FINAL EXAM

Name of Course: Civics Teacher:

Course Code: CHV2O Length of Exam: 2 hours

Date: Pages: 9

Name of Student:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Instructions- Read the entire exam thoroughly before you begin and follow the instructions given for each section.- This exam has four sections and is worth 10% of the overall course mark.- Remember that the number of marks per question should guide the amount of time spent answering it.- Plan your time carefully and make sure to review all of your answers before handing in the exam. - Cheating and talking will result in a mark of zero (0). |

**Time Breakdown**

|  |  |  |
| --- | --- | --- |
| **Section** | **Number of Questions** | **Estimated Time** |
| Part 1: Matching | 10 | 10 min |
| Part 2: Multiple Choice | 5 | 5 min |
| Part 3: Short Answer | 9 | 55 min |
| Part 4: Article | 3 | 20 min |

**Mark Breakdown**

|  |  |  |
| --- | --- | --- |
| Knowledge  |  | /15 |
| Thinking  |  | /13 |
| Communication  |  | /24 |
| Application |  | /28 |
| **Total Marks** |  | **/80** |

**Part 1: Matching** [K 10]

Match each of the following terms with the correct definition or description. Place the letter on the line provided.

Terms

1. Active Citizen \_\_\_\_\_

1. Globalization \_\_\_\_\_
2. Governor General \_\_\_\_\_
3. Members of Parliament \_\_\_\_\_
4. Democratic System \_\_\_\_\_
5. Charter of Rights and Freedoms \_\_\_\_\_
6. Political Equality \_\_\_\_\_
7. Authoritarian System \_\_\_\_\_
8. Responsibility \_\_\_\_\_
9. Right \_\_\_\_\_

Description

1. A system by which a group decision is made by a majority vote.
2. A person who participates effectively in society by being informed, purposeful, and active.
3. Something that a person is morally or legally entitled to.
4. Represents the monarch in Canada
5. A system by which one person makes a decision for the group.
6. Everyone must follow the same laws (including the leaders).
7. A system by which everyone in a group must agree before a decision is made.
8. Something that a person is accountable for.
9. Elected to represent the voters of a particular riding.
10. A process that multiplies and strengthens the economic, cultural and social ties among regions of the world.
11. A document that outlines the rights for Canadian Citizens.
12. Democratic citizens should work together toward the common good.
13. Every citizen has the same right to vote, run for office, and to speak on public issues.

**Part 2: Multiple Choice**  [K 5]

Circle the best answer for each question.

1. Bryn is a Canadian Citizen. He moved to Wales for one year, but when he tried to return to Canada, he was not allowed back in the country. Which right or freedom from the *Canadian Charter of Rights and Freedoms* was violated in this example?
	1. Fundamental Rights
	2. Mobility Rights
	3. Equality Rights
	4. Legal Rights
2. A girl was asked to remove her religious veil while at school. Which right or freedom from the *Canadian Charter of Rights and Freedoms* was violated in this example?
	1. Legal Rights
	2. Equality Rights
	3. Fundamental Freedoms
	4. Mobility Rights
3. A Senator proposes a new bill in the Senate. Which branch of government is performing this action?
	1. Executive
	2. Legislative
	3. Judicial
	4. Federal
4. Which level of government is in charge of health care?
	1. Municipal
	2. Executive
	3. Provincial/Territorial
	4. Federal
5. Which of the following best describes the *polarisation* stage of genocide?
	1. Propaganda is used to force groups apart. Special laws may deny marriage or contact between groups.
	2. Groups are separated and those viewed as ‘different’ may have to live in a different place. Lists of potential victims may be drawn up.
	3. A deliberate campaign of violence towards the victim group leads to mass murder. The perpetrators see their actions as ‘extermination’ rather than murder.
	4. Those classified as different are refused human rights and personal dignity. They are referred to in the media and speech as sub-human.

