This document contains a full release of the English form of the 2012 Grade 9 Social Studies Achievement Test. A test blueprint and an answer key that includes the difficulty, reporting category, test section, 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.

Assessment highlights provide information about the overall test, the test blueprints, and student performance on the Grade 9 Social Studies Achievement Test. Also provided is commentary on student performance at the acceptable standard and the standard of excellence on the achievement test. This information is intended for teachers and is best used in conjunction with the multi-year and detailed school reports that are available to schools via the extranet. Assessment highlights reports for all achievement test subjects and grades are posted on the Alberta Education website every year in the fall.

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

The Alberta Education Internet address is education.alberta.ca.
The sources and questions presented in this document are from the previously secured English form of the 2012 Grade 9 Social Studies Achievement Test and are representative of the sources and questions that form the test. These sources and questions are released by Alberta Education.
Description

The Grade 9 Social Studies Achievement Test has two booklets:

- the **Sources Booklet**, which contains 13 sets of source materials
- the **Questions Booklet**, which contains 50 multiple-choice questions

This test was developed to be completed in 80 minutes; however, you may take an additional 30 minutes to complete the test.

Instructions

- You may **not** use a dictionary, a thesaurus, or other reference materials.
- Be sure that you have a **Sources Booklet** and a **Questions Booklet**.

You may write in this booklet if you find it helpful.

Make sure that your answers to the multiple-choice questions are placed on the answer sheet provided.

2012
The Sources Booklet is divided into two sections as follows:

**Section One: Issues for Canadians: Governance and Rights** contains eight sets of source materials. There are 30 multiple-choice questions in the Questions Booklet based on these source sets (*worth 60% of the total test mark*).

*You should take about 50 minutes to complete these 30 multiple-choice questions.*

**Section Two: Issues for Canadians: Economic Systems in Canada and the United States** contains five sets of source materials. There are 20 multiple-choice questions in the Questions Booklet based on these source sets (*worth 40% of the total test mark*).

*You should take about 30 minutes to complete these 20 multiple-choice questions.*
I. Questions 1 to 4 on page 32 are based on the following sources.

Source I

1. Membership
   • Made up of 308 representatives
   • Elected by voters
   • Usually belong to a political party
   • ?

2. Roles of members
   • Support the goals of the political party to which the member of Parliament belongs

Source II

Some Statistics from the 2008 Canadian Federal Election

<table>
<thead>
<tr>
<th>Total population of Canada</th>
<th>Total number of eligible voters</th>
<th>Number of eligible voters who cast ballots</th>
<th>Number of eligible voters who voted for the political party that won the most seats in Parliament</th>
</tr>
</thead>
<tbody>
<tr>
<td>31 612 897</td>
<td>23 677 639</td>
<td>13 834 294</td>
<td>5 209 069</td>
</tr>
<tr>
<td>100% of total population</td>
<td>74.9% of total population</td>
<td>58.4% of eligible voters</td>
<td>22% of eligible voters</td>
</tr>
</tbody>
</table>
Source III

2008 Canadian Federal Election Results

<table>
<thead>
<tr>
<th>Political parties</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conservative Party of Canada</td>
<td>38</td>
</tr>
<tr>
<td>Liberal Party of Canada</td>
<td>46</td>
</tr>
<tr>
<td>Bloc Quebecois</td>
<td>26</td>
</tr>
<tr>
<td>New Democratic Party of Canada</td>
<td>10</td>
</tr>
<tr>
<td>Green Party of Canada</td>
<td>0</td>
</tr>
</tbody>
</table>

Source IV

Speaker Y
The current system used in Canada is working well. The political party with the most seats often forms the government. This leads to stability because elections usually result in majority governments.

Speaker Z
We must change our system of electing members of Parliament. If we were to elect political representatives based on popular vote, more political parties could be represented in the House of Commons. I would feel that my vote counted, even if I did not vote for the candidate who received the most votes in a riding. This could encourage people to vote in elections.
II. Questions 5 to 8 on page 33 are based on the following sources.

Source I

**Viewpoint W**
Opposition parties use news media to inform society of government actions. Critics are free to express their points of view in a democracy.

**Viewpoint X**
Canadian citizens use news media to find information on political issues. They then decide which political party to support.

**Viewpoint Y**
News media decide which stories to present to the public. This influences how Canadians regard an issue, and how the government reacts to their views.

**Viewpoint Z**
Governments establish the political issues of the day. News media may report the information to the people, but politicians decide what to debate.

Source II

- Informs the public about government policies, debates and votes in the House of Commons, Supreme Court decisions, visits by foreign dignitaries, and the activities of prominent federal politicians
- Composed of newspaper and magazine publishers, radio and television broadcasters, and freelance journalists
- Originally used as the unofficial record of debate in Canada’s parliament
Note: In baseball, the role of the umpire, who is depicted in this cartoon behind the batter and backcatcher, is to ensure the rules of the game are followed.
III. Questions 9 to 11 on page 34 are based on the following sources.

Source I

Discussion post by: Just Wondering
Are crime rates increasing in Canada because criminals are not being given severe sentences?

Replies:

Community service is NOT punishment!
—Neighbourhood Mom

Do the crime, do the time!
—Police Officer Smith

Put criminals in jail.
—Victim of Crime

Criminal sentences are too lenient.
—Canadian Citizen

Source II

Average Annual Cost of Administering Criminal Sentences in Canada, 2005

<table>
<thead>
<tr>
<th>Type of sentence</th>
<th>Estimated cost per prisoner per year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal prison term—female</td>
<td>$150 000 – $200 000</td>
</tr>
<tr>
<td>Federal prison term—male</td>
<td>$60 000 – $110 000</td>
</tr>
<tr>
<td>Other sentences such as probation, house arrest, and community supervision</td>
<td>$10 000 – $20 000</td>
</tr>
</tbody>
</table>
Some Goals of the Elizabeth Fry Society

- To increase cooperation among women’s groups to address poverty, racism, and discrimination
- To increase the availability of programs and services for imprisoned women
- To reduce the number of women who are imprisoned in Canada
IV. Questions 12 to 15 on page 35 are based on the following sources.

Source I

Note: In this cartoon, the individual portrayed is Stephen Harper, who became prime minister of Canada in 2006.

Source II

Note: In 2006, an Ontario Superior Court judge ruled that the section of the Anti-terrorism Act of 2001 identified in Objective Z violated the Canadian Charter of Rights and Freedoms.
On October 29, 2008, a Canadian citizen named Momin Khawaja was convicted in the Ontario Superior Court of having committed terrorist acts. The following excerpt describes the Khawaja case.

Khawaja Guilty on Five Terrorism Charges

Canadian Computer Specialist Acquitted of Involvement in British Bomb Plot

Andrew Duffy
Ottawa Citizen
Ottawa

Ontario Superior Court Justice Douglas Rutherford ruled Wednesday that Khawaja, 29, played a significant role as financier, engineer and technical adviser to British terrorists. [...] Rutherford said the Crown did not prove beyond a reasonable doubt that Khawaja knew his invention would be used to explode a fertilizer bomb in Britain. The judge found Khawaja guilty of two related but lesser Criminal Code explosives offences. [...] The Khawaja case was considered the first major test of this country’s Anti-terrorism Act, a sweeping law passed in the aftermath of the Sept. 11, 2001, attacks on New York and Washington. The law expanded the application of the Criminal Code to a wide range of terrorism-related activities. Khawaja, the first Canadian to be charged under the act, now represents the government’s first major terrorism conviction since 9/11.

