Released Items
Social Studies 30–2

Released Diploma Examination Items
2018
For further information, contact

Patrick Roy, Social Studies 30–2 Examination Manager, at
780-422-4631
Patrick.Roy@gov.ab.ca, or

Joy Wicks, Social Studies 30–2 Examiner, at
780-415-5807
Joy.Wicks@gov.ab.ca, or

Deanna Shostak, Director of Diploma Programs, at
780-422-5160
Deanna.Shostak@gov.ab.ca, or

Provincial Assessment Sector: 780-427-0010.
To call toll-free from outside Edmonton, dial 310-0000.

The Alberta Education website is found at education.alberta.ca.

Copyright 2018, the Crown in Right of Alberta, as represented by the Minister of Education,
Alberta Education, Provincial Assessment Sector, 44 Capital Boulevard, 10044 108 Street NW,
Edmonton, Alberta T5J 5E6, and its licensors. All rights reserved.

Special permission is granted to Alberta educators only to reproduce, for educational purposes
and on a non-profit basis, parts of this document that do not contain excerpted material.
Contents

Introduction ................................................................................................................................................. 1
Additional Documents ................................................................................................................................. 1
Social Studies 30–2 2018 Released Items Data ......................................................................................... 2
Social Studies 30–2 2018 Released Items—Sources ............................................................................... 6
Social Studies 30–2 2018 Released Items—Questions ............................................................................. 19
Introduction

The questions and sources presented in this booklet reproduce the June 2014 Social Studies 30–2 Part B Form 1 in its entirety. This material, along with the Social Studies 30–2 Program of Studies and the documents referenced below, can assist you with instructional programming.

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

Additional Documents

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

- **School Reports and Instructional Group Reports**
  available at https://education.alberta.ca/my-content/my-applications
  Provide teachers with detailed statistical information on provincial, group, and individual student performance on the entire examination.

- **Social Studies 30–2 Information Bulletin**
  Contains information about the diploma examinations for the upcoming school year, sample questions, scoring criteria, and links to further support materials.
## Social Studies 30–2 2018 Released Items Data

