



# Social Studies 11

## 2005 Examination Specifications

Assessment Department

In June of 2005, students enrolled in Social Studies 11 will be required to write an examination. Teachers may use the results of the 2005 exam as part of their classroom grade.

Beginning in January 2006, the Social Studies 11 Provincial Examination will become a mandated part of a student's graduation requirements. The provincial examination will represent 20% of the student's final letter grade and the classroom marks will represent 80%.

The *Table of Specifications* shows teachers and students how the Social Studies 11 curriculum will be tested on provincial examinations. The Table of Specifications provides percentage weightings for each of the curriculum organizers and the relative weighting of each cognitive level.

It is expected that there will be a difference between school marks and provincial examination marks for individual students. Some students perform better on classroom tests and others on provincial examinations. School assessment measures performance on all curricular outcomes, whereas provincial examinations may only evaluate performance on a sample of these outcomes.

Electronic devices, including dictionaries and pagers, are **not** permitted in the examination room.

*Cognitive Levels* provide a description of what each cognitive level means.

*Curriculum Connections* provide a list of the examined Prescribed Learning Outcomes. The following Prescribed Learning Outcomes have been elaborated upon to describe how they apply to the examination.

C1	C2	D1	F1	F3	G3	H2	I4	J1	J4
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A *Sample Examination* (not yet available) shows the format of an examination and the balance of questions across the curriculum organizers.

A *Command Term List* is provided to help students read, analyze and respond to open-ended or short-answer questions more effectively.

The *Written-Response Scoring Criteria*, not yet available, explains how students will be marked on the Essay Question.

# SOCIAL STUDIES 11

## TABLE OF SPECIFICATIONS FOR THE PROVINCIAL EXAMINATION

TOPICS	COGNITIVE LEVEL			TOTAL %
	Knowledge	Understanding and Application	Higher Mental Processes	
<b>1. Skills and Processes</b>	<—————>			*
<b>2. Geography</b>	<———— 31 ———>			31
<b>3. History</b>	<———— 45 ———>			45
<b>4. Government</b>	<———— 24 ———>			24
<b>TOTAL PERCENT</b>	32	41	27	100

The values in this table are approximate. The weighting of each topic reflects the percentages represented by the PLOs in the *Social Studies 11 Integrated Resource Package, 1997*.

\* Topic 1, Skills and Processes, applies equally to Topic 2 to 4 and, therefore, will be examined within the parameters of these three organizers.

The time allowed for the provincial examination is **two hours**. *Students may, however, take up to 30 minutes of additional time to finish.*

### Examination Configuration:

Matching Questions	up to 15% of the examination
True-and-False Questions	up to 15% of the examination
Multiple-Choice Questions	up to 55% of the examination
Written-Response Questions	27% of the examination

### ACKNOWLEDGEMENT

**The Assessment Department wishes to acknowledge the contribution of British Columbia teachers in the preparation and review of this document.**

# SOCIAL STUDIES 11

## DESCRIPTION OF THE PROVINCIAL EXAMINATION

The Social Studies 11 examination will include key processes/concepts, figures, and events within **the time period extending from 1914 to the year 2000**. Relevant data will be provided for questions testing topics of a current nature.

The provincial examination is divided into **two** parts:

**PART A: Selected-Response** questions worth 73% of the examination (**66 marks**).

The question types will include multiple-choice questions, true-and- false questions, and matching questions.

**PART B: Written-Response** questions worth 27% of the examination (**24 marks**).

Students will be required to answer two multi-paragraph written-response questions worth 12 marks each. Each question will draw on one of the following themes:

- Autonomy
- Economic cycles
- International involvement
- System of government
- Social issues
- Environmental issues

For a more detailed description of the themes, please refer to page 4 of this document.

