

# Released Items

## Social Studies 30–1



2020

This document was written primarily for:

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

Alberta Education, Government of Alberta

2020–2021

*Social Studies 30–1 Released Items*

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# Released Sources and Questions 2020–2021 — Social Studies 30–1

## Introduction

This document contains 47 field-tested questions. An answer key is included on the last page. These items are released in both English and French by the Provincial Assessment Sector.

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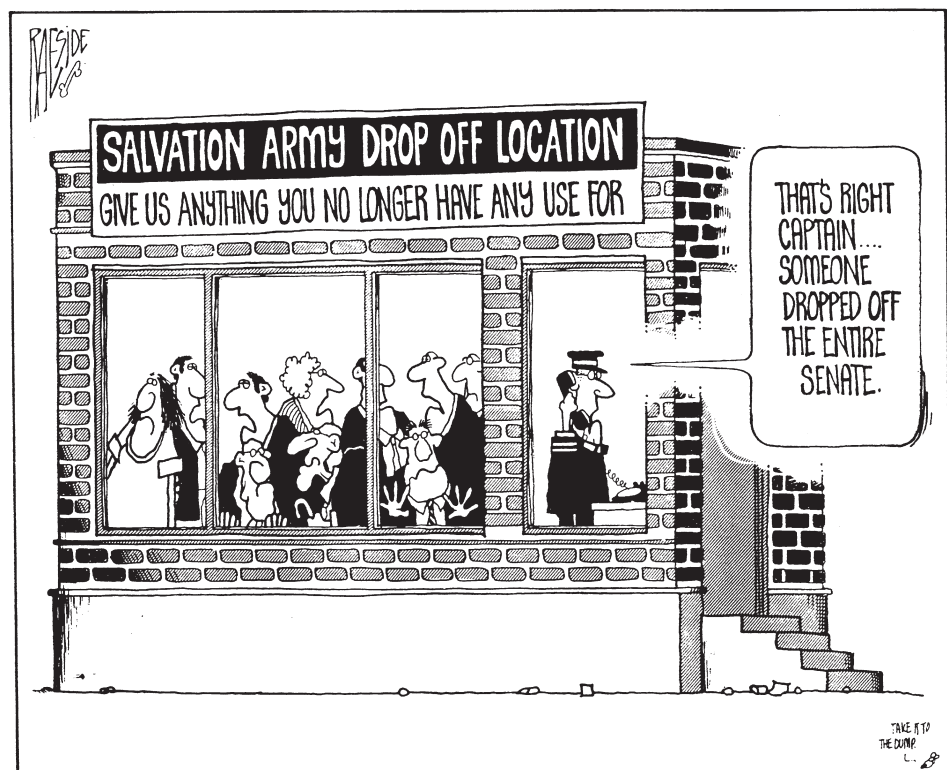
Questions 1 and 2 are based on the following excerpt.

We have not and cannot have such war aims as imposing our will and our regime on the Slavs and other enslaved peoples of Europe who are awaiting our aid. Our aid consists in assisting these people in their liberation struggle against Hitler tyranny and then setting them free to rule on their own land as they desire. No intervention whatever in the internal affairs of other peoples!

—Joseph Stalin, 1942

Stalin, Joseph. *The War of National Liberation*. New York: International Publishers, 1942.

Questions 3 and 4 are based on the following cartoon.



**Note:** Canadian cartoon from 2005

Questions 5 to 11 are based on the following three sources.

Source I



SAEED KHAN/AFP via Getty Images

Libyan students in Malaysia shout slogans and hold placards denouncing Libyan leader Muammar Gaddafi during a protest outside the Libyan embassy on February 23, 2011.

## Source II



CARL DE SOUZA/AFP via Getty Images

Protesters demonstrate against the proposed military intervention in Libya in London, England, on March 18, 2011.

### Source III

*The following excerpt is from a statement made by Canadian Prime Minister Stephen Harper on the situation in Libya, on March 18, 2011.*

Last night, the United Nations Security Council passed a resolution<sup>1</sup> endorsing immediate action to protect Libyan citizens from the threat of further slaughter.

Canada, in cooperation with our allies and other members of the international community, worked to gain support for this resolution.

We will now take the urgent action necessary to support it.

As a consequence, the Government has authorized the deployment of CF-18 fighter jets to join the HMCS Charlottetown in the region.

If Colonel Gaddafi<sup>2</sup> does not comply with this Security Council Resolution, Canadian Armed Forces working with other like-minded nations will enforce the resolution. ...

One either believes in freedom, or one just says one believes in freedom.

The Libyan people have shown by their sacrifice that they believe in it.

Assisting them is a moral obligation upon those of us who profess this great ideal.

