

Released 2010  
Achievement Test

**Social  
Studies**  
Sources and Questions

GRADE  
**9**



Government  
of Alberta ■

*Alberta* ■

Freedom To Create. Spirit To Achieve.

This document contains a full release of the English form of the 2010 Grade 9 Social Studies Achievement Test.

Released test items, which contained approximately 25% of the total number of test items from previously secured achievement tests, were mailed to school administrators each fall from 2004 to 2006 and were available to teachers in only print form because of copyright limitations. **Every second year**, as of the fall of 2007, **a complete test** for all achievement test subjects and grades (except grades 6 and 9 Social Studies; grades 3, 6, and 9 Français/French Language Arts; and Grade 9 Knowledge and Employability courses) will be **posted on the Alberta Education website**. A test blueprint and an answer key that includes the difficulty, reporting category, test section, and item description for each test item will also be included. These materials, along with the Program of Studies and Subject Bulletin, provide information that can be used to inform instructional practice.

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

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dial (780) 310-0000.

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

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## *2010 Achievement Test Sources and Questions*

The sources and questions presented in this document are from the previously secured English form of the 2010 Grade 9 Social Studies Achievement Test and are representative of the sources and questions that form the test. These sources and questions are released by Alberta Education.

# **Grade 9 Achievement Test 2010 Social Studies Sources and Questions**

## Grade 9 Achievement Test

# Social Studies

### *Sources Booklet*

#### *Description*

The Grade 9 Social Studies Achievement Test has two booklets:

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

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

#### *Instructions*

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

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

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

**2010**

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

**Section One: Issues for Canadians: Governance and Rights** contains 8 sets of source materials. There are 30 multiple-choice questions in the **Questions Booklet** based upon these source sets (*worth 60% of the total test mark*).

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

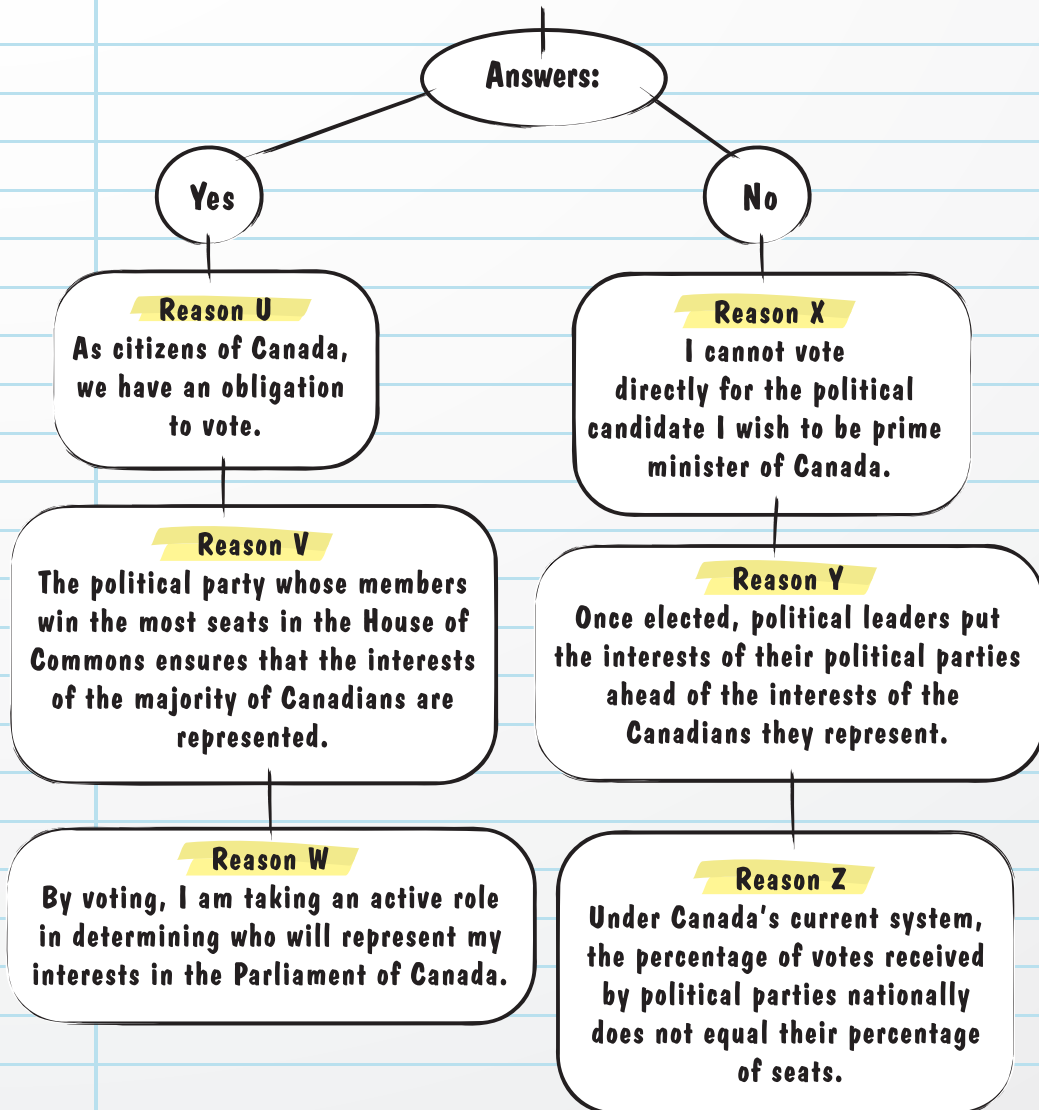
**Section Two: Issues for Canadians: Economic Systems in Canada and the United States** contains 5 sets of source materials. There are 20 multiple-choice questions in the **Questions Booklet** based upon these source sets (*worth 40% of the total test mark*).

