

Grade 9 Released 2018

# Alberta Provincial Achievement Test

---

## Social Studies Sources & Questions

This document was written primarily for:

|                  |                          |
|------------------|--------------------------|
| Students         |                          |
| Teachers         | ✓ Grade 9 Social Studies |
| Administrators   | ✓                        |
| Parents          |                          |
| General Audience |                          |
| Others           |                          |

Alberta Education, Government of Alberta

2019–2020

*Social Studies 9 Released Items*

Distribution: This document is posted on the [Alberta Education website](#).

Copyright 2020, the Crown in Right of Alberta, as represented by the Minister of Education, Alberta Education, Provincial Assessment Sector, 44 Capital Boulevard, 10044 108 Street NW, Edmonton, Alberta T5J 5E6, and its licensors. All rights reserved.

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

Excerpted material in this document **shall not** be reproduced without the written permission of the original publisher (see credits, where applicable).

# 2018 Grade 9 Social Studies Provincial Achievement Test Sources and Questions

The sources and questions presented in this document are from the previously secured English form of the *2018 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. A test blueprint and an answer key that includes the difficulty, reporting category, curricular content area, and item description for each test item are also included. These materials, along with the [program of studies](#) and [subject bulletin](#), provide information that can be used to inform instructional practice.

For further information, contact

Harvey Stables, Grade 9 Humanities Examination Manager, at  
780-422-2913  
[Harvey.Stables@gov.ab.ca](mailto:Harvey.Stables@gov.ab.ca), or

Kelly Thomas, Grade 9 Humanities Examiner, at  
780-427-6197  
[Kelly.Thomas@gov.ab.ca](mailto:Kelly.Thomas@gov.ab.ca), or

Nicole Lamarre, Director of Provincial Achievement Testing, at  
780-427-6204  
[Nicole.Lamarre@gov.ab.ca](mailto:Nicole.Lamarre@gov.ab.ca), or

Provincial Assessment Sector: 780-427-0010  
To call toll-free from outside Edmonton, dial 310-0000.

The Alberta Education website address is [alberta.ca/education.aspx](http://alberta.ca/education.aspx).

## 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

**Time: 80 minutes.** You have up to 160 minutes to complete this test plus an additional 30 minutes should you need it.

#### *Instructions*

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

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

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

**2018**

**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*).

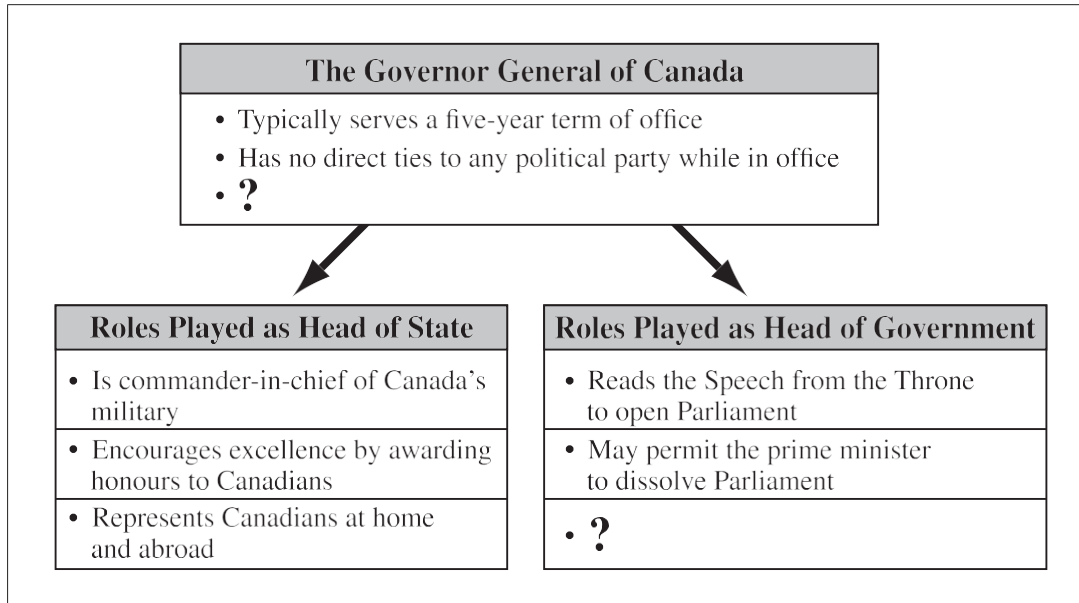
*You should take about 50 minutes to complete these 30 multiple-choice questions.*

**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**

| <p><b>Operating Expenses of the Office of the Governor General of Canada, Budget Year Ended March 31, 2015</b></p>                                  |                        |
|---|------------------------|
| Salaries and employee benefits  | \$16 586 714.00        |
| Accommodation   | \$7 471 970.00         |
| Materials and supplies  | \$829 040.00           |
| Professional and other services   | \$1 399 548.00         |
| Travel  | \$701 033.00           |
| Pensions to former governors general  | \$551 361.00           |
| Telecommunication services  | \$303 792.00           |
| Information services  | \$324 344.00           |
| Rentals   | \$395 433.00           |
| Other expenses  | \$330 263.00           |
| <b>Total operating expenses</b>   | <b>\$28 893 498.00</b> |
| <b>Total cost of operating expenses per Canadian</b><br>(based on Statistics Canada's April 1, 2015, estimate of Canada's population of 35 749 600) | <b>\$0.81</b>          |

—operating expenses based on data from the Office of the Secretary to the Governor General

Data from Office of the Secretary to the Governor General. *Financial Statements of the Office of the Secretary to the Governor General For the Year Ended March 31, 2015*. [www.gg.ca](http://www.gg.ca)

Data from Statistics Canada. "Canada's Population Estimates, First Quarter 2015." *The Daily*. June 17, 2015. [www.statcan.gc.ca/daily-quotidien/150617/dq150617c-eng.htm](http://www.statcan.gc.ca/daily-quotidien/150617/dq150617c-eng.htm)

### Source III

The image is a screenshot of a web browser window. The browser's address bar is empty. The page title is "Web Poll". The main content area features a poll question: "Does Canada need a governor general? What is your opinion?". Below the question, it says "Your comments:". There are four comment boxes, each containing a paragraph of text and a signature. The first comment is by "Newsie7", the second by "Politico15", the third by "InfoSource", and the fourth by "ActiveCitizen". At the bottom right of the comment area, there is a counter showing "0" and "100%".

**Does Canada need a governor general?**  
**What is your opinion?**  
**Your comments:**

Certainly the role of governor general is mainly ceremonial now, but, throughout history, various governors general have exercised the power of the position to challenge the government and prime minister. This politically neutral office could still serve an important purpose if a national crisis were to occur. **-Newsie7**

When travelling to other countries or across Canada, our governor general acts on behalf of all Canadians. I find it very touching that the governor general meets and comforts the family of every fallen soldier-that's not a job for a politician. Politicians can take care of government; the governor general takes care of people. **-Politico15**

If this position were important, the governor general would have some real power. What does the governor general do for us? He or she gives out Order of Canada awards and meets with royals and diplomats. Let's make this an elected position and give the governor general a real job with political power. **-InfoSource**

The governor general's role in government is only a formality. Flying the governor general around the world is a shameful waste of money that needs to go to social programs for Canadians. Canada does not need a governor general! **-ActiveCitizen**


0 | 100%

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

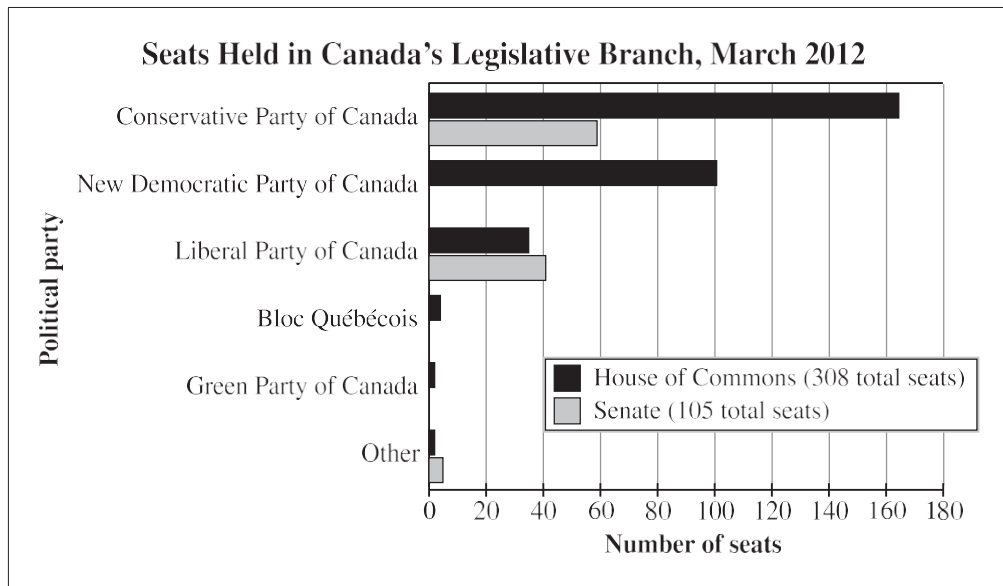
**Source I**

*Two Types of Democratic Government in Canada*

| <u>Majority Government</u>  | <u>Minority Government</u>   |
|---|--|
| <ul style="list-style-type: none"> <li>The government is formed by the political party that wins more than half of the seats in the House of Commons.</li> </ul>                                    | ?  |
| <ul style="list-style-type: none"> <li>Legislation introduced by the governing political party is typically passed by a majority vote in the House of Commons.</li> </ul>                           | <ul style="list-style-type: none"> <li>Legislation introduced by the governing political party may require support from members of other political parties in order to be passed by the House of Commons.</li> </ul> |
| <ul style="list-style-type: none"> <li>Political stability between elections is enhanced when the governing political party maintains the confidence of members of the House of Commons.</li> </ul> | <ul style="list-style-type: none"> <li>Political instability between elections can result if the governing party is defeated in a vote in the House of Commons.</li> </ul>   |

