



Grade 9 Subject Bulletin Knowledge & Employability

Alberta Provincial Achievement Testing **2023–2024**

This document was written primarily for

Students

Teachers ✓ Knowledge & Employability

Administrators ✓

Parents

General Audience

2023–2024 Knowledge & Employability Subject Bulletin

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You can find [provincial achievement test-related materials](#) on the Alberta Education website.



Preface

Knowledge & Employability Provincial Achievement Testing

Provincial achievement tests are administered annually in English and French Language Arts, Mathematics, Science, and Social Studies. The purpose of the Provincial Achievement Testing Program is to determine if students are learning what they are expected to learn in Grades 6 and 9, to report to Albertans how well students have achieved provincial standards at given points in their schooling, and to assist schools, school authorities, and the province in monitoring and improving student learning.

The Knowledge & Employability provincial achievement tests have been designed with this purpose in mind.

The Knowledge & Employability courses include programs of study for English Language Arts 8–9, Mathematics 8–9, Science 8–9, and Social Studies 8–9. (See the [programs of study](#) and the [Knowledge & Employability Courses Handbook](#)). The Knowledge & Employability provincial achievement tests reflect the Grade 9 outcomes in these programs of study. All of the provincial achievement tests will be administered according to the same schedule as the regular Grade 9 provincial achievement tests. Grade 9 students who are receiving instruction in a Knowledge & Employability program of study are expected to write the provincial achievement test for that course.

Purpose of this bulletin

The purpose of this bulletin is to outline key features of the Knowledge & Employability provincial achievement tests and the related reports. It is also intended to inform school-system administrators and teachers about the administration of the provincial achievement tests.

Key Features

Test design elements

Each of the Knowledge & Employability provincial achievement tests is designed to assess what students know and are able to do in relation to those learning outcomes that are measurable using paper-and-pencil test questions.

Test format

The *Grade 9 Knowledge & Employability English Language Arts Provincial Achievement Test Part A: Writing* is described in more detail later in this document. The Knowledge & Employability Science, Social Studies, and ELA *Part B: Reading* provincial achievement tests are each composed of 50 multiple-choice items. The Mathematics test is composed of approximately 45 multiple-choice items and 5 numerical-response items. Student responses will be recorded on a machine-scorable answer sheet.

Administration times

ELA *Part A: Writing* consists of one writing assignment designed to be administered in 80 minutes. Students have up to 160 minutes to complete the test. Each of the Knowledge & Employability multiple-choice provincial achievement tests is designed to be administered in 75 minutes. Students have up to 150 minutes to complete each multiple-choice test.

French translations

Translated forms of the Knowledge & Employability Mathematics, Science, and Social Studies provincial achievement tests will be available for students receiving their instruction within Francophone or alternative French-language programs.

Accommodations

Test accommodations will be available for the Knowledge & Employability provincial achievement tests.

Test Administration

Eligibility to write

To be eligible to write a Knowledge & Employability provincial achievement test, a student must have received instruction in the Grade 9 Knowledge & Employability program of study for that course.

Administrative framework

All the Knowledge & Employability provincial achievement tests will be administered following the directives and policies of the Provincial Achievement Testing Program.

Testing dates

The Knowledge & Employability provincial achievement tests will be administered according to the same schedule as the regular Grade 9 provincial achievement tests, in January and June.

Scoring and reporting

Results reporting

Each year, Alberta Education produces course- and grade-specific provincial achievement test summary results reports for each school and school authority. Separate reports are issued for students who write the English and French forms of the Mathematics, Science, and Social Studies provincial achievement tests. All of these school and school-authority reports contain local and provincial results and are made available in late August.

In late September Alberta Education makes available copies of the Individual Student Profile (ISP) of each student to the staff of the school where the student wrote the provincial achievement tests. PAT Individual Student Profiles (ISP) Reports are available in the Provincial Approach to Student Information (PASI) system. Schools are responsible for forwarding ISPs to parents through the following options: forwarding the PDF ISPs electronically to parents via school systems, printing the PAT Results ISP Reports for mailing, or signing up parents for *myPass* access to their child's account. Students and parents will be able to access the PAT Results ISP Reports as needed via *myPass*.

Test Design Details

Overview

Characteristics of Knowledge & Employability courses

Collectively, the Knowledge & Employability courses focus on the development and application of reading, writing, and mathematical literacy as well as on the development and application of essential employability skills. To best meet the needs of the students for whom these courses have been designed, all of the Knowledge & Employability learning outcomes reflect academic and occupational skill standards that have been deemed necessary for success by workplace representatives.

In addition to being organized around a set of grade-specific disciplinary concepts and themes, each of the Grade 9 Knowledge & Employability programs of study emphasizes the development and application of a common set of essential skills. These common essential skills include critical thinking, creative thinking, decision making, problem solving, and meta-cognition.

The Grade 9 Knowledge & Employability provincial achievement tests have been designed to reflect the academic and occupational skill standards in the English Language Arts, Mathematics, Science, and Social Studies programs of study. Thus, each test will assess outcomes related to the concepts, themes, and essential skills specific to that particular program of study.

Allowable student and classroom materials

The design of a provincial achievement test takes into account all of the conditions under which it will be administered. These include any support resources that students might access while writing the test. Knowledge & Employability provincial achievement tests are designed to be administered without the use of any support resources, with the following exceptions. When writing the Mathematics test, students may use calculators and manipulative materials (for example, algebra tiles or a circular protractor). Conversion tables (both metric and imperial) will be included with the Mathematics test.

Notes (in any form), papers, graphic organizers, informal dictionaries, or books related to the test may not be brought into the test room. Classroom materials that could provide any assistance to a student in a particular test must be removed or covered (for example, a list of definitions of terms, a multiplication table, or formulas).

