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Teachers	
Administrators	
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General Audience	
Others	

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This guide has been prepared by members of Alberta Education’s Learner Assessment staff. These individuals develop the examinations and have first-hand experience assessing thousands of examinations written by Social Studies 30–1 students each year. The purpose of this guide is to provide students with information that will increase the likelihood of their success on the examination.

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## ***Understanding the Social Studies 30–1 Diploma Examination***

Your **school-awarded mark** is worth **50%** of your **final** mark in Social Studies 30–1. Your Social Studies 30–1 **Diploma Examination mark** is worth the other **50%** of your **final** mark. Information regarding exceptions to the application of this policy is found in the *General Information Bulletin, Special Cases and Accommodations*, which is available on our website at [education.alberta.ca](http://education.alberta.ca), then follow the pathway: Students > Preparing for Diploma Exams > Diploma Exams - Comprehensive Information > Diploma General Information Bulletin > Special Cases and Accommodations.

The Social Studies 30–1 Diploma Examination has two parts—*Part A: Written Response* and *Part B: Multiple Choice*.

**Part A: Written Response** requires students to complete two writing assignments. The written-response part of the examination is worth 50% of the total Social Studies 30–1 Diploma Examination mark. Part A is developed to be completed in 2½ hours; however, you may take an additional ½ hour to complete Part A (for a total of **3 hours**).

**Part B: Multiple Choice** consists of 60 multiple-choice questions. The multiple-choice part of the examination is worth 50% of the total Social Studies 30–1 Diploma Examination mark. Part B is developed to be completed in 2 hours; however, you may take an additional ½ hour to complete Part B (for a total of **2½ hours**).

Special accommodations are available to students. For more information, contact your school administration or counselling department.

# ***Preparing for the Social Studies 30–1 Diploma Examination***

## **Participate in class**

The best way for you to prepare to write the Social Studies 30–1 Diploma Examination is to attend class regularly, participate in classroom activities, complete assignments, and learn what the course has to offer. The skills that you practise and the knowledge that you master in the classroom are the same skills and knowledge that you will need to achieve success on the diploma examination.

## **Keep up-to-date**

The goal of the Social Studies 30–1 program is to give you the knowledge and skills that will enable you to become an engaged, active, informed, and responsible citizen. The program of studies has the concepts of citizenship and identity in the Canadian context and this is expressed through the emphasis on multiple perspectives, and a skills-based, issues-centred approach. The diploma examination reflects the program goals. You need to keep up to date on major world events, which you can achieve by

- engaging in a study of both historical and current accounts of events
- thinking about the relationships between ideologies, multiple perspectives, and issues
- discussing important issues

The diploma examination requires you to apply your knowledge and understanding as well as requisite skills and processes of social studies to answer multiple-choice questions and to complete the written responses.

## **Practice**

The knowledge and understanding that you gain and the skills and processes that you develop and apply as you work through the course are what will count at examination time. You need to

- think about what you have learned and studied
- make connections between pieces of information
- recognize and understand similarities in actions, events, beliefs, values, and assumptions
- understand the assumptions, beliefs, values, philosophies, and issues that are behind actions, decisions, and statements
- recognize and understand the complex relationships between liberalism and other ideologies
- focus, support, and communicate your ideas
- translate your thoughts and observations about issues into written form

The knowledge and understanding that you acquire and the skills and processes that you build will give you the confidence to focus and communicate your ideas on the diploma examination.

## **Understand the scoring criteria**

Make sure that you are familiar with the **scoring criteria** because they are used by experienced Social Studies 30–1 teachers to mark your examination. The scoring criteria are available in the *Social Studies 30–1 Information Bulletin* on our website at [education.alberta.ca](http://education.alberta.ca), then follow the pathway: Students > Preparing for Diploma Exams > Diploma Exams - Comprehensive Information > Information Bulletins. Being knowledgeable about the **scoring criteria** will also help you to fulfill the writing requirements for the examination.