<sup>1</sup>Security Council resolution approving a 'No-Fly Zone' over Libya

<sup>2</sup>leader of Libya since a military coup on September 1, 1969

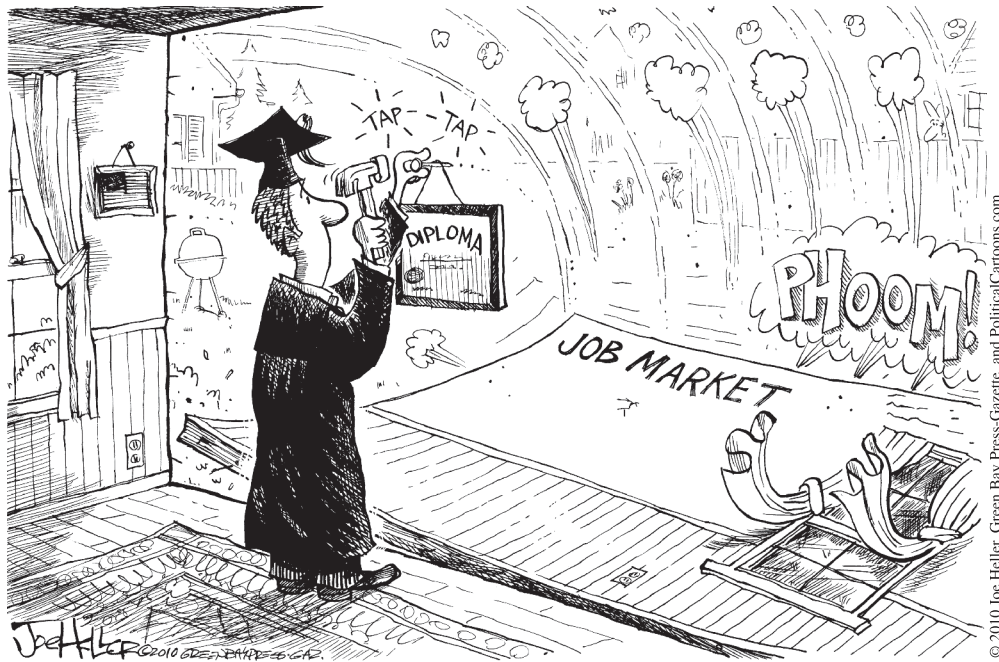
The Office of the Prime Minister. Address by Stephen Harper. "Statement by the Prime Minister of Canada on the situation in Libya." Ottawa, Canada, March 18, 2011. pm.gc.ca.

**Question 12 is based on the following two statements.**

Statement I	Statement II
Canada's official policy has been to use its armed forces to aid the international effort to democratize Afghanistan.	The United States has successfully imposed liberalism in Cuba, Iran, and Iraq.

Questions 13 and 14 are based on the following two cartoons.

Cartoon I



Cartoon II





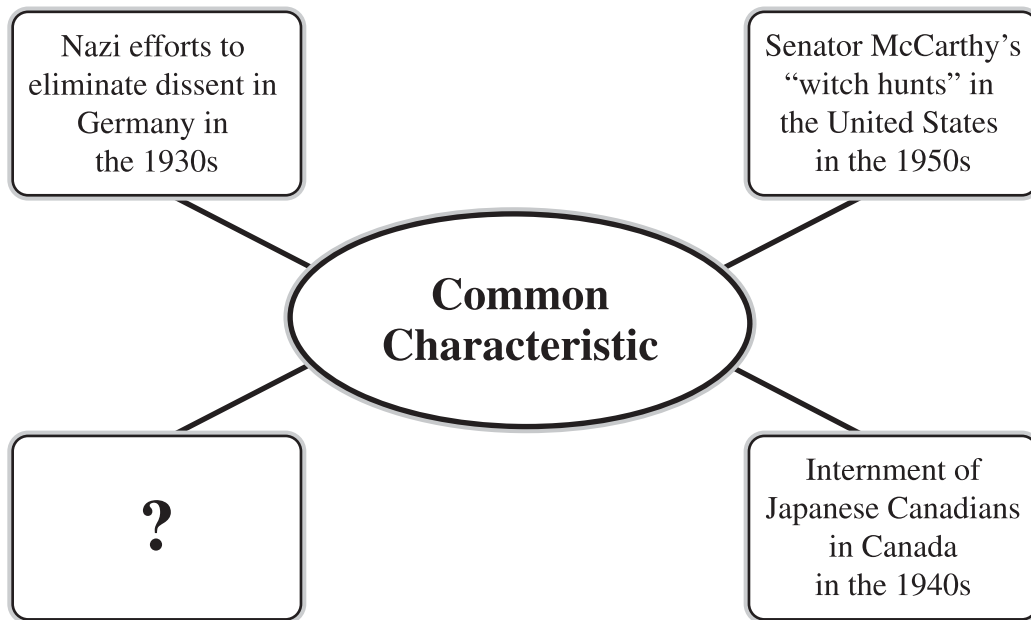
**Question 15 is based on the following excerpt.**

Marx and Engels expressed their common view in the famous phrase that force is the midwife of every old society pregnant with a new one. The midwife merely helps the baby to leave the mother's womb when the time for that has come. She can do no more. Stalin's view on the role of political force, reflected in his deeds rather than his words, oozes the atmosphere of twentieth-century totalitarianism. Stalin might have paraphrased the old Marxian aphorism: force is no longer the midwife—force is the mother of the new society.

—from *Stalin: A Political Biography*

Deutscher, Isaac. *Stalin: A Political Biography*. New York: Oxford University Press, 1949.

Questions 16 and 17 are based on the following diagram.



Questions 18 to 21 are based on the following excerpt.

*The following excerpt is from a speech delivered by Norwegian Prime Minister Jens Stoltenberg at the Central Jamaat Mosque. The speech was made in response to two terrorist attacks in Norway on July 22, 2011, by a right-wing fanatic.*

We are all Norway.

Our fundamental values are democracy, humanity and openness.

With this as a platform, we will respect differences, human dignity and equality.

And each other.

And we will face the debates. We will welcome them. Even the difficult ones.

We will all expect one another to champion the fundamental values of the Norwegian “we”.

