



Information Bulletin Social Studies 30–2

Diploma Examinations Program **2023–2024**

This document was primarily written for:

Students

Teachers ✓ of Social Studies 30–2

Administrators

Parents

General Audiences

Others

2023–2024 Social Studies 30–2 Information Bulletin

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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 30–2 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 30–2 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 5 hours to complete each part of the *Social Studies 30–2 Diploma Examination*, if they need it. The examination is nevertheless designed so that the majority of students can complete each part of it 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 30–2 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 30–2 Diploma Examinations* are written by Social Studies 30–2 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 30–2 teachers who are on our contact list. If you are not on that list and would like to receive updates related to Social Studies 30–2 assessment activities, please contact Nathalie Langstaedtler, Social Studies 30–2 Diploma Exam Lead, at Nathalie.Langstaedtler@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 30–2

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 30-2.
Examination Format and Weightings	The <i>Social Studies 30–2 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: Understanding and Evaluating Key Course Concepts (10%) <ul style="list-style-type: none">• Explanations and Support 8%• Communication 2% Assignment II: Interpretation of Sources and Defending a Position (20%) <ul style="list-style-type: none">• Interpretation of Sources 8%• Defence of Position 8%• Communication 4% Assignment III: Exploring an Issue and Defending a Position (20%) <ul style="list-style-type: none">• Exploration and Analysis 8%• Defence of Position 8%• Communication 4%
<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’ abilities to apply their knowledge, understanding, and skills, as well as the processes identified in the <i>Alberta Social Studies Kindergarten to Grade 12 Programs of Study</i> . A detailed description of the Part B blueprint can be found on page 35.
Examination Writing Time Allowed	5 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 and April and August 2024 administrations.

Examples of sources and multiple-choice questions demonstrate how the Social Studies 30–2 examinations have been designed to support the *Program of Studies for Senior High School Social Studies*. Two sets of examples can be found in [Released Items](#). The Released Items 2018 consists of a portion of the sources and questions that constituted the *June 2014 Form 1 Social Studies 30–2 Part B Grade 12 Diploma Examination*. The Released Items 2019 consists of a portion of the sources and questions that constituted the *January 2014 Social Studies 30–2 Part B Grade 12 Diploma Examination*. Both sets of examples include an answer key, item descriptions, blueprint classifications, and performance data. These sets offer insights regarding the knowledge and understanding as well as skills and processes students are expected to demonstrate when writing the *Social Studies 30–2 Part B: Multiple Choice* component.

Student Assessment

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

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 30–2.

[A Guide for Students Preparing to Write the Social Studies 30–2 Diploma Examination](#) and [Examples of the Standards for Students' Writing](#) are posted on the Alberta Education website.

Part A: Written Response

Description

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

- Understanding and Evaluating Key Course Concepts
- Interpreting Sources and Defending a Position
- Exploring an Issue and Defending a Position

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.

Suggested Word Count Ranges for Written-response Assignments

Social Studies 30–2 Assignment I: 250–550 words

Social Studies 30–2 Assignment II: 375–900 words

Social Studies 30–2 Assignment III: 350–800 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: Understanding and Evaluating Key Course Concepts

Assignment I: Understanding and Evaluating Key Course Concepts requires students to demonstrate understanding and to apply the skill of evaluation to social studies knowledge and understanding.

For this assignment students must

- identify a characteristic or characteristics among those provided that are the most important to one of the key concepts of the program of studies;
- explain why the characteristic or characteristics chosen are the most important;
- support their response using their understanding of social studies.

Students are expected to develop a response in paragraph form that reflects the quality of thought and communication expected of students completing Social Studies 30–2.

Value: 10% of the total examination mark (Parts A and B combined)

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

Explanations and Support	8%
Communication	2%

Insufficient

Insufficient is a special category. **It is not an indicator of quality.** It is assigned to responses that are off topic, do not contain a discernible attempt to address the task, or are too brief to assess in any scoring category.

No Response

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

Description of Assignment II: Interpreting Sources and Defending a Position

Assignment II: Interpreting Sources and Defending a Position requires students to demonstrate the skills and processes of interpreting, evaluating, and synthesizing through the application of social studies knowledge and understanding. Students are required to interpret three sources to identify what each source communicates about either the role of government or the role of individuals. Considering the three sources, students must then explain and defend a position on what the role of either government or individuals should be.

For this assignment students must

- interpret each source to identify the ideas presented in each source about the role of either government or individuals in society;
- explain and defend a position on what the role of either government or individuals in society should be;
- support their response by referring to the sources and their understanding of social studies.

Students are expected to develop responses in paragraph form that reflect the quality of thought and communication expected of students completing Social Studies 30–2.

Note: Students are not expected or required to identify or explain a relationship among the three sources.

Value: 20% of the total examination mark (Parts A and B combined)

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

Interpretation of Source	8%
Defence of Position	8%
Communication	4%

Zero

Responses that provide little or no attempt to address the Interpretation of Sources category or Defence of Position category may receive a score of **zero** in that category. Scores of **zero** in both the Interpretation of Sources category and Defence of Position 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 III: Exploring an Issue and Defending a Position

Assignment III: Exploring an Issue and Defending a Position requires students to demonstrate the skills and processes of analyzing, evaluating, and synthesizing through the application of social studies knowledge and understanding. Students must respond to an issues-focused question. Several brief responses from fictitious citizens are provided to serve as a prompt for students.

For this assignment students must

- explore an issue that is posed to them;
- analyze various points of view on the issue;
- explain and defend their position on the issue;
- support their response using their understanding of social studies.

Students are expected to develop a response in paragraph form that reflects the quality of thought and communication expected of students completing Social Studies 30–2.

Value: 20% of the total examination mark (Parts A and B combined)

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

Exploration and Analysis	8%
Defence of Position	8%
Communication	4%

Insufficient

Insufficient is a special category. **It is not an indicator of quality.** It is assigned to responses that are off topic, do not contain a discernible attempt to address the task, or are too brief to assess in any scoring category.

No Response

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

Social Studies 30–2 Part A: Written Response Blueprint

The *Social Studies 30–2 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 understanding and apply the skill of evaluation to social studies knowledge.*	Students will respond to an assigned task by demonstrating knowledge and understanding of social studies.	10% of Diploma Examination Mark Explanations and Support /8 Communication /2
Assignment II	Demonstrate the skills of interpreting, evaluating, and synthesizing through the application of social studies knowledge.*	Students will interpret each of three sources and use the details from these sources and their knowledge and understanding of social studies to defend a position.	20% of Diploma Examination Mark Interpretation of Sources /8 Defence of Position /8 Communication /4
Assignment III	Demonstrate the skills of interpreting, evaluating, and synthesizing through the application of social studies knowledge.*	Students will explore an issue and analyze various points of view on the issue. Students will create a response that explains and defends a position on the issue.	20% of Diploma Examination Mark Exploration and Analysis /8 Defence of Position /8 Communication /4

* 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 30–2 *Part A: Written Response* *Grade 12 Diploma Examination*

Description

Time: 2½ hours. This examination was developed to be completed in 2½ hours; however, you may take up to 5 hours to complete the examination, should you need it.

Plan your time carefully.

Part A: Written Response contributes 50% of the total Social Studies 30–2 Diploma Examination mark and consists of three assignments.

- **Assignment I**
Value: 10% of total examination mark
Suggested time: 20–25 minutes
- **Assignment II**
Value: 20% of total examination mark
Suggested time: 40–45 minutes
- **Assignment III**
Value: 20% of total examination mark
Suggested time: 40–45 minutes

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 all **three** 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 5 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 5.

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.

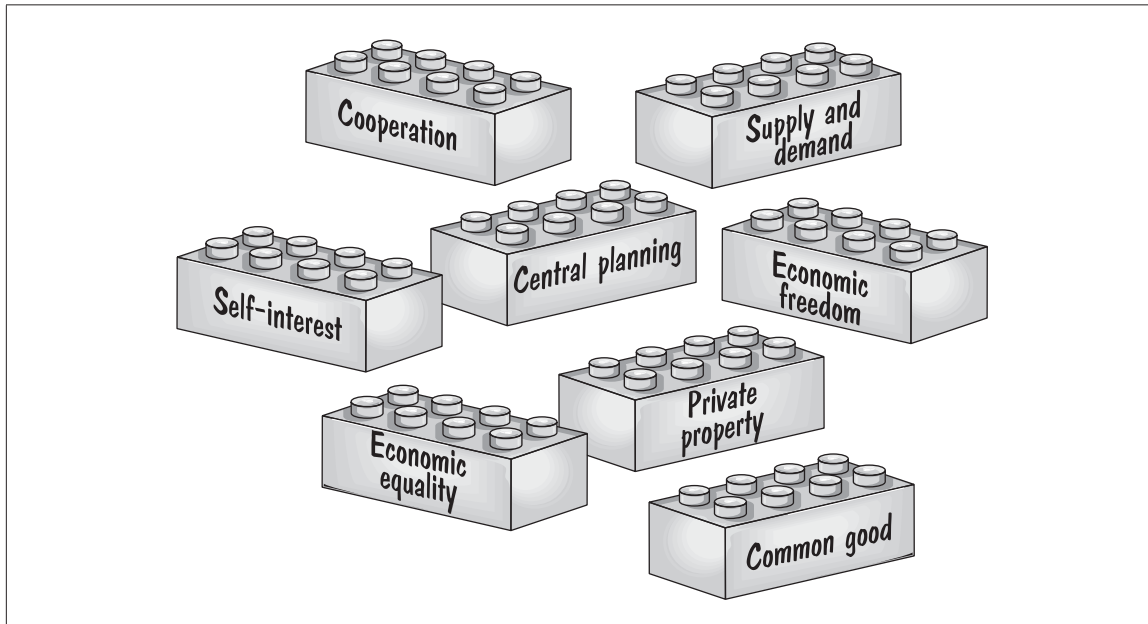
Sample Assignment I Task

ASSIGNMENT I

Value: 10% of the total examination mark

Suggested time: 20–25 minutes

Suggested word count range: 250 to 550 words



Which characteristic(s) is/are the most important to a command economy?

Write a response in which you **must**

- **identify** the characteristic(s) that is/are the most important to a command economy
- **explain** why the characteristic(s) is/are the most important
- **support** your response using your understanding of social studies

Reminders for Writing

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

Scoring Categories and Scoring Criteria for 2023–2024 Assignment I

Explanations and Support (8 marks)

When marking **Explanations and Support**, the marker will consider the:

- quality of explanations
- selection and quality of support
- understanding of the assigned task

Excellent

E

Explanations are deliberate and comprehensive, revealing a perceptive understanding. Support is specific and accurate, and errors, if present, do not detract from the response. The response demonstrates a thorough and perceptive understanding of the assigned task.

Proficient

Pf

Explanations are appropriate and purposeful, revealing a clear understanding. Support is relevant and appropriate but may contain minor errors. The response demonstrates a clear understanding of the assigned task.

Satisfactory

S

Explanations are general and straightforward, revealing an acceptable understanding. Support is relevant but general and/or only partially developed and may contain errors. The response demonstrates an acceptable understanding of the assigned task.

Limited

L

Explanations are overgeneralized and/or redundant, revealing a confused, yet discernible, understanding. Support is superficial, may not be always relevant, and may contain significant errors. The response demonstrates a confused, yet discernible, understanding of the assigned task.