Grade 9 Knowledge & Employability English Language Arts Provincial Achievement Test

General description

The *Grade 9 Knowledge & Employability English Language Arts Provincial Achievement Test* consists of two parts—*Part A: Writing* and *Part B: Reading*.

Part A: Writing general description

ELA *Part A: Writing* consists of one writing assignment designed to be completed in 80 minutes; however, students have up to 160 minutes to complete the test should they need it. For the first 10 minutes, students may discuss the assignment with classmates in groups of two to four, or think alone about the writing prompt. Students will engage in this discussion time without teacher participation. During this discussion time, students may record their ideas on the “Planning” page provided.

Those students for whom a dictionary is a familiar tool are encouraged, but not required, to use a dictionary during the writing phase of their writing. Use of a dictionary throughout the writing test may interfere with a student’s ability to complete his/her writing.

Students may use print versions of commercially published dictionaries, bilingual dictionaries, and commercially published thesauri when completing Part A only.

Part A: Writing requires students to write for a specific audience and to fulfill a specified purpose within a given context. Students are asked to respond to a given situation in the form of a persuasive essay. Students whose writing is unrelated to the prompt will be awarded a score of **Insufficient**. Students whose writing shows no evidence of an attempt to address the task presented in the assignment, and students who have written so little that it is not possible to assess Content, will be awarded a mark of **Insufficient**.

The booklet for *Part A: Writing* includes a page labelled “Planning,” as well as lined pages for the students’ writing. Students are asked to produce only one copy of their work. They are encouraged to make revisions and corrections directly on this copy. Because of the limited testing time, students benefit most from spending their time composing and revising their work rather than from perfecting a “good copy.”

Blueprint for *Part A: Writing*

The blueprint below shows the scoring/reporting categories by which student writing is assessed and by which summary data will be reported to schools and school authorities.

Reporting Category	Description of Writing Assignment	Standards
<p>Content* (selecting ideas and details to achieve a purpose)</p> <p>Students respond to a given topic by writing an essay. Students establish their purpose, select ideas and supporting details to achieve the purpose, and communicate in a manner appropriate to their audience.</p>	<p>The writing assignment requires students to respond to a prompt that provides a given context (situation) and a collection of materials that students may use, if they wish. These materials may include graphics, quotations, and short literary excerpts. Students may use ideas from previous experience and/or reading. Students are to respond by writing a persuasive essay.</p>	<p>Student achievement in each reporting category will be described according to the following descriptors:</p>
<p>Organization* (organizing ideas and details into a coherent whole)</p> <p>Students organize their ideas to produce a unified and coherent essay that links details, sentences, and paragraphs, and that supports the purpose.</p>		<p>Excellent</p> <p>Proficient</p> <p>Satisfactory</p> <p>Limited</p> <p>Poor</p> <p>INS (insufficient)</p>
<p>Sentence Structure (structuring sentences effectively)</p> <p>Students control sentence structure and use a variety of sentence types, sentence beginnings, and sentence lengths to enhance communication.</p>		
<p>Vocabulary (selecting and using words and expressions correctly and effectively)</p> <p>Students choose specific words and expressions that are appropriate for their audience and effective in establishing a voice/ tone that will help to achieve their purpose.</p>		
<p>Conventions (using the conventions of written language correctly and effectively)</p> <p>Students use conventions accurately and effectively to communicate.</p>		

***Content** and **Organization** are weighted to be worth twice as much as each of the other categories.

Local marking

Classroom teachers will be able to mark students' writing, using scoring guides such as those in this bulletin, before returning the tests to Alberta Education. All papers will be marked centrally in Edmonton in July.

Locally awarded marks submitted to Alberta Education will be used as the first reading of a student's response. Local markers are to use the **For Teacher Use Only** section on the back of the *Part A: Writing* test booklet to record their marks by filling in the appropriate circles. The "School Code" and "ACCOMMODATIONS USED" sections should also be completed. If a teacher wants to know how his or her locally awarded scores compare with the scores that the tests received when scored centrally then he or she must create a three-digit identification number and enter it in the section labelled "**ID No.**" on the back of each student booklet. It is important that no two teachers from the same school create and use the same identification number. No other marks are to be made on the test booklet by the teacher.

To facilitate fair and valid assessment of all students during both local and central marking, **teachers must not mark** or write in student booklets.

To assess locally those students with special test-writing needs, specifically a scribed response (test accommodation 5) or a taped response (test accommodation 10), teachers are to refrain from scoring **Conventions**.

Teachers have approximately one week to return the tests to Alberta Education. The papers will then be scored centrally by Alberta Education as the second reading. Both marks contribute to the student's final mark. In the event of a discrepancy between the two marks, papers will be adjudicated by a third reading, which will determine the final mark that the paper is awarded. In this way, valid and reliable individual and group results can be reported.

Papers that are not marked locally by teachers will be marked centrally only once. At least once a day, all central markers mark a copy of the same paper for inter-rater reliability.

After central marking has been completed and school reports have been sent to the schools, teachers who submitted their marks with an identification number will receive a confidential report on their marking. This Local Marker Report includes the locally awarded score, the centrally awarded score, a third-read score if applicable, and the final scores assigned.

To support local marking, Alberta Education provides, along with the test materials, samples of student writing that exemplify the scoring criteria and levels of student achievement. These exemplars are not to be shared with students and must be returned to Alberta Education with the tests.

The mark for *Part A: Writing* is worth 35% of the total mark for the *Grade 9 Knowledge & Employability English Language Arts Provincial Achievement Test*.

