



Information Bulletin Social Studies 30–1

Diploma Examinations Program **2023–2024**

This document was primarily written for:

Students

Teachers ✓ of Social Studies 30–1

Administrators

Parents

General Audiences

Others

2023-2024 Social Studies 30–1 Information Bulletin

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Contents

Introduction.....	1
Examination Security.....	2
Time Limits on Diploma Examinations.....	2
Equating to Maintain Consistent Standards over Time on Diploma Examinations	3
Diploma Examinations: Multiple Forms	4
How to Get Involved.....	5
Field Testing	6
· How do field tests help teachers and students?	6
· How are field-test data used?	6
· Humanities field tests	6
· How can teachers request field tests?	7
· Digital field tests	7
Practice Tests.....	8
Special-format Practice Tests	8
Audio Descriptions	8
Assessment Standards and Practices for Social Studies 30–1	9
Release of Examination Materials	10
Student Assessment.....	10
Part A: Written Response.....	11
· Description	11
· Lined pages	11
· Authorized references	11
· Suggested word count ranges	12
· Written-response Assignment Suggested Word Count Ranges	12
· Description of Assignment I: Source Interpretation	12
· Zero	12
· No Response	12
· Description of Assignment II: Position Paper	13
· Insufficient	13
· No Response	13

Social Studies 30–1 Part A: Written Response Blueprint.....	14
Part A: Written-response Instructions Page	15
Sample Assignment I Task.....	16
Scoring categories and scoring criteria for 2023–2024 Assignment I.....	17
· Interpretation of Sources (12 marks)	17
· Relationships (6 marks)	18
· Communication (6 marks)	19
Sample Assignment II Task.....	20
Scoring categories and scoring criteria for 2023–2024 Assignment II.....	21
· Analysis of Source (6 marks)	21
· Argumentation (8 marks)	22
· Evidence (8 marks)	23
· Communication (8 marks)	24
Sample Scoring Sheet.....	25
Student Performance in Social Studies 30–1:	
Observations from the Diploma Examination.....	26
· Assignment I	26
· Assignment II	27
<i>Part B: Multiple Choice</i>	28
· Description	28
Social Studies 30–1 Part B: Multiple Choice Blueprint.....	29
· Rationale for provision of multiple-choice questions	30
Sample Multiple-choice Sources	31
Sample Multiple-choice Questions	46
Key for Part B: Multiple Choice	66
Website Links	67
Contacts 2023–2024	68

Please note that if you cannot access one of the direct website links referred to in this document, you can find diploma examination-related materials on the [Alberta Education website](#).



Introduction

The *Social Studies 30–1 Diploma Examination* is designed to reflect the issues-centred, multiple-perspectives approach and skills-based emphasis of the [Social Studies \(10-12\) Program of Studies](#). In the Social Studies 30–1 program, the focus is on the key issue of “To what extent should we embrace an ideology?” In addressing this key issue, students will explore four related issues, four general outcomes, and numerous specific outcomes.

Diploma exams will be weighted at 30%, and the school-awarded mark will constitute 70% of a student’s final mark.

Teachers are encouraged to share the contents of this bulletin with students.

For further information about program implementation, refer to the [Alberta Education website](#).

Examination Security

All diploma examinations will be held secure until they are released to the public by the Minister. No secure diploma examination is to be viewed until it is released to the public by the Minister. No secure diploma examination is to be previewed, discussed, copied, or removed from the room in which the examination is being written. However, for the January and June administrations only, teachers will be allowed access to a teacher perusal copy for review purposes one hour after the examination has started.

For mathematics and science diploma examinations: All diploma examination booklets must be kept secure before, during, and after administration, without exception.

For humanities diploma examinations: The humanities Part A: Written Response booklets in the January and June administrations must be kept secure until after they are administered. All other humanities Part A: Written Response booklets, and all humanities Part B booklets, must be kept secure before, during, and after administration, without exception.

Unused copies of all secured diploma examinations must be returned to Alberta Education as per the dates indicated in the [Significant Dates at-a-Glance](#).

For more information about teacher perusal copies and examination security, please refer to the [Administering diploma exams web page](#).

Time Limits on Diploma Examinations

All students may use extra time to write diploma examinations. This means that all students have up to 6 hours to complete Part A of the *Social Studies 30–1 Diploma Examination*, and 5 hours to complete Part B, if they need it. The examination is nevertheless designed so that the majority of students can complete Part A within 3 hours and Part B within 2½ hours. The examination instructions state both the designed time and the total time allowed.

Although extra time is allowed for diploma examinations in all subjects, the total time allowed is not the same in all subjects. For more information about accommodations and provisions for students, please refer to the [Administering diploma exams web page](#).



Equating to Maintain Consistent Standards over Time on Diploma Examinations

A goal of Alberta Education is to make scores achieved on examinations within the same subject directly comparable from session to session, to ensure fairness to students across administrations.

To achieve this goal, the examination has a number of questions in common with a previous examination. Common items are used to find out if the student population writing in one administration differs in achievement from the student population writing in another administration. Common items are also used to find out if the unique items (questions that have never appeared in a previous examination) differ in difficulty from the unique items on the baseline examination that sets the standard to which all students are held.

A statistical process called equating adjusts for differences in difficulty between examinations. Examination marks may be adjusted depending upon the difficulty of the examination written relative to the baseline examination. Therefore, the resulting equated examination scores have the same meaning regardless of when and to whom the examination was administered. Equated diploma examination marks are reported to students. More information about equating is available on the [Administering diploma exams web page](#).

Because of the security required to ensure fair and appropriate assessment of student achievement over time, *Social Studies 30–1 Diploma Examinations* will be fully secured and will not be released at the time of writing.

Diploma Examinations: Multiple Forms

Some subjects may have two distinct forms (versions) of diploma examinations during major administrations (January and June). The two forms are equated to the baseline examination to ensure that the same standard applies to both forms. Both forms adhere to the established blueprint specifications and are reviewed by a technical review committee.

To facilitate the analysis of school-level results, each school receives only one examination form per subject. In subjects offering a translated French-language examination, both forms are administered in English and in French.

