

# Released Items

## Social Studies 30–2



Released Diploma Examination Items  
2018

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# *Contents*

Introduction .....	1
Additional Documents.....	1
Social Studies 30–2 2018 Released Items Data .....	2
Social Studies 30–2 2018 Released Items—Sources.....	5
Social Studies 30–2 2018 Released Items—Questions.....	17





## *Introduction*

The questions and sources presented in this booklet are from the June 2014 Social Studies 30–2 Part B Form 1. This material, along with the [Social Studies 30–2 Program of Studies](#) and the documents referenced below, can assist you with instructional programming.

These examination items are released by the Provincial Assessment Sector. They may be used by the classroom teacher as an examination, a quiz, or a review for students.

## *Additional Documents*

The Provincial Assessment Sector supports the instruction of Social Studies 30–2 in classrooms with the following documents available online:

- [School Reports and Instructional Group Reports](#)  
available at <https://education.alberta.ca/my-content/my-applications>  
Provide teachers with detailed statistical information on provincial, group, and individual student performance on the entire examination.
- [Social Studies 30–2 Information Bulletin](#)  
Contains information about the diploma examinations for the upcoming school year, sample questions, scoring criteria, and links to further support materials.

## Social Studies 30–2 2018 Released Items Data

**Key:** Answer key is highlighted in yellow; BC—Blueprint Classification; UA—Understanding and Analysis; ES—Evaluation and Synthesis; SO—Specific Outcome

	% of Students Selecting Each Alternative				Item Description*	BC	SO
	A	B	C	D			
1	15.1	9.3	5.4	70.1	Analyze a diagram to determine which ideology it is associated with.	UA	2.9
2	12.3	70.1	11.6	5.8	Evaluate features of an ideology to determine which one would appropriately replace a question mark in a diagram.	ES	2.9
3	10.3	2.0	75.4	12.1	Evaluate a cartoon to determine which challenge facing democracies is highlighted.	ES	3.8
4	32.1	56.5	8.0	3.4	Analyze a cartoon to determine a central message.	UA	3.6
5	18.3	9.7	62.5	9.5	Analyze a cartoon to determine an implication arising from the situation depicted in the cartoon.	UA	3.6
6	1.1	30.2	64.5	4.1	Analyze excerpts from a graphic novel to determine which value is most directly highlighted.	UA	2.8
7	8.1	25.9	5.3	60.7	Analyze excerpts from a graphic novel to determine how the actions depicted in the excerpt would have been regarded at the time.	UA	1.5
8	13.8	54.3	8.0	23.9	Evaluate excerpts from a graphic novel to determine for which research question the excerpts could most effectively be used.	ES	2.8
9	11.0	9.7	43.7	35.5	Analyze a map to determine which continent most directly reflects collectivist values.	UA	1.8
10	27.7	52.7	15.0	4.5	Evaluate a map to determine which characteristic certain countries most likely share.	ES	3.4
11	8.3	72.7	12.3	6.6	Synthesize information in a map to determine what additional data would be most helpful to determine the standard of living in each country.	ES	3.4
12	59.5	20.4	1.6	18.4	Analyze an illustration to determine which political leader or philosopher's beliefs are most clearly reflected.	UA	2.7
13	11.1	5.8	9.8	73.3	Evaluate an illustration to determine which message would most appropriately replace a question mark in the illustration.	ES	2.7
14	65.2	4.6	15.1	15.1	Analyze an excerpt to identify a statement that indicates that the people of the Iroquois Confederacy had both civil liberties and civic duties.	UA	4.5
15	19.1	10.4	11.7	58.9	Analyze an excerpt to determine for which research question the information could be most directly used.	UA	2.4
16	51.3	8.1	22.8	17.7	Synthesize the description of the Iroquois Confederacy's decision-making process to determine how a supporter of dictatorship would most likely respond to such a decision-making process.	ES	3.5
17	5.3	59.0	11.0	24.6	Evaluate four actions to determine which one most clearly reflects the values expressed in a quotation.	ES	1.7

