This document contains released items from the 2010 Grade 9 Knowledge and Employability Social Studies Achievement Test.

A test blueprint and an answer key that includes the difficulty, reporting category, curricular content area, and item description for each test item are also included. These materials, along with the Program of Studies and subject bulletin, provide information that can be used to inform instructional practice.

For further information, contact

Ray Shapka, Knowledge and Employability Examination Manager, at Ray.Shapka@gov.ab.ca; or

Darren Lux, Knowledge and Employability Examiner, at Darren.Lux@gov.ab.ca; or

Ken Marcellus, Director, Achievement Testing, at Ken.Marcellus@gov.ab.ca; or

Learner Assessment (780) 427-0010. To call toll-free from outside Edmonton, dial 310-0000.

The Alberta Education Internet address is education.alberta.ca.

Copyright 2010, the Crown in Right of Alberta, as represented by the Minister of Education, Alberta Education, Learner Assessment, 44 Capital Boulevard, 10044 108 Street NW, Edmonton, Alberta T5J 5E6, and its licensors. All rights reserved.

Special permission is granted to Alberta educators only to reproduce, for educational purposes and on a non-profit basis, parts of this document that do not contain excerpted material.

Excerpted material in this document shall not be reproduced without the written permission of the original publisher (see credits, where applicable).
The items presented in this document are from the secured 2010 Grade 9 Knowledge and Employability Social Studies Achievement Test. These items are released by Alberta Education.
1. The illustration above portrays Canadian citizens who are

A. seeking election to political office
B. endorsing local political candidates
C. campaigning in support of a political party
D. demonstrating to express political opinions

2. The Canadian citizens illustrated above are trying to influence the decisions of

A. local business owners
B. provincial court judges
C. federal government leaders
D. international peace activists
3. An individual participates directly in Canada’s justice system by
   A. protesting against government action
   B. writing letters to politicians
   C. voting in an election
   D. serving on a jury

4. Canadian citizens participate most directly in government when they
   A. vote in an election
   B. volunteer during an election
   C. campaign during an election
   D. contribute money to a candidate in an election

   Use the following information to answer question 5.

   “Nearly 59% of Canada’s immigrants are in the skilled worker and business immigrant categories. They help fill shortages in our labour market…”

   —from Citizenship and Immigration Canada, 2007

5. According to the information, the majority of immigrants are admitted into Canada in order to
   A. provide assistance to refugees
   B. strengthen the economy
   C. enhance border security
   D. bring families together
6. An organization of people seeking election who share the same ideas on how Canada should be governed is called a
   
   A. lobby group
   B. labour union
   C. media group
   D. political party

7. Which of the following bodies of Canada’s government is a part of the judicial branch?
   
   A. Senate
   B. Cabinet
   C. Federal court
   D. House of Commons

---

Use the following information to answer question 8.

**Some Events in the Federal Electoral Process**

- **W** People who are eligible to vote cast their votes at polling stations.
- **X** Elected officials are sworn in as members of Parliament.
- **Y** Candidates campaign in an attempt to win people’s votes.
- **Z** The prime minister calls an election.

8. Which of the following sequences identifies the correct order of events in the federal electoral process?

   A. X, Y, W, and Z
   B. Y, X, Z, and W
   C. Z, Y, W, and X
   D. Z, Y, X, and W
9. Which of the following advertisements is unlawful according to the Canadian Charter of Rights and Freedoms?

A. **Wanted**
   - Waitress for restaurant
   - Must be under 25

B. **Workers Required**
   - Must be strong

C. **Apartment for Rent**
   - No pets

D. **Employees Needed**
   - Computer skills required

Use the following information to answer question 10.

![Diagram](image)

10. Which of the following statements **most clearly** completes the information above?

A. Natural resources are used more often.
B. Legislation is passed to reduce pollution.
C. Tax breaks are given to industrial polluters.
D. Investments are made in non-renewable energy.
11. In Canada, the federal government raises money to pay for services **mainly** by collecting

   A. user fees
   B. legal fines
   C. income taxes
   D. charitable donations

*Use the following information to answer questions 12 and 13.*

**The Political Platforms of Four Political Parties**

<table>
<thead>
<tr>
<th>Party A</th>
<th>Party B</th>
</tr>
</thead>
</table>
| • Reduce business taxes  
• Give incentives to entrepreneurs  
• Support private business | • Cancel tax credits  
• Increase business taxes  
• Support consumers |

<table>
<thead>
<tr>
<th>Party C</th>
<th>Party D</th>
</tr>
</thead>
</table>
| • Support public education  
• Increase health-care spending  
• Increase social assistance to create equality among people | • Protect national parks  
• Protect old-growth forests  
• Decrease logging to protect wildlife |

12. Which of the parties listed above would **most likely** be in favour of building more hospitals?

   A. Party A  
   B. Party B  
   C. Party C  
   D. Party D

13. Which of the parties listed above would **most likely** be supported by someone who wants to start a new business?

   A. Party A  
   B. Party B  
   C. Party C  
   D. Party D
14. The illustration above shows how

A. consumers are influenced by friends
B. advertising affects consumer choice
C. advertising misleads consumers
D. consumers have little choice
# Knowledge and Employability Social Studies—2010 Test Blueprint and Item Descriptions

The following table provides information on 14* of the test items that appeared on the 2010 Grade 9 Knowledge and Employability Social Studies Achievement Test.