For more information, contact

Diploma exam format, content, confirming standards,
marking, results reporting
Diploma.exams@gov.ab.ca

or

French Assessment
French.Assessment@gov.ab.ca

or

Diploma exam security, diploma exam rules,
scheduling, policy issues
Exam.admin@gov.ab.ca

How to Get Involved

High-quality diploma examinations are the product of close collaboration between classroom teachers and Alberta Education. Classroom teachers from across Alberta are involved in many aspects of diploma examination development, including the development of items; the building, reviewing, administering, and marking of field tests; the reviewing and validating of diploma examinations; and the marking of diploma examinations.

The development of test items from when they are written until when they appear on an examination takes at least one year. All items on the *Social Studies 30–1 Diploma Examination* are written by Social Studies 30–1 teachers from across Alberta. After the first year of provincial implementation of the program of studies, items are field tested to ensure their reliability and validity. Diploma examinations are reviewed by editors and translators and validated by working groups that consist of classroom teachers and curriculum staff.

Alberta Education values the involvement of teachers and annually asks school jurisdictions for the names of teachers who are interested in being involved in any of the development processes for diploma examinations. Teachers who are interested in developing items, constructing field tests, or reviewing and validating examinations are encouraged to talk to their principals about how they can submit their names for approval to be involved in these processes. Although the call for submissions occurs each fall, teachers are welcome to have their names submitted at any time.

Teachers may also be nominated by their school authority to mark written-response assignments for humanities and mathematics diploma examinations. The call for nominations occurs in early September (for January and April marking) and again in February (for June, August, and November marking). Teachers who would like to be nominated to mark diploma exams are encouraged to talk to their principals.

Periodically, we send out information to those Social Studies 30–1 teachers who are on our contact list. If you are not on that list and would like to receive updates related to Social Studies 30–1 assessment activities, please contact either Dwayne Girard, Social Studies 30–1 Diploma Exam Lead, at Dwayne.Girard@gov.ab.ca or Charla Jo Guillaume, Social Studies 30–1 Examiner, at Charlajo.Guillaume@gov.ab.ca.

Field Testing

Field testing is an essential stage in the development of fair, valid, and reliable provincial examinations. Field testing is a process of collecting data on questions before they become part of a diploma examination. Potential diploma examination questions are administered to students in diploma courses throughout the province to determine the difficulty and appropriateness of the questions. Each field test requires a large student sample to provide the examination developers with reliable information (i.e., statistical data and written validation comments from teachers and students).

How do field tests help teachers and students?

Teachers obtain each student's score promptly, gaining useful information about their students' performance. Students benefit from writing a test that duplicates some of the experience of writing a diploma examination. Field tests provide students and teachers with examples of the format and content of questions that may appear on diploma examinations. Finally, because of field testing, students, teachers, and parents can be reassured that the questions on diploma examinations have undergone a rigorous process of development, improvement, and validation.

How are field-test data used?

The data received from field tests indicate the validity, reliability, and fairness of each question. Questions that meet specific standards are selected for use on future diploma examinations.

Some questions or sets of questions may not initially perform as well as we require. These questions may be revised and field tested again. Revisions are influenced by the written comments of students and teachers, who provide valuable advice about the appropriateness of the questions, the adequacy of writing-time limits, test length, text readability, artwork/graphics clarity and suitability, and question difficulty.

Humanities field tests

While most field tests in humanities subjects are in conventional paper form, some field tests are partially online ("hybrids"). Hybrid field tests combine a paper copy of sources or readings with questions read and answered online using Alberta Education's [Quest A+ online delivery system](#).

Teachers are provided with data on how their students performed. Data from hybrid field tests include the proportion of students who chose each alternative answer on multiple-choice questions.

Teachers have a 24-hour window to peruse hybrid field tests. Once logged into the hybrid field test on the online delivery system, teachers have the same length of time to peruse the test as their students did to write it. Teachers might choose to log into the field test, submit the confidentiality form, and then log out of the test so that they can finish perusing the test after receiving their students' data.

It is important to note that the security of field-test items remains vital to the administration of diploma examinations. Participating teachers must commit to maintaining the security of field-test items. Paper copies of readings or sources for hybrid format field tests are mailed to schools and must be kept secure by the school principal until administration of the field test. After the administration of the test, all paper copies must be mailed back to Alberta Education within two business days.

More information about field-test registration deadlines, administration, and security is available at the [Teacher participation in provincial assessments web page](#).

How can teachers request field tests?

Teachers requesting field tests must have a Public Authentication System (PAS) account. All requests are made through the [Field Test Request System](#).

Further information, including the closing dates to request and administer a field test, may be obtained at the [Teacher participation in provincial assessments web page](#), or by contacting Field.Test@gov.ab.ca.

Digital field tests

Digital field tests are offered through the [Quest A+ online delivery system](#) for Session 1. Please refer to the [Field Test Rules and Request Guide 2023–2024](#) for more information regarding Session 2.

For more information, contact

Diploma exam format, content, confirming standards,
marking, results reporting
Diploma.exams@gov.ab.ca

or

French Assessment
French.Assessment@gov.ab.ca

or

Diploma exam security, diploma exam rules,
scheduling, policy issues
Exam.admin@gov.ab.ca

Practice Tests

To give students an opportunity to practise answering questions of the kind used on diploma examinations that address learning outcomes in the program of studies, Alberta Education produces practice tests for most subjects that have a diploma examination. Students can access these practice tests using Alberta Education's [Quest A+ online delivery system](#).

Special-format Practice Tests

To give students an opportunity to practise answering questions of the kind used on diploma examinations that address learning outcomes in the program of studies in Braille, audio, large print, or coloured print versions, Alberta Education produces special-format practice tests for all subjects that have a diploma examination. Alberta schools with registered Alberta K–12 students may place orders for these tests. Braille versions are available in English and, by request, in French. All tests are provided free of charge, but limits may be placed on order volumes to ensure access for all students.

For the greatest benefit, special-format practice tests should be written under conditions similar to those of the corresponding diploma examination. The same rules regarding the use of resources and devices should be followed.

Braille versions must be returned to Alberta Education after use.