## ***Suggestions for Completing Part A: Written Response***

### **Use your time wisely**

Budget your time so that you are able to complete both *Assignment I: Source Analysis* and *Assignment II: Position Paper*. Allow sufficient time to

- read each assignment thoroughly
- think about what the assignment is asking you to do
- plan your responses
- proofread and edit your responses

### **Read assignments carefully**

Before you begin *Part A: Written Response*, take time to read all the instructions and information provided.

For *Assignment I: Source Analysis* you are required to examine three sources and respond in paragraph form. You must interpret each source, explain the ideological perspective(s) presented, and discuss the links between the principles of liberalism and each source. Also, you must identify and explain one or more of the relationships that exist among the sources. Be sure to do all parts of the assignment.

For *Assignment II: Position Paper* you are required to analyze a source and write a position paper in which you must

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

### **Plan your writing**

Planning is important in creating a well-written response. Find out which planning method works best for you. Consider the following planning options for both *Assignment I: Source Analysis* and *Assignment II: Position Paper*:

- a complex point-form outline
- a comparison chart/concept web
- a list of evidence

When you plan for *Assignment I: Source Analysis*, ask yourself the following questions:

- What does each source mean?
- What ideological perspective(s) is/are inherent in each source and how does each perspective relate to liberalism?
- Have I explained ways in which the three sources relate to each other?

When you plan for *Assignment II: Position Paper*, ask yourself the following questions:

- What perspective(s) is/are presented in the source?
- Why is/are the perspective(s) important?
- What complexities are associated with the perspective(s) in the source?
- What is my position on the extent to which the perspective(s) in the source should be embraced?
- What argumentation can I use in supporting my position?
- What evidence can I present to strengthen my argumentation?

Remember that even though planning is important, you need to allow enough time for the actual writing of your two responses. The total allowable time for the *Part A: Written Response* is **3 hours**.

### **Organize and develop your writing**

In your writing, present evidence of careful thinking.

For *Assignment I: Source Analysis*, do not simply restate the information contained within each source – instead, write with intent. Your response must

- involve actual interpretation of the sources,
- demonstrate an understanding of the perspective(s) presented and of the principles of liberalism,
- explain how the three sources relate to each other.

For *Assignment II: Position Paper*, do not just outline various ideological perspectives or retell the story of a historical event – instead, write with a purpose. Your response should

- contain a clear analysis of the source
- demonstrate that you understand the ideological perspective reflected in the source
- present argumentation that is orderly, logical, and thorough
- use appropriate evidence to develop and support your position

### **Proofread your work**

Your writing will be marked for what you say as well as how clearly and correctly you say it. Ask yourself these questions as you proofread your work for *Assignment I: Source Analysis*:

- Have I carefully interpreted all of the sources?
- Have I explained the connections between the perspectives presented and the principles of liberalism?
- Have I established a clear relationship(s) among the three sources?
- Is my response in paragraph form and easy to read?

Ask yourself these questions as you proofread your work for *Assignment II: Position Paper*:

- Have I fully analyzed and demonstrated an understanding of the source?
- Is my argumentation consistent, logical, and thorough?
- Is the evidence presented accurate and relevant?
- Is my writing organized and easy to understand?
- Did I use correct spelling, punctuation, and grammar?
- Did I use vocabulary correctly and accurately?
- Will my response convince the reader that my position is valid?

## *Suggestions for Completing Part B: Multiple Choice*

There are different types of multiple-choice questions, and each type requires you to apply your knowledge and understanding as well as to use your skills and processes differently.

**Understanding and Analysis questions** require you to apply your knowledge and understanding as well as to use your skills and processes to address questions that deal with important events, ideas, and people while requiring you to think critically as you analyze information presented to you.

1. Economist John Maynard Keynes greatly influenced the evolution of economic liberalism by advocating for
  - A. governments to use fiscal and monetary policies to more closely regulate the economy and thus prevent excessive fluctuations in the economic cycle
  - B. corporations to work cooperatively rather than competitively to ensure that the prices for goods and services could be set by their collective decisions
  - C. consumers to be informed as to the environmental and labour practices of businesses and make ethical decisions when purchasing goods and services
  - D. labourers to use collective action to bring about the nationalization of the productive forces of the nation and thus ensure sustainable economic growth

**Evaluation and Synthesis questions** require you to apply your knowledge and understanding as well as to use your skills and processes to select the “most appropriate” answer or to determine relationships among sources or ideas. When answering these “most appropriate answer” questions, be sure to read all four alternatives (A,B,C,D) carefully before choosing the answer you think is best.

