

SOCIAL STUDIES 11

FINAL EXAM 2013-2014

REVIEW GUIDE

REFERENCES

- Cranny, M et al. *Counterpoints: Exploring Canadian Issues*. Toronto: Prentice Hall, 2010.
- Jerry Falk, M.A. *Social Studies Eleven Student Workbook*. Hazelmere Publishing.
- *Supplementary reading materials distributed by teacher throughout the year.*

TABLE OF SPECIFICATIONS FOR THE PROVINCIAL EXAMINATION

CURRICULUM ORGANIZERS	COGNITIVE LEVEL			WEIGHING %
	Knowledge	Understanding & Application	Higher Mental Processes	
1. SKILLS & PROCESSES	--	--	2 essay questions	30
2. POLICIES & GOVERNMENT	5 SR	7 SR	--	15
3. AUTONOMY & INTERNATIONAL INVOLVEMENT	6 SR	8 SR	--	18
4. SOCIETY & IDENTITY	7 SR	10 SR	--	22
5. HUMAN GEOGRAPHY	5 SR	7 SR	--	15
WEIGHTING	30	40	30	100

SR = Selected Response

The values in this table are approximate and may fluctuate. With the exception of Skills and Processes, the percentage of each Curriculum Organizer reflects amount of instructional time as recommended by the Social Studies 11 Integrated Resource Package (2005).

The time allowed for the provincial examination is **two hours**. *Students may, however, take up to 60 minutes of additional time to finish.*

Examination Configuration:

Selected Response: 70% of the examination

Essay Response: 30% of the examination

DESCRIPTION OF THE PROVINCIAL EXAMINATION

The Social Studies 11 examination will include key processes, concepts, figures, and events within **the time period extending from 1914 to 2000**. Relevant data will be provided for questions testing topics of a current nature.

The provincial examination is divided into **two** parts:

PART A: **Selected-Response** questions worth 70% of the examination.
The question types may include multiple-choice, true-and-false and matching questions.

PART B: **Essay-Response** questions worth 30% of the examination.
Students will be required to answer two equally weighted multi-paragraph essay questions.

Each question may draw on one or more of the following curriculum organizers:

Politics and Government
Autonomy and International Involvement
Society and Identity
Human Geography

DESCRIPTION OF THE ESSAY ORGANIZERS

The following descriptions relate only to Part B of the Social Studies 11 examination (Essay Response). While students should be marked on correct knowledge and understanding of a given topic, the essay should be scored primarily on those skills and processes that illustrate a student's higher mental processes (refer to Essay Scoring Criteria).

- **POLITICS AND GOVERNMENT**

This theme examines the Charter of Rights and Freedoms and how Canadians can influence public policy.

- **AUTONOMY AND INTERNATIONAL INVOLVEMENT**

This theme examines Canada's evolution as an autonomous nation, its involvement in international events, and its responsibilities within the international community.

- **SOCIETY AND IDENTITY**

This theme examines the regional, cultural and ethnic diversity of Canadian society and the factors that have contributed to, and resulted from, this diversity.

- **HUMAN GEOGRAPHY**

This theme examines global issues that arise from the disparity in standards of living, environmental challenges facing Canada, and Canada's response to these issues.

TEACHER CONTACT INFORMATION

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KEY ELEMENTS

SKILLS AND PROCESSES OF SOCIAL STUDIES <ul style="list-style-type: none"> • critical thinking skills • research skills • communication and presentation skills (written, oral, graphic) • skills and attitudes of active citizenship 	
<p style="text-align: center;">GOVERNMENT AND POLITICS</p> <ul style="list-style-type: none"> • understanding the political spectrum • how Canadians effect political change • formation of governments in Canada • the Canadian constitution 	<p style="text-align: center;">AUTONOMY AND INTERNATIONAL INVOLVEMENT</p> <ul style="list-style-type: none"> • Canada's development as an autonomous nation • impact of WWI and Canada's role • impact of WWII and Canada's role • Canada's participation in world affairs
<p style="text-align: center;">HUMAN GEOGRAPHY</p> <ul style="list-style-type: none"> • significance of changes in world population • comparing Canada's standard of living with those of developing nations • assessing environmental changes affecting Canadians 	<p style="text-align: center;">SOCIETY AND IDENTITY</p> <ul style="list-style-type: none"> • development and impact of Canadian social policies and programs • economic cycles and the Great Depression • role of women in Canada • impact of the conscription crises, Quebec nationalism, bilingualism, and regionalism on Canadian unity • challenges faced by Aboriginal people in Canada • what it means to be Canadian