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

<table>
<thead>
<tr>
<th>% of Students Selecting Each Alternative</th>
<th>Item Description*</th>
<th>BC</th>
<th>SO</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>1</td>
<td>15.1</td>
<td>9.3</td>
<td>5.4</td>
</tr>
<tr>
<td>2</td>
<td>12.3</td>
<td>70.1</td>
<td>11.6</td>
</tr>
<tr>
<td>3</td>
<td>10.3</td>
<td>2.0</td>
<td>75.4</td>
</tr>
<tr>
<td>4</td>
<td>32.1</td>
<td>56.5</td>
<td>8.0</td>
</tr>
<tr>
<td>5</td>
<td>18.3</td>
<td>9.7</td>
<td>62.5</td>
</tr>
<tr>
<td>6</td>
<td>1.1</td>
<td>30.2</td>
<td>64.5</td>
</tr>
<tr>
<td>7</td>
<td>8.1</td>
<td>25.9</td>
<td>5.3</td>
</tr>
<tr>
<td>8</td>
<td>13.8</td>
<td>54.3</td>
<td>8.0</td>
</tr>
<tr>
<td>9</td>
<td>11.0</td>
<td>9.7</td>
<td>43.7</td>
</tr>
<tr>
<td>10</td>
<td>27.7</td>
<td>52.7</td>
<td>15.0</td>
</tr>
<tr>
<td>11</td>
<td>8.3</td>
<td>72.7</td>
<td>12.3</td>
</tr>
<tr>
<td>12</td>
<td>5.0</td>
<td>1.2</td>
<td>79.1</td>
</tr>
<tr>
<td>13</td>
<td>79.9</td>
<td>5.1</td>
<td>12.5</td>
</tr>
<tr>
<td>14</td>
<td>64.7</td>
<td>7.0</td>
<td>12.6</td>
</tr>
<tr>
<td>15</td>
<td>59.5</td>
<td>20.4</td>
<td>1.6</td>
</tr>
<tr>
<td>16</td>
<td>11.1</td>
<td>5.8</td>
<td>9.8</td>
</tr>
<tr>
<td>17</td>
<td>65.2</td>
<td>4.6</td>
<td>15.1</td>
</tr>
<tr>
<td>% of Students Selecting Each Alternative</td>
<td>Item Description*</td>
<td>BC</td>
<td>SO</td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>18</td>
<td>Analyze an excerpt to determine for which research question the information could be most directly used.</td>
<td>UA</td>
<td>2.4</td>
</tr>
<tr>
<td>19</td>
<td>Synthesize the description of the Iroquois Confederacy’s decision-making process to determine how a supporter of dictatorship would most likely respond to such a decision-making process.</td>
<td>ES</td>
<td>3.5</td>
</tr>
<tr>
<td>20</td>
<td>Evaluate four actions to determine which one most clearly reflects the values expressed in a quotation.</td>
<td>ES</td>
<td>1.7</td>
</tr>
<tr>
<td>21</td>
<td>Analyze a quotation to determine which characteristic of democracy is represented by the idea in the quotation.</td>
<td>UA</td>
<td>3.5</td>
</tr>
<tr>
<td>22</td>
<td>Analyze two graphs to determine the likely cause for a shift in voter support.</td>
<td>UA</td>
<td>2.9</td>
</tr>
<tr>
<td>23</td>
<td>Evaluate two graphs to determine a trend in voter behaviour.</td>
<td>ES</td>
<td>3.3</td>
</tr>
<tr>
<td>24</td>
<td>Analyze a diary entry to determine how a supporter of the ideas of Adam Smith would view the events described.</td>
<td>ES</td>
<td>2.5</td>
</tr>
<tr>
<td>25</td>
<td>Analyze a diary entry to determine the economic idea that is causing differing viewpoints.</td>
<td>UA</td>
<td>3.4</td>
</tr>
<tr>
<td>26</td>
<td>Analyze four diary entries to determine which one refers to an example of citizen political participation.</td>
<td>UA</td>
<td>4.5</td>
</tr>
<tr>
<td>27</td>
<td>Evaluate four statements taken from diary entries to determine which one provides an example of collectivism.</td>
<td>ES</td>
<td>1.8</td>
</tr>
<tr>
<td>28</td>
<td>Synthesize four diary entries to determine what they suggest about capitalism.</td>
<td>ES</td>
<td>3.5</td>
</tr>
<tr>
<td>29</td>
<td>Analyze statements taken from a source to determine which one most clearly illustrates socialist aspects.</td>
<td>UA</td>
<td>2.7</td>
</tr>
<tr>
<td>30</td>
<td>Evaluate a declaration made in a source to determine how the government would view the tactics described in the source.</td>
<td>ES</td>
<td>3.8</td>
</tr>
<tr>
<td>31</td>
<td>Analyze a photograph to determine how a supporter of the values of modern liberalism would view the actions of the protesters in the photograph.</td>
<td>ES</td>
<td>4.5</td>
</tr>
<tr>
<td>32</td>
<td>Synthesize two sources to determine what they most clearly demonstrate about some citizens in a democracy.</td>
<td>ES</td>
<td>2.13</td>
</tr>
<tr>
<td>33</td>
<td>Evaluate an opinion to determine how a supporter of classical liberalism would most likely respond to the speaker’s opinion.</td>
<td>ES</td>
<td>3.8</td>
</tr>
<tr>
<td>34</td>
<td>Evaluate an opinion to determine which action the speaker would most strongly support.</td>
<td>ES</td>
<td>1.3</td>
</tr>
<tr>
<td>35</td>