—from the Edmonton Journal

V. Questions 16 to 18 on page 36 are based on the following sources.

Source I

**Provincial Legislation Central to Québec’s Language Policies**

**Official Language Act, 1974 (Bill 22)**

Makes French the only official language in the province of Québec in areas such as:
- Commercial signs (French must be included)
- Instruction in schools (children must demonstrate an understanding of English before being admitted to an English-language school)

**Charter of the French Language, 1977 (Bill 101)**

Makes French the only official language in the province of Québec in areas such as:
- Commercial signs (only French allowed)
- Instruction in schools (admittance to English-language schools is allowed only under specific conditions for people already living in Québec)

Source II

**Supreme Court of Canada Decisions Pertaining to Provincial Legislation in Québec**

**1984** - The Supreme Court of Canada rules that it is not constitutional for the Charter of the French Language in Québec to deny an education in English to the child of any parent who was educated in English in any Canadian province.

**1988** - The Supreme Court of Canada rules that the commercial sign law provisions of Bill 101 are unconstitutional. The Court subsequently rules that it would be a constitutionally permissible restriction on freedom of speech for the Québec government to require that French be “markedly predominant” on commercial signs, as long as other languages are not actually banned.
Source III

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Official Language Act (Bill 22)</td>
<td>Charter of the French Language (Bill 101)</td>
<td>Supreme Court of Canada ruling on English-language education rights</td>
<td>Supreme Court of Canada rulings on commercial sign laws in Québec</td>
<td></td>
</tr>
</tbody>
</table>
VI. Questions 19 to 22 on page 37 are based on the following sources.

Source I

Legislation Regarding First Nations’ Land Claims

Royal Proclamation
Recognized First Nations’ traditional views that land belonged to groups and nations, not individuals. Only the Crown could legally change the status of Aboriginal lands.

Treaty 8
Signed by First Nations and the federal government. The treaty established reserves across much of western Canada.

Specific Claims Tribunal Act
Developed between the federal government and the Assembly of First Nations to resolve disputed land claims.

Indian Act
Allowed the federal government to administer treaty lands of First Nations.

Canadian Charter of Rights and Freedoms
Confirmed that the guarantee of certain rights and freedoms does not override rights or freedoms recognized by the Royal Proclamation or land claims agreements.
New Generation Takes up Cause in Little Buffalo
Band Still Waiting for a Reserve a Century after 1899 Treaty

Elise Stolte
Journal Staff Writer
Little Buffalo

The story behind the Lubicon land claim dates back to May 1899, when the treaty negotiators from Ottawa signed Treaty 8 near what is now Grouard, on the west end of Lesser Slave Lake. Then they pushed north along the Athabasca and Peace rivers, signing with chiefs along the way, but missing entire bands in the high country between.

Over the next years, the Lubicon heard about the treaties and sent emissaries\(^1\) out to meet the Indian agents.\(^2\) But rather than recognizing the Lubicon as a separate society, the agents simply listed them on existing band lists and sent them back into the bush with their $5 annual allowances. It wasn’t until 1939 that Ottawa sent a committee into the forest to meet with the Lubicon and grant them a reserve of their own. […]

For the next four decades, the Lubicon continued to live on what was considered Crown land, without rights but also without much disturbance. Little changed.

—-from the Edmonton Journal

\(^1\)emissaries—representatives

\(^2\)Indian agents—term used at the time of negotiating treaties to describe officials who represented the federal government in dealings with Aboriginal peoples

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Source III

The article from which this excerpt is taken was published in March 2007.

Alan Maitland, the provincial negotiator for the Lubicon file, says the treaty commissioners recognized in 1899 that they hadn’t signed up all the Aboriginals who would fall under Treaty 8. They estimated they’d missed 500. But, he says, as a matter of law the Aboriginal title of every First Nation person living in the area was extinguished when the treaty came into effect. He says the province has successfully negotiated land claims settlements with other First Nations that were excluded from Treaty 8 but have agreed to be bound by it. “We’re just not having any luck with the Lubicon,” he says. […]

He says the Lubicon do have the right to hunt, fish and trap in their traditional territory, and that the government has committed to consulting with First Nations about oil sands activity on that land. So far, he says, the Lubicon have refused to consult.

—from Alberta Views

VII. Questions 23 to 26 on page 38 are based on the following sources.

Source I

Absence Grows Our Vegetables

Mexicans working in the Edmonton area for up to 8 months a year mourn the loss of their family life

Published November 20, 2008 by Angela Brunschot in News & Views

When Manuel Vargas returned home from his job as a migrant farm worker last fall, his 14-year-old daughter finally expressed her sorrow at his long annual absences. She would rather ride a bicycle than ride in a car, she told him, if it meant he no longer left their home in El Salto, Mexico, to work in Canada.

Now at the end of his fifth year as a migrant farm worker in Canada, Vargas sits on a wicker-backed chair in the spotless kitchen he shares with the three other men who work with him at Riverbend Gardens in northeast Edmonton. He smiles and tells Sergio Manrique, who is acting as a translator, that it must be a father-daughter thing. His sons are not nearly as expressive. But still, he feels the sacrifice he’s making.

“I am losing my family life,” he says in Spanish.

Vargas and the other men pick carrots, cabbage, and cucumbers, sometimes for 12 hours a day. They are here through the Seasonal Agricultural Workers Program, a joint agreement between Canada and Mexico that allows them to work in Canada for up to eight months. Employers must prove there is a labour shortage in their community before hiring through the program.

Aaron Herbert runs the farm with his wife Janelle Herbert and works in the vegetable fields with the migrant farm workers. Herbert says he’d rather hire locally, but no one in Edmonton is willing to work for $12 an hour, the wage he has advertised locally. And the local people who do take the jobs do not last long, he says, nor are they as reliable as Vargas and the other men.

—from See Magazine


Source II

Some factors related to Canada’s policies on immigrants and migrant workers

Economics

Politics

Health

Security
I think existing federal policies regarding immigrants and migrant workers in Canada are beneficial to all of society. These policies set procedures and establish programs to achieve the government’s objectives. For example, the Seasonal Agricultural Workers Program is an ideal way to fill worker shortages.

The workers from other countries benefit, too. The program provides employment at a wage that is usually higher than what they can earn at home.

The financial spinoff from the agriculture industry helps other Canadians as well. For example, the delivery of fuel to farms and the repair of farm machinery provide other jobs for people. Stores and companies get extra business from the seasonal agricultural workers in their community.

Workers from other countries are often able to send money to their families in their home countries.

Through the Seasonal Agricultural Workers Program, the government strives to meet the needs of Canadians in the best way possible.
VIII. Questions 27 to 30 on page 39 are based on the following sources.

Source I

The Point System Used by the Federal Government to Select Workers Wanting to Immigrate to Canada

<table>
<thead>
<tr>
<th>Factor</th>
<th>Description</th>
<th>Maximum Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>U</td>
<td>Education</td>
<td>25</td>
</tr>
<tr>
<td>V</td>
<td>Ability in English and/or French</td>
<td>24</td>
</tr>
<tr>
<td>W</td>
<td>Work Experience</td>
<td>21</td>
</tr>
<tr>
<td>X</td>
<td>Age</td>
<td>10</td>
</tr>
<tr>
<td>Y</td>
<td>Arranged employment in Canada</td>
<td>10</td>
</tr>
<tr>
<td>Z</td>
<td>Adaptability</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Possible Score</td>
<td>100</td>
</tr>
</tbody>
</table>

Minimum Points Required for Qualification: 67 points

Source II

Some Problems Faced by Immigrants to Canada

- Immigrants lack fluency in English or French
- Employers may not acknowledge foreign-obtained qualifications

Some Possible Government Solutions to Problems Faced by Immigrants to Canada

- Provide more opportunities for language training
- ?
## Labour Market Statistics for Individuals Born in Canada, All Immigrants, and Recent Immigrants, 2006

<table>
<thead>
<tr>
<th></th>
<th>Individuals Born in Canada</th>
<th>All Immigrants</th>
<th>Recent Immigrants (2001–2006)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2006 Unemployment rate</strong></td>
<td>6.4%</td>
<td>6.9%</td>
<td>12.3%</td>
</tr>
<tr>
<td><strong>Possess a university certificate, diploma, or degree at bachelor’s level or above</strong></td>
<td>15.8%</td>
<td>25.4%</td>
<td>41.9%</td>
</tr>
<tr>
<td><strong>Average income</strong></td>
<td>$36 457</td>
<td>$35 876</td>
<td>$22 801</td>
</tr>
</tbody>
</table>
IX. Questions 31 to 34 on page 41 are based on the following sources.

