NUNAVUT SOCIAL STUDIES 10-1 · FULL COURSE · 50 QUESTIONS

Full Course — Practice Test

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Source I — A British Merchant on Trade, 1802

Use this reading for questions 1 to 5.

Gold and silver held at home are the true measure of a nation's strength. Our colonies exist to serve the mother country: they must send us their timber, furs, and tobacco, and buy our cloth and tools in return. Let no colony trade with a foreign power, and let no colony make what we can make better in Britain.

A nation that buys more than it sells will soon grow poor, while a nation that sells more than it buys will grow rich and powerful.

— A British merchant, speaking to fellow traders, London, 1802

1 **The main idea of Source I is that**

- **A** Trade should be controlled to enrich the mother country
- **B** Colonies should trade freely with all nations
- **C** Nations grow rich by importing more than they export
- **D** Gold and silver have no real value to a nation

Understand It with Pulse | Flag a mistake

2 **The system described in Source I is an example of**

- A Free trade
- B Outsourcing
- C Mercantilism
- D Economic globalization today

Understand It with Pulse | Flag a mistake

3 **The speaker in Source I assumes that**

- A Colonies are equal partners of the mother country
- B Trade benefits every nation equally
- C Colonies exist for the benefit of the mother country
- D Foreign trade should be encouraged in the colonies

Understand It with Pulse | Flag a mistake

4 **A person who would most likely disagree with Source I is**

- **A** A British maker of cloth sold to the colonies
- **B** A British merchant trading with the colonies
- **C** An officer of the British navy
- **D** A colonial farmer forced to sell only to Britain

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5 **The speaker in Source I would most likely support**

- **A** Allowing colonies to trade with Spain and France
- **B** Restricting colonial trade to Britain alone
- **C** Building factories in the colonies
- **D** Ending all taxes on colonial goods

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Source II — A Colonial Officer in West Africa, 1901

Use this reading for questions 6 to 9.

We have brought law, roads, and our faith to a land that had none of our order. The people here will learn the value of steady work in our mines and on our plantations, and in time they will thank us for it.

Britain bears a duty to govern peoples who cannot yet govern themselves, even when they do not understand that duty.

— A British district officer, in a letter home from West Africa, 1901

6 **The writer of Source II presents colonial rule as**

- **A** A burden that Britain should give up at once
- **B** A partnership between equal peoples
- **C** A duty that benefits the people being governed
- **D** A system based only on trade in goods

Understand It with Pulse | Flag a mistake

7 **The perspective shown in Source II is best described as**

- A Imperialist
- B Isolationist
- C Environmental
- D Anti colonial

Understand It with Pulse | Flag a mistake

8 **Source II assumes that the people of West Africa**

- A Had their own governments and laws before Britain arrived
- B Wanted British rule from the start
- C Benefited most from the mines and plantations
- D Could not yet govern themselves

Understand It with Pulse | Flag a mistake

9 **A person who would most likely disagree with Source II is**

A A British mine owner in West Africa

B An African farmer whose land was taken for a plantation

C A British official in charge of a colony

D A British trader selling goods in the colony

Understand It with Pulse | Flag a mistake

10 **Taken together, Sources I and II show that European expansion was driven by**

A A wish to protect the environment of the colonies

B Respect for the cultures of other peoples

C Goals of wealth and power for the European nation

D A desire to end all trade between nations

Understand It with Pulse | Flag a mistake

Source III — Political Cartoon: The Factory Giant, 1848 (described)

Use this reading for questions 11 to 15.

This is a political cartoon published in a British newspaper in 1848. In the centre of the cartoon, a giant factory owner wearing a tall top hat towers over the scene. Smoke from the chimneys of his factory blackens the sky behind him.

At the feet of the giant, rows of tiny workers, some of them clearly children, carry heavy baskets of coal toward the factory. In the background, green fields, trees, and a small village church have been drawn much smaller than the factory and are partly hidden by the smoke.

Under the cartoon, the caption is a single word: Progress.

11 **The main message of Source III is that industrialization**

- **A** Improved life equally for owners and workers
- **B** Ended the use of child labour
- **C** Made the countryside cleaner and healthier
- **D** Enriched factory owners while workers bore the costs

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12 **In Source III, the huge size of the factory owner symbolizes**

- **A** The good health of factory owners
- **B** The great power of owners over workers
- **C** The number of factories in Britain
- **D** The wealth of the workers

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13 **The cartoonist who drew Source III most likely held the view that**

- **A** Industrialization had serious human costs
- **B** Factories were too small to matter
- **C** Child labour was good for families
- **D** Smoke was a sign of a healthy city

Understand It with Pulse | Flag a mistake

14 **A person who would most likely agree with Source III is**

- A A factory owner growing rich from coal
- B A merchant selling factory goods abroad
- C A reformer working to end child labour
- D An official who opposed all factory laws

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15 **Source III best illustrates changes brought by**

- A The Industrial Revolution
- B Mercantilism
- C The fur trade
- D Modern outsourcing

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Source IV — An Indigenous Elder Recalls Residential School, 1995

Use this reading for questions 16 to 19.