Poor

P

Explanations are tangential or minimal, revealing a negligible understanding. Support, if present, is minimal, may be marginally relevant, and/or contains significant errors. The response demonstrates a minimal understanding of the assigned task.

Insufficient

INS

Insufficient is a special category. **It is not an indicator of quality.** It is assigned to responses that are off topic, do not contain a discernible attempt to address the task, or are too brief to assess in any scoring category.

Communication (2 marks)

When marking **Communication**, the marker will consider the:

- organization and coherence
- vocabulary (e.g., specificity, accuracy)
- sentence construction (e.g., clarity, completeness)
- grammar and mechanics (e.g., consistency of tense, punctuation, spelling, capitalization)

Proportion of error to the length and complexity of the response must be considered when awarding a mark for **Communication**.

Excellent E	The writing is fluent and effectively organized. Vocabulary is precise. The writing demonstrates confident control of sentence construction, grammar, and mechanics. Errors, if present, are inconsequential.
Proficient Pf	The writing is clear and logically organized. Vocabulary is appropriate. The writing demonstrates capable control of sentence construction, grammar, and mechanics. Errors do not interfere with communication.
Satisfactory S	The writing is straightforward and functionally organized. Vocabulary is adequate. The writing demonstrates basic control of sentence construction, grammar, and mechanics. Errors do not seriously interfere with communication.
Limited L	The writing is awkward and uneven but discernibly organized. Vocabulary is imprecise and/or inappropriate. The writing demonstrates faltering control of sentence construction, grammar, and mechanics. Errors hinder communication.
Poor P	The writing is unclear and disorganized. Vocabulary is ineffective and/or incorrect. The writing demonstrates a lack of control of sentence construction, grammar, and mechanics. Errors impede communication.
Insufficient INS	Insufficient is a special category. It is not an indicator of quality. It is assigned to responses that are off topic, do not contain a discernible attempt to address the task, or are too brief to assess in any scoring category.

Sample Assignment II Task

ASSIGNMENT II

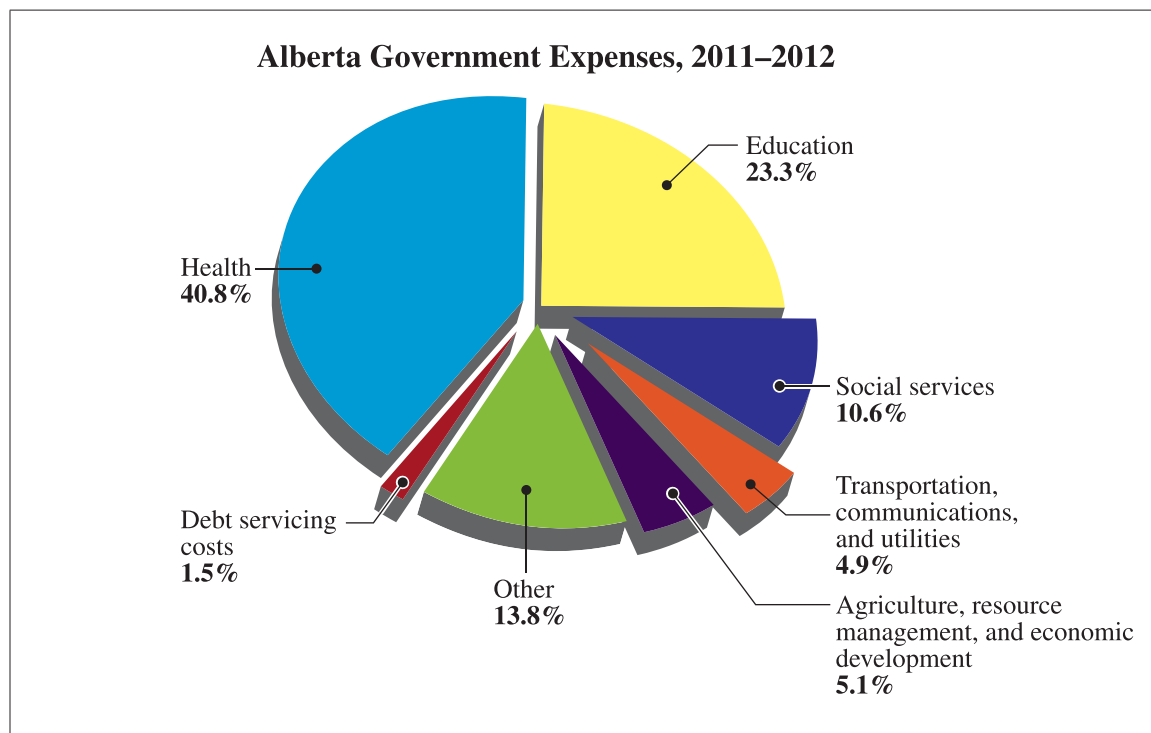
Value: 20% of the total examination mark

Suggested time: 40–45 minutes

Suggested word count range: 375 to 900 words

Write a response in which you must interpret **each** of the three sources on pages 6 and 7 and answer **both** questions on page 9.

Source I



Data from Government of Alberta. "2011–12 Expense by Function." In *Budget 2011 Building a Better Alberta, Fiscal Plan*. Edmonton: Alberta Finance and Enterprise, Communications, 2011.

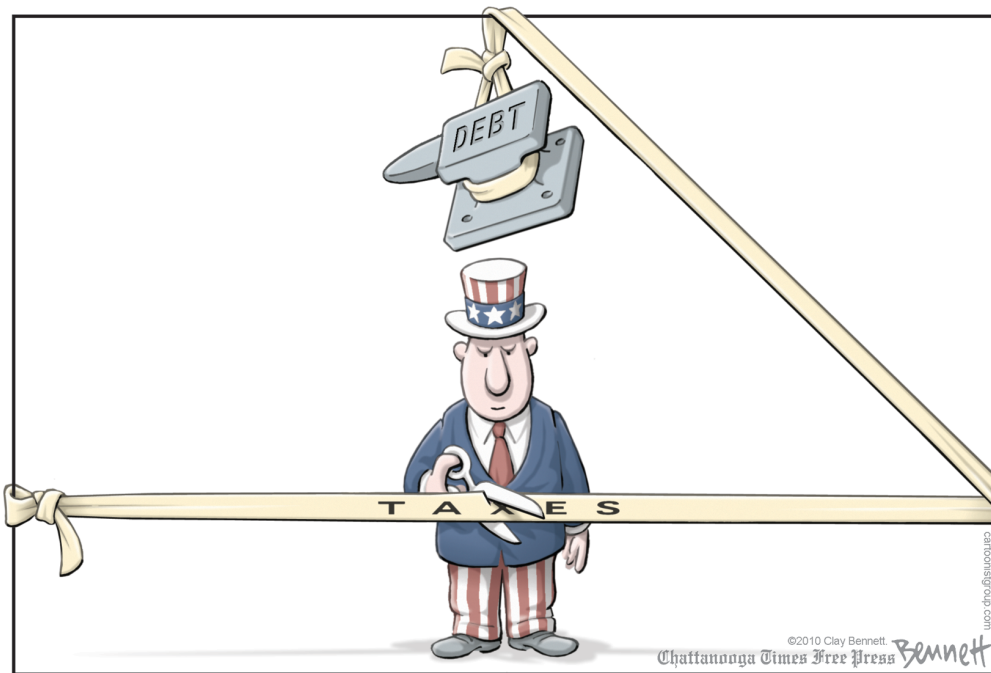
Source II



Material republished with the express permission of: National Post, a division of Postmedia Network Inc.

Toronto, 2011—Passengers line up to go through airport security.

Source III



Clay Bennett Editorial Cartoon used with the permission of Clay Bennett, the Washington Post Writers Group and the Cartoonist Group. All rights reserved.

ASSIGNMENT II

Value: 20% of the total examination mark
Suggested time: 40–45 minutes
Suggested word count range: 375 to 900 words

What does each of the three sources presented on pages 6 and 7 communicate about the role of government in society?

AND

Considering the sources presented on pages 6 and 7, what do you think should be the role of government in society?

Write a response in which you **must**

- **interpret each** source to **identify** what the source tells you about the role of government in society
- **explain** and **defend** your position on what the role of government in society should be
- **support** your interpretations and position by referring to the sources and to your understanding of social studies

Reminders for Writing

- **Remember** that you must answer both questions
- **Organize** your response
- **Proofread** your response

Scoring Categories and Scoring Criteria for 2023–2024

Assignment II

Interpretation of Sources (8 marks)

When marking **Interpretation of Sources**, the marker will consider the:

- quality of the interpretation of each source
- quality of evidence drawn from the sources
- quality of evidence drawn from knowledge of social studies
- understanding of the assigned task

Excellent E	Interpretations are insightful, comprehensive, and address all sources. Evidence is specific and accurate, and errors, if present, do not detract from the response. The response demonstrates a thorough and perceptive understanding of applicable social studies knowledge and the assigned task.
Proficient Pf	Interpretations are sound and purposeful but may not address all sources. Evidence is relevant and appropriate but may contain minor errors. The response demonstrates a clear understanding of applicable social studies knowledge and the assigned task.
Satisfactory S	Interpretations are adequate but general and may contain misconceptions. Interpretations may not address all sources. Evidence is relevant but general and/or only partially developed and may contain errors. The response demonstrates an acceptable understanding of applicable social studies knowledge and the assigned task.
Limited L	Interpretations are overgeneralized and may contain substantial misconceptions. Evidence is superficial, may not always be relevant, and may contain significant errors. The response demonstrates a confused, yet discernible, understanding of applicable social studies knowledge and the assigned task.
Poor P	Interpretations are mistaken or irrelevant. Evidence, if present, is minimal, may be marginally relevant, and/or contains significant errors. The response demonstrates a minimal understanding of applicable social studies knowledge and the assigned task.
Zero Z	Zero is assigned to a response that fails to meet the minimum requirements of the Poor category.

Defence of Position (8 marks)

When marking **Defence of Position**, the marker will consider the:

- quality of argument(s) selected to support the position taken
- quality of evidence selected to support the position taken
- understanding of applicable social studies knowledge and the assigned task

Excellent E	The defence of position is based on one or more convincing arguments. Evidence is specific and accurate, and errors, if present, do not detract from the response. The response demonstrates a thorough and perceptive understanding of applicable social studies knowledge and the assigned task.
Proficient Pf	The defence of position is based on one or more sound arguments. Evidence is relevant and appropriate but may contain minor errors. The response demonstrates a clear understanding of applicable social studies knowledge and the assigned task.
Satisfactory S	The defence of position is based on one or more adequate arguments. Evidence is relevant but general and/or only partially developed and may contain errors. The response demonstrates an acceptable understanding of applicable social studies knowledge and the assigned task.
Limited L	The defence of position is based on oversimplified assertions and/or questionable logic. Evidence is superficial, may not always be relevant, and may contain significant errors. The response demonstrates a confused, yet discernible, understanding of applicable social studies knowledge and the assigned task.
Poor P	The defence of position is difficult to determine or little to no attempt is made to defend the position. Evidence, if present, is minimal, may be marginally relevant, and/or contains significant errors. The response demonstrates a minimal understanding of applicable social studies knowledge and the assigned task.
Zero Z	Zero is assigned to a response that fails to meet the minimum requirements of the Poor category.

