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ABSTRACT

This booklet presents the social studies test required for graduation in Alberta, Canada. The grade 12 diploma examination consists of multiple-choice questions (60 percent of the total mark) and written response questions (40 percent). Time for the examination is expected to be two-and-one-half hours with an additional one-half hour given to complete the exam. Questions are correlated to an interpretation of charts, graphs, political cartoons, tables, maps, and other items. The essay questions have four writing assignments requiring students to discuss advantages and disadvantages of a free-market economic system with support of the explanation. (EH)

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January 1997



Social Studies 33
Grade 12 Diploma Examination

50 028 594

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Alberta
EDUCATION

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January 1997
Social Studies 33
Grade 12 Diploma Examination

Description

On this examination you will complete:

- 60 multiple-choice questions worth 60% of the total mark
- 4 writing assignments, each worth 10% of the total exam mark

Each writing assignment will be evaluated according to these criteria:

- Ideas and Support
- Communication of Ideas

Time: 2 1/2 hours

You may take an additional 1/2 hour to complete the examination.

Instructions for Completing the Multiple-Choice Questions

- Use an HB pencil.
- Mark all your answers on the separate answer sheet provided.

Example

The currency used in Canada is the

- A. peso
- B. mark
- C. dollar
- D. pound

Answer Sheet

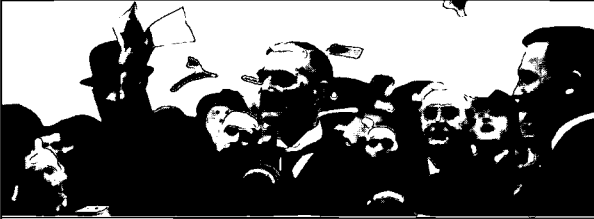
(A) (B) ● (D)

- Erase your first mark completely if you wish to change an answer.
- Do not fold the answer sheet.

Instructions for Completing the Writing Assignments

- Before each writing assignment, there are related multiple-choice questions and source material.
- There are ideas appearing in the source material and the multiple-choice questions that may assist you in completing the writing assignments.
- You should read each writing assignment **before** you complete the related questions.
- Use blue or black ink to write the final copy of each assignment.

Section One: The Interaction of Nations (1919 to 1945)



Neville Chamberlain receives an enthusiastic response at home after meeting with Hitler, 1938.



Yugoslav partisans in training, 1943.

**Diplomatic
efforts...**

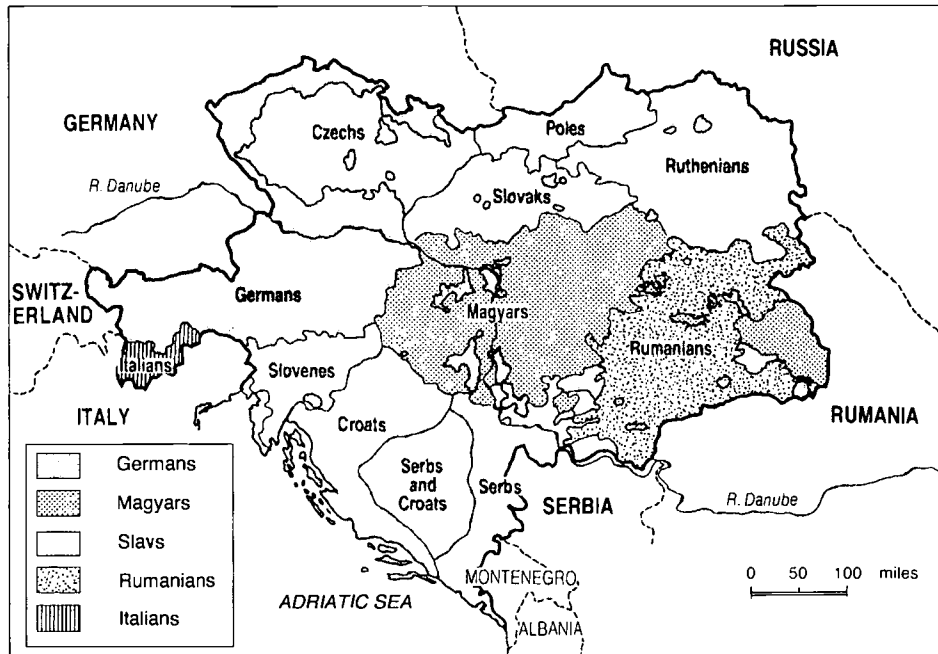
**failed to
prevent
the Second
World War**

Questions 1 to 10 focus on the period between 1919 and 1945.

1. An **immediate** result of the terms of the Treaty of Versailles was that Germany
 - A. lost territory and military power
 - B. experienced the rise of the Nazi Party
 - C. was accepted into the League of Nations
 - D. was divided into two independent nations

2. After the First World War, an isolationist foreign policy **prevented** the United States from joining the
 - A. Warsaw Pact
 - B. United Nations
 - C. League of Nations
 - D. North Atlantic Treaty Organization

Use the following map to answer questions 3 and 4.



—from *The World This Century: Working with Evidence*

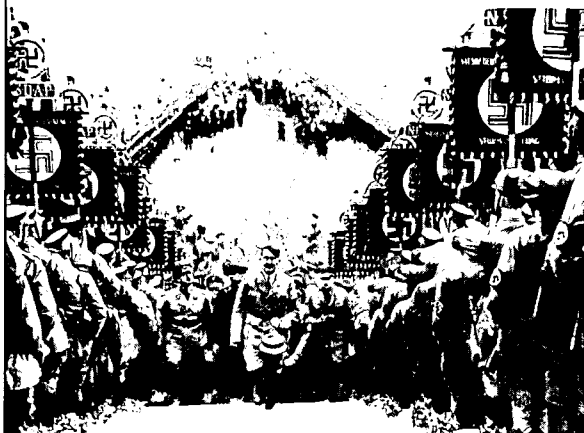
3. On which pre-1919 European empire does the map focus?
- A. Turkish
 - B. German
 - C. Russian
 - D. Austro-Hungarian
4. *Following the First World War, many new nations were created from territories shown on the map.*

These territorial changes were based on the principle of

- A. collective security to preserve peace
- B. self-determination for ethnic groups
- C. isolationism from international conflicts
- D. appeasement of aggressive dictatorships

Use the following information to answer questions 5 and 6.

Hitler declares Jews “Sub-human”



1935 Germany's persecuted Jews have now lost virtually all their rights. At a huge Nazi rally in Nuremberg today, the German Führer, Adolf Hitler, announced new decrees which relegate Jews to *untersch* (sub-human) status. The Jews lose their German citizenship, they may not marry Aryans, are excluded from employment in the civil service, the media, entertainment and education and lose their pension rights. "Jews Not Wanted" signs are appearing in public places all over Germany. Jewish children are excluded from schools, Jewish businesses are boycotted and Jews are constantly in danger of abuse and open violence, with no recourse to justice.