When I was seven, I was taken to a residential school far from my home. We were punished for speaking our language, so I stopped using the words my grandmother had taught me. Years later, my own children did not learn our language at home, because I had been made to feel ashamed of it.

What was taken was not only our words. It was our stories, our ceremonies, and our place in our families.

— An Indigenous elder in Canada, recalling her childhood, recorded in 1995

16 **The main idea of Source IV is that residential schools**

- **A** Helped Indigenous children keep their languages
- **B** Caused losses of language and culture across generations
- **C** Were supported by most Indigenous families
- **D** Had little effect beyond the school years

Understand It with Pulse | Flag a mistake

17 **Source IV is an example of**

A A benefit of historical globalization

B Cultural revitalization

C A success of assimilation policy

D A legacy of historical globalization

Understand It with Pulse | Flag a mistake

18 **According to Source IV, the loss of language continued because**

A Children refused to learn from their grandparents

B The elder chose a new language as an adult

C Parents had been made to feel ashamed of their language

D The government later banned all schooling

Understand It with Pulse | Flag a mistake

19 **The perspective in Source IV is that of**

- A An Indigenous person harmed by a government policy
- B A teacher who ran a residential school
- C A government official defending the schools
- D A merchant trading with Indigenous peoples

Understand It with Pulse | Flag a mistake

20 **The schematic map of Canada divides the northern band into two labelled parts. The region made up of those two parts, which together contain the three territories, is**

- A Prairies
- B North
- C Ontario
- D Atlantic

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Source V — Map: Residential Schools in Canada, 1930 (described)

Use this reading for questions 21 to 25.

This map of Canada shows the locations of residential schools in 1930. Dots marking schools appear in every province and territory, from the Atlantic coast to the Pacific coast and into the North. More than one hundred schools are shown in total.

Thin lines drawn on the map show the great distances many children were transported from their home communities to reach a school. A note on the map states that the schools were funded by the federal government and run by churches.

The map does not name the Indigenous nations whose children attended the schools, and it shows no Indigenous communities, languages, or territories.

21 **Source V shows that the residential school system was**

- **A** A nationwide system reaching every region of Canada
- **B** Limited to one small part of Canada
- **C** Run by Indigenous communities themselves
- **D** Closing down by 1930

Understand It with Pulse | Flag a mistake

22 **Based on Source V and knowledge of the period, the goal of the system was**

A To protect Indigenous languages

B To teach farming skills only

C Assimilation of Indigenous children into settler culture

D To prepare children to lead their own nations

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23 **A perspective that is missing from Source V is that of**

A The federal government

B The churches that ran the schools

C The map maker

D The Indigenous families whose children were taken

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24 **The thin lines on the map in Source V emphasize that many children were**

A Taken to schools close to their homes

B Transported far from their home communities

C Allowed to visit home each week

D Travelled with their parents to the schools

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25 **Sources IV and V are related in that Source V**

A Disagrees with everything said in Source IV

B Describes one school mentioned in Source IV

C Explains how to rebuild Indigenous languages

D Shows the national scale of the system described in Source IV

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Source VI — Editorial on Global Culture, 2023

Use this reading for questions 26 to 30.

Walk down the main street of almost any city on Earth and you will see the same coffee shops, the same clothing brands, and hear the same songs. Local stores close because they cannot compete with global chains, and young people everywhere dress, eat, and speak more alike every year.

Something valuable disappears when every place begins to look the same.

— Editorial in a Canadian community newspaper, 2023

26 **The main concern raised in Source VI is**

- **A** The high price of coffee in Canadian cities
- **B** The decline of trade between countries
- **C** The loss of local difference as cultures become alike
- **D** The growth of small local stores

Understand It with Pulse | Flag a mistake

27 **Source VI best illustrates the concept of**

A Cultural revitalization

B Assimilation by law

C Cultural homogenization

D Isolation from global trade

Understand It with Pulse | Flag a mistake

28 **The writer of Source VI assumes that**

A Cultural diversity between places is worth protecting

B Global brands are always better than local ones

C Young people dislike music from other countries

D Every city should ban foreign goods

Understand It with Pulse | Flag a mistake

29 **A person who would most likely disagree with Source VI is**

A A local shopkeeper facing global competition

B A teacher of a local language

C A musician recording traditional songs

D An executive of a global coffee chain

Understand It with Pulse | Flag a mistake

30 **According to Source VI, local stores are closing mainly because they**

A Refuse to sell popular products

B Cannot compete with global chains

C Are banned by local governments

D Employ too many young people

Understand It with Pulse | Flag a mistake

Source VII — Chart: Language Learning and Media in One Canadian Province, 2006 to 2021 (described)

Use this reading for questions 31 to 35.