Source I

**Three Basic Economic Questions Regarding how to Address Scarcity**

1. ?
2. How will goods and services be produced?
3. Who will receive the goods and services?

**Two Types of Economic Systems**

- Mixed economy
- Market economy

**Economic Continuum**

Extensive government involvement  Minimal government involvement
Source II


Source III

The following letters to the editor express viewpoints regarding the partnership announced January 7, 2010, described in Source II.

Individuals need to take responsibility for their own needs and wants. The government should not be involved in providing for people by partnering with organizations to build apartments. If there is a need for low-income housing, a business will meet that need. Businesses succeed by providing what consumers need and want. I do not believe that tax dollars should be used in this way.

—Concerned Citizen

What a great partnership between government and business to meet the needs of the people of the province! Obviously housing units are scarce and will be used. I am pleased that the government is reacting to provide what is best for society by getting involved with private organizations. Keep up the good work!

—Alberta Resident
X. Questions 35 to 38 on page 42 are based on the following sources.

Source I

<table>
<thead>
<tr>
<th>Forest Management Practices in Canada and the United States</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Canada</strong></td>
</tr>
<tr>
<td>Timber is harvested from Crown land.</td>
</tr>
<tr>
<td>Lumber companies are granted licenses to harvest trees from Crown land.</td>
</tr>
<tr>
<td>Provincial governments set a stumpage fee, which is an amount that lumber companies pay the province for each tree harvested.</td>
</tr>
</tbody>
</table>

Source II

The Softwood Lumber Trade Between Canada and the United States

Key Areas of Dispute Prior to the 2006 Agreement

- The Canadian lumber industry supplies approximately 33% of all the softwood used in the United States. The American lumber companies claim that Canadian companies are unfairly financially assisted by the Canadian federal and provincial governments.
- The American government decides that softwood lumber imported from Canada can be subject to a fee that would add 27% to the cost of Canadian softwood lumber entering the United States.

Key Concessions of the 2006 Agreement

- **Concession V**
  Canada agrees to limit exports of softwood lumber to a maximum of 34% of the American market.
- **Concession W**
  If the price of lumber falls below a specified level, Canada agrees to collect taxes on lumber exported to the United States or limit the amount of lumber being sent to the United States.
- **Concession X**
  The United States will return approximately $4 billion in fees that were charged to Canadian companies but will keep $1 billion of the $5 billion in fees collected.
- **Concession Y**
  The United States is banned from launching new legal action to resolve trade disputes.
- **Concession Z**
  The United States will lower the fees on Canadian softwood lumber coming into the country to 10%.
Source III

Note: The individual portrayed in this cartoon is Stephen Harper, prime minister of Canada in 2006 when the Softwood Lumber Trade Agreement was reached.

The phrase “PIECE OF CAKE” means an easy task to accomplish.
XI. Questions 39 to 42 on page 43 are based on the following sources.

Source I

- Determines how producers use resources
- Directly influences the economic decisions of businesses
- Enables individuals to purchase what is desired
- May be promoted by governments to stimulate the economy by encouraging individuals to spend money

Source II

GENTLEMEN, I'M TAKING A CONSUMER CONFIDENCE POLL...

CONFIDENT? I'LL SAY! IF THERE'S ONE THING I'M CONFIDENT OF IT'S MY ABILITY TO CONSUME!
### Buy Nothing Day

**What is Buy Nothing Day (BND)?**
Buy Nothing Day is a day when people are challenged to deliberately not purchase any goods or services for a 24-hour period.

**When is BND?**
BND takes place in North America on the Friday after Thanksgiving Day in the United States, which is traditionally one of the busiest shopping days of the year. Some countries participate in BND the Saturday after Thanksgiving Day in the United States.

**Where does BND occur?**
People take part in BND in various countries throughout the world.

**Who takes part in BND?**
Anybody can participate in BND. It is an informal movement, based on the idea that people can consciously choose to not buy anything for one day.

**Why participate in BND?**
The goal is to make people stop and think about what and how much they buy—and how that affects other people and the environment.
XII. Questions 43 to 46 on page 44 are based on the following sources.

Source I

**Business Plan for Advertising in Schools**

<table>
<thead>
<tr>
<th>Business Goal</th>
<th>Benefits to Business</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Expand market for goods</td>
<td>• Increase access to consumers</td>
</tr>
<tr>
<td>• ?</td>
<td>• Gain income from sales of goods</td>
</tr>
<tr>
<td>• Foster brand loyalty</td>
<td>• Encourage students to choose a given product over another and to repeatedly purchase that product</td>
</tr>
</tbody>
</table>

Source II

**Two Views on Advertising in Schools**

**Speaker Y**
I have come to the realization that advertising is everywhere. Why shouldn't all students benefit from marketing opportunities? If a company wants to put in a vending machine and, in return, supply the sports department with a new scoreboard and team uniforms—what’s the harm? All students can benefit from new computers and technology bought with money received from companies that pay to advertise in schools. Sometimes companies will donate items to the school if their names are visible. Everyone benefits equally. Let schools have the choice!

**Speaker Z**
I believe that schools are not a place for advertising. Students’ attention should be on their class work, not on the distractions of advertisers. In fact, we should not support businesses that advertise in schools! Having advertisements in schools also lends credibility to certain companies because it implies that teachers and school boards support the companies and/or products being presented. Our tax dollars should be used to provide for schools’ needs. Keep our schools free from marketing!
ENRON was a company that went bankrupt in 2001. For many people, it has become a symbol of corporate greed and corruption.
### Source I

#### Some Political Party Platform Points from the 2008 Federal Election

<table>
<thead>
<tr>
<th>Party</th>
<th>Campaign Promises</th>
</tr>
</thead>
</table>
| Bloc Québécois                | • Provide an $8,000 tax credit for new graduates who remain in Québec to work  
                                 | • Increase Employment Insurance payments                                                                                                                                                                            |
| Conservative Party of Canada | • Continue to reduce taxes for small and medium-sized businesses  
                                 | • Give first-time home buyers a tax credit of up to $5,000                                                                                                                                                         |
| Green Party of Canada         | • Eliminate income tax for those earning $20,000 or less per year  
                                 | • Implement a full range of “polluter pays” taxes, including a carbon tax designed to reduce the use of fossil fuels by making production more costly                                                                 |
| Liberal Party of Canada       | • Shift Canada’s tax system away from taxing income to taxing pollution  
                                 | • Provide up to $10,000 in direct financial support, in the form of refundable tax credits, for any household that invests in energy-saving measures such as efficient heating systems |
| New Democratic Party of Canada| • Eliminate tax loopholes to ensure that Canadian corporations pay the taxes they owe  
                                 | • Re-establish the national minimum wage, immediately set at $10 per hour                                                                                                                                         |
Source II

**Economic Continuum**

<table>
<thead>
<tr>
<th>S</th>
<th>T</th>
<th>U</th>
<th>V</th>
</tr>
</thead>
<tbody>
<tr>
<td>Left wing</td>
<td>Centre</td>
<td>Right wing</td>
<td></td>
</tr>
<tr>
<td>Higher taxes</td>
<td>Moderate taxes</td>
<td>Lower taxes</td>
<td></td>
</tr>
</tbody>
</table>

Source III

**Speaker W**
I don’t think a governing party should be over-taxing us to provide for people who are not working as hard as me. The public good comes from individuals taking care of themselves with the government supporting those who cannot provide for their basic needs. I want to support a political party that gives me the freedom to succeed or fail.