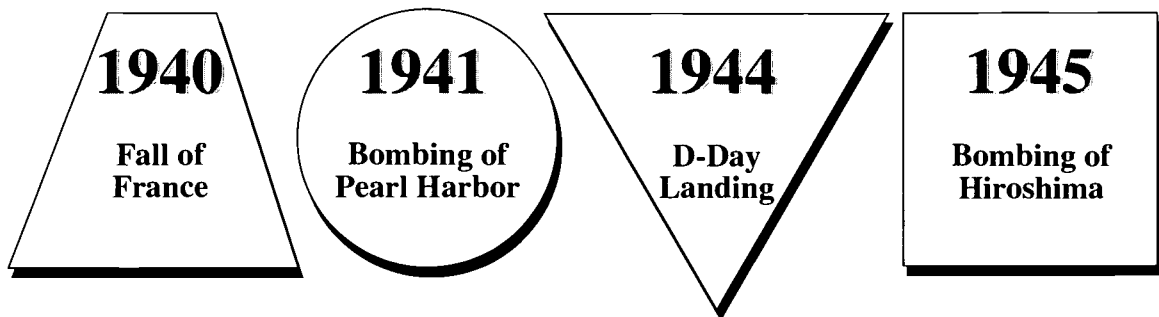
—from *On This Day*

5. By taking the actions indicated in the article, Adolf Hitler demonstrated his commitment to ideas expressed in the
- A. book *Mein Kampf*
 - B. text of the Treaty of Versailles
 - C. covenant of the League of Nations
 - D. constitution of the Weimar Republic
6. The above article would be **most useful** for a student researching the background causes of the
- A. creation of a Japan–Germany alliance in 1937
 - B. German attack upon Great Britain in 1940
 - C. European Holocaust during the Second World War
 - D. wartime efforts of the United States to build an atomic bomb
-
7. British Prime Minister Neville Chamberlain used a policy of appeasement in 1938 when Germany sought to
- A. annex Austria
 - B. remilitarize the Rhineland
 - C. form an alliance with Japan
 - D. annex the Sudetenland from Czechoslovakia

8. In August 1939, Hitler surprised many world leaders by signing a non-aggression pact with
- A. Italy
 - B. Great Britain
 - C. the Soviet Union
 - D. the United States

Use the following illustration to answer question 9.

The Second World War: _____ ?



9. Which phrase **correctly** completes the title for the above sequence of events?
- A. Asia and the Pacific
 - B. Major Turning Points
 - C. Nazi German Victories
 - D. Destruction Across Europe

10. *Even during times of war, a code of moral behaviour is necessary and must be obeyed.*

Which postwar event demonstrated support for the above belief?

- A. The division of Germany into Allied occupation zones
- B. The delivery of American economic aid to European nations
- C. The Russian establishment of a communist government in Poland
- D. The conducting of war crimes tribunals to try Nazi military leaders

Section Two: The Cold War

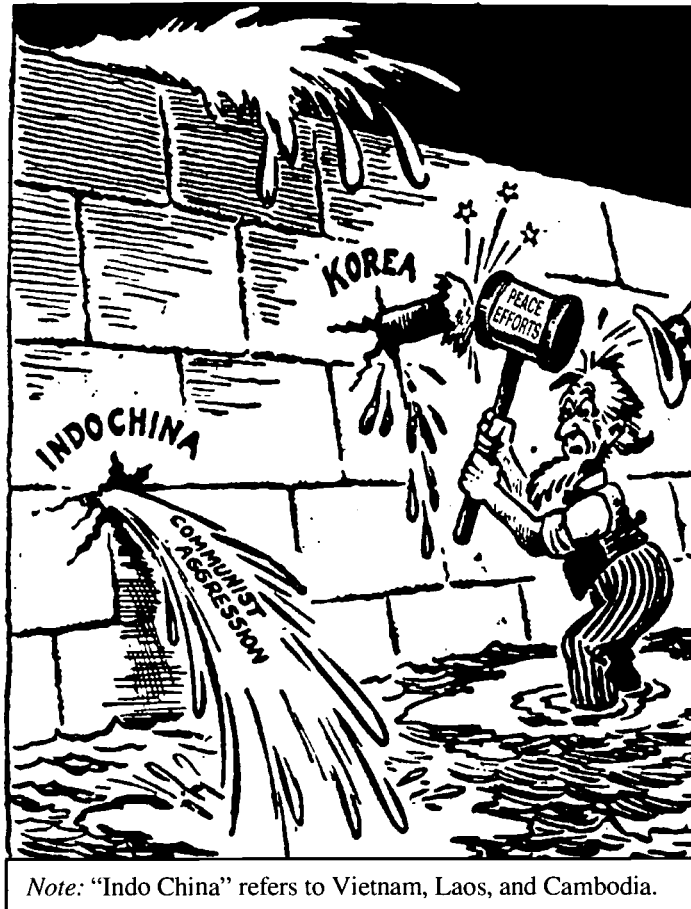
Two nuclear superpowers competed for superiority during the Cold War.

Questions 11 to 20 and Writing Assignment I focus on the Cold War period.

11. The American government's recovery program to provide economic assistance to European nations after the Second World War was called the
- A. New Deal
 - B. Marshall Plan
 - C. Monroe Doctrine
 - D. Truman Doctrine
12. At the **beginning** of the Cold War, American foreign policy focused on
- A. preventing communist expansion
 - B. encouraging economic prosperity in Europe
 - C. reducing political unrest in the Third World
 - D. preventing conflict between Western and Asian states
13. SALT, START, and the INF were
- A. human rights organizations
 - B. arms control agreements
 - C. free trade treaties
 - D. military alliances

Use the following cartoon to answer questions 14 and 15.

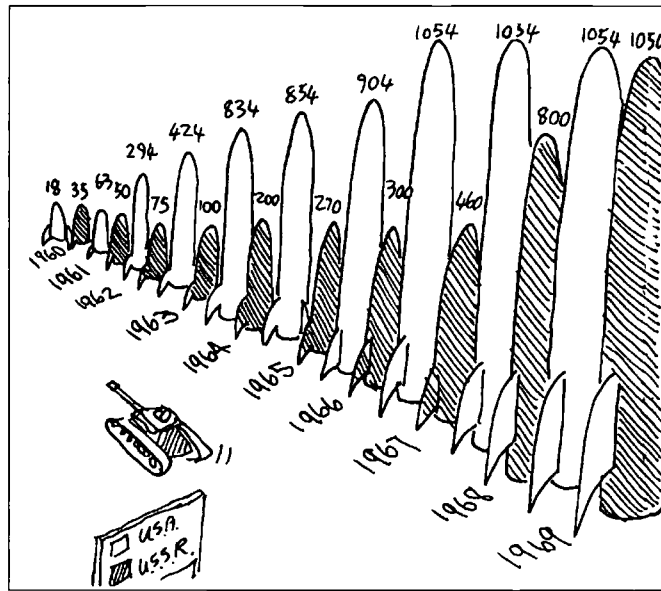
Another Hole in the Dike



—from *A Cartoon History of United States Foreign Policy: From 1945 to the Present*

14. The above cartoon focuses on American efforts during the Cold War to practise
- A. appeasement of aggressive nations
 - B. isolationism from foreign conflicts
 - C. containment of ideological opponents
 - D. diplomacy to prevent military conflicts
15. This cartoon portrays American fears about the
- A. United Nations' unwillingness to stop aggression
 - B. Soviet Union's development of nuclear weapons
 - C. Marshall Plan failing to achieve its goals
 - D. Domino Theory becoming reality

Use the following illustration to answer question 16.