<td>Evaluate a newspaper headline to determine how a supporter of a free-market economy would likely respond to the situation identified.</td>
<td>ES</td>
<td>4.7</td>
</tr>
<tr>
<td>36</td>
<td>Analyze a newspaper headline to determine who would be in agreement with the policy identified.</td>
<td>UA</td>
<td>1.8</td>
</tr>
<tr>
<td>% of Students Selecting Each Alternative</td>
<td>Item Description*</td>
<td>BC</td>
<td>SO</td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td></td>
<td>Evaluate newspaper headlines to determine for which research question the headlines could be most effectively used.</td>
<td>ES</td>
<td>4.7</td>
</tr>
<tr>
<td>37</td>
<td>Analyze a list of goals to determine which group would be most concerned about achieving the goals identified.</td>
<td>UA</td>
<td>2.8</td>
</tr>
<tr>
<td>38</td>
<td>Evaluate a list of goals to determine the reaction of a capitalist.</td>
<td>ES</td>
<td>2.6</td>
</tr>
<tr>
<td>39</td>
<td>Analyze an opinion to identify the economic system that is the subject of criticism.</td>
<td>UA</td>
<td>2.7</td>
</tr>
<tr>
<td>40</td>
<td>Evaluate an opinion to identify a summary of the position taken.</td>
<td>ES</td>
<td>1.7</td>
</tr>
<tr>
<td>41</td>
<td>Evaluate how a socialist would view a cartoonist’s depiction of capitalism.</td>
<td>ES</td>
<td>3.4</td>
</tr>
<tr>
<td>42</td>
<td>Evaluate a diagram illustrating issues in democracies to determine an appropriate title for the diagram.</td>
<td>ES</td>
<td>3.3</td>
</tr>
<tr>
<td>43</td>
<td>Analyze a source to determine what it depicts.</td>
<td>UA</td>
<td>2.10</td>
</tr>
<tr>
<td>44</td>
<td>Analyze a source to determine the motivation for American involvement in Vietnam.</td>
<td>UA</td>
<td>2.11</td>
</tr>
<tr>
<td>45</td>
<td>Analyze a source to determine which message is most directly suggested.</td>
<td>UA</td>
<td>2.11</td>
</tr>
<tr>
<td>46</td>
<td>Synthesize two sources to determine the most appropriate title for the two sources.</td>
<td>ES</td>
<td>2.11</td>
</tr>
<tr>
<td>47</td>
<td>Identify a situation that would most likely be considered a demonstration of extremism in modern-day Canada.</td>
<td>UA</td>
<td>2.12</td>
</tr>
<tr>
<td>48</td>
<td>Analyze four events from Canadian history to determine which one illustrates a time when authoritarian methods were used.</td>
<td>UA</td>
<td>3.8</td>
</tr>
<tr>
<td>49</td>
<td>Understand the position of many Canadians, who consider themselves to be responsible global citizens, regarding trade with China.</td>
<td>UA</td>
<td>4.7</td>
</tr>
<tr>
<td>50</td>
<td>Understand the American government’s perspective on why the Soviet Union became closely allied to Cuba in the early 1960s.</td>
<td>UA</td>
<td>2.10</td>
</tr>
<tr>
<td>51</td>
<td>Analyze four events to determine which one illustrates a time when authoritarian methods were used.</td>
<td>UA</td>
<td>3.6</td>
</tr>
<tr>
<td>52</td>
<td>Analyze four actions to determine which one challenges the economic ideals of classical liberalism.</td>
<td>UA</td>
<td>2.5</td>
</tr>
<tr>
<td>53</td>
<td>Analyze four pairs of approaches to political decision-making to determine which pair most strongly reflects the will of the people.</td>
<td>UA</td>
<td>3.5</td>
</tr>
<tr>
<td>54</td>
<td>Analyze four actions to determine which one is an example of political participation.</td>
<td>UA</td>
<td>4.9</td>
</tr>
<tr>
<td>55</td>
<td>Understand which government actions would most likely be favoured by a supporter of individualism.</td>
<td>UA</td>
<td>1.9</td>
</tr>
<tr>
<td>% of Students Selecting Each Alternative</td>
<td>Item Description*</td>
<td>BC</td>
<td>SO</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>-------------------</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>A 78.2 B 7.5 C 6.3 D 7.9</td>
<td>Understand who made production and distribution decisions in the Soviet Union.</td>
<td>UA 3.5</td>
<td></td>
</tr>
<tr>
<td>59 2.8 B 4.9 C 86.8 D 5.4</td>
<td>Analyze four actions to determine which one would be considered a violation of the Canadian Charter of Rights and Freedoms.</td>
<td>UA 3.7</td>
<td></td>
</tr>
<tr>
<td>60 6.0 B 15.4 C 5.1 D 73.4</td>
<td>Understand a commonality among all political organizations.</td>
<td>UA 1.6</td>
<td></td>
</tr>
</tbody>
</table>