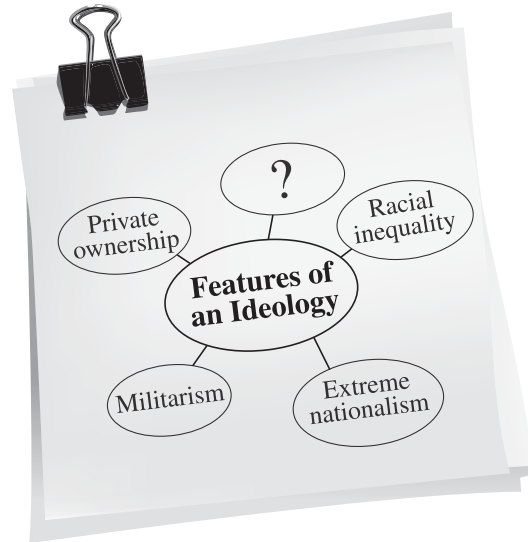
	% of Students Selecting Each Alternative				Item Description*	BC	SO
	A	B	C	D			
18	5.8	15.0	68.0	11.1	Analyze a quotation to determine which characteristic of democracy is represented by the idea in the quotation.	UA	3.5
19	6.5	11.1	7.6	74.7	Analyze two graphs to determine the likely cause for a shift in voter support.	UA	2.9
20	27.0	62.5	4.9	5.5	Evaluate two graphs to determine a trend in voter behaviour.	ES	3.3
21	4.2	28.8	57.8	9.1	Analyze a diary entry to determine how a supporter of the ideas of Adam Smith would view the events described.	ES	2.5
22	15.2	69.0	8.3	7.4	Analyze a diary entry to determine the economic idea that is causing differing viewpoints.	UA	3.4
23	6.6	1.4	61.0	30.9	Analyze four diary entries to determine which one refers to an example of citizen political participation.	UA	4.5
24	11.6	4.1	7.1	77.1	Evaluate four statements taken from diary entries to determine which one provides an example of collectivism.	ES	1.8
25	8.0	20.6	66.4	5.0	Synthesize four diary entries to determine what they suggest about capitalism.	ES	3.5
26	8.2	61.2	19.1	11.6	Analyze statements taken from a source to determine which one most clearly illustrates socialist aspects.	UA	2.7
27	12.5	13.0	7.9	66.5	Evaluate a declaration made in a source to determine how the government would view the tactics described in the source.	ES	3.8
28	5.8	4.5	80.6	9.1	Analyze a photograph to determine how a supporter of the values of modern liberalism would view the actions of the protesters in the photograph.	ES	4.5
29	18.1	4.2	67.3	10.4	Synthesize two sources to determine what they most clearly demonstrate about some citizens in a democracy.	ES	2.13
30	18.3	19.3	48.3	14.0	Evaluate an opinion to determine how a supporter of classical liberalism would most likely respond to the speaker's opinion.	ES	3.8
31	82.1	3.9	3.3	10.6	Evaluate an opinion to determine which action the speaker would most strongly support.	ES	1.3
32	4.8	19.8	15.6	59.8	Evaluate a newspaper headline to determine how a supporter of a free-market economy would likely respond to the situation identified.	ES	4.7
33	11.5	74.3	7.3	6.9	Analyze a newspaper headline to determine who would be in agreement with the policy identified.	UA	1.8
34	42.9	22.2	27.0	7.9	Evaluate newspaper headlines to determine for which research question the headlines could be most effectively used.	ES	4.7
35	38.6	7.8	28.7	24.9	Analyze a list of goals to determine which group would be most concerned about achieving the goals identified.	UA	2.8
36	13.7	25.9	10.0	50.3	Evaluate a list of goals to determine the reaction of a capitalist.	ES	2.6
37	7.1	26.1	49.5	17.3	Analyze an opinion to identify the economic system that is the subject of criticism.	UA	2.7

	% of Students Selecting Each Alternative				Item Description*	BC	SO
	A	B	C	D			
38	71.0	13.8	10.6	4.7	Evaluate an opinion to identify a summary of the position taken.	ES	1.7
39	5.1	24.8	5.5	64.6	Evaluate how a socialist would view a cartoonist's depiction of capitalism.	ES	3.4
40	74.9	5.9	5.7	13.5	Evaluate how a democratic socialist would solve a situation depicted in a cartoon.	ES	3.4
41	25.5	55.7	10.4	8.4	Evaluate a diagram illustrating issues in democracies to determine an appropriate title for the diagram.	ES	3.3
42	3.6	15.1	63.9	17.4	Analyze a source to determine what it depicts.	UA	2.10
43	9.8	12.7	18.9	58.6	Analyze a source to determine the motivation for American involvement in Vietnam.	UA	2.11
44	23.1	9.0	12.0	55.9	Analyze a source to determine which message is most directly suggested.	UA	2.11
45	73.9	8.0	13.2	4.9	Synthesize two sources to determine the most appropriate title for the two sources.	ES	2.11
46	65.1	12.0	9.7	13.0	Identify a situation that would most likely be considered a demonstration of extremism in modern-day Canada.	UA	2.12
47	79.2	4.7	7.6	8.4	Analyze four government actions to determine which one an environmentalist would support.	UA	3.8
48	7.9	31.7	54.9	5.4	Understand the position of many Canadians, who consider themselves to be responsible global citizens, regarding trade with China.	UA	4.7
49	7.8	10.4	75.7	5.9	Understand the American government's perspective on why the Soviet Union became closely allied to Cuba in the early 1960s.	UA	2.10
50	3.9	79.6	10.3	6.2	Analyze four events from Canadian history to determine which one illustrates a time when authoritarian methods were used.	UA	3.6
51	16.0	17.6	15.0	51.2	Analyze four actions to determine which one challenges the economic ideals of classical liberalism.	UA	2.5
52	44.3	42.2	7.5	5.8	Analyze four pairs of approaches to political decision-making to determine which pair most strongly reflects the will of the people.	UA	3.5
53	4.7	6.3	3.7	85.1	Analyze four actions to determine which one is an example of political participation.	UA	4.9
54	58.3	10.7	21.3	9.6	Understand which government actions would most likely be favoured by a supporter of individualism.	UA	1.9
55	78.2	7.5	6.3	7.9	Understand who made production and distribution decisions in the Soviet Union.	UA	3.5
56	2.8	4.9	86.8	5.4	Analyze four actions to determine which one would be considered a violation of the Canadian Charter of Rights and Freedoms.	UA	3.7
57	6.0	15.4	5.1	73.4	Understand a commonality among all political organizations.	UA	1.6

\*These descriptions are exactly as they appeared in the jurisdiction, school, and instructional group reports for June 2014.

## Social Studies 30–2 2018 Released Items—Sources

Questions 1 and 2 are based on the following diagram.



Questions 3 to 5 are based on the following cartoon.



**Note:** The letters on the vest of the police officer on the left are RCMP (Royal Canadian Mounted Police) and GRC (Gendarmerie royale du Canada).



Questions 6 to 8 are based on the following two excerpts.

The graphic novel *Fight for Rights* tells the real-life story of the struggle by women to win the right to vote in Great Britain in the early 20th century. In these excerpts, the actions of two fictional characters, Mary Trent and her mother Mrs. Trent, are featured.