Communication (4 marks)

When marking **Communication**, the marker will consider the:

- organization and coherence
- vocabulary (e.g., specificity, accuracy)
- contribution of stylistic choices to the creation of voice (e.g., sentence variety, word choice)
- sentence construction (e.g., clarity, completeness)
- grammar and mechanics (e.g., consistency of tense, punctuation, spelling, capitalization)

Proportion of error to the length and complexity of the response must be considered when awarding a mark for **Communication**.

Excellent

E

The writing is fluent and effectively organized. Effective stylistic choices may contribute to the creation of an engaging voice. Vocabulary is precise. The writing demonstrates confident control of sentence construction, grammar, and mechanics. Errors, if present, are inconsequential.

Proficient

Pf

The writing is clear and logically organized. Appropriate stylistic choices may contribute to the creation of a distinct voice. Vocabulary is appropriate. The writing demonstrates capable control of sentence construction, grammar, and mechanics. Errors do not interfere with communication.

Satisfactory

S

The writing is straightforward and functionally organized. Basic stylistic choices may contribute to the creation of an adequate voice. Vocabulary is adequate. The writing demonstrates basic control of sentence construction, grammar, and mechanics. Errors do not seriously interfere with communication.

Limited

L

The writing is awkward and uneven but discernibly organized. Awkward stylistic choices may contribute to the creation of an unconvincing and/or inappropriate voice. Vocabulary is imprecise and/or inappropriate. The writing demonstrates faltering control of sentence construction, grammar, and mechanics. Errors hinder communication.

Poor

P

The writing is unclear and disorganized. Ineffective stylistic choices may contribute to the creation of an unsuitable voice. Vocabulary is ineffective and/or incorrect. The writing demonstrates a lack of control of sentence construction, grammar, and mechanics. Errors impede communication.

Zero

Z

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

Sample Assignment III Task

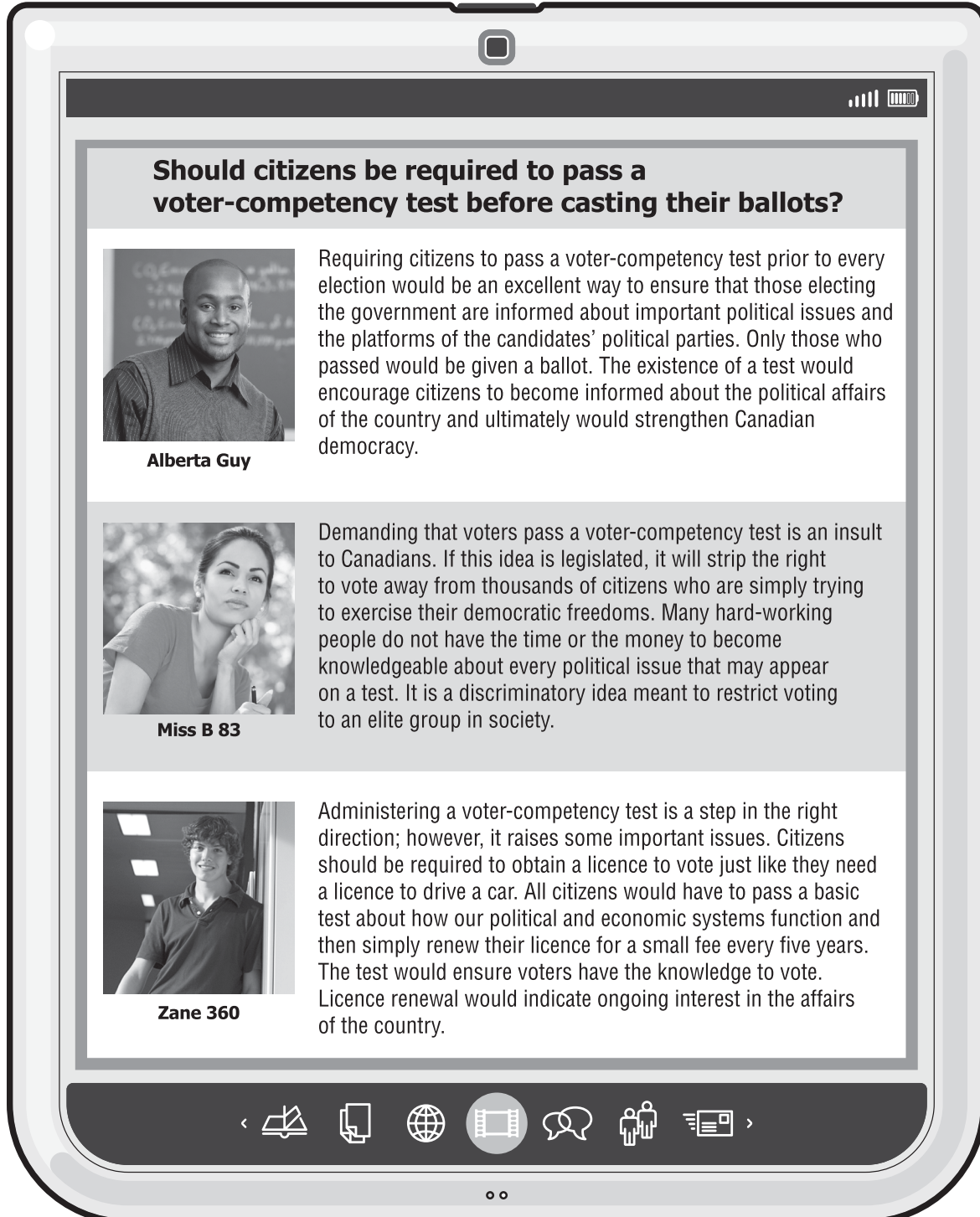
ASSIGNMENT III

Value: 20% of the total examination mark

Suggested time: 40–45 minutes

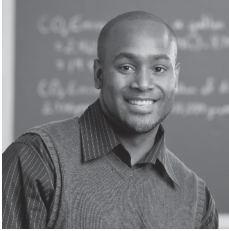
Suggested word count range: 350 to 800 words


Responses to the following question posed in an online forum:




The image shows a tablet screen with a forum post. At the top of the screen, there is a status bar with signal strength, battery, and time indicators. The forum title is "Should citizens be required to pass a voter-competency test before casting their ballots?". There are three responses, each with a profile picture, name, and text.

Should citizens be required to pass a voter-competency test before casting their ballots?

**Alberta Guy** Requiring citizens to pass a voter-competency test prior to every election would be an excellent way to ensure that those electing the government are informed about important political issues and the platforms of the candidates' political parties. Only those who passed would be given a ballot. The existence of a test would encourage citizens to become informed about the political affairs of the country and ultimately would strengthen Canadian democracy.

**Miss B 83** Demanding that voters pass a voter-competency test is an insult to Canadians. If this idea is legislated, it will strip the right to vote away from thousands of citizens who are simply trying to exercise their democratic freedoms. Many hard-working people do not have the time or the money to become knowledgeable about every political issue that may appear on a test. It is a discriminatory idea meant to restrict voting to an elite group in society.

**Zane 360** Administering a voter-competency test is a step in the right direction; however, it raises some important issues. Citizens should be required to obtain a licence to vote just like they need a licence to drive a car. All citizens would have to pass a basic test about how our political and economic systems function and then simply renew their licence for a small fee every five years. The test would ensure voters have the knowledge to vote. Licence renewal would indicate ongoing interest in the affairs of the country.

At the bottom of the tablet screen, there is a navigation bar with icons for back, home, search, video, chat, profile, and forward. Below the navigation bar are two small circles.

ASSIGNMENT III

Value: 20% of the total examination mark
Suggested time: 40–45 minutes
Suggested word count range: 350 to 800 words

Should citizens be required to pass a voter-competency test before casting their ballots?

Write a response in which you **must**

- **explore** the issue of requiring citizens to pass a voter-competency test
- **analyze** various points of view on the issue
- **explain** and **defend** your position on the issue
- **support** your point of view using your understanding of social studies

Reminders for Writing

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

Scoring Categories and Scoring Criteria for 2023–2024

Assignment III

Exploration and Analysis (8 marks)

When marking **Exploration and Analysis**, the marker will consider the:

- quality of the exploration of the issue(s)
- quality of analysis of various points of view on the issue(s)
- understanding of the assigned task

Excellent E	Exploration of the issue(s) is insightful and comprehensive. Analysis is thoughtful and thorough, and misconceptions, if present, do not detract from the response. The response demonstrates a thorough and perceptive understanding of various points of view on the issue(s) and the assigned task.
Proficient Pf	Exploration of the issue(s) is sound and capable. Analysis is appropriate and purposeful but may contain minor misconceptions. The response demonstrates a clear understanding of various points of view on the issue(s) and the assigned task.
Satisfactory S	Exploration of the issue(s) is adequate but general and may contain misconceptions. Analysis is general and straightforward. The response demonstrates an acceptable understanding of various points of view on the issue(s) and the assigned task.
Limited L	Exploration of the issue(s) is superficial and may contain substantial misconceptions. Analysis is incomplete, overgeneralized, and/or redundant, but discernible. The response demonstrates a confused, yet discernible, understanding of various points of view on the issue(s) and the assigned task.
Poor P	Exploration of the issue(s) is mistaken or irrelevant. Analysis is minimal and/or tangential. The response demonstrates a minimal understanding of various points of view on the issue(s) and the assigned task.
Insufficient INS	Insufficient is a special category. It is not an indicator of quality. It is assigned to responses that are off topic, do not contain a discernible attempt to address the task, or are too brief to assess in any scoring category.

Defence of Position (8 marks)

When marking **Defence of Position**, the marker will consider the:

- quality of argument(s) selected to support the position taken
- quality of evidence selected to support the position taken
- understanding of applicable social studies knowledge and the assigned task

Excellent

E

The defence of position is based on one or more convincing arguments. Evidence is specific and accurate, and errors, if present, do not detract from the response. The response demonstrates a thorough and perceptive understanding of applicable social studies knowledge and the assigned task.

Proficient

Pf

The defence of position is based on one or more sound arguments. Evidence is relevant and appropriate but may contain minor errors. The response demonstrates a clear understanding of applicable social studies knowledge and the assigned task.

Satisfactory

S

The defence of position is based on one or more adequate arguments. Evidence is relevant but general and/or only partially developed and may contain errors. The response demonstrates an acceptable understanding of applicable social studies knowledge and the assigned task.

Limited

L

The defence of position is based on oversimplified assertions and/or questionable logic. Evidence is superficial, may not always be relevant, and may contain significant errors. The response demonstrates a confused, yet discernible, understanding of applicable social studies knowledge and the assigned task.

Poor

P

The defence of position is difficult to determine or little to no attempt is made to defend the position. Evidence, if present, is minimal, may be marginally relevant, and/or contains significant errors. The response demonstrates a minimal understanding of applicable social studies knowledge and the assigned task.

Insufficient

INS

Insufficient is a special category. **It is not an indicator of quality.** It is assigned to responses that are off topic, do not contain a discernible attempt to address the task, or are too brief to assess in any scoring category.

Communication (4 marks)

When marking **Communication**, the marker will consider the:


- organization and coherence
- contribution of stylistic choices to the creation of voice (e.g., sentence variety, word choice)
- vocabulary (e.g., specificity, accuracy)
- sentence construction (e.g., clarity, completeness)
- grammar and mechanics (e.g., consistency of tense, punctuation, spelling, capitalization)

Proportion of error to the length and complexity of the response must be considered when awarding a mark for **Communication**.