*These descriptions are exactly as they appeared in the jurisdiction, school, and instructional group reports for June 2014.
Social Studies 30–2 2018 Released Items—Sources

Questions 1 and 2 are based on the following diagram.

Questions 3 to 5 are based on the following cartoon.

Note: The letters on the vest of the police officer on the left are RCMP (Royal Canadian Mounted Police) and GRC (Gendarmerie royale du Canada).
Questions 6 to 8 are based on the following two excerpts.

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

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

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

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

BUT I'M AFRAID OF GOING TO PRISON.

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

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

OH NO!

INSIDE HOLLOWAY PRISON ...

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

I PROMISED MY MOTHER I WOULDN'T STARVE MYSELF.

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

SHE'S A VERY BRAVE WOMAN.

AFTER THEIR RELEASE ...
Questions 9 to 11 are based on the following map.

Questions 12 to 14 are based on the following two sources.

The following are recollections of two people who were young children in the United States during the early 20th century. Source I is the recollection of an African American. Source II is the recollection of an American of European ancestry.

Source I

We were coming out of a time where people actually belonged to other people. And while we no longer belonged to the white man, the white man was still saying, “I don’t want my white child seated beside a black boy or a black girl. I want my child to go to a school where there are whites only. I don’t want them with black children, Negro children, colored children, Indian children.” It was that kind of prejudice that separated the races and brought about discrimination. Of course, black people worked with white people all the time. Black people cooked for white people; black people took care of white children; they took care of the white people’s houses. Even so, people at that time thought that there must be a separation of the races in order to get along. In the South, we had “Jim Crow” laws. There were separate facilities for whites, and separate facilities for blacks. Out in public, we were always separated from the white people. When people traveled, I mean when white people traveled, they didn’t want to sit in the same coach or car with black people. So the black people had to sit in a designated Jim Crow car, which was either up in the front of the train, right in back of where they shoveled coal into the furnace of the engine, and cinders would fly all over you, or in the caboose, the last little car on the end of the train.

Source II

…[W]hen I was growing up in Kentucky I never noticed anything like racial tension. I never heard of anybody not getting along. Of course in Kentucky we had separate facilities for blacks and for whites. There were Jim Crow laws. The philosophy was that it was all right to be friendly, but the blacks must stay in their place. And they had a definite place. They didn’t go to our churches. They didn’t go to our schools. And they had a certain area that they lived in – the Negro section. Jim Crow didn’t apply everywhere; it was a state law. Ohio, just to the north, didn’t have Jim Crow. I remember being in Cincinnati once and thinking that it was strange to see Negroes getting on the train along with whites. You just didn’t see that in Kentucky. From the time I was born, the blacks and whites were kept separate. I didn’t know any different.

—both sources from The Century

Excerpt(s) from THE CENTURY by Peter Jennings and Todd Brewster, copyright © 1998 by ABC Television Network Group, a division of Capitol Cities, Inc. Used by permission of Doubleday, an imprint of the Knopf Doubleday Publishing Group, a division of Penguin Random House LLC. All rights reserved. Any third party use of this material, outside of this publication, is prohibited. Interested parties must apply directly to Penguin Random House LLC for permission.
Questions 15 and 16 are based on the following illustration.

Questions 17 to 19 are based on the following excerpt.

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

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

\(^1\)League—another name for the Iroquois Confederacy
\(^2\)tribe—another word for nation

—from *Gale Encyclopedia of Multicultural America*

Questions 20 and 21 are based on the following quotation.

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

—John Acton


Questions 22 and 23 are based on the following two graphs.

Graph I

| Percentage of Popular Vote in the German Election on May 20, 1928 |
|---------------------------------|-----------------|-----------------|-----------------|-----------------|
| Left wing                    | Communists     | Social Democrats| Centrist Parties| Nationalist Party and People’s Party| Nazis          |
| 10.6%                        | 29.8%           | 34.1%           | 23.0%           | 2.6%             |

Graph II

| Percentage of Popular Vote in the German Election on July 31, 1932 |
|---------------------------------|-----------------|-----------------|-----------------|-----------------|
| Left wing                    | Communists     | Social Democrats| Centrist Parties| Nationalist Party and People’s Party| Nazis          |
| 14.3%                        | 21.6%           | 19.7%           | 7.1%            | 37.3%           |
Questions 24 to 28 are based on the following four diary entries.

**Diary Entry I**

March 15, 1927

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

**Diary Entry II**

November 1, 1930

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

**Diary Entry III**

July 12, 1931

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

**Diary Entry IV**

June 8, 1934

Finally, some help from the government! Our new president introduced job-creation and social-assistance programs to get the economy moving again. I will be leaving tomorrow with some of my friends to help plant trees in the Tennessee Valley. Some people are upset with these programs because they believe that they are costly and will make Americans lazy and too dependent on the government. They believe that receiving aid kills a person’s spirit, but I’d argue what good is spirit if there are no jobs and you have nothing to eat?
Questions 29 to 32 are based on the following two sources.

Source I

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

Source II

Oakland, California, 1968—Members of the Black Panther Party demonstrate for the release of their leader, Huey Newton.
Questions 33 and 34 are based on the following opinion.

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

Questions 35 to 37 are based on the following newspaper headlines.
Questions 38 and 39 are based on the following list.

