

Released 2016  
Provincial  
Achievement Test

**Social  
Studies**  
Sources and Questions

GRADE  
**9**

*Alberta*  Government

This document contains a full release of the English form of the 2016 Grade 9 Social Studies Provincial Achievement Test. A test blueprint and an answer key that includes the difficulty, reporting category, curricular content area, and item description for each test item are also included. These materials, along with the [program of studies](#) and [subject bulletin](#), provide information that can be used to inform instructional practice.

[Assessment highlights](#) provide information about the overall test, the test blueprints, and student performance on the Grade 9 Social Studies Provincial 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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## *2016 Provincial Achievement Test Sources and Questions*

The sources and questions presented in this document are from the previously secured English form of the 2016 Grade 9 Social Studies Provincial Achievement Test and are representative of the sources and questions that comprise the test. These sources and questions are released by Alberta Education.

# **Grade 9 Provincial Achievement Test**

**2016**

**Social Studies**

**Sources and Questions**

## Grade 9 Provincial Achievement Test

# Social Studies

### *Sources Booklet*

#### *Description*

The Grade 9 Social Studies Provincial 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.**

*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.*

**2016**

#### *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**.

**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*).

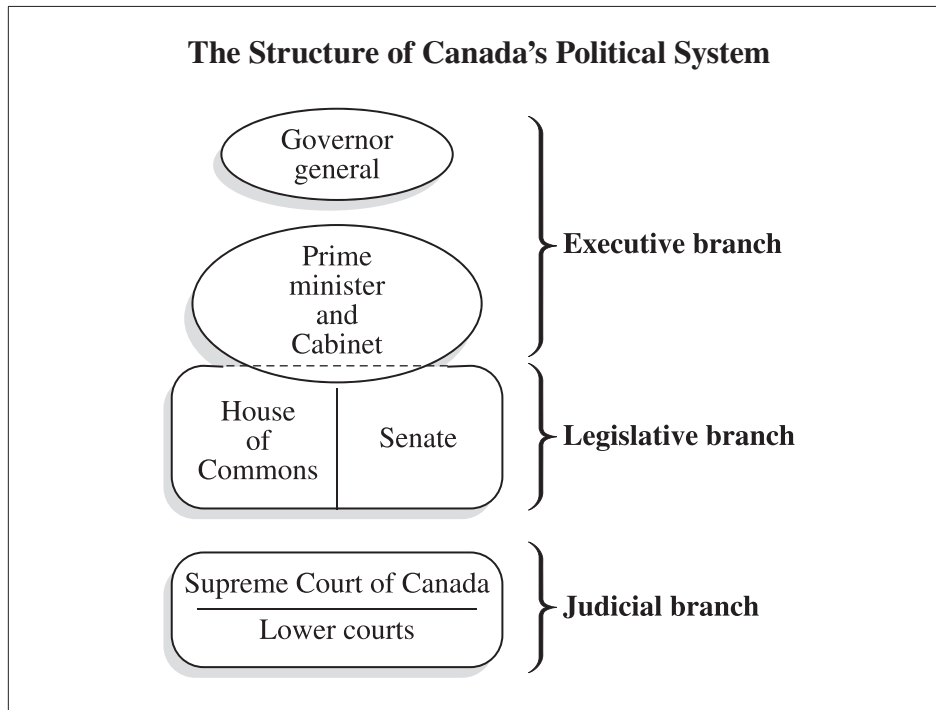
*You should take about 50 minutes to complete these 30 multiple-choice questions.*

**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*).

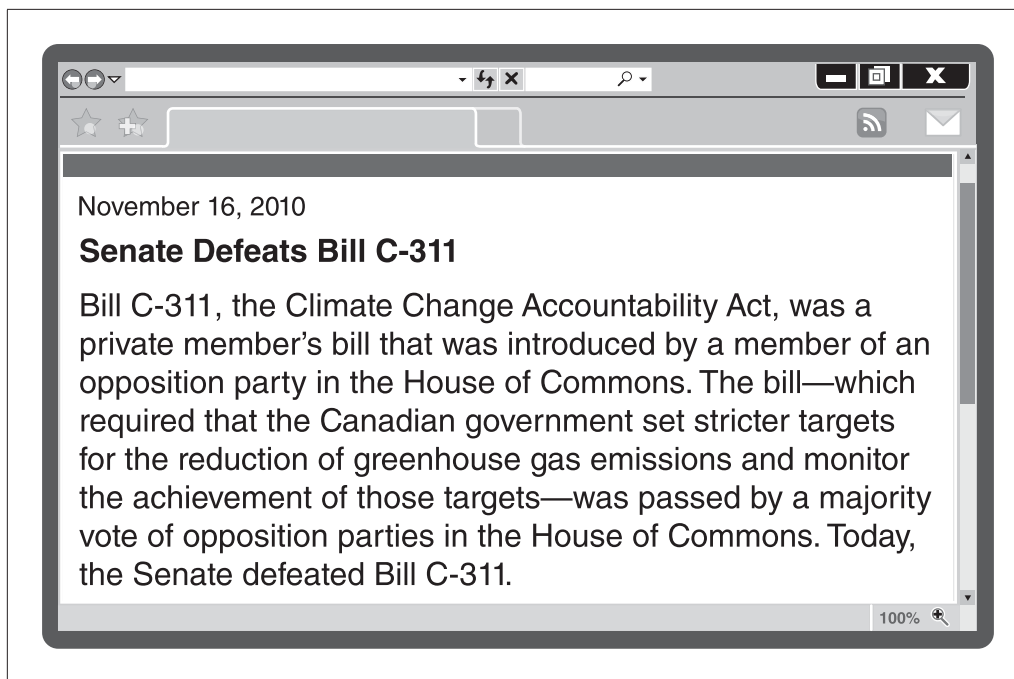
*You should take about 30 minutes to complete these 20 multiple-choice questions.*

I. Questions 1 to 4 on page 32 are based on the following sources.

Source I



Source II



### Source III

Opposition members in the House of Commons believe that Bill C-311 would have been a positive step in protecting the environment. We are frustrated that it was voted down by the Senate.

Because the Conservative Party of Canada formed a minority government in the House of Commons, opposition parties were able to pass Bill C-311. However, in the Senate, a majority of senators who were members of the Conservative Party of Canada voted against Bill C-311. The passage of the bill into law was stopped because the Senate has the power to determine which laws are passed.

**Member of an opposition party**

**Editorial columnist**

**Political scientist**

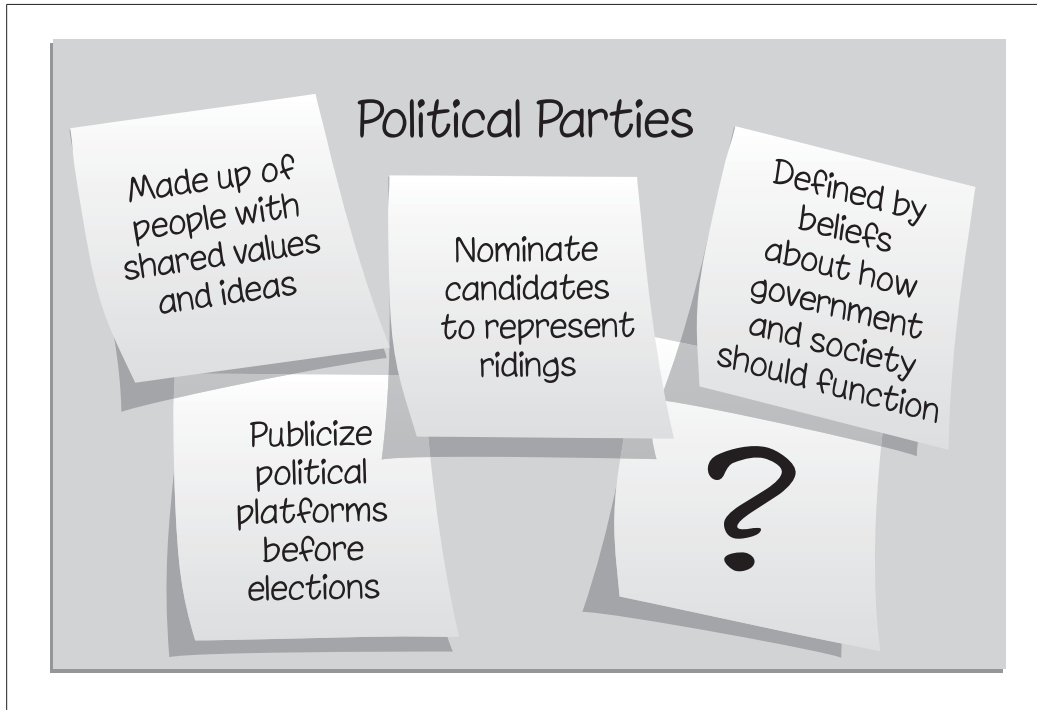
**University student**

The Senate should not be able to prevent the passage of a bill such as Bill C-311 that has been passed by the House of Commons. The Senate should be abolished because senators are not accountable to the Canadian public.

The Senate is effective in providing “sober second thought” regarding decisions made by members of Parliament. If senators believed that Bill C-311 set targets that were not in the best interests of Canadians, they were correct in voting against the bill.

**II. Questions 5 to 8 on page 33 are based on the following sources.**

**Source I**

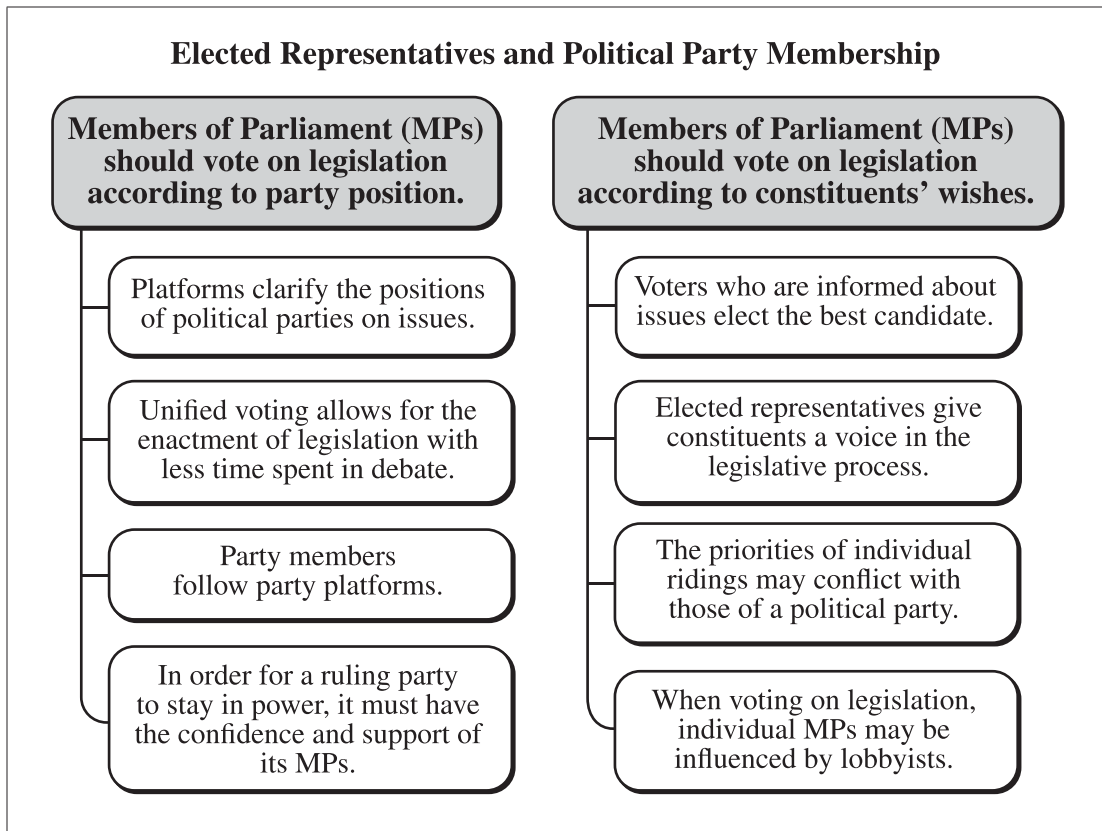


**Source II**





Source III



III. Questions 9 to 11 on page 34 are based on the following sources.

Source I

**Some Viewpoints on the Youth Criminal Justice Act**



**Youth offender**

I made a big mistake and painted graffiti on a store owner's property. Because it was the first time that I had gotten into trouble with the law, I had to complete community service hours and go to counselling instead of going to court. I take full responsibility for my actions and I am glad that I don't have a criminal record.



**Police officer**

When I apprehended a youth spray painting the side of the store, I took the offender to the police station and called the youth's parents. Although there were charges brought against the offender, I agreed with the prosecutor that, in this case, the youth should not have to go to court.