—from *Our World This Century*

16. The illustration indicates efforts by the Soviet Union and United States to maintain a balance of power by practising
- political non-alignment
 - peaceful co-existence
 - conflict management
 - mutual deterrence
-
17. The use of brinkmanship to resolve a superpower dispute was **most clearly** demonstrated when the
- United States used a blockade to halt the placement of Soviet missiles in Cuba in 1962
 - Soviet Union invaded Czechoslovakia to suppress a political reform movement in 1968
 - superpowers signed the Strategic Arms Limitation Treaty (SALT I) in 1972
 - superpowers met at a summit in Iceland to discuss nuclear arms reduction in 1986
18. Since 1989, which group of European nations has experienced the **most dramatic** political and economic change?
- Greece, Italy, Spain, Portugal
 - Germany, Ukraine, Romania, Lithuania
 - Switzerland, Austria, Denmark, Norway
 - Great Britain, Belgium, France, the Netherlands

Use the following information to answer questions 19 and 20 and to complete Writing Assignment I on page 9.

Editorial

The good old days—looking back to the Cold War

Nearly eight years have passed since the Cold War came to an end. Who can forget the commonly expressed belief of the day, that an era of terror and tension was over and that a “new world order” was on the horizon? But what of this “new world order”? Has the world benefited from the collapse of an international system based largely on superpower rivalry? Clearly, the answer is no.

The “new world order” is a chaotic mix of problems. Ethnic wars are tearing apart once-stable nations. The international community is unwilling to stop the destruction. Adding to the chaos is a widespread fear that nuclear weapons technology, once the exclusive right of the superpowers, may soon (if not already) be held by many nations, some of whom are ruled by less-than-stable political leaders. Russia teeters along with a democratic

system so fragile that many fear it could collapse into a dictatorship that would act again with hostility toward the West. The world misses the Cold War.

The Cold War brought a certain order to the world. Superpower rivalry created an ideal military balance of power—a stalemate. The consequences of upsetting this balance were so great that neither superpower, nor any lesser power, would contemplate it. Ironically, this time of tension was also a time of relative peace and security. The world managed to survive for over forty years without a full-scale world war. The lesson is clear. Nations and national groups need the threat of superpower interference to keep them on their best behaviour. Who would have thought that by the mid-1990s many would look back with nostalgia to the Cold War and regret its end?



—from *A Cartoon History of United States Foreign Policy*

19. Comments made in the editorial indicate a belief that international peace is **best** preserved through the practice of
- A. diplomatic appeasement
 - B. political neutrality
 - C. collective security
 - D. mutual deterrence
20. The editorial and cartoon are commenting **mainly** on the
- A. dangers to peace with only one superpower
 - B. vulnerability of the U.S. after the Cold War
 - C. relative stability of a period of tension
 - D. conditions of modern warfare

Writing Assignment I

Suggested time: 15–20 minutes

The editor draws a conclusion by comparing global stability during the Cold War and today.

Do you agree with the editor’s conclusion? Why or why not?

Write a letter to the editor in which you

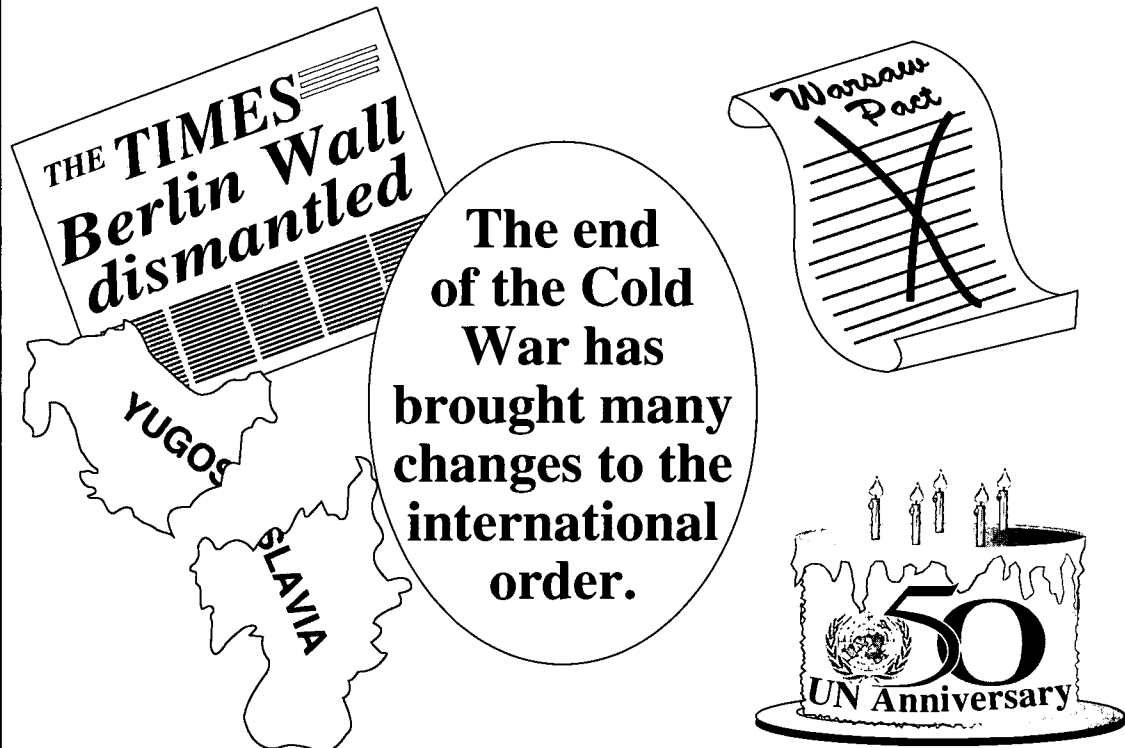
- express your agreement or disagreement with the editor’s conclusion
- support your opinion

Reminders for Writing

- **Remember** that the questions in Section Two and the editorial on page 8 may contain information that could help you write your composition.
- **Plan** your composition.
- **Support** your explanation.
- **Organize** your ideas and support.
- **Correct** any errors that you find in your writing.
- **Letter format** is provided for you on page 11. Sign your letter KELLY LEE.
- Use **blue or black ink** for your finished copy.

