

Released Items

Social Studies 30–2



Diploma Examinations Program 2019

This document was written primarily for:

Students	✓
Teachers	✓ of Social Studies 30–2
Administrators	✓
Parents	
General Audience	
Others	

Alberta Education, Government of Alberta

2019–2020

Social Studies 30–2 Released Items

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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 questions and sources presented in this booklet are from Part B of the *January 2014 Social Studies 30–2 Diploma Examination*. 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.

For further information, contact

Patrick Roy, Social Studies 30–2 Examination Manager, at
780-422-4631

Patrick.Roy@gov.ab.ca, or

Karla Moldenhauer, Social Studies 30–2 Examiner, at
780-415-5807

Karla.Moldenhauer@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.

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://alberta.ca/school-authority-reports.aspx>
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 2019

Released Items Data

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

	% of Students Selecting Each Alternative				Item Description*	BC	SO
	A	B	C	D			
1	9.7	6.7	80.6	3.0	Evaluate a source to determine how government officials would most likely justify actions mentioned in the source.	ES	1.9
2	9.3	0.8	32.3	57.6	Analyze a reaction described in a source to determine what value the reaction emphasizes.	UA	1.8
3	10.3	8.4	69.7	11.6	Analyze a reaction described in a source to identify the idea the reaction demonstrates.	UA	4.5
4	60.1	12.9	3.5	23.4	Analyze an excerpt to determine the goal of First Nations delegates at an assembly.	UA	2.11
5	6.6	8.6	49.6	35.2	Synthesize information in an excerpt to determine the research question for which the information could best be used.	ES	3.7
6	12.2	13.8	13.9	60.1	Evaluate a cartoon to determine what characteristic of government policy the cartoonist is critical of.	ES	3.4
7	8.5	26.5	53.0	11.9	Evaluate a cartoon to determine what government action critics of the situation depicted in the cartoon would most likely demand.	ES	3.4

	% of Students Selecting Each Alternative				Item Description*	BC	SO
	A	B	C	D			
8	8.6	14.5	12.4	64.4	Analyze a source to determine how the American government of the 1970s would view the relationship depicted in the source.	UA	2.10
9	52.4	12.2	11.4	23.9	Evaluate a source to determine how the situation depicted in a source influenced superpower relations.	ES	2.10
10	2.2	20.8	2.1	74.8	Analyze four graphs to determine which country received the most Canadian foreign aid.	UA	3.8
11	60.3	11.1	18.1	10.5	Evaluate four graphs to determine how a laissez-faire economist would most likely view the government actions illustrated by the graphs.	ES	1.7
12	82.5	3.0	5.6	8.9	Analyze four graphs to determine what they suggest about the actions of CIDA.	UA	4.6
13	23.1	8.1	65.3	3.4	Evaluate an illustration to determine why a response to a referendum ballot question may be seen as undemocratic.	ES	3.3
14	72.7	6.4	5.5	15.4	Evaluate an illustration to determine what “NO” voters in a referendum prefer.	ES	3.3
15	7.5	35.5	10.8	46.2	Evaluate a source to determine how a supporter of liberalism would most likely view the anti-war protests described in the source.	ES	4.6
16	59.6	15.8	19.8	4.7	Evaluate a poster to determine a criticism of communist countries being made by the poster.	ES	3.5

	% of Students Selecting Each Alternative				Item Description*	BC	SO
	A	B	C	D			
17	6.3	63.7	20.9	9.0	Synthesize two sources to determine a generalization that is directly related to the two sources.	ES	2.8
18	11.1	56.6	26.8	5.4	Understand what individuals who demand a new society as quickly as possible are known as.	UA	1.4
19	30.3	11.4	12.0	46.2	Understand why fascist political leaders organize rallies.	UA	2.9
20	15.2	5.4	5.9	73.5	Analyze four citizen actions to determine which one would be considered inappropriate in a democracy.	UA	4.5
21	9.9	64.9	11.1	13.9	Analyze four citizen actions to determine which one is an example of civil disobedience.	UA	4.5
22	13.1	70.1	7.4	9.3	Understand the rationale behind the foreign policy of containment.	UA	2.10
23	7.6	6.6	13.6	72.1	Analyze four statements to determine with which one a collectivist would most likely agree.	UA	1.8