Essay writing

To determine a student's mark, convert the word descriptors to the following numeric values:

Excellent = 5

Proficient = 4

Satisfactory = 3

Limited = 2

Poor = 1

Use the following information to assign the score for each student's test:

1. Assign a score of 1 to 5 for each of *content*, *organization*, *sentence structure*, *vocabulary*, and *conventions*.
2. Multiply the scores for content and organization by 2 as these categories are worth twice as much as the other categories.

Maximum score possible for Essay Writing = 35



Information for teachers participating in central marking

Provincial Assessment staff will contact superintendents in the spring for their nomination of markers. The teachers selected will reflect proportional representation from the various regions of Alberta.

To qualify for nomination by a superintendent, a prospective marker must satisfy ALL the following conditions:

- have a valid permanent Alberta Professional Teaching Certificate
- have taught the course within the past three years
- be currently employed by a school authority or private school
- be available on all scheduled days

Markers will be contacted in May, and the list of markers will be finalized no later than June 15. Group leaders will meet the day before the marking session for training.

Each year, many more teachers are nominated to mark than are needed. There must be a balance of first-time and experienced markers; regional representation by zone, school authority, and school; and gender balance when markers are selected. Unfortunately, not everyone whose name is submitted is selected.

Because the time allotted for marking is limited, markers are often asked to mark on Saturday and Sunday. The marking floor is open from 8:00 a.m. to 4:30 p.m., and markers are expected to be available to mark during those hours.

Knowledge & Employability Scoring Guide for 2023–2024

Content

When marking **Content** appropriate for the Grade 9 Knowledge and Employability Essay Writing Assignment, the marker should consider how effectively the student

- explores the topic
- establishes a point of view
- chooses ideas
- supports the response
- considers the reader

Excellent E

- The student’s exploration of the topic is insightful and/or discerning.
- The student’s point of view, whether stated or implied, is deliberate.
- The ideas presented by the student are engaging and/or carefully chosen.
- Supporting details are precise and/or original.
- The writing is confident and holds the reader’s interest.

Proficient Pf

- The student’s exploration of the topic is adept and/or plausible.
- The student’s point of view, whether stated or implied, is intentional.
- The ideas presented by the student are thoughtful and/or sound.
- Supporting details are relevant and apt.
- The writing is considered and draws the reader’s interest.

Satisfactory S

- The student’s exploration of the topic is clear and/or logical.
- The student’s point of view, whether stated or implied, is evident.
- The ideas presented by the student are appropriate and/or direct.
- Supporting details are relevant but general.
- The writing is straightforward and occasionally draws the reader’s interest.

Limited L

- The student’s exploration of the topic is uncertain or simplistic.
- The student’s point of view, whether stated or implied, is vague.
- The ideas presented by the student are superficial and/or unclear.
- Supporting details are imprecise and/or ambiguous.
- The writing is incomplete and infrequently draws the reader’s interest.

Poor P

- The student’s exploration of the topic is minimal and/or marginally relevant.
- The student’s point of view, whether stated or implied, is convoluted.
- The ideas presented by the student are overgeneralized and/or underdeveloped.
- Supporting details are inappropriate and/or lacking.
- The writing is undeveloped and does not interest the reader.

Insufficient INS

- The marker can discern no evidence of an attempt to address the task presented in the assignment, or the student has written so little that it is not possible to assess **Content**.

Note: **Content** and **Organization** are weighted to be worth twice as much as the other scoring categories. Student work must address the task presented in the assignment. Responses that are completely unrelated to the topic and/or prompts will be deemed **insufficient** in **Content**.

Organization

When marking **Organization** appropriate for the Grade 9 Knowledge & Employability Essay Writing Assignment, the marker should consider how effectively the writing demonstrates

- focus
- coherent development
- connections between ideas and/or details
- closure

Excellent

E

- The introduction is engaging and skillfully establishes a focus that is consistently maintained.
- Ideas and/or details are developed in a judicious order, and coherence is maintained.
- Transitions fluently connect ideas and/or details within and/or between sentences and/or paragraphs.
- The closure is effective and enhances the focus.

Proficient

Pf

- The introduction is purposeful and clearly establishes a focus that is capably maintained.
- Ideas and/or details are developed in a sensible order, and coherence is generally maintained.
- Transitions clearly connect ideas and/or details within and/or between sentences and/or paragraphs.
- The closure is appropriate and reinforces the focus.

Satisfactory

S

- The introduction is functional and establishes a focus that is generally maintained.
- Ideas and/or details are developed in a discernible order, although coherence may falter occasionally.
- Transitions tend to be mechanical and are generally used to connect ideas and/or details within and/or between sentences and/or paragraphs.
- The closure is adequate and related to the focus.

Limited

L

- The introduction lacks purpose and/or is not functional; any focus established provides little direction.
- The development of ideas and/or details is not clearly discernible, and coherence falters frequently.
- Transitions are lacking and/or awkwardly used to connect ideas and/or details within and/or between sentences and/or paragraphs.
- The closure is unrelated to the focus and/or random.

Poor

P

- The introduction, if present, is obscure and/or ineffective; no focus is established.
- The development of ideas and/or details is haphazard and incoherent.
- Transitions are absent and/or inappropriately used to connect ideas and/or details within and/or between sentences and/or paragraphs.
- The closure is ineffectual or missing.

Insufficient

INS

- The response has been deemed **insufficient** in **Content**.

Note: **Content** and **Organization** are weighted to be worth twice as much as the other scoring categories.

Sentence Structure

When marking **Sentence Structure** appropriate for the Grade 9 Knowledge & Employability Essay Writing Assignment, the marker should consider the extent to which

- sentence structure is controlled
- sentence type and sentence length are effective and varied
- sentence beginnings are varied

Proportion of error to length and complexity of response must be considered.