For Ideas and Planning

Section Three: The Contemporary World



Questions 21 to 30 and Writing Assignment II focus on issues of peace and security in the contemporary era.

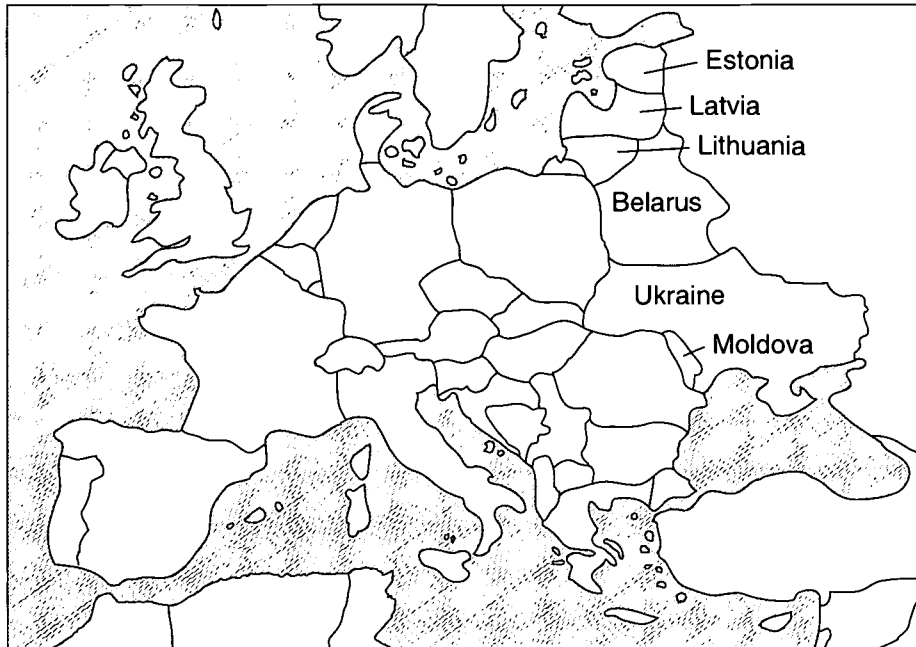
Use the following drawing to answer question 21.



21. The owner of this vehicle is expressing support for the
- A. development of conventional weapons to reduce the possibility of global war
 - B. formation of offensive military alliances to create spheres of influence
 - C. use of collective security to prevent or end international conflicts
 - D. creation of spheres of influence to maintain a balance of power


Use the following map to answer question 22.

Europe 1997



22. What do the nations labelled on the map have in common?
- A. All have formed a regional alliance.
 - B. All were once part of the Soviet Union.
 - C. All were refused membership in the United Nations.
 - D. All have United Nations' peacekeeping forces within their borders.
-
23. Canada has made a commitment to NAFTA, in partnership with
- A. former communist nations in Eastern Europe
 - B. leading economic powers in Western Europe
 - C. members of the NATO alliance
 - D. the United States and Mexico

Read the following information and answer question 24.



- This nation was invaded by Japan in 1937 and fought on the Allied side during the Second World War.
- In 1949, a communist dictatorship was established as the government of this nation.
- In 1989, the national government of this nation used brutal force to crush a student-led protest movement.
- In the 1990s, private enterprise and private investment have created rapid economic expansion in some regions of this nation.

24. Which nation is identified above?

- A. India
 - B. China
 - C. Australia
 - D. North Korea
-

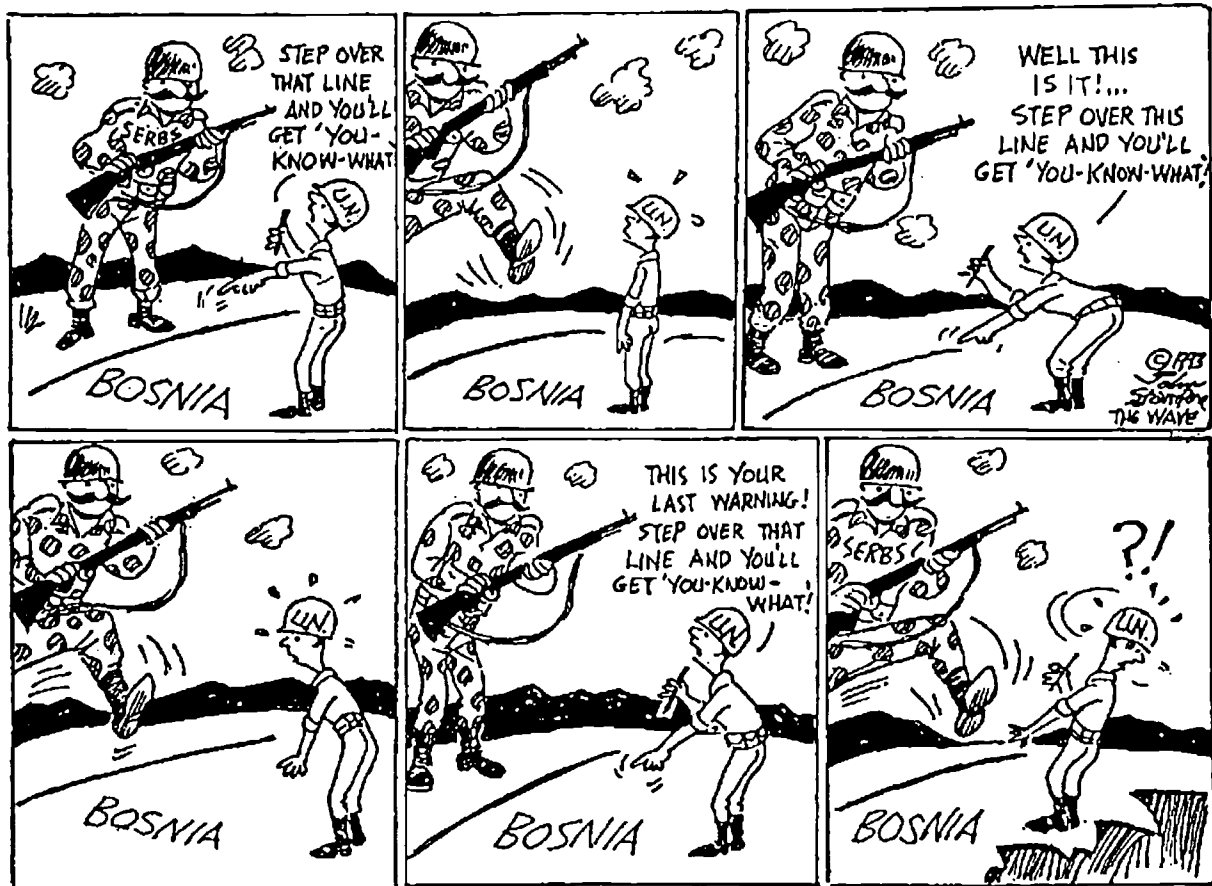
25. Amnesty International and Greenpeace are examples of international organizations that are