**Speaker X**
I think the government should look out for the common good. I am more than willing to pay taxes to live in a country where the government shares the wealth among its citizens. I would support a political party that focuses on the public good being based on cooperation among the country’s people.

**Speaker Y**
I don’t think we should pay any taxes. Let’s privatize everything and remove all government control. People should be completely self-reliant. I would support a political party that is bold enough to support these ideas.

**Speaker Z**
I believe that the government should completely own all businesses and assets. If everyone’s needs were provided, we would all have the opportunity to do the best at the job we were given. A political party that takes care of me is one that I would support.
Grade 9 Achievement Test

Social Studies

Questions Booklet

Description

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This test was developed to be completed in 80 minutes; however, you may take an additional 30 minutes to complete the test.

Instructions

- You may not use a dictionary, a thesaurus, or other reference materials.
- Be sure that you have a Questions Booklet and a Sources Booklet.
- Make sure that the number of the question on your answer sheet matches the number of the question you are answering.
- Read each question carefully, and choose the correct or best answer.

Example

A topic of discussion that is best understood through careful consideration of differing viewpoints and perspectives is called

A. a fact  
B. an issue  
C. a source  
D. an example

Answer Sheet

- Use only an HB pencil to mark your answer.
- If you change an answer, erase your first mark completely.
- Answer every question.

You may write in this booklet if you find it helpful.

Make sure that your answers to the multiple-choice questions are placed on the answer sheet provided.

2012
Section One
Issues for Canadians: Governance and Rights

The federal political system

The judicial system

The Canadian Charter of Rights and Freedoms

Canada’s political processes impact citizenship and identity in many ways.

Recognition of collective rights

Immigration policies

Source sets I to VIII and questions 1 to 30 focus on issues related to governance and rights in Canada.

You should take about 50 minutes to complete these 30 multiple-choice questions.
I. Use the sources on pages 4 and 5 to answer questions 1 to 4.

1. In Source I, the question mark under the heading “Membership” would be correctly replaced by which of the following statements?

   A. Multiple representatives are elected in each riding.
   B. Members may serve a maximum of one term in office.
   C. Representation by population determines the distribution of seats.
   D. Members must receive a minimum of one half of the votes in a riding to be elected.

2. A supporter of the current electoral system in Canada would most likely view the information in Source II as positive because

   A. the government encourages all citizens to vote
   B. eligible voters have an impact on government legislation
   C. the political party with the most seats will form a majority government
   D. citizens who participate play an important role in determining which political party forms the government

3. An electoral system based on the ideas of Speaker Z in Source IV would have enabled which of the following pairs of political parties in Source III to acquire more seats in the 2008 election than they actually won?

   A. New Democratic Party of Canada and Green Party of Canada
   B. Conservative Party of Canada and Liberal Party of Canada
   C. Conservative Party of Canada and Green Party of Canada
   D. New Democratic Party of Canada and Bloc Québécois

4. Taken together, all four sources relate most clearly to which of the following issues?

   A. To what extent does the political party that forms the government reflect the choices of voters in federal elections?
   B. Should the number of candidates that political parties can nominate in federal elections be limited?
   C. Should the number of political parties be increased as Canada’s population grows?
   D. To what extent should the media influence the political party in power in Canada?
II. Use the sources on pages 6 and 7 to answer questions 5 to 8.

5. An inference that can be drawn from the statement “This influences how Canadians regard an issue” (Source I, Viewpoint Y) is that individuals should evaluate the

A. complexity of media messages  
B. originality in media messages  
C. clarity of media messages  
D. bias in media messages

6. The question mark in Source II identifies

A. the Senate  
B. lobby groups  
C. political parties  
D. the Parliamentary Press Gallery

7. The depiction of news media in Source IV contradicts the information in Source III by implying that

A. opposition parties manipulate news media  
B. voters are objective when considering political news  
C. news media officiate the activities of political parties  
D. the governing party is better able to influence voters than opposition parties

8. Taken together, these four sources focus mainly on the importance of

A. voters being able to participate in elections  
B. citizens having the opportunity to voice opinions  
C. the exchange of information in Canada’s political system  
D. the balance of power among branches of Canada’s government
III. Use the sources on pages 8 and 9 to answer questions 9 to 11.

9. A critic of the messages in Source I would most likely believe that information in Source II provides justification for

   A. imposing punishments other than imprisonment  
   B. excusing women from being imprisoned  
   C. giving harsh sentences in guilty verdicts  
   D. increasing funding for jails

10. The organization described in Source III is an example of

   A. an appointed parliamentary committee  
   B. an advocacy group  
   C. a political party  
   D. a labour union

11. Considering all three sources together, which of the following issues is most directly raised?

   A. Should alternative measures be used when sentencing convicted criminals?  
   B. Should convicted female criminals be given different sentences than convicted male criminals?  
   C. Should the age of convicted criminals be taken into consideration when determining sentences?  
   D. Should the costs of imprisoning convicted criminals be considered in the sentencing of offenders?
IV. Use the sources on pages 10 and 11 to answer questions 12 to 15.

12. In Source I, the cartoonist **most clearly** suggests that measures aimed at preserving national security may

   A. impose limits upon freedom of information  
   B. infringe upon individual rights and freedoms  
   C. place the rights of individuals above concerns for the public good  
   D. result in amendments to the rights and freedoms contained in the constitution

13. In Source II, the definition of terrorism provided in Objective Z **most directly** violates the section of the Canadian Charter of Rights and Freedoms pertaining to

   A. legal rights  
   B. equality rights  
   C. mobility rights  
   D. democratic rights

14. Source III reveals that the Anti-terrorism Act was passed in response to

   A. world events  
   B. popular demand  
   C. pressure from other countries  
   D. court challenges of existing laws

15. All three sources contain information related to the issue of balancing the

   A. interests of the majority with the needs of minorities  
   B. rights of individuals with the welfare of society as a whole  
   C. powers of the legislative and judicial branches of government  
   D. concerns of victims of crime and those accused of having broken laws
V. Use the sources on pages 12 and 13 to answer questions 16 to 18.

16. The legislation described in Source I illustrates efforts by the Québec government to

A. foster bilingualism
B. promote economic development
C. preserve the language of the Anglophone minority
D. safeguard the language of the Francophone community

17. An Anglophone living in Québec would most likely view the decisions of the Supreme Court of Canada identified in Source II with

A. approval, because mobility rights are guaranteed
B. disapproval, because official bilingualism is ignored
C. disapproval, because freedom of association is denied
D. approval, because minority-language rights are recognized

18. In the context of both Source I and Source II, the question mark in Source III represents the enactment of legislation pertaining to Canada’s

A. economy
B. constitution
C. immigration policies
D. provincial boundaries
VI. Use the sources on pages 14 and 15 to answer questions 19 to 22.

19. From the perspective of the Canadian government, the information in Source I is **most closely** related to constitutional recognition of

   A. legal rights  
   B. collective rights  
   C. individual rights  
   D. democratic rights

20. The term “Crown land” (Source II) refers to land that is controlled by the

   A. federal and provincial governments  
   B. federal government and Lubicon First Nation  
   C. Lubicon First Nation and Assembly of First Nations  
   D. Assembly of First Nations and provincial governments

21. In Source III, Alan Maitland suggests that working toward a solution to the land claim dispute requires consulting with the Lubicon with regard to

   A. wild animals in the area  
   B. fragile ecosystems in the area  
   C. agricultural production in the area  
   D. economic development in the area

22. The information presented in all three sources is **most clearly** related to which of the following questions?

   A. In what ways do treaties recognize self government?  
   B. Under what conditions should new treaties be signed?  
   C. How have First Nations’ land claims been addressed by the Canadian government?  
   D. How does the Canadian public encourage governments to resolve First Nations’ land claims?
VII. Use the sources on pages 16 and 17 to answer questions 23 to 26.