<table>
<thead>
<tr>
<th>TOPICS</th>
<th>Reporting Category</th>
<th>Number and Proportion of Questions on 2010 Provincial Achievement Test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Knowledge and Understandings</td>
<td>Skills and Process</td>
</tr>
<tr>
<td><strong>Canada: Governance and Citizenship (9.1)</strong></td>
<td>3, 4, 6, 7</td>
<td>1, 2, 5, 8, 9</td>
</tr>
<tr>
<td>Students examine the relationship between Canada’s political and legislative processes and their impact on issues pertaining to governance, rights, citizenship, and identity (Canada’s federal political system, justice system, Charter of Rights and Freedoms, and immigration).</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Canada and the United States: An Economic Relationship (9.2)</strong></td>
<td>11</td>
<td>10, 12, 13, 14</td>
</tr>
<tr>
<td>Students examine and explore issues of economics and their impact on quality of life, citizenship and identity in Canada and the United States (market and mixed economies, consumerism, quality of life, political decision-making).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Number and Proportion of Questions (on 2010 Provincial Achievement Test)  

|                                             | 19 (38%) | 31 (62%) | 50 (100%) |

---

**Knowledge and Understandings** – Knowledge includes social studies facts, events, information, concepts, evidence, ideas, opinions, and terminology as identified in the Grade 9 Knowledge and Employability Program of Studies (2007).

**Skills and Processes** – Skills include specific social studies skills of critical and creative thinking, historical thinking, geographic thinking, decision making and problem solving, research process, and media literacy as identified in the Grade 9 Knowledge and Employability Program of Studies (2007).

*Please Note: 36 items have not been released from the 2010 Grade 9 Knowledge and Employability Social Studies Achievement Test.
The table below provides information about each question: the keyed response, the difficulty of the item (the percentage of students who answered the question correctly), the reporting category, the topic, and the item description.

<table>
<thead>
<tr>
<th>Question</th>
<th>Key</th>
<th>Difficulty (%)</th>
<th>Reporting Category</th>
<th>Topic</th>
<th>Item Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>D</td>
<td>62.9</td>
<td>S&amp;P</td>
<td>Canada: Governance and Citizenship</td>
<td>Interpret an illustration to identify how citizens can responsibly influence the Canadian political system.</td>
</tr>
<tr>
<td>2</td>
<td>C</td>
<td>61.6</td>
<td>S&amp;P</td>
<td>Canada: Governance and Citizenship</td>
<td>Interpret an illustration to identify the level of government individuals are attempting to influence.</td>
</tr>
<tr>
<td>3</td>
<td>D</td>
<td>42.8</td>
<td>K&amp;U</td>
<td>Canada: Governance and Citizenship</td>
<td>Identify how an individual can participate in Canada’s justice system.</td>
</tr>
<tr>
<td>4</td>
<td>A</td>
<td>70.4</td>
<td>K&amp;U</td>
<td>Canada: Governance and Citizenship</td>
<td>Identify how citizens can participate directly in government.</td>
</tr>
<tr>
<td>5</td>
<td>B</td>
<td>67.7</td>
<td>K&amp;U</td>
<td>Canada: Governance and Citizenship</td>
<td>Interpret information to draw a conclusion about the benefits of new immigrants to Canada.</td>
</tr>
<tr>
<td>6</td>
<td>D</td>
<td>46.9</td>
<td>K&amp;U</td>
<td>Canada: Governance and Citizenship</td>
<td>Identify the definition of federal political parties in Canada’s political system.</td>
</tr>
<tr>
<td>7</td>
<td>C</td>
<td>34.7</td>
<td>K&amp;U</td>
<td>Canada: Governance and Citizenship</td>
<td>Identify a body of Canada’s judicial branch of government.</td>
</tr>
<tr>
<td>8</td>
<td>C</td>
<td>56.3</td>
<td>S&amp;P</td>
<td>Canada: Governance and Citizenship</td>
<td>Interpret information to categorize a sequence of events in Canada’s federal electoral process.</td>
</tr>
<tr>
<td>9</td>
<td>A</td>
<td>63.1</td>
<td>S&amp;P</td>
<td>Canada: Governance and Citizenship</td>
<td>Interpret information to identify a violation of the Canadian Charter of Rights and Freedoms.</td>
</tr>
<tr>
<td>Question</td>
<td>Key</td>
<td>Difficulty (%)</td>
<td>Reporting Category</td>
<td>Topic</td>
<td>Item Description</td>
</tr>
<tr>
<td>----------</td>
<td>-----</td>
<td>----------------</td>
<td>-------------------</td>
<td>-------</td>
<td>------------------</td>
</tr>
<tr>
<td>10</td>
<td>B</td>
<td>43.8</td>
<td>S&amp;P</td>
<td>Canada and the United States: An Economic Relationship</td>
<td>Analyze information to make an inference regarding action taken on an issue.</td>
</tr>
<tr>
<td>11</td>
<td>C</td>
<td>84.5</td>
<td>K&amp;U</td>
<td>Canada and the United States: An Economic Relationship</td>
<td>Recall a purpose of taxation.</td>
</tr>
<tr>
<td>12</td>
<td>C</td>
<td>84.1</td>
<td>S&amp;P</td>
<td>Canada and the United States: An Economic Relationship</td>
<td>Analyze information to draw a conclusion related to the political platforms of given political parties.</td>
</tr>
<tr>
<td>13</td>
<td>A</td>
<td>70.0</td>
<td>S&amp;P</td>
<td>Canada and the United States: An Economic Relationship</td>
<td>Analyze information to make a generalization about the political platforms of given political parties.</td>
</tr>
<tr>
<td>14</td>
<td>B</td>
<td>72.8</td>
<td>S&amp;P</td>
<td>Canada and the United States: An Economic Relationship</td>
<td>Analyze information to identify how advertising influences consumer choice.</td>
</tr>
</tbody>
</table>