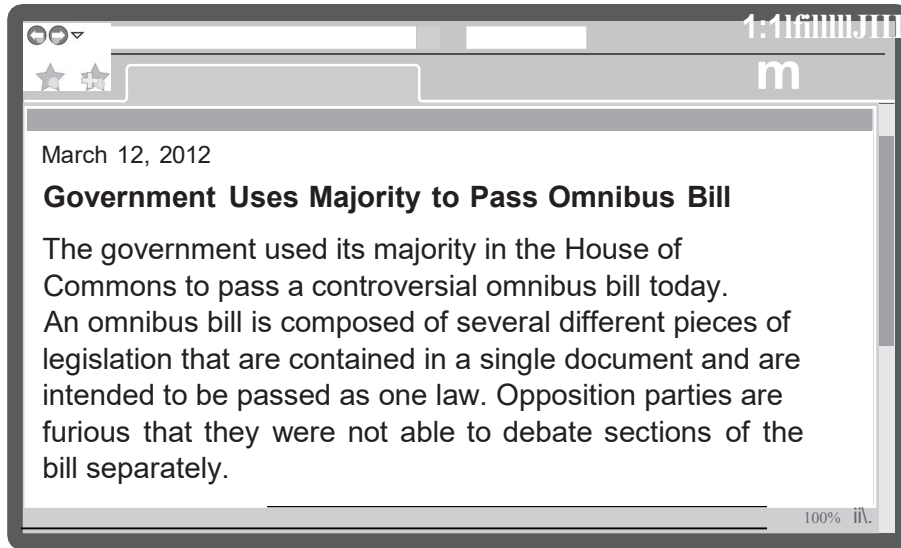


**Source II**





### Source III



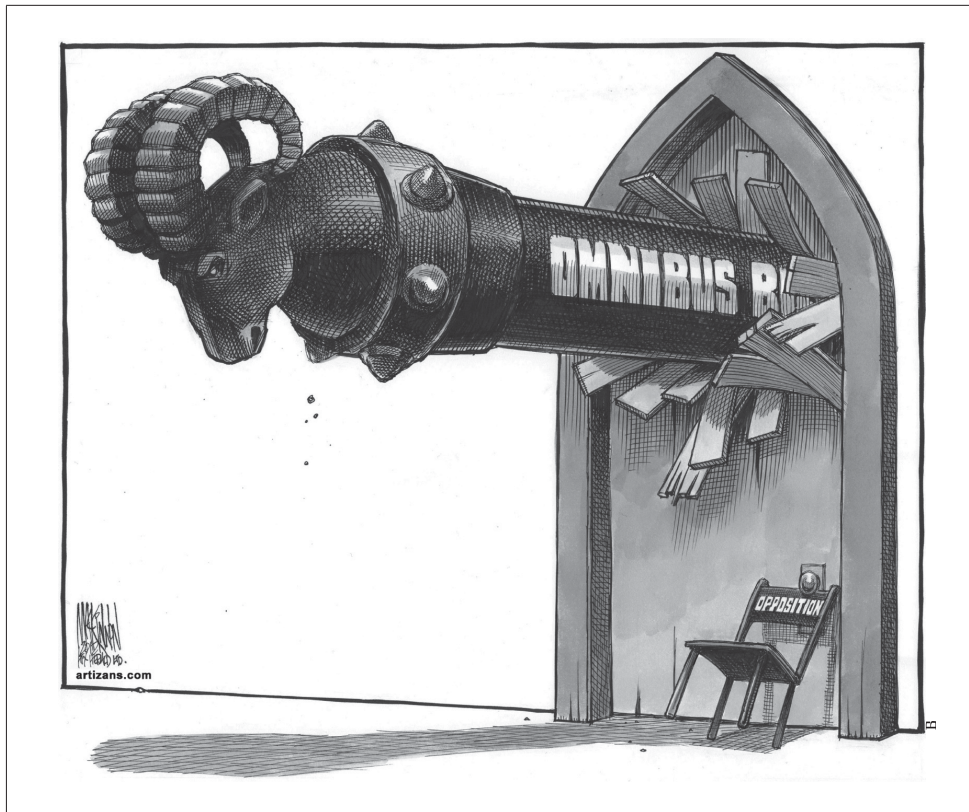
March 12, 2012

#### Government Uses Majority to Pass Omnibus Bill

The government used its majority in the House of Commons to pass a controversial omnibus bill today. An omnibus bill is composed of several different pieces of legislation that are contained in a single document and are intended to be passed as one law. Opposition parties are furious that they were not able to debate sections of the bill separately.

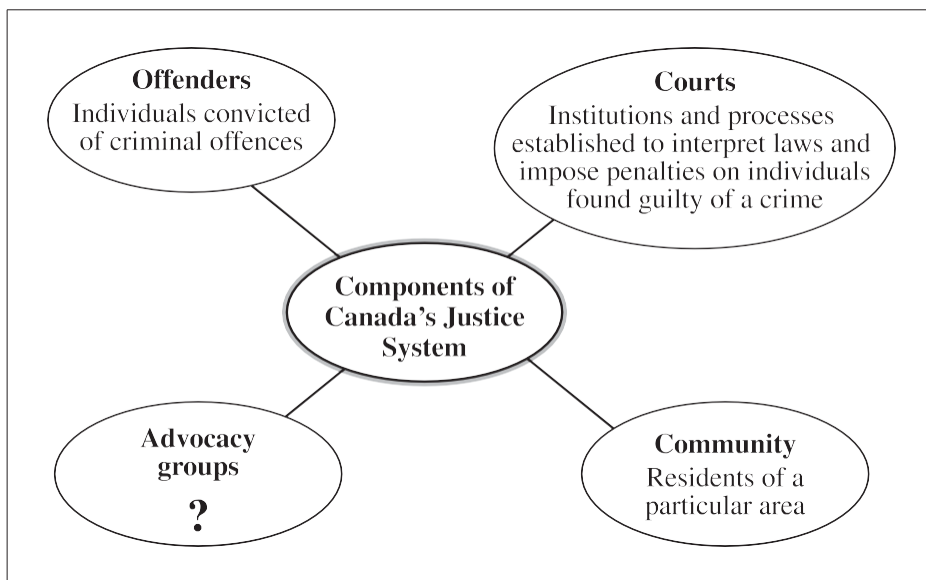
100% ii.

### Source IV



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

Source I



Source II

## HALFWAY HOUSES: Questions and Answers

**Q: What are halfway houses?**

**A:** Halfway houses, or community residential facilities, provide live-in programs that help offenders from correctional institutions prepare to return to the community while completing their sentences.

**Q: How do offenders come to live in halfway houses?**

**A:** Offenders must apply for conditional release from the Correctional Service of Canada. With a recommendation from the Parole Board of Canada, an offender may apply to a specific halfway house. Each applicant is screened for appropriateness for that facility before being accepted as a resident.

**Q: What do residents of halfway houses do with their time?**

**A:** Typically, residents attend treatment for medical or mental-health issues and participate in life-skills programs. Many residents also have a job or go to school.

**Q: Who pays for halfway houses?**

**A:** Halfway houses are funded publicly through the Correctional Service of Canada. Additional funds come from grants and charitable donations.



### Source III

## Valley Community

Many residents of Valley Point and nearby communities are worried about the proposed halfway house in our neighbourhood. Our concerns include:

- Location of halfway houses in relation to schools or parks
- Crime in the community
- Prices of homes in the area

Join us May 20 at 7:30 p.m. at the Valley Point Community Centre to meet with representatives of the proposed halfway house.



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

**Source I**

Wednesday, February 16, 2011

## **Pilots' Mandatory Retirement up in the Air After Ruling**

Don Butler  
Ottawa Citizen  
Postmedia News

The issue of whether Air Canada can force older pilots to retire is back in play after a Federal Court judge found the Canadian Human Rights Tribunal ignored key evidence in a 2009 decision about the airline's mandatory-retirement policy.

In a decision posted to the Federal Court website this week, Judge Anne Mactavish ordered the [...] tribunal to reconsider whether youth is a genuine occupational requirement for Air Canada pilots. In 2009, the tribunal ruled in favour of Robert Kelly and George Vilven, two Air Canada pilots who challenged their mandatory retirements at age 60.

It found that mandatory-retirement provisions in the airline's collective agreement with the Air Canada Pilots' Association violated the Canadian Charter of Rights and Freedoms. In a second decision last fall, it reinstated Kelly and Vilven and ordered Air Canada to compensate them for lost income. [...]

In her 128-page decision, Mactavish upheld the tribunal's finding on the Charter issue. But she also concluded that it erred in finding Air Canada had failed to demonstrate that age is a bona-fide<sup>1</sup> occupational requirement for its pilots, which would make the violation of their Charter rights justifiable.

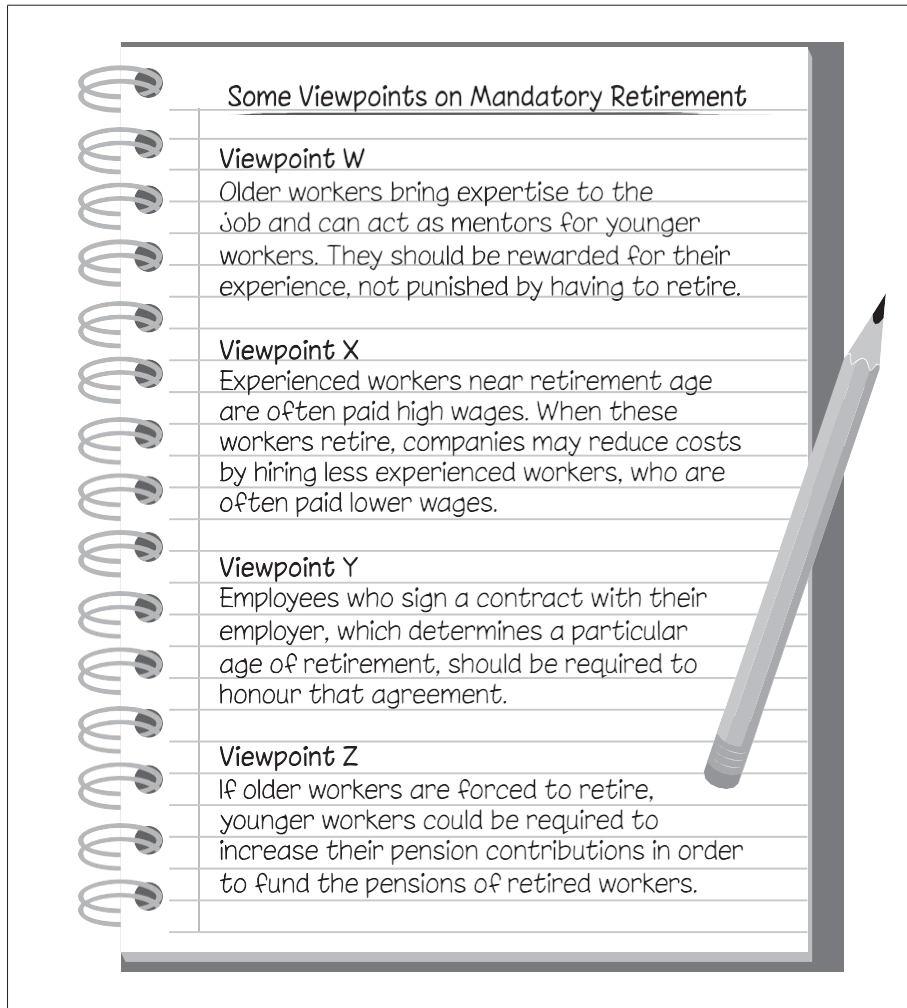
The judge set aside that part of the tribunal's decision and ordered it to re-determine, based on all the evidence, whether Air Canada has established that age is a bona-fide occupational requirement for its pilots. If the answer is yes, that could validate Air Canada's mandatory-retirement policy.

—from the *Edmonton Journal*

<sup>1</sup>bona-fide—genuine or authentic

Butler, Don. "Pilots' Mandatory Retirement up in the Air After Ruling." *Edmonton Journal*. February 16, 2011, sec. A, p. 5. Material reprinted with the express permission of: **Ottawa Citizen**, a division of Postmedia Network Inc.

## Source II



**Some Viewpoints on Mandatory Retirement**

**Viewpoint W**  
Older workers bring expertise to the job and can act as mentors for younger workers. They should be rewarded for their experience, not punished by having to retire.