23. Which of the following details from Source I is most directly related to the “Politics” factor in Source II?

A. “Sergio Manrique, who is acting as a translator”
B. “a joint agreement between Canada and Mexico”
C. “his fifth year as a migrant farm worker in Canada”
D. “no one in Edmonton is willing to work for $12 an hour”

24. The “Economics” factor in Source II is most closely related to

A. promoting labour-force growth
B. protecting the safety of Canadians
C. providing educational opportunities
D. preserving Canada’s natural resources

25. A supporter of the ideas presented in Source III would most likely argue that the federal government should

A. raise salaries for all workers in Canada
B. hire local workers to fill job vacancies in Canada
C. introduce new workplace-safety regulations in Canada
D. continue to allow foreign workers to be employed in Canada

26. Taken together, all three sources contain information that is most directly related to the extent to which the Seasonal Agricultural Workers Program

A. is advantageous for Canada
B. is supported by Canadian citizens
C. impacts the wages of Canadian workers
D. influences unemployment rates in Canada
VIII. Use the sources on pages 18 and 19 to answer questions 27 to 30.

27. The point system in Source I places an emphasis on accepting immigrants who will
   A. start families in Canada
   B. benefit from job training in Canada
   C. make a meaningful contribution in Canada
   D. provide support for government decisions in Canada

28. Which of the following possible solutions would best replace the question mark in Source II?
   A. Introduce social programs
   B. Recognize the training of applicants
   C. Strengthen workplace-safety regulations
   D. Increase the level of education required of applicants

29. An inference that can be drawn from Source III is that “Recent Immigrants” to Canada possess strengths most closely related to which of the factors identified in Source I?
   A. Factor U
   B. Factor W
   C. Factor X
   D. Factor Z

30. All three sources most directly relate to which of the following objectives of the Immigration and Refugee Protection Act of 2002?
   A. To support the development of minority official languages communities in Canada
   B. To respect the bilingual and multicultural character of Canada
   C. To pursue social and economic benefits for all Canadians
   D. To reunite Canadians with family members
Section Two
Issues for Canadians: Economic Systems in Canada and the United States

Source sets IX to XIII and questions 31 to 50 focus on issues related to economic systems in Canada and the United States.

You should take about 30 minutes to complete these 20 multiple-choice questions.
IX. Use the sources on pages 20 and 21 to answer questions 31 to 34.

31. In Source I, the question mark under the word “Scarcity” would be correctly replaced by which of the following definitions?

A. Having unlimited resources to satisfy unlimited needs and wants
B. Having unlimited resources to satisfy limited needs and wants
C. Having limited resources to satisfy unlimited needs and wants
D. Having limited resources to satisfy limited needs and wants

32. In Source I, the question mark under the heading “Three Basic Economic Questions Regarding how to Address Scarcity” would be correctly replaced with which of the following questions?

A. What is the quality of goods and services?
B. What goods and services will be produced?
C. What is the current supply of goods and services?
D. What goods and services will result in the highest profit?

33. Information in Source III suggests that the “Alberta Resident” would most likely believe that the partnership described in Source II will

A. promote innovation
B. encourage self-reliance
C. ensure the general welfare of society
D. foster competition among members of society

34. Taken together, all three sources relate most directly to which of the following questions?

A. In what ways is consumerism impacted by scarcity?
B. Should the government lower taxes to address scarcity?
C. How are the prices of goods and services affected by scarcity?
D. To what extent should government intervene in the economy to reduce scarcity?
X. Use the sources on pages 22 and 23 to answer questions 35 to 38.

35. Which of the following details from Source I provides an example of government intervention in a mixed economy?

A. “Timber is harvested”
B. “companies pay the province for each tree harvested”
C. “privately owned land”
D. “companies compete for the right to harvest trees”

36. In Source II, which of the concessions listed are most directly beneficial to Canada?

A. Concessions V, W, and X
B. Concessions V, X, and Y
C. Concessions W, Y, and Z
D. Concessions X, Y, and Z

37. An inference that can be drawn from the cartoonist’s portrayal of Stephen Harper in Source III is that he is unconcerned about the

A. impact of the softwood lumber deal on consumers
B. effect of the softwood lumber deal on future trade discussions
C. consequences of the concessions included in the softwood lumber deal
D. significance of key areas of dispute excluded from the softwood lumber deal

38. Taken together, all three sources most directly address the extent to which

A. governments should play a role in the economy
B. business activities should be based solely on profit
C. laws should be created to protect private businesses
D. governments should provide for the common good of society
XI. Use the sources on pages 24 and 25 to answer questions 39 to 42.

39. The economic theory central to the diagram in Source I promotes
   A. self-interest
   B. social programs
   C. government planning
   D. technological innovation

40. The message contained in Source II is most clearly related to which of the following phrases in Source I?
   A. “Determines how producers use resources”
   B. “Enables individuals to purchase what is desired”
   C. “Directly influences the economic decisions of businesses”
   D. “May be promoted by governments to stimulate the economy by encouraging individuals to spend money”

41. An individual’s decision “to deliberately not purchase any goods or services” (Source III) is an example of
   A. competitive marketing
   B. collective bargaining
   C. a consumer boycott
   D. a general strike

42. Which of the following questions is most directly related to information in all three sources?
   A. To what extent should producers be directed by government legislation?
   B. To what extent should consumers make informed choices about purchasing goods and services?
   C. To what extent should producers focus on environmentally friendly goods and services?
   D. To what extent should consumers be aware of health and safety regulations on products?
XII. Use the sources on pages 26 and 27 to answer questions 43 to 46.

43. In Source I, which of the following phrases would correctly replace the question mark under the heading “Business Goal”?

A. Gain corporate tax benefits  
B. Acquire public funding  
C. Conserve resources  
D. Seek profit

44. In Source II, if only one company were allowed “to advertise in schools”, this would result in

A. a monopoly on advertising  
B. job losses in the advertising industry  
C. increased competition among advertisers  
D. the formation of a lobby group that represents advertisers

45. Details in Source III suggest that the cartoonist most likely

A. supports the practice of advertising in schools  
B. disagrees with school policies that ban advertising  
C. disapproves of the influence of marketing in schools  
D. agrees with government approval of marketing in schools

46. All three sources deal most directly with which of the following issues?

A. Should private donations be used to fund programs in schools?  
B. Should businesses provide money for scholarships in schools?  
C. Should governments advertise in schools?  
D. Should marketing be allowed in schools?
XIII. Use the sources on pages 28 and 29 to answer questions 47 to 50.

47. Which of the following campaign promises from Source I refers to a social program?
   A. “Increase Employment Insurance payments”
   B. “Give first-time home buyers a tax credit of up to $5 000”
   C. “Eliminate income tax for those earning $20 000 or less per year”
   D. “Shift Canada's tax system away from taxing income to taxing pollution”

48. Based on the platform points in Source I, which of the following political parties would be most appropriately placed in position V in Source II?
   A. Bloc Québécois
   B. Liberal Party of Canada
   C. Conservative Party of Canada
   D. New Democratic Party of Canada

49. The speakers in Source III who most strongly disagree with each other over the role government should play in the economy are
   A. Speaker W and Speaker X
   B. Speaker W and Speaker Z
   C. Speaker X and Speaker Y
   D. Speaker Y and Speaker Z

50. Taken together, all three sources contain information that is most closely related to which of the following questions?
   A. How much do political parties spend during election campaigns in Canada?
   B. How should government revenue be used to meet the needs of Canadians?
   C. To what extent should Canadians be informed about political issues?
   D. Why is voting important in Canada?
The following blueprint shows the reporting categories and test sections (curricular content areas) by which questions were classified on the 2012 Grade 9 Social Studies Achievement Test.