Excellent E	<ul style="list-style-type: none">• Sentence structure is effectively and consistently controlled.• Sentence type and sentence length are consistently effective and varied.• Sentence beginnings are consistently varied.
Proficient Pf	<ul style="list-style-type: none">• Sentence structure is consistently controlled.• Sentence type and sentence length are usually effective and varied.• Sentence beginnings are often varied.
Satisfactory S	<ul style="list-style-type: none">• Sentence structure is generally controlled, but lapses may occasionally impede meaning.• Sentence type and sentence length are sometimes effective and/or varied.• Some variety of sentence beginnings is evident.
Limited L	<ul style="list-style-type: none">• Sentence structure often lacks control, and this may impede meaning.• Sentence type and sentence length are rarely effective or varied.• There is little variety of sentence beginnings.
Poor P	<ul style="list-style-type: none">• Sentence structure lacks control, and this often impedes meaning.• There is no variation of sentence type or sentence length.• There is no variety of sentence beginnings.
Insufficient INS	<ul style="list-style-type: none">• The response has been deemed insufficient in Content.

Vocabulary

When marking **Vocabulary** appropriate for the Grade 9 Knowledge & Employability Essay Writing Assignment, the marker should consider the

- accuracy of the words and expressions
- effectiveness of the words and expressions
- appropriateness and effectiveness of the tone created by the student

Proportion of error to length and complexity of response must be considered.

Excellent E	<ul style="list-style-type: none">• Words and expressions are accurately and effectively.• Well-chosen words and expressions are used to enhance the student's position.• The tone created by the student is convincing.
Proficient Pf	<ul style="list-style-type: none">• Words and expressions are often used accurately.• Well-chosen words and expressions are used to reinforce the student's position.• The tone created by the student is distinct.
Satisfactory S	<ul style="list-style-type: none">• Words and expressions are generally used appropriately.• General words and expressions are used to support the student's position.• The tone created by the student is discernible but may be inconsistent.
Limited L	<ul style="list-style-type: none">• Words and expressions generally convey only vague meanings.• Imprecise words and expressions predominate; specific words, if present, may be awkwardly used to support the student's position.• A tone created by the student is not clearly established or is inconsistent.
Poor P	<ul style="list-style-type: none">• Words and expressions are inappropriate and/or ineffective.• Overgeneralized words and expressions predominate; specific words, if present, are frequently misused to support the student's position.• The tone created by the student is not evident or is inappropriate.
Insufficient INS	<ul style="list-style-type: none">• The response has deemed insufficient in Content.

Conventions

When marking **Conventions** appropriate for the Grade 9 Knowledge & Employability Essay Writing Assignment, the marker should consider the extent to which the student has control of

- mechanics (spelling, punctuation, capitalization, etc.) and usage (subject–verb agreement, pronoun use, etc.)
- clarity and flow of the response

Proportion of error to length and complexity of response must be considered.

Excellent E	<ul style="list-style-type: none">• The quality of the writing is enhanced because it is essentially error-free.• Any errors that are present do not reduce clarity and/or do not interrupt the flow of the response.
Proficient Pf	<ul style="list-style-type: none">• The quality of the writing is sustained because it contains only minor convention errors.• Any errors that are present rarely reduce clarity and/or seldom interrupt the flow of the response.
Satisfactory S	<ul style="list-style-type: none">• The quality of the writing is sustained through generally correct use of conventions.• Errors occasionally reduce clarity and/or sometimes interrupt the flow of the response.
Limited L	<ul style="list-style-type: none">• The quality of the writing is weakened by frequently incorrect use of conventions.• Errors often reduce clarity and/or interrupt the flow of the response.
Poor P	<ul style="list-style-type: none">• The quality of the writing is impaired by the consistently incorrect use of conventions.• Errors severely reduce clarity and/or impede the flow of the response.
Insufficient INS	<ul style="list-style-type: none">• The response has been deemed insufficient in Content.

Part B: Reading general description

Part B: Reading of the *Grade 9 Knowledge & Employability English Language Arts Provincial Achievement Test* requires students to read selections that include a variety of informational, narrative, and poetic texts with implicit ideas and details. In total, there are 50 multiple-choice questions based on the readings.

Part B: Reading (multiple choice) is designed to be completed in 75 minutes; however, students have up to 150 minutes to complete Part B should they need it.

The test consists of 50 multiple-choice questions based on reading selections from fiction, nonfiction, drama, poetry, and visual media.

Part B: Reading has one booklet that contains both the reading passages and the corresponding questions. Students record their answers on a tear-out, machine-scorable answer sheet.

If a word that warrants definition is used on a test, it will be defined on the page on which it appears.

Blueprint for *Part B: Reading*

The blueprint below shows the reporting categories and language functions by which questions are classified and reported to schools and school authorities. The number of questions in each reporting category is approximate.

Reporting Category	LANGUAGE FUNCTION		Number (Percentage) of Questions
	Informational	Narrative/Poetic	
Identifying and Interpreting Ideas and Details	8	8	16 (32%)
Interpreting Text Organization	4	4	8 (16%)
Associating Meaning	4	4	8 (16%)
Synthesizing Meaning	9	9	18 (36%)
Number (Percentage) of Questions	25 (50%)	25 (50%)	50 (100%)

Grade 9 Knowledge & Employability Mathematics Provincial Achievement Test

General description

The *Grade 9 Knowledge & Employability Mathematics Provincial Achievement Test* consists of:

- 45 multiple-choice questions, each worth one mark;
- 5 numerical-response questions, each worth one mark.

The test is designed to be completed in 75 minutes; however, students have up to 150 minutes to complete the test should they need it.

Students record their answers on a tear-out, machine-scorable answer sheet.