POLITICS AND GOVERNMENT

PRESCRIBED LEARNING OUTCOMES	SUGGESTED ACHIEVEMENT INDICATORS
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i></p> <p><i>Students who have fully met the prescribed learning outcome are able to:</i></p>
<ul style="list-style-type: none"> • demonstrate understanding of the political spectrum 	<ul style="list-style-type: none"> <input type="checkbox"/> define <i>totalitarianism, democracy, liberalism, conservatism, socialism, fascism, and communism</i> <input type="checkbox"/> distinguish among Canada's and BC's major political parties in terms of policies, philosophies, and priorities
<ul style="list-style-type: none"> • explain how Canadians can effect change at the federal and provincial levels 	<ul style="list-style-type: none"> <input type="checkbox"/> describe the significance of the following in the workings of government: <ul style="list-style-type: none"> – passage of legislation (including First, Second, and Third Reading; Royal Assent; private members bills) – party discipline versus free votes – cabinet – patronage – Order-in-Council <input type="checkbox"/> compare mechanisms whereby public policy can be changed (e.g., elections, petitions and protests, lobbyists, special interest groups, court actions, media campaigns)
<ul style="list-style-type: none"> • explain how federal and provincial governments are formed in Canada 	<ul style="list-style-type: none"> <input type="checkbox"/> describe the elements of the electoral system (e.g., candidates, parties, constituencies, voting, election campaigns) <input type="checkbox"/> distinguish between majority and minority government in terms of benefits and challenges
<ul style="list-style-type: none"> • describe major provisions of the Canadian constitution, including the <i>Canadian Charter of Rights and Freedoms</i>, and assess its impact on Canadian society 	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate awareness of precursors to the Canadian constitution (e.g., <i>British North America Act, Bill of Rights</i>) <input type="checkbox"/> explain the significance of the "notwithstanding clause" and amending formula <input type="checkbox"/> identify Charter rights and fundamental freedoms (e.g., equality, mobility, legal rights, language rights, education) and potential limitations on those rights <input type="checkbox"/> give examples of the impact of the Charter on Canadian society