This is how we will deepen and develop our response to terrorism and violence.

The answer is even more democracy.

Even more humanity.

But never naivety. ...

Standing here on holy ground, it is important to affirm that we respect one another’s beliefs.

Against that backdrop, diversity must be allowed to blossom and to colour the picture of the Norwegian “we”.

Office of the Prime Minister. Address by Jens Stoltenberg. Central Jamaat Mosque.” Oslo, Norway, July 29, 2011. [www.regjeringen.no/en/historical-archiv/Stoltenbergs-2nd-Government/Office-of-the-Prime-Minister/taler-og-artikler/2011/--the-norwegian-people-have-passed-the-t/id651933/](http://www.regjeringen.no/en/historical-archiv/Stoltenbergs-2nd-Government/Office-of-the-Prime-Minister/taler-og-artikler/2011/--the-norwegian-people-have-passed-the-t/id651933/).

Questions 22 to 26 are based on the following illustration.

During the First World War, some individuals living in Canada were from countries that the Canadian army was fighting. The War Measures Act restricted what these immigrants could do in Canada. For example, they had to carry and produce identification papers when asked. They were forbidden from owning firearms and many were forced out of the country.

I NEED TO EXAMINE YOUR PAPERS. HMM, I NOTICE YOU ARE ORIGINALLY FROM THE UKRAINE. YOU MUST SPEAK ENGLISH OR FRENCH AT ALL TIMES. IT IS ESSENTIAL THAT WE KNOW WHAT YOU ARE TALKING ABOUT!



1

In the Second World War, Canada was involved in a war with Japan. The government invoked the War Measures Act once more. All individuals of Japanese descent were forcibly moved from their homes and sent to internment camps in the Canadian interior. During this time the government confiscated their money and property.

**NOTICE TO ALL JAPANESE PERSONS AND PERSONS OF JAPANESE ORIGIN**

NOTICE TO ALL JAPANESE PERSONS AND PERSONS OF JAPANESE ORIGIN. THIS NOTICE IS IN FORCE IN ALL PARTS OF CANADA. IT IS THE DUTY OF ALL SUCH PERSONS TO OBEY THE PROVISIONS OF THIS NOTICE. FAILURE TO DO SO IS A CRIME UNDER THE WAR MEASURES ACT. FOR MORE INFORMATION, CONTACT THE FEDERAL GOVERNMENT OF CANADA.



I WAS A SUCCESSFUL BUSINESS OWNER. THE GOVERNMENT TOOK EVERYTHING AWAY FROM ME THAT I WORKED SO HARD TO EARN. MY FAMILY HAS LOST ITS HOME. ALL THIS AND WE HAVE NOT DONE ANYTHING WRONG!

IT DOES NOT MAKE ANY SENSE AS TO WHY THE GOVERNMENT IS SENDING US TO A CAMP. I AM A CANADIAN BORN IN CANADA. EVEN MY PARENTS LIVED HERE BEFORE I WAS BORN.



2

The October Crisis was the first time the government invoked the War Measures Act during a non-war period. The powers of the act allowed the military to search for individuals who might support the FLQ or be supporters of an independent Québec.



HEY, WHAT ARE YOU DOING? YOU CAN'T SEARCH MY HOME! WHERE'S YOUR SEARCH WARRANT?

3

The War Measures Act was invoked during the October Crisis. Within hours, more than 240 people had been arrested.

WHAT IS YOUR ASSOCIATION WITH THE FLQ? WHERE HAVE THEY TAKEN CROSS AND LAPORTE?



THE FLQ? I DON'T ASSOCIATE WITH THEM! THIS IS WRONG. LET ME GO!

4

Questions 27 to 29 are based on the following source.

<b>Some Features of the National Political Climate in a Modern Democracy</b>	
<b>Feature I</b> Demographics and attitudes are changing—younger voters are becoming more accepting of multiple perspectives on social issues.	<b>Feature II</b> Foreign threats loom and are perceived by many as a threat to national unity.
<b>Feature IV</b> Many ordinary people feel powerless to hold onto the world as they know it.	<b>Feature III</b> The government seems to be expanding its reach and power over its citizenry.

Questions 30 and 31 are based on the following excerpt.

Was the war<sup>1</sup> being fought to establish that Hitler was wrong in his ideas of white Nordic supremacy over “inferior” races? The United States’ armed forces were segregated by race. When troops were jammed onto the *Queen Mary* in early 1945 to go to combat duty in the European theater, the blacks were stowed down in the depths of the ship near the engine room, as far as possible from the fresh air of the deck, in a bizarre reminder of the slave voyages of old.