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

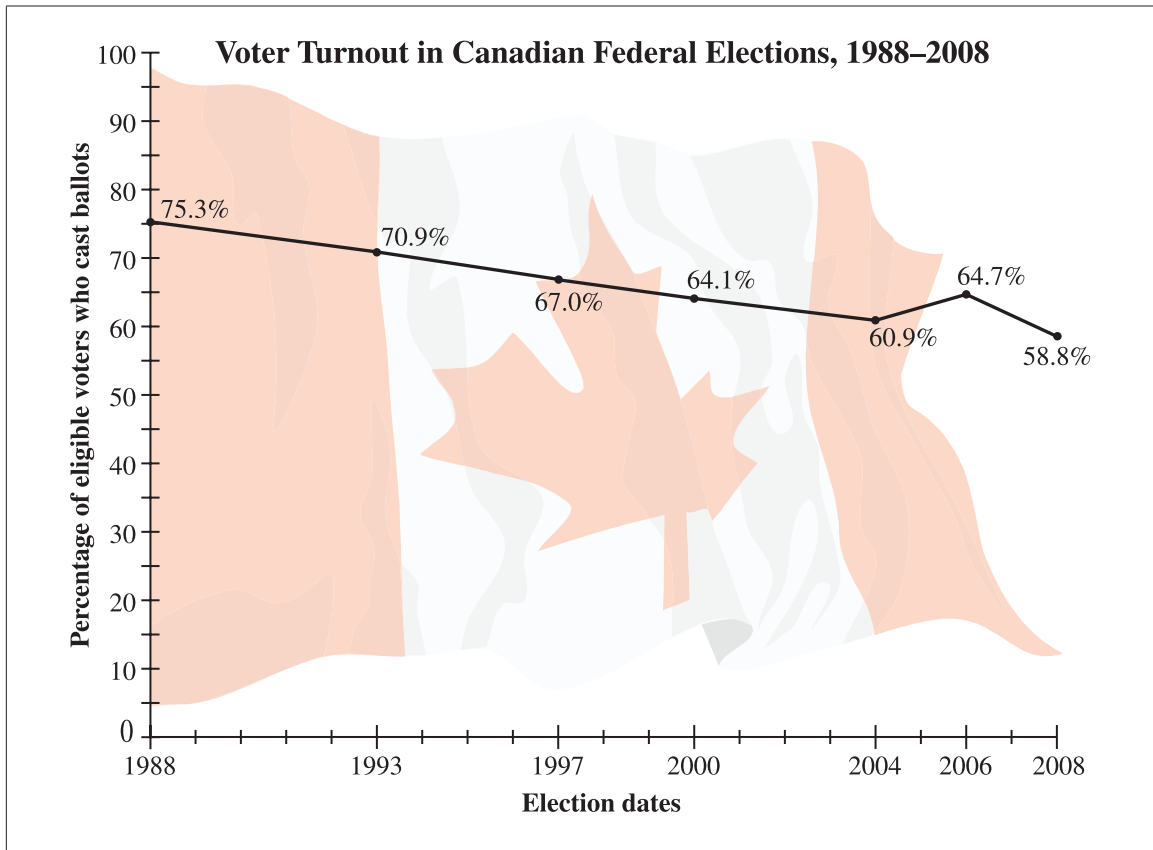
I. Questions 1 to 4 on page 32 are based on the following sources.

Source I

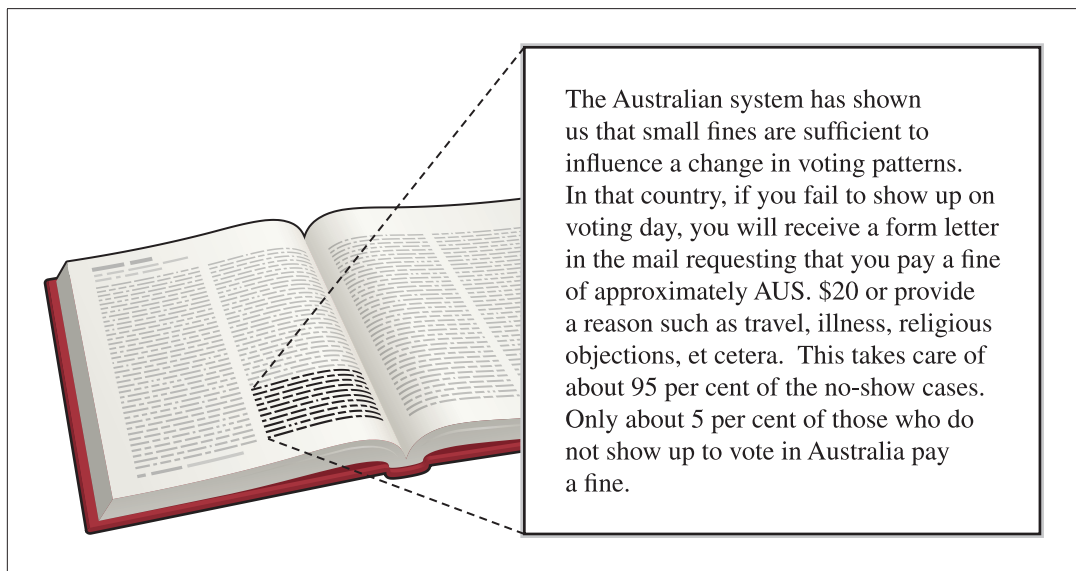
**Question: As a citizen of Canada, do you vote in federal elections?**