### Excerpt I



*Fight for Rights* by Barbara Winter © Rubicon Publishing Inc., 2006



## Excerpt II

MEANWHILE, MARY AND MRS. TRENT CHAIN THEMSELVES TO THE GATES OF BUCKINGHAM PALACE.

WE MUST SHOW KING EDWARD HOW IMPORTANT THE VOTE IS TO WOMEN.

BE STRONG, MARY! THE VOTE IS WORTH FIGHTING FOR.

BUT I'M AFRAID OF GOING TO PRISON.

YOU'RE BOTH UNDER ARREST FOR MAKING A PUBLIC NUISANCE OF YOURSELVES!

DON'T WORRY, MARY. THIS IS GOOD FOR OUR CAUSE!

OH NO!

INSIDE HOLLOWAY PRISON ...

I WON'T EAT ANYTHING. I'M GOING ON HUNGER STRIKE.

I PROMISED MY MOTHER I WOULDN'T STARVE MYSELF.

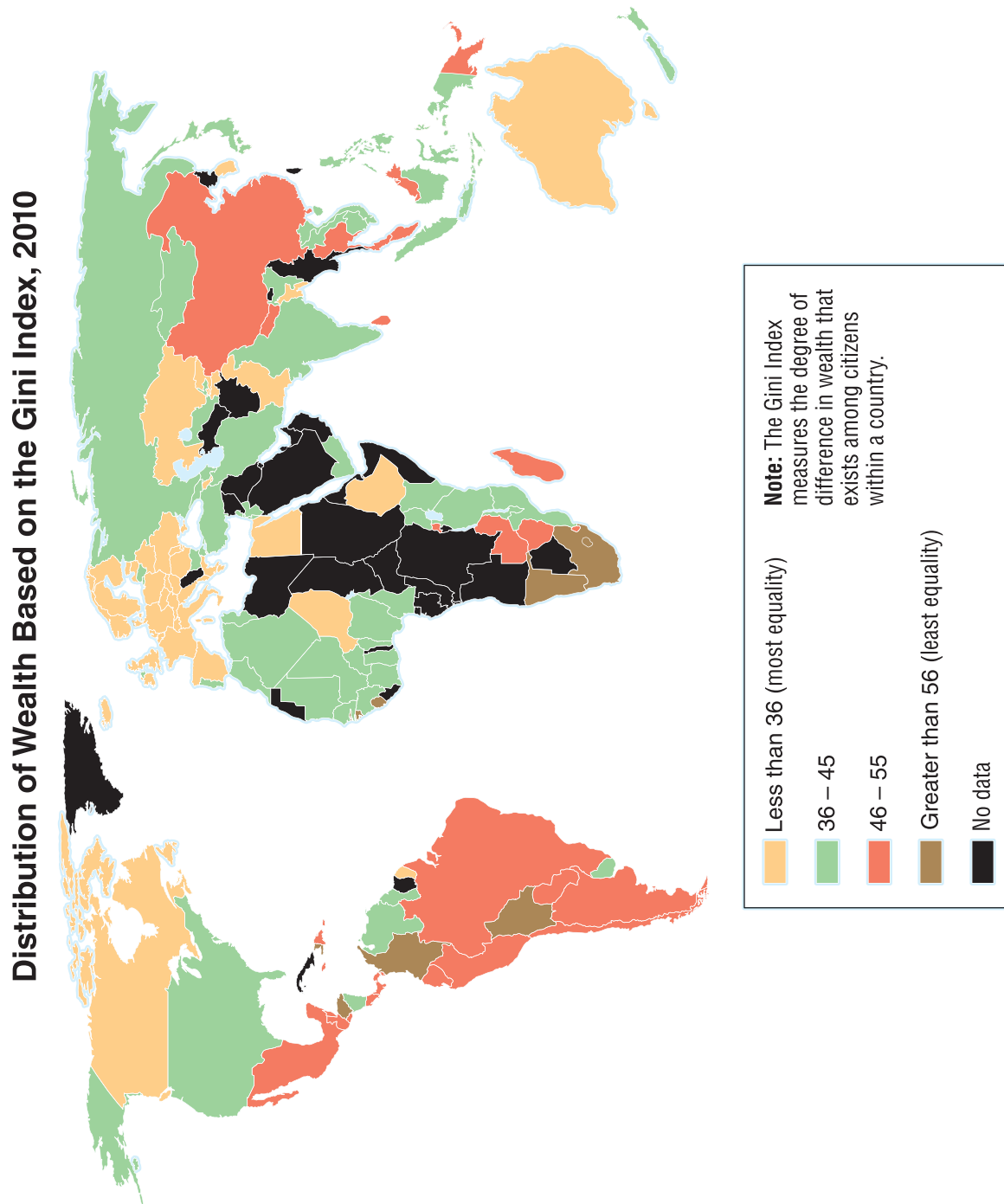
AFTER THEIR RELEASE ...

POOR MRS. TRENT! WE'LL LOOK AFTER YOU UNTIL YOU GET WELL.

SHE'S A VERY BRAVE WOMAN.

Fight for Rights by Barbara Winter © Rubicon Publishing Inc., 2006

Questions 9 to 11 are based on the following map.



Data from Central Intelligence Agency. "Field Listing: Distribution of Family Income, Gini Index." *The World Factbook*. Accessed August 29, 2012. [www.cia.gov/library/publications/the-world-factbook/fields/2172.html](http://www.cia.gov/library/publications/the-world-factbook/fields/2172.html).



Questions 12 and 13 are based on the following illustration.



Questions 14 to 16 are based on the following excerpt.