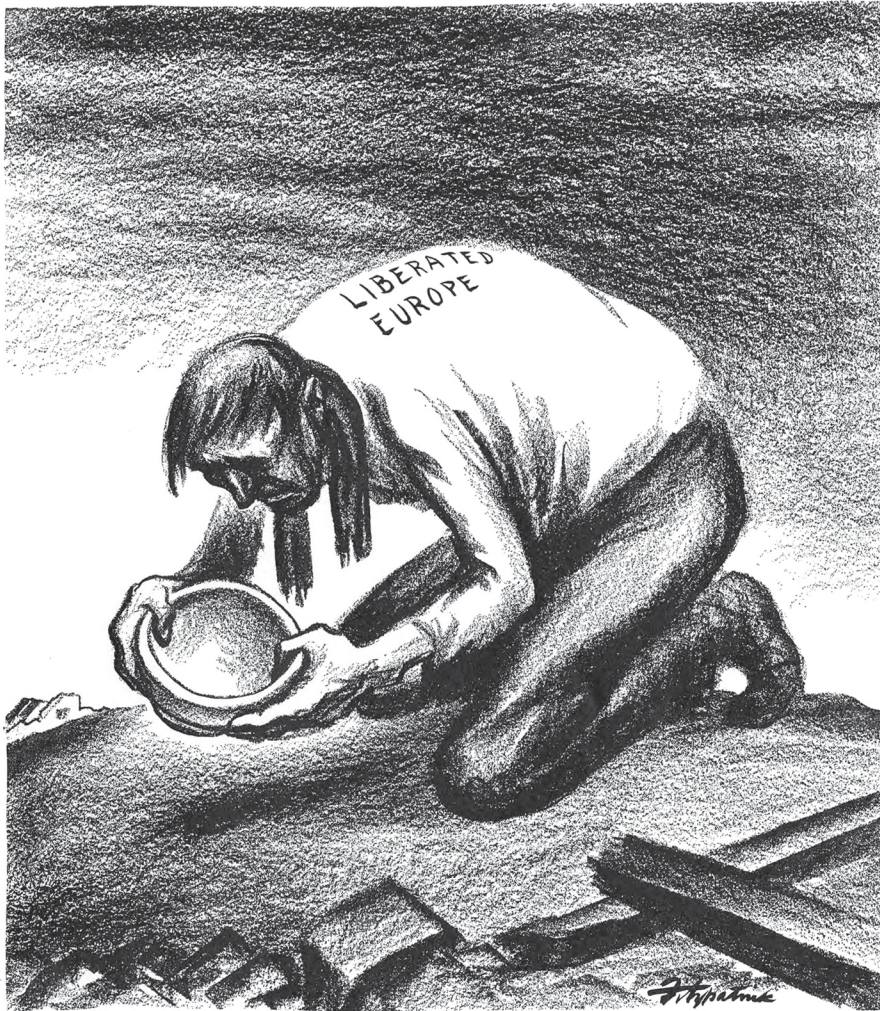
The Red Cross, with government approval, separated the blood donations of black and white. It was, ironically, a black physician named Charles Drew who developed the blood bank system. He was put in charge of the wartime donations, and then fired when he tried to end blood segregation. Despite the urgent need for wartime labor, blacks were still being discriminated against for jobs.

—Howard Zinn

<sup>1</sup>Second World War

Zinn, Howard. *A People’s History of the United States*. New York: HarperPerennial, 1990.

Question 32 is based on the following cartoon from 1945.



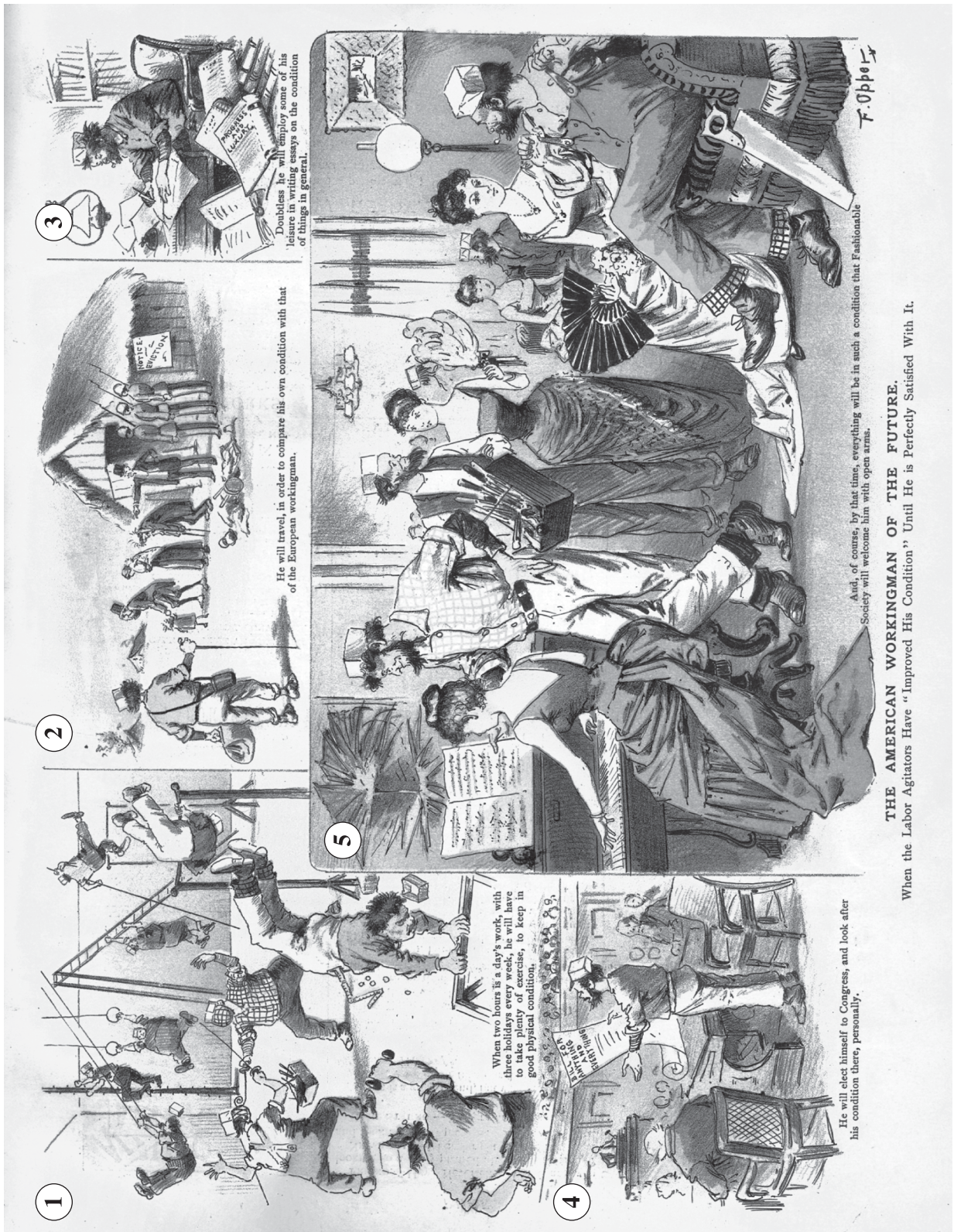
Fitzpatrick, Daniel Robert, 1891-1969, The St. Louis Post-Dispatch Editorial Cartoon Collection, The State Historical Society of Missouri, Digital Collection.