To Do List:
- Implement workplace safety laws
- Ensure protection from being fired unfairly
- Establish health and dental benefits
- Secure stable wages

Questions 40 and 41 are based on the following opinion.

It is ridiculous to suggest that all workers should receive the same pay. Do all students get the same grade in a course? People should be rewarded based on how hard they work and the skills that they have!

—A high-school student
Questions 42 and 43 are based on the following cartoon.

Note: This is an American cartoon from 2010.


Question 44 is based on the following diagram.

Low voter turnout in elections

Cynical attitudes about elected politicians

Little citizen interest in political issues

Negative public opinion about various political parties and leaders
Questions 45 to 48 are based on the following two sources.

Source I

Late 1960s—American influence in Vietnam

Source II

Mid-1990s—American influence in Vietnam

Questions 49 to 60 do not require the use of the Sources section.
Social Studies 30–2 2018 Released Items—Questions

Use the diagram on the top of page 6 of the Sources section to answer questions 1 and 2.

1. The diagram identifies features commonly associated with

A. communism
B. liberalism
C. socialism
D. fascism

2. In context, which of the following features would appropriately replace the question mark in the diagram?

A. Classless society
B. Single-party government
C. Nationalization of industry
D. Independent judicial branch

Use the cartoon on the bottom of page 6 of the Sources section to answer questions 3 to 5.

3. Which of the following challenges facing democracies is highlighted by the cartoon?

A. How to allow those with opposing ideological viewpoints to enjoy freedom of mobility
B. How to encourage citizens to peacefully participate in the political process
C. How to respond to security threats without restricting personal liberties
D. How to implement majority rule while protecting minority rights

4. A central message of the cartoon is that the

A. authorities are questioning the use of force in providing security
B. legislation that guarantees liberties may actually threaten them
C. ability to identify domestic security threats is increasing
D. tactics used by terrorists have limited success

5. The cartoon implies that in the interest of national security, the police would need to

A. collaborate with the armed forces
B. receive increased resources
C. use undemocratic practices
D. be more closely monitored
Use the two excerpts on pages 7 and 8 of the Sources section to answer questions 6 to 8.

6. Which of the following values is most directly highlighted in the excerpts?
   
   A. Competition  
   B. Collective rights  
   C. Political equality  
   D. Individual accountability  

7. At the time, the actions of the women in Excerpt II would have generally been regarded as
   
   A. conservative  
   B. reactionary  
   C. moderate  
   D. radical  

8. For which of the following research questions would the excerpts be used most effectively as a resource?
   
   A. How have minority rights been protected?  
   B. How has the suffragette movement altered democratic practices?  
   C. How has industrialization influenced the development of liberalism?  
   D. How have liberal democracies reacted to undemocratic political movements?  

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

9. According to details in the map, in which of the following continents does the distribution of wealth most directly reflect collectivist values?
   
   A. Asia  
   B. Africa  
   C. Europe  
   D. North America  

10. The countries shown on the map with less than 36 on the Gini Index most likely share which of the following characteristics?
    
    A. Laissez-faire capitalism  
    B. Extensive social programs  
    C. Authoritarian government  
    D. High rates of military spending
11. To determine the standard of living in each country, which of the following additional pieces of data would be most helpful?

A. Average level of literacy
B. Average annual income
C. Inflation rate
D. Interest rates

Use the two sources on page 10 of the Sources section to answer questions 12 to 14.

12. One conclusion that can be drawn from information provided in both sources is that “Jim Crow” laws were

A. applied throughout the United States
B. promoted to ensure equal employment opportunities
C. designed to preserve social divisions along racial lines
D. designed to eliminate obvious acts of racial discrimination

13. At the conclusion of Source II, the speaker implies that one reason racial discrimination occurred in the early 20th-century United States was that it was

A. accepted as part of the social structure
B. of benefit to people of all ethnic origins
C. accepted under American constitutional law
D. of benefit to powerful American political leaders

14. Which of the following statements accurately characterizes the relevance of these sources for someone researching the topic of racial segregation in the United States?

A. Both sources provide first-person accounts of living in a state where racial segregation was accepted by many.
B. Both sources provide statistical information on the economic consequences of racial segregation in the United States.
C. The speaker in Source I criticizes racial segregation, whereas the speaker in Source II defends the need for racial segregation.
D. The speaker in Source I criticizes racial segregation because it is immoral, whereas the speaker in Source II criticizes racial segregation because it is unenforceable.
Use the illustration on the top of page 11 of the Sources section to answer questions 15 and 16.