<table>
<thead>
<tr>
<th>Reporting Category</th>
<th>Number of Questions</th>
<th>Knowledge and Understanding (Percentage) of Questions</th>
<th>Skills and Processes (Percentage) of Questions</th>
<th>Number (Percentage) of Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Political and Judicial System (9.1.4, 9.1.5)</strong></td>
<td>11 Questions</td>
<td>1 (8%)</td>
<td>2 (14%)</td>
<td>2 (14%)</td>
</tr>
<tr>
<td>Students examine the structure of Canada’s federal political system and analyze the role of citizens and organizations in Canada’s justice system by exploring and reflecting upon questions and issues regarding:</td>
<td></td>
<td>1 (8%)</td>
<td>2 (14%)</td>
<td>2 (14%)</td>
</tr>
<tr>
<td>• how federal laws are passed</td>
<td>5 (39%)</td>
<td>6 (41%)</td>
<td>10 (71%)</td>
<td>11 (77%)</td>
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<tr>
<td>• branches of the federal government</td>
<td>4 (31%)</td>
<td>7 (50%)</td>
<td>12 (85%)</td>
<td>14 (82%)</td>
</tr>
<tr>
<td>• media literacy to relevant situations as identified in the Grade 9 Social Studies Program of Studies (2007)</td>
<td>1 (8%)</td>
<td>2 (14%)</td>
<td>2 (14%)</td>
<td></td>
</tr>
<tr>
<td>• the role of political parties</td>
<td>1 (8%)</td>
<td>2 (14%)</td>
<td>2 (14%)</td>
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</tr>
<tr>
<td>• the role of media in political issues</td>
<td>4 (31%)</td>
<td>7 (50%)</td>
<td>12 (85%)</td>
<td>14 (82%)</td>
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<tr>
<td><strong>Individual and Collective Rights (9.1.6, 9.1.7)</strong></td>
<td>11 Questions</td>
<td>13 (98%)</td>
<td>12 (82%)</td>
<td>17 (80%)</td>
</tr>
<tr>
<td>Students critically assess the impact of the Canadian Charter of Rights and Freedoms on legislative processes in Canada and how increased demand for recognition of collective rights has impacted legislative processes in Canada by exploring and reflecting upon questions and issues regarding:</td>
<td></td>
<td>13 (98%)</td>
<td>12 (82%)</td>
<td>17 (80%)</td>
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<tr>
<td>• recognition of individual rights</td>
<td>13 (98%)</td>
<td>12 (82%)</td>
<td>17 (80%)</td>
<td></td>
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<tr>
<td>• exercising individual rights</td>
<td>18 (94%)</td>
<td>14 (78%)</td>
<td>21 (82%)</td>
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<tr>
<td>• conditions in the workplace</td>
<td>19 (95%)</td>
<td>15 (78%)</td>
<td>22 (82%)</td>
<td></td>
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<tr>
<td>• rights and responsibilities of citizens</td>
<td>20 (95%)</td>
<td>16 (78%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• recognition of collective rights</td>
<td>4 (31%)</td>
<td>7 (50%)</td>
<td>12 (85%)</td>
<td>14 (82%)</td>
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<tr>
<td>• the needs of Francophone minorities</td>
<td>8 (62%)</td>
<td>7 (50%)</td>
<td></td>
<td></td>
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<tr>
<td><strong>Immigration (9.1.8)</strong></td>
<td>8 Questions</td>
<td>23 (100%)</td>
<td>25 (86%)</td>
<td>29 (67%)</td>
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<tr>
<td>Students critically assess how legislative processes address issues of immigration by exploring and reflecting upon questions and issues regarding:</td>
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<td>23 (100%)</td>
<td>25 (86%)</td>
<td>29 (67%)</td>
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<tr>
<td>• factors influencing immigration policies</td>
<td>24 (100%)</td>
<td>26 (83%)</td>
<td>30 (69%)</td>
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<tr>
<td>• changes to Canadian policies on immigration and refugees</td>
<td>27 (100%)</td>
<td>28 (82%)</td>
<td></td>
<td></td>
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<tr>
<td>• immigration and Aboriginal peoples</td>
<td>3 (22%)</td>
<td>5 (27%)</td>
<td></td>
<td></td>
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<tr>
<td>• the needs of Francophone minorities</td>
<td>4 (31%)</td>
<td>7 (50%)</td>
<td>12 (85%)</td>
<td>14 (82%)</td>
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<tr>
<td><strong>Economic Decision Making (9.2.4)</strong></td>
<td>8 Questions</td>
<td>31 (100%)</td>
<td>33 (80%)</td>
<td>37 (91%)</td>
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<tr>
<td>Students analyze principles and practices of market and mixed economies by exploring and reflecting upon questions and issues regarding:</td>
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<td>31 (100%)</td>
<td>33 (80%)</td>
<td>37 (91%)</td>
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<tr>
<td>• principles of a market economy</td>
<td>32 (100%)</td>
<td>34 (80%)</td>
<td>38 (91%)</td>
<td></td>
</tr>
<tr>
<td>• government intervention</td>
<td>35 (100%)</td>
<td>36 (80%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Canada’s mixed economy</td>
<td>3 (22%)</td>
<td>5 (27%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• the role of consumers in market and mixed economies</td>
<td>6 (50%)</td>
<td>7 (42%)</td>
<td>10 (71%)</td>
<td>14 (82%)</td>
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<tr>
<td><strong>Consumerism, Quality of Life, and Political Decision Making (9.2.5, 9.2.6)</strong></td>
<td>12 Questions</td>
<td>39 (100%)</td>
<td>40 (100%)</td>
<td>48 (100%)</td>
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<tr>
<td>Students critically assess the relationship between consumerism and quality of life in Canada and the United States and the interrelationship between political decisions and economic systems by exploring and reflecting upon questions and issues regarding:</td>
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<td>39 (100%)</td>
<td>40 (100%)</td>
<td>48 (100%)</td>
</tr>
<tr>
<td>• indicators of quality of life</td>
<td>41 (100%)</td>
<td>42 (100%)</td>
<td>49 (100%)</td>
<td></td>
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<tr>
<td>• individual consumer behaviour</td>
<td>43 (100%)</td>
<td>45 (100%)</td>
<td>50 (100%)</td>
<td></td>
</tr>
<tr>
<td>• how marketing affects consumerism</td>
<td>44 (100%)</td>
<td>46 (100%)</td>
<td></td>
<td></td>
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<tr>
<td>• consumerism and quality of life</td>
<td>47 (100%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• consumerism as a power of a collective</td>
<td>5 (42%)</td>
<td>7 (42%)</td>
<td>10 (71%)</td>
<td>14 (82%)</td>
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<tr>
<td>• consumerism and economic growth</td>
<td>19 Questions (38% of Test Total)</td>
<td>31 Questions (62% of Test Total)</td>
<td>50 Questions (100% of Test Total)</td>
<td></td>
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</tbody>
</table>
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 on the English form of the test), the reporting category, the curricular content area (concept), and the item description.