THE SHAPE OF THINGS NOW

SUNDAY, MARCH 4, 1945.

Questions 33 to 35 are based on the following visual.

An enlarged version of the text from the visual below appears on page 14.



Oppler, Frederick. Illustration in *Puck* 20, no. 517 (February 2, 1887).

**Frame 1** When two hours is a day’s work, with three holidays every week, he will have to take plenty of exercise, to keep in good physical condition.

**Frame 2** He will travel, in order to compare his own condition with that of the European workingman.

**Frame 3** Doubtless he will employ some of his leisure in writing essays on the condition of things in general.

**Frame 4** He will elect himself to Congress, and look after his condition there, personally.

**Frame 5** And, of course, by that time, everything will be in such a condition that Fashionable Society will welcome him with open arms.

THE AMERICAN WORKING MAN OF THE FUTURE. When the Labor Agitators Have “Improved His Condition” Until He is Perfectly Satisfied With It.

**Question 36 is based on the following opinions of two speakers.**

Speaker I	Speaker II
Nuclear arsenals brought the world to the brink of destruction.	The threat of destruction posed by nuclear arsenals made a third world war unlikely.

**Questions 37 to 39 are based on the following excerpt.**

Immediately following Finance Minister Jim Flaherty’s budget speech on Jan. 27<sup>1</sup>, lobbyists will be abuzz on Parliament Hill in Room 253-D of Centre Block still lobbying on this week’s budget and beginning their campaigns for next year’s budget items for 2010-2011.

*Lobby Monitor* editor John Chenier, who is a leading expert on lobbying in Ottawa, said it’s an “important” tradition for lobbyists and organizations to gather on the Hill to have their say on what was announced in the budget as a useful lobbying technique.

“That’s rule No. 1 of lobbying. Once the government gives you something, it’s part of your job to justify why they did it. So if they give a tax cut, you’re up there saying, ‘Yes it’s needed,’ and the government should be rewarded or thanked for doing what’s right,” he said. “On the other hand, those people that don’t get what they want have to take a calculated decision as to how critical they wish to be. Obviously they want to put their case before the public again, because it’s a rare opportunity to do that but they don’t necessarily want to burn their bridges,” said Mr. Chenier.

For those organizations whose “asks” were unsuccessful in the budget, Mr. Chenier said being on Parliament Hill is still valuable.

“The media go and get their impression of the budget from each of these groups and if they’re not there to express their opinion, that is a factor in terms of their visibility. ... They can’t affect the budget that’s just passed, but they can certainly start laying down what they think are the big parameters for the next one,” said Mr. Chenier.

<sup>1</sup>2009

—*The Hill Times*

Vongdouangchanh, Bea. “Lobbyists to Descend on Parliament Hill on Budget Day.” *The Hill Times*, January 26, 2009. [www.hilltimes.com/2009/01/26/lobbyists-to-descend-on-parliament-hill-on-budget-day/11289](http://www.hilltimes.com/2009/01/26/lobbyists-to-descend-on-parliament-hill-on-budget-day/11289). Originally published by The Hill Times Publishing.



Questions 40 to 42 are based on the following excerpt.

...America will not be able to advocate effectively for institutions based on liberal rights abroad if we are not scrupulous in their observance at home. Obviously, terrorists have little sympathy with a world in which the process of arriving at a conclusion—electoral competition, for example, or trial by jury—is as important as the conclusion itself—a new government or policy, a determination of guilt or innocence. In the face of the insult and injury of the attacks of September 11, some Americans have been tempted to follow suit, suspending adherence to conventional procedures and declaring a virtual state of emergency in which virtuous ends excuse deplorable means.

—from *A Practical Guide to Winning the War on Terrorism*

Anderson, Lisa. "Liberalism and the War on Terrorism." In *A Practical Guide to Winning the War on Terrorism*. By Adam Garfinkle. Stanford: Hoover Institution Press, 2004.

Questions 43 and 44 are based on the following cartoon.

Castro?  
Inviting a head  
of state who  
uses police  
to crush dissent  
is out of the  
question!