This chart presents information collected in one Canadian province. The number of people enrolled in Indigenous language classes rose from about 1,200 in 2006 to about 3,400 in 2021. The number of community radio stations broadcasting in Indigenous languages rose from 6 in 2006 to 14 in 2021.

Over the same period, the hours of television programming produced in the province fell each year. The share of music streamed in the province that came from large global platforms rose from 30 percent in 2011 to 78 percent in 2021.

31 **Source VII supports the conclusion that in the province**

- **A** Interest in Indigenous languages declined steadily
- **B** More people were learning Indigenous languages by 2021
- **C** Community radio stations had all closed by 2021
- **D** Local television production grew every year

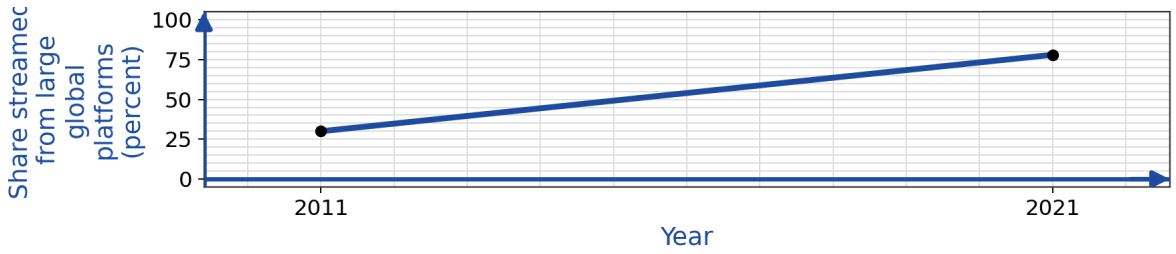
Understand It with Pulse **Flag a mistake**

32 **The trends in Source VII regarding Indigenous languages are an example of**

- **A** Cultural revitalization
- **B** Cultural homogenization
- **C** Assimilation
- **D** Economic outsourcing

Understand It with Pulse | Flag a mistake

33 **The chart shows the share of music streamed in the province that came from large global platforms. In 2021, that share was about**



- **A** 78 percent
- **B** 30 percent
- **C** 50 percent
- **D** 95 percent

Understand It with Pulse | Flag a mistake

34 **Taken together, the trends in Source VII suggest that globalization**

- **A** Always destroys local cultures completely
- **B** Has no effect on language or media
- **C** Can spread a dominant culture while communities respond
- **D** Ended in the province by 2021

Understand It with Pulse | Flag a mistake

35 **A person who would most likely welcome the language trends in Source VII is**

- **A** An official who once ran a residential school
- **B** An Indigenous language teacher
- **C** A merchant described in Source I
- **D** An executive of a global streaming platform

Understand It with Pulse | Flag a mistake

Source VIII — A Company Executive on Global Production, 2019

Use this reading for questions 36 to 40.

Our company designs its phones in California, makes their parts in five Asian countries, and assembles them in plants where labour costs are lower. This global system gives consumers everywhere better products at lower prices, and it gives jobs to workers in developing countries.

Governments should keep borders open and rules minimal, so goods and investment can move freely around the world.

— An executive of a transnational electronics corporation, in a speech to business leaders, 2019

36 **The main idea of Source VIII is that global production**

- **A** Benefits consumers and workers and should face few rules
- **B** Harms consumers in every country
- **C** Should be replaced by production in one country
- **D** Requires higher taxes on all traded goods

Understand It with Pulse **Flag a mistake**

37 **The practice of assembling phones where labour costs are lower is called**

- **A** Mercantilism
- **B** Assimilation
- **C** Reconciliation
- **D** Outsourcing

Understand It with Pulse | Flag a mistake

38 **A person who would most likely disagree with Source VIII is**

- **A** A consumer enjoying lower phone prices
- **B** A factory worker whose job moved overseas
- **C** An investor in the phone company
- **D** A business leader at the speech

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39 **The schematic map shows trade routes from Canada. The destination shown at the top of the schematic map is**

- A European Union
- B United States
- C Pacific countries
- D Canada

Understand It with Pulse | Flag a mistake

40 **The company described in Source VIII is best described as a**

- A Transnational corporation
- B Trade union
- C Charitable organization
- D Local family business

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Source IX — A Farmer on a Changing River Delta, 2022

Use this reading for questions 41 to 44.

The river that fed our fields now floods them with salt water as the sea rises. Factories upstream release waste into the water, and the fish my father caught are gone. Our village did not cause the pollution or the changing climate, yet we are among the first to lose our land and our way of life.