<table>
<thead>
<tr>
<th>Question</th>
<th>Key</th>
<th>Diff. %</th>
<th>Reporting Category</th>
<th>Curricular Content Area (Concept)</th>
<th>Item Description</th>
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<tbody>
<tr>
<td>1</td>
<td>C</td>
<td>47.9</td>
<td>Knowledge &amp; Understanding</td>
<td>Political &amp; Judicial System</td>
<td>Know the principle upon which membership in the House of Commons is based. (SO 9.1.4)</td>
</tr>
<tr>
<td>2</td>
<td>D</td>
<td>68.5</td>
<td>Skills &amp; Processes</td>
<td>Political &amp; Judicial System</td>
<td>Determine how a supporter of Canada’s current electoral system would view information provided in a series of pie graphs. (SO 9.S.1)</td>
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<td>3</td>
<td>A</td>
<td>57.2</td>
<td>Skills &amp; Processes</td>
<td>Political &amp; Judicial System</td>
<td>Consider a change to Canada’s electoral system to determine which political parties could have acquired more seats in a federal election. (SO 9.S.1)</td>
</tr>
<tr>
<td>4</td>
<td>A</td>
<td>79.7</td>
<td>Skills &amp; Processes</td>
<td>Political &amp; Judicial System</td>
<td>Form a generalization regarding the issue pertaining to Canada’s electoral system to which all four sources most clearly relate. (SO 9.S.4)</td>
</tr>
<tr>
<td>5</td>
<td>D</td>
<td>75.5</td>
<td>Knowledge &amp; Understanding</td>
<td>Political &amp; Judicial System</td>
<td>Draw upon background knowledge to make an inference from a statement regarding the content of media messages. (SO 9.1.4)</td>
</tr>
<tr>
<td>6</td>
<td>D</td>
<td>60.3</td>
<td>Knowledge &amp; Understanding</td>
<td>Political &amp; Judicial System</td>
<td>Recognize the role played by news media in reporting proceedings of Canada’s Parliament. (SO 9.1.4)</td>
</tr>
<tr>
<td>7</td>
<td>C</td>
<td>63.3</td>
<td>Skills &amp; Processes</td>
<td>Political &amp; Judicial System</td>
<td>Analyze a cartoon and information presented to determine contrasting messages pertaining to the relationship between news media and government. (SO 9.S.1)</td>
</tr>
<tr>
<td>8</td>
<td>C</td>
<td>73.6</td>
<td>Skills &amp; Processes</td>
<td>Political &amp; Judicial System</td>
<td>Synthesize information presented in four sources to form a generalization regarding the role of news media in Canada’s political system. (SO 9.S.4)</td>
</tr>
<tr>
<td>9</td>
<td>A</td>
<td>53.3</td>
<td>Skills &amp; Processes</td>
<td>Political &amp; Judicial System</td>
<td>Determine what a critic of four viewpoints on Canada’s judicial system would most likely conclude from information regarding criminal sentences. (SO 9.S.1)</td>
</tr>
<tr>
<td>10</td>
<td>B</td>
<td>84.2</td>
<td>Knowledge &amp; Understanding</td>
<td>Political &amp; Judicial System</td>
<td>Recognize the term used for a given organization within Canada’s judicial system. (SO 9.1.5)</td>
</tr>
<tr>
<td>11</td>
<td>A</td>
<td>65.1</td>
<td>Skills &amp; Processes</td>
<td>Political &amp; Judicial System</td>
<td>Conclude from information in three sources the issue regarding Canada’s judicial system that is most clearly raised. (SO 9.S.4)</td>
</tr>
<tr>
<td>12</td>
<td>B</td>
<td>67.7</td>
<td>Skills &amp; Processes</td>
<td>Individual &amp; Collective Rights</td>
<td>Examine a cartoon to determine what the cartoonist is suggesting about the relationship between rights and freedoms and Canada’s national security. (SO 9.S.1)</td>
</tr>
<tr>
<td>13</td>
<td>B</td>
<td>62.8</td>
<td>Knowledge &amp; Understanding</td>
<td>Individual &amp; Collective Rights</td>
<td>Identify rights contained in the Canadian Charter of Rights and Freedoms referred to in a definition provided. (SO 9.1.6)</td>
</tr>
<tr>
<td>14</td>
<td>A</td>
<td>81.4</td>
<td>Skills &amp; Processes</td>
<td>Individual &amp; Collective Rights</td>
<td>Draw a conclusion from information in a newspaper article regarding the introduction of legislation aimed at preserving the safety of Canadians. (SO 9.S.1)</td>
</tr>
<tr>
<td>Question</td>
<td>Key</td>
<td>Diff. %</td>
<td>Reporting Category</td>
<td>Curricular Content Area (Concept)</td>
<td>Item Description</td>
</tr>
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<tr>
<td>15</td>
<td>B</td>
<td>61.2</td>
<td>Skills &amp; Processes</td>
<td>Individual &amp; Collective Rights</td>
<td>Form a generalization from three sources pertaining to rights in the Canadian Charter of Rights and Freedoms and the responsibilities of Canadians. (SO 9.S.4)</td>
</tr>
<tr>
<td>16</td>
<td>D</td>
<td>79.5</td>
<td>Skills &amp; Processes</td>
<td>Individual &amp; Collective Rights</td>
<td>Identify the intent underlying two examples of legislation central to Québec’s language policies. (SO 9.S.1)</td>
</tr>
<tr>
<td>17</td>
<td>D</td>
<td>65.9</td>
<td>Skills &amp; Processes</td>
<td>Individual &amp; Collective Rights</td>
<td>Determine a viewpoint regarding two Supreme Court of Canada decisions on rights contained in the Canadian Charter of Rights and Freedoms. (SO 9.S.1)</td>
</tr>
<tr>
<td>18</td>
<td>B</td>
<td>68.7</td>
<td>Knowledge &amp; Understanding</td>
<td>Individual &amp; Collective Rights</td>
<td>Know how the enactment of the Canadian Charter of Rights and Freedoms fostered recognition of collective rights in Canada. (SO 9.1.7)</td>
</tr>
<tr>
<td>19</td>
<td>B</td>
<td>75.3</td>
<td>Knowledge &amp; Understanding</td>
<td>Individual &amp; Collective Rights</td>
<td>Determine, from the perspective of the Canadian government, what a timeline documenting legislation regarding First Nations’ land claims illustrates. (SO 9.1.7)</td>
</tr>
<tr>
<td>20</td>
<td>A</td>
<td>57.8</td>
<td>Knowledge &amp; Understanding</td>
<td>Individual &amp; Collective Rights</td>
<td>Apply background knowledge to define an economic term related to land ownership. (SO 9.1.7)</td>
</tr>
<tr>
<td>21</td>
<td>D</td>
<td>59.1</td>
<td>Skills &amp; Processes</td>
<td>Individual &amp; Collective Rights</td>
<td>Determine from information provided the viewpoint of a certain individual regarding a land claim dispute. (SO 9.S.1)</td>
</tr>
<tr>
<td>22</td>
<td>C</td>
<td>74.0</td>
<td>Skills &amp; Processes</td>
<td>Individual &amp; Collective Rights</td>
<td>Synthesize information pertaining to First Nations’ land claims to identify the question to which information in three sources is most clearly related. (SO 9.S.4)</td>
</tr>
<tr>
<td>23</td>
<td>B</td>
<td>75.2</td>
<td>Knowledge &amp; Understanding</td>
<td>Immigration</td>
<td>Recognize an example of a factor related to Canada’s policies on immigration. (SO 9.1.8)</td>
</tr>
<tr>
<td>24</td>
<td>A</td>
<td>76.0</td>
<td>Knowledge &amp; Understanding</td>
<td>Immigration</td>
<td>Know the government action to which a factor related to Canada’s policies on immigration is most closely associated. (SO 9.1.8)</td>
</tr>
<tr>
<td>25</td>
<td>D</td>
<td>75.1</td>
<td>Skills &amp; Processes</td>
<td>Immigration</td>