Calculator use is recommended but not required; however, graphing calculator use is prohibited. Students may also use manipulative materials (for example, algebra tiles, a protractor, or a ruler). The manipulative cannot perform the mental conversion or provide the solution to a problem (e.g., multiplication table). Conversion tables (both metric and imperial) will be included with the mathematics test (see following pages).

Blueprint for Mathematics

General Outcomes	REPORTING CATEGORY		Number (Percentage) of Questions
	Knowledge	Skills	
Number	5	12	17 (34%)
Patterns and Relations	2	4	6 (12%)
Shape and Space	7	13	20 (40%)
Statistics and Probability	3	4	7 (14%)
Number (Percentage) of Questions	17 (34%)	33 (66%)	50 (100%)

Imperial System of Measurement

Conversion Table

Length
1 foot (ft) = 12 inches (in)
1 yard (yd) = 3 feet (ft)
1 mile (mi) = 5 280 feet (ft)

Capacity
1 pint (pt) = 20 fluid ounces (fl oz)
1 quart (qt) = 2 pints (pt)
1 gallon (gal) = 4 quarts (qt)

Volume
1 cubic yard (yd ³) = 27 cubic feet (ft ³)

Mass
1 pound (lb) = 16 ounces (oz)
1 ton (t) = 2 240 pounds (lb)

Area
1 square foot (ft ²) = 144 square inches (in ²)
1 square mile (mi ²) = 640 acres (ac)
1 hectare (ha) = 2.47 acres (ac)

Metric System of Measurement

Conversion Table

Length
1 centimetre (cm) = 10 millimetres (mm)
1 metre (m) = 100 centimetres (cm)
1 kilometre (km) = 1 000 metres (m)

Capacity
1 litre (L) = 1 000 millilitres (mL)
1 cubic metre (m ³) = 1 000 litres (L)

Volume
1 cubic metre (m ³) = 1 000 000 cubic centimetres (cm ³)

Mass
1 gram (g) = 1 000 milligrams (mg)
1 kilogram (kg) = 1 000 grams (g)
1 tonne (t) = 1 000 kilograms (kg)

Area
1 square kilometre (km ²) = 1 000 000 square metres (m ²)

Grade 9 Knowledge & Employability Science Provincial Achievement Test

General description

The *Grade 9 Knowledge & Employability Science Provincial Achievement Test* consists of 50 multiple-choice questions, each worth one mark.

The test is designed to be completed in 75 minutes; however, students have up to 150 minutes to complete the test should they need it.

Students record their answers on a tear-out, machine-scorable answer sheet.

Blueprint for Science

The blueprint below shows the topics and reporting categories under which questions are classified. The number of questions in each reporting category is approximate.

Topic	REPORTING CATEGORY		Number (Percentage) of Questions
	Knowledge	Skills	
Biological Diversity	4	6	10 (20%)
Matter and Chemical Change	4	6	10 (20%)
Environmental Chemistry	4	6	10 (20%)
Electrical Principles and Technologies	4	6	10 (20%)
Space Exploration	4	6	10 (20%)
Number (Percentage) of Questions	20 (40%)	30 (60%)	50 (100%)

Workplace Hazardous Materials Information System (WHMIS) 2015

Any Workplace Hazardous Materials Information System (WHMIS) pictograms that appear on provincial assessments will be WHMIS 2015 pictograms. WHMIS has been used in Canada since 1988 for labelling and classifying hazardous workplace chemicals. Countries around the world are adopting the Globally Harmonized System of Classification and Labelling of Chemicals (GHS) to enable a consistent international chemical classification and labelling system. WHMIS 1988 in Canada was amended in February 2015 to incorporate the GHS. The new system is called WHMIS 2015.










WHMIS 2015 includes changes to

- pictograms
- labels
- hazard classes and categories
- safety data sheets
- education and training

Further information about these changes can be found at [Science \(7-9\) Program Supports](#) under the heading “Health and Safety in the Science Classroom.”

Pictograms

WHMIS 2015

<p>Flame</p>  <p>For fire hazards</p>	<p>Flame Over Circle</p>  <p>For oxidizing hazards</p>	<p>Gas Cylinder</p>  <p>For gases under pressure</p>
<p>Exploding Bomb</p>  <p>For explosion or reactivity hazards</p>	<p>Biohazardous Infectious Materials</p>  <p>For organisms or toxins that can cause diseases in people or animals</p>	<p>Corrosion</p>  <p>For corrosive damage to metals, as well as skin, eyes</p>
<p>Exclamation Mark</p>  <p>May cause less serious health effects</p>	<p>Health Hazard</p>  <p>May cause or suspected of causing serious health effects</p>	<p>Skull and Crossbones</p>  <p>Can cause death or toxicity with short exposure to small amounts</p>

Grade 9 Knowledge & Employability Social Studies Provincial Achievement Test

General description

The *Grade 9 Knowledge & Employability Social Studies Provincial Achievement Test* consists of 50 multiple-choice questions, each worth one mark.

The test is designed to be completed in 75 minutes; however, students have up to 150 minutes to complete the test should they need it.

Students record their answers on a tear-out, machine-scorable answer sheet.

Students may **not** use a dictionary, a thesaurus, or other reference material.

Blueprint for Social Studies

The blueprint below shows the reporting categories and topics by which questions are classified. The number of questions in each reporting category is approximate.

Topic	REPORTING CATEGORY		Number (Percentage) of Questions
	Knowledge	Skills	
Canada: Governance and Citizenship	10	18	28 (56%)
Canada and the United States: an Economic Relationship	8	14	22 (44%)
Number (Percentage) of Questions	18 (36%)	32 (64%)	50 (100%)

Details of the 2023–2024 Provincial Achievement Test Administration

Overview

Four provincial achievement tests, which reflect outcomes in the Grade 9 Knowledge & Employability programs of study, will be administered in 2023–2024. In general, these Knowledge & Employability provincial achievement tests will be administered following existing Provincial Achievement Testing Program directives, policies, procedures, and schedules.