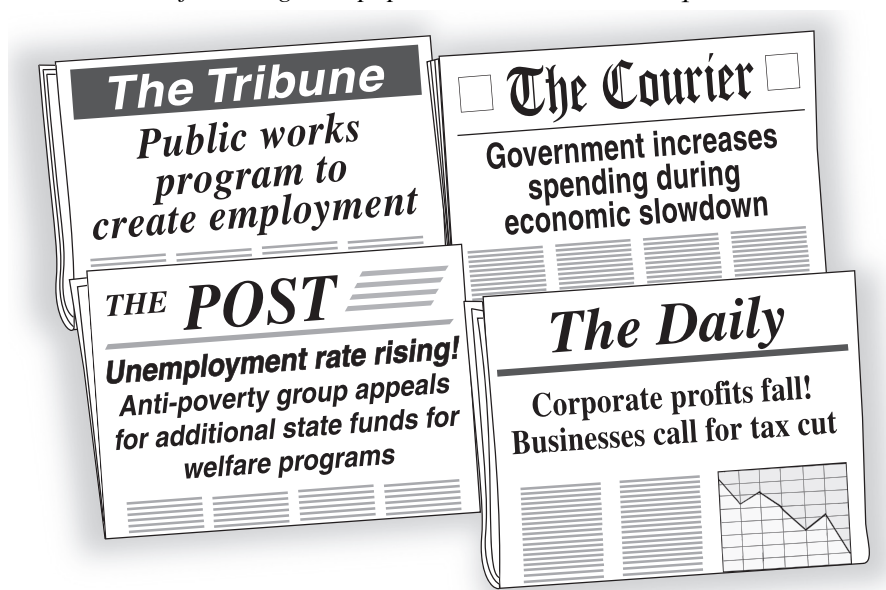
*Use the following information to answer question 2.*

Some scholars have adamantly argued that a number of the founding fathers of the American government in the eighteenth century were significantly influenced by their observations and knowledge of the First Nations societies to which they had been exposed as members of early colonial American society. These scholars contend that the democratic structures and civil liberties of the United States were developed by these men using their learning of First Nations societies to inform their creation of the foundation documents of the United States. Other scholars dispute such claims, in some cases making the accusation that revisionist history is being created to achieve political aims. These scholars argue that the constitutional foundations for the government of the United States were influenced almost exclusively by ideas that evolved in Western civilization from the time of ancient Greece through the Enlightenment period. Complicating the debate is the fact that none of the founding fathers or First Nations representatives can be questioned in an effort to discover what role First Nations societies played or did not play in the creation of the government of the United States.

2. If this source was being considered for use in a research project, it would be **most appropriately** used
  - A. as a summation of the arguments of one side on an important issue
  - B. to identify resources from which research information can be gathered
  - C. as a primary document that can be quoted and cited as historical evidence
  - D. to establish the context for which exploration of an issue can be undertaken

**Evaluation and synthesis questions include** in their stems bold-faced qualifiers such as most, mainly, or primarily. Often, all the alternatives are correct to some degree, but one of them will be best because of the context established by the question.

Use the following newspaper headlines to answer question 3.



3. Which of the following issues **most directly** relates to the headlines of all four newspapers?
- A. To what extent should government alter monetary policy to control economic growth?
  - B. To what extent should government support failing private industries during recessions?
  - C. To what extent should government use fiscal policies as a means of managing the economy?
  - D. To what extent should government nationalize industries to mitigate labour reductions?

**Carefully read** each multiple-choice question and any source material. You may wish to **use a highlighter or pencil** to circle key words and ideas, to cross out choices that you know are wrong, or to jot down a brief summary of what you have read. Think carefully about what you are reading. For example, ask yourself what the quotation you have just read or the map you have just examined is *really* telling you.