The Great Peace forged by Deganawidah and Hiawatha produced an unwritten but clearly defined framework for the Iroquois Confederacy (a written constitution was developed about 1850). Three principles, each with dual meanings, formed the foundation of the League<sup>1</sup> government. The Good Word signified righteousness in action as well as in thought and speech; it also required justice through the balancing of rights and obligations. The principle of Health referred to maintaining a sound mind in a sound body; it also involved peace among individuals and between groups. Thirdly, Power meant physical, military, or civil authority; it also denoted spiritual power. The founders envisioned the resulting peace spreading beyond the original League members, so that eventually all people would live in cooperation. Law and order remained the internal concern of each tribe<sup>2</sup> ...

Under the structure of the Confederacy, the 50 clan chiefs (called sachems) from all the tribes came together to confer about questions of common concern. The successor of the Onondaga chief Todadaho served as a chairman who oversaw the discussion, which continued until a unanimous decision was reached. If no consensus could be achieved, each tribe was free to follow an independent course on that matter.

<sup>1</sup>League—another name for the Iroquois Confederacy

<sup>2</sup>tribe—another word for nation

—from *Gale Encyclopedia of Multicultural America*

Hall, Loretta. "Iroquois Confederacy." In *Gale Encyclopedia of Multicultural America* 2<sup>nd</sup> ed. Vol. 2. Edited by Jeffrey Lehman. Detroit: Gale, 2000.

Questions 17 and 18 are based on the following quotation.

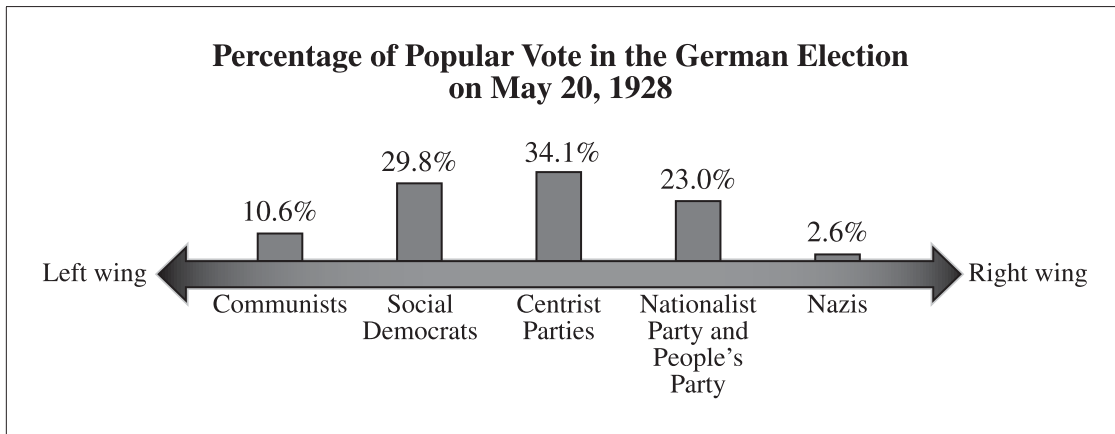
The most certain test by which we judge whether a country is really free is the amount of security enjoyed by minorities.

—John Acton

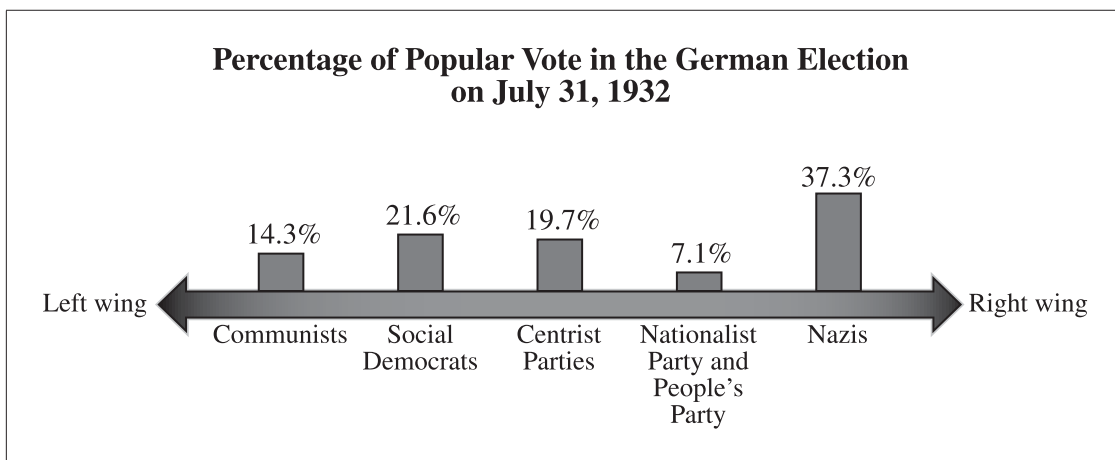
Dalberg-Acton, John Emerich Edward. *The History of Freedom and Other Essays*. London: Macmillan and Co., 1907.

Questions 19 and 20 are based on the following two graphs.

Graph I



Graph II



Questions 21 to 25 are based on the following four diary entries.

### Diary Entry I

March 15, 1927

Father and I picked up our new Model T Ford today. Father is so pleased with how much things have changed since the end of the Great War. Jobs are plentiful, with decent wages, so our family business is booming. Our hard work and willingness to take a few risks have provided us with a very comfortable lifestyle. Father was able to purchase our new car and buy shares in the stock market on credit. The whole family is happy and we look forward to even better times.

### Diary Entry II

November 1, 1930

What went wrong? The bank has taken our house and our car. Our family business is bankrupt. Father's stock-market shares are worthless. People say it is our own fault for being so greedy in taking such foolish risks. Who is to blame? Who will help us?