# SOCIAL STUDIES 11

## DESCRIPTION OF THE FOUR TOPIC AREAS

### 1. SKILLS AND PROCESSES

The prescribed learning outcomes (PLOs) in Skills and Processes emphasize the skills and processes required for the critical study of Social Studies 11. The PLOs are interconnected rather than discrete and are examined through integration with other content.

### 2. GEOGRAPHY

This topic deals with economic and environmental issues such as economic activity, developed and developing nations, standards of living, demography, urban growth, resource issues, sustainable development and key environmental issues facing the global society.

### 3. HISTORY

This topic deals with social, cultural, political and economic issues in the evolutionary development of Canada from 1914–2000. World War One, the 1920s and 1930s, World War Two, and post-war Canada from both a domestic and international perspective are included under this topic.

### 4. GOVERNMENT

This topic deals with political and legal issues related to the structure and function of Canada's three levels of government, political parties and their ideologies, and the political process. The Canadian Constitution, the *Charter of Rights and Freedoms*, federal, provincial and municipal law, human rights legislation and the implications of the *Indian Act* are included under this topic.

# **SOCIAL STUDIES 11**

## **DESCRIPTION OF THE THEMES**

The following themes relate only to the written-response section of the examination.

### **1. AUTONOMY**

This theme will include issues related to Canada's evolution as a nation from 1914 to the beginning of the 21<sup>st</sup> century. Events which allowed Canada to move away from the governance of Great Britain towards gaining an international reputation for being a middle power will be included in this theme.

### **2. ECONOMIC CYCLES**

This theme explores the significant economic events that have led to fluctuations in Canada's economy during times of rapid expansion and major economic downturns before and after both world wars.

### **3. INTERNATIONAL INVOLVEMENT**

This theme focuses on the contribution Canada has made with respect to participation in world conflicts, peacekeeping and global development.

### **4. SYSTEM OF GOVERNMENT**

This theme investigates Canada's political system and how it works. Significant current events pertaining to Canada's government structure and procedures may be included. Data will be provided in these circumstances.

### **5. SOCIAL ISSUES**

This theme deals with issues, either historic or contemporary, that involve the well-being of humankind. These issues may relate to government policy, a shift in public opinion, or an evolution of legal thought. Social issues may concern matters from a national or international perspective.

### **6. ENVIRONMENTAL ISSUES**

This theme focuses on a wide range of social and physical issues within the realm of geography. An understanding of key environmental issues facing Canada and the world, with reference to the impact humans have on their physical environment, will be included.

# SOCIAL STUDIES 11

## COGNITIVE LEVELS FOR THE PROVINCIAL EXAMINATION

*The following three cognitive levels are based on a modified version of Bloom's taxonomy (**Taxonomy of Educational Objectives**, Bloom et al., 1956). Bloom's taxonomy describes six cognitive categories: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. For ease of classification, the six cognitive categories have been collapsed into three.*

### **KNOWLEDGE**

*Knowledge* is defined as including those behaviours and test situations that emphasize the remembering, by either recognition or recall, of ideas, material, or phenomena. Incorporated at this level is knowledge of terminology, specific facts (dates, events, persons, etc.), conventions, classifications and categories, criteria, methods of inquiry, principles and generalizations, and theories and structures.

Reading for literal meaning will be classified as knowledge. Skills included in literal comprehension are finding the main idea, recognizing details, recognizing sequence, recognizing comparisons, recognizing cause-and-effect relationships, and recognizing character traits.

### **UNDERSTANDING AND APPLICATION**

*Understanding* refers to responses that represent a comprehension of the literal message contained in a communication. This means that the student is able to translate, interpret, or extrapolate. Translation refers to the ability to put a communication into another language. Interpretation involves the reordering of ideas (inferences, generalizations, or summaries). Extrapolation includes estimating or predicting based on an understanding of trends or tendencies.

*Application* requires the student to apply an appropriate abstraction (theory, principle, idea, method) to a new situation.