Eligibility to write

Instructional requirements

To be eligible to write a Knowledge & Employability provincial achievement test in 2023–2024, a student must have received instruction in the Knowledge & Employability program of study for that course.

Ordering test materials

In Alberta, Grade 9 students are registered by year rather than by course. For this reason, Alberta Education will not know whether a student is receiving instruction in a Knowledge & Employability program of study or in a regular program of study, and therefore will not know whether the student should receive a Knowledge & Employability provincial achievement test or a regular provincial achievement test for a given course.

Test administration

Schedules

The Knowledge & Employability provincial achievement tests will be administered in January and June 2024, following the same schedule as the regular provincial achievement tests.

Preparing Students for the Provincial Achievement Test

Suggestions for preparing students

The best way to prepare students for writing the provincial achievement test is to teach the curriculum well and to ensure that students know what is expected. Many of the skills and attitudes that support test writing are, in fact, good skills and strategies for approaching all kinds of learning tasks.

Note that the questions on the science test are placed in real-life contexts.

Teachers are encouraged to familiarize their students with the types of questions that will appear on the test. [Released materials](#) from previously secured tests are available on the Alberta Education website.

Teachers are also encouraged to share the following information with their students to help them prepare for the Grade 9 Knowledge and Employability provincial achievement tests.

Special-format practice tests

To give students an opportunity to practise provincial achievement test-style questions and content in Braille, audio, large print, or coloured print versions, Alberta Education produces special-format practice tests for all subjects that have a provincial achievement test. Alberta schools with registered Alberta K–12 students may place orders for these tests. Braille versions are available in English and, by request, in French. All tests are provided free of charge, but limits may be placed on order volumes to ensure access for all students.

For the greatest benefit, special-format practice tests should be written under conditions similar to those of the corresponding provincial achievement test. The same rules regarding the use of resources and devices should be followed.

Braille versions must be returned to Alberta Education after use.

For more information or to place an order, contact Field.Test@gov.ab.ca

Suggestions for answering questions

- Before you begin, find out how much time you have.
- Ask questions if you are unsure of anything.
- Skim through the whole test before beginning. Find out how many questions there are, and plan your time accordingly.
- Answer the easier questions first; then go back to the more difficult ones.
- Do not spend too much time on any one question. Make a mark (* or ?) beside any questions you have difficulty with, and go back to them if you have time.
- Read each question carefully, underline or highlight key words, and try to determine an answer before looking at the choices.
- Read all the choices and see which one best fits the answer.
- When you are not sure which answer is correct, cross out any choices that are wrong and then select the best of the remaining choices.
- If time permits, recheck your answers.
- Double-check to make sure that you have answered everything before handing in the test.
- Read the information given using the strategy that works best for you. You should either
 - look at all the information and think carefully about it before you try to answer the question
- **OR**
 - read the questions first and then look at the information, keeping in mind the questions you need to answer
- Make sure that you look at all forms of the information given. Information may be given in words, charts, pictures, graphs, or maps.
- When information is given for more than one question, go back to the information before answering each question.
- Check your work when you calculate an answer, even when your answer is one of the choices.
- When answering “best answer” questions, be sure to carefully read all four alternatives (A, B, C, and D) before choosing the answer that you think is best. These questions will always include a boldfaced qualifier such as **best**, **most strongly**, or **most clearly** in their stems. All the alternatives (A, B, C, and D) are, to some degree, correct, but one of the alternatives will be “best” in that it takes more of the information into account or can be supported most strongly by reference to the information.

Opportunities to Participate in Test-development Activities

Field testing

All provincial achievement test questions are field tested before use. By “testing” the test questions, students who write field tests have an opportunity for a practice run at answering questions that could be used on future provincial achievement tests. As well, the teachers have an opportunity to comment on the appropriateness and quality of the test questions.

Through the online field-test request system, teachers can create and modify field-test requests and check the status of these requests. Information regarding the field-test process and the request system is available at [Provincial Achievement Tests](#).

Once the completed requests are received by Provincial Assessment, classes will be selected to ensure that a representative and sufficiently large sample of students from across the province take part in the field test. Every effort will be made to place field tests as requested; however, because field tests are administered to a prescribed number of students, it may not be possible to fill all requests.

Working groups

Teacher involvement in the development of provincial achievement tests is important because it helps to ensure the validity and appropriateness of the assessments.

Teacher working groups are used throughout the test-development process to create raw forms of test questions and to review and revise draft forms of provincial achievement tests. These working groups usually meet for one or two days, two or three times per year. Occasionally, these meetings are held on weekends.

To be eligible to serve on a test-development working group, a teacher must currently be teaching the course in question or must have taught the course within the past three years.

Teachers participating in working groups are selected from the working-group nominees approved by superintendents of school jurisdictions. The call for nominations usually occurs in September. However, we will accept further nominations throughout the year. In some subjects, more teachers may be nominated for working groups than are needed. When teachers are selected, there must be a balance of first-time and experienced working-group members and regional representation by zone, school authority, and school. Unfortunately, not everyone whose name is submitted will be selected.

Appendix 1

Example of *Grade 9 Knowledge and Employability English Language Arts Part A: Writing* Instructions Page

Grade 9 Knowledge and Employability

English Language Arts

Part A: Writing

Description

Part A: Writing of the Grade 9 Knowledge and Employability English Language Arts Achievement Test consists of one assignment:

- **Assignment: Essay Writing**
This section describes a situation to which you must respond in the format of a persuasive essay.