Excellent E	The writing is fluent and effectively organized. Effective stylistic choices may contribute to the creation of an engaging voice. Vocabulary is precise. The writing demonstrates confident control of sentence construction, grammar, and mechanics. Errors, if present, are inconsequential.
Proficient Pf	The writing is clear and logically organized. Appropriate stylistic choices may contribute to the creation of a distinct voice. Vocabulary is appropriate. The writing demonstrates capable control of sentence construction, grammar, and mechanics. Errors do not interfere with communication.
Satisfactory S	The writing is straightforward and functionally organized. Basic stylistic choices may contribute to the creation of an adequate voice. Vocabulary is adequate. The writing demonstrates basic control of sentence construction, grammar, and mechanics. Errors do not seriously interfere with communication.
Limited L	The writing is awkward and uneven but discernibly organized. Awkward stylistic choices may contribute to the creation of an unconvincing and/or inappropriate voice. Vocabulary is imprecise and/or inappropriate. The writing demonstrates faltering control of sentence construction, grammar, and mechanics. Errors hinder communication.
Poor P	The writing is unclear and disorganized. Ineffective stylistic choices may contribute to the creation of an unsuitable voice. Vocabulary is ineffective and/or incorrect. The writing demonstrates a lack of control of sentence construction, grammar, and mechanics. Errors impede communication.
Insufficient INS	Insufficient is a special category. It is not an indicator of quality. It is assigned to responses that are off topic, do not contain a discernible attempt to address the task, or are too brief to assess in any scoring category.

Sample Scoring Sheet

A sample scoring sheet that will be used during the marking of *Part A: Written Response* is presented below.

	Scoring Sheet SOCIAL STUDIES 30–2	Index No.:												
<p style="text-align: center;">Marker ID Number</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> <tr> <td style="text-align: center;">0</td><td style="text-align: center;">1</td></tr> <tr> <td style="text-align: center;">2</td><td style="text-align: center;">3</td></tr> <tr> <td style="text-align: center;">4</td><td style="text-align: center;">5</td></tr> <tr> <td style="text-align: center;">6</td><td style="text-align: center;">7</td></tr> <tr> <td style="text-align: center;">8</td><td style="text-align: center;">9</td></tr> </table>			0	1	2	3	4	5	6	7	8	9	<p style="text-align: center;">ASSIGNMENT I</p> <p>Explanation and Support P L S P f E</p> <p style="text-align: right;"> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> </p> <p>Communication P L S P f E</p> <p style="text-align: right;"> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> </p> <p style="text-align: right;">NO RESPONSE <input type="radio"/></p> <p style="text-align: right;">INS <input type="radio"/></p>	
0	1													
2	3													
4	5													
6	7													
8	9													
	<p style="text-align: center;">ASSIGNMENT II</p> <p>Interpretation of Sources Z</p> <p style="text-align: right;"> <input type="radio"/> </p> <p>Defence of Position Z</p> <p style="text-align: right;"> <input type="radio"/> </p> <p>Communication Z</p> <p style="text-align: right;"> <input type="radio"/> </p> <p style="text-align: right;">NO RESPONSE <input type="radio"/></p>													
	<p style="text-align: center;">ASSIGNMENT III</p> <p>Exploration and Analysis P L S P f E</p> <p style="text-align: right;"> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> </p> <p>Defence of Position P L S P f E</p> <p style="text-align: right;"> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> </p> <p>Communication P L S P f E</p> <p style="text-align: right;"> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> </p> <p style="text-align: right;">NO RESPONSE <input type="radio"/></p> <p style="text-align: right;">INS <input type="radio"/></p>													

SST3772001W.02

Examples of the Standards for Students' Writing

[Examples of the Standards for Students' Writing](#) is posted on the Alberta Education website. In this document you will find examples of Social Studies 30–2 diploma examination written responses, taken from several *Social Studies 30–2 Diploma Examinations*, that received scores of Satisfactory (S), Proficient (Pf), and Excellent (E) in each of the three writing assignments. Accompanying each response are brief rationales that will help to show how the scoring criteria were used to apply the provincial standards to each example.

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 Social Studies 30-2 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 30–2 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, understanding, skills, and processes students are expected to demonstrate when writing the *Social Studies 30–2 Diploma Examination Part B: Multiple Choice* component.

Even in their entirety, these multiple-choice questions are not intended to be considered as equivalent to an examination form. These questions have not been field-tested in Social Studies 30–2 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 35 of this bulletin.

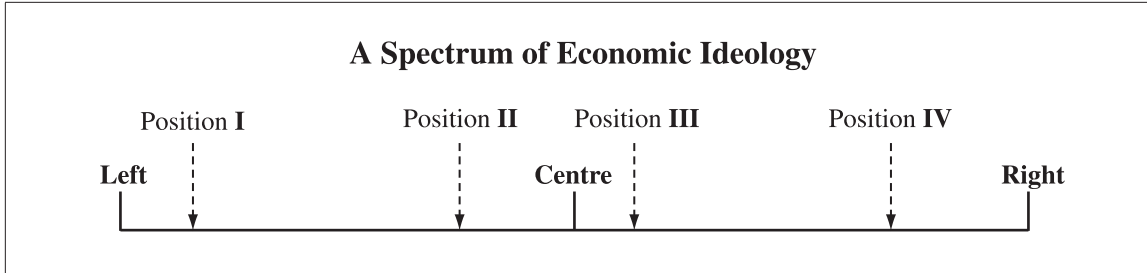
These questions have been subject to thorough review by both Alberta Education staff and classroom teachers to ensure that each question has curricular and instructional validity and is written as clearly and concisely as possible. Teachers are encouraged to consider these factors when deciding how to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

Included among the samples provided are eight questions (9, 15, 29, 46, 51, 56, 69, and 77) selected to illustrate the examination blueprint classifications as set out on page 35. Each of these questions is preceded by information that identifies:

- the related issue from the program of studies to which the question is most closely aligned; and
- the cognitive (skill) level measured by the question.

Sample Multiple-choice Sources

Questions 1 to 4 are based on the following diagram.



Question 5 is based on the following list.

Proposed Reforms	
Proposal W	Nationalize fossil fuel production in order to regulate prices and reduce consumption.
Proposal X	Reduce corporate and personal taxation rates in order to stimulate economic expansion.
Proposal Y	Require persons receiving unemployment benefits to enroll in job skills enhancement programs to make themselves more employable.
Proposal Z	Lower the age at which citizens become eligible to receive government pension benefits in order to encourage early retirements.

Questions 6 to 9 are based on the following points of view.

Point of View I

We do not allow just anyone to fly a passenger jet, perform surgery, or design a bridge because we know those tasks should be done by those qualified to do them. So why do we handle political decision making differently? Why do we allow the masses to be the ultimate political authority in a country? They are easily swayed by empty promises and slick campaigns. A far better process for leadership selection is a natural process in which the most able individual demonstrates ability, takes charge, and “pilots” the country just as we expect the most able persons to pilot our airplanes.

Point of View II

History has shown that when political power is in the hands of the elite citizens, they will base their decisions on protecting their power and ensuring that their needs are met. If we hire people to fix our car or repair an appliance, they are accountable for doing a good job. If they don't, they will soon be out of work. The same rules should apply to our political leaders. They have to be held accountable to the people; otherwise the people could suffer years of incompetent leadership. After all, it is the people who “hire” political leaders to make decisions for them.

Questions 10 to 12 are based on the following excerpt.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.—That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, —That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.

—*The United States Declaration of Independence*—1776

Questions 13 to 16 are based on the following sources.

Source I

A taxation system based on the theory of taking from the rich to give to the poor results in frustration and stagnation. It penalizes the enterprising, the efficient, the vigorous and the thrifty without, in the long term, benefiting those who lack these qualities. High rates of taxation, which go beyond the need for government's general support and the maintenance of public services, reduce labour's incentive to work, management's incentive for efficient operation and the willingness of investors to undertake new risks. The consequences are a diminution* in the number of new enterprises and lowered productivity in the enterprises already existing. This in turn means fewer jobs and a lowered standard of living for all citizens.

*diminution—reduction

—from *Fallacies of Socialism*

The Canadian Chamber of Commerce. *Fallacies of Socialism*. Montreal: The Canadian Chamber of Commerce, 1962. Reproduced with permission from the Canadian Chamber of Commerce.

Source II



FALSE FRONT

—from *Fallacies of Socialism*

Illustration by John Collins. In *Fallacies of Socialism*. By The Canadian Chamber of Commerce. Montreal: The Canadian Chamber of Commerce, 1962. Reproduced with permission from the Canadian Chamber of Commerce.

Questions 17 to 19 are based on the following list.

**Reforms Implemented by Robert Owen, a Factory Owner in Scotland
in the 19th Century**

- I** No children employed under the age of ten
- II** Children 3 years of age or older have the opportunity to attend school
- III** Maximum 12-hour working day for adults
- IV** Fines imposed for drunkenness
- V** Streets paved and street cleaning introduced

Question 20 is based on the following observation.

If consumers do not demand a product, it will not be sold unless its price is very low to attract buyers. This reality forces producers to make products that consumers want or they will receive little or no profit. When producers correctly respond to consumer demand, they can employ more workers and increase their profits. The desire for profits benefits everybody—workers, producers, and consumers.

Questions 21 and 22 are based on the following source.

Some Economic Beliefs

- I** Governments should not intervene in the operation of the economy.
- II** The prices for goods and services should be set by forces of supply and demand.
- III** Individual self-reliance should be a highly valued trait.

Question 23 is based on the following statements.

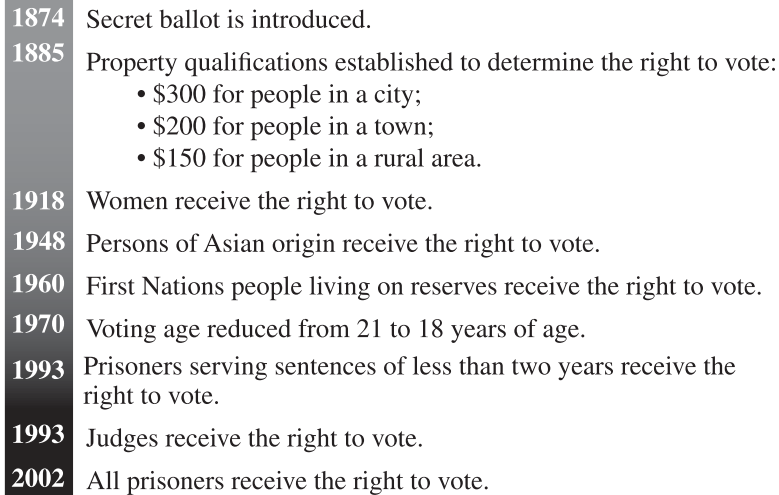
Statement I	Statement II
The British government of the early 19th century contributed to the development of the Industrial Revolution by adopting policies that reflected free-market ideas proposed by early liberal philosophers such as Adam Smith.	Human suffering created by the Industrial Revolution in 19th-century Europe prompted Karl Marx to propose communism as a way to create an ideal society free from exploitation of one person by another.