## Reminders

- Be sure that you know the **writing location** of your examination. You must provide your own pen (for your written response), HB pencil (for multiple-choice responses), eraser, and highlighter.
- You are allowed to use the following print references while writing *Part A: Written Response*:
  - an authorized English and/or bilingual dictionary (students writing in French may use a French-language dictionary)
  - a thesaurus
  - an authorized writing handbook from the following list:
    - *A Canadian Writer’s Reference* (D. Hacker), **2<sup>nd</sup> 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 time-lines, 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*
- You will **not** be allowed to use a dictionary, bilingual dictionary, thesaurus, or writing handbook while writing *Part B: Multiple Choice*.
  - If you normally do your written work on a **word processor**, you may have the opportunity to use a word processor for writing *Part A: Written Response*. Speak to your Social Studies 30–1 teacher about this. Every school has copies of the *Learner Assessment Procedures for Writing Diploma Examinations on Computers*, which is also available on our website at [education.alberta.ca](http://education.alberta.ca), then follow the pathway: Students > Preparing for Diploma Exams > Diploma Exams - Comprehensive Information > Diploma General Information Bulletin > Calculator Policy and Writing on Computers Policy. Make sure that you are familiar with the effective use of the features of a word processor, such as the “Tools” menu, well in advance of the examination. Practising will enhance your performance. Be cautious of relying on the computer to correct all your mistakes. For example, a student may word process “During the Cold War, the superpowers were very aware of the ‘treat’ of a nuclear war” when he or she intended to say “During the Cold War, the superpowers were very aware of the ‘threat’ of a nuclear war.” Because “treat” was on the computer’s list of correct words, the spellchecker did not help the student to avoid this unfortunate error.

- When completing your written-response assignment, make revisions or corrections directly on your final copy. If you are using a word processor, you may edit your hard copy with a pen.
- The examination booklet is your working copy. If you prefer to underline, highlight, or make notes on what you are reading, do so.
- In the spring of 2010, your teacher may have a booklet showing samples of students' writing from past Social Studies 30–1 Diploma Examinations. Note that the example responses in the *Examples of the Standards for Students' Writing* documents have been provided for *instructional purposes only*. If you use sections from these responses when writing the diploma examination, you will be guilty of plagiarism and in breach of examination regulations. The *Examples of the Standards for Students' Writing* is available on the Alberta Education website at [education.alberta.ca](http://education.alberta.ca), then follow the pathway: Students > Preparing for Diploma Exams > Diploma Exams - Comprehensive Information > Examples of the Standards of Students' Writing.
- If you believe that the mark you have received is not appropriate, you may request a rescoring of your examination. Before you apply for a rescoring, be sure to check your *Diploma Examination Results Statement* to see what marks you have been awarded on both parts of the examination. Keep in mind that if you do request a rescore, your new mark, whether it has increased or decreased, will be your final mark. The total fee for this service is \$26.25, which is refunded if your mark increases by 5% or more. Follow the procedures on your *Diploma Examination Results Statement* to apply for rescoring.
- For **more detailed information** about the Social Studies 30–1 Diploma Examination, ask your teacher for the *Social Studies 30–1 Information Bulletin*. This information is also available on the Alberta Education website at [education.alberta.ca](http://education.alberta.ca), then follow the pathway: Students > Preparing for Diploma Exams > Diploma Exams - Comprehensive Information > Information Bulletins.
- If you have **questions** about the examination that your teacher cannot answer, or if you are a student without a regular classroom teacher, feel free to contact **Dwayne Girard, Social Studies 30–1 Examination Manager**, [Dwayne.Girard@gov.ab.ca](mailto:Dwayne.Girard@gov.ab.ca); **Joanna Romyn, Social Studies 30–1 Examiner** [Joanna.Romyn@gov.ab.ca](mailto:Joanna.Romyn@gov.ab.ca); or **Tim Coates, Director, Humanities Diploma Examinations**, [Tim.Coates@gov.ab.ca](mailto:Tim.Coates@gov.ab.ca). In Edmonton, call (780) 427-0010. To call toll-free from outside Edmonton, dial 310-0000.