**Part 3: Short Answer (Application 14 marks, Communication 14 marks, Inquiry 6 marks)**

1. In your own words, explain the three main roles of the Senate. [C 6]
2. Explain who the United Nations, what they do, and why they were formed. Answer in **full sentences**. [ C 4]
3. Sketch a collage of visual images that shows how globalization affects your life on a daily basis. Below each image, **write a brief explanation** of how it connects to globalization. Include at least **three** images with captions. [A 6]
4. Identify **TWO** areas of responsibility for the government at the Municipal, Provincial and Federal level. [A 6]
5. Describe what a political party is, and explain what they aim to do. Give examples to support your answer where relevant. [C 4]
6. Imagine that you have been hired by the Canadian government to design a brochure for first-time voters. List **three** distinct pieces of information regarding voting/the electoral process in Canada and include them on the brochure template below. For full marks, you must expand on each idea by providing at least one of the following: a definition, example, and/or explanation. [A 6]

 [C 3]

|  |  |  |
| --- | --- | --- |
|  |  |  |

1. Complete the chart to describe what the ideal democracy would look like in your home, in your school, and in your government. Provide **two** specific scenario-type examples for each location. **Point form** is acceptable. [T 6]

|  |  |  |
| --- | --- | --- |
|  | Example #1 | Example #2 |
| Home |  |  |
| School |  |  |
| Government |  |  |

8. In your opinion, how successful has the UN been in responding to, and preventing genocide, since it was formed? Please write in full sentences, and refer to specific examples in your answer. [C 4]

 [T 4]

9. Shay has an income of $50,000 and Sophia has an income of $70,000. Calculate the income tax for both Shay and Sophia, in each scenario.

**(a) Scenario one** [A 3]

Shay and Sophia both pay a flat tax rate of 12%

**(b) Scenario two**  [A 3]

Shay and Sophia pay progressive tax rates:

* –  on the first $20,000 of income: tax rate of 20%
* –  on all income over $20,000: tax rate of 35%

**Part 4: Article**

Please read the attached article (page 9), and then answer the questions below in **full sentences.**

1. How can social media benefit a charity? Provide **two** ideas. [T 2]
2. How can social media harm a charity? Provide **two** ideas. [T 2]
3. Do you think that supporting a cause on social media is enough to be considered an active citizen? Why or why not? Choose one side and explain your position with **three** ideas. Please write in full sentences. [T 3]

[C 3]

**Article**: read then answer questions on previous page.

Facebook users give ‘likes’ – not cash – to charities: study

Warning to groups to rethink social media approach

Tom Spears, Ottawa Citizen

Published: Saturday, November 09, 2013

People who “like” a charity on Faacebook are less likely to give it money, says a new Canadian study that’s warning charities to re-think their social media plans.

The University of British Columbia study looks at “slacktivism,” the belief that supporting a cause on social media is doing enough.

Slacktivists are also unlikely to do volunteer work, says the UBC’s study, which was released Friday.

The work comes from the Sauder School of Business at UBC. PhD student Kirk Kristofferson warns in an announcement of his work that “charities incorrectly assume that connecting with people through social media always leads to more meaningful support.”

“Our research shows that if people are able to declare support for a charity publicly in social media it can actually make them less likely to donate to the cause later on.”

He says it’s something for charities to keep in mind during their pre-Christmas canvassing drives.

The study, like a huge proportion of modern psychology research, comes from experiments on students. In this case the students were asked to give an initial show of support, such as supporting a cause on Facebook or wearing a poppy. Then they were asked to give money or volunteer as well.

The students who had made the most public displays of support initially, such as supporting on Facebook, were the lease likely to help any further, he found.

Kristofferson concludes that social media of all kinds are “making it easy for (users) to associate with a cause without committing resources to support it.” That, he says, is because a public display of support – such as support on Facebook – gives people the feeling that they’re getting recognition, and that’s enough for them.

His study is called The Nature of Slacktivism: How the Social Observability of an Initial Act of Token Support Affects Subsequent Prosocial Action, and is published in the Journal of Consumer Research.