Questions 24 to 28 are based on the following information.

- A. Characteristic of a **free-market** economic system only
- B. Characteristic of a **mixed** economic system only
- C. Characteristic of a **command** economic system only
- D. Characteristic of **free-market**, **mixed**, and **command** economic systems

Question 29 is based on the following diagram.

Timeline of Voting Rights for Federal Elections in Canada



1874	Secret ballot is introduced.
1885	Property qualifications established to determine the right to vote: <ul style="list-style-type: none">• \$300 for people in a city;• \$200 for people in a town;• \$150 for people in a rural area.
1918	Women receive the right to vote.
1948	Persons of Asian origin receive the right to vote.
1960	First Nations people living on reserves receive the right to vote.
1970	Voting age reduced from 21 to 18 years of age.
1993	Prisoners serving sentences of less than two years receive the right to vote.
1993	Judges receive the right to vote.
2002	All prisoners receive the right to vote.

Questions 30 and 31 are based on the following source.

The work of early 20th-century feminists eventually changed Canada in a number of ways.

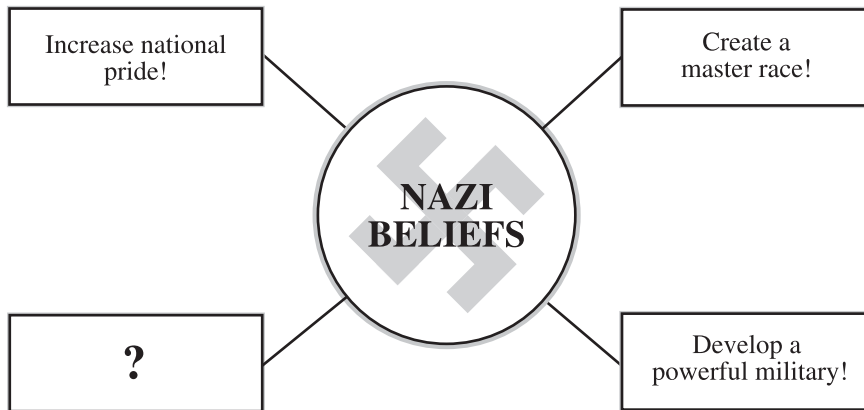
Change I—Governments introduced pay equity (equal pay for work of equal value) programs in response to public protests against the trend which paid women approximately 60% of what a man would receive in the same position.

Change II—Discrimination on the basis of sex was prohibited in both federal and provincial human rights legislation.

Change III—Modern contraceptives were legalized in 1969, which ushered in a new wave of women’s rights advocates.

Change IV—Laws were amended to recognize women’s equality with men in marriage. Recently there has also been an increased emphasis on gender-neutral language; for example, “letter carriers” replaced “postman.”

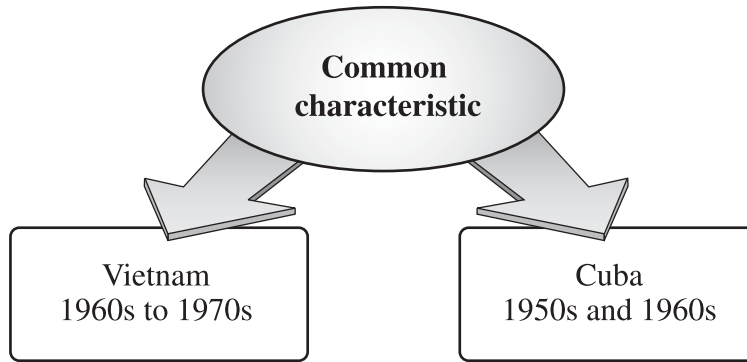
Questions 32 and 33 are based on the following diagram.



Question 34 is based on the following illustration.



Question 35 is based on the following diagram.



Questions 36 and 37 are based on the following map.



Question 38 is based on the following information.

May 22 to 29, 1972—American President Richard Nixon and Soviet leader Leonid Brezhnev held an unprecedented summit in Moscow to deal with a wide range of international issues. A number of important agreements were reached. Most notably, both leaders signed a treaty to restrain the nuclear arms race, known as the Strategic Arms Limitation Talks (SALT). Other agreements reached during the historic week-long meetings included an accord for developing economic ties between the two superpowers and a commitment to make the world’s first joint venture into space in June 1975.

Questions 39 to 42 are based on the following excerpts.

Excerpt I

The great aim of our civilization has been to do away with the tribal system and assimilate the Indian people in all respects with the inhabitants of the Dominion* as speedily as they are fit for the change.

—Prime Minister John A. Macdonald, 1887

*Dominion: Canada

Canada. Parliament. Sessional Papers of the Dominion of Canada: vol. 16, first session of the sixth Parliament, session 1887. Paper no. 20b., "Return to an Order of the House of Commons, dated the 2nd May, 1887; —For copies of all title deeds, patents, correspondence, and all documents respecting the claim of the Six Nations Indians, as set forth in their Petition presented to this House on the 18th April, 1887."

Excerpt II

With the coming of the Europeans, our experience as a people changed. We experienced relationships in which we were made to feel inferior. We were treated as incompetent to make decisions for ourselves. Europeans would treat us in such a way as to make us feel that they knew, better than we ourselves, what was good for us.

—Georges Erasmus, a First Nations leader, 1977

—from *Dene Nation, The Colony Within*

Erasmus, Georges. "We the Dene." In *Dene Nation, The Colony Within*. By Mel Watkins. Toronto: University of Toronto Press, 1977.

Questions 43 and 44 are based on the following excerpt.

...Aboriginal communities were commonly characterized by a flat political structure that maximized the involvement of individuals...everyone, including men, women, and children, had an opportunity to express an opinion on an issue. These expressions of opinion could occur during family or clan meetings, at spiritual or cultural events, or even at full tribal councils.... The result was often a decision that attempted to balance the various interests expressed.

—from *A People's Dream*

Russell, Dan. *A People's Dream: Aboriginal Self-Government in Canada*. Vancouver: UBC Press, 2000.

Questions 45 to 49 are based on the following sources.

Source I

In the fall of 1970 a radical separatist group in Québec, the Front de libération du Québec (FLQ), kidnapped two prominent individuals: a British diplomat and a member of the Québec government. The FLQ referred to the captives as political prisoners and set a series of conditions for their release. Tensions rose in Québec and at one mass rally the crowd began chanting “FLQ” in support of the radicals. The federal government chose to respond to the crisis by invoking the War Measures Act. The Act gave the police across Canada extraordinary powers, including the right to search homes and seize property without needing a search warrant. Furthermore, the police held the power to detain individuals for up to 90 days without the need to indicate the charges for which the person was being held. To assist the police in their actions, units of the Canadian army were put on the streets in Montréal and Ottawa.

Source II

If a democratic society is to continue to exist, it must be able to root out the cancer of an armed, revolutionary movement that is bent on destroying the very basis of our freedom. For that reason the Government, following an analysis of the facts, including requests of the Government of Quebec and the City of Montreal for urgent action, decided to proclaim the War Measures Act. It did so at 4:00 a.m.* this morning, in order to permit the full weight of Government to be brought quickly to bear on all those persons advocating or practising violence as a means of achieving political ends.

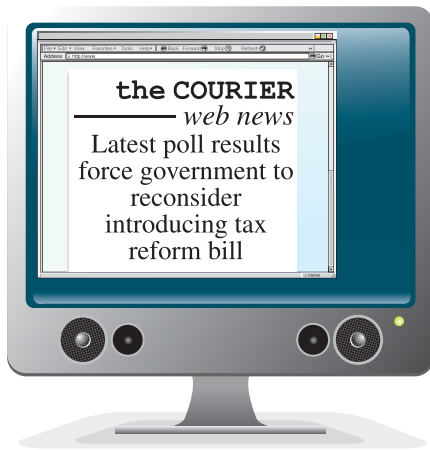
—an excerpt from the speech Canadian Prime Minister Pierre Trudeau gave in announcing the proclamation of the War Measures Act

*October 16, 1970

—from *First Among Equals*

Trudeau, Pierre Elliott. “Notes for A National Broadcast, October 16, 1970.” *First Among Equals: The Prime Minister in Canadian Life and Politics*. Library and Archives Canada. www.collectionscanada.gc.ca.

Questions 50 to 54 are based on the following sources.



Questions 55 to 57 are based on the following cartoon.

OK, WE HAVE TWO OPTIONS, SO LET'S TAKE A VOTE... EITHER WE CUT BACK OUR PERKS AND USE THE REVENUE TO IMPROVE OUR PRODUCT, OR, LAYOFF A BUNCH OF PEOPLE BELOW US AND GIVE OURSELVES A BONUS



CORPORATE DEMOCRACY

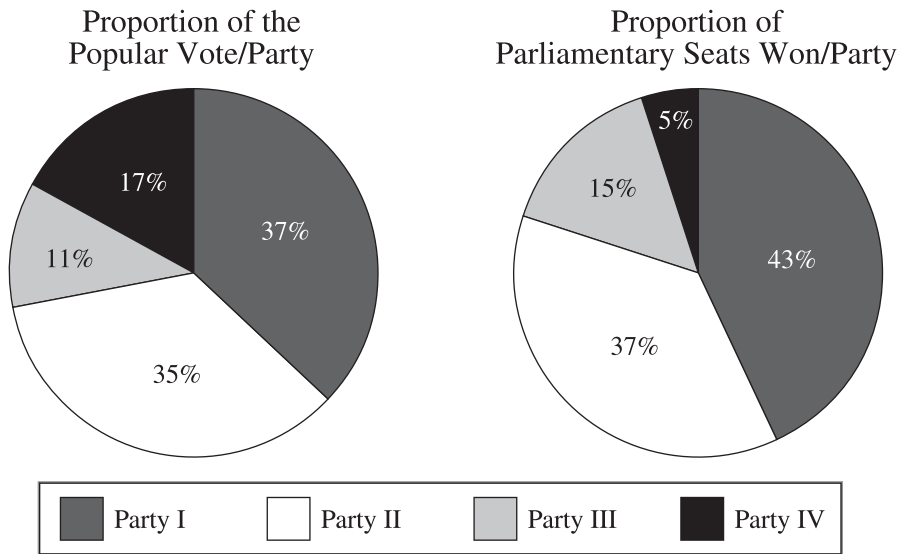
©1996 Washington Post Writers Group e-mail: SEQUITOON@aol.com 5 - 31



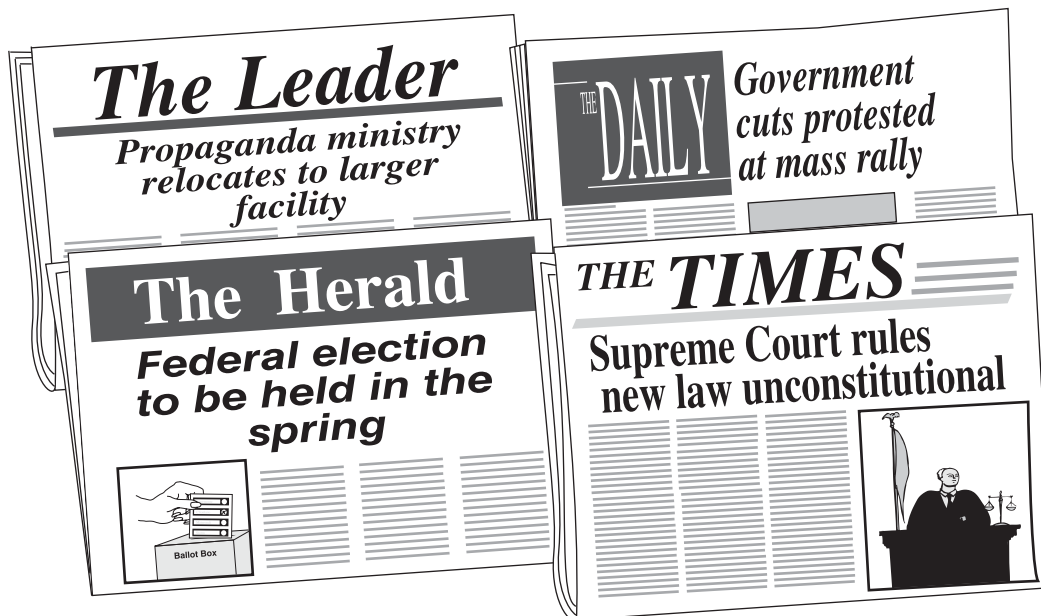
NON SEQUITUR © 1996 Wiley Miller. Dist. by UNIVERSAL PRESS SYNDICATE. Reprinted with permission. All rights reserved.