15. Taken together, the messages on the placards **most clearly** reflect the beliefs of

   A. Karl Marx  
   B. John Locke  
   C. Adolf Hitler  
   D. John Stuart Mill

16. In the context of the other placards, which of the following messages would **most appropriately** replace the question mark in the illustration?

   A. “Profits at all Costs!”  
   B. “Preserve Private Property Rights!”  
   C. “Vote Today to Ensure Political Equality!”  
   D. “Together We Can Create a Classless Society!”

Use the excerpt on the bottom of page 11 of the Sources section to answer questions 17 to 19.

17. In context, which of the following statements from the excerpt **most directly** indicates that the people of the Iroquois Confederacy had both civil liberties and civic duties?

   A. “justice through the balancing of rights and obligations”  
   B. “maintaining a sound mind in a sound body”  
   C. “peace among individuals and between groups”  
   D. “Law and order remained the internal concern of each tribe”

18. For which of the following research questions could the information in the excerpt be **most directly** used?

   A. What process was used to select the leadership of each clan in the Confederacy?  
   B. What consequences were given to persons who violated Confederacy laws?  
   C. How frequently did clan chiefs assemble to discuss shared issues?  
   D. How did member nations of the Confederacy resolve issues?
19. How would a supporter of a dictatorship most likely respond to the Iroquois Confederacy’s decision-making processes as described in the excerpt?

A. With disapproval, because achieving consensus is irrelevant
B. With approval, because discussions were carried out in an orderly manner
C. With disapproval, because the chairman was always a person representing one particular nation
D. With approval, because each nation could make its own rules on issues where agreement could not be reached

Use the quotation on the top of page 12 of the Sources section to answer questions 20 and 21.

20. Which of the following actions most clearly reflects the values of the writer?

A. A radical political party is outlawed after it threatens a member of Parliament.
B. A human-rights commission is established to investigate allegations of discrimination.
C. A British House of Commons committee recommends a national curfew on teenagers to curb anti-social and violent behaviour.
D. The American government enacts the USA PATRIOT Act to allow federal officials to prevent suspected terrorists from boarding aircraft.

21. Which of the following characteristics of democracies is most clearly represented by the idea presented in the quotation?

A. Secret ballot
B. Majority rule
C. Citizen equality
D. Representation by population
Use the two graphs on the bottom of page 12 of the Sources section to answer questions 22 and 23.

22. The increased support for the Nazis illustrated in Graph II most likely came from voters who previously supported the

A. Communists and Social Democrats
B. Social Democrats and the Centrist Parties
C. Communists, the Nationalist Party, and the People’s Party
D. Centrist Parties, the Nationalist Party, and the People’s Party

23. The two graphs indicate that between the two elections, the German electorate began to

A. participate in the electoral process in increasing numbers
B. reduce its support for moderate parties
C. lose interest in the electoral process
D. abandon the more extremist parties

Use the four diary entries on page 13 of the Sources section to answer questions 24 to 28.

24. A supporter of the ideas of Adam Smith would most likely view the events described in Diary Entry II as

A. an example of media manipulation
B. an expected result of class struggle
C. a natural function of the business cycle
D. a condition necessary to create a unified state

25. Diary Entry IV provides opposing views on the extent to which

A. taxation rates set by the government should reflect income level
B. the common good should be ensured through government intervention
C. key industries should be nationalized to maintain low costs for consumers
D. businesses should be exempt from paying employment-insurance premiums
26. Which of the four diary entries refers to an example of citizen political participation?
   A. Diary Entry I
   B. Diary Entry II
   C. Diary Entry III
   D. Diary Entry IV

27. Which of the following statements provides an example of collectivism?
   A. “Our hard work and willingness to take a few risks have provided us with a very comfortable lifestyle” (Diary Entry I)
   B. “The bank has taken our house and our car” (Diary Entry II)
   C. “farmers are receiving little for their crops and are being forced off their land” (Diary Entry III)
   D. “Our new president introduced job-creation and social-assistance programs” (Diary Entry IV)

28. Taken together, the diary entries suggest that capitalism
   A. provides for greater efficiency of resource management
   B. increases the opportunity for economic equality
   C. results in economic instability
   D. allows for individual security
Use the two sources on page 14 of the Sources section to answer questions 29 to 32.

29. Which of the following statements from Source I most clearly illustrates the socialist aspect of the Black Panther Party platform?