Inferential comprehension skills in reading include inferring an author's purpose, inferring cause-and-effect relationships, inferring comparisons, inferring character traits, and forming conclusions.

### **HIGHER MENTAL PROCESSES**

Included at this thought level are the processes of analysis, synthesis, and evaluation.

*Analysis* involves the ability to recognize unstated assumptions, to distinguish facts from hypotheses, to distinguish conclusions from statements that support them, to recognize which facts or assumptions are essential to a main thesis or to the argument in support of that thesis, and to distinguish cause-and-effect relationships from other sequential relationships.

*Synthesis* involves the production of a unique communication, the ability to propose ways of testing hypotheses, the ability to design an experiment, the ability to formulate and modify hypotheses, and the ability to make generalizations.

*Evaluation* is defined as the making of judgments about the value of ideas, solutions, and methods. It involves the use of criteria as well as standards for appraising the extent to which details are accurate, effective, economical, or satisfying. Evaluation involves the ability to apply given criteria to judgments of work done, to indicate logical fallacies in arguments, and to compare major theories and generalizations.

Questions at the *higher-mental-processes* level subsume *knowledge* and *understanding and application* levels.

**SOCIAL STUDIES 11**  
**CURRICULUM CONNECTIONS**

Shaded text indicates that the Prescribed Learning Outcomes will not be assessed on the Social Studies 11 Provincial Examination. It is expected that these PLOs will be assessed in the classroom.

**PRESCRIBED LEARNING OUTCOMES**

<b>A SKILLS AND PROCESSES I</b>	<p><i>It is expected that students will:</i></p> <p>A1 – identify and use approaches from the social sciences and humanities to examine Canada and the world</p> <p>A2 – communicate effectively in written and spoken language or other forms of expression, as appropriate to the social sciences</p> <p>A3 – demonstrate the ability to think critically, including the ability to:</p> <ul style="list-style-type: none"><li>a) define an issue or problem</li><li>b) develop hypotheses and supporting arguments</li></ul> <p>A4 – gather relevant information from appropriate sources</p> <p>A5 – assess the reliability, currency, and objectivity of evidence</p> <p>A6 – develop and express appropriate responses to issues or problems</p> <p>A7 – reassess their responses to issues on the basis of new information</p> <p>A8 – assess the influence of mass media on public opinion</p> <p>A9 – develop, express, and defend a position on an issue, and explain how to put the ideas into action</p>
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## PRESCRIBED LEARNING OUTCOMES

### B SKILLS AND PROCESSES II

*It is expected that students will:*

- B1 – demonstrate skills associated with active citizenship, including the ability to:
  - a) collaborate and consult with others
  - b) respect and promote respect for the contributions of other team members
  - c) interact confidently
- B2 – assess the role of values, ethics, and beliefs in decision making
- B3 – demonstrate appropriate research skills, including the ability to:
  - a) develop pertinent questions about a topic, an issue, or a situation
  - b) collect original data
  - c) use a range of research tools and resources
  - d) compile and document task-specific information from a wide variety of print and electronic sources
  - e) present and interpret data in graphic form
  - f) evaluate and interpret data for accuracy, reliability, bias, and point of view
  - g) understand the nature of and appropriate uses for primary and secondary sources
- B4 – recognize connections between events and their causes, consequences, and implications
- B5 – demonstrate mapping skills, including the ability to organize and synthesize various types of mapping data
- B6 – demonstrate awareness of current geographical technology
- B7 – demonstrate awareness of the value of social studies education in their daily lives and careers