- A. controlled and directed by the United Nations
- B. opposed to public protest of government actions
- C. financed, operated, and supported by private citizens
- D. designed to encourage international free trade agreements

26. Since the end of the Cold War, the United Nations has promoted peace by

- A. limiting the admission of new members
- B. focusing on solutions to regional conflicts
- C. concentrating on reducing environmental damage
- D. continuing its non-involvement in nations' internal disputes

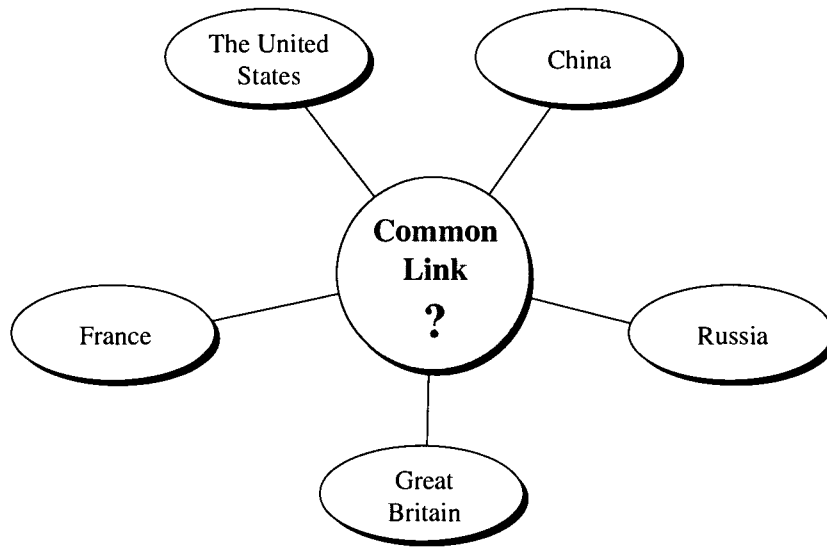
Use the following cartoon to answer questions 27 and 28.



—from *Best Editorial Cartoons of the Year, 1994 Edition*

27. This cartoon focuses on events involving Canada and other nations serving with the United Nations in
- A. Central Asia
 - B. Southern Africa
 - C. Central America
 - D. Southern Europe
28. The cartoonist is suggesting that the
- A. United Nations lacks the will to take a strong stand against an aggressor
 - B. Serbian military misunderstands the intentions of the United Nations
 - C. United Nations is unaware of the problems caused by conflict
 - D. Serbian military is too powerful for other nations to stop

Use the following diagram to answer question 29.



29. What is the common link among these five nations?
- A. All are members of the Commonwealth of Nations.
 - B. Each has lost territory since the end of the Cold War.
 - C. Each has withdrawn from its Cold War military alliance.
 - D. All are permanent members of the United Nations Security Council.
-
30. Of the following, which pair of nations has remained allies **most consistently** throughout the twentieth century?
- A. France and Italy
 - B. Great Britain and Canada
 - C. Japan and the United States
 - D. Germany and the Soviet Union

Use the following poster and photograph to help you complete Writing Assignment II on page 19.

Source I



A poster from wartime Great Britain, 1943

—from *Persuasive Images*

Source II



Central America, 1980s

—from *Shadows of War, Faces of Peace*

The poster and photograph on page 18 provide information about roles women have taken in twentieth-century conflicts.

What idea(s) do the poster and photograph convey about the changing roles of women during times of military conflict in the twentieth century?

Write a composition in which you

- identify and explain the idea(s) conveyed in the poster and photograph
- refer to specific details in the poster and photograph to support your explanation

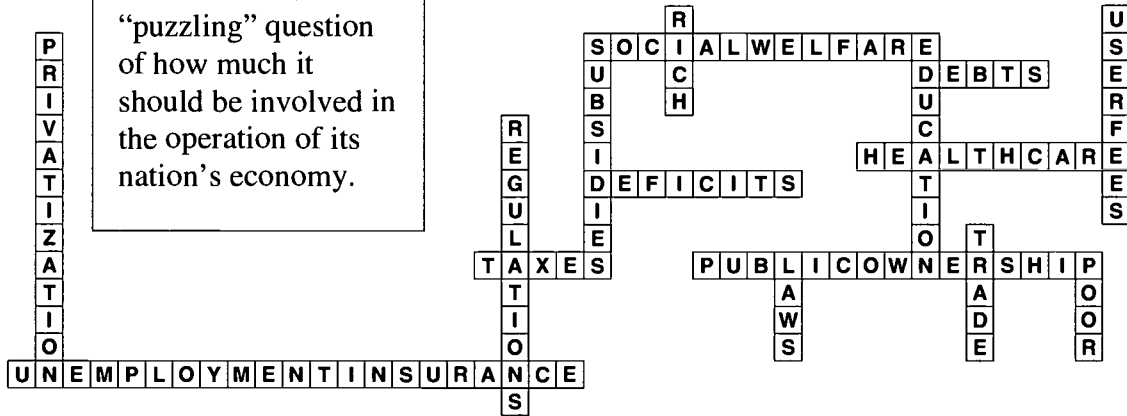
Reminders for Writing

- **Remember** that the questions in Section Three may contain information that could help you write your composition.
- **Plan** your composition.
- **Support** your explanation.
- **Organize** your ideas and support.
- **Correct** any errors that you find in your writing.
- **Use blue or black ink** for your finished copy.

For Ideas and Planning

Section Four: Economic Systems

Every government must solve the “puzzling” question of how much it should be involved in the operation of its nation’s economy.



Questions 31 to 45 and Writing Assignment III focus on economic systems and issues.

31. In a free-market economy, the motivation to work hard usually comes from
 - A. the potential for personal financial gain
 - B. a strong commitment to corporate goals
 - C. the need to meet state production targets
 - D. a desire to contribute to the common good

32. United States President Franklin Roosevelt introduced the New Deal during the
 - A. boom of the 1920s
 - B. Great Depression of the 1930s
 - C. Second World War (1939–1945)
 - D. beginning of the Cold War (1946–1953)

33. Karl Marx, the founder of communism, criticized 19th century capitalists for
 - A. exploiting the working classes by paying low wages for labour
 - B. failing to produce the variety of goods demanded by the consumer
 - C. failing to create the conditions for economic growth and productivity
 - D. exploiting the upper classes through high rates of personal income tax

Use the following illustration to answer question 34.



Executives from ten of the largest private corporations in the country went before an all-party hearing today to express their opposition to the government's proposal to raise corporate taxes. The tax hike would be used to subsidize public health care costs...