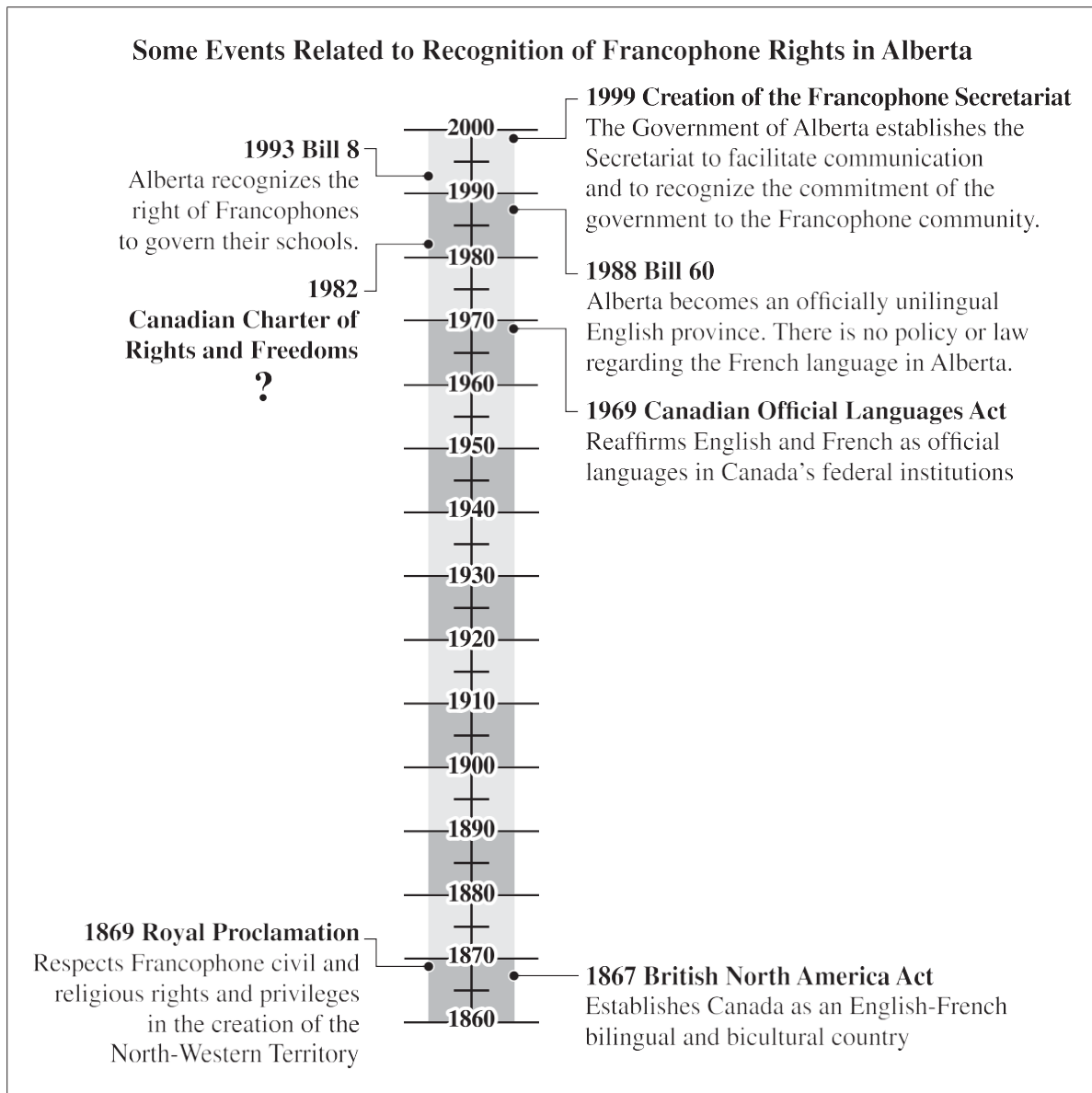
**Viewpoint X**  
Experienced workers near retirement age are often paid high wages. When these workers retire, companies may reduce costs by hiring less experienced workers, who are often paid lower wages.

**Viewpoint Y**  
Employees who sign a contract with their employer, which determines a particular age of retirement, should be required to honour that agreement.

**Viewpoint Z**  
If older workers are forced to retire, younger workers could be required to increase their pension contributions in order to fund the pensions of retired workers.

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

Source I



## Source II



### Speaker W

Despite being a member of a linguistic minority in Alberta, I am able to maintain my Francophone identity. We speak French at home, and my children attend a Francophone school. I really appreciate the government's effort to provide services and opportunities for people like me to preserve our linguistic and cultural identities.

### Speaker X

It's true that Canada has two official languages, but Alberta is an officially English unilingual province. As an Anglophone, it bothers me to see money spent to support only a small portion of Alberta's population, especially when most Francophones can actually speak English anyway.



### Speaker Y

My first language is English, but I'm learning to speak French. This year my hometown received funding to establish a Francophone heritage fair. I learned about Francophone cultures and was able to practise my French with many people. I think it's great that the government helps support these events.

### Speaker Z

It is almost impossible to sustain my Francophone identity in Alberta. We live in a rural area without access to a Francophone school, and I watch my children's French-language ability disappear a little bit every day. My children speak English when playing sports, they watch movies in English, and I fear that soon they will not speak French at all.





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

Source I

| <b>Some Features of the Indian Act (1876)</b>   | <b>Some Features of Treaty 6 (1876–1899)</b>  |
|---|---|
| <ul style="list-style-type: none"><li>• Affirmed collective rights</li><li>• Established reserves and appointed Indian Agents to govern each reserve</li><li>• Defined “status Indian”</li><li>• Created with the ethnocentric intention to administer the treaty rights of First Nations</li><li>• ?</li></ul> | <ul style="list-style-type: none"><li>• Established reserves</li><li>• Preserved hunting and fishing rights</li><li>• Provided farming assistance</li><li>• Granted annual payments</li><li>• Promised medicine chest</li></ul> |

Source II

| <b>Some Publicly Funded Health-care Services Provided in Canada</b>   |  |
|---|--|
| <b>Services Provided by the Alberta Health Care Insurance Plan</b>  | <b>Services Provided to Status Indians in Canada</b>   |
| <p><b>Coverage for:</b></p> <ul style="list-style-type: none"><li>• Medical examinations</li><li>• Medically required surgeries</li><li>• Standard hospital stays</li><li>• Necessary nursing services</li><li>• Necessary procedures to maintain health, prevent disease, and diagnose or treat illness</li><li>• Limited care for foot, vision, and dental services</li></ul> | <p><b>Coverage for:</b></p> <ul style="list-style-type: none"><li>• Dental care to diagnose and prevent complications and to restore dental health</li><li>• Prescription medications and some over-the-counter medications</li><li>• Eye and vision care such as eye examinations and prescription eyeglasses</li><li>• Medical supplies and equipment such as hearing aids and wheelchairs</li><li>• Transportation from communities to medical-treatment facilities</li></ul> |



### Source III



**Speaker W**

Treaties are sacred agreements between nations. In Treaty 6, we were promised a medicine chest (which, I believe, means doctors, medicines, and hospitals) on our reserves, and that promise has been broken.



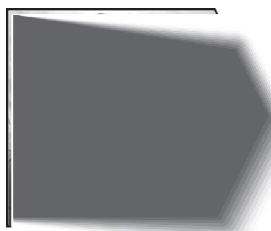
**Speaker X**

The medicine chest mentioned in Treaty 6 means that First Nations are provided health-care services that are not publicly provided to all Canadians. The terms of the treaty clearly specify that members of First Nations should receive these services.



**Speaker Y**

The health status of First Nations is far below the rest of Canadians in terms of life expectancy and infant mortality. Governments and health-care providers need to work with First Nations to offer better access to preventive care.

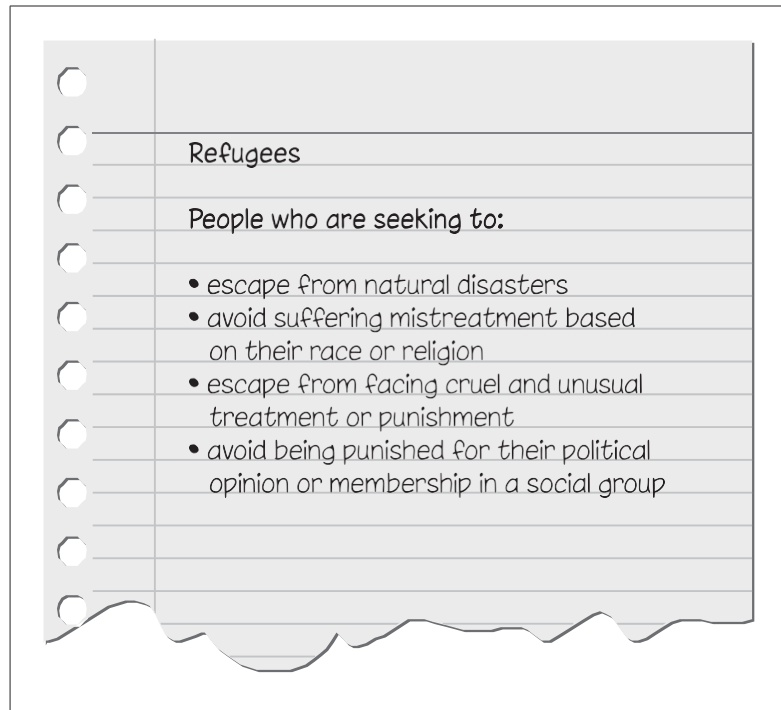


**Speaker Z**

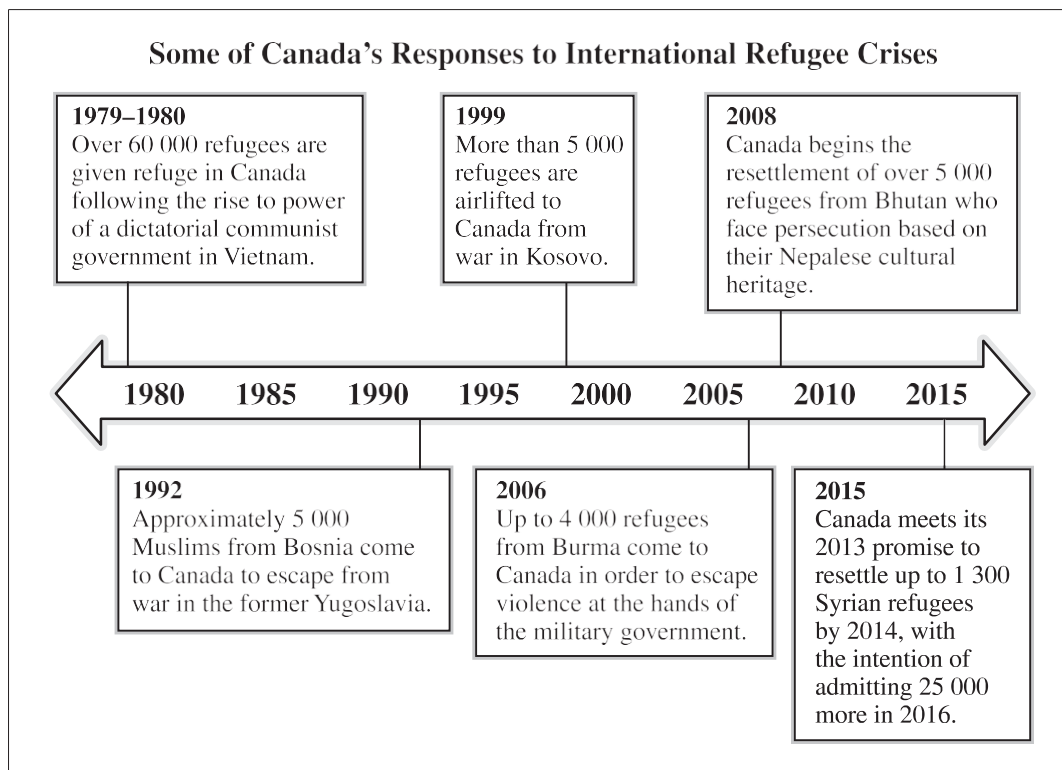
As a "status Indian," I am satisfied with the health care that I receive. When I broke my arm last year, I was treated by a doctor. I also recently travelled to the city to have eye surgery. I believe that I receive the health-care services I need.