**Store owner**

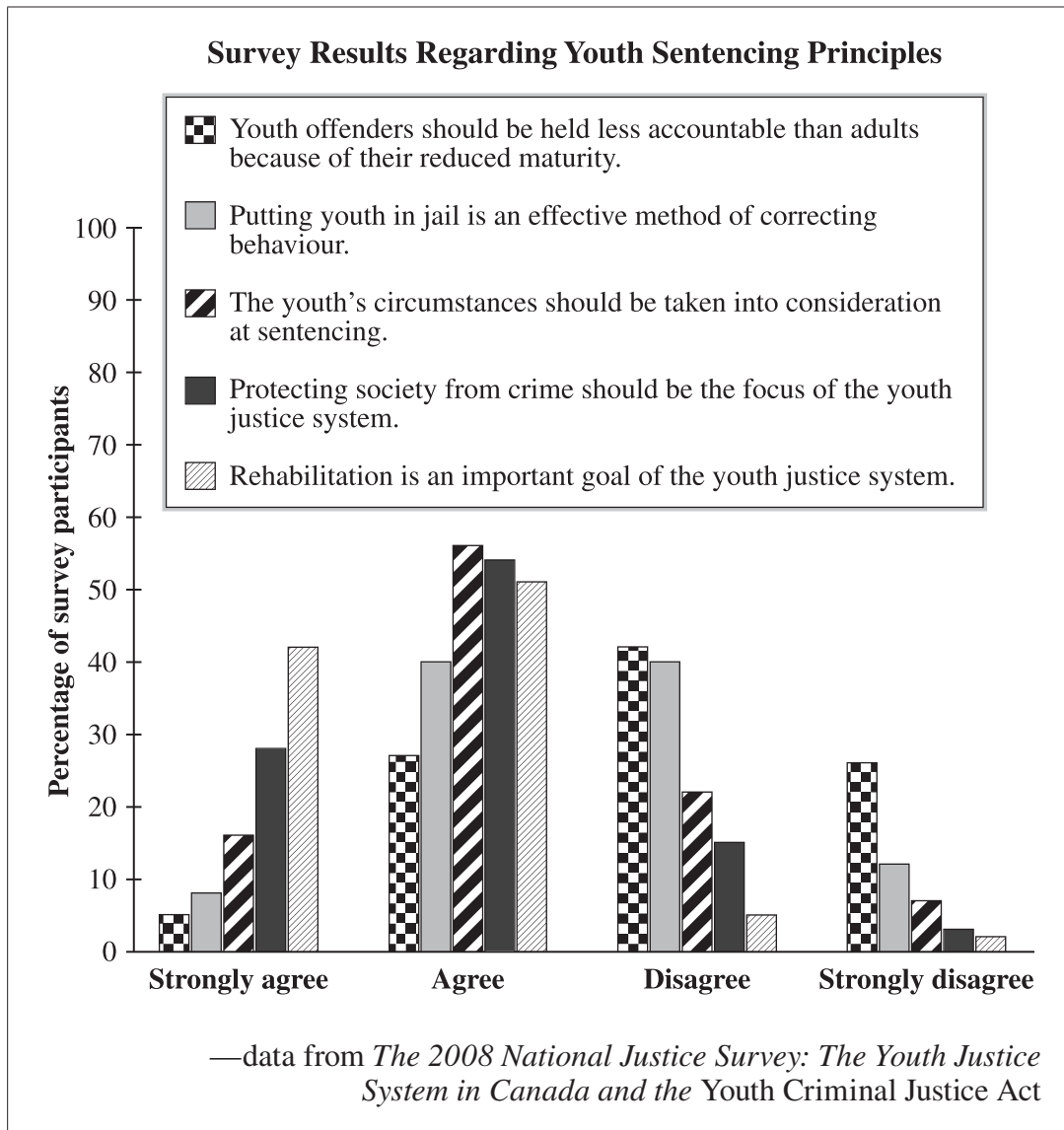
This is not the first time my store has been vandalized with graffiti. I do not think the offender received an appropriate punishment. He should have had to go to court. I think that the Youth Criminal Justice Act focuses too much on the offender and not enough on the victims of crime.



**Community resident**

I am not satisfied with the treatment that youth receive in the justice system. Young people should be accountable for their actions and should be treated in the same way as adults. I do not feel safe in my own community knowing that some accused youth do not even have to go to court.

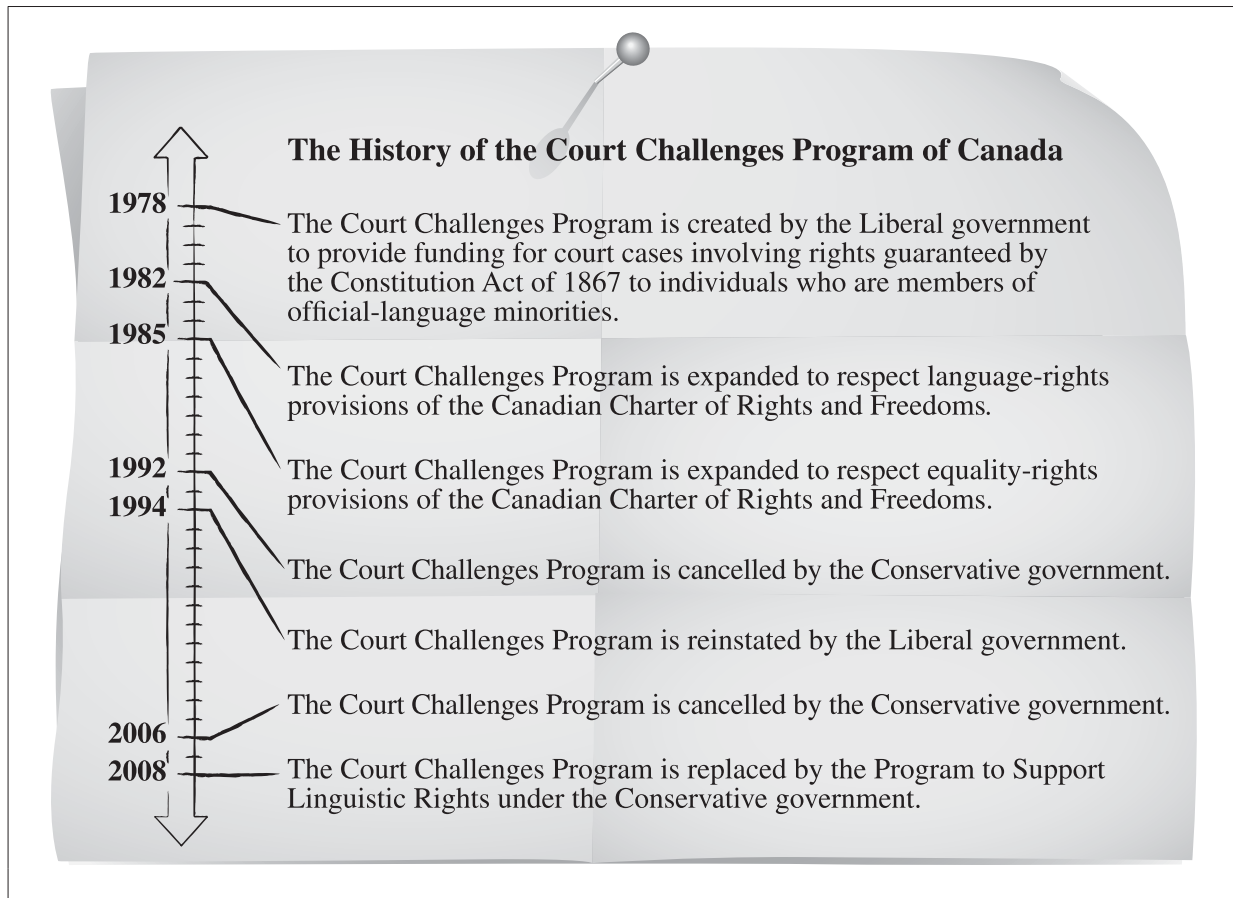
## Source II



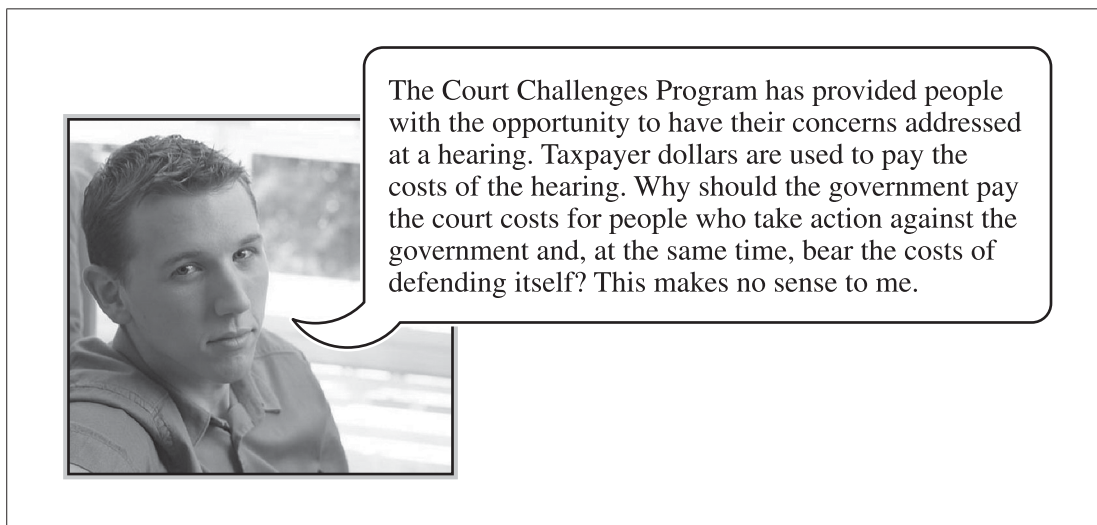
Latimer, Jeff, and Norm Desjardins. *The 2008 National Justice Survey: The Youth Justice System in Canada and the Youth Criminal Justice Act*. Department of Justice Canada. [www.justice.gc.ca/eng/tp-pr/cj-jp/yj-jj/rr08\\_yj1-rr08\\_jj1/rr08\\_yj1.pdf](http://www.justice.gc.ca/eng/tp-pr/cj-jp/yj-jj/rr08_yj1-rr08_jj1/rr08_yj1.pdf).

IV. Questions 12 to 15 on page 35 are based on the following sources.

Source I



Source II



## Source III

### Some Successful Court Challenges Program Cases

#### Case W

*Corbiere et al. v. The Queen and Batchewana Indian Band* (1999)

Non-resident band members had had no say in the selection of the band council; however, the band council represented them in land claims and treaty negotiations. The Supreme Court of Canada ruled that the Indian Act residency requirement violated the rights of Aboriginal band members living off reserve.

#### Case X

*R. v. Beaulac* (1999)

Mr. Beaulac was convicted of murder in a trial conducted in English. The judge at the trial found that Mr. Beaulac's skills in English were adequate, though not perfect, and denied his right to have the case conducted in French. Mr. Beaulac appealed his conviction based on the argument that he should be allowed to be heard in court in either of the official languages of Canada. The Supreme Court of Canada ruled that the appeal should be allowed. A new trial, to be held before a judge and jury who spoke both official languages, was ordered.

#### Case Y

*Lalonde et al. v. Ontario*

*(Commission de restructuration des services de santé)* (2001)

The Ontario government decided to close the only fully Francophone hospital in the Ottawa region. Several organizations appealed the decision, and the Ontario Court of Appeal agreed that the hospital should remain open and that closing it would violate the unwritten principle of protection for minorities. The hospital was considered important to the survival of the minority Francophone community in Ontario.

#### Case Z

*R. v. Wu* (2003)

Mr. Wu was convicted of an offence and was subject to a mandatory minimum fine. The trial judge provided no time to pay and ordered that Mr. Wu serve a conditional sentence of 75 days. The Supreme Court of Canada decided that those living in poverty should not face any form of imprisonment based on their inability to pay a fine.