## PRESCRIBED LEARNING OUTCOMES

<p>C SOCIAL ISSUES I</p>	<p><i>It is expected that students will:</i></p> <p>C1 – identify elements that contribute to the regional, cultural, and ethnic diversity of Canadian society</p> <ul style="list-style-type: none"> <li>• Immigration</li> <li>• Role of women</li> <li>• Minorities</li> <li>• French/English relations</li> <li>• Canada/U.S.A. relations</li> <li>• Aboriginal issues</li> <li>• Rural/urban issues</li> </ul> <p>C2 – identify major Canadian social policies and programs and their impact on Canadian society</p> <ul style="list-style-type: none"> <li>• Evolution of a Welfare State</li> <li>• Bilingualism and multiculturalism</li> <li>• Treatment of minorities</li> </ul> <p>C3 – describe the role of women in the development of Canadian society</p>
<p>D SOCIAL ISSUES II</p>	<p><i>It is expected that students will:</i></p> <p>D1 – compare and contrast forces that have united and divided Canadians during the 20<sup>th</sup> century, including Quebec separatism</p> <ul style="list-style-type: none"> <li>• Conscription</li> <li>• Immigration</li> <li>• Labour issues</li> <li>• Aboriginal issues</li> <li>• Regional issues</li> <li>• International conflicts</li> </ul> <p>D2 – devise and defend a personal definition of what it means to be Canadian</p> <p>D3 – recognize the importance of both individual and collective action in responsible global citizenship</p> <p>D4 – identify and assess social issues facing Canadians</p>

## PRESCRIBED LEARNING OUTCOMES

<p>E CULTURAL ISSUES</p>	<p><i>It is expected that students will:</i></p> <p>E1 – describe the history and contributions of Canada’s French and English cultures in shaping Canadian identity</p> <p>E2 – describe the role of Canada’s First Nations peoples in shaping Canadian identity</p> <p>E3 – describe the role of cultural pluralism in shaping Canadian identity</p> <p>E4 – identify the contributions of the arts in reflecting and shaping Canadian identity</p> <p>E5 – identify and assess cultural issues facing Canadians</p>
<p>F POLITICAL ISSUES I</p>	<p><i>It is expected that students will:</i></p> <p>F1 – describe Canada’s evolution as an independent nation</p> <ul style="list-style-type: none"> <li>• International conflicts and agreements</li> <li>• Domestic conflicts and agreements</li> </ul> <p>F2 – identify the structure and operation of Canada’s federal, provincial, and municipal governments</p> <p>F3 – explain Canada’s political system and contrast it with other political systems</p> <ul style="list-style-type: none"> <li>• Political ideologies</li> <li>• Electoral system</li> </ul> <p>F4 – demonstrate understanding of the history and present status of Aboriginal land claims and self-government in Canada</p>
<p>G POLITICAL ISSUES II</p>	<p><i>It is expected that students will:</i></p> <p>G1 – explain how political spheres of influence have changed throughout the world during the 20<sup>th</sup> century</p> <p>G2 – describe Canada’s role in international conflicts, including World War I and World War II, and assess the impact on Canada</p> <p>G3 – describe and assess Canada’s participation in world affairs</p> <ul style="list-style-type: none"> <li>• Role in the developing nations</li> <li>• International organizations</li> <li>• Peacekeeping</li> </ul> <p>G4 – identify and assess political issues facing Canadians</p>

## PRESCRIBED LEARNING OUTCOMES

<p><b>H LEGAL ISSUES</b></p>	<p><i>It is expected that students will:</i></p> <p>H1 – identify the major provisions of the Canadian Constitution, the Canadian <i>Charter of Rights and Freedoms</i>, and human rights legislation</p> <p>H2 – describe the fundamental principles of the Canadian federal and provincial legal systems, including the rule of law</p> <ul style="list-style-type: none"> <li>• Criminal/civil law</li> <li>• Levels of courts</li> </ul> <p>H3 – demonstrate awareness of how to access the various levels of government in Canada</p> <p>H4 – demonstrate awareness of the provisions of the <i>Indian Act</i> and its impact on the citizenship of Aboriginal Canadians</p> <p>H5 – identify and assess critical legal issues facing Canadians</p>
<p><b>I ECONOMIC ISSUES</b></p>	<p><i>It is expected that students will:</i></p> <p>I1 – describe the stages of economic activity, including the acquisition of resources, production and distribution, the exchange of goods and services, and consumption</p> <p>I2 – describe economic cycles in Canada and the world, including the Great Depression</p> <p>I3 – demonstrate awareness of disparities in the distribution of wealth in Canada and the world</p> <p>I4 – assess implications of industrial and technological development for societies and cultures</p> <ul style="list-style-type: none"> <li>• Globalization</li> <li>• Modernization of industry</li> <li>• Technological changes in warfare</li> <li>• Information Age</li> </ul> <p>I5 – identify and assess economic issues facing Canadians</p>