For more information or to place an order, contact Field.Test@gov.ab.ca.

Audio Descriptions

A support document, [Examples of Descriptions Used in Audio Versions of Humanities Diploma Exams](#), has been developed to assist teachers and students planning to use an audio version during the administration of a humanities diploma examination.

Assessment Standards and Practices for Social Studies 30–1

Weightings	The diploma examination mark constitutes 30% of a student’s final mark while the school-awarded mark constitutes 70% of a student’s final mark in Social Studies 30-1.
Examination Format and Weightings	The <i>Social Studies 30–1 Diploma Examination</i> is made up of two parts: Part A: Written Response (50%) and Part B: Multiple Choice (50%) .
<i>Part A: Written Response</i> Assignments, Scoring Categories, and Weightings	Assignment I: Source Interpretation (20%) <ul style="list-style-type: none">• Interpretation of Sources 12%• Relationships 6%• Communication 2% Assignment II: Position Paper (30%) <ul style="list-style-type: none">• Analysis of Source 6%• Argumentation 8%• Evidence 8%• Communication 8%
<i>Part B: Multiple Choice</i>	The <i>Part B: Multiple Choice</i> component, consisting of 60 multiple-choice questions, is an assessment of students’ ability to apply their knowledge and understanding as well as skills and processes achieved in the <i>Alberta Social Studies Kindergarten to Grade 12 Program of Studies</i> . A detailed description of the <i>Part B: Multiple Choice</i> blueprint can be found on page 29.
Examination Writing Time Allowed	6 hours is allowed for students to complete the <i>Part A: Written Response</i> component. 5 hours is allowed for students to complete the <i>Part B: Multiple Choice</i> component.

Release of Examination Materials

Part A: Written Response for January and June 2024 administrations will be released immediately following the writing of the examination.

Part B: Multiple Choice **will be secured, without exception**, for the January and June 2024 administrations.

Part A: Written Response and *Part B: Multiple Choice* **will be secured, without exception**, for the November 2023, April 2024, and August 2024 administrations.

Student Assessment

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

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

Diploma exams are designed to match the program of studies of each subject, but what the diploma exams measure may not be the same in scope as what teachers measure. Diploma exam marks and teacher-awarded marks should reflect the same standard, however, because both assess students based on the same program of studies (curriculum). Alberta Education works with teachers to set and maintain the standards of achievement for diploma exams. This information bulletin is intended to assist teachers in understanding the provincial standards for Social Studies 30–1.

Part A: Written Response

Description

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

- Source Interpretation
- Position Paper

Lined pages

Lined pages for handwritten student responses are not included in Part A diploma examination booklets. A template lined page (Written-Response Bilingual Lined Page) can be downloaded for printing from the Alberta Education website [here](#).

Authorized references

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

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

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

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

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

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

Suggested word count ranges

All Part A Humanities written-response assignments contain a suggested word count range. Students can use the suggested word count range, along with the suggested time limit, as a guideline when responding to the assignment. The range is not a cap, and students who handwrite will not be expected to hand-count their words.

The suggested word count ranges below are based on various sources, including the student exemplars chosen for the [Examples of the Standards for Students' Writing](#), and on discussions with psychometricians and curriculum staff. They also reflect discussions with teachers during exam development regarding the expectations for each written-response assignment.

Written-response Assignment Suggested Word Count Ranges

Social Studies 30–1 Assignment I: 500–1400 words

Social Studies 30–1 Assignment II: 750–1600 words

Note: There are approximately 300 words per page, depending on the font size used and other factors. The expectations for student responses, including written responses, are unchanged.

Description of Assignment I: Source Interpretation

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

The assignment is designed to have students

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

Educators can assist students by providing them with synonyms for links, such as *relates*, *connects*, and *pertains*.

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

Students are expected to develop a response in paragraph form that reflects the quality of thought and communication expected of students completing Social Studies 30–1. Students are not expected to take a position on any of the sources, nor should they.

Value: 20% of the total examination mark

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

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

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

Zero

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

No Response

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

Description of Assignment II: Position Paper

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

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

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

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

Value: 30% of the total examination mark

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

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

Note: If a score of Limited or Poor is assigned to the Analysis of Source category, scores for the other three categories are capped, with Satisfactory being the highest possible score. The rationale for this cap is that, in some cases, because the student's Analysis of Source is incomplete or lacks depth, the student has not fully completed the assigned task.

Insufficient

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

No Response

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

Social Studies 30–1 Part A: Written Response Blueprint

The *Social Studies 30–1 Diploma Examinations* are designed to reflect the *Alberta Social Studies Kindergarten to Grade 12 Programs of Study*. The blueprint below outlines the design of *Part A: Written Response* and describes the skills to be assessed, the assignments, and the categories of assessment. As well, the blueprint specifies the percentage that each section of the examination contributes to the total mark.

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

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

Part A: Written-response Instructions Page

Social Studies 30–1 *Part A: Written Response* *Grade 12 Diploma Examination*

Description

Time: 3 hours. This examination was developed to be completed in 3 hours; however, you may take up to 6 hours to complete the examination, should you need it.

Plan your time carefully.

Part A: Written Response consists of two assignments worth 50% of the total Social Studies 30–1 Diploma Examination mark.

Evaluation: Your written-response evaluation will be based on the following weightings:

Assignment I: Source Interpretation

Value: 20% of total examination mark

- Interpretation of Sources
- Relationships
- Communication

Assignment II: Position Paper

Value: 30% of total examination mark

- Analysis of Source
- Argumentation
- Evidence
- Communication

Do not write your name anywhere in the booklet or on your response. Feel free to make handwritten revisions directly on your final response.

Instructions

- Complete **both** assignments.
- You may use the following print references:
 - an English and/or bilingual dictionary
 - a thesaurus
 - an authorized writing handbook
- Space is provided in the booklet for planning.
- It is your responsibility to print out (or handwrite) and staple all of your final written work to the designated pages in the booklet. You must also verify that this has been done correctly. Page 7 illustrates how to attach your final work to the booklet.