### Diary Entry III

July 12, 1931

Father and I will be leaving Mother and my sisters to look for work. We have joined millions of other unemployed Americans. Only the bread lines are keeping us from starving. It is no better in the countryside; farmers are receiving little for their crops and are being forced off their land. People are desperately hoping for the government to do something to help. In the streets, people are protesting and waving signs with slogans such as "In President Hoover we trusted, now we are busted!"

### Diary Entry IV

June 8, 1934

Finally, some help from the government! Our new president introduced job-creation and social-assistance programs to get the economy moving again. I will be leaving tomorrow with some of my friends to help plant trees in the Tennessee Valley. Some people are upset with these programs because they believe that they are costly and will make Americans lazy and too dependent on the government. They believe that receiving aid kills a person's spirit, but I'd argue what good is spirit if there are no jobs and you have nothing to eat?

Questions 26 to 29 are based on the following two sources.

### Source I

The Black Panther Party for Self-Defense was created in 1966 to combat police brutality against African Americans. Although its initial policies were socialist, it attracted strong support from all ideologies involved in the Black Power movement, which was already underway as part of the struggle for civil rights. The Black Panthers became well known for their uniform of black pants, black leather jackets, and black berets, as well as for their militant stance and openly displayed loaded shotguns. Their 10-point program, aimed at creating political and economic equality for African-American communities, was aided by the creation of community programs such as a free children’s breakfast program. These social benefits were often overshadowed by the aggressive public image of the Party due to its confrontational and often violent tactics used against police. In 1968, FBI Chief J. Edgar Hoover declared that the Black Panthers were “the greatest threat to the internal security of the United States” while founder Huey Newton was awaiting trial for allegedly killing an Oakland police officer during a gun battle. The Black Panthers membership peaked at 10 000 in 1969.

### Source II



Oakland, California, 1968—  
Members of the Black Panther  
Party demonstrate for the  
release of their leader, Huey  
Newton.

Questions 30 and 31 are based on the following opinion.



I have lived in the Canadian Arctic my entire life. Recently, oil and gas companies have increased their activity in my community by drilling for oil and constructing new pipelines. They don't seem to care about what they are doing to the environment or to my family's traditional way of life. The government must intervene to regulate the actions of these companies.

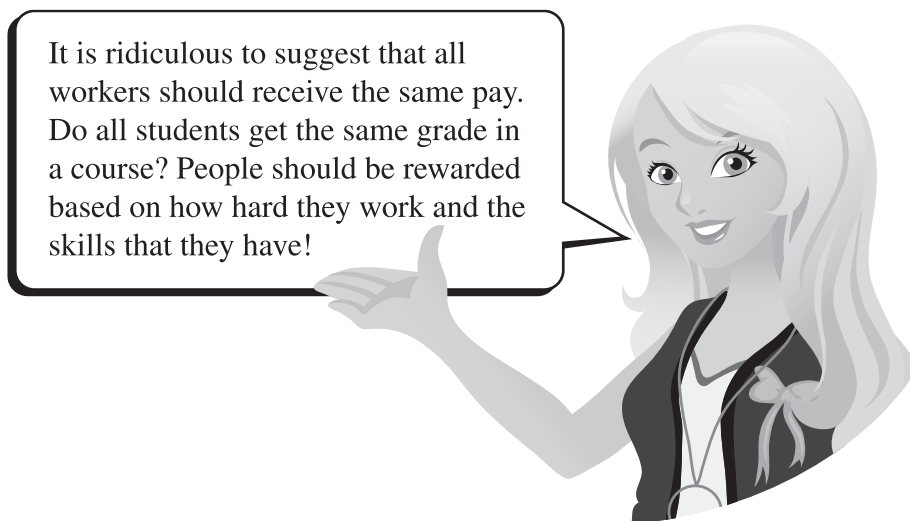
Questions 32 to 34 are based on the following newspaper headlines.



Questions 35 and 36 are based on the following list.



Questions 37 and 38 are based on the following opinion.



—A high-school student



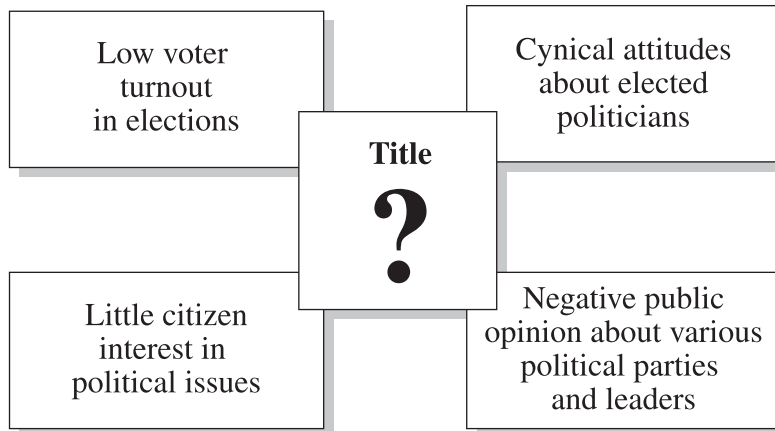
Questions 39 and 40 are based on the following cartoon.



**Note:** This is an American cartoon from 2010.

Templeton, Stephen. In *Best Editorial Cartoons of the Year: 2005 Edition*. Edited by Charles Brooks. Gretna: Pelican Publishing Company, 2005. Reproduced with permission from Stephen Templeton.

Question 41 is based on the following diagram.



Questions 42 to 45 are based on the following two sources.

### Source I



Bettmann/Bettmann/Getty Images

Late 1960s—American influence in Vietnam

### Source II



ROGERS © 1995 Pittsburgh Post-Gazette. Reprinted by permission of ANDREW S. MCMEEL SYNDICATION. All rights reserved.

Mid-1990s—American influence in Vietnam

Questions 46 to 57 do not require the use of the Sources section.