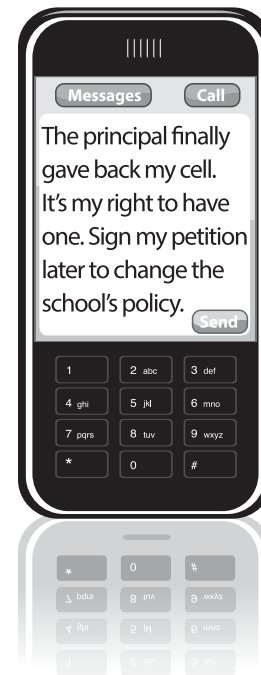
*These descriptions are exactly as they appeared in the jurisdiction, school, and instructional group reports for January 2014.

Social Studies 30–2 2019 Released Items—Sources

Questions 1 to 3 are based on the following source.

With the ever-increasing popularity of cellphones, many businesses and educational institutions have concerns about the inappropriate use of such telecommunications devices. Cellphone jammers, which render a cellphone useless, are considered to be one solution to problems associated with cellphone use. However, cellphone jammers are illegal in Canada—except for military, law enforcement, and other government agencies that ensure public safety and security. Under the Radiocommunication Act, an individual charged with using a cellphone jammer may face a fine of up to \$5 000 and/or a one-year jail sentence.

One high-school principal in British Columbia used a cellphone jammer to prevent students from text messaging and calling during class time, acts which violate the school’s cellphone policy. In protest, angry students refused to go to class and made the principal aware that cellphone jammers are illegal in Canada. The principal unplugged the jamming device and no charges were laid against him.



Questions 4 and 5 are based on the following excerpt.

The first general meeting of the Indian Association of Alberta bears special mention, for it was the first time in the history of the Indians¹ of the West that the Crees from so many different reserves marched into former enemy territory to unite with the southern tribes in a common cause. This convention was held at Camp Hector, west of Calgary, where 140 delegates attended the two-day conference. All reserves in Alberta were represented by delegates with the exception of the Blackfoot at Gleichen; these people joined the association at a later date. The conference got underway at 9 o'clock, June 29, 1945, and continued until midnight of the 30th.

All the proceedings of the conference were carried out under parliamentary procedure. No interpreters were called for, since the meeting was conducted in our common adopted language, the English tongue. Among the many resolutions presented was an unanimous request for complete revision of the Indian education system. Treaties had guaranteed educational facilities, but terribly inadequate support had been given financially, throwing most of the burden upon charitable-minded people.

—Joseph F. Dion

¹First Nations

Dion, Joseph F. *My Tribe the Crees*. Edited and introduced by Hugh A. Dempsey. Calgary: Glenbow Museum, 1979.

Questions 6 and 7 are based on the following cartoon.



Questions 8 and 9 are based on the following information.