Questions 58 and 59 are based on the following graphs.

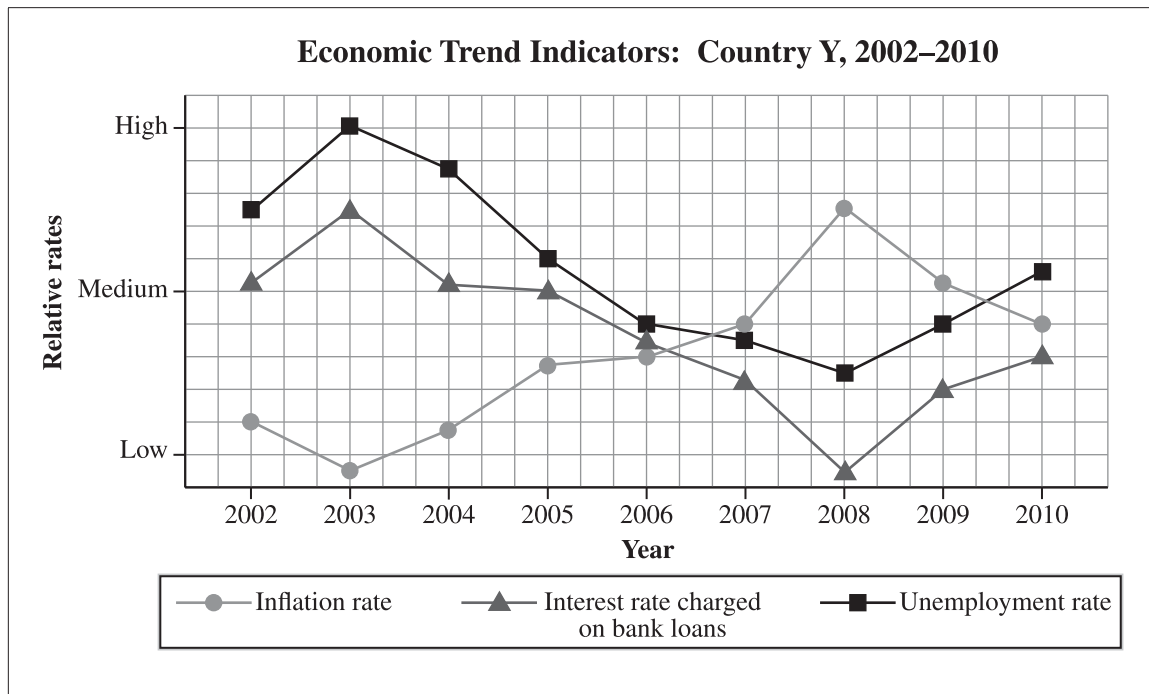
2010 Election Results in Country X



Question 60 is based on the following newspaper headlines.



Questions 61 and 62 are based on the following graph.



Question 63 is based on the following excerpt.

The following excerpt is from the *The Québec Charter of Human Rights and Freedoms*.

Every person must come to the aid of anyone whose life is in peril* either personally or calling for aid by giving him the necessary and immediate physical assistance unless it involves danger to himself or a third person or he has another valid reason.

*in danger

Question 64 is based on the following cartoon.



Clay Bennett / © 1999 The Christian Science Monitor (www.csmonitor.com).

Questions 65 to 69 are based on the following sources.

In the 1930s, India was a colony of Great Britain. The political and economic systems of India were controlled by the British government, its representatives in India, and British merchants. Mohandas Gandhi was an Indian citizen who wished to see India become an independent state, free of British control.

Source I

Mohandas Gandhi, an Indian independence leader, began a march to the Arabian Sea on Mar. 12, 1930, to protest the British tax on salt. It was a strong act of defiance that made media headlines around the world as they reported on Gandhi's non-violent movement of civil disobedience.

The British government that ruled India had been heavily taxing salt since the nineteenth century. Salt was vital to the survival of the Indians at that time; used for such essentials as preserving meat as well as ensuring adequate intake of iodine. The British Salt Acts made it illegal for Indians to produce their own salt (through the boiling down of readily available salt water) or to purchase salt from producers other than the British government. It was the poorest people of India that suffered the most under Britain's monopoly of the salt industry. By refusing to submit to the Salt Acts, Gandhi was expanding his movement to include all of the Indian population in a unifying campaign of satyagraha, which is mass civil disobedience.

Source II

By choosing the salt law to defy the British Laws, Gandhi exhibited his political genius and shrewdness. This tax on a natural product from the sea water and consumed by every person and animal was symbolical of human oppression and thus Gandhi was able to convey his message to the masses with ease. By calling on the people to pick up salt from the earth or distil it from the sea as their natural right, Gandhi was able to rally the people of India behind him. Salt became the symbol of revolt and resurgence of the Indian people....

Salt became the symbol of India's will to be free. The same day that Gandhi broke the salt laws, throughout India at least five million people at over 5,000 meetings, followed Gandhi's example.

Gandhi in his quest for Indian independence was to face many deprivations and hardship. He was jailed, beaten, and humiliated but nothing could deter the man. Gandhi's spirit was unbreakable.

—from *Minivan News*

Rasheed, Ali. "Mahatma Gandhi, Civil Disobedience and the Salt March." *Minivan News*, November 3, 2005. Accessed January 12, 2009. www.minivannews.com.

Sample Multiple-choice Questions

Use the diagram on the top of page 37 to answer questions 1 to 4.

1. Which of the following positions on the economic spectrum **most strongly** supports the politics and practices of collectivism?
 - A. Position I
 - B. Position II
 - C. Position III
 - D. Position IV
2. From the time of the New Deal in the 1930s, through the 1970s, the United States experienced an ideological shift from
 - A. Position I to the left
 - B. Position II to the right
 - C. Position III to the right
 - D. Position IV to the left
3. With which of the following statements would the perspectives represented at all four positions on the spectrum **most likely** agree?
 - A. Government must establish an economic system that promotes national prosperity.
 - B. Governments must use economic policies to minimize income inequalities among citizens.
 - C. Government regulations that limit the freedoms of large-scale corporations must be eliminated.
 - D. Government must remove barriers to international trade to provide consumers with access to the lowest-cost goods and services.
4. Historically in Canadian federal elections, the political parties that have formed the federal government have aligned **most closely** with which two positions on the spectrum?
 - A. Position I and Position II
 - B. Position I and Position IV
 - C. Position II and Position III
 - D. Position III and Position IV

Use the list on the bottom of page 37 to answer question 5.

5. In Canada, a person with right-wing ideological beliefs would **most likely** oppose which two of these proposed reforms?
- A. Proposal W and Proposal X
 - B. Proposal W and Proposal Z
 - C. Proposal X and Proposal Y
 - D. Proposal Y and Proposal Z

Use the points of view on page 38 to answer questions 6 to 9.

6. Point of View I suggests that citizens in democratic states
- A. lack the ability to choose the best political leaders
 - B. want to be led by responsive, honest political leaders
 - C. fail to appreciate the benefits provided by living in a democracy
 - D. believe that a democratic state is the best way to ensure public security
7. Which of the following examples would be **most appropriate** to support the ideas expressed in the first sentence of Point of View II?
- A. In the 1930s, Soviet leader Joseph Stalin employed secret police to eliminate persons perceived to be a threat to his leadership.
 - B. In the early 1930s, the democratically elected government in Germany was unable to prevent a sudden and massive rise in unemployment rates.
 - C. During the Great Depression of the 1930s, American President Franklin Roosevelt used massive government spending to reduce hardship caused by economic collapse.
 - D. In 1970, after a radical group in Québec took political hostages, the Canadian government invoked the War Measures Act to give police powers to arrest persons suspected of aiding the radicals.
8. Persons holding the differing points of view presented would nevertheless agree that
- A. poor political leadership puts citizens at risk
 - B. competitive processes ensure the selection of the best political leaders
 - C. the common person is not capable of responsible political decision making
 - D. the best political leaders are those who impose the fewest regulations on the people

Question 9**Examination Blueprint Classification**

Related Issue 1—Evaluation and Synthesis

Program of Studies—Primary Specific Outcome Classification

Specific Outcome 1.7—In question 9, students are asked to evaluate points of view to determine how a person who values characteristics of individualism would respond.

9. Which of the following rows identifies the way in which a person who highly values equality and liberty would **most likely** respond to the ideas expressed in both points of view?

Row	Ideas in Point of View I	Ideas in Point of View II
A.	With agreement	With agreement
B.	With disagreement	With disagreement
C.	With agreement	With disagreement
D.	With disagreement	With agreement

Use the excerpt on page 39 to answer questions 10 to 12.

10. Which of the following beliefs about the structure of society is consistent with the ideas presented in the excerpt?
- A. It is necessary to use violence to overthrow a government that becomes unpopular by abusing its power.
 - B. People are best able to determine for themselves which individuals should be trusted with the power to create laws.
 - C. It is for the benefit of society that the authority to rule be a hereditary position in order to create consistency and stability.
 - D. Civilization has corrupted society and therefore a strong authoritative government is necessary to maintain control.
11. In context, the first sentence of the excerpt suggests that rights and freedoms
- A. must be protected by a collective group
 - B. can be limited during times of domestic crisis
 - C. are fundamental elements that individuals possess
 - D. are granted to those who hold an elite position in society

12. Which of the following philosophers would be **least likely** to support the ideas presented in the excerpt?
- A. John Locke
 - B. Thomas Hobbes
 - C. John Stuart Mill
 - D. Jean-Jacques Rousseau

Use the sources on page 40 to answer questions 13 to 16.

13. The writer of Source I suggests that people differ in the degree to which they
- A. share their wealth with those less fortunate
 - B. demonstrate characteristics associated with self-reliance
 - C. consume the goods and services produced in the marketplace
 - D. obey the laws of the country when conducting business transactions
14. A supporter of the classical liberal ideas of Adam Smith would **most likely** respond to the point of view expressed in Source I with
- A. approval, because the writer identifies the negative consequences of high rates of taxation
 - B. approval, because the writer recognizes the need for government regulation of the economy
 - C. disapproval, because the writer assumes that governments will spend taxation revenue inefficiently
 - D. disapproval, because the writer appears to support the formation of labour unions to protect the rights of workers

Question 15**Examination Blueprint Classification**

Related Issue 2—Evaluation and Synthesis

Program of Studies—Primary Specific Outcome Classification

Specific Outcome 2.7—In question 15, students are asked to evaluate a cartoon to determine what the central message reveals about an ideology that developed as a response to liberalism.