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

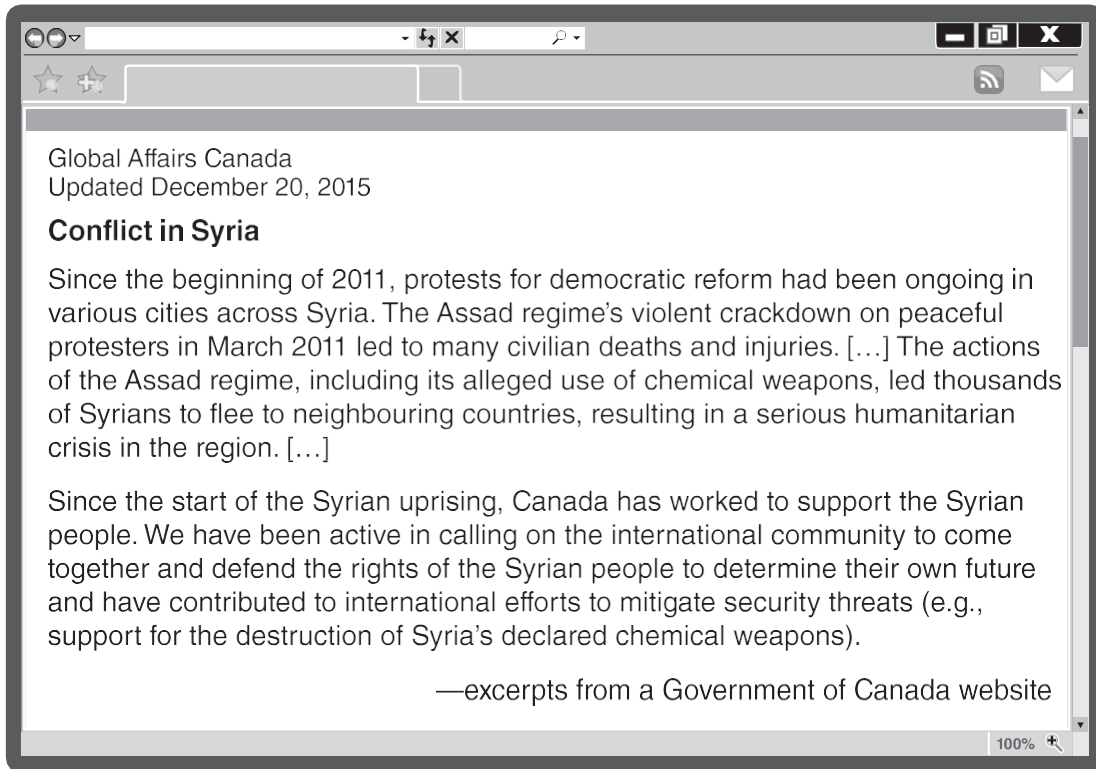
Source I



Source II



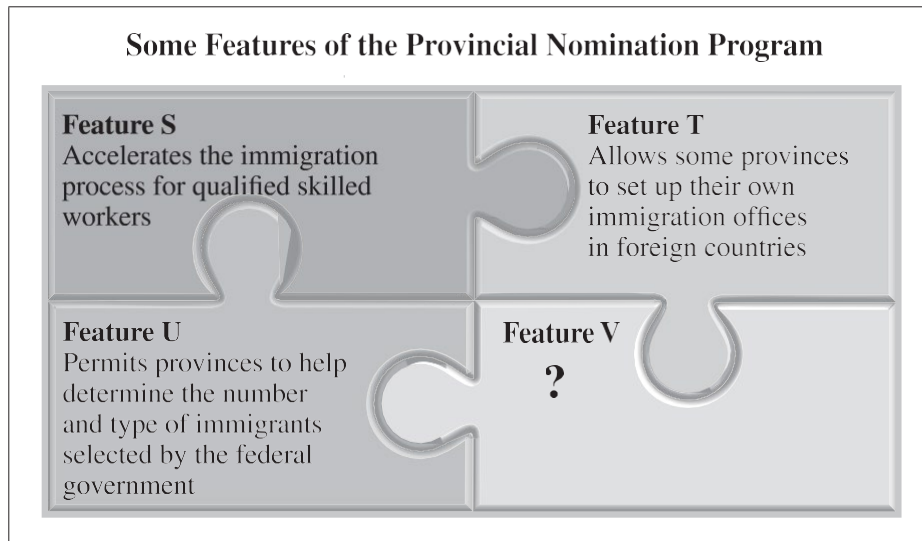
### Source III



Global Affairs Canada. "Conflict in Syria." Government of Canada. Accessed January 11, 2016.  
[www.international.gc.ca/international/syria-syrie.aspx?lang=eng](http://www.international.gc.ca/international/syria-syrie.aspx?lang=eng)

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

Source I



Source II

**Backgrounder—Canada–British Columbia Immigration Agreement, 2010**

Immigration is critical to the province’s economic recovery and growth, and will account for most of British Columbia’s net population growth within the next two decades. It is estimated that there will be approximately 950,000 job openings in British Columbia between now and 2020 and it is expected that immigrants will fill one-third of these jobs.

Specifically, the new agreement means:

- British Columbia will continue to have a say in permanent and temporary immigration to the province, in support of its social, demographic and economic development and labour market priorities, including skill shortages;
- Canada and British Columbia will enhance their cooperation in overseas immigration marketing initiatives, including attracting skilled workers, entrepreneurs, and students to the province. Both governments will also work together to increase information for new immigrants before they arrive;
- The successful settlement and integration of immigrants and refugees in British Columbia will continue to be supported by programs through ongoing federal funding. Settlement and integration supports will also be strengthened for newcomers; and
- Both governments commit to continue working together and with official-language minority communities on developing activities to support Francophone immigration and integration in British Columbia.

—from the Government of Canada

Government of Canada. *Backgrounder—Canada–British Columbia Immigration Agreement*. April 9, 2010. [www.cic.gc.ca/english/department/media/backgrounders/2010/2010-04-09a.asp](http://www.cic.gc.ca/english/department/media/backgrounders/2010/2010-04-09a.asp)

### Source III

Community Blog:

**Some people think that the Canada-British Columbia Immigration Agreement is a positive development, while others disagree. What is your point of view?**

Posted by: **Citizen W**

I believe that the Canada-British Columbia Immigration Agreement is flawed. Once people are admitted to Canada, they are expected to live and work in a specific area-but not everyone does. Some people are using this as a way to bypass the regular immigration procedures, and that's not fair!

Posted by: **Citizen X**

As a business developer, I think the Canada-British Columbia Immigration Agreement is a solution to shortages of skilled workers. I am able to submit a joint application with potential employees and speed up the process of having vacant job positions filled.

Posted by: **Citizen Y**

I recently came to Canada and have had a difficult time finding a job. I am currently striving to receive recognition of my education and job training. The Canada-British Columbia Immigration Agreement should ensure that immigrants gain meaningful employment.

Posted by: **Citizen Z**

I support the government of British Columbia in its effort to increase immigration. I am able to access programs to help me settle in my new country. The Canada-British Columbia Immigration Agreement will help others who want to live in Canada.

100%

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

Source I

| <b>Economic Continuum</b>  |   |  |
|--|---|--|
| ← <b>Left</b>  | Centre  | <b>Right</b> →   |
| <b>Planned economy</b>   | <b>Mixed economy</b>  | <b>Market economy</b>  |
| Public ownership of the means of production promotes economic equality among citizens. | ?   | Businesses are owned by individuals who seek to compete and make a profit. |
| Government determines how to use resources that are in limited supply.                 | Scarcity is addressed by public and private enterprises to meet people's needs and wants. | ?  |
| Central planning decides what goods and services will be available for consumption.    | Government, producers, and consumers determine what will be produced.                     | Supply and demand determine economic productivity.                         |

Source II

**Home Renovation Tax Credit (HRTC):  
Frequently Asked Questions**

**What was the HRTC?**

The HRTC was a one-year program, implemented by the federal government in January 2009 to enable Canadian homeowners to save on their income taxes by submitting receipts for money spent on home improvements.

**Why did the government create this program?**

The government hoped that the HRTC would encourage spending and boost the economy during an economic downturn.

**How did the HRTC affect the overall quality of life for all Canadians?**

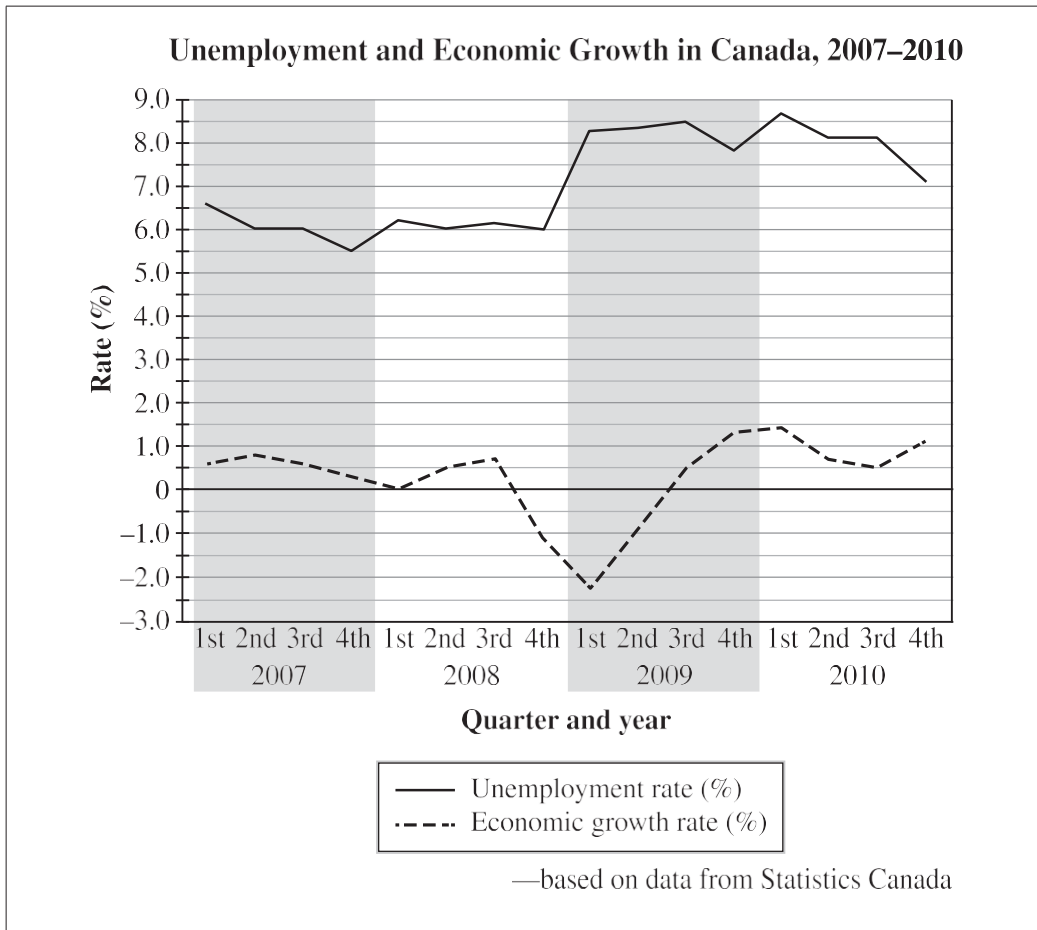
Billions of dollars were pumped into the economy for construction supplies and labour. Estimates suggest that one in three Canadian homeowners saved over \$700 in reduced income taxes.

**Who was the government targeting?**

By creating an incentive for homeowners to spend money on home improvements, the government stimulated the economy. Home-building suppliers and construction contractors saw an increase in revenue.