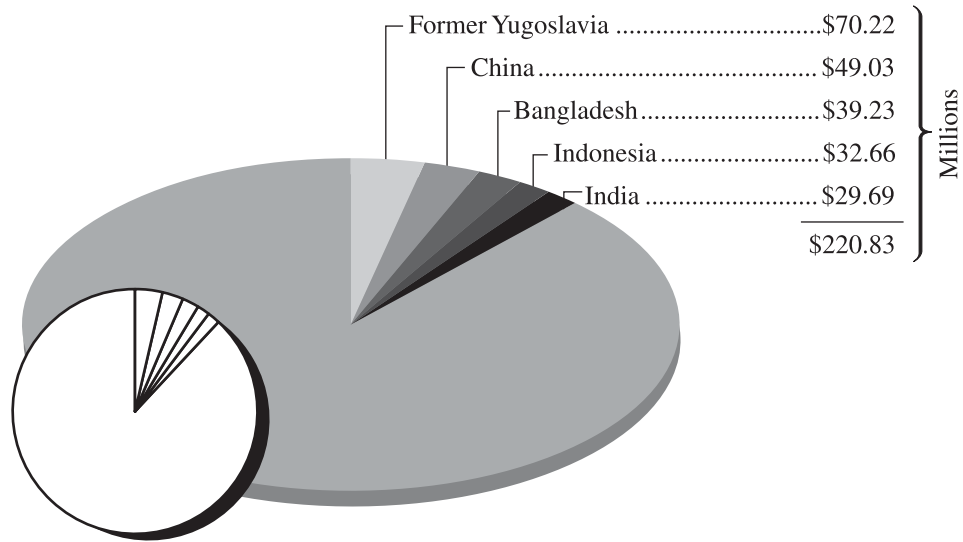


Cuban postage stamp showing Soviet leader Leonid Brezhnev with Cuban President Fidel Castro.

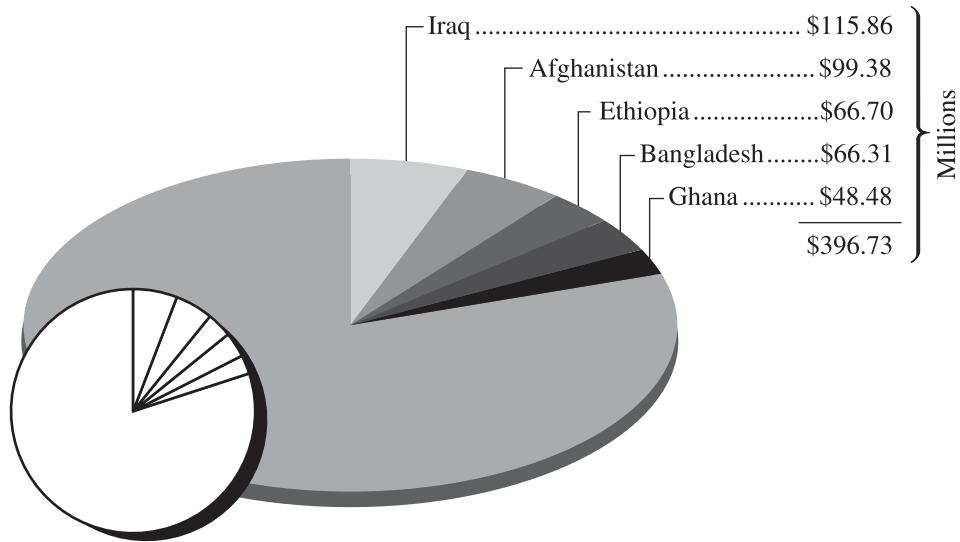
Questions 10 to 12 are based on the following four graphs.

Top Five Recipients of Direct Bilateral Foreign Aid from the Canadian International Development Agency (CIDA)