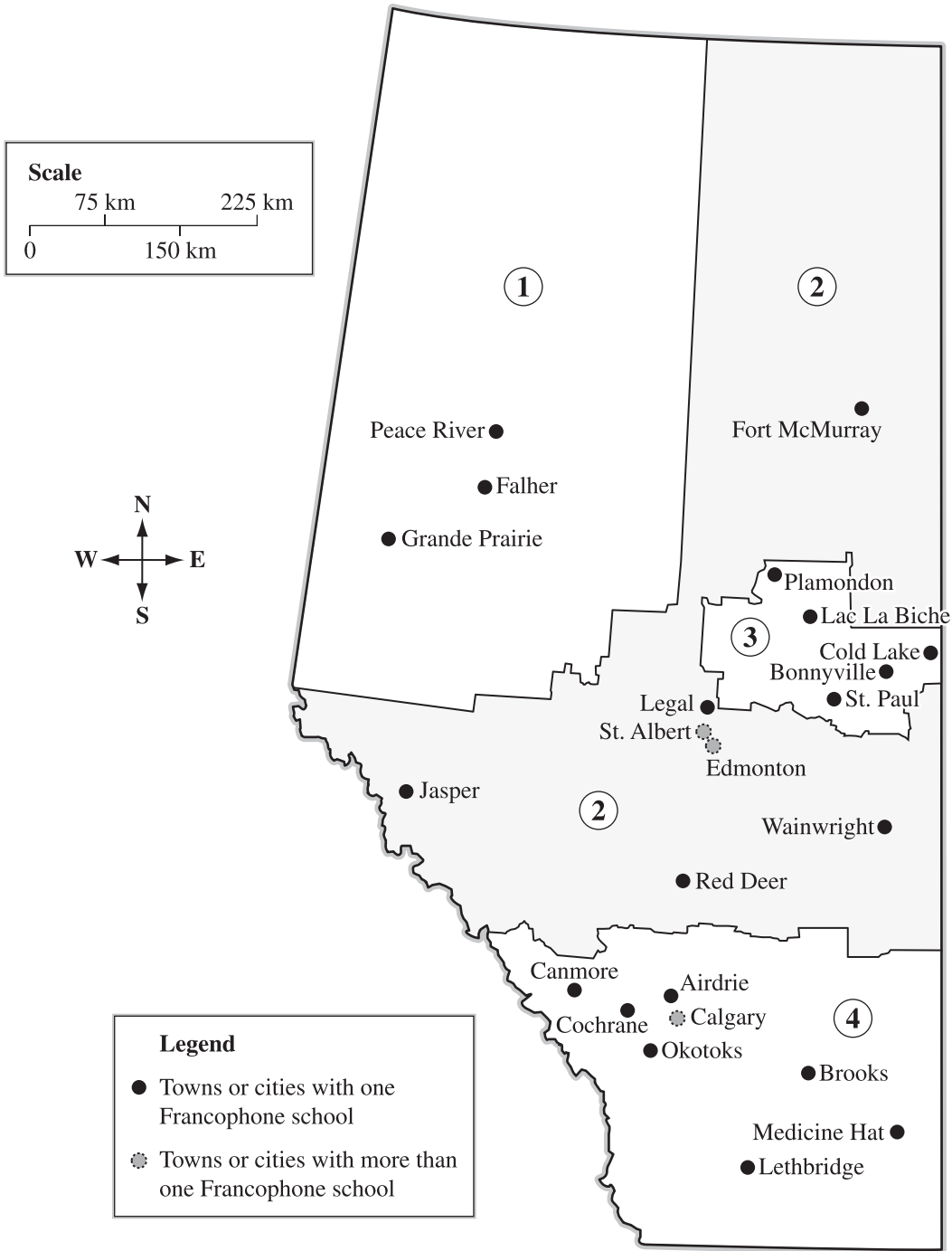
V. Questions 16 to 18 on page 36 are based on the following sources.

Source I

<b>Political Recognition of Official Language Rights in Education in Alberta</b>	
<b>Less Recognition</b>	<b>More Recognition</b>
<ul style="list-style-type: none"> <li>• <b>1892</b> <b>School Ordinance No. 22, Section 83</b> Requires that all mandatory subjects be taught in English</li> <li>• <b>1905</b> <b>Alberta School Act</b> When Alberta becomes a province, the Alberta School Act is enacted, but language rights are not addressed.</li> <li>• <b>1925</b> <b>School Ordinance, Section 184</b> States that French-speaking children may be taught in French during the first year of school, but from Grade 3 on, a maximum of one hour per day may be allotted to the teaching of French</li> </ul>	<ul style="list-style-type: none"> <li>• <b>1867</b> <b>British North America Act</b> Establishes Canada as an officially bilingual and bicultural country</li>   <li>• <b>1968</b> <b>Alberta School Act Amendment</b> Allows the use of French as a language of instruction for up to 50% of the school day</li> <li>• <b>1969</b> <b>Official Languages Act</b> Affirms French and English as the official languages of Canada</li> <li>• <b>1976</b> <b>Alberta School Act Amendment</b> Extends the limit on French-language instruction to up to 80% of the school day</li> <li>• <b>1982</b> <b>Canadian Charter of Rights and Freedoms</b> Guarantees minority-language educational rights</li> <li>• <b>1993</b> <b>Alberta School Act Amendment</b> Establishes Francophone schools and Francophone school boards in Alberta</li> </ul>

Source II

Francophone Education Regions and Schools in Alberta, 2014



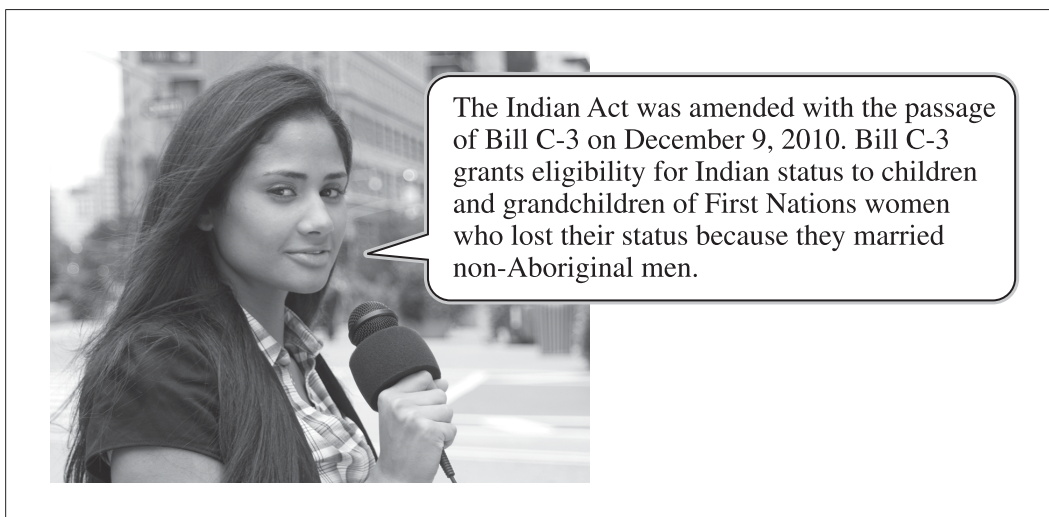
Region Number	Region
①	Northwest Francophone Education Region No. 1
②	Greater North Central Francophone Education Region No. 2
③	East Central Francophone Education Region No. 3
④	Southern Francophone Education Region No. 4

VI. Questions 19 to 22 on page 37 are based on the following sources.

Source I



Source II





### Source III

Wednesday, January 12, 2011

## Suit Claims Grandchildren of Women Who Lost Indian Status are Owed \$2.7 Billion

Jennifer Graham  
The Canadian Press  
Regina

For years, Heather Loch says she has felt left out, unable to join her family as a status Indian or receive the same advantages and benefits.

Status Indians don't have to pay taxes while employed on a First Nation. They get financial assistance for post-secondary school and extended health benefits.

But Loch is among some 45,000 grandchildren in Canada who don't have status because their First Nations grandmothers married non-native men. [...]

Loch and her sister, Charmaine, are named as plaintiffs in a lawsuit filed Wednesday seeking compensation for their situation.

Up until 1985, First Nations women who married non-natives were stripped of their status. That was corrected with changes to the Indian Act, but another inequity remained. While women who regained status could pass it to their children, their children couldn't transmit it to their children if they married non-native men. Men kept the status no matter whom they married.

After years of arguing the law was discriminatory, legislation was introduced last year to extend Indian status to the

grandchildren of aboriginal women who married non-natives. The bill received royal assent in December.

But the statement of claim, which has yet to be proven in court, alleges the law doesn't address the harm the grandchildren suffered. [...]

The suit alleges that if the plaintiffs' status had been recognized, they would [have] been entitled to receive funding assistance for post-secondary studies. [...]

Merchant<sup>1</sup>, who is trying to get the suit certified as a class action<sup>2</sup>, alleges the grandchildren of the aboriginal women who lost status are owed more than \$2.7 billion in taxes and other funds.

He said being denied status affected their lives "in a profound and permanent way."

"For many of them it was also very impactful socially because they were really First Nations in their hearts [...] but they were excluded from being a status Indian by the way the law functions. So they didn't have a vote in band council elections, so they didn't get certain kinds of benefits or get certain kinds of inclusions, so it cost them money, it changed their lives and it changed things socially," said Merchant.

—from *The Canadian Press*

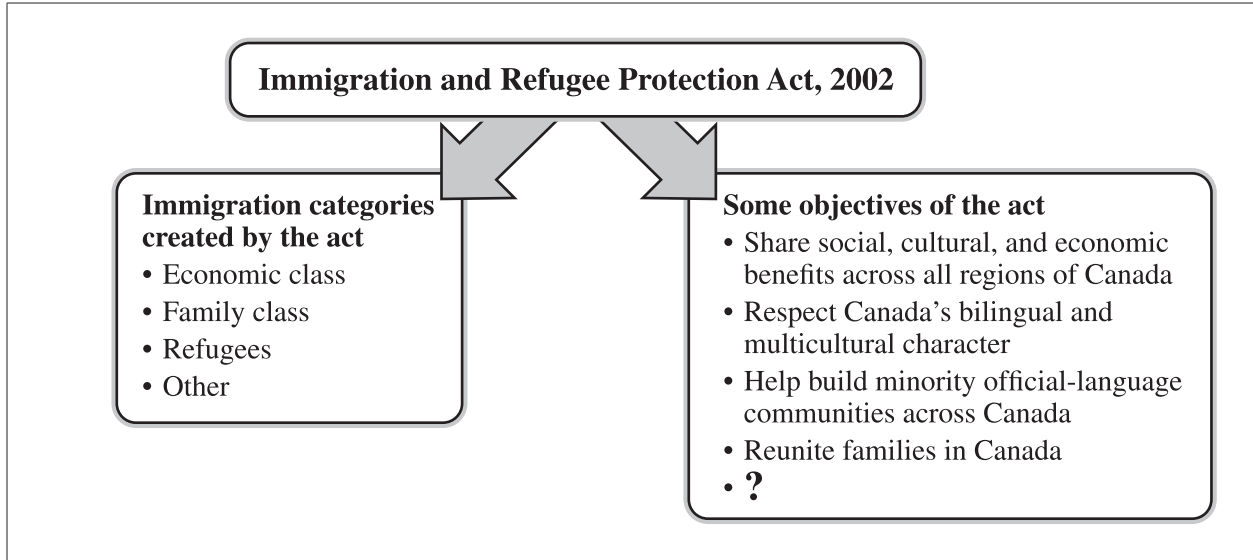
<sup>1</sup>Merchant—Tony Merchant, lawyer

<sup>2</sup>class action—a lawsuit filed by an individual or small group acting on behalf of a large group

Graham, Jennifer. "Suit Claims Grandchildren of Women Who Lost Indian Status are Owed \$2.7 Billion." *The Canadian Press*, January 12, 2011.

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

Source I



Source II

**A Comparison of Methods of Entering Canada**

	Visitor Visa (temporary visitor)	Parent and Grandparent Super Visa (long-term visitor)	Immigration (permanent resident)
<b>Average length of time required for processing</b>	<ul style="list-style-type: none"> <li>• Approximately five weeks</li> <li>• Citizens of some countries can obtain visas on arrival</li> </ul>	<ul style="list-style-type: none"> <li>• Approximately eight weeks</li> </ul>	<ul style="list-style-type: none"> <li>• Approximately 15 to 24 months</li> </ul>
<b>Length of stay allowed</b>	<ul style="list-style-type: none"> <li>• Normally six months</li> </ul>	<ul style="list-style-type: none"> <li>• Up to 24 months before renewal</li> </ul>	<ul style="list-style-type: none"> <li>• Five years before renewal</li> </ul>
<b>Cost</b>	<ul style="list-style-type: none"> <li>• \$75 single entry</li> <li>• \$150 multi-entry</li> </ul>	<ul style="list-style-type: none"> <li>• \$150 for multi-entry, ten-year duration</li> </ul>	<ul style="list-style-type: none"> <li>• \$75 for sponsor</li> <li>• \$475 for applicant</li> <li>• \$490 for “Right of Permanent Residence” fee</li> </ul>
<b>Additional requirements</b>	<ul style="list-style-type: none"> <li>• Must be in good health</li> <li>• Must have sufficient funds for duration of visit</li> </ul>	<ul style="list-style-type: none"> <li>• Medical examination proving good health</li> <li>• Purchase of private medical insurance</li> <li>• Guaranteed financial support from a child or grandchild in Canada</li> </ul>	<ul style="list-style-type: none"> <li>• Medical examination proving good health</li> <li>• Sponsor must be approved before eligible relative can apply</li> </ul>

## LETTERS TO THE EDITOR

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### Feedback on the 'Parent and Grandparent Super Visa'



Allowing seniors to immigrate to Canada doesn't make financial sense. They often don't work, so they're not contributing to the tax base. They do access our medical system when they become ill, though, and receive pensions to which they haven't contributed. The super visa is a good solution because it lets families be together and places monetary responsibility on the families rather than the government.

