

Canada in the Twentieth Century ~ Unit 2 Test

Multiple Choice:

Marking

A. Imperialism means:

- Countries make alliances for safety
- A country gains control of new lands
- A colony breaks away from its mother country
- One country dominates neighbouring countries

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B. The Schlieffen Plan was not successful because:

- a. Belgium resistance was stronger than expected
 - b. France was effective in resistance at their borders
 - c. Russia mobilized faster than expected
 - d. Britain kept their agreement to support Belgium
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- a and d
 - b, c, and d
 - a, c, and d
 - a, b, c, and d

/5

C. Germany's Top Air Ace was:

- Werner Voss
- Manfred von Richthofen
- Rudolf Berthold
- Franz Buchner

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D. The Vimy Glide was:

- The infantry moving forward just behind a barrage of shellfire
- The network of railway tunnels under the hills at Vimy
- The infantry going over the top and jumping from shellhole to shellhole
- The infantry term for sliding in mud when they went over the top

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E. Why did PM Borden break his promise and introduce the Military Service Act which made enlistment compulsory?

- More troops were needed to win at Vimy Ridge than Canada had available
- Troops were dying at the front faster than they could be replaced
- Borden felt obliged to support the troops already in Europe
- All of the above

F. What boosted the power of the Allies after Russia withdrew?

- The United States entered the war
- Great Britain provided an influx of troops
- The Allies introduced tanks
- The Canadians were unstoppable

Definition:

G. What does the acronym MANIA stand for?

M
A
N
I
A

Essay:

Please note: The student is not to be expected to write top-rated essay answers at the beginning of this course. There should be a progression of learning so that by the end of the course the student can master a test essay question with competency. After the student's attempt, he/she should study the sample answers to understand what is expected for future tests. Students should expect marks to increase as skill increases over the course time period. Students, who wish to excel in this skill, should make good use of the [BC Social Studies Grade 11](#) (BC SS11) provincial exam training papers. Note: Essay samples are included one-time in this test alone.

H. To what extent did the First World War increase Canada's nationalism and autonomy?

(note: jot key points on a blank page, then formulate a thesis, key arguments and a conclusion.)

Marking

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Essay Command Terms

Command terms tell you what type of essay answer you should be writing.

Learn the following command terms.

- **Explain.** Give reasons for something.
- **Describe.** Present detailed information about an event, situation, or topic.
- **Discuss.** Present a variety of points of views on a particular topic without limiting yourself to one point of view only.
- **Support.** You will be given a thesis which you must argue in favour of.
- **Analyze.** Consider as many sides of the problem as possible.
- **Compare.** Indicate both similarities and differences.
- **Contrast.** This always means to indicate differences.
- **To What Extent?** The question is telling you that there are at least two positions that are possible. You should look at the strengths of each and draw a conclusion as to which position is strongest.
- **Evaluate.** Again, there are at least two possible positions. Weigh them and draw a conclusion. This is the same as “To What Extent?”
- **Assess.** This requires that you estimate a value of something. Judge and use facts, evidence, and details to support your judgment.

Essay Answer Rubric

Criteria	Level 1 (1-2)	Level 2 (3-4)	Level 3 (5-6)	Level 4 (7-8)	Level 5 (9-10)	Marking
Thesis	thesis is vague, off-topic, insufficient	thesis is weak and not clearly stated, does not adhere to command term	thesis is satisfactory with some adherence to the command term, both sides of argument are discussed	thesis is adequately stated and relevant as directed by the command term, both sides of argument are discussed	thesis is clearly stated and relevant as directed by the command term, both sides of argument are discussed	/10
Argument 1	insufficient recall of factual content, lacks organization, no supporting detail	limited recall of factual content, organization is inadequate, little supporting detail	minimum recall of factual content, organization is attempted with some supporting detail	competent recall of factual content, generally organized clearly, adequate supporting detail	proficient recall of factual content, effectively organized, well-developed supporting detail	/10
Argument 2						/10
Argument 3						/10
Conclusion & Communication	conclusion is absent, expression is full of errors making it difficult to understand	conclusion is irrelevant, expression is awkward, errors interfere with meaning	conclusion is barely adequate, errors in communication distract and impede meaning	satisfactorily conclusion reiterates thesis, essay is fluent and errors do not distract or impede meaning	exceptional conclusion reiterates thesis, essay flows well with little spelling or grammatical error	/5
						/45