Welcome to the  
Summit of the  
Americas

**Note:** The individual speaking is the Canadian Prime Minister in 2001.

Garneau [Michel Garneau]. In *Portfolio 17: The Year's Best Canadian Editorial Cartoons*. Edited by Guy Badaux. Toronto: McClelland & Stewart Ltd., 2001. Reproduced with permission from Michel Garneau.

Question 45 is based on the following cartoon.



—John Larter

Questions 46 and 47 do not require the use of the sources.

Use the excerpt on the top of page 2 to answer questions 1 and 2.

1. Based on details in the excerpt, Stalin appears to be advocating liberal values because he supports the
  - A. need for self-reliance during times of conflict
  - B. right of citizens to determine their political direction
  - C. belief that the Soviet Union was the legitimate protector of Slavic peoples
  - D. creation of a collective security organization among countries with shared ideals
  
2. Following the Second World War, Stalin’s statement would have likely been regarded by American politicians as an example of
  - A. propaganda
  - B. scapegoating
  - C. fear and coercion
  - D. controlled participation

Use the cartoon on the bottom of page 2 to answer questions 3 and 4.

3. The cartoonist is **most directly** suggesting that the Canadian Senate
  - A. serves very little purpose
  - B. appears to lack leadership
  - C. appears to be underutilized
  - D. serves a wide demographic
  
4. For which of the following essay questions would the cartoon be **most appropriately** used as evidence?
  - A. Should Canada limit the number of political parties running in elections?
  - B. To what extent is the will of the people reflected in Canada’s political system?
  - C. To what extent are gender differences represented in the Canadian Parliament?
  - D. Should political appointments within the Canadian government receive compensation?

Use the two sources on page 3 and page 4, and the source on the top of page 5 to answer questions 5 to 11.

5. The student protesters in Source I, through their actions, are **most clearly** demonstrating
- A. support for pro-democracy movements through peaceful dissent
  - B. acceptance of foreign efforts to halt incidents of domestic unrest
  - C. resistance to political injustice and corruption using radical methods
  - D. rejection of authoritarian regimes that embrace economic liberalization
6. Which of the following “LESSONS” would reinforce the position expressed by the demonstrators in Source II?
- A. Authoritarian governments often rely on foreign assistance.
  - B. Military alliances should coordinate efforts to remove dictators.
  - C. Acts of terrorism should be avenged through acts of armed aggression.
  - D. Influencing regime change in foreign countries often leads to domestic resistance.
7. With which of the following statements would the demonstrators in sources I and II **most strongly** agree?
- A. Individuals have a right to express dissent against government policies and leadership.
  - B. Citizens demanding political change must accomplish the desired reforms without outside help.
  - C. Pro-democracy movements require the support of the international community to be successful.
  - D. Democratic governments must avoid the use of force when imposing liberal values on countries governed by tyrannical regimes.
8. According to Source III, the United Nations Security Council resolution was motivated by a concern for
- A. global security
  - B. humanitarianism
  - C. national prosperity
  - D. political independence

9. In the context of Source III, Harper’s reference to the “Libyan people” reveals his belief that the
- A. global consciousness among Libyan citizens is widespread
  - B. civil-rights movement in Libya was influenced by liberalism
  - C. pro-democracy movement may extend beyond Libya’s borders
  - D. collective desire for political reform exists among Libyan civilians
10. Which of the following statements describes a relationship that exists among the sources?
- A. The central messages of sources I and II provide evidence for Source III.
  - B. The central messages of sources I and II are contradicted by Source III.
  - C. The central message of Source I is supported by Source III.
  - D. The central message of Source II is a result of Source III.
11. For which of the following questions would the three sources be used **most effectively** as supporting evidence?
- A. What is the role of citizens living in authoritarian states?
  - B. What led to the collapse of liberalism in the Middle East?
  - C. How has the individual contributed to reforming legislation in Libya?
  - D. Is liberalism viable in a variety of settings in the contemporary world?

**Use the statements on the bottom of page 5 to answer question 12.**

12. Which of the following observations regarding Statement I and Statement II is correct?
- A. Both statements are true.
  - B. Both statements are false.
  - C. Statement I is true and Statement II is false.
  - D. Statement I is false and Statement II is true.

Use the two cartoons on page 6 to answer questions 13 and 14.

13. The details in cartoons I and II **most directly** illustrate the
- A. consequences of an economic recession
  - B. financial burden of repaying student loans
  - C. failure of government efforts to regulate industry
  - D. continuation of private industry outsourcing jobs
14. The humour in Cartoon II stems from the
- A. availability of employment opportunities in urban centres
  - B. pressure on students to work part-time while attending college
  - C. pressure on students to work rather than complete their education
  - D. challenges the educated workforce faces in finding appropriate employment

Use the excerpt on page 7 to answer question 15.

15. Which of the following statements summarizes the **main** point of the excerpt?
- A. Both Marx and Stalin believed that forceful leadership was needed to spread communism internationally.
  - B. Both Marx and Stalin believed that forceful leadership was preferable to using diplomacy to promote an ideology.
  - C. Marx believed that force helps to bring about a communist society, whereas Stalin believed that force is needed to maintain a communist society.
  - D. Marx believed that a communist state does not need to use force to achieve a totalitarian state, whereas Stalin believed that a communist state must use force to maintain a totalitarian state.

Use the diagram on the top of page 8 to answer questions 16 and 17.