Additional Instructions for Students Using Word Processors

- Format your work using an easy-to-read 12-point font, double space, and use headers and footers as illustrated on page 7.

Additional Instructions for Students Who are Handwriting

- **Use the paper provided by your school for handwritten work.** Note that there is no paper provided in the booklet for final written work.
- Use blue or black ink for handwritten work.

Sample Assignment I Task

ASSIGNMENT I:
Source Interpretation

Value: 20% of the total examination mark
Suggested time: 60 to 75 minutes
Suggested word count range: 500 to 1400 words

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

Assignment

Examine each source.

Write a response in paragraph form in which you must:

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

AND

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

Reminders for Writing

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

Scoring categories and scoring criteria for 2023–2024 Assignment I

Interpretation of Sources (12 marks)

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

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

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

Excellent E	Interpretation of the source is sophisticated, insightful, and precise, demonstrating a perceptive understanding of links to liberalism.
Proficient Pf	Interpretation of the source is logical, specific, and adept, demonstrating a sound understanding of links to liberalism.
Satisfactory S	Interpretation of the source is adequate, straightforward, and conventional, demonstrating a generalized understanding of links to liberalism.
Limited L	Interpretation of the source is incomplete, vague, and simplistic, demonstrating a confused understanding of links to liberalism.
Poor P	Interpretation of the source is scant, inaccurate, and irrelevant, and/or the source is copied, demonstrating little or no understanding of links to liberalism.
Zero Z	Zero is assigned to a response that fails to meet the minimum requirements of Poor .

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

Relationships (6 marks)

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

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

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

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

E

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

Pf

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

S

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

L

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

P

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

Z

Communication (6 marks)

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

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

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

Excellent

E

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

Proficient

Pf

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

Satisfactory

S

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

Limited

L

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

Poor

P

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

Zero

Z

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

Sample Assignment II Task

ASSIGNMENT II:
Position Paper

Value: 30% of the total examination mark
Suggested time: 90 to 105 minutes
Suggested word count range: 750 to 1600 words

Analyze the following source and complete the assignment.

Source

A government-controlled economy is essential in order to promote equality. Any movement toward neo-conservative policies will result in increased inequality in society.

Assignment

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

Write an essay in which you must:

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

Reminders for Writing

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

Scoring categories and scoring criteria for 2023–2024 Assignment II

Analysis of Source (6 marks)

When marking **Analysis of Source**, markers should consider how effectively the student analyzes the source to demonstrate an understanding of ideological perspective(s) reflected in the source.

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

Excellent E	The analysis of the source is insightful and sophisticated; a comprehensive understanding of the ideological perspective(s) is demonstrated.
Proficient Pf	The analysis of the source is capable and adept; a sound understanding of the ideological perspective(s) is demonstrated.
Satisfactory S	The analysis of the source is conventional and straightforward; a generalized understanding of the ideological perspective(s) is demonstrated.
Limited L	The analysis of the source is incomplete and lacks depth; a confused understanding of the ideological perspective(s) is demonstrated.
Poor P	The analysis of the source is illogical, tangential, and/or the source is simply copied; a minimal understanding of the ideological perspective(s) is demonstrated.
Insufficient INS	Insufficient is a special category. It is not an indicator of quality. It is assigned to responses that do not contain a discernible attempt to address the assignment or responses that are too brief to assess in one or more scoring categories.

Argumentation (8 marks)

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

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

Note: DO NOT evaluate evidence in this category.

Excellent E	The position established is convincingly supported by judiciously chosen and developed argument(s). The argumentation is consistent and compelling, demonstrating an insightful understanding of the assignment. The relationship between the position taken, argumentation, and the ideological perspective presented in the source is perceptively developed.
Proficient Pf	The position established is persuasively supported by purposely chosen and developed argument(s). The argumentation is logical and capably developed, demonstrating a sound understanding of the assignment. The relationship between the position taken, argumentation, and the ideological perspective presented in the source is clearly developed.
Satisfactory S	The position established is generally supported by appropriately chosen and developed argument(s). The argumentation is straightforward and conventional, demonstrating an adequate understanding of the assignment. The relationship between the position taken, argumentation, and the ideological perspective presented in the source is generally developed.
Limited L	The position established is confusing and largely unrelated to the argument(s). The argumentation is repetitive, contradictory, simplistic, and based on uninformed belief. The relationship between the position taken, argumentation, and the ideological perspective presented in the source is superficially developed.
Poor P	The position established has little or no relationship to the source or argument(s). The argumentation is irrelevant and illogical. The relationship between the position taken, argumentation, and the ideological perspective presented in the source is minimally developed.
Insufficient INS	Insufficient is a special category. It is not an indicator of quality. It is assigned to responses that do not contain a discernible attempt to address the assignment or responses that are too brief to assess in one or more scoring categories.

Evidence (8 marks)

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

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

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

Excellent

E

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

Proficient

Pf

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

Satisfactory

S

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

Limited

L

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

Poor

P

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

Insufficient

INS

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

Communication (8 marks)

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

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

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

Excellent E	The writing is fluent, skillfully structured, and judiciously organized. Control of syntax, mechanics, and grammar is sophisticated. Vocabulary is precise and deliberately chosen. The relative absence of error is impressive.
Proficient Pf	The writing is clear and purposefully organized. Control of syntax, mechanics, and grammar is capable. Vocabulary is appropriate and specific. Minor errors in language do not impede communication.
Satisfactory S	The writing is straightforward and functionally organized. Control of syntax, mechanics, and grammar is adequate. Vocabulary is conventional and generalized. There may be occasional lapses in control and minor errors; however, the communication remains generally clear.
Limited L	The writing is awkward and lacks organization. Control of syntax, mechanics, and grammar is inconsistent. Vocabulary is imprecise, simplistic, and inappropriate. Errors obscure the clarity of communication.
Poor P	The writing is unclear and disorganized. Control of syntax, mechanics, and grammar is lacking. Vocabulary is overgeneralized and inaccurate. Jarring errors impede communication.
Insufficient INS	Insufficient is a special category. It is not an indicator of quality. It is assigned to responses that do not contain a discernible attempt to address the assignment or responses that are too brief to assess in one or more scoring categories.