## *Social Studies 30–2 2018 Released Items—Questions*

Use the diagram on the top of page 5 of the Sources section to answer questions 1 and 2.

1. The diagram identifies features commonly associated with
  - A. communism
  - B. liberalism
  - C. socialism
  - D. fascism
  
2. In context, which of the following features would appropriately replace the question mark in the diagram?
  - A. Classless society
  - B. Single-party government
  - C. Nationalization of industry
  - D. Independent judicial branch

Use the cartoon on the bottom of page 5 of the Sources section to answer questions 3 to 5.

3. Which of the following challenges facing democracies is highlighted by the cartoon?
  - A. How to allow those with opposing ideological viewpoints to enjoy freedom of mobility
  - B. How to encourage citizens to peacefully participate in the political process
  - C. How to respond to security threats without restricting personal liberties
  - D. How to implement majority rule while protecting minority rights
  
4. A central message of the cartoon is that the
  - A. authorities are questioning the use of force in providing security
  - B. legislation that guarantees liberties may actually threaten them
  - C. ability to identify domestic security threats is increasing
  - D. tactics used by terrorists have limited success
  
5. The cartoon implies that in the interest of national security, the police would need to
  - A. collaborate with the armed forces
  - B. receive increased resources
  - C. use undemocratic practices
  - D. be more closely monitored

Use the two excerpts on pages 6 and 7 of the Sources section to answer questions 6 to 8.

6. Which of the following values is **most directly** highlighted in the excerpts?
- A. Competition
  - B. Collective rights
  - C. Political equality
  - D. Individual accountability
7. At the time, the actions of the women in Excerpt II would have generally been regarded as
- A. conservative
  - B. reactionary
  - C. moderate
  - D. radical
8. For which of the following research questions would the excerpts be used **most effectively** as a resource?
- A. How have minority rights been protected?
  - B. How has the suffragette movement altered democratic practices?
  - C. How has industrialization influenced the development of liberalism?
  - D. How have liberal democracies reacted to undemocratic political movements?

Use the map on page 8 of the Sources section to answer questions 9 to 11.

9. According to details in the map, in which of the following continents does the distribution of wealth **most directly** reflect collectivist values?
- A. Asia
  - B. Africa
  - C. Europe
  - D. North America
10. The countries shown on the map with less than 36 on the Gini Index **most likely** share which of the following characteristics?
- A. Laissez-faire capitalism
  - B. Extensive social programs
  - C. Authoritarian government
  - D. High rates of military spending

11. To determine the standard of living in each country, which of the following additional pieces of data would be **most helpful**?
- A. Average level of literacy
  - B. Average annual income
  - C. Inflation rate
  - D. Interest rates

Use the illustration on the top of page 9 of the Sources section to answer questions 12 and 13.

12. Taken together, the messages on the placards **most clearly** reflect the beliefs of
- A. Karl Marx
  - B. John Locke
  - C. Adolf Hitler
  - D. John Stuart Mill
13. In the context of the other placards, which of the following messages would **most appropriately** replace the question mark in the illustration?
- A. “Profits at all Costs!”
  - B. “Preserve Private Property Rights!”
  - C. “Vote Today to Ensure Political Equality!”
  - D. “Together We Can Create a Classless Society!”

Use the excerpt on the bottom of page 9 of the Sources section to answer questions 14 to 16.

14. In context, which of the following statements from the excerpt **most directly** indicates that the people of the Iroquois Confederacy had both civil liberties and civic duties?
- A. “justice through the balancing of rights and obligations”
  - B. “maintaining a sound mind in a sound body”
  - C. “peace among individuals and between groups”
  - D. “Law and order remained the internal concern of each tribe”
15. For which of the following research questions could the information in the excerpt be **most directly** used?
- A. What process was used to select the leadership of each clan in the Confederacy?
  - B. What consequences were given to persons who violated Confederacy laws?
  - C. How frequently did clan chiefs assemble to discuss shared issues?
  - D. How did member nations of the Confederacy resolve issues?

16. How would a supporter of a dictatorship **most likely** respond to the Iroquois Confederacy's decision-making processes as described in the excerpt?
- A. With disapproval, because achieving consensus is irrelevant
  - B. With approval, because discussions were carried out in an orderly manner
  - C. With disapproval, because the chairman was always a person representing one particular nation
  - D. With approval, because each nation could make its own rules on issues where agreement could not be reached

Use the quotation on the top of page 10 of the Sources section to answer questions 17 and 18.

17. Which of the following actions **most clearly** reflects the values of the writer?
- A. A radical political party is outlawed after it threatens a member of Parliament.
  - B. A human-rights commission is established to investigate allegations of discrimination.
  - C. A British House of Commons committee recommends a national curfew on teenagers to curb anti-social and violent behaviour.
  - D. The American government enacts the USA PATRIOT Act to allow federal officials to prevent suspected terrorists from boarding aircraft.
18. Which of the following characteristics of democracies is **most clearly** represented by the idea presented in the quotation?
- A. Secret ballot
  - B. Majority rule
  - C. Citizen equality
  - D. Representation by population

Use the two graphs on the bottom of page 10 of the Sources section to answer questions 19 and 20.

19. The increased support for the Nazis illustrated in Graph II **most likely** came from voters who previously supported the
- A. Communists and Social Democrats
  - B. Social Democrats and the Centrist Parties
  - C. Communists, the Nationalist Party, and the People's Party
  - D. Centrist Parties, the Nationalist Party, and the People's Party
20. The two graphs indicate that between the two elections, the German electorate began to
- A. participate in the electoral process in increasing numbers
  - B. reduce its support for moderate parties
  - C. lose interest in the electoral process
  - D. abandon the more extremist parties

Use the four diary entries on page 11 of the Sources section to answer questions 21 to 25.