—Citizen W

I came to Canada as a political refugee, and I desperately want to bring my parents to join the rest of the family here. They are poor, though, and I am just getting established in Canada. If they can't immigrate and must get a super visa, I don't think that we make enough money to pay for airfare and long-term health insurance, as well as to provide a guarantee that I can support them entirely while they are in Canada.

—Citizen Y

We've been trying for years to get my mother into Canada. She is an excellent grandmother and we want our children to know their family and culture. She will also help take care of our children and household. We would rather Mother be allowed to move here permanently, but we are pleased that the super visa gets her into the country on a long-term basis.

—Citizen X

Families that have immigrated to Canada benefit when their grandparents arrive; they often feel more comfortable in their lives in Canada with additional family support, not to mention the financial security of having another adult in the household. Parents or grandparents immigrating to Canada bring with them their life savings, which may include considerable wealth, and could provide opportunities for their family members and for Canada. The super visa allows grandparents into Canada, but it does not go far enough to benefit families and all Canadians.

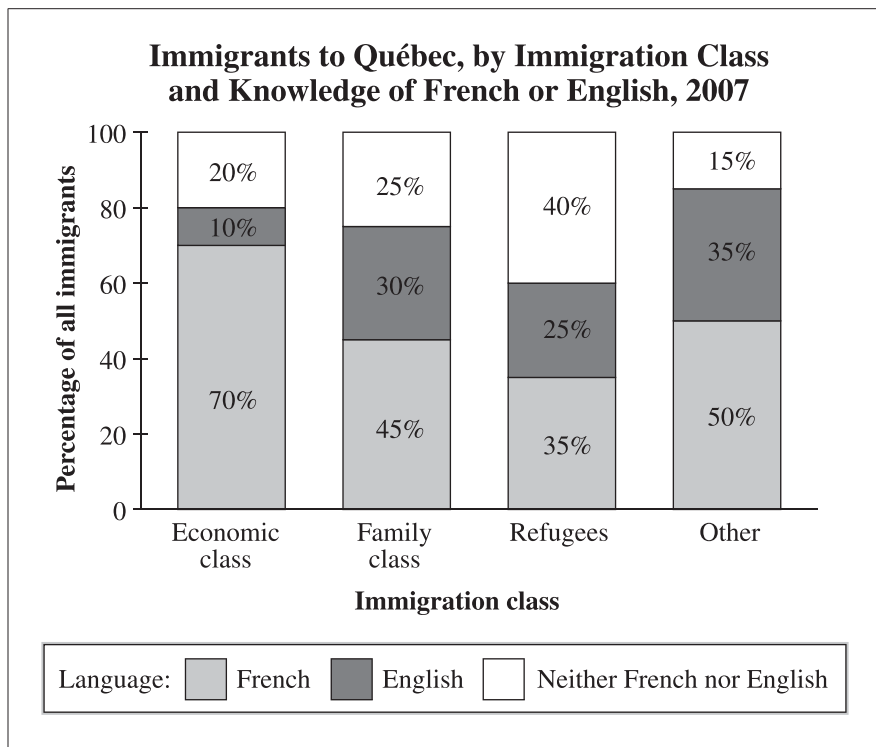
—Citizen Z

VIII. Questions 27 to 30 on page 39 are based on the following sources.

Source I

Some Factors Used to Select Immigrants to Québec	
Factor	Maximum Points
Training	19
Employability	35
Work experience	10
Age	10
Financial independence	1
Knowledge of language	French (maximum 18) a) Comprehension (8) b) Verbal skills (8) c) Secondary or post-secondary French studies (2)  English (maximum 6) a) Comprehension (3) b) Verbal skills (3)

Source II



### Source III

Thursday, October 30, 2008

## Critics Call Québec Demand on New Immigrants Cynical Political Stunt

### Newcomers Will Have to Declare Commitment to Province's French Values

Montreal Gazette  
Montréal

A Québec government plan to force new immigrants to sign a declaration saying they will respect Québec's common values is a political stunt designed to increase the government's support prior to a provincial election, opponents of the new plan said Wednesday.

"It is a political move to gain votes, and I hope that most Quebecers see through this," said Ehab Lotayef, the vice-president of Parole Arabe, an Arab community organization. "I don't know what it can achieve. I am all for new immigrants learning more about the place they are coming to, but this is a place that already has a Charter of Rights."

Starting in January, immigrants applying to come to Québec will be required, as part of their application

process, to sign a declaration promising to learn French and acknowledging that they understand that men and women have equal rights and political and religious powers are separate.

The declaration will be translated into several languages so that immigrants understand what they are reading, but they must sign the French version.

Anyone who refuses to sign the declaration will not have their application accepted, Québec Immigration Minister Yolande James said Wednesday after unveiling a series of measures designed to help immigrants better integrate into Québec society.

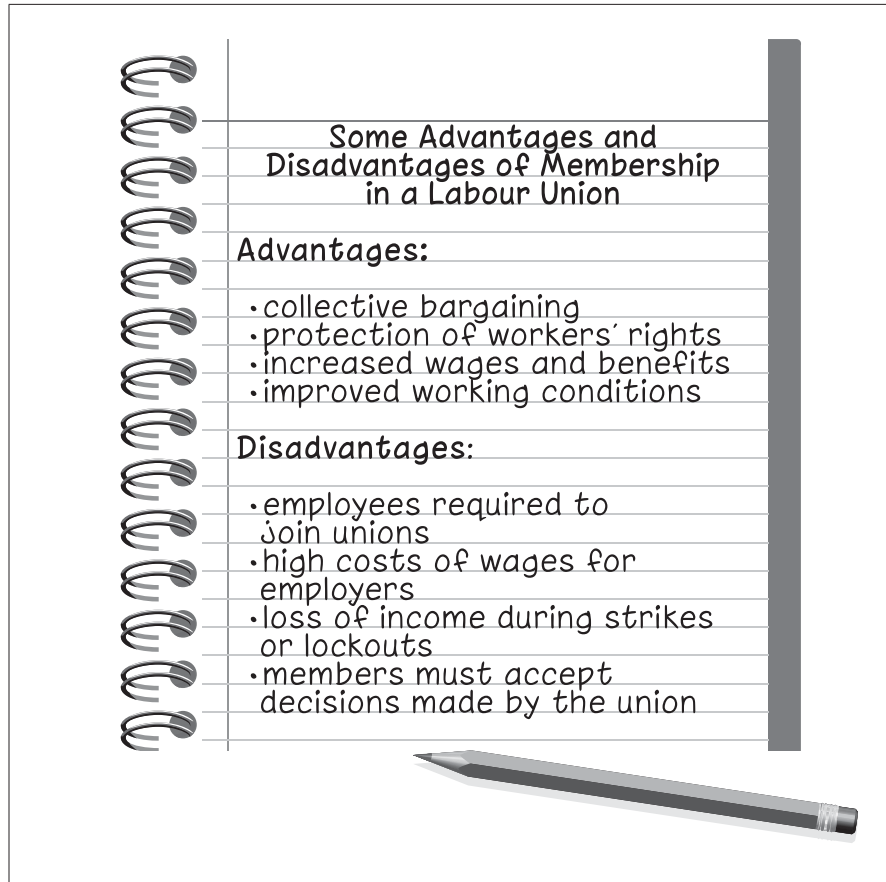
"Coming to Québec is not a right, it is a privilege," James said. "If you refuse to sign the declaration, you won't be able to come here."

—from the *Edmonton Journal*

Montreal Gazette. "Critics Call Québec Demand on New Immigrants Cynical Political Stunt." *Edmonton Journal*, October 30, 2008, sec. A, p. 6. Material reprinted with the express permission of: **Montreal Gazette**, a division of Postmedia Network Inc.

IX. Questions 31 to 34 on page 41 are based on the following sources.

Source I



Some Advantages and Disadvantages of Membership in a Labour Union

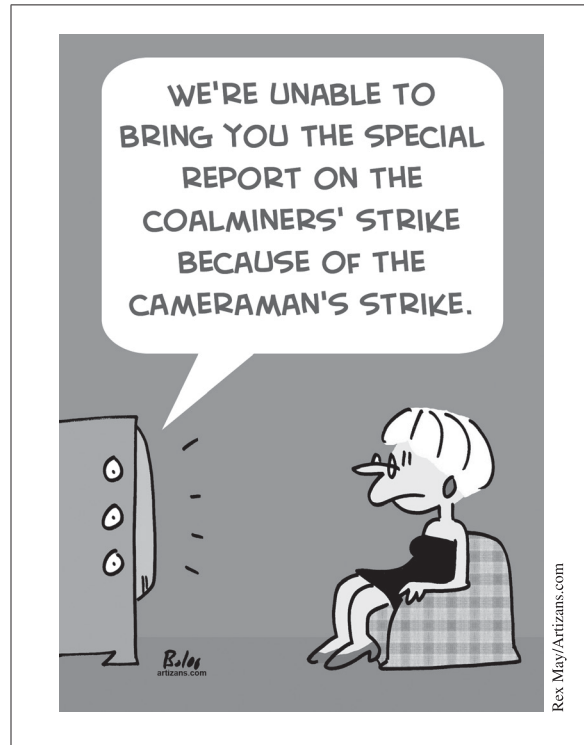
**Advantages:**

- collective bargaining
- protection of workers' rights
- increased wages and benefits
- improved working conditions

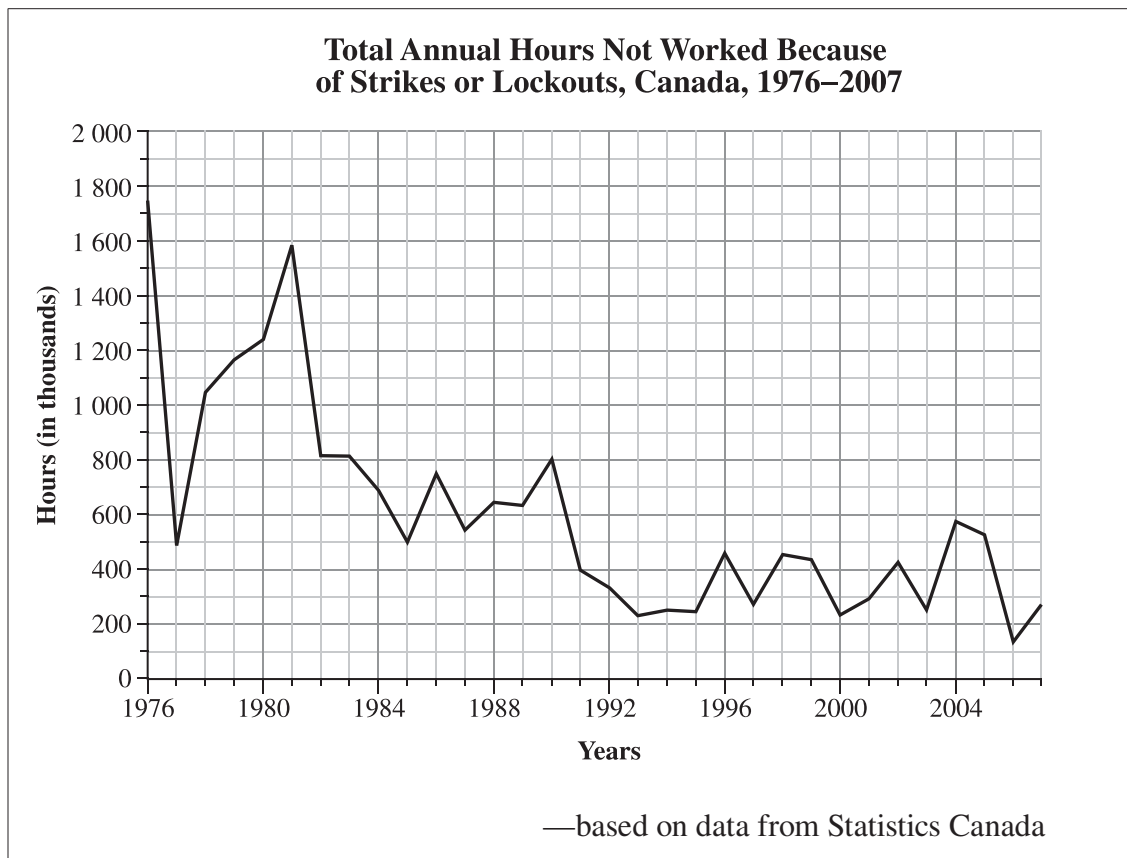
**Disadvantages:**

- employees required to join unions
- high costs of wages for employers
- loss of income during strikes or lockouts
- members must accept decisions made by the union