   A. “openly displayed loaded shotguns”
   B. “a free children’s breakfast program”
   C. “aggressive public image”
   D. “violent tactics used against police”

30. J. Edgar Hoover’s declaration in Source I demonstrates that the tactics used by the Black Panthers were considered by the government to be most similar to

   A. methods used by the labour movement to gain benefits for members
   B. the struggle of suffragettes to gain equal rights for women
   C. the adoption of ultranationalistic practices
   D. terrorist activities by extremist groups

31. A supporter of the values of modern liberalism would view the actions of the protesters in Source II as evidence that citizens

   A. control the media by staging sensational acts of aggression
   B. have been given too much influence over judicial decisions
   C. are free to publicly express their opposition to government actions
   D. take advantage of the government’s relaxed policies toward civil disobedience

32. Taken together, both sources most clearly demonstrate that some citizens in a democracy

   A. willingly use violence to overthrow the government
   B. voluntarily submit to the authority granted to an elected government
   C. challenge the power of the government in order to promote egalitarianism
   D. conform to the ideological views supported by the majority of the population
Use the opinion on the top of page 15 of the Sources section to answer questions 33 and 34.

33. A supporter of classical liberalism would most likely respond to the speaker’s opinion with
   A. agreement, because protection of the environment is more important than the pursuit of wealth
   B. disagreement, because resources should be owned and developed by the government to gain revenue
   C. disagreement, because individuals should be free to maximize their profits from resource development
   D. agreement, because the government has the responsibility to protect domestic industry from foreign competition

34. Which of the following actions would the speaker most strongly support?
   A. Introducing legislation to limit economic development in the Canadian Arctic
   B. Promoting the Canadian Arctic to foreign companies to stimulate business growth
   C. Reducing the taxes that resource companies must pay to do business in the Canadian Arctic
   D. Encouraging members of Canadian Arctic communities to relocate to areas where traditional economic practices can continue

Use the newspaper headlines on the bottom of page 15 of the Sources section to answer questions 35 to 37.

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

   A. liberalism
   B. collectivism
   C. conservatism
   D. individualism

37. Using the information in both newspaper headlines, which of the following questions could most effectively be researched?

   A. Should governments intervene in health-care issues?
   B. Should individuals be able to refuse medical treatment?
   C. Should governments provide publicly funded health care?
   D. Should individuals purchase private health-care coverage?

Use the list on the top of page 16 of the Sources section to answer questions 38 and 39.

38. Which of the following groups would most likely be concerned with achieving the goals on the list?

   A. Trade unionists
   B. Free-trade activists
   C. Free-market advocates
   D. Communist revolutionaries

39. To a supporter of laissez-faire capitalism, the goals listed would be considered

   A. undesirable, because an ideal collectivist society will ensure that everyone’s needs are met
   B. desirable, because without the achievement of these goals workers would be abused
   C. desirable, because an economic collapse would be devastating to the working class
   D. undesirable, because achievement of the goals would restrict business profits
40. This student is criticizing an economic idea that is associated with a

A. fascist system  
B. capitalist system  
C. communist system  
D. laissez-faire system

41. Which of the following statements summarizes the position of the student?

A. An economic system should encourage individual initiative.  
B. Governments should tightly regulate the economy so that workers receive fair wages.  
C. An economic system should encourage collectivism in order to achieve what is best for most workers.  
D. Governments should work closely with businesses and labour unions to increase the average standard of living.

42. Supporters of socialism would **most likely** use this cartoon as evidence to argue that capitalistic policies

A. prevent individuals from seeking personal goals  
B. maintain a minimum standard of living for citizens  
C. encourage economic growth and innovation in society  
D. increase economic disparity between high-income earners and the rest of society

43. From the perspective of a democratic socialist, the solution to the situation depicted in the cartoon would be to

A. redistribute wealth  
B. privatize major industries  
C. attract foreign investors and businesses  
D. reduce the role of government in economic decision making
Use the diagram on the bottom of page 17 of the Sources section to answer question 44.

44. Which of the following titles is appropriate for this diagram?

A. “Public Attitudes Encouraged by Leaders of Dictatorial States”
B. “Threats to the Effective Functioning of a Democratic State”
C. “Historic Origins of Canada’s Parliamentary Democracy”
D. “Political Life in Germany Under Hitler’s Dictatorship”

Use the two sources on page 18 of the Sources section to answer questions 45 to 48.

