families due to overseas fatalities • rationing and ration cards limited goods civilians could buy • minority groups persecuted; Japanese-Canadians interned • lack of consumer goods available due to military production 	<ul style="list-style-type: none"> • continuation of nationhood from battlefield successes: D-Day, the Netherlands • massive industrial increase in Canada • status of women elevated by factory and farm work • beginning of Canada as a welfare state: Unemployment Insurance (1945); Family Allowance (1940) • strengthens Canada / US relations • Aboriginal Pride: Tom Prince • interior of north-western Canada opened from Alaskan Highway • aerospace industry begins • various industries (e.g., steel, aluminium) increased • created employment — ended last of the Great Depression • concept of "total war" stimulated the economy • war brides and children contribute to Canada's population growth

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 minority groups have been disadvantaged in Canadian society. Use examples from 1914 to 2000.**

Ways in which minority groups have been disadvantaged

Aboriginal Canadians

- forced assimilation policies were confining to their culture
 - potlatch banned until 1951
 - forced attendance at residential schools
- not permitted to vote until 1960 since not considered citizens since 1929
- women lost status if they married a non-Aboriginal until 1980s
- faced abuse in residential schools
- loss of culture as overwhelmed by European settlers
- financial assistance only half as much as given to most other Canadians during the Great Depression (\$5.00 per month)
- suffered much poverty and hardship on reserves
- initially not permitted to join armed forces and did not receive promotions
- low graduation rates; high unemployment; high incidence of disease (e.g., diabetes)
- many land claim issues still unresolved
- societal attitudes towards Aboriginal Canadians still negative despite gains and efforts by Aboriginal groups

Chinese Canadians

- had to pay a head tax of up to \$500.00 to immigrate to Canada until 1923; immigration effectively banned by Chinese Immigration Act
- financial assistance only half as much as to European Canadians during the Great Depression
- right to vote granted in 1947

Japanese Canadians

- interned during World War Two. Many possessions taken from them. Partially reimbursed in 1988
- only a few permitted to join armed forces during World Wars. Not given many promotions

- federal right to vote in 1948; BC in 1949

German Canadians

- faced much opposition during both wars. Were considered enemy aliens
- German music banned from airwaves during war years

Jewish Canadians

- faced much anti-Semitic racism within Canada, especially in the 1930s
- many found it hard to find work or to be accepted into professions
- many clubs and organizations forbade Jewish membership

African Canadians

- not permitted to join forces until later in World War Two
- Africville in Nova Scotia was ignored by local authorities in receiving aid; was eventually demolished leading to displacement of residents

French Canadians

- overlooked for cabinet postings in government until mid-century
- not as well paid, on average as English executives within Quebec until last 30 years
- have always feared the loss of distinct cultural characteristics
- Levesque not invited to Kitchen Meeting during Constitution talks
- resentment from Western Canada over perceived special rights for Quebec

Miscellaneous Canadians

- conscientious objectors (religious minorities) such as the Mennonites and Jehovah's Witnesses were targeted during both wars
- communist suspects were denied some freedoms during the Cold War
- immigrants, due to discrimination, during Great Depression years found it difficult to find work
- 10 000 immigrants deported during the Great Depression
- women in workforce — as of 1996 only received 60% of men's pay
- gay and lesbian people were discriminated against in terms of accessing same-sex benefits
- *Komagata Maru* denied
- Indo-Canadians granted right to vote in 1947
- Canadians of Japanese, Italian, Russian, German and Austro-Hungarian descent forced to carry identity cards and report to registration offices. In some cases, forceful confinement in work camps, loss of possessions and deportation were also used against Canadian citizens