Source III

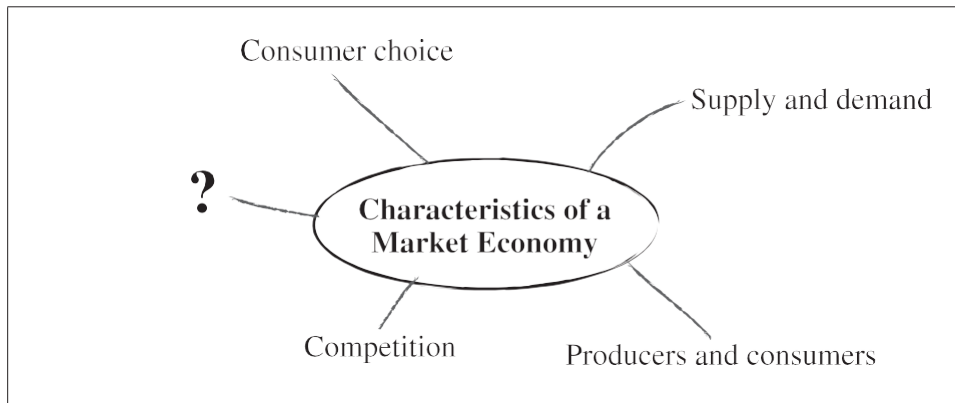


Data from Statistics Canada. *Table 282-0054 Labour Force Survey Estimates (LFS), by Provinces and Economic Regions Based on 2006 Census Boundaries, 3-month Moving Average, Unadjusted for Seasonality*. CANSIM (database). [www5.statcan.gc.ca/cansim/a26](http://www5.statcan.gc.ca/cansim/a26) (accessed November 22, 2013)

Data from Statistics Canada. *Table 380-0065 Gross National Income and Gross Domestic Income, Quarterly (Percent Unless Otherwise Noted)*. CANSIM (database). Last modified August 29, 2013. [www5.statcan.gc.ca/cansim/pick-choisir](http://www5.statcan.gc.ca/cansim/pick-choisir) (accessed December 11, 2013)

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

**Source I**



**Source II**





### Source III

#### Key Features of the Canada Consumer Product Safety Act, 2011

- Prohibits the manufacture, importation, advertisement, or sale of any consumer products that pose an unreasonable danger to human health or safety
- Requires industries to report when they know about a serious incident or a death related to their product
- Requires manufacturers and importers to provide test results on products when asked
- Allows Health Canada to recall or remove dangerous consumer products from the market
- Raises fines and penalties for not following this law

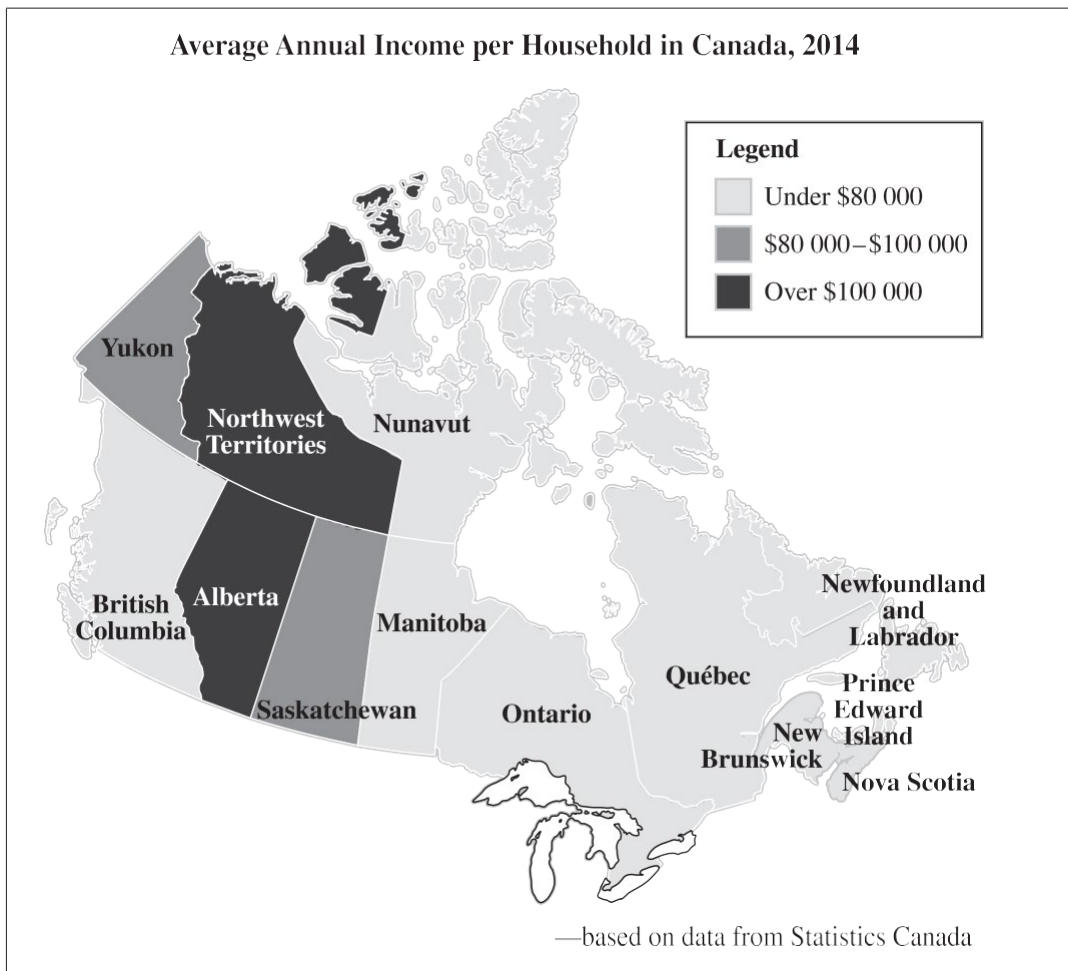
**XI. Questions 39 to 42 on page 43 are based on the following sources.**

**Source I**

**Some Indicators of Quality of Life**

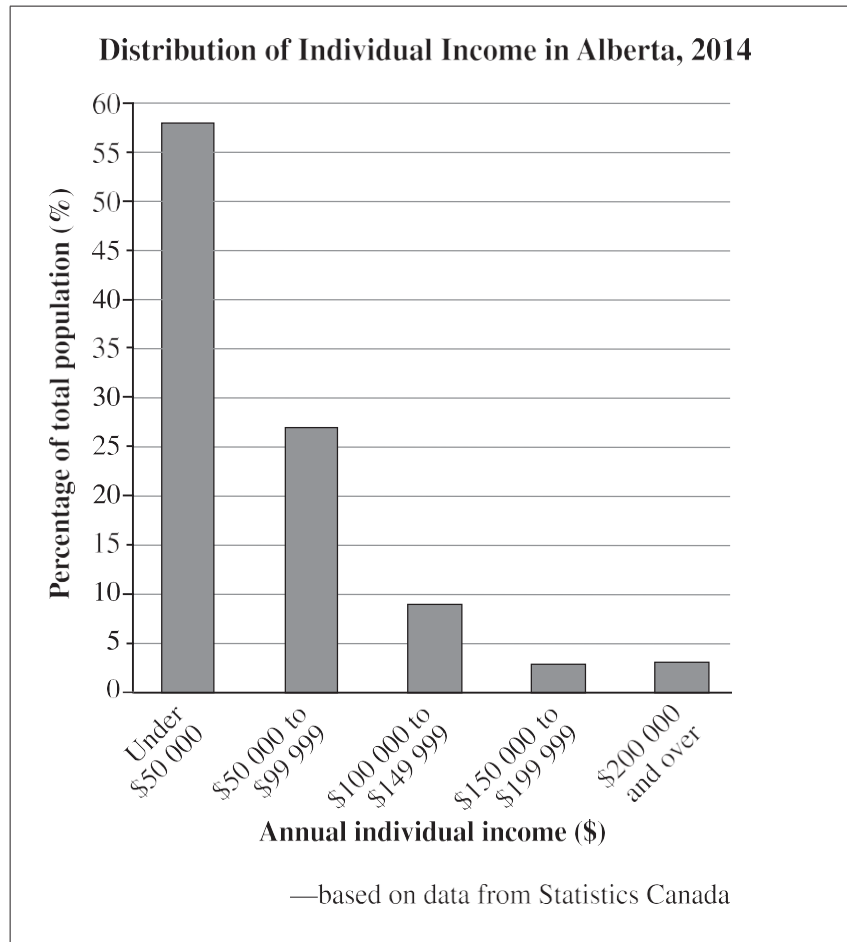
- Crime rate
- Employment
- Political participation by citizens
- Health care
- Air quality
- Education
- Parks and green spaces
- Taxation
- Arts and crafts
- Housing

**Source II**



Data from Statistics Canada. *Table 111-0009 Median Total Income, by Family Type, by Province and Territory (All Census Families)*. CANSIM (database). Last modified July 14, 2016. [www.statcan.gc.ca/tables-tableaux/sum-som/101/est01/famil108a-eng.htm](http://www.statcan.gc.ca/tables-tableaux/sum-som/101/est01/famil108a-eng.htm)

### Source III



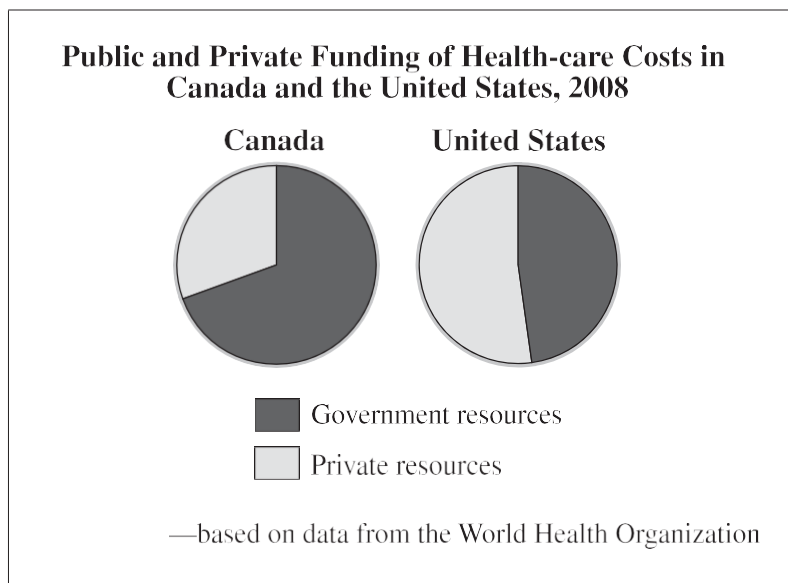
Data from Statistics Canada. *Table 111-0008 Individuals by Total Income Level, by Province and Territory (Alberta)*. CANSIM (database). Last modified July 14, 2016. [www.statcan.gc.ca/tables-tableaux/sum-som/101/cst01/famil105j-eng.htm](http://www.statcan.gc.ca/tables-tableaux/sum-som/101/cst01/famil105j-eng.htm)

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

**Source I**

| <b>The Provision of Health Care in Two Economic Systems</b> |                                     |
|---|-------------------------------------|
| <b>Economic System W</b>                                    | <b>Economic System X</b>            |
| • Publicly funded   | • Privately funded                  |
| • Universal coverage provided for all citizens              | • Individuals pay fees for services |
| • Values social welfare                                     | • Values individualism              |

**Source II**



Data from World Health Organization. *World Health Statistics 2011*. Geneva: World Health Organization, 2011. [www.who.int](http://www.who.int)

### Source III

*Editorial Comments*

The government needs to continue to fund health care as a social program. The costs of running the system must be publicly funded. This will keep Canadians safe and healthy. Private health care focuses on making a profit. Surely the health of our citizens is more important than making money!