<td>Determine what a supporter of the ideas of two speakers would most likely argue regarding Canada’s policies on immigration. (SO 9.S.1)</td>
</tr>
<tr>
<td>26</td>
<td>A</td>
<td>57.3</td>
<td>Skills &amp; Processes</td>
<td>Immigration</td>
<td>Form a generalization from information in three sources regarding Canada’s policies on immigration. (SO 9.S.4)</td>
</tr>
<tr>
<td>27</td>
<td>C</td>
<td>80.0</td>
<td>Knowledge &amp; Understanding</td>
<td>Immigration</td>
<td>Know the purpose underlying the point system used by the federal government in the selection of immigrants to Canada. (SO 9.1.8)</td>
</tr>
<tr>
<td>28</td>
<td>B</td>
<td>58.7</td>
<td>Skills &amp; Processes</td>
<td>Immigration</td>
<td>Identify the solution that best addresses a potential problem that immigrants to Canada might face. (SO 9.S.1)</td>
</tr>
<tr>
<td>29</td>
<td>A</td>
<td>76.2</td>
<td>Skills &amp; Processes</td>
<td>Immigration</td>
<td>Infer from information in a chart a factor that illustrates a characteristic of immigrants to Canada. (SO 9.S.1)</td>
</tr>
<tr>
<td>Question</td>
<td>Key</td>
<td>Diff. %</td>
<td>Reporting Category</td>
<td>Curricular Content Area (Concept)</td>
<td>Item Description</td>
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<tr>
<td>30</td>
<td>C</td>
<td>59.2</td>
<td>Skills &amp; Processes</td>
<td>Immigration</td>
<td>Form a conclusion from information presented in three sources regarding an objective of Canada’s policies on immigration. (SO 9.S.4)</td>
</tr>
<tr>
<td>31</td>
<td>C</td>
<td>72.8</td>
<td>Knowledge &amp; Understanding</td>
<td>Economic Decision Making</td>
<td>Recall what is meant by the basic economic problem of scarcity. (SO 9.2.4)</td>
</tr>
<tr>
<td>32</td>
<td>B</td>
<td>60.2</td>
<td>Knowledge &amp; Understanding</td>
<td>Economic Decision Making</td>
<td>Know the three basic economic questions that are related to how to address scarcity. (SO 9.2.4)</td>
</tr>
<tr>
<td>33</td>
<td>C</td>
<td>65.4</td>
<td>Skills &amp; Processes</td>
<td>Economic Decision Making</td>
<td>Infer from information presented the viewpoint of an individual regarding government involvement in the economy. (SO 9.S.1)</td>
</tr>
<tr>
<td>34</td>
<td>D</td>
<td>68.9</td>
<td>Skills &amp; Processes</td>
<td>Economic Decision Making</td>
<td>Draw a conclusion to determine the issue regarding scarcity to which information in three sources is most directly related. (SO 9.S.4)</td>
</tr>
<tr>
<td>35</td>
<td>B</td>
<td>74.5</td>
<td>Knowledge &amp; Understanding</td>
<td>Economic Decision Making</td>
<td>Recognize an example of government intervention in a mixed economy. (SO 9.2.4)</td>
</tr>
<tr>
<td>36</td>
<td>D</td>
<td>35.5</td>
<td>Skills &amp; Processes</td>
<td>Economic Decision Making</td>
<td>Analyze information in a chart to determine benefits to Canada of a trade agreement. (SO 9.S.1)</td>
</tr>
<tr>
<td>37</td>
<td>C</td>
<td>63.0</td>
<td>Skills &amp; Processes</td>
<td>Economic Decision Making</td>
<td>Interpret a cartoon to infer what is suggested about the economic implications of a trade agreement signed by the Canadian government. (SO 9.S.4)</td>
</tr>
<tr>
<td>38</td>
<td>A</td>
<td>52.0</td>
<td>Skills &amp; Processes</td>
<td>Economic Decision Making</td>
<td>Determine what a case study presented in three sources illustrates with regard to the principles and practices of market and mixed economies. (SO 9.S.4)</td>
</tr>
<tr>
<td>39</td>
<td>A</td>
<td>59.9</td>
<td>Knowledge &amp; Understanding</td>
<td>Consumerism, Quality of Life, &amp; Political Decision Making</td>
<td>Recognize what the economic theory of consumerism promotes. (SO 9.2.5)</td>
</tr>
<tr>
<td>40</td>
<td>B</td>
<td>55.5</td>
<td>Skills &amp; Processes</td>
<td>Consumerism, Quality of Life, &amp; Political Decision Making</td>
<td>Interpret a cartoon to identify the aspect of consumerism illustrated. (SO 9.S.1)</td>
</tr>
<tr>
<td>41</td>
<td>C</td>
<td>78.3</td>
<td>Knowledge &amp; Understanding</td>
<td>Consumerism, Quality of Life, &amp; Political Decision Making</td>
<td>Recognize how consumerism can be used as a power of a collective. (SO 9.2.5)</td>
</tr>
<tr>
<td>42</td>
<td>B</td>
<td>85.0</td>
<td>Skills &amp; Processes</td>
<td>Consumerism, Quality of Life, &amp; Political Decision Making</td>
<td>Form a generalization regarding consumerism that is most directly related to information in three sources. (SO 9.S.4)</td>
</tr>
<tr>
<td>43</td>
<td>D</td>
<td>60.1</td>
<td>Knowledge &amp; Understanding</td>
<td>Consumerism, Quality of Life, &amp; Political Decision Making</td>
<td>Know a goal of private businesses in the marketing of goods and services to consumers. (SO 9.2.5)</td>
</tr>
<tr>
<td>Question</td>
<td>Key</td>
<td>Diff. %</td>
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<tr>
<td>44</td>
<td>A</td>
<td>57.1</td>
<td>Knowledge &amp; Understanding</td>
<td>Consumerism, Quality of Life, &amp; Political Decision Making</td>
<td>Recognize an example of a business practice in advertising that has implications for competition. (SO 9.2.5)</td>
</tr>
<tr>
<td>45</td>
<td>C</td>
<td>73.1</td>
<td>Skills &amp; Processes</td>
<td>Consumerism, Quality of Life, &amp; Political Decision Making</td>
<td>Determine from details in a cartoon the viewpoint of the cartoonist with regard to the marketing of goods and services. (SO 9.S.1)</td>
</tr>
<tr>
<td>46</td>
<td>D</td>
<td>69.8</td>
<td>Skills &amp; Processes</td>
<td>Consumerism, Quality of Life, &amp; Political Decision Making</td>
<td>Synthesize information to determine the issue regarding the advertising of goods and services that is addressed in three sources. (SO 9.S.4)</td>
</tr>
<tr>
<td>47</td>
<td>A</td>
<td>42.4</td>
<td>Knowledge &amp; Understanding</td>
<td>Consumerism, Quality of Life, &amp; Political Decision Making</td>
<td>From political party platform points presented, recognize an example of a social program in Canada. (SO 9.2.6)</td>
</tr>
<tr>
<td>48</td>
<td>C</td>
<td>62.0</td>
<td>Skills &amp; Processes</td>
<td>Consumerism, Quality of Life, &amp; Political Decision Making</td>
<td>Based on platform points presented, identify the position on an economic continuum in which a political party would be most appropriately placed. (SO 9.S.1)</td>
</tr>
<tr>
<td>49</td>
<td>D</td>
<td>51.2</td>
<td>Skills &amp; Processes</td>
<td>Consumerism, Quality of Life, &amp; Political Decision Making</td>
<td>Analyze four viewpoints to determine the speakers who most strongly disagree with each other over the role government should play in the economy. (SO 9.S.1)</td>
</tr>
<tr>
<td>50</td>
<td>B</td>
<td>76.1</td>
<td>Skills &amp; Processes</td>
<td>Consumerism, Quality of Life, &amp; Political Decision Making</td>
<td>Identify the question that is most closely related to information in three sources pertaining to political party policies on taxation. (SO 9.S.4)</td>
</tr>
</tbody>
</table>