34. This newscast would **most likely** be heard in a nation with a
- A. mixed economy
 - B. laissez-faire economy
 - C. model market economy
 - D. model planned economy
-
35. Mikhail Gorbachev's reform of the Soviet economy through perestroika included measures to
- A. end foreign ownership of businesses
 - B. collectivize all remaining private farmlands
 - C. introduce some free market economic policies
 - D. re-establish Five Year Plans introduced by Stalin
36. A government claiming that it wants citizens to be more self-reliant would **most likely**
- A. increase government spending on social assistance
 - B. set production targets for agricultural industries
 - C. cut government spending on public health care
 - D. nationalize unprofitable corporations

Use the following table to answer questions 37 and 38.

A Proposed System of Income Tax for Canada

Personal Income	Taxation Rate	Total Taxes Paid	Net Income
\$80 000	20%	\$16 000	\$64 000
\$40 000	20%	\$8 000	\$32 000
\$20 000	20%	\$4 000	\$16 000
\$10 000	20%	\$2 000	\$8 000

37. Traditionally, socialists have **criticized** tax proposals like the one above by arguing that if such a system were used, it would
- A. penalize low-income Canadians
 - B. reduce levels of unemployment
 - C. create greater income equality
 - D. increase government deficits
38. How is the above income tax system **similar** to the Federal Goods and Services Tax (G.S.T.)?
- A. All citizens pay the same amount of taxes every year.
 - B. The tax rate is the same for people of all income levels.
 - C. The tax is only applied if a consumer makes a purchase.
 - D. The tax is deducted from the monthly income of each citizen.

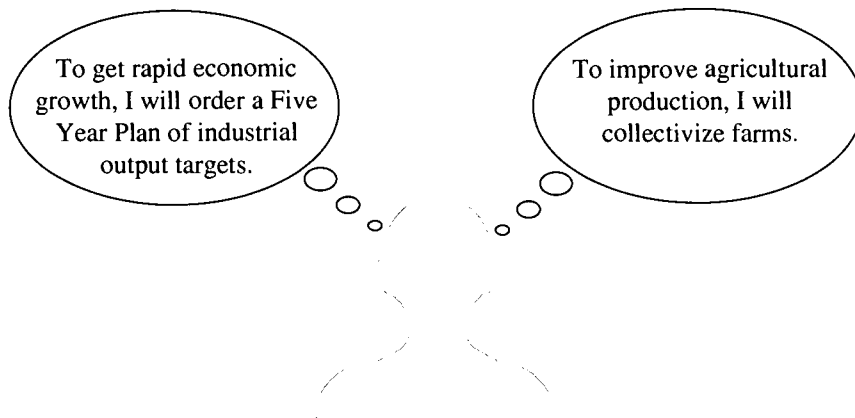
Use the following information to answer question 39.

Products that consumers do not want will not be sold, or their price will have to be very low to attract buyers. So manufacturers will make little or no profit unless they produce goods that people want. When they produce what people want, then they can employ more workers and also increase profits. In this way the desire for profit will benefit everybody —workers, manufacturers and consumers.

—from *World Powers in the Twentieth Century*

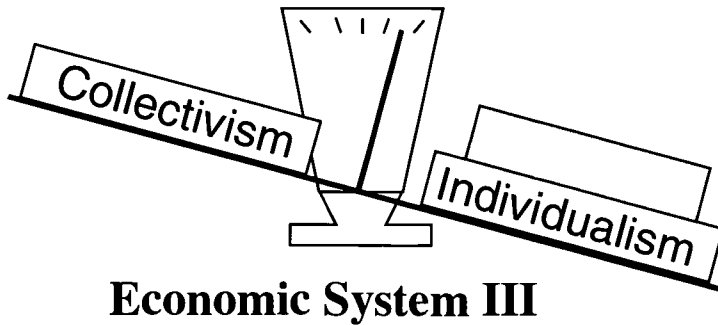
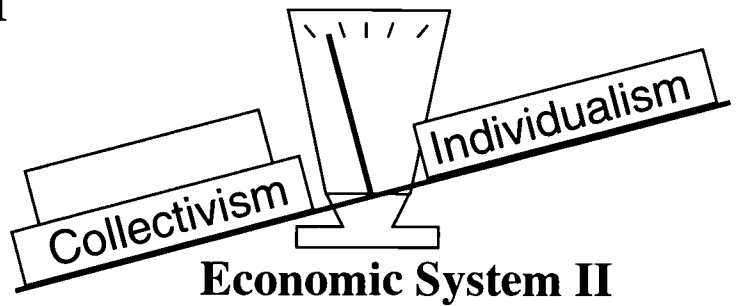
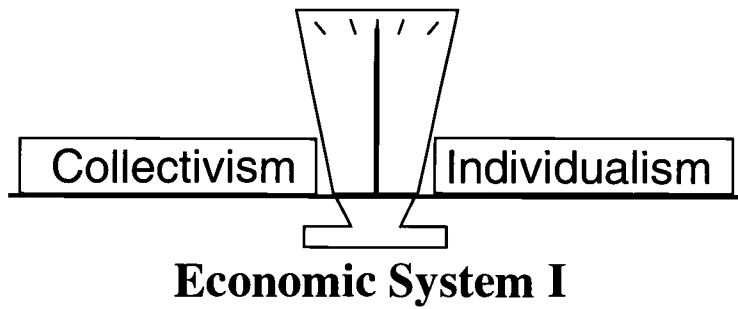
39. The information above describes the importance of
- A. labour unions in a mixed economy
 - B. state planners in a socialist economy
 - C. resource distribution in a planned economy
 - D. the invisible hand in a free-market economy
-
40. Traditionally, which nation has been commonly referred to as a democratic, “cradle-to-grave” welfare state?
- A. The United States
 - B. The Soviet Union
 - C. Sweden
 - D. Canada
41. To a supporter of private enterprise, the **most effective** action a government could take to deal with rising unemployment would be to
- A. increase personal income taxes
 - B. develop programs to increase imports
 - C. expand unemployment insurance benefits
 - D. reduce taxes on small businesses and corporations

Use the following illustration to answer question 42.



42. The leader illustrated above is
- A. Adolf Hitler of Nazi Germany
 - B. Josef Stalin of the Soviet Union
 - C. Neville Chamberlain of Great Britain
 - D. Franklin Roosevelt of the United States
-
43. The Canadian federal government gets **most** of its revenue from
- A. profits from crown corporations
 - B. taxes on cigarettes and alcohol
 - C. corporate income tax
 - D. personal income tax

Use the following illustration to answer questions 44 and 45.



44. Economic System III represents a
- A. capitalist economy
 - B. socialist economy
 - C. planned economy
 - D. mixed economy
45. What is the **best** title for the above illustration?
- A. Weighing the Benefits of Social Security
 - B. Weighing the Costs of Private Ownership
 - C. Balancing Government Spending and Income
 - D. Balancing Personal Goals and the Common Good

Questions 31 to 45 focus on the theory and practice of various economic systems.