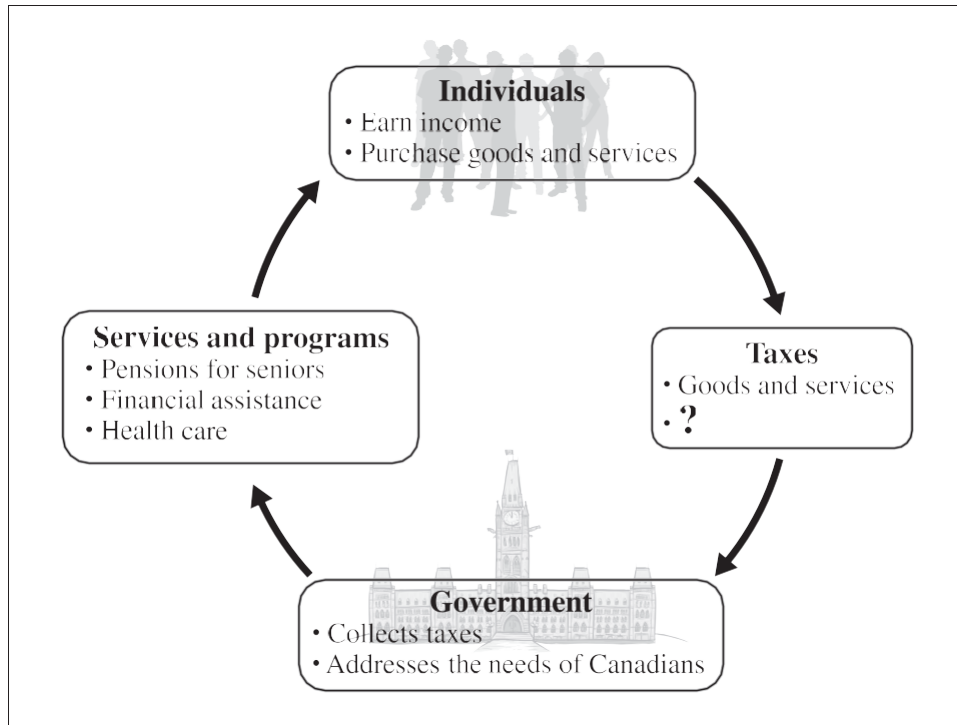
—**Economist Y**

The government should not be involved in providing health care. If health-care facilities were privately owned, health-care services would be delivered efficiently and resources would be used wisely. This would reduce waste. Health-care workers would put more effort into providing the best care for their patients. They would increase the number of patients they see and reduce waiting times.

—**Economist Z**

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

Source I



Source II



Source III



## 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

**Time: 80 minutes.** You have up to 160 minutes to complete this test plus an additional 30 minutes should you need it.

*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.*

**2018**

#### *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**.
- Turn to the last page of the **Questions Booklet**. Carefully fold and tear out the machine-scored answer sheet along the perforation.
- 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*

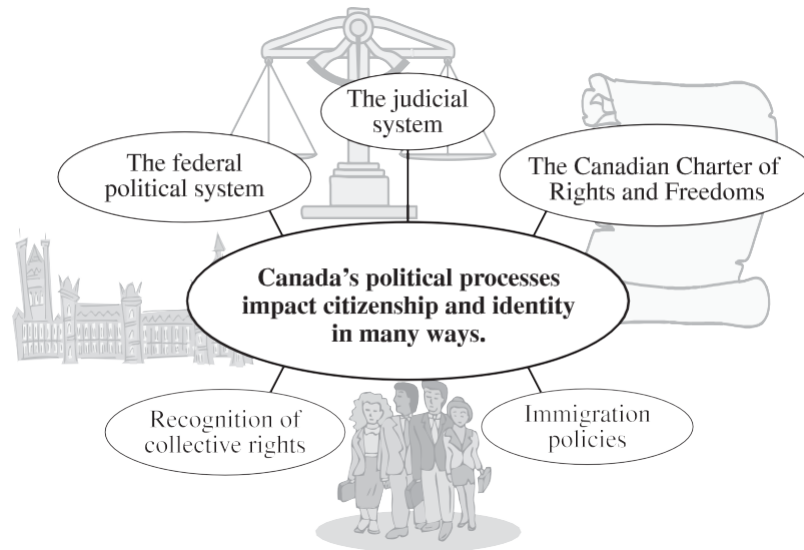
Ⓐ ● Ⓒ Ⓓ

- 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. Which of the following phrases correctly replaces the question mark under the heading “The Governor General of Canada” in Source I?
  - A. Is a member of the Senate
  - B. Represents voters in a constituency
  - C. Is a member of the House of Commons
  - D. Represents the monarch of Great Britain
  
2. The question mark under the heading “Roles Played as Head of Government” in Source I would be correctly replaced by which of the following phrases?
  - A. Gives royal assent to legislation
  - B. Introduces bills in the House of Commons
  - C. Leads the official Opposition in Parliament
  - D. Serves as a member of the judicial branch of government
  
3. The comments of which individual in Source III are **most directly** related to the information presented in Source II?
  - A. Newsie7
  - B. Politico15
  - C. InfoSource
  - D. ActiveCitizen
  
4. Taken together, these three sources **most clearly** address which of the following issues?
  - A. Should the governor general of Canada be elected by voters?
  - B. Should the governor general of Canada be politically neutral?
  - C. To what extent does the governor general of Canada serve the interests of citizens?
  - D. To what extent do political parties influence decisions made by the governor general of Canada?

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

5. In Source I, which of the following statements would correctly replace the question mark under the heading “Minority Government”?
- A. The government is formed by a political party that wins less than fifty percent of the popular vote.
  - B. The government is formed by the political party that wins more than fifty percent of the popular vote.
  - C. The government is formed by a political party that wins less than half of the seats in the House of Commons.
  - D. The government is formed by the political party that wins more than half of the seats in the House of Commons.
6. The graph in Source II illustrates that the government was able to pass the bill identified in Source III **most directly** as a result of the number of seats held by the
- A. Green Party of Canada in the House of Commons
  - B. New Democratic Party of Canada in the House of Commons
  - C. Liberal Party of Canada in the House of Commons and Senate
  - D. Conservative Party of Canada in the House of Commons and Senate
7. Both Source III and Source IV contain details that are **most closely** related to the
- A. political power held by a minority government
  - B. legislative power held by a majority government
  - C. balance of power among branches of the federal government
  - D. power of the judicial branch to interpret laws enacted by government
8. The central issue raised by these four sources is **most directly** related to the extent to which a
- A. majority government promotes equality among citizens
  - B. majority government upholds democratic principles while in power
  - C. minority government is able to win the support of voters in an election
  - D. minority government represents the interests of citizens between elections

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

9. Which of the following phrases would correctly replace the question mark in Source I?
- A. Jurors and judges
  - B. Jurors and members of the John Howard Society
  - C. Members of the Elizabeth Fry Society and judges
  - D. Members of the Elizabeth Fry Society and the John Howard Society
10. The concerns of the residents identified in Source III are **most directly** related to the information in Source II regarding how halfway houses
- A. protect the rights of individuals who have been imprisoned
  - B. reintegrate into society individuals who have been incarcerated
  - C. provide for the needs of individuals who have been released from prison
  - D. ensure that the sentences of individuals who have been convicted of crimes are completed
11. Which of the following questions is **most clearly** answered by the information in these three sources?
- A. To what extent does Canada's justice system serve the interests of Canadians?
  - B. Should Canada's justice system be funded with revenue from taxes?
  - C. What are the costs of maintaining Canada's justice system?
  - D. What role do courts play in Canada's justice system?

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

- 12.** The enforcement of a “mandatory-retirement policy” (Source I) is subject to the terms of the Canadian Charter of Rights and Freedoms that pertain to
- A. legal rights
  - B. equality rights
  - C. freedom of expression
  - D. freedom of association
- 13.** Which two of the viewpoints in Source II would be used **most appropriately** to support the decision of an employer to enforce a mandatory-retirement policy?
- A. Viewpoint W and Viewpoint Y
  - B. Viewpoint W and Viewpoint Z
  - C. Viewpoint X and Viewpoint Y
  - D. Viewpoint X and Viewpoint Z
- 14.** Given the information in Source I, Viewpoint W in Source II presents arguments that would **most likely** be supported by
- A. Robert Kelly and George Vilven
  - B. Federal Court judge Anne Mactavish
  - C. the Canadian Human Rights Tribunal
  - D. the corporate management of Air Canada
- 15.** Taken together, these two sources address an issue that is **most directly** related to
- A. worker expertise
  - B. worker productivity
  - C. individual rights in the workplace
  - D. safety regulations in the workplace

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

16. In the context of Source I, the question mark under “1982 Canadian Charter of Rights and Freedoms” would be correctly replaced by which of the following phrases?
- A. Protects freedom of religion
  - B. Establishes official minority-language educational rights
  - C. Guarantees the freedom to associate with any person or group
  - D. Preserves the right to move and work anywhere within Canada
17. Which two of the speakers in Source II **most clearly** express dissatisfaction with the extent to which the rights of Francophones are recognized in Alberta?
- A. Speaker W and Speaker Y
  - B. Speaker W and Speaker Z
  - C. Speaker X and Speaker Y
  - D. Speaker X and Speaker Z
18. The information in these two sources would be used **most appropriately** to answer which of the following questions?
- A. Should Alberta become an officially bilingual province?
  - B. Should Francophones have the right to govern their own schools in Alberta?
  - C. To what extent should federal and provincial governments support and promote the rights of official-language minorities in Alberta?
  - D. To what extent should federal and provincial government programs be directed at encouraging Francophones to live and work in Alberta?

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

19. Which of the following phrases would correctly replace the question mark under “Some Features of the Indian Act (1876)” in Source I?
- A. Respected the diversity of First Nations peoples
  - B. Originally intended to assimilate First Nations peoples
  - C. Indicated that Indian Agents on reserves were to be elected by First Nations peoples
  - D. Initially provided First Nations peoples with the authority to administer treaty rights
20. The legislation identified in Source I is **most directly** related to the federal government’s recognition of
- A. minority-language educational rights of First Nations peoples
  - B. official-language rights of First Nations peoples
  - C. collective rights of First Nations peoples
  - D. legal rights of First Nations peoples
21. The comments of which of the speakers in Source III **most directly** question the adequacy of the “Services Provided to Status Indians in Canada” identified in Source II?
- A. Speaker W and Speaker Y
  - B. Speaker W and Speaker Z
  - C. Speaker X and Speaker Y
  - D. Speaker X and Speaker Z
22. Information in all three sources would **most appropriately** be used to answer which of the following questions?
- A. Should traditional medicine be used by First Nations?
  - B. Are the health-care needs of First Nations sufficiently addressed?
  - C. Is health care provided at low cost to First Nations throughout Canada?
  - D. To what extent are First Nations aware of the medical services guaranteed to them?

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

23. Which of the following phrases would be correctly added to the list in Source I?
- A. Be admitted on the basis of occupational skills possessed
  - B. Be able to find employment
  - C. Flee from poverty
  - D. Flee from war
24. Which of the following objectives of the Immigration and Refugee Protection Act is **most directly** intended to improve the lives of the individuals identified in Source I?
- A. Pursue social, cultural, and economic benefits for all Canadians
  - B. Share the benefits of immigration and support a prosperous economy across all regions of Canada
  - C. Grant fair consideration to people who claim to be persecuted, in accordance with Canada's humanitarian ideals
  - D. Promote the successful integration of immigrants into Canadian society, recognizing that integration involves mutual obligations for new immigrants and Canadian society
25. The circumstances faced by the Syrian refugees in Source III are **most similar** to those faced by refugees in Source II who were admitted to Canada in
- A. 1979–1980 and 2006
  - B. 1979–1980 and 2008
  - C. 1999 and 2006
  - D. 1999 and 2008
26. Taken together, these three sources would be **most appropriately** used to answer which of the following questions?
- A. Do Canada's policies on immigration and refugees protect national security?
  - B. How do Canada's policies on immigration and refugees address world issues?
  - C. Do Canada's policies on immigration and refugees promote economic development?
  - D. How do Canada's policies on immigration and refugees impact political alliances with other countries?