## Source II



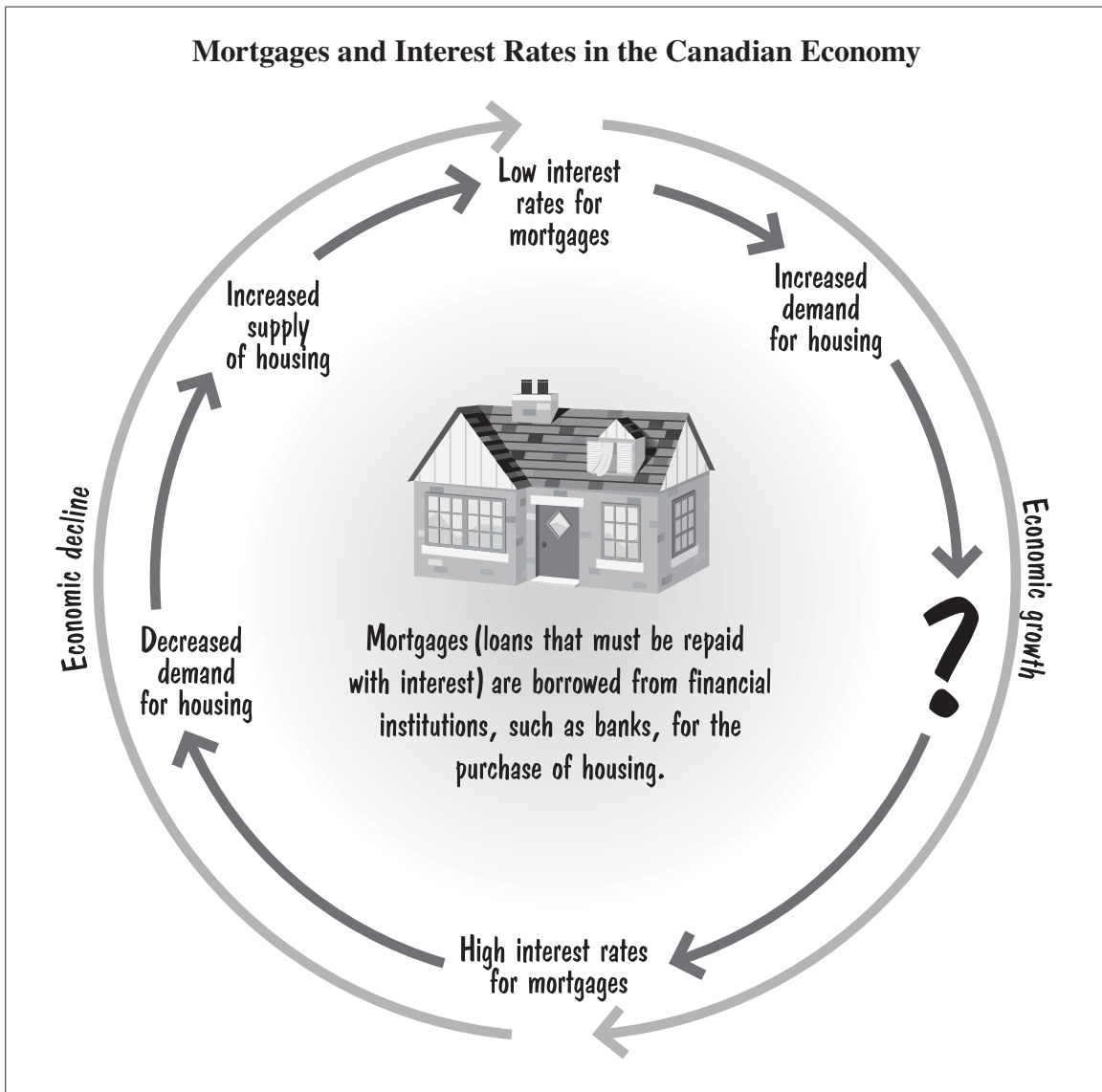
## Source III



Statistics Canada/Labour Force Historical Review CD-ROM, 2007: Hours Lost by Employees by Reason for Full and Part Week Absence, Sex, Canada, Province, Annual Average [Computer File]. Ottawa, Ont: Statistics Canada [Producer]; Communications Canada. Depository Services Program [Distributor], Feb. 19, 2008. (STC cat. 71F0004XCB).

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

Source I





## Source II

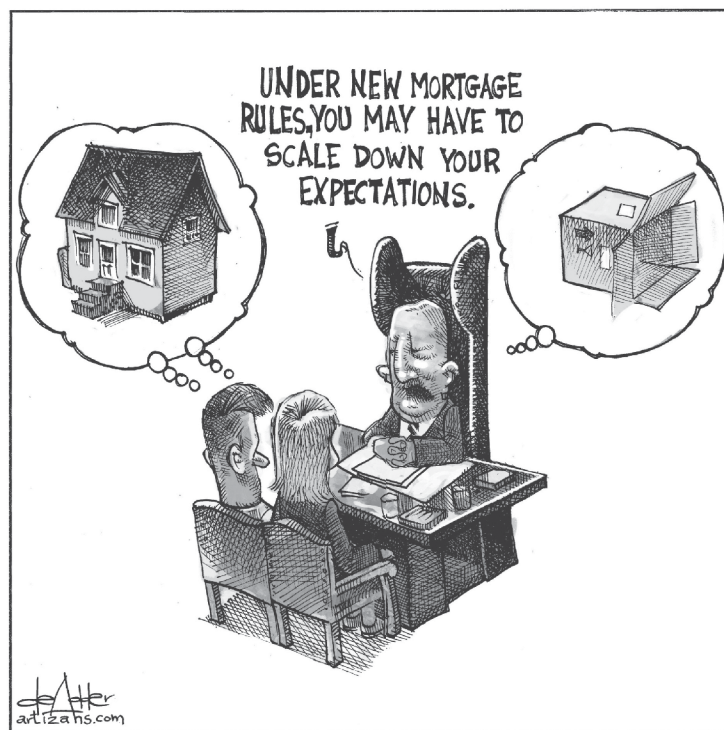
*The following statements were part of an announcement made by the Honourable James Flaherty, Minister of Finance, on February 16, 2010, regarding new mortgage rules. These rules were instituted by the Government of Canada on April 19, 2010.*

“Our Government is acting to help prevent Canadian households from getting overextended, and acting to help prevent some lenders from facilitating it,” said Minister Flaherty. “If some lenders aren’t willing to act themselves, we will act. These measures demonstrate the Government is committed to taking action when necessary to support the long-term stability of a sector that is so vital to our economy and the financial well-being of Canadian families.”

—Department of Finance press release

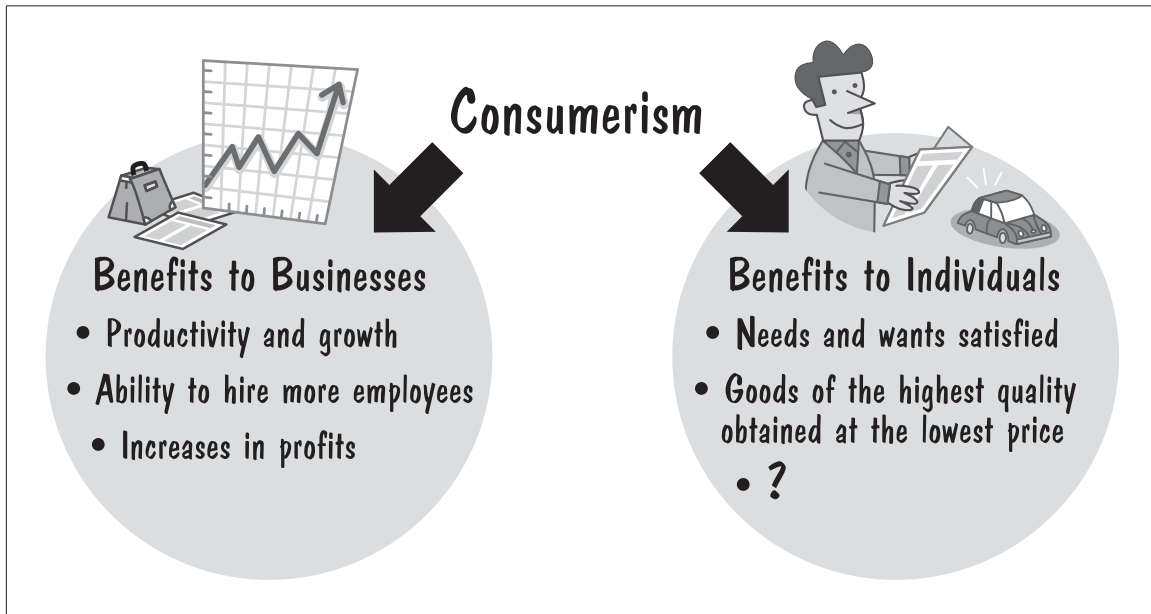
Department of Finance Canada. “Government of Canada Takes Action to Strengthen Housing Financing.” News Release, February 16, 2010.

## Source III



**XI. Questions 39 to 42 on page 43 are based on the following sources.**

**Source I**



**Source II**



### Source III

After several years of impressive economic growth, the world faced an economic slowdown in 2008. [...] Although the Canadian economy fared better than that of many other countries, increasing levels of household debt remain a concern. [...]

Falling interest rates and growing household income since 1984 have enabled Canadians to take on more debt. Between 1984 and 2009, household debt in Canada more than doubled.

—from *Canadian Social Trends*

Hurst, Matt. "Debt and Family Type in Canada." *Canadian Social Trends* (no. 11-008-X), April 21, 2011. Statistics Canada. [www.statcan.gc.ca/pub/11-008-x/2011001/article/11430-eng.pdf](http://www.statcan.gc.ca/pub/11-008-x/2011001/article/11430-eng.pdf).

**XII. Questions 43 to 46 on page 44 are based on the following sources.**

**Source I**

Wednesday, May 5, 2010

## Main Street Coffee Shop Courts Mob

By Jeremy Shepherd, contributing writer

They target an environmentally friendly business, plan the right day to strike and buy stuff.

Originating in San Francisco in 2008, Carrotmobs are designed as a reverse boycott, encouraging consumers to patronize<sup>1</sup> stores attempting to reduce their ecological footprint.

Omar Mutashar, the founder of the Vancouver branch of Carrotmob, hopes the first swarming of a local store May 16 will attract at least 200 extra customers to Salt Spring Coffee on Main Street. The Carrotmobbers plan to patronize the store near Main and 27th Avenue between 11 a.m. to 2 p.m.

Mutashar said his group interviewed several coffee shops on Main Street about the idea. Following the interviews, video clips from the most intriguing eight coffee shops were posted online, leaving the final judgment at the fingertips of voters.

Salt Spring Coffee, which pledged 110 per cent of the day’s profits to make its store’s lighting more efficient, was the winner. “They really showed they wanted to make their stores environmentally friendly,” said Mutashar. [...]

“All you have to do is just buy coffee,” stated Mutashar, who said the simplicity of the Carrotmob was part of its appeal.

Emily Jubenvill, one of the organizers of the event, said the concept was a great way to remind customers about the power of their wallets.

“I think the Carrotmob is a really great way to hand power back to the consumer,” she said in an email.