— A farmer in a low-lying river delta in Bangladesh, in a letter to an aid organization, 2022

41 **The main issue raised in Source IX is that**

- **A** Farmers refuse to adopt new crops
- **B** Trade in fish has become too profitable
- **C** Factories provide too few jobs in the delta
- **D** Environmental harm falls on people who caused little of it

Understand It with Pulse | Flag a mistake

42 **Source IX best illustrates concerns about**

- A Mercantilism
- B Assimilation
- C Sustainability
- D Urbanization

Understand It with Pulse | Flag a mistake

43 **The perspective in Source IX is that of**

- A An owner of an upstream factory
- B A person directly harmed by pollution and climate change
- C A government minister promoting industry
- D A tourist visiting the delta

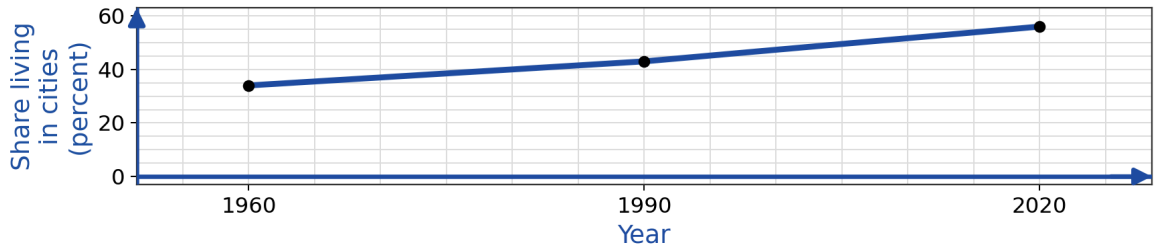
Understand It with Pulse | Flag a mistake

44 **A person who would most likely agree with Source IX is**

- **A** An environmental activist seeking stronger pollution laws
- **B** A factory owner opposing all pollution rules
- **C** The executive speaking in Source VIII
- **D** A merchant seeking higher exports at any cost

Understand It with Pulse | Flag a mistake

45 **The chart shows the approximate share of people worldwide living in cities. In 2020, that share was about**



- **A** 34 percent
- **B** 43 percent
- **C** 56 percent
- **D** 70 percent

Understand It with Pulse | Flag a mistake

Source X — A Canadian Delegate on Human Rights, 2023

Use this reading for questions 46 to 48.

When a government denies its people basic rights, the world cannot simply look away. Canada and other nations have a responsibility to protect human rights beyond their own borders, through diplomacy, through aid, and, when the United Nations agrees, through peacekeeping.

Protecting human dignity is a global responsibility, not only a national one.

— A Canadian delegate, speaking at an international conference, 2023

46 **The main idea of Source X is that**

- **A** Nations should never act beyond their own borders
- **B** Protecting human rights is a shared global responsibility
- **C** Aid and peacekeeping should be ended
- **D** Human rights matter only inside Canada

Understand It with Pulse | Flag a mistake

47 **The perspective shown in Source X supports**

A Isolation from world affairs

B Colonial rule over other peoples

C International involvement to protect human rights

D Trade without any concern for rights

Understand It with Pulse | Flag a mistake

48 **Source X assumes that abuses of human rights in one country**

A Are a legitimate concern of other nations

B Never happen in the modern world

C Should be hidden from the public

D Can only be solved by trade

Understand It with Pulse | Flag a mistake

49 **Sources II and X both address the issue of**

- **A** Whether music should be streamed online
- **B** How factories should be built
- **C** Whether Indigenous languages should be taught
- **D** One nation becoming involved in the lives of people abroad

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50 **The speaker in Source VIII would most likely respond to Source X by**

- **A** Agreeing that governments should have many more rules
- **B** Arguing that open borders and few rules matter most
- **C** Calling for an end to all international trade
- **D** Demanding that Canada leave the United Nations

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ANSWER KEY

1.	A	**18.**	C	**35.**	B
2.	C	**19.**	A	**36.**	A
3.	C	**20.**	B	**37.**	D
4.	D	**21.**	A	**38.**	B
5.	B	**22.**	C	**39.**	B
6.	C	**23.**	D	**40.**	A
7.	A	**24.**	B	**41.**	D
8.	D	**25.**	D	**42.**	C
9.	B	**26.**	C	**43.**	B
10.	C	**27.**	C	**44.**	A
11.	D	**28.**	A	**45.**	C
12.	B	**29.**	D	**46.**	B
13.	A	**30.**	B	**47.**	C
14.	C	**31.**	B	**48.**	A
15.	A	**32.**	A	**49.**	D
16.	B	**33.**	A	**50.**	B
17.	D	**34.**	C		

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