2000–2001 Total: \$1 821.40 Million



2003–2004 Total: \$1 969.86 Million

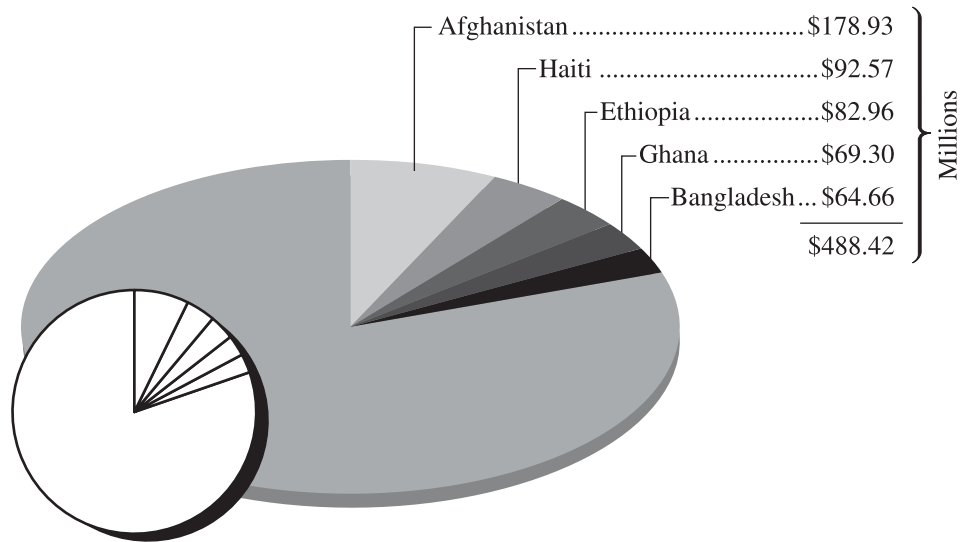


a. Data from Canadian International Development Agency. "Table M: Total Net Disbursements by Country for 2000–01." In *Statistical Report on Official Development Assistance, Fiscal Year 2000–2001*. February 2002. [www.acdi-cida.gc.ca/INET/IMAGES.NSF/vLUIImages/stats/\\$file/STATrep02.pdf](http://www.acdi-cida.gc.ca/INET/IMAGES.NSF/vLUIImages/stats/$file/STATrep02.pdf).

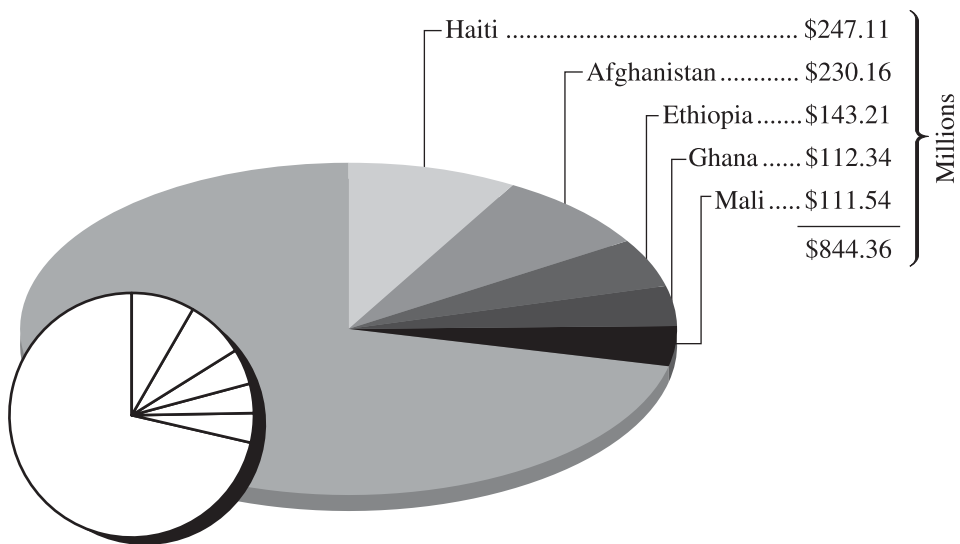
b. Data from Canadian International Development Agency. "Table M: Total Net Disbursements by Country for 2003–04." In *Statistical Report on Official Development Assistance, Fiscal Year 2003–2004*. March 2005. [www.acdi-cida.gc.ca/INET/IMAGES.NSF/vLUIImages/stats/\\$file/Stat_rep_03-04.pdf](http://www.acdi-cida.gc.ca/INET/IMAGES.NSF/vLUIImages/stats/$file/Stat_rep_03-04.pdf).

Top Five Recipients of Direct Bilateral Foreign Aid from the Canadian International Development Agency (CIDA)

2006–2007 Total: \$2 431.97 Million



2009–2010 Total: \$2 938.84 Million



c. Data from Canadian International Development Agency. “Table D-4: Canada’s Bilateral Aid by Recipient, 2006–2007.” In *Canada’s Statistical Report on International Assistance, Fiscal Year 2006–2007*. Gatineau: Canadian International Development Agency, 2009.
[www.acdi-cida.gc.ca/INET/IMAGES.NSF/vLUIImages/stats/\\$file/CIDA_STATS_REPORT_ON_ODA%202006-07-E.pdf](http://www.acdi-cida.gc.ca/INET/IMAGES.NSF/vLUIImages/stats/$file/CIDA_STATS_REPORT_ON_ODA%202006-07-E.pdf).

d. Data from Canadian International Development Agency. “Table D2: Bilateral International Assistance.” In *Statistical Report on International Assistance, Fiscal Year 2009–2010*. Gatineau: Canadian International Development Agency, 2011.
[www.acdi-cida.gc.ca/INET/IMAGES.NSF/vLUIImages/stats/\\$file/Statistical-Report-2009-2010-eng.pdf](http://www.acdi-cida.gc.ca/INET/IMAGES.NSF/vLUIImages/stats/$file/Statistical-Report-2009-2010-eng.pdf).