16. A common characteristic among the events identified in the diagram is that in each case
- A. widespread civil disobedience was ended through the action of a secret police force
  - B. basic human rights were compromised in an effort to achieve government objectives
  - C. a government exploited commonly held racist beliefs to eliminate a visible ethnic minority
  - D. a government facing declining popular support used propaganda to restore public confidence
17. In context, which of the following actions would **most appropriately** replace the question mark?
- A. Denial of suffrage for women in Great Britain in the early 1900s
  - B. Soviet containment of American spheres of influence in the 1950s
  - C. Entrenchment of collective rights in the Canadian Constitution in the 1980s
  - D. American creation of a No-Fly list in the 2000s

Use the excerpt on the bottom of page 8 to answer questions 18 to 21.

18. In discussing how to respond to the threat of “terrorism and violence” in society, the speaker **most directly** proposes
- A. monitoring extremist organizations which threaten the liberal principles upon which the country is founded
  - B. examining the causes of intolerance while strengthening national-security forces
  - C. increasing commitments to understand the socio-economic costs of terrorism
  - D. enhancing liberal principles while monitoring the potential risks involved
19. A supporter of which of the following ideologies would be **most** critical of the ideas presented in the excerpt?
- A. Fascism
  - B. Communism
  - C. Progressivism
  - D. Postmodernism

20. The speaker’s assertion that “diversity must be allowed to blossom” is **most likely** a response to which of the following developments faced by many modern European states?
- A. The rise of reactionary movements focused on preserving traditional social values
  - B. The elimination of national currencies due to increased regional economic integration
  - C. The weakening of neo-conservative thinking resulting from extensive government intervention
  - D. The increasing power of left-wing parties whose goals conflict with moderate social democratic policies
21. The excerpt would be **most appropriately** used as supporting evidence for which of the following assertions?
- A. Dictatorial regimes support terrorist organizations in carrying out their actions.
  - B. Emergencies legislation may contradict liberal values to protect the common good.
  - C. Responsibility for ending terrorism is held by the political elite within a democracy.
  - D. Liberal principles must be upheld in attempting to address the challenge of terrorism.

Use the illustration on page 9 to answer questions 22 to 26.

22. Which statement from the first panel of the illustration would be viewed by a civil libertarian as **most unacceptable**?
- A. “they had to carry and produce identification papers”
  - B. “They were forbidden from owning firearms”
  - C. “many were forced out of the country”
  - D. “IT IS ESSENTIAL THAT WE KNOW WHAT YOU ARE TALKING ABOUT”
23. The Canadian government defended the actions illustrated in the first two panels of the illustration based on the argument that
- A. security officials had evidence of criminal activities committed by many of the individuals whose civil liberties were restricted
  - B. the War Measures Act applied only to regions of the country directly affected by the perceived threats
  - C. a majority of Canadian citizens endorsed the government’s actions in national referenda
  - D. the country’s national security was at risk because of the liberties certain individuals enjoyed



24. In the final two panels, which of the following issues is raised by the actions of the security forces?
- A. To what extent should governments take action to preserve individual and collective rights?
  - B. To what extent should individuals be accountable for their actions during protests?
  - C. Should individuals be denied the opportunity to preserve their cultural beliefs?
  - D. Should government impose liberal principles on an unwilling population?
25. Considering the events portrayed in the illustration, which of the following statements **most accurately** describes the nature of the government's actions?
- A. The federal government's methods were supported by the majority of Canadians.
  - B. The federal government's use of security legislation allowed them to limit foreign threats.
  - C. The federal government temporarily revoked citizenship of immigrants during times of conflict.
  - D. The federal government used existing legislation to temporarily support the need for security over individual rights.
26. Which of the following issues faced by liberal democracies does the information in the illustration **most directly** address?
- A. To what extent should governments be held responsible for preventing threats to national security?
  - B. Should citizens be permitted to protest against government legislation that infringes on their rights?
  - C. To what extent should governments invoke policies to ensure the common good while restricting freedoms?
  - D. Should citizens whose rights have been infringed upon be compensated by the government for the wrongs committed against them?

Use the source on the top of page 10 to answer questions 27 to 29.

27. Which of the following outcomes is **most likely** to occur if the features from the source begin to dominate the political climate of modern democracies?
- A. Ideological polarity will create division among citizens.
  - B. Uninformed citizens will result in an increase of voter apathy.
  - C. Government policies will focus more on international than domestic affairs.
  - D. Media will become an important mechanism to inform citizens about government corruption.
28. The details contained in features I and III would **most** alarm citizens who value
- A. fascism
  - B. socialism
  - C. secularism
  - D. conservatism
29. In any political system, Feature IV can **most often** encourage the growth of
- A. conservative attitudes attempting to preserve the status quo
  - B. news outlets that are committed to delivering objective reporting
  - C. left-wing extremism favouring the formation of a more equitable society
  - D. political debate that focusses on public opinion to guide decision making

Use the excerpt on the bottom of page 10 to answer questions 30 and 31.

30. German Nazi Party propagandists would **most likely** have responded to the information in this excerpt by
- A. sharing it with their soldiers to show weakness in the enemy
  - B. banning it due to its promotion of American values
  - C. criticizing it for its lack of historical objectivity
  - D. using it to justify their own racial policies
31. The excerpt would **most appropriately** serve as evidence in a discussion of the extent to which
- A. liberalism is viable in the contemporary world
  - B. different political systems can share similar practices
  - C. liberal principles are promoted during times of crisis
  - D. human-rights violations require military intervention

Use the cartoon on page 11 to answer question 32.