Student Performance in Social Studies 30–1: Observations from the Diploma Examination

The following observations made by teachers are presented here to illustrate areas of strength, areas needing improvement, and various approaches taken by students in writing the *Social Studies 30–1 Diploma Examination*.

Assignment I

- Students should refrain from using information not directly related to their interpretation of the sources.
- Students must demonstrate in their interpretation of the sources that they have considered the sources in their entirety.
- Students need to consider the perspective/point of view of the creator of each source and/or the perspective/point of view of others within the source.
- Some students describe the sources rather than interpreting and demonstrating how the sources link to liberalism.
- Attempting to place each source on a spectrum can prove problematic as not all sources lend themselves to placement on a spectrum.
- While understanding of illiberalism has improved, students must be aware that illiberal practices can only occur in democratic countries.
- Students often attempt to incorporate philosophers/theorists into their interpretations. Not all can do this effectively; students must establish an appropriate connection to the source.
- Students often attempt to take a position on each of the sources. There is no requirement for students to do this, nor will credit be given for this approach.
- Students need to differentiate between classical and modern liberalism in addressing the task.
- Generally, students are improving in their ability to discern relationships.
- Some students have difficulty grasping the irony, satire, or nuances of cartoons.
- Some students have difficulty fully developing their ideas when describing a relationship among all three sources, beyond restating an interpretation of each source.
- Visual literacy skills vary among students.

Assignment II

- Students sometimes use evidence that is inappropriate or extraneous to the given source. It is important to select evidence that can help further argumentation.
- Students must clearly demonstrate an understanding of the perspective presented in the source as a whole, not just a perspective or idea represented by a portion of the source.
- Students at the Proficient and Excellent levels are able to “deconstruct” the source readily and discuss all aspects of it in their response.
- Students use a wide variety of evidence to complete Assignment II. Students who prepare a response ahead of time and try to fit it to the task presented are often not well served.
- In general, students can communicate quite effectively. Sometimes students who word process either forget to use the spell check and grammar check or do not know how to use them. As well, the thesaurus is often used ineffectively, making the communication of ideas quite awkward. It is important for students to know how to properly use the technology provided to them to enhance their writing and to proofread the finished response for final revisions.
- Students are using a wide variety of evidence in their responses. Both depth and breadth of evidence are commonly seen. It has been observed that the depth of some evidence is not what would be expected at the Social Studies 30-1 level.
- Some students at the Satisfactory or lower levels use absolute statements rather than qualifying statements that are often used at the Proficient and Excellent levels in argumentation.
- Students that achieve at the higher levels present strong and clearly defined positions.
- The use of “negative” evidence is acceptable; however, evidence to support a position is required to present a convincing position.
- The equating of “communism” with “dictatorship” by some students is an area of concern.
- While reference to Hitler and Stalin seems to be a favourite among students, it is important to use it appropriately for the assigned task.
- For information, data, theory, or events to function as relevant evidence, a clearly articulated argument must be developed.

Part B: Multiple Choice

Description

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

Questions are based on the key issues and related issues, as well as specific outcomes from the [Social Studies \(10-12\) Program of Studies](#).

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

Social Studies 30–1 Part B: Multiple Choice Blueprint

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

ITEM CLASSIFICATION BY COGNITIVE LEVEL	ITEM CLASSIFICATION BY RELATED ISSUE				Total Questions
	Related Issue 1	Related Issue 2	Related Issue 3	Related Issue 4	
Apply social studies knowledge and understanding* and skills and processes to items of understanding and analysis.	2–6	10–13	10–13	2–6	24–38
Apply social studies knowledge and understanding* and skills and processes to items of evaluation and synthesis.	2–6	10–13	10–13	2–6	24–38
Total Questions	4–12	20–26	20–26	4–12	60

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

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

Rationale for provision of multiple-choice questions

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

In their entirety, these multiple-choice questions are not intended to be considered equivalent to an examination form. These questions have not been field-tested in Social Studies 30–1 classrooms and therefore no statistical data are available regarding the level of difficulty of each question. Further, the selection of questions for this document has not been guided by an effort to match the proportioning of questions as described in the examination blueprint on page 29 of this bulletin.

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

Included among the questions provided are eight questions (3, 9, 16, 26, 46, 52, 62, and 67) selected to illustrate the examination blueprint classifications as set out on page 29 of this information bulletin. Each of these questions includes a summary box that identifies:

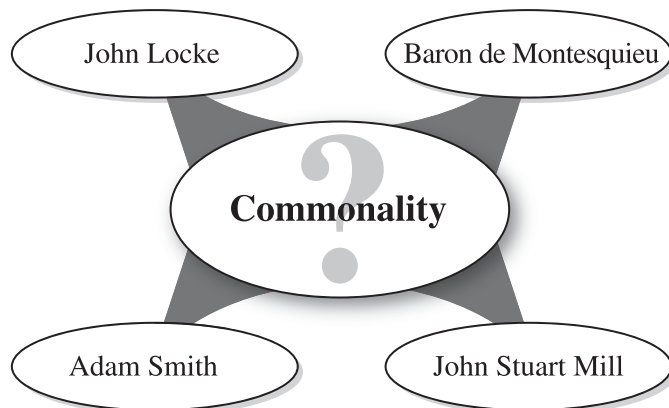
- Examination blueprint classification
- *Program of studies* classification

Sample Multiple-choice Sources

Questions 1 and 2 are based on the following source.

Some scholars have adamantly argued that individuals in the American government in the eighteenth century, such as Benjamin Franklin and Thomas Jefferson, were significantly influenced by their observations and knowledge of the Haudenosaunee Confederacy to which they had been exposed as members of early colonial American society. These scholars contend that the democratic structures and civil liberties of the United States were developed by these men using their learning of Haudenosaunee Confederacy societies to inform their creation of the foundation documents of the United States. Other scholars dispute such claims, in some cases making the accusation that revisionist history is being created to achieve political aims. These scholars argue that the constitutional foundations for the government of the United States were influenced almost exclusively by ideas that evolved in Western civilization from the time of ancient Greece through the Enlightenment period.