AUTONOMY AND INTERNATIONAL INVOLVEMENT

PRESCRIBED LEARNING OUTCOMES	SUGGESTED ACHIEVEMENT INDICATORS
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i></p> <p><i>Students who have fully met the prescribed learning outcome are able to:</i></p>
<ul style="list-style-type: none"> • describe Canada's evolution as a politically autonomous nation 	<ul style="list-style-type: none"> <input type="checkbox"/> identify and describe the significance of events contributing to national autonomy, such as <ul style="list-style-type: none"> – creation of the Canadian Corps in WWI – Paris Peace Conference/League of Nations – Halibut Treaty – King/Byng Crisis – Statute of Westminster – parliamentary vote to join WWII – Canadian flag – patriation of the Constitution
<ul style="list-style-type: none"> • assess Canada's role in World War I and the war's impact on Canada 	<ul style="list-style-type: none"> <input type="checkbox"/> describe Canada's military participation in WWI (e.g., Somme, Passchendaele, Vimy Ridge, Ypres, 100 Day Campaign) <input type="checkbox"/> relate Canada's war losses to the nature of warfare (e.g., attrition, trench warfare, submarines) <input type="checkbox"/> explain the war's impact on the home front (e.g., "enemy aliens," conscription, Halifax explosion, Victory Bonds, rationing, <i>War Measures Act</i>)
<ul style="list-style-type: none"> • assess Canada's role in World War II and the war's impact on Canada 	<ul style="list-style-type: none"> <input type="checkbox"/> describe Canada's military participation in the allied war effort (e.g., Dieppe, Italian Campaign, D-Day, Battle of the Atlantic, Hong Kong, liberation of the Netherlands, bomber command) <input type="checkbox"/> explain the war's impact on the home front (e.g., arsenal of democracy, air training, total war, conscription, propaganda, "enemy aliens")
<ul style="list-style-type: none"> • assess Canada's participation in world affairs with reference to <ul style="list-style-type: none"> – human rights – United Nations – Cold War – modern conflicts 	<ul style="list-style-type: none"> <input type="checkbox"/> recognize the importance of both individual and collective action in addressing human rights issues (e.g., response to the Holocaust, refugee policy, land mines treaty, Rwandan genocide) <input type="checkbox"/> evaluate Canada's contributions to the UN (e.g., peacekeeping, role on the Security Council, participation in the UN agencies) <input type="checkbox"/> describe Canada's involvement in the Cold War (e.g., Avro Arrow, NATO, NORAD, Dew Line, Bomarc missiles) <input type="checkbox"/> evaluate Canada's response to modern conflicts (e.g., Korean War, Suez Crisis, Bosnia, 1991 Gulf War)

HUMAN GEOGRAPHY

PRESCRIBED LEARNING OUTCOMES	SUGGESTED ACHIEVEMENT INDICATORS
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i></p> <p><i>Students who have fully met the prescribed learning outcome are able to:</i></p>
<ul style="list-style-type: none"> • explain the significance of changes in world population with reference to <ul style="list-style-type: none"> – population pyramids – distribution – density – demographic transition models 	<ul style="list-style-type: none"> <input type="checkbox"/> interpret population pyramids and the demographic transition model <input type="checkbox"/> collect and analyse population data related to <ul style="list-style-type: none"> – distribution – density – dependency ratio <input type="checkbox"/> relate changes in Canada’s population to changes in world population <input type="checkbox"/> describe possible responses to population growth, such as <ul style="list-style-type: none"> – improving literacy rates – economic development opportunities for women – family planning (e.g., one-child policy)
<ul style="list-style-type: none"> • compare Canada’s standard of living with those of developing countries, with reference to poverty and key indicators of human development 	<ul style="list-style-type: none"> <input type="checkbox"/> explain the significance of the UN Human Development Index <input type="checkbox"/> research key indicators of human development for Canada and developing countries, including <ul style="list-style-type: none"> – life expectancy rates – literacy rates – infant mortality rates – disease (e.g., HIV/AIDS) – fertility – GDP <input type="checkbox"/> describe causes of poverty (e.g., armed conflict, natural disasters, lack of education and employment) <input type="checkbox"/> describe possible responses to development issues, such as <ul style="list-style-type: none"> – international aid (e.g., CIDA, NGOs, UNICEF, WHO) – debt reduction
<ul style="list-style-type: none"> • assess environmental challenges facing Canadians, including <ul style="list-style-type: none"> – global warming – ozone layer depletion – fresh water quality and supply 	<ul style="list-style-type: none"> <input type="checkbox"/> explain how industrial and technological development can affect the environment (e.g., global warming and ozone layer depletion) <input type="checkbox"/> evaluate possible responses to global warming and ozone depletion (e.g., Kyoto protocol) <input type="checkbox"/> identify threats to water quality and supply in Canada (e.g., contamination, misuse) and suggest possible solutions (e.g., treatment technologies, conservation)