Before beginning to write, you will have 10 minutes to talk with your classmates (in groups of two to four) about the writing assignment or to think about it alone. During this time, you may record your ideas on the *Planning* pages provided.

Time: 80 minutes. You have up to 160 minutes to complete this test should you need it.

2024

Instructions

- You may use the following **print** references:
 - a dictionary (English and/or bilingual)
 - a thesaurus
- Jot down your ideas and/or make a **plan** before you write. Do this on the *Planning* page.
- Write in pencil, or blue or black ink, on the lined pages provided.
- You are to do only **one handwritten** copy of your writing.
- When you have completed the test, please answer the **survey question** on the inside of the back cover.

Additional Instructions for Students Using Word Processors

- Format your work using an **easy-to-read** 12-point or larger font, such as Times.
- **Double-space** your **final printed** copy.
- **Staple** your printed work to the page indicated for word-processed work for the assignment. Hand in **all** work.

Do not write your name anywhere in this booklet.

You may make corrections and revisions directly on your written work.

Appendix 2

Example of *Grade 9 Knowledge and Employability English Language Arts Part B: Reading* Instructions Page

Grade 9 Knowledge and Employability

English Language Arts

Part B: Reading

Description

This test has 50 multiple-choice questions.

- The questions are based on information that must be read or viewed before you answer the question.
- To help you to answer the questions, every fifth line of the selected passages is numbered.

Time: 75 minutes. You have up to 150 minutes to complete this test should you need it.

You may write in this booklet if you find it helpful. Make sure that your answers are placed on the answer sheet.

2024

Instructions

- Turn to the last page of the test booklet. Carefully fold and tear out the machine-scored answer sheet along the perforation.
- You may **not** use a dictionary or a thesaurus.
- Each **multiple-choice** question has four possible answers from which you are to choose the **correct** or **best** answer.
- Select only **one** alternative for each **multiple-choice** question.
- Make sure that the number of the question on your answer sheet matches the number of the question that you are answering.

Example

What is a rose?

- A. A fruit
- B. A flower
- C. An animal
- D. An automobile

Answer Sheet

Ⓐ ● Ⓒ Ⓓ

- Use **only** an **HB** pencil to mark your answer.
- If you change an answer, erase your first mark **completely**.
- Try to answer every question.
- When you have completed the test, please answer the **survey question**, which appears after the last test question.

Appendix 3

Example of Grade 9 Knowledge and Employability English Language Arts Part B: Reading Answer Sheet

GRADE 9 ENGLISH LANGUAGE ARTS Knowledge & Employability

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

Day

	0	1	2	3	4	5	6	7	8	9
	0	1	2	3						

January
 May
 June

Time Taken:

A	B	C	D	E	F	G
---	---	---	---	---	---	---

Appendix 4

Example of *Grade 9 Knowledge and Employability Mathematics* Instructions Pages

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Grade 9 Knowledge and Employability

Mathematics

Description

- This test has 50 questions:
46 multiple-choice questions and
4 numerical-response questions.

A conversion table is provided for your reference.

You may keep the conversion table upon completion of this test.

Time: 75 minutes. You have up to 150 minutes to complete this test should you need it.

You may write in this booklet if you find it helpful. Make sure that your answers are placed on the answer sheet.

2024

Instructions

- Turn to the last two pages of the test booklet. Carefully fold and tear out the machine-scored answer sheet and conversion table along the perforation.
- You may use a calculator, a ruler, a protractor, and manipulatives.
- Read each question carefully and choose the correct or best answer.
- Use **only** an **HB** pencil to mark your answer.
- If you change an answer, erase your first mark **completely**.
- Try to answer every question.
- Now read the detailed instructions for answering **multiple-choice** and **numerical-response** questions.
- When you have completed the test, please answer the **survey question**, which appears after the last test question.

Multiple Choice

- Each **multiple-choice** question has four possible answers from which you are to choose the **correct** or **best** answer.
- Select only **one** alternative for each **multiple-choice** question.
- Make sure that the number of the question on your answer sheet matches the number of the question that you are answering.

Example

6 + 5 is equal to

- A. 10
- B. 11
- C. 12
- D. 13

Answer Sheet

Ⓐ ● Ⓒ Ⓓ

Numerical Response

- Record your answer on the answer sheet provided by writing it in the boxes and then by filling in the corresponding circles.
- Enter your answer, one digit per box, beginning in the left-hand box. A decimal point, if needed, goes in its own box. Leave any unused boxes blank.

Calculation Questions and Solutions

Example

Numerical Response

1. Parker works for 2 hours and is paid \$8 per hour. How much money is Parker paid?

Solution:

2 hours × \$8 per hour = \$16
Parker will be paid \$16.

Record 16 on the answer sheet →

1	6		
---	---	--	--

Fill in the corresponding circles

0	0	0	0
●	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	●	6	6
7	7	7	7
8	8	8	8
9	9	9	9

Example

Numerical Response

2. The sum of 2.17 and 1.04 is

Record 3.21 on the answer sheet →

3	.	2	1
---	---	---	---

Fill in the corresponding circles

0	0	0	0
1	1	1	●
2	2	●	2
●	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

Correct-order Question and Solution

Example

2-D Shapes	
1	Square
2	Rectangle
3	Circle
4	Triangle

Numerical Response

- 3.** If the 2-D shapes above were listed in alphabetical order, then what would the order be?