Question 3 is based on the following diagram.



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

Source I

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

Recently, the Supreme Court ... ruled that potential jurors can be questioned about their racial biases. This decision will have a positive impact on Indian¹ people facing criminal trials. The Supreme Court ruling referred to the case of a British Columbia man whose conviction was overturned because his lawyer wasn't allowed to question potential jurors. In its decision, the Supreme Court said that when widespread racial bias is shown, it is reasonable to permit lawyers to question potential jurors about their views.

[T]here are people out there who don't like racial minorities, including Indians. In a democracy, people are entitled to a fair trial, and that includes everyone.

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

—Doug Cuthand, a Cree writer and journalist

¹used as a legacy of historical terminology; in most contemporary contexts, the terms *First Nations*, *Métis*, or *Inuit* are more authentic

—from *Tapwe*

Cuthand, Doug. “‘Activist Judges’ Are Doing Politicians’ Jobs.”
Tapwe: Selected Columns of Doug Cuthand. Penticton: Theytus Books, 2005.

Source II



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

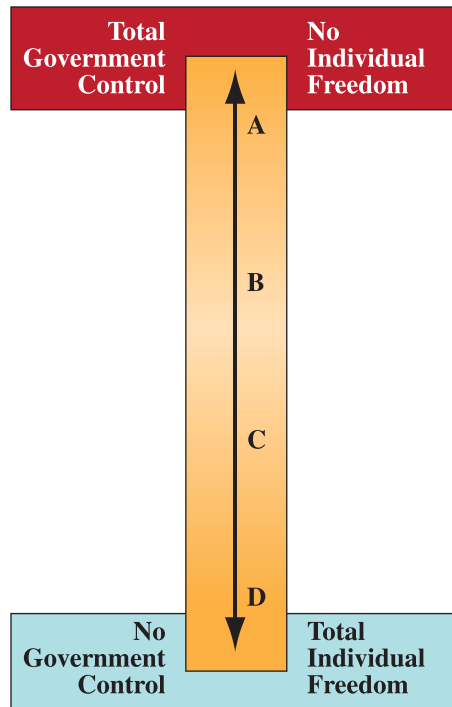
Source I

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

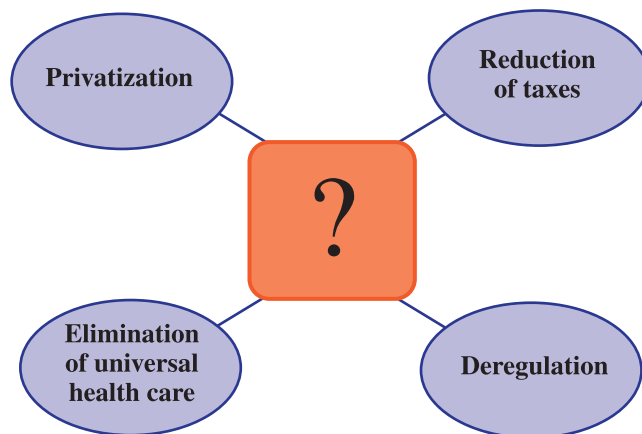
Source II

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

Questions 12 to 15 are based on the following spectrum.



Question 16 is based on the following diagram.



Questions 17 to 21 are based on the following three sources.

Source I

The Rise of Classical Liberal Philosophy

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

Source II

The Industrial Revolution

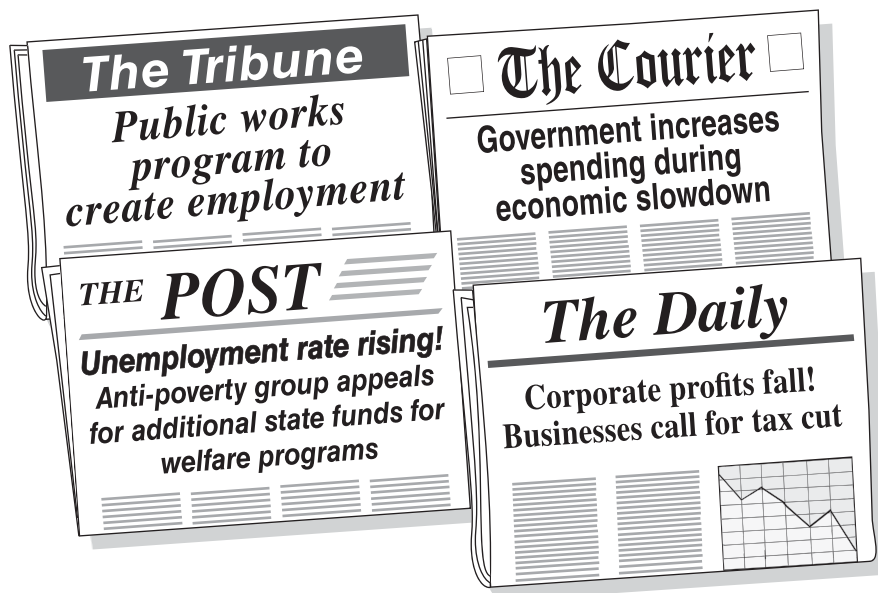
The Industrial Revolution was a period of unprecedented economic growth and of seemingly endless innovation. A host of new machines contributed to the emergence of the factory system and the mass production of an array of consumer goods. A mass market evolved and economic growth occurred on a scale never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

Source III

The Rise of Modern Liberalism

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

Questions 22 to 24 are based on the following newspaper headlines.



Questions 25 and 26 are based on the following cartoon.

“Let’s Get A Lock For This Thing”



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

“LET’S GET A LOCK FOR THIS THING”

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

Questions 27 and 28 are based on the following excerpt.

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

—Niccolo Machiavelli

—from *The Harvard Classics*

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

Questions 29 and 30 are based on the following two posters.

Poster I



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

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

Poster II



**ТРАКТОР В ПОЛЕ—
ЧТО ТАНК В БОЮ!**

Viktor Ivanov and Olga Burova

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

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

Questions 31 to 33 are based on the following excerpt.