SOCIETY AND IDENTITY

PRESCRIBED LEARNING OUTCOMES	SUGGESTED ACHIEVEMENT INDICATORS
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i></p> <p><i>Students who have fully met the prescribed learning outcome are able to:</i></p>
<ul style="list-style-type: none"> • assess the development and impact of Canadian social policies and programs related to immigration, the welfare state, and minority rights 	<ul style="list-style-type: none"> <input type="checkbox"/> compare policies facing an immigrant to Canada in the early 20th century with those in place at the end of the 20th century (e.g., head tax and origin of immigrants versus point system) <input type="checkbox"/> identify key milestones in the development of the welfare state (e.g., medicare, old age pension, employment insurance, workers' compensation) and explain their significance <input type="checkbox"/> give examples of Canada's treatment of minorities (e.g., internment of Japanese-Canadians, restrictions on voting, protection of minority rights in the <i>Charter of Rights and Freedoms</i>, and introduction of the <i>Multiculturalism Act</i>)
<ul style="list-style-type: none"> • explain economic cycles with reference to the Great Depression and the labour movement in Canada 	<ul style="list-style-type: none"> <input type="checkbox"/> relate the terms <i>recession, depression, recovery, prosperity, deficit, inflation</i>, and <i>supply and demand</i> to economic cycles <input type="checkbox"/> describe the effects of and various responses to the Great Depression (e.g., unemployment, government intervention, protest parties, soup kitchens) <input type="checkbox"/> relate economic cycles to the development of the labour movement (e.g., One Big Union, Winnipeg General Strike, On-to-Ottawa Trek, Regina Manifesto)
<ul style="list-style-type: none"> • describe the role of women in terms of social, political, and economic change in Canada 	<ul style="list-style-type: none"> <input type="checkbox"/> identify the contributions of women during the wars and to post-war Canada (e.g., increased industrial capacity, economic growth and employment, changing social attitudes) <input type="checkbox"/> identify ways in which women have influenced Canadian society, including <ul style="list-style-type: none"> – suffrage – prohibition – politics – pay and employment equity

PRESCRIBED LEARNING OUTCOMES	SUGGESTED ACHIEVEMENT INDICATORS
<ul style="list-style-type: none"> • assess the impact of the conscription crises, Quebec nationalism, bilingualism, and regionalism on Canadian unity 	<ul style="list-style-type: none"> <input type="checkbox"/> represent the opposing views of two or more people (actual or hypothetical) who lived through the WWI or WWII conscription crisis <input type="checkbox"/> analyse the impact of expressions of Quebec nationalism (e.g., Union Nationale, the Quiet Revolution, October Crisis, sovereignty referenda, PQ, and BQ) on Canadian unity <input type="checkbox"/> describe the significance of the <i>Official Languages Act</i> (e.g., bilingual labelling, civil service hiring) <input type="checkbox"/> define <i>regionalism</i> and relate it to alienation (e.g., National Energy Policy, collapse of the cod fishery)
<ul style="list-style-type: none"> • demonstrate knowledge of the challenges faced by Aboriginal people in Canada during the 20th century and their responses, with reference to <ul style="list-style-type: none"> – residential schools – reserves – self-government – treaty negotiations 	<ul style="list-style-type: none"> <input type="checkbox"/> describe the impact of the <i>Indian Act</i> on Aboriginal people (e.g., marginalization and dependency) <input type="checkbox"/> describe the impact of residential schools on Aboriginal people (e.g., destruction of lives and communities) <input type="checkbox"/> identify various Aboriginal responses to challenges (e.g., negotiations, protests, and court cases with respect to land and resource issues; demand for self-government) <input type="checkbox"/> formulate answers to questions such as the following: <ul style="list-style-type: none"> – What are the challenges and benefits for Aboriginal people living on and off reserves? – Why are Aboriginal people concerned about cultural appropriation?
<ul style="list-style-type: none"> • represent what it means to be Canadian with reference to <ul style="list-style-type: none"> – distinctive Canadian programs and policies – important Canadian cultural and scientific achievements 	<ul style="list-style-type: none"> <input type="checkbox"/> give examples of ways in which Canada is different from and similar to the United States (e.g., death penalty, gun control, health care, military, popular entertainment, civil rights) <input type="checkbox"/> identify measures Canada has taken to promote a distinct Canadian identity (e.g., CRTC, CBC, NFB, Canada Council) <input type="checkbox"/> defend a personal definition of what it means to be Canadian