## PRESCRIBED LEARNING OUTCOMES

### J ENVIRONMENTAL ISSUES

*It is expected that students will:*

J1 – explain the environmental impact of economic activity, population growth, urbanization, and standard of living

- Global threats to land, air and water

J2 – apply the following themes of geography to relevant issues:

a) location (a position on the earth's surface)

b) place (the physical and human characteristics that make a location unique)

c) movement (the varied patterns in the movement of life forms, ideas, and materials)

d) regions (basic units of study that define an area with certain human and physical characteristics)

e) human and physical interaction (the way humans depend on, adapt to, and modify the environment)

J3 – identify the geographical forces shaping Canada's position among nations

J4 – identify and assess environmental issues facing Canadians

- Acid precipitation
- Ozone depletion
- Global warming

## SOCIAL STUDIES 11

### COMMAND TERM LIST FOR WRITTEN-RESPONSE QUESTIONS

Successful results can be achieved by addressing the specifics of the question. Most questions contain a key-word or command term. The following list will help students to read, analyze, and respond to written-response questions more effectively.

AGREE OR DISAGREE	Support or refute a statement; give the positive <b>or</b> negative features; express an informed opinion one way or the other; list the advantages for <b>or</b> against.
ANALYZE	To divide a complex whole into its component parts. This process should involve not only breaking down the whole, but also showing the relationship between the various elements.
ASSESS THE DEGREE / TO WHAT EXTENT	Command words such as these strongly suggest to the student that two schools of thought exist about a given subject. These questions often involve weighing the relative merit of conflicting points of view; e.g., negative vs. positive, strong vs. weak, fundamental vs. immediate.
COMPARE / COMPARE AND CONTRAST	Give an estimate of the similarity and dissimilarity of one event or issue to another; give an estimate of the relationship between two things.
CONTRAST	Give an estimate of the difference between two things.
DEFINE	Give the meaning of a word or concept and provide a relevant context.
DESCRIBE	Give a detailed account of a situation.
DISCUSS	Present the various points of view as in a debate or argument. Points-of-view arising from the topic should be supported and/or challenged.
EVALUATE	Making a judgement which involves determining the value of a statement and/or assessing the relative significance of that idea.
EXPLAIN	Make plain or intelligible the relationship which is asked for; e.g., Explain the similarities between . . . , or Explain the differences between . . . .
GIVE THE SIGNIFICANCE OF	Present information which determines the importance of an event or issue. Quite often used to show causation.
IDENTIFY	Clearly establish the identity of something based on an understood set of considerations; recognize the unique qualities of something and state the criteria used to identify it. Often used in conjunction with EXPLAIN.
JUSTIFY	Defend or agree with a particular, predetermined point-of-view; give evidence, reasons, or examples.
LIST	Give a catalogue of names, ideas, or events which belong to a particular class of items.
OUTLINE	Give a description of only the main features; summarize the principal parts of a thing, idea, or event.

SUMMARIZE	Give an account of the main points. This implies a degree of evaluation as the student weighs the relative merit of the more important versus the more trivial.
SUPPORT / REFUTE	Give the points in favour of, or opposed to, a predetermined point of view or particular position. Also see AGREE / DISAGREE. While students should generally support or refute the given statement, their responses may include opposing points.