Record 3214 on the answer sheet

3	2	1	4
---	---	---	---

Fill in the corresponding circles

	0	0	0	0
	1	1	●	1
	2	●	2	2
	●	3	3	3
	4	4	4	●
	5	5	5	5
	6	6	6	6
	7	7	7	7
	8	8	8	8
	9	9	9	9

Appendix 5

Example of Grade 9 Knowledge and Employability Mathematics Answer Sheet

GRADE 9 MATHEMATICS Knowledge & Employability

MULTIPLE CHOICE				NUMERICAL RESPONSE			
1 (A)(B)(C)(D)	13 (A)(B)(C)(D)	25 (A)(B)(C)(D)	37 (A)(B)(C)(D)	1 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	2 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	3 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Day <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
2 (A)(B)(C)(D)	14 (A)(B)(C)(D)	26 (A)(B)(C)(D)	38 (A)(B)(C)(D)	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="radio"/> January
3 (A)(B)(C)(D)	15 (A)(B)(C)(D)	27 (A)(B)(C)(D)	39 (A)(B)(C)(D)	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="radio"/> May
4 (A)(B)(C)(D)	16 (A)(B)(C)(D)	28 (A)(B)(C)(D)	40 (A)(B)(C)(D)	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="radio"/> June
5 (A)(B)(C)(D)	17 (A)(B)(C)(D)	29 (A)(B)(C)(D)	41 (A)(B)(C)(D)	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	
6 (A)(B)(C)(D)	18 (A)(B)(C)(D)	30 (A)(B)(C)(D)	42 (A)(B)(C)(D)	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	
7 (A)(B)(C)(D)	19 (A)(B)(C)(D)	31 (A)(B)(C)(D)	43 (A)(B)(C)(D)	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	
8 (A)(B)(C)(D)	20 (A)(B)(C)(D)	32 (A)(B)(C)(D)	44 (A)(B)(C)(D)	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	
9 (A)(B)(C)(D)	21 (A)(B)(C)(D)	33 (A)(B)(C)(D)	45 (A)(B)(C)(D)	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	
10 (A)(B)(C)(D)	22 (A)(B)(C)(D)	34 (A)(B)(C)(D)	46 (A)(B)(C)(D)	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	
11 (A)(B)(C)(D)	23 (A)(B)(C)(D)	35 (A)(B)(C)(D)		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	
12 (A)(B)(C)(D)	24 (A)(B)(C)(D)	36 (A)(B)(C)(D)		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	

Time Taken:
 A B C D E F G

Appendix 6

Example of *Grade 9 Knowledge and Employability Science* Instructions Pages

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Grade 9 Knowledge and Employability Science

Description

- This test has 50 multiple-choice questions, each worth one mark.

Time: 75 minutes. You have up to 150 minutes to complete this test should you need it.

You may write in this booklet if you find it helpful. Make sure that your answers are placed on the answer sheet.

2024

Instructions

- Turn to the last page of the test booklet. Carefully fold and tear out the machine-scored answer sheet along the perforation.
- You may use a calculator, but it is not necessary.
- You may **not** use a dictionary, a thesaurus, or other reference materials.
- Read each question carefully and choose the **correct** or **best** answer.
- Make sure that the number of the question on your answer sheet matches the number of the question that you are answering.
- Use **only** an **HB** pencil to mark your answer.
- If you change an answer, **erase** your first mark **completely**.
- Try to answer every question.
- When you have completed the test, please answer the **survey question**, which appears after the last test question.
- Now read the detailed instructions for answering multiple-choice questions.

Multiple Choice

- Each question has four possible answers from which you are to choose the correct or best answer.
- Locate the question number on the separate answer sheet provided and fill in the circle that corresponds to your choice.

Example 1

This test is for the subject of

- A. science
- B. mathematics
- C. language arts
- D. social studies

Answer Sheet

A B C D

Example 2

Which of the following rows identifies the subject and grade level of this test?

Row	Subject	Grade
A.	Science	8
B.	Science	9
C.	Mathematics	8
D.	Mathematics	9

Answer Sheet

A B C D

Example 3

When there are no clouds, during the day the sky appears i and at night the sky appears ü.

The statement above is completed by the information in row

Row	<i>i</i>	<i>ü</i>
A.	blue	blue
B.	blue	black
C.	white	blue
D.	white	black

Answer Sheet

A B C D

Appendix 7

Example of Grade 9 Knowledge and Employability Science Answer Sheet

GRADE 9 SCIENCE Knowledge & Employability

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

Day	0	<input type="radio"/> January
	1	<input type="radio"/> May
	2	<input type="radio"/> June
	3	
	4	
	5	
	6	
	7	
	8	
	9	

Time Taken:
(A)(B)(C)(D)(E)(F)(G)

Appendix 8

Example of *Grade 9 Knowledge and Employability Social Studies* Instructions Page

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Grade 9 Knowledge and Employability Social Studies

Description

- This test has 50 multiple-choice questions.

Time: 75 minutes. You have up to 150 minutes to complete this test should you need it.

You may write in this booklet if you find it helpful. Make sure that your answers are placed on the answer sheet.

2024

Instructions

- Turn to the last page of the test booklet. Carefully fold and tear out the machine-scored answer sheet along the perforation.
- You may **not** use a dictionary, a thesaurus, or other reference materials.
- Read each question carefully and choose the correct or best answer.
- Make sure that the number of the question on your answer sheet matches the number of the question that you are answering.

Example

This test is for the subject of

- A. science
- B. mathematics
- C. language arts
- D. social studies

Answer Sheet

(A) (B) (C) ●

- Use **only** an **HB** pencil to mark your answer.
- If you change an answer, erase your first mark **completely**.
- Try to answer every question.
- When you have completed the test, please answer the **survey question**, which appears after the last test question.

Appendix 9

Example of Grade 9 Knowledge and Employability Social Studies Answer Sheet

GRADE 9 SOCIAL STUDIES Knowledge & Employability

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

Day										
	0	1	2	3	4	5	6	7	8	9

January
 May
 June

Time Taken:
 A B C D E F G

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The office is open during the lunch hour.