15. The central message of Source II is that socialist states
- A. project an image of themselves that differs greatly from the reality that their citizens experience
 - B. are successful at producing consumer goods but not successful at protecting the environment
 - C. are successful at eliminating poverty but not successful at addressing rapid increases in the price of consumer goods
 - D. claim to protect the rights of workers while at the same time allowing unemployment rates to remain at high levels
16. Which row identifies the point of view expressed by each source?

Row	Source I	Source II
A.	Critical of collectivist economic systems	Critical of collectivist economic systems
B.	Critical of collectivist economic systems	Supportive of collectivist economic systems
C.	Supportive of collectivist economic systems	Critical of collectivist economic systems
D.	Supportive of collectivist economic systems	Supportive of collectivist economic systems

Use the list on the top of page 41 to answer questions 17 to 19.

17. The reforms listed would **most accurately** be considered to be
- A. fascist
 - B. socialist
 - C. capitalist
 - D. communist
18. A supporter of Adam Smith's ideas would view Reform III with
- A. disapproval, because a limit is being placed on the potential maximum profits
 - B. disapproval, because forcing workers to work longer than eight hours a day is abusive
 - C. approval, because a limited working day allows workers opportunities for leisure activities
 - D. approval, because workers would have enough time to be actively involved in workplace decision making
19. Which of the following reforms would be consistent with those listed?
- A. The establishment of a minimum wage
 - B. Pay deductions for days missed due to illness
 - C. The elimination of Sunday as a day for rest and worship
 - D. The introduction of government-imposed factory production targets

Use the observation in the middle of page 41 to answer question 20.

20. The information describes the importance of
- A. labour unions in a mixed economy
 - B. resource distribution in a socialist economy
 - C. the invisible hand in a free-market economy
 - D. state agencies in a centrally planned economy

Use the source on the bottom of page 41 to answer questions 21 and 22.

21. Which of the following beliefs is ideologically consistent with the beliefs listed in the source?
- A. Workers should be required to form trade unions.
 - B. Non-renewable resource industries should be state-owned.
 - C. High taxes should be placed on those earning the greatest income.
 - D. Individuals should have the freedom to earn an income as they see fit.
22. Which of the following eras in history is **most closely** associated with these beliefs?
- A. The era of mercantilism in 18th-century Great Britain
 - B. The era of the Industrial Revolution in 19th-century Great Britain
 - C. The era of the New Deal in the United States in the 1930s
 - D. The era of collectivization in the Soviet Union in the 1930s

Use the statements on the top of page 42 to answer question 23.

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

Use the information on the bottom of page 42 to answer questions 24 to 28. For each question identify which of the economic systems is most clearly described. A choice may be used more than once.

24. Supporters of the system(s) argue that, because virtually the entire economy is under the direct control of a government-operated planning agency that makes major production decisions and sets prices for goods and services, the country's resources are used efficiently.
25. Supporters of the system(s) argue that because individuals are self-reliant and there are few restrictions on businesses, production and consumption decisions can be effectively made by the natural functioning of the marketplace.
26. Supporters of the system(s) argue that it is the best way to ensure that the country's economy continues to grow, resources will be effectively utilized and the general prosperity of the country is assured.
27. Supporters of the system(s) argue that through regulation of private businesses, public ownership of some important areas of the economy, progressive taxes to narrow income gaps, and a social welfare system to prevent extreme economic insecurity, stability is achieved.
28. Supporters of the system(s) argue that by encouraging competition among privately owned businesses and having government take a minimal role in the economy, citizens will benefit by having access to a wide range of consumer goods at the lowest possible prices.

Use the diagram on the top of page 43 to answer question 29.

Question 29

Examination Blueprint Classification

Related Issue 2—Understanding and Analysis

Program of Studies—Primary Specific Outcome Classification

Specific Outcome 2.8—In question 29, students are asked to analyze a timeline to understand how the growth of liberalism impacted Canada.

29. The timeline indicates that over a period of 128 years, Canadian democracy
- A. became less able to function smoothly because of ethnic differences
 - B. faced many international crises that affected national political affairs
 - C. increased the level of regulation and control of the daily lives of average citizens
 - D. removed many barriers that prevented citizens from participating in the political process

Use the source on the bottom of page 43 to answer questions 30 and 31.

30. Which of the following titles would be **most appropriate** for this source?
- A. “Rejecting the Social Safety Net”
 - B. “Expanding Minority Rights Protection”
 - C. “Reactionary Responses by Government”
 - D. “The Growth of Contemporary Liberal Practices”
31. Which of the following changes to society could be **most appropriately** added to the source?
- A. The increase in minimum wage
 - B. The expansion of maternity leave benefits
 - C. The relaxation of immigration requirements
 - D. The establishment of progressive income tax

Use the diagram on the top of page 44 to answer questions 32 and 33.

32. Which of the following beliefs replaces the question mark in the diagram?
- A. Abolish the monarchy!
 - B. Seize land for our people!
 - C. Nationalize all private property!
 - D. Collectivize the agricultural system!
33. The beliefs shown in the diagram **most directly** characterize
- A. fascism
 - B. socialism
 - C. anarchism
 - D. communism

Use the illustration on the bottom of page 44 to answer question 34.

34. Historically, the “ingredients” identified in the illustration provided a recipe for the creation of a
- A. fascist dictatorship
 - B. constitutional monarchy
 - C. classless Marxist society
 - D. representative democracy

Use the diagram on the top of page 45 to answer question 35.

35. The characteristic common to the countries identified in the diagram is that the
- A. United States attempted to contain an expansion of communist-bloc influence
 - B. United States crossed a Soviet blockade to bring supplies to suffering citizens
 - C. Soviet Union installed nuclear weapons aimed at the United States and its allies
 - D. Soviet Union established labour camps to isolate opponents of the Soviet regime

Use the map on the bottom of page 45 to answer questions 36 and 37.

36. This map of central Europe **most clearly** illustrates
- A. a territorial split along ideological lines
 - B. an economic consequence of the Second World War
 - C. former colonies that had achieved self-determination
 - D. the furthest eastward extent of the Nazi German empire
37. The countries identified to the east of the Iron Curtain were all
- A. part of the Soviet sphere of influence
 - B. governed directly by the Soviet Union until 1989
 - C. liberated through an armed uprising against Soviet troops in 1989
 - D. dependent on NATO to protect them from invasion by the Soviet Union

Use the information on the top of page 46 to answer question 38.

38. The American and Soviet actions described in the source represent the use of a foreign policy of
- A. détente
 - B. deterrence
 - C. appeasement
 - D. brinkmanship

Use the excerpts on the bottom of page 46 to answer questions 39 to 42.

39. From a modern liberal perspective, the ideas of John A. Macdonald in Excerpt I would be considered
- A. democratic, in that he values the right of each person to freedom of choice
 - B. undemocratic, in that he supports the elimination of unique cultural groups
 - C. democratic, in that he believes that change can happen only at a moderate pace
 - D. undemocratic, in that he places the rights of individuals ahead of the rights of all

40. An examination of the ideas expressed in Excerpt I would **most directly** contribute to an understanding of why a decision was made to
- A. enact the Indian Act
 - B. create the War Measures Act
 - C. divide Canada into provinces and territories
 - D. create the Canadian Charter of Rights and Freedoms
41. Which of the following actions **best** serves as a supporting example for the opinion expressed in Excerpt II?
- A. Reserve land was set aside for the exclusive use of First Nations.
 - B. First Nations children were forcibly enrolled in residential schools.
 - C. Financial compensation was paid to First Nations to accompany treaty signings.
 - D. Government programs were designed to increase the number of First Nations members enrolled in trades training programs.
42. Which statement **most accurately** characterizes the relationship between the two excerpts?
- A. Both excerpts are critical of policies of cultural assimilation.
 - B. Both excerpts are supportive of policies of cultural assimilation.
 - C. The opinion expressed in Excerpt I supports the observation made in Excerpt II.
 - D. The opinion expressed in Excerpt I contradicts the observation made in Excerpt II.

Use the excerpt on the top of page 47 to answer questions 43 and 44.

43. The decision-making process described in the excerpt can **most accurately** be described as a form of
- A. direct democracy
 - B. republican democracy
 - C. parliamentary democracy
 - D. representative democracy

44. Which of the following quotations from the excerpt **most clearly** reinforces the idea that in Aboriginal communities decision-making required a willingness to compromise?
- A. “Aboriginal communities were commonly characterized by a flat political structure”
 - B. “everyone, including men, women, and children, had an opportunity to express an opinion on an issue”
 - C. “These expressions of opinion could occur during family or clan meetings, at spiritual or cultural events, or even at full tribal councils”
 - D. “The result was often a decision that attempted to balance the various interests expressed”

Use the sources on the bottom of page 47 to answer questions 45 to 49.

45. Information in Source I indicates that some members of the public in Québec
- A. regarded the FLQ as a non-political organization
 - B. agreed with the actions and objectives of the FLQ
 - C. feared that the FLQ was planning more kidnappings
 - D. opposed the FLQ because their actions were too militant

Question 46

Examination Blueprint Classification

Related Issue 1—Understanding and Analysis

Program of Studies—Primary Specific Outcome Classification

Specific Outcome 1.9—In question 46, students are asked to analyze a source to understand the relationship between individualism and the common good in contemporary societies.

46. Information in Source II indicates that Trudeau was **most strongly** reinforcing the need to
- A. promote bilingualism
 - B. protect minority rights
 - C. preserve law and order
 - D. prevent political dissent

47. In Source II, Trudeau indicates his belief that in Canadian society it is unacceptable to use
- A. censorship to maintain social order
 - B. government force to prevent anarchy
 - C. radicalism to bring about political change
 - D. civil disobedience to influence governments
48. What purpose does each of these sources serve as a research document on the use of the War Measures Act?
- A. Source I provides support for the actions of the Government of Canada and Source II provides support for the actions of the FLQ.
 - B. Source I provides background information about the events, and Source II provides a justification for an action taken during the events.
 - C. Source I criticizes the action taken by the Government of Canada, and Source II provides support for the action taken by the Government of Canada.
 - D. Source I is a recollection of events written by a participant, and Source II is an analysis of events written after the passage of time by an outside observer.
49. Taken together, the sources indicate an irony in the events surrounding the FLQ crisis in that
- A. the federal government became involved in a crisis in Québec
 - B. undemocratic actions were seen as necessary to protect a democratic state
 - C. undemocratic actions that could have ended the crisis were avoided for fear of a negative public response
 - D. the federal government did not proclaim the War Measures Act until after a crisis situation had occurred

Use the sources on page 48 to answer questions 50 to 54.