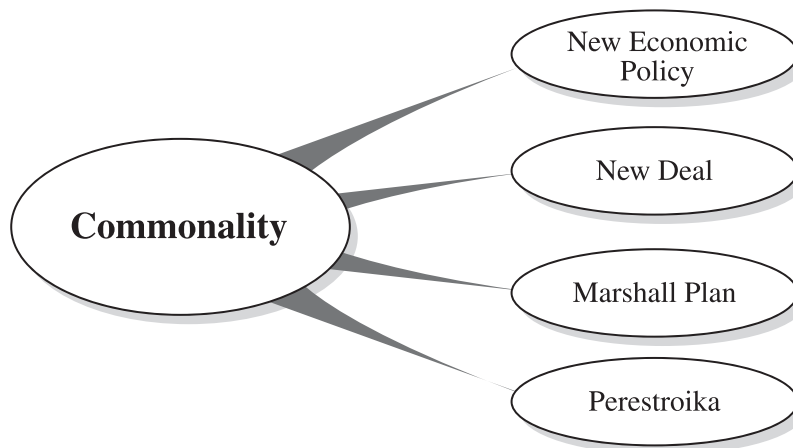
The following excerpt is from the spoken recollections of a person of non-Jewish origin who lived in Czechoslovakia. He recalls the situation in his country after Nazi Germany seized control.

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

—from *Witness*

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

Question 34 is based on the following diagram.



Question 35 is based on the following excerpt.

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

—Jacques Parizeau, 1977

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

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

Questions 36 to 40 are based on the following list of political practices.

Political Practices

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

Questions 41 to 44 are based on the following list of philosophers.

Philosophers

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

Questions 45 and 46 are based on the following excerpt.

... As Aboriginal¹ peoples we often confront laws which are not of our making, and often do not respect our values and priorities. We confront laws which have served the interests of those who wished to dispossess us of our lands and resources and often succeeded in doing so.

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

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

—Grand Chief Matthew Coon Come, 1996

¹a term that is used primarily for federal legislation purposes to refer to *First Nations, Métis, and Inuit*

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

Questions 47 and 48 are based on the following timeline.

Soviet Economic Initiatives

1918—Introduction of War Communism

1921—Launch of the New Economic Policy

1928—Beginning of Collectivization Program

1928—Start of Five-Year Plans

1985—Inauguration of Perestroika

Questions 49 and 50 are based on the following source.

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

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

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

Questions 51 and 52 are based on the following chart.

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

Questions 53 to 80 do not require the use of sources.

Sample Multiple-choice Questions

Use the source on the top of page 31 to answer questions 1 and 2.

1. The writer indicates that some scholars researching an issue are concerned that other scholars may be
 - A. altering history to suit an agenda
 - B. promoting racial and ethnic intolerance
 - C. trying to discredit a country's democratic institutions
 - D. seeking to suppress intellectual debate on an issue of importance
2. If this source was being considered for use in a research project, it would be **most appropriately** used
 - A. as a summation of the arguments of one side on an important issue
 - B. to identify resources from which research information can be gathered
 - C. as a primary document that can be quoted and cited as historical evidence
 - D. to establish the context for which exploration of an issue can be undertaken

Use the diagram on the bottom of page 31 to answer question 3.

Question 3

Examination Blueprint Classification

Related Issue 2—Understanding and Analysis

Program of Studies—Primary Specific Outcome Classification

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

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

Use the two sources on page 32 and page 33 to answer questions 4 to 6.

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

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

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

Use the two sources on page 34 to answer questions 7 to 11.

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

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

Question 9

Examination Blueprint Classification

Related Issue 1—Evaluation and Synthesis

Program of Studies—Primary Specific Outcome Classification

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

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

Use the spectrum on the top of page 35 to answer questions 12 to 15.

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

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

Use the diagram on the bottom of page 35 to answer question 16.

Question 16

Examination Blueprint Classification

Related Issue 1—Understanding and Analysis

Program of Studies—Primary Specific Outcome Classification

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

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

Use the two sources on page 36 and the source on the top of page 37 to answer questions 17 to 21.

17. Which of the following titles **best** summarizes the intent of the three sources?
- A. Evolution of Liberal Philosophy
 - B. Liberal Ideas and Values in Decline
 - C. Challenges to Liberal Values and Beliefs
 - D. Contradictions Inherent in Liberal Philosophy
18. Information in the sources indicates that despite the changes that occurred over the period described, one constant has been
- A. the existence of a class structure
 - B. domination of society by the aristocracy
 - C. a decline in the power of the government
 - D. extensive government intervention in the economy
19. Which phrase from Source II is a reference to people such as Karl Marx and Robert Owen?
- A. “nouveau riche”
 - B. “the aristocracy”
 - C. “urban labourers”
 - D. “Sympathetic intellectuals”
20. In the context of the three sources, the **primary** purpose of Source II is to
- A. illustrate the emergence of and responses to classical liberalism
 - B. criticize the excesses of a free-market economic system
 - C. promote the values of self-reliance and individualism
 - D. identify the origins of liberal economic philosophies
21. Taken together, information in the sources indicates that a fundamental difference between early and later liberal philosophers is the
- A. value placed on universal access to education
 - B. role of government in the operation of the economy
 - C. need for constitutionally guaranteed minority rights
 - D. belief in the ability of a free market to achieve growth

Use the newspaper headlines on the bottom of page 37 to answer questions 22 to 24.

22. Which of the following issues **most directly** relates to the headlines of all four newspapers?
- A. To what extent should government alter monetary policy to control economic growth?
 - B. To what extent should government support failing private industries during recessions?
 - C. To what extent should government use fiscal policies as a means of managing the economy?
 - D. To what extent should government nationalize industries to mitigate labour reductions?
23. From the perspective of a laissez-faire economist, the headline that identifies the **most acceptable** method of easing an economic problem is that of
- A. *The Tribune*
 - B. *The Courier*
 - C. *The Daily*
 - D. *The Post*
24. From the perspective of a Marxist, these headlines offer proof that in market-oriented economies,
- A. the means of production can be collectively owned without stifling productivity and innovation
 - B. divergent opinions regarding state intervention exist as a result of distinct economic classes
 - C. the means of production are of less economic importance than the supply of natural resources
 - D. class divisions have been largely eliminated by progressive social-assistance legislation

Use the cartoon on the top of page 38 to answer questions 25 and 26.