Questions 13 and 14 are based on the following illustration.



Questions 15 to 17 are based on the following two sources.

Source I

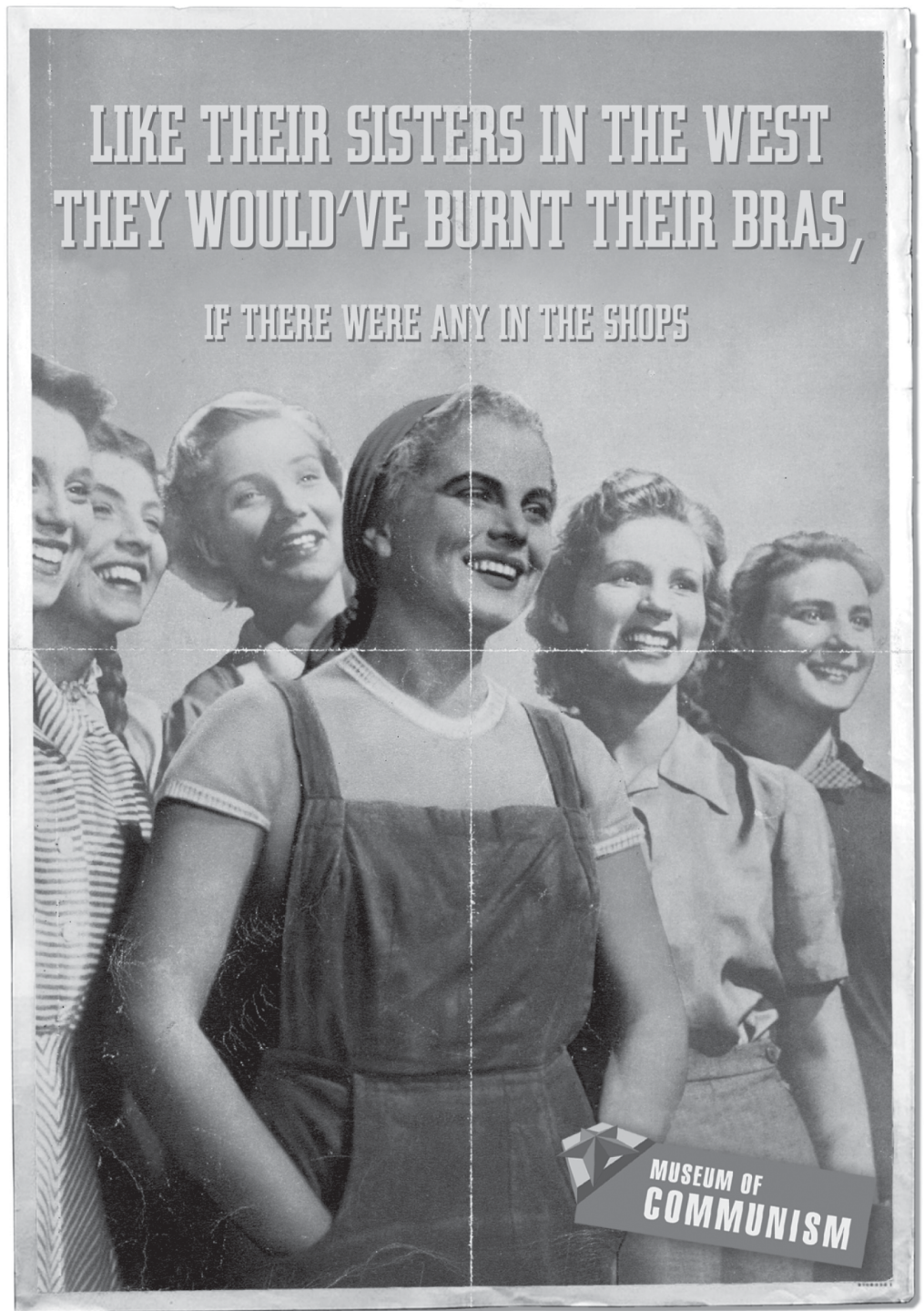
The 1960s in the United States was a decade when the right to free speech was embraced by individuals or groups wanting change. Two such movements involved the anti-war protesters who spoke out against the American presence in Vietnam, and the Women's Liberation Movement, which sought equal rights for women in society.