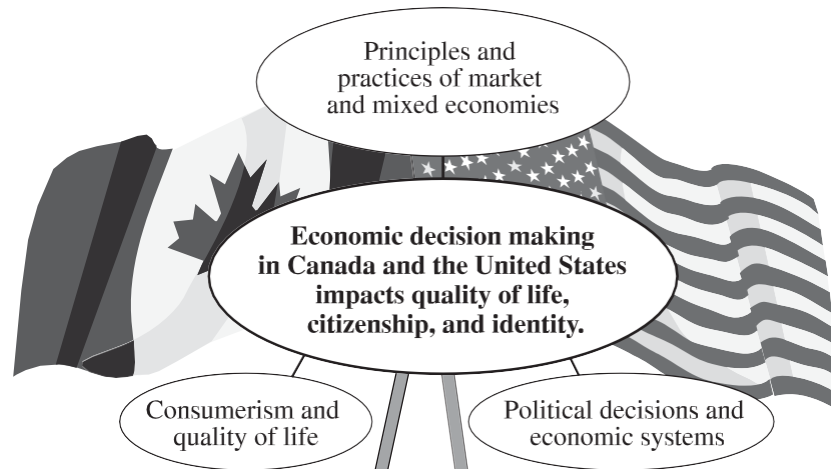


**VIII. Use the sources on pages 18 and 19 to answer questions 27 to 30.**

27. Which of the following phrases correctly replaces the question mark below Feature V in Source I?
- A. Encourages immigrants to settle where their expertise is in demand
  - B. Enables immigrants to reunite with members of their family
  - C. Provides funding for educational programs for immigrants
  - D. Guarantees immigrants access to health-care services
28. The information in Source II reveals that the Canada–British Columbia Immigration Agreement is **mainly** intended to
- A. promote the rights of minority-language communities in British Columbia
  - B. provide funding for British Columbia’s social programs
  - C. fulfill British Columbia’s growing need for labour
  - D. foster population growth in British Columbia
29. The comments of which two citizens in Source III are **most directly** related to the influence of economic factors on immigration?
- A. Citizen W and Citizen X
  - B. Citizen W and Citizen Z
  - C. Citizen X and Citizen Y
  - D. Citizen Y and Citizen Z
30. The information contained in all three sources is **most directly** related to the extent to which
- A. immigrants contribute to the cultural diversity of Canada
  - B. provincial governments are able to influence immigration policies in Canada
  - C. the federal government is able to increase the number of immigrants to Canada
  - D. the Canadian Charter of Rights and Freedoms protects the rights of immigrants to Canada

## Section Two

### Issues for Canadians: Economic Systems in Canada and the United States



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

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

**IX. Use the sources on pages 20 and 21 to answer questions 31 to 34.**

31. In Source I, the question mark under the heading “Mixed economy” would be correctly replaced by which of the following statements?
- A. Crown corporations and privately owned businesses play a role in the market.
  - B. Goods and services are distributed equally among members of society.
  - C. Consumers have little influence on decisions made by businesses.
  - D. Government promotes inequalities of wealth among individuals.
32. The question mark under the heading “Market economy” in Source I would be correctly replaced by which of the following statements?
- A. Monopolies share resources so that citizens benefit equally.
  - B. Government officials establish fixed prices for goods and services.
  - C. Publicly owned businesses generate profits from the sale of goods and services.
  - D. Consumer choices determine how producers use available land, labour, and capital.
33. The graph in Source III reveals that, by the third quarter of the year in which the Home Renovation Tax Credit described in Source II was implemented,
- A. sales of goods and services increased
  - B. the unemployment rate remained unchanged
  - C. fewer unemployed individuals received government aid
  - D. the amount of wealth generated by economic activity decreased
34. Taken together, these three sources are **most directly** related to how
- A. social programs can be funded by private businesses
  - B. taxation revenue can be used to provide social programs
  - C. government programs can be used to promote economic growth
  - D. government ownership of businesses can promote economic stability

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

35. The question mark in Source I would be correctly replaced by which of the following phrases?
- A. Guaranteed employment
  - B. Government control
  - C. Public ownership
  - D. Profit motive
36. Details in Source II **most clearly** focus on consumer concerns regarding the
- A. quality of goods purchased
  - B. supply of goods that are for sale
  - C. demand for goods that are for sale
  - D. prices charged for goods purchased
37. The legislation described in Source III promotes the principles of a mixed economy because
- A. businesses are publicly owned
  - B. the government actively intervenes in the economy
  - C. the public is responsible for ensuring the quality of goods and services
  - D. producers are free to make economic decisions about the use of resources
38. Taken together, these three sources contain information that is **most closely** related to the extent to which
- A. scarcity affects consumer choices
  - B. advertising impacts consumer purchases
  - C. consumers are able to influence government decisions
  - D. government should play a role in protecting the interests of consumers

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

39. In Source I, both “Parks and green spaces” and “Arts and crafts” are
- A. political indicators of quality of life
  - B. personal indicators of quality of life
  - C. financial indicators of quality of life
  - D. environmental indicators of quality of life
40. Which of the following lists identifies indicators from Source I that are **most directly** related to economic aspects of quality of life?
- A. “Health care,” “Taxation,” and “Housing”
  - B. “Health care,” “Education,” and “Arts and crafts”
  - C. “Employment,” “Taxation,” and “Housing”
  - D. “Employment,” “Education,” and “Arts and crafts”
41. The information in both Source II and Source III reveals that in Alberta the average annual income per household was
- A. under \$100 000, while the annual individual income of a majority of the population was below \$100 000
  - B. under \$100 000, while the annual individual income of a minority of the population was below \$100 000
  - C. over \$100 000, while the annual individual income of a majority of the population was above \$100 000
  - D. over \$100 000, while the annual individual income of a minority of the population was above \$100 000
42. The information contained in all three sources would be used **most appropriately** to answer which of the following questions?
- A. How does scarcity of resources affect quality of life?
  - B. What do economic factors indicate about quality of life?
  - C. How does the ability to meet basic needs impact quality of life?
  - D. What impact does the availability of luxury items have on quality of life?

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

43. The idea that health-care services should be “Publicly funded” (Source I) is based on the belief that the public good is achieved through
- A. government intervention in the economy
  - B. personal ownership of property
  - C. competition among businesses
  - D. individual pursuit of profit
44. Which of the following statements would be correctly added to the list of characteristics of Economic System X in Source I?
- A. All people’s basic needs are met.
  - B. Property is shared by all members of society.
  - C. Production surpluses are distributed equally among workers.
  - D. Consumer demand determines prices for goods and services.
45. The arguments presented by Economist Y in Source III are **most directly** supported by the information in Source II related to how, in Canada,
- A. government provides universal access to health-care services
  - B. private health-care services are available to individuals who can afford to pay
  - C. the largest proportion of funding for health-care costs comes from private resources
  - D. the largest proportion of funding for health-care costs comes from government resources
46. Taken together, these three sources address an issue that is **most directly** related to the extent to which
- A. government should be responsible for providing health care to all citizens
  - B. privately funded health-care services should be made accessible to all citizens
  - C. government should raise taxation rates in order to increase spending on health care
  - D. the costs of publicly funded health-care services should be determined by supply and demand

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

47. In Source I, the question mark under the word “Taxes” would be correctly replaced by which of the following phrases?
- A. Government grants
  - B. Personal savings
  - C. Public property
  - D. Income earned
48. Details in Source II suggest that the individual wearing a hat believes that
- A. tax increases justify tax evasion
  - B. workers who pay taxes receive tax refunds
  - C. personal wealth should determine taxation rates
  - D. service industries should be exempt from taxation
49. In Source III, the situation identified in the headline of *The Herald* is **most directly** linked to
- A. an increase in taxation rates
  - B. a decline in revenue from taxes
  - C. a decline in wages paid to workers
  - D. an increase in the unemployment rate
50. Together, these three sources would be used **most appropriately** to answer which of the following questions?
- A. What is the purpose of social programs in Canada?
  - B. How does the Canadian government determine taxation rates?
  - C. What impact does the underground economy have on funding for government programs in Canada?
  - D. How is the Canadian government able to use income generated by the underground economy to promote social welfare?

# Test Blueprint and Item Descriptions

The following blueprint shows the reporting categories and curricular content areas by which questions were classified on the *2018 Grade 9 Social Studies Provincial Achievement Test*.

| Reporting Category  | Knowledge and Understanding <sup>1</sup> | Skills and Processes <sup>2</sup> | Number (Percentage) of Questions                   |
|---|--|-----------------------------------|--|
| <p><b>The Political and Judicial System</b><br/>(9.1.4, 9.1.5)<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 on 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> <li>• lobby groups and government decisions</li> <li>• how political and legislative processes meet the needs of Canadians</li> <li>• participation in Canada’s justice system</li> <li>• citizens’ legal roles and responsibilities</li> <li>• the Youth Criminal Justice Act</li> </ul> | 1  | 3                                 | <p><b>11 Questions</b><br/>(22% of Test Total)</p> |
|   | 2  | 4                                 |  |
|   | 5  | 6                                 |  |
|   | 9  | 7                                 |  |
|   |  | 8                                 |  |
|   | <b>4</b><br>(8%)                         | 10                                |  |
|   |  | 11                                |  |
|   |  | <b>7</b><br>(14%)                 |  |
|   |  |                                   |  |
|   |  |                                   |  |
|   |  |                                   |  |

<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.

<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.

<sup>3</sup>Numbers in parentheses refer to specific outcomes in the Grade 9 Social Studies Program of Studies to which the reporting categories are cross-referenced.

(Continued on the next page)



| Reporting Category  | Knowledge and Understanding <sup>1</sup> | Skills and Processes <sup>2</sup> | Number (Percentage) of Questions                   |
|---|--|-----------------------------------|--|
| <p><b>Individual and Collective Rights</b><br/>(9.1.6, 9.1.7)<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 on 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> <li>• the needs of Francophones in Québec</li> <li>• the rights of official-language minorities</li> <li>• how the Indian Act recognizes the status and identity of Aboriginal peoples</li> <li>• Treaty 6, Treaty 7, and Treaty 8</li> <li>• legislation and Métis cultures and rights</li> </ul> | 12                                       | 13                                | <p><b>11 Questions</b><br/>(22% of Test Total)</p> |
|   | 16                                       | 14                                |  |
|   | 19                                       | 15                                |  |
|   | 20                                       | 17                                |  |
|   |  | 18                                |  |
|   | <b>4</b><br>(8%)                         | 21                                |  |
|   |  | 22                                |  |
|   |  | <b>7</b><br>(14%)                 |  |
|   |  |                                   |  |
|   |  |                                   |  |
|   |  |                                   |  |

<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.

<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.

<sup>3</sup>Numbers in parentheses refer to specific outcomes in the Grade 9 Social Studies Program of Studies to which the reporting categories are cross-referenced.

(Continued on the next page)

| Reporting Category   | Knowledge and Understanding <sup>1</sup> | Skills and Processes <sup>2</sup> | Number (Percentage) of Questions          |
|--|--|-----------------------------------|---|
| <b>Immigration</b> (9.1.8) <sup>3</sup> Students critically assess how legislative processes address issues of immigration by exploring and reflecting on questions and issues regarding <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> <li>• provincial immigration policies</li> <li>• immigration policies in Québec</li> <li>• immigration policies and the Canadian Charter of Rights and Freedoms</li> <li>• how Canada benefits from immigration</li> </ul> | 23                                       | 25                                | <b>8 Questions</b><br>(16% of Test Total) |
|  | 24                                       | 26                                |   |
|  | 27                                       | 28                                |   |
|  | 29                                       | 30                                |   |
|  | <b>3</b><br>(6%)                         | <b>5</b><br>(10%)                 |   |

<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.

<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.

<sup>3</sup>Numbers in parentheses refer to specific outcomes in the Grade 9 Social Studies Program of Studies to which the reporting categories are cross-referenced.

(Continued on the next page)

| Reporting Category   | Knowledge and Understanding <sup>1</sup> | Skills and Processes <sup>2</sup>                   | Number (Percentage) of Questions          |
|--|--|---|---|
| <p><b>Economic Decision Making (9.2.4)<sup>3</sup></b><br/>           Students analyze principles and practices of market and mixed economies by exploring and reflecting on 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> <li>• consumer individual and collective identity</li> <li>• the economic impact of labour unions</li> <li>• government intervention in the economy in Canada and in the United States</li> <li>• the basic economic problem of scarcity</li> </ul> | 31<br>32<br>35<br><br><b>3</b><br>(6%)   | 33<br>34<br>36<br>37<br>38<br><br><b>5</b><br>(10%) | <b>8 Questions</b><br>(16% 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.

<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.

<sup>3</sup>Numbers in parentheses refer to specific outcomes in the Grade 9 Social Studies Program of Studies to which the reporting categories are cross-referenced.