32. This cartoon would be **most useful** as a resource for a report on the post-Second World War decision of the
- A. United States to initiate the Marshall Plan
  - B. Allied powers to punish Nazi sympathizers
  - C. Allied powers to establish the United Nations
  - D. United States to establish democratic institutions in Europe

Use the visual on page 12 and the text on the top of page 13 to answer questions 33 to 35.

33. Which of the following theorists' ideas is **most consistent** with the central message of the visual?
- A. Karl Marx
  - B. Adam Smith
  - C. Robert Owen
  - D. Thomas Hobbes
34. A supporter of communist ideals would be critical of the central message in Frame 5 of the visual because Frame 5
- A. portrays workers as uneducated
  - B. suggests that workers lack social etiquette
  - C. implies social classes must remain distinct
  - D. implies that the concerns of workers are overlooked in legislation
35. A laissez-faire capitalist would likely oppose the objectives of "Labor Agitators" because their objectives could
- A. increase the level of taxation for workers
  - B. interfere with the law of supply and demand
  - C. decrease the amount of goods produced for consumers
  - D. enhance the impact of the principle of consumer sovereignty

Use the opinions of the two speakers on the bottom of page 13 to answer question 36.

36. Which of the following rows identifies how the speakers would view a policy of deterrence?

Row	Speaker I	Speaker II
A.	Acceptable	Acceptable
B.	Acceptable	Unacceptable
C.	Unacceptable	Acceptable
D.	Unacceptable	Unacceptable

Use the excerpt on page 15 to answer questions 37 to 39.

37. The lobbying process, as described in the excerpt, is seen as an integral part of the democratic system because it
- A. encourages civil disobedience in open societies
  - B. serves as a check on the power of elected officials
  - C. maintains a connection for citizens from one administration to the next
  - D. provides a forum for interest groups to respond to government-policy initiatives
38. An individual holding authoritarian beliefs would identify the process described in the excerpt as
- A. engaging
  - B. inefficient
  - C. functional
  - D. informative
39. The excerpt would be most useful to address which of the following questions?
- A. Should citizens have greater access to lobbyists?
  - B. Should democracies ban lobbying as an accepted practice?
  - C. To what extent should lobby groups be funded by tax revenue?
  - D. To what extent should lobbyists be required to pay additional taxes based on their objectives?

Use the excerpt on the top of page 15 to answer questions 40 to 42.

40. The central message presented in the excerpt emphasizes a desire for the United States government to
- A. ignore the rule of law to avenge the acts of terrorism
  - B. remove liberal rights indefinitely during times of national crisis
  - C. educate terrorists about the virtues that can be achieved when subscribing to liberalism
  - D. practise the liberal ideology that it supports domestically in the international community
41. Which of the following individuals' philosophies would be **most** consistent with the message presented in the excerpt?
- A. John Locke
  - B. Robert Owen
  - C. Edmund Burke
  - D. Baron de Montesquieu
42. An advocate of the United States' PATRIOT Act would support "suspending adherence to conventional procedures" because
- A. the powers of security forces need to be curtailed
  - B. a diplomatic compromise may result in an increase in extremist actions
  - C. a temporary sacrifice of personal freedoms may be necessary to prevent their permanent loss
  - D. the need for informed action overrides the need for immediate powers available in emergencies legislation

Use the cartoon on the bottom of page 15 to answer questions 43 and 44.

43. The cartoonist creates irony by portraying the prime minister making his comments in a situation **most often** associated with
- A. civil libertarians
  - B. oppressive leaders
  - C. democratic idealists
  - D. left-wing demonstrators
44. Political leaders may justify the actions depicted in the cartoon as necessary to
- A. limit public dissent during an election campaign
  - B. provide a stable environment for economic growth
  - C. secure the safety of foreign leaders during meetings
  - D. stifle terrorist activities that promote racial intolerance

Use the cartoon on page 16 to answer question 45.

45. The central message of the cartoon is that
- A. global interest in humanitarian causes is decreasing
  - B. meaningful funding must be provided for countries experiencing civil conflicts
  - C. humanitarian-relief efforts are incompatible with the principles of modern liberalism
  - D. interference from outside humanitarian agencies is often unwelcome during civil conflicts

Questions 46 and 47 do not require the use of the sources.

46. During the 1930s, the application of Keynesian theories in certain market-oriented economies was **primarily** intended to overcome challenges associated with the
- A. increasing demand for consumer goods
  - B. growing popularity of Marxist beliefs
  - C. largely unregulated business cycle
  - D. rapidly rising rates of inflation
47. Which of the following justifications for federal government transfer payments would be **most unacceptable** to a market-oriented economist?
- A. To promote economic diversification
  - B. To modernize failing state enterprises
  - C. To increase education opportunities nationwide
  - D. To privatize retraining programs for the unemployed



## Social Studies 30–1 – 2020 Released Items Key

Question # in Document	Key
1	B
2	A
3	A
4	B
5	A
6	D
7	A
8	B
9	D
10	C
11	D
12	C
13	A
14	D
15	C
16	B

Question # in Document	Key
17	D
18	D
19	A
20	A
21	D
22	C
23	D
24	A
25	D
26	C
27	A
28	D
29	A
30	D
31	B
32	A

Question # in Document	Key
33	B
34	C
35	B
36	C
37	D
38	B
39	B
40	D
41	A
42	C
43	B
44	C
45	D
46	C
47	B