Opposition to American involvement in Vietnam spread amongst college and university activists who felt that the United States had no right to be involved in the affairs of Vietnam. They felt this way despite the government's fear that the communist ideological practices of North Vietnam could spread to include South Vietnam. It became popular for young men who were drafted into the armed forces to burn their draft cards as a protest, despite the jail time or fines that accompanied such an action.

At the same time, feminist viewpoints were given new life through the Women's Liberation Movement by staged protests addressing issues of gender inequality and discrimination against women. In one such demonstration, women protested against the Miss America beauty pageant by throwing their bras, high-heeled shoes, false eyelashes and other items thought to be "instruments of torture" into a trash can. Journalists at the time compared this action to that of men burning their draft cards, and although no bra-burning was ever publicly reported, an urban legend was born.

Source II

The following poster is a satirical version of a Soviet propaganda poster.



Questions 18 to 23 do not require the use of the Sources section.

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Released Items—Questions

Use the source on page 5 of the Sources section to answer questions 1 to 3.

1. Government officials would **most likely** justify allowing the agencies mentioned in the source to use cellphone jammers by arguing that in a democracy
 - A. police surveillance is necessary to control the actions of opposition parties
 - B. the ability of the media to criticize government actions is suppressed
 - C. the need to protect the common good may override civil liberties
 - D. dissent against unpopular government policies is discouraged
2. The reaction of the students as described in the source **most strongly** emphasizes the value of
 - A. equality
 - B. competition
 - C. private property
 - D. collective action
3. The students' reaction **most clearly** demonstrates the idea that
 - A. the values of liberalism are not viable in today's society
 - B. resistance to authority is encouraged by democratic governments
 - C. citizens in a democracy use a variety of methods to bring about change
 - D. the growth of liberalism has resulted in decreasing respect for law and order

Use the excerpt on page 6 of the Sources section to answer questions 4 and 5.

4. Information in the excerpt indicates that the First Nations delegates assembled with the goal of
 - A. creating a common voice in an effort to improve living conditions
 - B. raising money from private charities to fund organizations on reserves
 - C. selecting a government agent that would be responsible for dividing up Indian lands
 - D. recommending how the federal government should assume control of services provided on reserves

5. The information in the excerpt could **best** be used to answer which of the following research questions?
- A. To what extent have First Nations engaged in conflict with each other?
 - B. To what extent should the Canadian government repress democratic freedoms?
 - C. To what extent should the Canadian government respect groups exercising collective rights?
 - D. To what extent have First Nations communities been affected by the residential school system?

Use the cartoon on the top of page 7 of the Sources section to answer questions 6 and 7.

6. The cartoonist is critical of government policies that
- A. promote economic equality in society
 - B. inadequately support national security
 - C. implement stimulus packages to circulate wealth
 - D. contribute to reduced funding for public programs
7. Critics of the situation depicted in the cartoon would **most likely** demand that the government
- A. raise interest rates
 - B. reduce transfer payments
 - C. apply progressive taxation
 - D. provide subsidies for business

Use the information on the bottom of page 7 of the Sources section to answer questions 8 and 9.

8. In the 1970s, the American government viewed the relationship represented on this stamp as
- A. an endorsement of the movement toward economic globalization
 - B. a signal to the United States that the Cold War was ending
 - C. a gesture of goodwill toward the international community
 - D. a threat to the security of the United States

9. The situation depicted on this stamp was a contributing factor in the
- A. strained relationship between the superpowers
 - B. success of international peacekeeping organizations
 - C. rejection of the goal of maintaining spheres of influence
 - D. reduction of international aggression between the superpowers

Use the four graphs on pages 8 and 9 of the Sources section to answer questions 10 to 12.