(Continued on the next page)

| Reporting Category   | Knowledge and Understanding <sup>1</sup>                                    | Skills and Processes <sup>2</sup>   | Number (Percentage) of Questions                   |
|--|---|---|--|
| <p><b>Consumerism, Quality of Life, and Political Decision Making</b><br/>(9.2.5, 9.2.6)<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 on 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> <li>• values underlying social programs</li> <li>• economic platforms of political parties</li> <li>• political party philosophies and platforms</li> <li>• the underground economy</li> <li>• environmental issues and quality of life</li> </ul> | <p>39</p> <p>40</p> <p>43</p> <p>44</p> <p>47</p> <p><b>5</b><br/>(10%)</p> | <p>41</p> <p>42</p> <p>45</p> <p>46</p> <p>48</p> <p>49</p> <p>50</p> <p><b>7</b><br/>(14%)</p> | <p><b>12 Questions</b><br/>(24% of Test Total)</p> |
| <b>Number (Percentage) of Questions</b>  | <b>19 Questions</b><br>(38% of Test Total)                                  | <b>31 Questions</b><br>(62% of Test Total)  | <b>50 Questions</b><br>(100%)                      |

<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.

<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.

<sup>3</sup>Numbers in parentheses refer to specific outcomes in the Grade 9 Social Studies Program of Studies to which the reporting categories are cross-referenced.

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        | D   | 73.5    | Knowledge and Understanding | Political and Judicial Systems | Know a political role played by the governor general of Canada. (SO 9.1.4)   |
| 2        | A   | 65.6    | Knowledge and Understanding | Political and Judicial Systems | Recall an executive power exercised by the governor general as the head of Canada's federal government. (SO 9.1.4)   |
| 3        | D   | 74.7    | Skills and Processes        | Political and Judicial Systems | Identify the speaker whose comments in one source are most directly related to the information presented in another source. (SO 9.S.1)                         |
| 4        | C   | 77.5    | Skills and Processes        | Political and Judicial Systems | Synthesize information in three sources to determine the issue that is most directly addressed. (SO 9.S.4)   |
| 5        | C   | 68.8    | Knowledge and Understanding | Political and Judicial Systems | Recognize a feature characteristic of a minority government in Canada's Parliament. (SO 9.1.4)   |
| 6        | D   | 89.0    | Skills and Processes        | Political and Judicial Systems | Identify how a governing party's action described in one source results from the seats held in Canada's legislative branch shown in another source. (SO 9.S.1) |
| 7        | B   | 79.4    | Skills and Processes        | Political and Judicial Systems | Analyze two sources to determine an idea central to both regarding the political power of a governing party in Canada's Parliament. (SO 9.S.1)                 |

| Question | Key | Diff. % | Reporting Category          | Curricular Content Area          | Item Description   |
|----------|-----|---------|-----------------------------|----------------------------------|--|
| 8        | B   | 76.5    | Skills and Processes        | Political and Judicial Systems   | Form a generalization from information contained in four sources regarding the central issue raised. (SO 9.S.4)  |
| 9        | D   | 81.4    | Knowledge and Understanding | Political and Judicial Systems   | Know the role played by advocacy groups in Canada's judicial system. (SO 9.1.5)  |
| 10       | B   | 66.3    | Skills and Processes        | Political and Judicial Systems   | Identify the information in one source to which the concerns of the residents described in another source are most directly related. (SO 9.S.1)          |
| 11       | A   | 77.3    | Skills and Processes        | Political and Judicial Systems   | Draw a conclusion regarding the issue pertaining to Canada's judicial system that is addressed by the information presented in three sources. (SO 9.S.4) |
| 12       | B   | 67.5    | Knowledge and Understanding | Individual and Collective Rights | Recognize rights contained in the Canadian Charter of Rights and Freedoms that are most directly related to an issue identified in a source. (SO 9.1.6)  |
| 13       | C   | 70.6    | Skills and Processes        | Individual and Collective Rights | Identify two viewpoints that support the enforcement of an employer's workplace policy. (SO 9.S.1)   |
| 14       | A   | 60.7    | Skills and Processes        | Individual and Collective Rights | Determine, from the information presented in one source, which individuals would most likely support a viewpoint presented in another source. (SO 9.S.1) |

| Question | Key | Diff. % | Reporting Category          | Curricular Content Area          | Item Description   |
|----------|-----|---------|-----------------------------|----------------------------------|--|
| 15       | C   | 78.1    | Skills and Processes        | Individual and Collective Rights | Form a generalization regarding the issue most directly related to the information presented in two sources. (SO 9.S.4)                                    |
| 16       | B   | 68.2    | Knowledge and Understanding | Individual and Collective Rights | Recall collective rights that are guaranteed by the Canadian Charter of Rights and Freedoms. (SO 9.1.7)  |
| 17       | D   | 85.1    | Skills and Processes        | Individual and Collective Rights | Determine, from four viewpoints presented, which two speakers express dissatisfaction with the extent to which their rights are recognized. (SO 9.S.1)     |
| 18       | C   | 68.4    | Skills and Processes        | Individual and Collective Rights | Draw a conclusion regarding the question most appropriately answered by the information presented in two sources. (SO 9.S.4)                               |
| 19       | B   | 59.4    | Knowledge and Understanding | Individual and Collective Rights | Know a feature of the Indian Act that has had an impact on the status and identity of First Nations peoples in Canada. (SO 9.1.7)                          |
| 20       | C   | 80.3    | Knowledge and Understanding | Individual and Collective Rights | Identify how legislation enacted by the federal government recognizes the status and identity of First Nations peoples in Canada. (SO 9.1.7)               |
| 21       | A   | 70.3    | Skills and Processes        | Individual and Collective Rights | Determine which two of the speakers in one source most directly question the adequacy of the health-care benefits identified in another source. (SO 9.S.1) |

| Question | Key | Diff.% | Reporting Category          | Curricular Content Area          | Item Description   |
|----------|-----|--------|-----------------------------|----------------------------------|--|
| 22       | B   | 77.0   | Skills and Processes        | Individual and Collective Rights | Synthesize information to determine the question that the information presented in three sources could be used most appropriately to answer. (SO 9.S.4)    |
| 23       | D   | 80.1   | Knowledge and Understanding | Immigration                      | Recall factors that determine which individuals are classified as refugees under Canada's immigration laws. (SO 9.1.8)                                     |
| 24       | C   | 49.0   | Knowledge and Understanding | Immigration                      | Identify the objective of the Immigration and Refugee Protection Act that is most directly intended to improve the lives of refugees in Canada. (SO 9.1.8) |
| 25       | A   | 56.3   | Skills and Processes        | Immigration                      | Analyze a timeline in one source to determine the events that identify circumstances similar to a situation described in another source. (SO 9.S.1)        |
| 26       | B   | 65.7   | Skills and Processes        | Immigration                      | Form a generalization regarding the question that could be most appropriately answered by the information presented in three sources. (SO 9.S.4)           |
| 27       | A   | 61.6   | Knowledge and Understanding | Immigration                      | Identify a feature of the Provincial Nomination Program. (SO 9.1.8)  |
| 28       | C   | 69.0   | Skills and Processes        | Immigration                      | Identify the main intention of an agreement described in a source. (SO 9.S.1)  |
| 29       | C   | 59.8   | Skills and Processes        | Immigration                      | Determine which of four viewpoints presents comments that are most directly related to the influence of economic factors on immigration. (SO 9.S.1)        |



| Question | Key | Diff. % | Reporting Category          | Curricular Content Area  | Item Description   |
|----------|-----|---------|-----------------------------|--------------------------|--|
| 30       | B   | 58.9    | Skills and Processes        | Immigration              | Synthesize ideas to determine the issue most directly related to the information contained in three sources. (SO 9.S.4)                |
| 31       | A   | 66.3    | Knowledge and Understanding | Economic Decision Making | Know the features that characterize a mixed economy. (SO 9.2.4)  |
| 32       | D   | 64.6    | Knowledge and Understanding | Economic Decision Making | Remember the principles on which a market economy is based. (SO 9.2.4)   |
| 33       | A   | 50.6    | Skills and Processes        | Economic Decision Making | Identify what a graph in one source reveals about the economic impact of a government program described in another source. (SO 9.S.1)  |
| 34       | C   | 65.2    | Skills and Processes        | Economic Decision Making | Synthesize information to determine the issue to which the information presented in three sources is most directly related. (SO 9.S.4) |
| 35       | D   | 57.8    | Knowledge and Understanding | Economic Decision Making | Remember a characteristic of a market economy. (SO 9.2.4)  |
| 36       | A   | 70.5    | Skills and Processes        | Economic Decision Making | Interpret details in a cartoon in order to identify an idea presented. (SO 9.S.1)  |
| 37       | B   | 59.3    | Skills and Processes        | Economic Decision Making | Analyze how features of a law described promote the principles of a mixed economy. (SO 9.S.1)  |
| 38       | D   | 54.7    | Skills and Processes        | Economic Decision Making | Form a generalization regarding the issue to which the information contained in three sources is most closely related. (SO 9.S.4)      |

| Question | Key | Diff. % | Reporting Category          | Curricular Content Area                                     | Item Description  |
|----------|-----|---------|-----------------------------|---|---|
| 39       | B   | 61.6    | Knowledge and Understanding | Consumerism, Quality of Life, and Political Decision Making | Identify the aspect of quality of life that is measured by two indicators. (SO 9.2.5)   |
| 40       | C   | 69.6    | Knowledge and Understanding | Consumerism, Quality of Life, and Political Decision Making | Recognize economic indicators of quality of life. (SO 9.2.5)  |
| 41       | D   | 52.3    | Skills and Processes        | Consumerism, Quality of Life, and Political Decision Making | Examine a map in one source and a graph in another source to determine what is revealed about income per household and individual income in Alberta. (SO 9.S.1) |
| 42       | B   | 69.7    | Skills and Processes        | Consumerism, Quality of Life, and Political Decision Making | Draw a conclusion regarding the question that the information contained in three sources would be used most appropriately to answer. (SO 9.S.4)                 |
| 43       | A   | 77.5    | Knowledge and Understanding | Consumerism, Quality of Life, and Political Decision Making | Know how health-care services are publicly funded in a mixed economy. (SO 9.2.5)  |
| 44       | D   | 73.8    | Knowledge and Understanding | Consumerism, Quality of Life, and Political Decision Making | Identify a feature that is characteristic of a market economy. (SO 9.2.5)   |
| 45       | D   | 58.7    | Skills and Processes        | Consumerism, Quality of Life, and Political Decision Making | Identify the information in one source that most directly supports the arguments presented by a speaker in another source. (SO 9.S.1)                           |

| Question | Key | Diff.% | Reporting Category          | Curricular Content Area                                     | Item Description  |
|----------|-----|--------|-----------------------------|---|---|
| 46       | A   | 71.7   | Skills and Processes        | Consumerism, Quality of Life, and Political Decision Making | Synthesize information in order to determine the issue that is most directly related to the information presented in three sources. (SO 9.S.4)        |
| 47       | D   | 57.4   | Knowledge and Understanding | Consumerism, Quality of Life, and Political Decision Making | Know how the provision of social programs is dependent on taxes that are paid by individuals. (SO 9.2.6)  |
| 48       | A   | 65.6   | Skills and Processes        | Consumerism, Quality of Life, and Political Decision Making | Interpret details in a cartoon to determine the viewpoint of a character portrayed. (SO 9.S.1)  |
| 49       | B   | 60.7   | Skills and Processes        | Consumerism, Quality of Life, and Political Decision Making | Analyze a newspaper headline in order to identify a cause of the situation identified. (SO 9.S.1)   |
| 50       | C   | 44.9   | Skills and Processes        | Consumerism, Quality of Life, and Political Decision Making | Synthesize ideas in order to identify the question that information presented in three sources would be used most appropriately to answer. (SO 9.S.4) |