21. A supporter of the ideas of Adam Smith would **most likely** view the events described in Diary Entry II as
- A. an example of media manipulation
  - B. an expected result of class struggle
  - C. a natural function of the business cycle
  - D. a condition necessary to create a unified state
22. Diary Entry IV provides opposing views on the extent to which
- A. taxation rates set by the government should reflect income level
  - B. the common good should be ensured through government intervention
  - C. key industries should be nationalized to maintain low costs for consumers
  - D. businesses should be exempt from paying employment-insurance premiums

23. Which of the four diary entries refers to an example of citizen political participation?
- A. Diary Entry I
  - B. Diary Entry II
  - C. Diary Entry III
  - D. Diary Entry IV
24. Which of the following statements provides an example of collectivism?
- A. “Our hard work and willingness to take a few risks have provided us with a very comfortable lifestyle” (Diary Entry I)
  - B. “The bank has taken our house and our car” (Diary Entry II)
  - C. “farmers are receiving little for their crops and are being forced off their land” (Diary Entry III)
  - D. “Our new president introduced job-creation and social-assistance programs” (Diary Entry IV)
25. Taken together, the diary entries suggest that capitalism
- A. provides for greater efficiency of resource management
  - B. increases the opportunity for economic equality
  - C. results in economic instability
  - D. allows for individual security

Use the two sources on page 12 of the Sources section to answer questions 26 to 29.

26. Which of the following statements from Source I **most clearly** illustrates the socialist aspect of the Black Panther Party platform?
- A. “openly displayed loaded shotguns”
  - B. “a free children’s breakfast program”
  - C. “aggressive public image”
  - D. “violent tactics used against police”
27. J. Edgar Hoover’s declaration in Source I demonstrates that the tactics used by the Black Panthers were considered by the government to be **most similar** to
- A. methods used by the labour movement to gain benefits for members
  - B. the struggle of suffragettes to gain equal rights for women
  - C. the adoption of ultranationalistic practices
  - D. terrorist activities by extremist groups
28. A supporter of the values of modern liberalism would view the actions of the protesters in Source II as evidence that citizens
- A. control the media by staging sensational acts of aggression
  - B. have been given too much influence over judicial decisions
  - C. are free to publicly express their opposition to government actions
  - D. take advantage of the government’s relaxed policies toward civil disobedience
29. Taken together, both sources **most clearly** demonstrate that some citizens in a democracy
- A. willingly use violence to overthrow the government
  - B. voluntarily submit to the authority granted to an elected government
  - C. challenge the power of the government in order to promote egalitarianism
  - D. conform to the ideological views supported by the majority of the population

Use the opinion on the top of page 13 of the Sources section to answer questions 30 and 31.

30. A supporter of classical liberalism would **most likely** respond to the speaker's opinion with
- A. agreement, because protection of the environment is more important than the pursuit of wealth
  - B. disagreement, because resources should be owned and developed by the government to gain revenue
  - C. disagreement, because individuals should be free to maximize their profits from resource development
  - D. agreement, because the government has the responsibility to protect domestic industry from foreign competition
31. Which of the following actions would the speaker **most strongly** support?
- A. Introducing legislation to limit economic development in the Canadian Arctic
  - B. Promoting the Canadian Arctic to foreign companies to stimulate business growth
  - C. Reducing the taxes that resource companies must pay to do business in the Canadian Arctic
  - D. Encouraging members of Canadian Arctic communities to relocate to areas where traditional economic practices can continue

Use the newspaper headlines on the bottom of page 13 of the Sources section to answer questions 32 to 34.

32. A supporter of a free-market economy would likely respond to the situation identified in *The Times* with
- A. approval, because an outbreak of disease would target a specific industry
  - B. disapproval, because the common good is disregarded in favour of an elite group
  - C. disapproval, because society functions best when all members are subject to the same regulations
  - D. approval, because those who are able to pay for priority treatment should have that opportunity



33. People in agreement with the policy identified in *The Herald* would **most likely** support
- A. liberalism
  - B. collectivism
  - C. conservatism
  - D. individualism
34. Using the information in both newspaper headlines, which of the following questions could **most effectively** be researched?
- A. Should governments intervene in health-care issues?
  - B. Should individuals be able to refuse medical treatment?
  - C. Should governments provide publicly funded health care?
  - D. Should individuals purchase private health-care coverage?

Use the list on the top of page 14 of the Sources section to answer questions 35 and 36.

35. Which of the following groups would **most likely** be concerned with achieving the goals on the list?
- A. Trade unionists
  - B. Free-trade activists
  - C. Free-market advocates
  - D. Communist revolutionaries
36. To a supporter of laissez-faire capitalism, the goals listed would be considered
- A. undesirable, because an ideal collectivist society will ensure that everyone's needs are met
  - B. desirable, because without the achievement of these goals workers would be abused
  - C. desirable, because an economic collapse would be devastating to the working class
  - D. undesirable, because achievement of the goals would restrict business profits

Use the opinion on the bottom of page 14 of the Sources section to answer questions 37 and 38.

37. This student is criticizing an economic idea that is associated with a
- A. fascist system
  - B. capitalist system
  - C. communist system
  - D. laissez-faire system
38. Which of the following statements summarizes the position of the student?
- A. An economic system should encourage individual initiative.
  - B. Governments should tightly regulate the economy so that workers receive fair wages.
  - C. An economic system should encourage collectivism in order to achieve what is best for most workers.
  - D. Governments should work closely with businesses and labour unions to increase the average standard of living.

Use the cartoon on the top of page 15 of the Sources section to answer questions 39 and 40.