**What are the advantages and disadvantages
of a free-market economic system?**

Write a composition in which you

- explain the advantages and disadvantages of a free-market economy
- support your explanation

Reminders for Writing

- **Remember** that the questions in Section Four may contain information that could help you with your composition.
- **Plan** your composition.
- **Support** your explanation.
- **Organize** your ideas and support.
- **Correct** any errors that you find in your writing.
- **Use blue or black ink** for your finished work.

For Ideas and Planning

Section Five: Political Systems

Passing and
enforcing laws

Changing leadership

**Democracies and
dictatorships face many of the
same challenges.**

Maintaining social
order and control

Protecting national
security

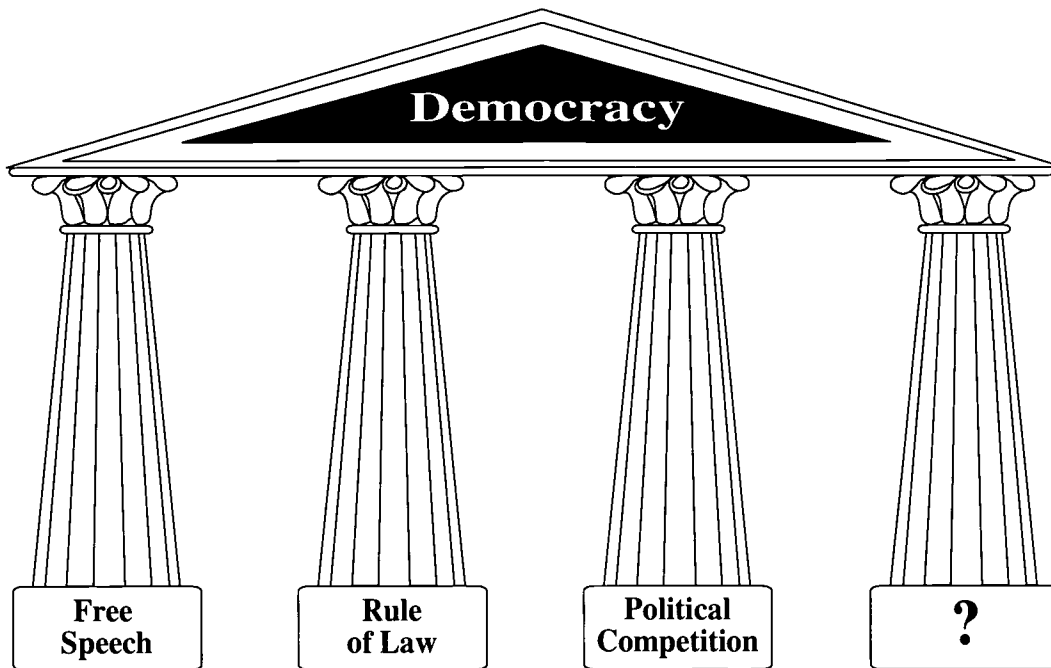
Ensuring individual
economic security

Administering
justice

**Questions 46 to 60 and Writing Assignment IV
focus on political systems and issues.**

46. The Nazi government of Adolf Hitler focused its propaganda efforts on gaining the loyalty of Germany's
- A. young people
 - B. anti-war activists
 - C. trade union leaders
 - D. left-wing political parties
47. The practice of accepting private donations to help finance election campaigns is often **criticized** on the basis that candidates might be
- A. influenced by the rich and powerful
 - B. unwilling to attend public campaign forums
 - C. unaware of political issues of public concern
 - D. willing to run for lesser-known political parties

Use the following illustration to answer question 48.



48. Which of the following is a foundation of democracy that correctly completes the diagram?

- A. Independent Courts
- B. Use of Indoctrination
- C. Appointed Head of State
- D. Preservation of Tradition

49. Which of the following leaders introduced democratic reforms into an authoritarian system?

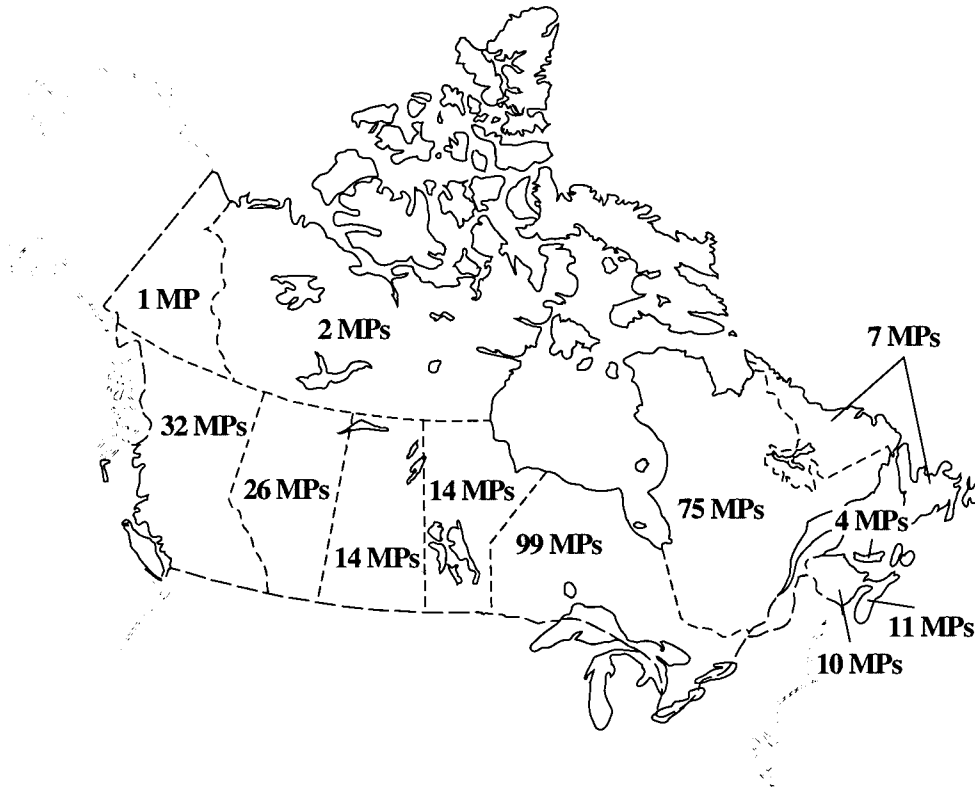
- A. Adolf Hitler in Nazi Germany
- B. Margaret Thatcher in Great Britain
- C. Ronald Reagan in the United States
- D. Mikhail Gorbachev in the former Soviet Union

50. Scapegoating is a process sometimes used by political leaders to

- A. blame identifiable groups for a nation's problems
- B. eliminate political opponents using terror and brutality
- C. use rewards and bonuses to gain widespread popularity
- D. lead citizens to believe that they are involved in decision making