10. According to information in the four graphs, which of the following countries received the most Canadian foreign aid from 2000 to 2010?
- A. Iraq
 - B. Haiti
 - C. Bangladesh
 - D. Afghanistan
11. A laissez-faire economist would **most likely** view the actions of CIDA illustrated by the graphs with
- A. disapproval, because people should rely upon themselves for their livelihoods
 - B. disapproval, because the political systems of many recipient countries are undemocratic
 - C. approval, because economic aid will ultimately improve living standards in recipient countries
 - D. approval, because it is the responsibility of those who are more fortunate to promote the common good
12. The information presented in all four graphs suggests that CIDA has been
- A. increasing its commitment to improving living conditions worldwide
 - B. encouraging free trade with a wide variety of countries
 - C. promoting the adoption of democratic political values
 - D. dividing aid more evenly among recipient countries

Use the illustration on the top of page 10 of the Sources section to answer questions 13 and 14.

13. Voting “NO” on this ballot question may be seen as undemocratic because doing so would imply that
- A. the use of referendums to gain political support from minority groups is inappropriate
 - B. decision making based on the views of seniors has a negative effect on society
 - C. discrimination against a portion of society on the basis of age is appropriate
 - D. referendums are time consuming and costly
14. Individuals who vote “NO” to this referendum question would **most clearly** prefer that the current electoral system
- A. maintain existing practices of decision making within society
 - B. undergo significant change to address undemocratic government practices
 - C. be reformed to remove any possibility of extremist influence in government
 - D. be replaced by a system of proportional representation to more accurately represent voter preferences

Use the two sources on the bottom of page 10 and on page 11 of the Sources section to answer questions 15 to 17.

15. A supporter of liberalism would **most likely** see the “anti-war” protests described in Source I as
- A. unacceptable, because the political attitude of the youth would be corrupted
 - B. acceptable, because the goals of the civil-rights movement would be advanced
 - C. unacceptable, because volunteers would be discouraged from enlisting in the armed forces
 - D. acceptable, because men would resist being forced into fighting a war for a cause they opposed
16. The poster in Source II is critical of the fact that communist countries often lacked
- A. consumer goods
 - B. economic equality
 - C. freedom of speech
 - D. universal employment

17. Which of the following generalizations is **most directly** related to the actions of the women in Source I and the message of the poster in Source II?
- A. Improvements in labour safety were initiated by powerful women.
 - B. The Women’s Liberation Movement was aided by collective action.
 - C. Public protests for reform were ineffective in granting women equal rights.
 - D. The Women’s Liberation Movement left gender roles in the workforce unchanged.

Questions 18 to 23 do not require the use of the Sources section.

18. Individuals who demand a new society as quickly as possible are known as
- A. liberals
 - B. radicals
 - C. reactionaries
 - D. conservatives
19. Fascist political leaders organize rallies in order to
- A. encourage individual responsibility
 - B. weaken citizen participation
 - C. reduce economic disparities
 - D. further national goals
20. In a democracy, which of the following citizen actions would be considered **inappropriate**?
- A. Establishing a new political party with the intention of removing the government in power
 - B. Organizing a demonstration in front of government buildings to protest government actions
 - C. Writing a letter to the editor to expose the dangers of cooperating with the government
 - D. Preventing a government member from attending a vote on a controversial issue
21. Which of the following citizen actions is an example of civil disobedience in a liberal democracy?
- A. Gathering near a government building to demonstrate against a proposed bill
 - B. Continuing a political protest after authorities have ordered its dismissal
 - C. Campaigning for a reduction in subsidies provided to disabled persons
 - D. Exposing government corruption in the news media

22. By implementing a foreign policy of containment in the early years of the Cold War, the United States was demonstrating its determination to
- A. pursue the goals of détente
 - B. stop the expansion of communism
 - C. prevent the return of fascism in Germany
 - D. support the collective-security efforts of the United Nations
23. With which of the following statements would a collectivist **most likely** agree?
- A. The common good is best served when there is private ownership of resources.
 - B. Productivity is maximized when individuals are motivated by personal profit.
 - C. Competition serves to benefit society as a whole.
 - D. Wealth should be distributed equitably.