39. Supporters of socialism would **most likely** use this cartoon as evidence to argue that capitalistic policies
- A. prevent individuals from seeking personal goals
  - B. maintain a minimum standard of living for citizens
  - C. encourage economic growth and innovation in society
  - D. increase economic disparity between high-income earners and the rest of society
40. From the perspective of a democratic socialist, the solution to the situation depicted in the cartoon would be to
- A. redistribute wealth
  - B. privatize major industries
  - C. attract foreign investors and businesses
  - D. reduce the role of government in economic decision making

Use the diagram on the bottom of page 15 of the Sources section to answer question 41.

41. Which of the following titles is appropriate for this diagram?
- A. “Public Attitudes Encouraged by Leaders of Dictatorial States”
  - B. “Threats to the Effective Functioning of a Democratic State”
  - C. “Historic Origins of Canada’s Parliamentary Democracy”
  - D. “Political Life in Germany Under Hitler’s Dictatorship”

Use the two sources on page 16 of the Sources section to answer questions 42 to 45.

42. Source I depicts American efforts in the late 1960s to
- A. assist people suffering from a natural disaster
  - B. support a rebellion fighting for human rights
  - C. contain the spread of communist ideology
  - D. eliminate a fascist government
43. Source II implies that American involvement in Vietnam in the mid-1990s was **primarily** motivated by
- A. obligations to support corporations facing external threats
  - B. obligations under international-trade agreements
  - C. a desire to support the spread of democracy
  - D. a desire to benefit economically
44. A message **most directly** suggested by Source II is that
- A. large corporations are imposing a higher standard of living on developing countries
  - B. refugees from war-torn countries find it difficult to adapt to life in the United States
  - C. global peace is promoted through cooperation between big business and government
  - D. powerful countries can exploit less powerful countries by means other than military action
45. Which of the following titles is the **most appropriate** for the two sources?
- A. “Global Trends: From Ideological Confrontation to Economic Liberalization”
  - B. “International Interaction: From Détente to Armed Intervention”
  - C. “International Interaction: From Isolationism to Brinkmanship”
  - D. “Global Trends: From Imperialism to Environmentalism”

**Questions 46 to 57 do not require the use of the Sources section.**

46. In the context of modern-day Canada, which of the following situations would **most likely** be considered a demonstration of extremism?
- A. A special-interest group publicly threatens to harm high-profile politicians.
  - B. A political party wins all the seats in a provincial legislature despite winning only 63 percent of the popular vote.
  - C. A provincial official Opposition leader is suspended from the legislature for a day for accusing the premier of being a liar.
  - D. A national lobby group launches a series of advertisements harshly critical of the federal government's health-care policies.
47. An environmentalist would **most likely** support which of the following government actions?
- A. Subsidizing companies installing solar-electric panels
  - B. Increasing spending to improve highway road surfaces
  - C. Reducing business taxes charged to oil-exploration companies
  - D. Removing limitations placed upon weekly household-garbage disposal
48. Many Canadians who consider themselves active, responsible global citizens have pressured their government to discontinue trading with China because
- A. Canada has historically refused to trade with communist countries
  - B. Canada imports more from China than China imports from Canada
  - C. the Chinese government has shown limited respect for human rights
  - D. the Chinese government has not repaid loans from the Canadian government
49. From the perspective of the American government, the main reason that the Soviet Union became closely allied with Cuba in the early 1960s was to
- A. improve relations with Western countries
  - B. prevent Cuba from suffering financial collapse
  - C. gain a strategic position in the Western Hemisphere
  - D. ensure that the Cuban government held democratic elections

50. Which of the following events in Canadian history demonstrates **most directly** that, even in a democracy, there are times when authoritarian methods are used?
- A. In 1918, most women over the age of 21 received the right to vote in federal elections.
  - B. In 1970, the War Measures Act limited civil liberties, and gave the army and police increased powers in response to terrorism during the October Crisis.
  - C. In 1982, the Canadian Charter of Rights and Freedoms was adopted by the federal government to guarantee rights and freedoms.
  - D. In 1988, the Canadian government apologized to Japanese-Canadians for prior mistreatment.
51. Which of the following actions challenges the economic ideals of classical liberalism?
- A. Reducing taxes on businesses
  - B. Expanding free-trade agreements
  - C. Privatizing telecommunications corporations
  - D. Imposing environmental regulations on industry
52. Which of the following pairs of approaches to political decision making **most strongly** reflects the will of the people?
- A. Consensus decision making and representative democracy
  - B. Consensus decision making and direct democracy
  - C. Authoritarianism and representative democracy
  - D. Authoritarianism and direct democracy
53. Which of the following actions is an example of political participation?
- A. Donating money to a private charity
  - B. Volunteering at a local homeless shelter
  - C. Canvassing door-to-door for a medical cause
  - D. Collecting signatures to petition against a proposed bylaw
54. In Canada, a person who favours individualism over collectivism would **most likely**
- A. favour a policy of deregulation
  - B. support the expansion of social programs
  - C. advocate the nationalization of key industries
  - D. encourage increased government involvement in the economy

55. Production and distribution decisions in the Soviet Union were made **primarily** by
- A. government officials
  - B. state factory workers
  - C. individual consumers
  - D. collective work groups
56. Which of the following actions is considered a violation of the Canadian Charter of Rights and Freedoms?
- A. A religious group organizes a demonstration outside the Parliament buildings.
  - B. A radical political party delivers promotional material through a mass mail-out.
  - C. An individual is prevented from boarding an international flight based on ethnicity.
  - D. An individual suspected of committing a crime is taken into custody for questioning by the police.
57. In order to accomplish their goals, all political organizations must have
- A. an independent court system
  - B. a freely elected head of state
  - C. media free from government influence
  - D. an established process for decision making