50. Which headline **most directly** indicates how the existence of a free media in a democracy can serve the public interest?
- A. *The Tribune Online*
 - B. *The Post Online*
 - C. *The Daily News on the Web*
 - D. *The Courier web news*

Question 51

Examination Blueprint Classification

Related Issue 3—Understanding and Analysis

Program of Studies—Primary Specific Outcome Classification

Specific Outcome 3.3—In question 51, students are asked to analyze four newspaper headlines to determine the extent to which governments should reflect the will of the people.

51. A person concerned about the amount of influence wealthy and well-organized citizens have over decision making in democracies would be **most** concerned about which newspaper's headline?
- A. *The Tribune Online*
 - B. *The Post Online*
 - C. *The Daily News on the Web*
 - D. *The Courier web news*
52. The headline stories in *The Post Online* and *The Courier web news* are similar in that both indicate how, in a democracy,
- A. constitutional laws require that elections must be held at regular intervals
 - B. new laws are created with little concern for their long-term consequences
 - C. there must be a division of powers among the three branches of government
 - D. governments are concerned about the opinions of citizens on important issues
53. Taken together, these headlines focus **most directly** on which of the following research questions?
- A. Should citizens be required by law to vote in federal elections?
 - B. To what extent should governments be held accountable to the public?
 - C. To what extent should the news media be controlled by large corporations?
 - D. Should there be limits placed on how long a person can serve as an elected representative?
54. Which additional headline could be **most appropriately** added to reflect the political theme common to all of the headlines?
- A. Police arrest hundreds in overnight raids across the country
 - B. International observers condemn government violations of election rules
 - C. State censorship board to review and approve all newspaper editorial comments
 - D. Opposition parties use advertising campaign to criticize government inaction

Use the cartoon on page 49 to answer questions 55 to 57.

55. The cartoonist is critical of people who
- A. place individual gain ahead of collective interest
 - B. sacrifice the well-being of a few to ensure the prosperity of many
 - C. believe that businesses should use a democratic process to make decisions
 - D. reduce corporate profits in order to improve the quality of consumer goods

Question 56

Examination Blueprint Classification

Related Issue 3—Evaluation and Synthesis

Program of Studies—Primary Specific Outcome Classification

Specific Outcome 3.5—In question 56, students are asked to evaluate a cartoon's message to determine how a supporter of free-market principles would respond.

56. How would a supporter of free-market economics **most likely** respond to this cartoon?
- A. With disapproval, because the cartoonist portrays corporate leaders as greedy
 - B. With approval, because the cartoonist defends the rights of working-class citizens
 - C. With approval, because the cartoonist raises awareness of corrupt corporate practices
 - D. With disapproval, because the cartoonist ignores the larger issue of excessive corporate profits
57. The use of the term “democracy” in the cartoon is ironic because
- A. those making a decision are not given enough choices
 - B. corporate executives usually hold their position for life
 - C. most corporations can be compared with democratic societies
 - D. a corporate elite is making a decision that will affect many people

Use the graphs on the top of page 50 to answer questions 58 and 59.

58. According to the election results displayed in the graphs, which political party would be **most justified** in claiming that they had been disadvantaged by the electoral system?
- A. Party I
 - B. Party II
 - C. Party III
 - D. Party IV
59. Which of the following statements could be made based on the election results displayed in the graphs?
- A. There are 100 electoral constituencies in Country X.
 - B. The voter turnout for this election was extremely high.
 - C. No single political party can form a majority government in Country X.
 - D. No single political party offered an election platform that appealed to the youth vote.

Use the newspaper headlines on the bottom of page 50 to answer question 60.

60. Which newspaper's headline focuses on the democratic principle of a separation of powers between the branches of government?
- A. *The Leader*
 - B. *The Daily*
 - C. *The Times*
 - D. *The Herald*

Use the graph on the top of page 51 to answer questions 61 and 62.

61. Trends indicated in the graph suggest that rising interest rates charged on bank loans are related to
- A. rising rates of both inflation and unemployment
 - B. falling rates of both inflation and unemployment
 - C. a falling inflation rate and a rising unemployment rate
 - D. a rising inflation rate and a falling unemployment rate

62. Which of the following generalizations is supported by information in the graph?
- A. A country's economy will experience economic fluctuations over time.
 - B. Governments can encourage international trade by reducing tariffs on imports.
 - C. A country's economy will benefit from having a healthy, well-educated workforce.
 - D. Government regulations may be necessary to ensure that there is competition in the marketplace.

Use the excerpt on the bottom of page 51 to answer question 63.

63. This statement can be considered **unusual** for placement in a human rights document in that it
- A. requires individuals to risk their life in service to society
 - B. identifies a responsibility to be carried out rather than a freedom to be enjoyed
 - C. is based on the assumption that not all individuals are responsible for their own safety
 - D. focuses on an issue of personal security rather than on an issue of personal freedom

Use the cartoon on page 52 to answer question 64.

64. Details in the cartoon suggest that ethnic cleansing is an action based on
- A. racist attitudes
 - B. antiwar movements
 - C. pro-democracy activities
 - D. humanitarian intervention

Use the sources on page 53 to answer questions 65 to 69.

65. Information in Source I implies that British control of the salt market in India was designed to
- A. create a profitable industry for British interests
 - B. prevent any wasteful uses of a scarce natural resource
 - C. lower salt consumption to foster better health for Indians
 - D. ensure that most Indian salt was exported to Great Britain

66. The creator of Source II indicates that Mohandas Gandhi, in his use of civil disobedience as a way to achieve his goals, had to
- A. run for political office to be accepted as a leader
 - B. endure significant personal suffering and sacrifice
 - C. use threats to ensure that others followed his example
 - D. encourage people to resort to acts involving bloodshed
67. Information in both sources indicates that Gandhi chose to protest the distribution of salt largely because he realized that
- A. his actions would be supported by the majority of citizens in Great Britain
 - B. restrictions on salt usage affected the lives of almost all citizens in India
 - C. there was little chance that a protest over salt would greatly anger British salt merchants
 - D. should the protest succeed in changing the laws he would experience personal financial benefits
68. As resources about Gandhi’s response to the issue of salt distribution in India, Source I and Source II differ in that
- A. compared to Source II, Source I provides more background information about British control of salt in India
 - B. compared to Source I, Source II provides more background information about British control of salt in India
 - C. compared to Source II, Source I is more supportive of British policies in India
 - D. compared to Source I, Source II is more supportive of British policies in India

Question 69

Examination Blueprint Classification

Related Issue 4—Evaluation and Synthesis

Program of Studies—Primary Specific Outcome Classification

Specific Outcome 4.5—In question 69, students are asked to evaluate two sources to determine perspectives on the rights, roles, and responsibilities of the individual in a democratic society.

69. Which of the following questions about the issue of British control of the salt trade in India is answered by an examination of these sources?
- A. Did the salt protests increase the cost of salt for Indian consumers?
 - B. Did the salt protests in India force Great Britain to change the laws?
 - C. Did citizens in India act to support the protest organized by Gandhi?
 - D. Did citizens in Great Britain support their government’s actions in India?

Questions 70 to 77 do not require the use of sources.

70. Which common practice in democratic states **most directly** reflects the value of individualism as an ideological foundation of democracy?
- A. Under constitutional law, all citizens enjoy the same civil rights.
 - B. The media is free to criticize decisions made by political leaders.
 - C. New laws do not come into effect until signed by the head of state.
 - D. The beliefs of political party leaders are a major consideration for voters.
71. In a free-market economy, consumers can expect consumer prices to be low when the
- A. product is overproduced
 - B. inflation rate exceeds the rate of wage increase
 - C. product is manufactured by only one or two companies
 - D. resources needed to manufacture the product are scarce
72. In his books *Das Kapital* and *The Communist Manifesto*, Karl Marx attempted to
- A. indicate how and why a communist system would be established
 - B. outline a plan for a peaceful transition from capitalism to communism
 - C. design and plan the economic strategy for the new Bolshevik state in Russia
 - D. prove that society is best served when individuals seek to satisfy personal needs
73. The emergence of trade unions, the expansion of voting rights, and the introduction of universal public education in industrialized countries during the late-19th and early-20th centuries significantly increased the political power and influence of
- A. factory owners
 - B. industrial workers
 - C. national militaries
 - D. religious institutions
74. Joseph Stalin believed that in order to preserve political stability in the Soviet Union, he had to
- A. expand the civil liberties of citizens
 - B. encourage a free and independent media
 - C. eliminate people who were potential enemies of the state
 - D. eliminate the Communist Party's monopoly on political power

75. In which of the following areas did Soviet communism and Nazi fascism **most clearly** differ?
- A. The use of secret police forces
 - B. The emphasis on racial inequality
 - C. The organization of youth movements
 - D. The creation of one-party political systems
76. With which of the following points of view would a person who values collectivism **most likely** agree?
- A. When the needs of society are in conflict with the needs of an individual, the needs of society must have priority.
 - B. There are almost no situations in which the government is justified in taking away the freedom of choice from individuals.
 - C. The main purposes of government are to guarantee that people have the right to own property and to ensure that this right is never taken away.
 - D. History has shown that little good has ever come from societies in which the common good is more important than competition among individuals.

Question 77

Examination Blueprint Classification

Related Issue 4—Understanding and Analysis

Program of Studies—Primary Specific Outcome Classification

Specific Outcome 4.4—In question 77, students are asked to analyze four situations to determine which one demonstrates collective responsibility.

77. Which of the following situations **most strongly** represents an example of citizens demonstrating collective responsibility?
- A. Citizens in a community set up a neighbourhood patrol to watch for and report any suspicious or criminal activity to authorities.
 - B. A gathering of citizens at a city hall meeting becomes unruly when groups on opposing sides of an issue begin shouting down each other's speakers.
 - C. During a severe snowstorm in an isolated community, several local merchants agree to double the price for snow shovels and other snow-removal hardware.
 - D. In a small city, garbage collection is turned over from city-operated trucks with city employees to a large corporation that promises to reduce collection costs.

Key for *Part B: Multiple Choice*

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

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[Alberta Education website](#)

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[Administering diploma exams web page](#)

contains specific directives, guidelines, and procedures of diploma examinations

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contains information about marking, field testing, item development, and examination validation

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contain detailed statistical information on provincial, group, and individual student performance on the entire examination

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Alberta Education
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Edmonton AB T5J 5E6

Alberta Education website: alberta.ca/education

Provincial Assessment

Diploma exam security, diploma exam rules, scheduling, policy issues

780-427-1857
Email: Exam.admin@gov.ab.ca

Results statements and rescoring

780-427-1857
Email: Exam.admin@gov.ab.ca

Field Testing general inquiries

Email: field.test@gov.ab.ca

Special cases, accommodations, and exemptions

General inquiries

780-427-9795
780-415-9242
780-427-4215
Email: special.cases@gov.ab.ca

Diploma exam format, content, confirming standards, marking, results reporting

Email: Diploma.exams@gov.ab.ca

French Assessment

Email: French.Assessment@gov.ab.ca

Diploma exam registration/*myPass* Alberta Education Help Desk

780-427-5318
Email: AE.helpdesk@gov.ab.ca

Inquiries about transcripts, detailed academic reports, and rewrite fees

780-427-5732
Email: StudentRecords@gov.ab.ca

Inquiries about school marks and mature student status

780-422-9337

Inquiries about diploma certificates

780-427-5732
Email: StudentRecords@gov.ab.ca

Student enrolment and marks

780-422-9337
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Digital Assessment

Email: online.assessment@gov.ab.ca

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