—from the *Vancouver Courier*

<sup>1</sup>patronize—shop at

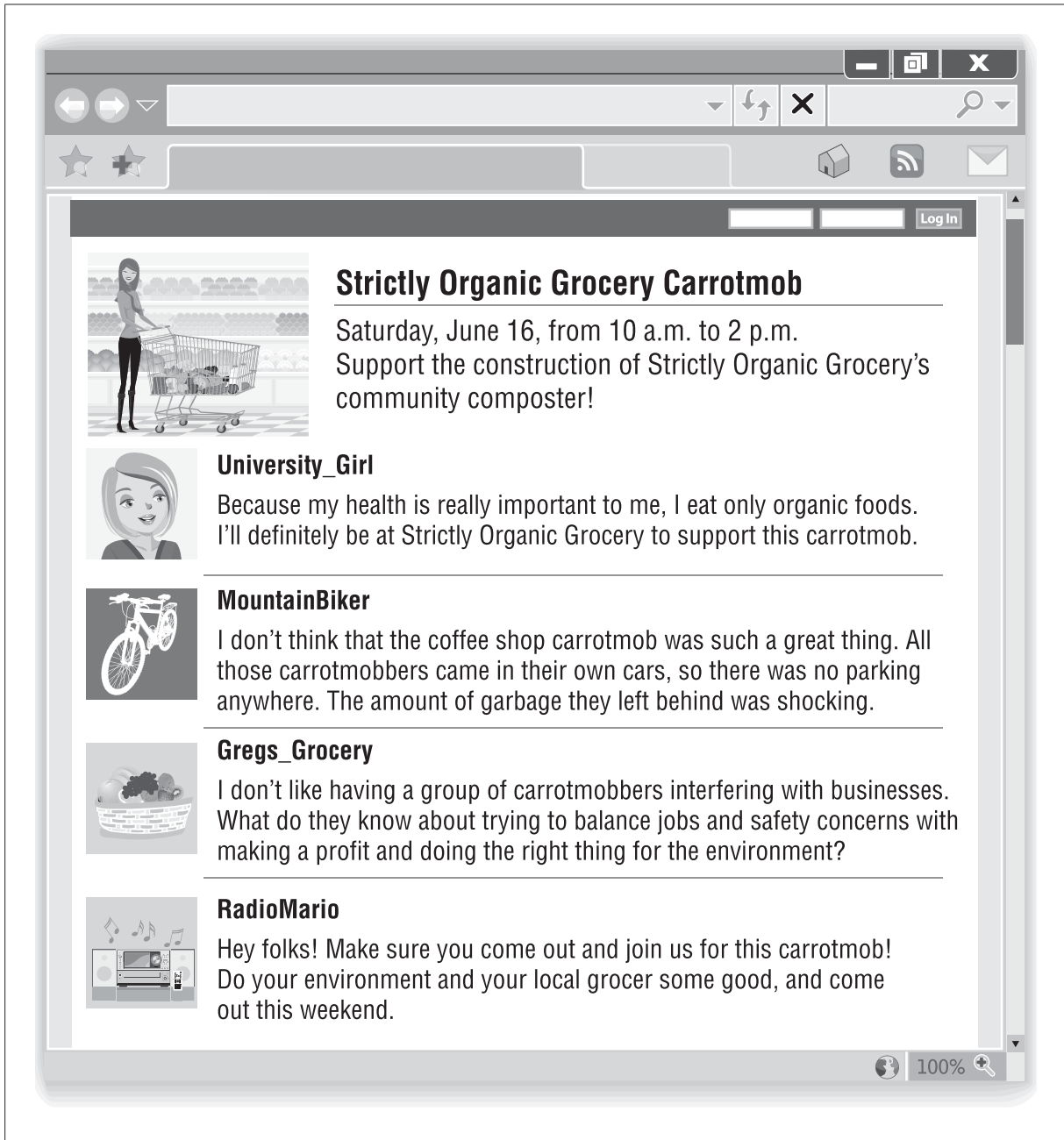
Shepherd, Jeremy. “Main Street Coffee Shop Courts Mob.” *Vancouver Courier*, May 5, 2010, p. 14. Reproduced with permission from the Vancouver Courier.

**Source II**

### Consumerism Trivia

Factors that Can Influence Consumer Behaviour	Examples of Consumer Action
Marketing	Watchdogs
Environment	Petitions
Jobs	Protests
Health and safety	Boycotts
Identity	Carrotmobs

### Source III



The image shows a screenshot of a web browser window. The browser's address bar is empty, and the page title is "Strictly Organic Grocery Carrotmob". The main content area features a large illustration of a woman pushing a shopping cart filled with groceries. Below this, there are four user comments, each with a small profile picture icon and a text block. The comments are from "University\_Girl", "MountainBiker", "Gregs\_Grocery", and "RadioMario". The browser's status bar at the bottom shows a globe icon, "100%", and a magnifying glass icon.

**Strictly Organic Grocery Carrotmob**  
Saturday, June 16, from 10 a.m. to 2 p.m.  
Support the construction of Strictly Organic Grocery's community composter!

**University\_Girl**  
Because my health is really important to me, I eat only organic foods. I'll definitely be at Strictly Organic Grocery to support this carrotmob.

**MountainBiker**  
I don't think that the coffee shop carrotmob was such a great thing. All those carrotmobbers came in their own cars, so there was no parking anywhere. The amount of garbage they left behind was shocking.

**Gregs\_Grocery**  
I don't like having a group of carrotmobbers interfering with businesses. What do they know about trying to balance jobs and safety concerns with making a profit and doing the right thing for the environment?

**RadioMario**  
Hey folks! Make sure you come out and join us for this carrotmob! Do your environment and your local grocer some good, and come out this weekend.

**XIII. Questions 47 to 50 on page 45 are based on the following sources.**

**Source I**

*The newspaper article from which this excerpt was taken presents information regarding the potential loss of caribou populations in Alberta. Three First Nations are taking the Canadian government to court in an effort to restrict industrial development where caribou are threatened.*

Thursday, September 9, 2010

## **First Nations Press Ottawa Over Caribou Depletion**

### **Native Groups Seek Recovery Strategy in Court**

Elise Stolte  
Journal Staff Writer  
Edmonton

Using the federal Species at Risk Act, the First Nations hope to force Ottawa to step into what's normally provincial jurisdiction and limit industry access to caribou habitat. [...]

Two caribou herds live in the area the Beaver Lake Cree claim as their traditional territory, an area the size of Switzerland bordering Saskatchewan in the centre of the province.

Lawyers expect to call University of Alberta biologist Stan Boutin as an expert witness. In a study published July 5<sup>1</sup>, he found the size of each herd has fallen dramatically in the past 14 years and now just 175 to 275 animals remain.

If trends continue, he said, the number of caribou per herd will fall below 50 by 2030 and below 10 by 2046, which is too small to survive long. His report blames industrial activity for the decline because new roads, pipelines and seismic lines make the area less hospitable to caribou and encourage the free

movement of predators, such as wolves.

Two environmental groups, the Pembina Institute and the Alberta Wilderness Association, also filed a parallel lawsuit in support of the First Nations on Wednesday. [...]

Simon Dyer, oilsands director for the Pembina Institute, said the lawsuit was a last resort because governments had been "dragging their heels for decades."

But Alberta Sustainable Resources Minister Mel Knight disagreed, pointing to ongoing land-use planning for the lower Athabasca region. A 17-member panel released recommendations for conservation under that plan two weeks ago, saying up to 32 per cent of the area should be protected from development.

"We've got a very good plan in place in the province, working, moving, going forward and continuing to see some success," he said.

—from the *Edmonton Journal*

<sup>1</sup>July 5—July 5, 2010

Stolte, Elise. "First Nations Press Ottawa Over Caribou Depletion." *Edmonton Journal*, September 9, 2010, sec. B, p. 3. Material reprinted with the express permission of: **Edmonton Journal**, a division of Postmedia Network, Inc.

## Source II

### Some Viewpoints Regarding Caribou Depletion



Speaker	Area of concern	Reason
<b>Business owner</b>	<ul style="list-style-type: none"> <li>• Exploitation of resources</li> </ul>	I think that animals can adapt to pipeline routes, or find new migration routes.
<b>Environmentalist</b>	<ul style="list-style-type: none"> <li>• Preservation of the environment</li> </ul>	I want to be able to enjoy free spaces that are vital to natural life cycles.
<b>First Nations leader</b>	<ul style="list-style-type: none"> <li>• Effects of climate change</li> </ul>	I am worried about the increased use of fossil fuels and how this will affect our traditional practices.
<b>Government representative</b>	<ul style="list-style-type: none"> <li>• Protection of species</li> </ul>	I believe that we need to balance the protection of caribou herds with the promotion of resource industries.

## Grade 9 Provincial Achievement Test

# Social Studies

## *Questions Booklet*

### *Description*

The Grade 9 Social Studies Provincial Achievement Test has two booklets:

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

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

*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.*

**2016**

### *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*

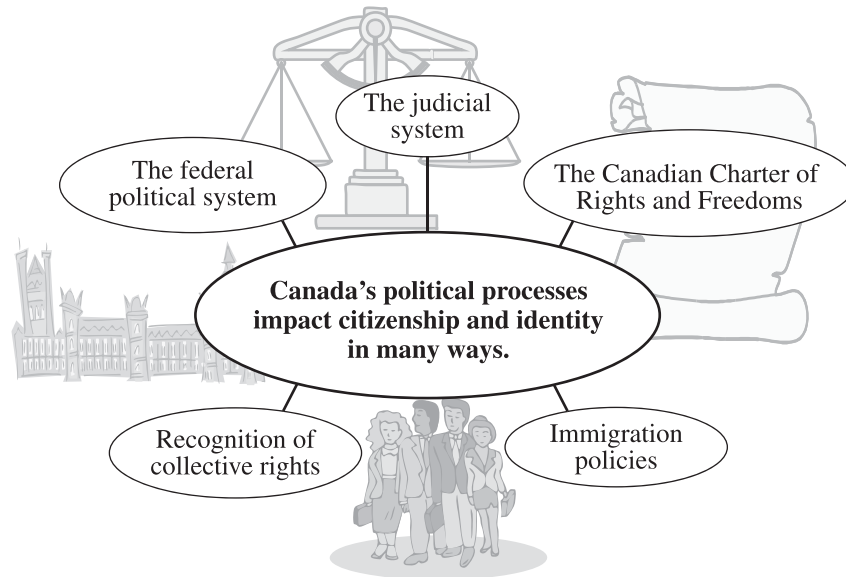
Ⓐ ● Ⓒ Ⓓ

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



## Section One

### Issues for Canadians: Governance and Rights



**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 Canada’s political system, the “Legislative branch” (Source I) is **mainly** responsible for
  - A. debating and voting on laws proposed for Canada
  - B. interpreting and applying existing laws in Canada
  - C. making amendments to the Constitution of Canada
  - D. nominating members of the Supreme Court of Canada
  
2. To become a member of the “Senate” (Source I), a person must be
  - A. elected by members of the House of Commons
  - B. appointed by the Supreme Court of Canada
  - C. appointed by the governor general
  - D. elected by popular vote
  
3. Which of the following pairs of speakers in Source III **most clearly** oppose the decision of the Senate described in Source II?
  - A. “Political scientist” and “University student”
  - B. “Editorial columnist” and “University student”
  - C. “Political scientist” and “Member of an opposition party”
  - D. “Editorial columnist” and “Member of an opposition party”
  
4. All three sources contain information that is **most directly** related to the extent to which
  - A. political processes in Canada serve the interests of Canadians
  - B. political leaders in Canada promote the growth of Canada’s economy
  - C. the interests of Canada’s regions are represented by the government of Canada
  - D. the rights and freedoms of Canadians are protected by the government of Canada

**II. Use the sources on pages 6 and 7 to answer questions 5 to 8.**

5. The question mark in Source I would be correctly replaced by which of the following phrases?
- A. Seek to form the government
  - B. Appoint members of the Senate
  - C. Choose members of the Cabinet
  - D. Provide funding for government programs
6. The information in Source II would be used **most appropriately** to answer which of the following questions?
- A. How are members of Parliament selected?
  - B. To whom are members of Parliament accountable?
  - C. How do members of Parliament consult with citizens?
  - D. What is the term of office for members of Parliament?
7. Details in Source III suggest that “Members of Parliament (MPs) should vote on legislation according to party position” in order to
- A. increase party membership
  - B. interest voters in party platforms
  - C. promote political stability in the House of Commons
  - D. raise public interest in issues debated in the House of Commons
8. Taken together, the information in all three sources focuses **most directly** on the role of members of Parliament in
- A. encouraging constituents to join political parties
  - B. informing constituents about the policies of political parties
  - C. gaining the support of constituents who support other political parties
  - D. balancing the interests of constituents with loyalties to political parties

**III. Use the sources on pages 8 and 9 to answer questions 9 to 11.**

9. One of the **main** intentions underlying the “Youth Criminal Justice Act” (Source I) is to
- A. guarantee the fundamental freedoms of youth offenders
  - B. provide counselling to victims of youth crime
  - C. protect the privacy of victims of youth crime
  - D. rehabilitate youth offenders
10. Based on the information in Source II, the survey respondents disagreed **most strongly** with which of the following statements?
- A. “Youth offenders should be held less accountable than adults because of their reduced maturity.”
  - B. “Putting youth in jail is an effective method of correcting behaviour.”
  - C. “The youth’s circumstances should be taken into consideration at sentencing.”
  - D. “Rehabilitation is an important goal of the youth justice system.”
11. Taken together, both sources contain information that is **most directly** related to which of the following questions?
- A. How effective is the Youth Criminal Justice Act in addressing youth crime?
  - B. How effective is the Youth Criminal Justice Act in protecting the privacy of youth offenders?
  - C. Should the Youth Criminal Justice Act allow adult sentences for youths convicted of serious crimes?
  - D. Should the Youth Criminal Justice Act enable youth offenders to avoid having a criminal record?