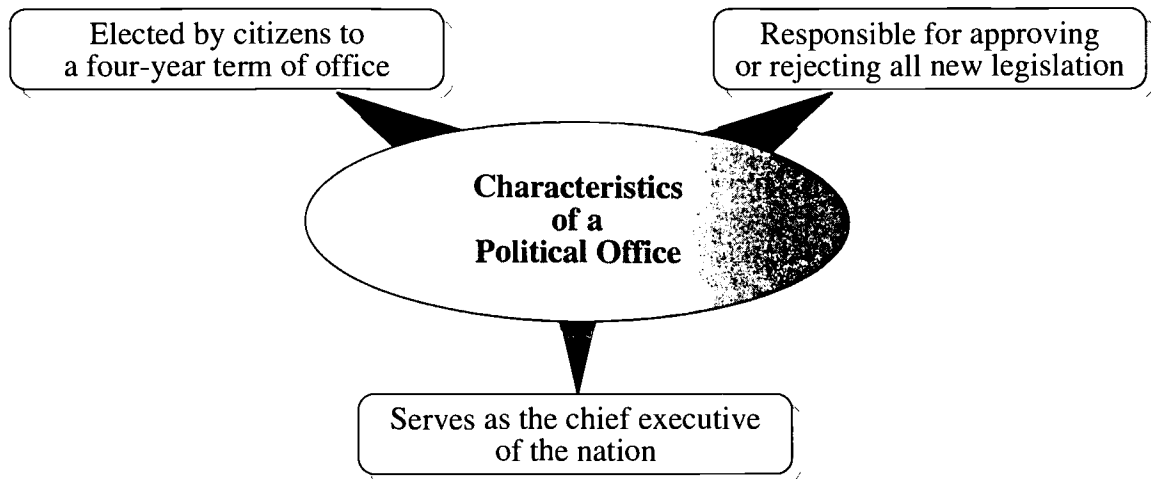
Use the following map to answer questions 51 and 52.

Distribution of Seats in the Canadian House of Commons—1997



51. According to the map, a political party would have the **best** chance of forming the government if it gained widespread popularity in
- A. British Columbia and the North
 - B. the Atlantic provinces
 - C. the Prairie provinces
 - D. Quebec and Ontario
52. By studying the information on the map, it is possible to determine the
- A. popularity of each political party across Canada
 - B. general distribution of population across Canada
 - C. proportion of citizens who vote in federal elections
 - D. number of political parties competing in federal elections

Use the following information to answer question 53.



53. The political office described above is that of

- A. an American President
- B. a Canadian Prime Minister
- C. a Canadian Governor General
- D. an American Supreme Court Judge

54. *Just as the construction of a building requires a blueprint, so does the creation of a political system.*

The “blueprint” for the Canadian political system is provided by the

- A. Parliament of Canada
- B. Canadian Supreme Court
- C. Constitution Act of Canada
- D. Prime Minister and Cabinet

55. In the former Soviet Union, the purpose of elections was to

- A. measure public opposition to the ruling party
- B. allow open competition between rival candidates
- C. provide citizens with a sense of political involvement
- D. encourage opposition parties to nominate candidates

Use the following quotation to answer question 56.

The only purpose for which power can be rightfully exercised over any member of a civilized community, against his will, is to prevent harm to others.

—John Stuart Mill, English philosopher

—from *The Concise Oxford Dictionary of Quotations*

56. In this quotation, Mill expresses a belief that a government must be able to
- A. make political choices for people
 - B. follow the beliefs of the majority
 - C. preserve the personal security of citizens
 - D. satisfy the demands of powerful minorities
-
57. To maintain power, dictators **most often** rely on the support of
- A. labourers and farmers
 - B. military and police forces
 - C. business people and educators
 - D. civil servants and religious leaders
58. Historically, Canadian governments have used special laws that strictly limit civil rights during
- A. times of high unemployment
 - B. federal election campaigns
 - C. national crisis situations
 - D. times of low inflation

Use the following information to answer questions 59 and 60 and to complete Writing Assignment IV on page 38.

During a public forum in a recent federal election campaign, four candidates were asked to answer the following question:

Should participation in extremist political movements in Canada be illegal?

Candidate I

Yes, I believe that such participation should be illegal. Organizations are called extremist for good reason. Their ideas about how to run a nation are abnormal. Extremists do not want to reform or remodel the



existing political system, they want to overthrow it. Any group proposing radical changes that would endanger our current system must be banned.

Candidate II

Extremist groups must not only be tolerated, they must also have full rights of participation in the democratic process, even if their goals mean an end to democracy. What kind of democracy would we have if we did not



allow people to express their own ideas? Surely if a democracy is stable, it will survive threats from a few radicals.

Candidate III

Defining who is and who is not an extremist is very much a judgement call. Who would decide? We must tolerate extremist groups no matter how unpleasant their ideas. If their members break the laws of the nation, then governments must punish the guilty. This will send a clear message to all extremists that despite their beliefs, they must still obey the law. The government should only act against such groups when just cause exists.



Candidate IV

In recent years, many nations have seen first-hand the "work" of extremists who are motivated by hatred of other ethnic or religious groups. This extremism cannot be tolerated. Its beliefs and practices violate a fundamental principle of democracy: that all citizens are equal. Though I am against using laws to eliminate groups on the political fringes, I fully support actions to shut down movements that do not tolerate differences among people.



59. Which two candidates **most strongly disagree** over the issue?
- A. Candidate I and Candidate II
 - B. Candidate I and Candidate III
 - C. Candidate II and Candidate IV
 - D. Candidate III and Candidate IV
60. Which problem related to extremist groups does Candidate III identify?
- A. Extremist groups often break the law.
 - B. Deciding what is an extremist group is a subjective process.
 - C. Banned extremist groups will become “heroes” in the eyes of some people.
 - D. Extremist groups are underground movements that are impossible to identify.

Writing Assignment IV

Suggested time: 15–20 min.

You have just left the public forum described on page 36. The four candidates debated the question “Should participation in extremist political movements in Canada be illegal?”

Which candidate would you vote for? Why?

Write a composition in which you

- identify your choice of candidate
- explain your choice by providing valid reasons

Reminders for Writing

- **Remember** that the candidates’ responses on page 36 and the questions in Section Five may contain information that could help you with your composition.
- **Plan** your composition.
- **Support** your explanation.
- **Organize** your ideas and support.
- **Correct** any errors that you find in your writing.
- **Use blue or black ink** for your finished work.

For Ideas and Planning

For Finished Work

Candidate I	<input type="radio"/>
Candidate II	<input type="radio"/>
Candidate III	<input type="radio"/>
Candidate IV	<input type="radio"/>

Continued

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Social Studies 33

January 1997

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Social Studies 33

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