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

Question 26

Examination Blueprint Classification

Related Issue 2—Evaluation and Synthesis

Program of Studies—Primary Specific Outcome Classification

Specific Outcome 2.10—In question 26, students are asked to evaluate how ideological confrontation shaped international relations following the Cuban Missile Crisis.

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

Use the excerpt on the bottom of page 38 to answer questions 27 and 28.

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

Use the posters on pages 39 and 40 to answer questions 29 and 30.

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

Use the excerpt on the top of page 41 to answer questions 31 to 33.

31. Information in this recollection reinforces the fact that one reason most people in Europe did not resist Nazi actions against Jewish citizens was that most people
- A. hoped to advance within the Nazi Party
 - B. were concerned for their personal safety
 - C. expected the political situation to be temporary
 - D. assumed Jews would not be subject to extreme cruelty
32. The speaker believes that he and his fellow non-Jewish citizens
- A. were guilty of an offence against a group of people rendered powerless
 - B. became innocent victims of a highly effective propaganda campaign
 - C. used subversive means to limit the effectiveness of Nazi programs
 - D. exhibited bravery in the face of persecution by the Nazi regime
33. For the purposes of historical research into the Holocaust, this document would be considered a primary source because
- A. the speaker describes events that occurred during the Second World War
 - B. it is the recollection of a person who lived and experienced Nazi German rule
 - C. the source contains detailed information about the genocide of European Jews
 - D. it is the recollection of a person who is critical of the actions taken by the Nazi regime

Use the diagram on the bottom of page 41 to answer question 34.

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

Use the excerpt on the top of page 42 to answer question 35.

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

Use the list of political practices in the middle of page 42 to answer questions 36 to 40.

For questions 36 to 40, read the description of an action, then select the political practice that the action exemplifies. A choice may be used more than once.

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

Use the list of philosophers on the bottom of page 42 to answer questions 41 to 44.

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

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

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

Use the excerpt on the top of page 43 to answer questions 45 and 46.

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

Question 46

Examination Blueprint Classification

Related Issue 3—Understanding and Analysis

Program of Studies—Primary Specific Outcome Classification

Specific Outcome 3.8—In question 46, students are asked to analyze a perspective to determine who would be most supportive of the central message (collective rights).

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

Use the timeline on the bottom of page 43 to answer questions 47 and 48.

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

Use the source on page 44 to answer questions 49 and 50.

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

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

Use the chart on page 45 to answer questions 51 and 52.

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

Question 52

Examination Blueprint Classification

Related Issue 3—Evaluation and Synthesis

Program of Studies—Primary Specific Outcome Classification

Specific Outcome 3.5—In question 52, students are asked to evaluate election data to determine how practices based on the principles of liberalism can impact the outcomes in electoral systems.

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

Questions 53 to 80 do not require the use of sources.

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

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

Question 62

Examination Blueprint Classification

Related Issue 4—Evaluation and Synthesis

Program of Studies—Primary Specific Outcome Classification

Specific Outcome 4.9—In question 62, students are asked to evaluate international efforts that demonstrate collective leadership to address global issues.

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

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

Question 67

Examination Blueprint Classification

Related Issue 4—Understanding and Analysis

Program of Study—Primary Specific Outcome Classification

Specific Outcome 4.6— In question 67, students are asked to understand and analyze the roles and responsibilities individuals possess in a democratic society.

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

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

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

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

Key for *Part B: Multiple Choice*

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

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Contacts 2023–2024

Provincial Assessment

***NEW** **Satinder Dhillon, Executive Director**
Provincial Assessment
780-422-3282
Email: Satinder.Dhillon@gov.ab.ca

Diploma Programs

***NEW** **Janet Rockwood, Director**
Diploma Programs
780-422-5160
Email: Janet.Rockwood@gov.ab.ca

French Assessment

***NEW** **Jessica Schultchen, Acting Director**
French Assessment
587-987-6237
Email: Jessica.Schultchen@gov.ab.ca

Nicole Lamarre, Director
French Assessment
780-422-3535
Email: Nicole.Lamarre@gov.ab.ca

Diploma Exam Leads

***NEW** **Philip Taranger**
English Language Arts 30–1
780-422-4478
Email: Philip.Taranger@gov.ab.ca

***NEW** **Keri Helgren**
English Language Arts 30–2
780-422-4645
Email: Keri.Helgren@gov.ab.ca

***NEW** **Sarah Ouellette**
Français 30–1, French Language Arts 30–1
780-422-5140
Email: Sarah.Ouellette@gov.ab.ca

Dwayne Girard
Social Studies 30–1
780-422-5161
Email: Dwayne.Girard@gov.ab.ca

Nathalie Langstaedtler
Social Studies 30–2
780-422-4631
Email: Nathalie.Langstaedtler@gov.ab.ca

Shannon Mitchell
Biology 30
780-415-6122
Email: Shannon.Mitchell@gov.ab.ca

Brenda Elder
Chemistry 30
780-427-1573
Email: Brenda.Elder@gov.ab.ca

Delcy Rolheiser
Mathematics 30–1
780-415-6181
Email: Delcy.Rolheiser@gov.ab.ca

Jenny Kim
Mathematics 30–2
780-415-6127
Email: Jenny.Kim@gov.ab.ca

***NEW** **Marc Kozak**
Physics 30
780-422-5465
Email: Marc.Kozak@gov.ab.ca

Stan Bissell
Science 30
780-422-5730
Email: Stan.Bissell@gov.ab.ca

Exam Administration

***NEW** **Jessica Schultchen, Acting Director**
Exam Administration
587-987-6237
Email: Jessica.Schultchen@gov.ab.ca

***NEW** **Pascal Couture, Director**
Digital Assessment Implementation
780-643-9157
Email: Pascal.Couture@gov.ab.ca

Amy Wu, Coordinator
Business Coordinator (GED[®], and
Special Cases and Accommodations)
Email: Amy.Wu@gov.ab.ca