**IV. Use the sources on pages 10 and 11 to answer questions 12 to 15.**

- 12.** Which of the following sections of the Canadian Charter of Rights and Freedoms **most directly** apply to the rights protected by the “Court Challenges Program of Canada” (Source I)?
- A. Legal Rights, Mobility Rights, and Democratic Rights
  - B. Legal Rights, Official Languages of Canada, and Democratic Rights
  - C. Equality Rights, Mobility Rights, and Minority Language Educational Rights
  - D. Equality Rights, Official Languages of Canada, and Minority Language Educational Rights
- 13.** An individual who opposes the ideas of the speaker in Source II would **most likely** argue that the Court Challenges Program played a valuable role in
- A. providing citizens with a minimum standard of living
  - B. encouraging citizens to be resourceful
  - C. expanding citizens’ freedoms
  - D. guaranteeing citizens’ rights
- 14.** Based on the information in Source III, the cases that demonstrate the Court Challenges Program’s ability to protect language rights are
- A. Case W and Case X
  - B. Case W and Case Z
  - C. Case X and Case Y
  - D. Case Y and Case Z
- 15.** Which of the following questions is **most directly** related to the information contained in all three sources?
- A. Should the government maintain the Court Challenges Program?
  - B. How can citizens participate in the creation of government programs?
  - C. How does the government benefit from the Court Challenges Program?
  - D. Should public approval be required when government programs are cancelled?

V. Use the sources on pages 12 and 13 to answer questions 16 to 18.

16. To establish a Francophone school in Alberta, which of the following criteria must be met according to the provisions of the “Canadian Charter of Rights and Freedoms” (Source I)?
- A. A sufficient number of French-speaking students
  - B. Sufficient funding from the provincial government
  - C. Sufficient funding from the government of Canada
  - D. A sufficient number of students who speak both English and French
17. The information presented in the map in Source II reveals that
- A. Francophone schools in Alberta have low enrollment
  - B. Francophone schools in Alberta are widely distributed
  - C. each Francophone education region in Alberta contains a similar number of students
  - D. each Francophone education region in Alberta encompasses a geographical area of similar size
18. Details in both sources are **most directly** related to which of the following questions?
- A. Which languages are spoken by students in Alberta?
  - B. Should students in Alberta be required to be fluent in more than one language?
  - C. How have the educational rights of Francophones in minority settings been established in Alberta?
  - D. How have the educational rights of Francophone minorities in Alberta fostered the growth of bilingualism?

**VI. Use the sources on pages 14 and 15 to answer questions 19 to 22.**

19. One of the original intentions of the federal government in passing the “INDIAN ACT” (Source I) was to
- A. promote the assimilation of First Nations peoples
  - B. establish self-government for First Nations peoples
  - C. preserve the traditional lifestyles of First Nations peoples
  - D. recognize cultural differences among First Nations peoples
20. In context, which of the following terms would be **most appropriately** added to Source I?
- A. Minority-language educational rights
  - B. Democratic rights
  - C. Métis peoples
  - D. Reserves
21. Taken together, the information in Source II and Source III is **most directly** related to which of the following questions?
- A. How do First Nations peoples pass on traditions from one generation to another?
  - B. To what extent does the Indian Act represent the interests of First Nations peoples?
  - C. How do First Nations peoples influence decisions made by the federal government?
  - D. To what extent does the Indian Act enable First Nations peoples to participate in Canada’s political system?
22. Information in all three sources is **most directly** related to the extent to which the Indian Act recognizes the
- A. land claims of First Nations peoples
  - B. status and identity of First Nations peoples
  - C. fundamental freedoms of First Nations peoples
  - D. customs and traditions of First Nations peoples

**VII. Use the sources on pages 16 and 17 to answer questions 23 to 26.**

23. Under Canada’s immigration laws, the “Family class” immigration category (Source I) applies to immigrant applicants who are
- A. married with children
  - B. skilled in a profession
  - C. fluent in both of Canada’s official languages
  - D. close relatives of citizens or permanent residents of Canada
24. The question mark in Source I would be correctly replaced by which of the following phrases?
- A. Integrate immigrants into Canadian society
  - B. Guarantee employment for immigrants to Canada
  - C. Encourage immigrants to move to Canadian cities
  - D. Provide retirement pensions for immigrants to Canada
25. The views of which of the citizens in Source III are **most directly** related to the requirement in Source II that applicants for the parent and grandparent super visa must have “Guaranteed financial support from a child or grandchild in Canada”?
- A. Citizen W
  - B. Citizen X
  - C. Citizen Y
  - D. Citizen Z
26. Taken together, these three sources contain information that is **most directly** related to how Canada’s immigration policies
- A. enable individuals who have been persecuted in other countries to come to Canada
  - B. provide guaranteed employment for individuals who apply to immigrate to Canada
  - C. regulate the length of stay of individuals from other countries who come to Canada
  - D. recognize the professional expertise of individuals who apply to immigrate to Canada

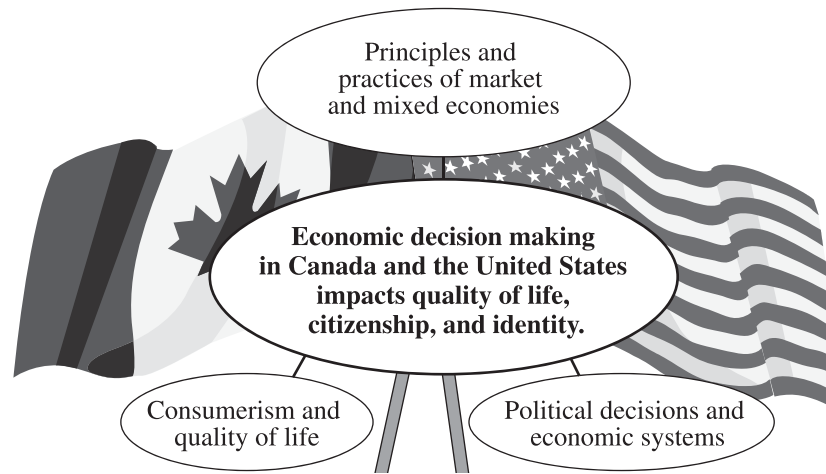


**VIII. Use the sources on pages 18 and 19 to answer questions 27 to 30.**

27. The point system in Source I applies to which of the following immigration classes?
- A. Economic class
  - B. Family class
  - C. Refugees
  - D. Other
28. Source II reveals that the lowest percentage of immigrants to Québec who possess knowledge of French can be found in which immigration class?
- A. Economic class
  - B. Family class
  - C. Refugees
  - D. Other
29. The information in Source III **most clearly** reveals that the plan proposed by the Québec government is
- A. intended to foster economic growth
  - B. viewed as a threat to the rights of Quebecers
  - C. regarded as unacceptable by some Quebecers
  - D. designed to increase cooperation among political parties
30. To which of the following issues is the information in all three sources **most closely** related?
- A. Should immigrants to Québec be encouraged to speak both English and French?
  - B. To what extent should immigration policies in Québec promote the use of French?
  - C. Should labour shortages be addressed by encouraging immigrants to move to Québec?
  - D. To what extent should the federal government regulate immigration policies in Québec?

## 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. A “Labour Union” (Source I) is defined as an organization that strives to
- A. stimulate economic growth
  - B. promote the interests of workers
  - C. increase sales of goods and services
  - D. foster competition among businesses
32. Worker “strikes” (Source I) usually occur when
- A. workers want to join labour unions
  - B. employers want to improve working conditions
  - C. employers are forcing workers to upgrade their skills
  - D. workers are pressuring employers to address their concerns
33. Both Source II and Source III contain information that is **most directly** related to the
- A. basic economic problem of scarcity
  - B. impact of labour disputes on society
  - C. role of government in promoting economic development
  - D. factors that contributed to the emergence of labour unions in society
34. Taken together, these three sources would be used **most appropriately** to answer which of the following questions?
- A. For what reasons do workers join labour unions?
  - B. What role do labour unions play in the economy?
  - C. How do labour unions influence the decisions of consumers?
  - D. Should workers be required to be members of labour unions?

**X. Use the sources on pages 22 and 23 to answer questions 35 to 38.**

35. The question mark in Source I would be **most appropriately** replaced by which of the following phrases?
- A. Increased government regulation of the housing industry
  - B. Decreased demand for construction companies
  - C. Decreased demand for mortgages
  - D. Increased price of housing
36. A supporter of a market economy would **most likely** respond to the information in Source II by
- A. petitioning the government to set interest rates for financial institutions
  - B. encouraging the finance minister to provide housing for all citizens
  - C. lobbying the government to stabilize prices in the housing industry
  - D. criticizing the finance minister for introducing new mortgage rules
37. In Source III, the cartoonist suggests that “NEW MORTGAGE RULES” will
- A. promote low interest rates on personal loans
  - B. limit the ability of individuals to receive financing
  - C. require that financial institutions pay taxes on profits earned
  - D. allow the government to lend money to financial institutions
38. Taken together, these three sources contain information that is **most clearly** related to which of the following issues?
- A. Should individuals receive social assistance in times of economic crisis?
  - B. Should the government regulate the construction industry in order to stimulate the economy?
  - C. Should the government intervene in the economy in order to protect the interests of consumers?
  - D. Should individuals be responsible for making mortgage payments during an economic downturn?

**XI. Use the sources on pages 24 and 25 to answer questions 39 to 42.**

39. The term “Consumerism” (Source I) refers to an economic theory that emphasizes the decision-making power of
- A. businesses
  - B. individuals
  - C. lobby groups
  - D. labour unions
40. In Source I, the question mark under the heading “Benefits to Individuals” would be correctly replaced by which of the following phrases?
- A. Focus on personal choice
  - B. Provision of social services
  - C. Promotion of economic equality
  - D. Government regulation of prices
41. Details in both Source II and Source III suggest that consumers are motivated by a desire to
- A. save money
  - B. earn income
  - C. acquire goods
  - D. own businesses
42. The information in these three sources would be used **most appropriately** to answer which of the following questions?
- A. How does marketing impact decisions made by consumers?
  - B. How are consumers able to influence the decisions of businesses?
  - C. What are some of the advantages and disadvantages of consumerism?
  - D. What influence does consumerism have on the prices of goods and services?

**XII. Use the sources on pages 26 and 27 to answer questions 43 to 46.**

43. The term “Marketing” (Source II) refers to the practice by which businesses
- A. raise prices for goods and services
  - B. generate demand for goods and services
  - C. increase the supply of goods and services
  - D. utilize resources to create goods and services
44. A decision by consumers to stop buying a product or service in order to bring about change illustrates which of the following “Examples of Consumer Action” (Source II)?
- A. “Protests”
  - B. “Petitions”
  - C. “Boycotts”
  - D. “Watchdogs”
45. Information in both Source I and Source III reveals that to become the target of a carrotmob, a business must
- A. have a large number of clients to call upon
  - B. provide a service that is in great demand
  - C. promote neighbourhood improvements
  - D. be environmentally conscious
46. The information provided in all three sources would be used **most appropriately** by a student who is researching which of the following questions?
- A. How can government decisions on environmental issues affect consumers?
  - B. How does competition among businesses affect quality of life?
  - C. How can marketing contribute to an increase in sales?
  - D. How does collective action empower consumers?

**XIII. Use the sources on pages 28 and 29 to answer questions 47 to 50.**

47. A conclusion that can be reached from information in Source I is that the First Nations, the Pembina Institute, and the Alberta Wilderness Association are **most directly** interested in
- A. preserving the traditional hunting rights of Aboriginal peoples
  - B. informing the public about business opportunities in Alberta
  - C. convincing the government to protect the environment
  - D. providing access to wildlife for university researchers
48. The phrase “Exploitation of resources” (Source II) refers to the
- A. preservation of resources by government
  - B. use of resources for economic development
  - C. reduction of government investment in industrial activity
  - D. restriction of business practices that negatively affect wildlife habitat
49. Which of the speakers in Source II would **most likely** oppose the suggestion made by the panel that “released recommendations for conservation” in Source I?
- A. Business owner
  - B. Environmentalist
  - C. First Nations leader
  - D. Government representative
50. Both Source I and Source II **most clearly** highlight the importance of
- A. providing funding for university biologists to study wildlife habitat
  - B. offering opportunities for citizens to express opposing viewpoints
  - C. accommodating the needs of privately owned businesses
  - D. considering the consequences of economic development

*You have now completed the test.  
If you have time, you may wish to check your answers.*

## 2016 Provincial Achievement Test Blueprint and Item Descriptions

The following blueprint shows the reporting categories and curricular content areas by which questions were classified on the 2016 Grade 9 Social Studies Provincial Achievement Test.