45. Source I depicts American efforts in the late 1960s to

A. assist people suffering from a natural disaster
B. support a rebellion fighting for human rights
C. contain the spread of communist ideology
D. eliminate a fascist government

46. Source II implies that American involvement in Vietnam in the mid-1990s was primarily motivated by

A. obligations to support corporations facing external threats
B. obligations under international-trade agreements
C. a desire to support the spread of democracy
D. a desire to benefit economically

47. A message most directly suggested by Source II is that

A. large corporations are imposing a higher standard of living on developing countries
B. refugees from war-torn countries find it difficult to adapt to life in the United States
C. global peace is promoted through cooperation between big business and government
D. powerful countries can exploit less powerful countries by means other than military action

48. Which of the following titles is the most appropriate for the two sources?

A. “Global Trends: From Ideological Confrontation to Economic Liberalization”
B. “International Interaction: From Détente to Armed Intervention”
C. “International Interaction: From Isolationism to Brinkmanship”
D. “Global Trends: From Imperialism to Environmentalism”
Questions 49 to 60 do not require the use of the Sources section.

49. In the context of modern-day Canada, which of the following situations would most likely be considered a demonstration of extremism?

A. A special-interest group publicly threatens to harm high-profile politicians.
B. A political party wins all the seats in a provincial legislature despite winning only 63 percent of the popular vote.
C. A provincial official Opposition leader is suspended from the legislature for a day for accusing the premier of being a liar.
D. A national lobby group launches a series of advertisements harshly critical of the federal government’s health-care policies.

50. An environmentalist would most likely support which of the following government actions?

A. Subsidizing companies installing solar-electric panels
B. Increasing spending to improve highway road surfaces
C. Reducing business taxes charged to oil-exploration companies
D. Removing limitations placed upon weekly household-garbage disposal

51. Many Canadians who consider themselves active, responsible global citizens have pressured their government to discontinue trading with China because

A. Canada has historically refused to trade with communist countries
B. Canada imports more from China than China imports from Canada
C. the Chinese government has shown limited respect for human rights
D. the Chinese government has not repaid loans from the Canadian government

52. From the perspective of the American government, the main reason that the Soviet Union became closely allied with Cuba in the early 1960s was to

A. improve relations with Western countries
B. prevent Cuba from suffering financial collapse
C. gain a strategic position in the Western Hemisphere
D. ensure that the Cuban government held democratic elections
53. Which of the following events in Canadian history demonstrates most directly that, even in a democracy, there are times when authoritarian methods are used?

   A. In 1918, most women over the age of 21 received the right to vote in federal elections.
   B. In 1970, the War Measures Act limited civil liberties, and gave the army and police increased powers in response to terrorism during the October Crisis.
   C. In 1982, the Canadian Charter of Rights and Freedoms was adopted by the federal government to guarantee rights and freedoms.
   D. In 1988, the Canadian government apologized to Japanese-Canadians for prior mistreatment.

54. Which of the following actions challenges the economic ideals of classical liberalism?

   A. Reducing taxes on businesses
   B. Expanding free-trade agreements
   C. Privatizing telecommunications corporations
   D. Imposing environmental regulations on industry

55. Which of the following pairs of approaches to political decision making most strongly reflects the will of the people?

   A. Consensus decision making and representative democracy
   B. Consensus decision making and direct democracy
   C. Authoritarianism and representative democracy
   D. Authoritarianism and direct democracy

56. Which of the following actions is an example of political participation?

   A. Donating money to a private charity
   B. Volunteering at a local homeless shelter
   C. Canvassing door-to-door for a medical cause
   D. Collecting signatures to petition against a proposed bylaw

57. In Canada, a person who favours individualism over collectivism would most likely

   A. favour a policy of deregulation
   B. support the expansion of social programs
   C. advocate the nationalization of key industries
   D. encourage increased government involvement in the economy
58. Production and distribution decisions in the Soviet Union were made primarily by
   A. government officials
   B. state factory workers
   C. individual consumers
   D. collective work groups

59. Which of the following actions is considered a violation of the Canadian Charter of Rights and Freedoms?
   A. A religious group organizes a demonstration outside the Parliament buildings.
   B. A radical political party delivers promotional material through a mass mail-out.
   C. An individual is prevented from boarding an international flight based on ethnicity.
   D. An individual suspected of committing a crime is taken into custody for questioning by the police.

60. In order to accomplish their goals, all political organizations must have
   A. an independent court system
   B. a freely elected head of state
   C. media free from government influence
   D. an established process for decision making