

This includes examples of multiple choice items and essay topics as well as a marking scheme for the essay topics.

Note that this examination consists of a multiple choice section (worth 50%) and a three-page double-spaced short essay (worth 50%). Make sure that your name and student number are written on the computer answer sheet and also on the exam booklet. Write only one brief essay. Make it clear, concise, well argued and in complete sentences. Make sure that it is not longer than three pages double-spaced. Write legibly. Print if anyone has ever told you that your handwriting is hard to read.

After you start the exam please do the following:

1) Fill out this multi-page question form first, circling the one best answer for each question. Feel free to write whatever you want.

2) Transfer your answers, using a soft lead pencil, to the computer answer sheet. **FILL IN ONE BOX FOR EACH OF THE 30 QUESTIONS. COLOUR IN THE BOXES COMPLETELY. DO NOT PUT ANY OTHER MARKS ON THE ANSWER SHEET -- THESE COULD BE COUNTED AS INCORRECT ANSWERS.**

When encoding your student number and your answers on the sheet to be scanned by the computer, be sure to use a thick horizontal bar to blacken the appropriate letter or number.

Do not use a circle, dot or any other mark.

3) There are no penalties for incorrect answers, so answer all 30 questions.

Some multiple-choice items.

1) According to the texts and lectures the biggest change in the composition of Canadian households from 1931 to 1996 was:

- a) an increase in the percentage of households occupied by single-parent families
- b) an increase in the percentage of households occupied by same-sex couples
- c) an increase in the percentage of single-person households
- d) a decrease in the percentage of complex family households
- e) both (c) and (d)

2) According to the texts, lectures and readings, historical sociologists have shown that the total fertility rate tends to be highest:

- a) when it is normal for women to marry young
- b) when there are many years between first and last birth
- c) when it is normal for women to be literate
- d) both (a) and (b)

3) Evidence from large scale surveys shows that mothers who report that they often tell their children that they are bad or not as good as other children or get angry when they punish them, tend to have children who:

- a) have worse outcomes than children from other families
- b) have better outcomes than children from other families
- c) are on average the same as children from other families

4) The film *License to Kill* depicts violence against women in Pakistan in the 1990s and mostly focuses upon

- a) the conditions under which women experience violence at the hands of their own kin
- b) the conditions under which women experience violence at the hands of their husbands
- c) the impact of mass unemployment on the incidence of violence against women
- d) all of the above

(Note that we have not viewed this film so there will be no questions about it in the upcoming test)

Feedback question which will not be included in the assessment but will be used to improve the course for next time. Please record your answers on the computer sheet.

5) How many times have you read messages posted on the Web Forum.

- a) Never
- b) Once or twice
- c) No more than once a week
- d) More frequently than once a week.

Write only one brief essay. Make it clear, concise, well-expressed and with an argument. Make sure that it is not longer than three pages double-spaced. Write legibly. Print if anyone has ever told you that your handwriting is hard to read.

Some Essay topics:

1) How have family structures been affected by processes of modernization/industrialization?

2) Briefly outline the changing characteristics of the families of U.S. African-Americans from 1900 to the present date. Having outlined the historical facts, briefly discuss two distinct interpretations. (We may not have covered this topic yet but this is an example of one kind of essay question).

3) Argue for or against the idea that family structures quickly adapt to a society's dominant mode of economic organization

Marking Scheme for the Essay

Students must argue clearly and with evidence.

Essays which address issues not covered in the course get no credit.

87 and over: very well written, exactly on topic but examining the issues in a fresh, creative and challenging manner.

84 to 86: well written; creatively draws different strands together.

80 to 83: well written, well organized; some original thought

77 to 79: well written with correct grammar. Has clearly mastered course materials.
74 to 76: as above but somewhat less well written/organized
70 to 73: knows course materials but communicates this ineffectively
67 to 69: obvious gaps in understanding of course materials and evidence
64 to 66: as just above; little or no citing of evidence
60 to 63: addresses course materials but fails to understand them
57 to 59: poorly written; obvious problems in understanding course materials.
54 to 56: very poor writing and grammar; little evidence that the student attended this course
50 to 53: very little evidence that the student attended this course.
45 to 49: rambling or ranting; off topic
Less than 45: incoherent, rambling or ranting, off topic
Zero: no evidence of coherent thought; completely off topic