	Knowledge and Understanding <sup>1</sup>	Skills and Processes <sup>2</sup>	Number (Percentage) of Questions
<p><b>The Political and Judicial System (9.1.4, 9.1.5)</b><sup>3</sup> 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</p> <ul style="list-style-type: none"> <li>• how federal laws are passed</li> <li>• branches of the federal government</li> <li>• selection of MPs and Senators</li> <li>• accountability of MPs and Senators</li> <li>• the role of federal political parties</li> <li>• the role of media in political issues</li> </ul>	1 2 5 9  <b>4</b> <b>(8%)</b>	3 8 4 10 6 11 7  <b>7</b> <b>(14%)</b>	<b>11 Questions</b> (22% of Test Total)
<p><b>Individual and Collective Rights (9.1.6, 9.1.7)</b><sup>3</sup> 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</p> <ul style="list-style-type: none"> <li>• recognition of individual rights</li> <li>• exercising individual rights</li> <li>• conditions in the workplace</li> <li>• rights and responsibilities of citizens</li> <li>• recognition of collective rights</li> <li>• the needs of Francophone minorities</li> </ul>	12 16 19 20  <b>4</b> <b>(8%)</b>	13 18 14 21 15 22 17  <b>7</b> <b>(14%)</b>	<b>11 Questions</b> (22% of Test Total)
<p><b>Immigration (9.1.8)</b><sup>3</sup> Students critically assess how legislative processes address issues of immigration by exploring and reflecting upon questions and issues regarding</p> <ul style="list-style-type: none"> <li>• factors influencing immigration policies</li> <li>• changes to Canadian policies on immigration and refugees</li> <li>• immigration and Aboriginal peoples</li> </ul>	23 24 27  <b>3</b> <b>(6%)</b>	25 29 26 30 28  <b>5</b> <b>(10%)</b>	<b>8 Questions</b> (16% of Test Total)
<p><b>Economic Decision Making (9.2.4)</b><sup>3</sup> Students analyze principles and practices of market and mixed economies by exploring and reflecting upon questions and issues regarding</p> <ul style="list-style-type: none"> <li>• principles of a market economy</li> <li>• government intervention</li> <li>• Canada’s mixed economy</li> <li>• the role of consumers in market and mixed economies</li> </ul>	31 32 35  <b>3</b> <b>(6%)</b>	33 37 34 38 36  <b>5</b> <b>(10%)</b>	<b>8 Questions</b> (16% of Test Total)
<p><b>Consumerism, Quality of Life, and Political Decision Making (9.2.5, 9.2.6)</b><sup>3</sup> 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</p> <ul style="list-style-type: none"> <li>• indicators of quality of life</li> <li>• individual consumer behaviour</li> <li>• how marketing affects consumerism</li> <li>• consumerism and quality of life</li> <li>• consumerism as a power of a collective</li> <li>• consumerism and economic growth</li> </ul>	39 40 43 44 48  <b>5</b> <b>(10%)</b>	41 47 42 49 45 50 46  <b>7</b> <b>(14%)</b>	<b>12 Questions</b> (24% of Test Total)
<b>Number (Percentage) of Questions</b>	<b>19 Questions</b> (38% of Test Total)	<b>31 Questions</b> (62% of Test Total)	<b>50 Questions</b> (100% of Test Total)

<sup>1</sup>**Knowledge and Understanding**—includes the breadth and depth of information, concepts, evidence, ideas, and opinions fundamental to decision making as identified in the Grade 9 Social Studies Program of Studies (2007).

<sup>2</sup>**Skills and Processes**—the application of critical and creative thinking, historical thinking, geographic thinking, decision making, problem solving, and media literacy to relevant situations as identified in the Grade 9 Social Studies Program of Studies (2007).

<sup>3</sup>Bolded numbers in parentheses cross-reference specific outcomes in the Grade 9 Social Studies Program of Studies (2007).



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, and the item description.

Question	Key	Diff. %	Reporting Category	Curricular Content Area	Item Description
1	A	79.9	Knowledge and Understanding	Political and Judicial Systems	Know the political role played by the legislative branch of Canada's federal government. (SO 9.1.4)
2	C	50.2	Knowledge and Understanding	Political and Judicial Systems	Recall how senators become members of Canada's Senate. (SO 9.1.4)
3	D	70.0	Skills and Processes	Political and Judicial Systems	Analyze four viewpoints in one source to determine which speakers most clearly oppose the political decision described in another source. (SO 9 S.1)
4	A	62.3	Skills and Processes	Political and Judicial Systems	Evaluate three sources to determine the issue to which the information presented is most closely related. (SO 9.S.4)
5	A	66.4	Knowledge and Understanding	Political and Judicial Systems	Recognize a role played by political parties in Canada's federal political system. (SO 9.1.4)
6	B	58.0	Skills and Processes	Political and Judicial Systems	Analyze a speaker's comments to determine the question that the information presented would be most appropriately used to answer. (SO 9.S.1)
7	C	54.5	Skills and Processes	Political and Judicial Systems	Determine what the reasons listed in a chart suggest about how members of Parliament should vote. (SO 9.S.1)
8	D	40.6	Skills and Processes	Political and Judicial Systems	Form a conclusion from information in three sources regarding the role of members of Parliament in Canada's federal political system. (SO 9.S.4)
9	D	70.7	Knowledge and Understanding	Political and Judicial Systems	Remember one of the main intentions underlying the Youth Criminal Justice Act. (SO 9.1.5)
10	A	83.3	Skills and Processes	Political and Judicial Systems	Analyze information in a bar graph to determine the statement with which survey respondents most strongly disagreed. (SO 9.S.1)
11	A	66.0	Skills and Processes	Political and Judicial Systems	Synthesize ideas and information to identify the question that is most directly related to the issue addressed in two sources. (SO 9.S.4)

Question	Key	Diff. %	Reporting Category	Curricular Content Area	Item Description
12	D	60.4	Knowledge and Understanding	Individual and Collective Rights	Recognize the rights contained in the Canadian Charter of Rights and Freedoms that were protected by a given government program. (SO 9.1.6)
13	D	57.4	Skills and Processes	Individual and Collective Rights	Analyze information presented by a speaker to determine what a critic of the speaker's views would most likely argue. (SO 9.S.1)
14	C	86.1	Skills and Processes	Individual and Collective Rights	Examine four case studies to determine the court cases in which citizens' language rights were protected. (SO 9.S.1)
15	A	65.6	Skills and Processes	Individual and Collective Rights	Determine the issue that is most directly related to the information presented in three sources. (SO 9.S.4)
16	A	62.1	Knowledge and Understanding	Individual and Collective Rights	Know a provision in the Canadian Charter of Rights and Freedoms that pertains to the establishment of Francophone schools in minority settings. (SO 9.1.7)
17	B	65.9	Skills and Processes	Individual and Collective Rights	Interpret information in a map of Alberta to determine what is illustrated regarding recognition of minority-language educational rights in Alberta. (SO 9.S.1)
18	C	69.4	Skills and Processes	Individual and Collective Rights	Draw a conclusion regarding the question most directly raised by the information contained in two sources. (SO 9.S.4)
19	A	51.7	Knowledge and Understanding	Individual and Collective Rights	Recall one of the original intentions of the federal government in passing the Indian Act. (SO 9.1.7)
20	D	64.3	Knowledge and Understanding	Individual and Collective Rights	Recognize the term that could be correctly added to a word-search puzzle containing words associated with collective rights. (SO 9.1.7)
21	B	55.3	Skills and Processes	Individual and Collective Rights	Determine the question to which both a speaker's comments and information in a newspaper article regarding the Indian Act are most directly related. (SO 9.S.1)
22	B	78.6	Skills and Processes	Individual and Collective Rights	Form a generalization regarding the issue to which information pertaining to the Indian Act in three sources is most directly related. (SO 9.S.4)
23	D	65.4	Knowledge and Understanding	Immigration	Know the immigration classes into which immigrant applicants to Canada are categorized under Canada's immigration laws. (SO 9.1.8)

Question	Key	Diff. %	Reporting Category	Curricular Content Area	Item Description
24	A	59.8	Knowledge and Understanding	Immigration	Recall the main objectives of the Immigration and Refugee Protection Act of 2002. (SO 9.1.8)
25	C	31.9	Skills and Processes	Immigration	Determine from four viewpoints the speaker whose comments are most directly related to a criterion that applies to long-term visitors to Canada. (SO 9.S.1)
26	C	58.1	Skills and Processes	Immigration	Determine the intention underlying Canada's immigration policies that is most directly related to the information contained in three sources. (SO 9.S.4)
27	A	78.9	Knowledge and Understanding	Immigration	Recall the immigration class to which the point system applies. (SO 9.1.8)
28	C	79.1	Skills and Processes	Immigration	Interpret a bar graph to determine the immigration class that has the lowest percentage of French-speaking immigrants. (SO 9.S.1)
29	C	35.7	Skills and Processes	Immigration	Identify the idea regarding immigration to Québec that is supported by information in a newspaper article. (SO 9.S.1)
30	B	57.1	Skills and Processes	Immigration	Draw a conclusion regarding the issue to which information in three sources is most closely related. (SO 9.S.4)
31	B	76.8	Knowledge and Understanding	Economic Decision Making	Know what a labour union strives to achieve in an economic system. (SO 9.2.4)
32	D	66.2	Knowledge and Understanding	Economic Decision Making	Remember what usually causes worker strikes to occur in market and mixed economies. (SO 9.2.4)
33	B	68.7	Skills and Processes	Economic Decision Making	Analyze a cartoon and a line graph to determine the economic issue to which the information in both sources is most directly related. (SO 9.S.1)
34	B	59.6	Skills and Processes	Economic Decision Making	Determine the question that information in three sources regarding the economic impact of labour unions would be best used to answer. (SO 9.S.4)
35	D	68.5	Knowledge and Understanding	Economic Decision Making	Know how supply and demand affect prices of goods and services. (SO 9.2.4)

Question	Key	Diff. %	Reporting Category	Curricular Content Area	Item Description
36	D	41.5	Skills and Processes	Economic Decision Making	Analyze information in a press release to determine how a supporter of a market economy would respond to the government action described. (SO 9.S.1)
37	B	74.7	Skills and Processes	Economic Decision Making	Interpret a cartoon to determine the cartoonist's message regarding the impact of government intervention in the economy on consumers. (SO 9.S.1)
38	C	46.5	Skills and Processes	Economic Decision Making	Determine the economic issue central to the information contained in three sources. (SO 9.S.4)
39	B	71.9	Knowledge and Understanding	Consumerism, Quality of Life, and Political Decision Making	Recall what the economic theory of consumerism emphasizes. (SO 9.2.5)
40	A	68.6	Knowledge and Understanding	Consumerism, Quality of Life, and Political Decision Making	Identify an aspect of consumerism that provides benefits to individuals. (SO 9.2.5)
41	C	76.6	Skills and Processes	Consumerism, Quality of Life, and Political Decision Making	Examine details in a cartoon and an excerpt from a news article to determine what is suggested about the motivation for consumer behaviour. (SO 9.S.1)
42	C	38.3	Skills and Processes	Consumerism, Quality of Life, and Political Decision Making	Determine the question that information in three sources regarding consumerism would be most appropriately used to answer. (SO 9.S.4)
43	B	67.6	Knowledge and Understanding	Consumerism, Quality of Life, and Political Decision Making	Know the business practice to which the term marketing refers. (SO 9.2.5)
44	C	81.3	Knowledge and Understanding	Consumerism, Quality of Life, and Political Decision Making	Identify an example of consumer action that can influence business decisions. (SO 9.2.5)

Question	Key	Diff. %	Reporting Category	Curricular Content Area	Item Description
45	D	55.3	Skills and Processes	Consumerism, Quality of Life, and Political Decision Making	Conclude from information in two sources what impact consumer action can have on businesses. (SO 9.S.1)
46	D	39.4	Skills and Processes	Consumerism, Quality of Life, and Political Decision Making	Form a generalization to determine the research question for which the information in three sources would be most appropriately used. (SO 9.S.4)
47	C	71.5	Skills and Processes	Consumerism, Quality of Life, and Political Decision Making	Draw a conclusion from ideas in a newspaper article regarding the shared interests of three groups regarding an issue. (SO 9.S.1)
48	B	62.4	Knowledge and Understanding	Consumerism, Quality of Life, and Political Decision Making	Know a term used to identify an area of concern related to the impact on quality of life of government decisions on environmental issues. (SO 9.2.6)
49	A	61.4	Skills and Processes	Consumerism, Quality of Life, and Political Decision Making	Analyze information in one source to identify the speaker in another source most likely to criticize the government decision described. (SO 9.S.1)
50	D	75.0	Skills and Processes	Consumerism, Quality of Life, and Political Decision Making	Draw a conclusion regarding the issue most clearly addressed by information contained in two sources. (SO 9.S.4)