### Source II



### Source III



Harb, Mac. "The Case for Mandatory Voting in Canada." *Canadian Parliamentary Review*, Summer 2005, [www.parl.gc.ca/](http://www.parl.gc.ca/).

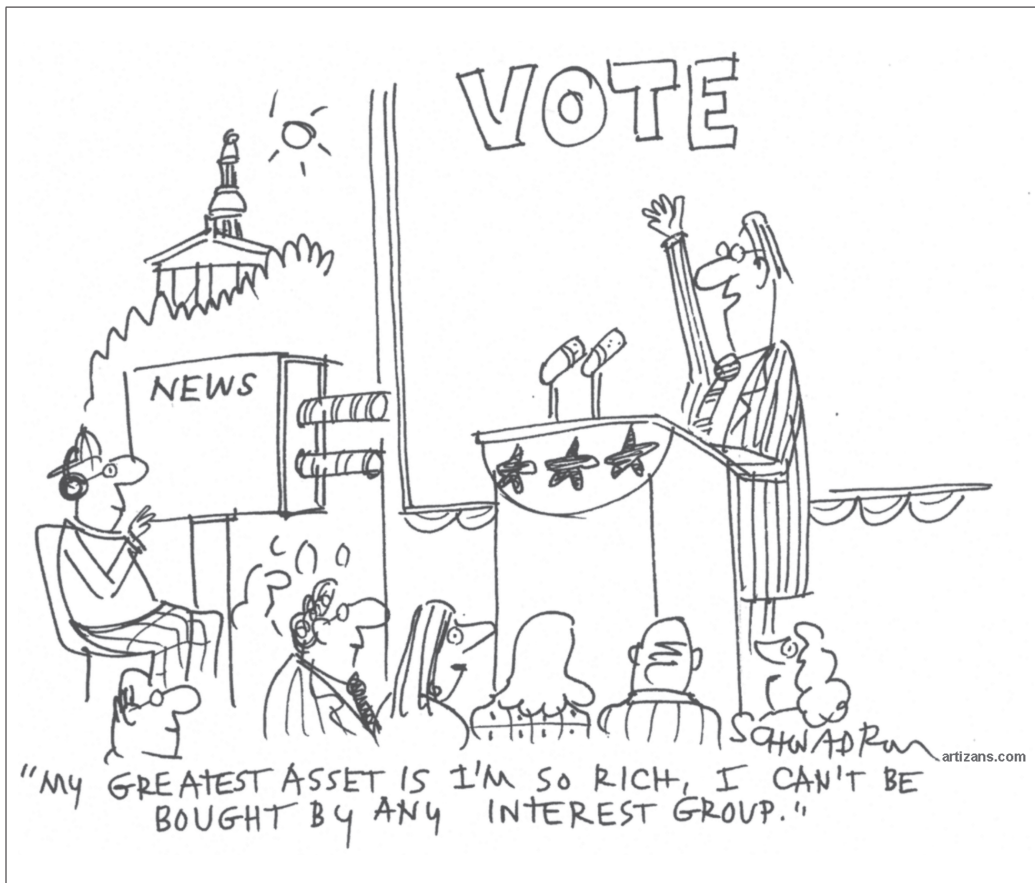
II. Questions 5 to 8 on page 33 are based on the following sources.

Source I

How Lobby Groups \_\_\_\_\_ ?

- Voice the views and perspectives of different groups of people on issues that affect Canadians
- Provide technical expertise to government to help make decisions that affect Canadians
- Contribute to shaping laws that are in the process of being made, rather than after they are announced

Source II



Harley Schwadron / Artizans.com





# Big Business Federation of Canada

Giving a political voice to Canadian corporations and industries

## Who We Are

The Big Business Federation of Canada (BBFC) is dedicated to furthering the interests of business people and corporate executives. Founded in 1990, the BBFC has over 64 000 supporters nation wide.

## What We Do

BBFC offices hold press conferences and issue news releases to advocate the common interests of big businesses and corporations.

## How We Succeed

BBFC representatives meet privately with government officials, organize petition drives, and organize campaigns to reduce federal regulations on Canadian businesses and corporations.

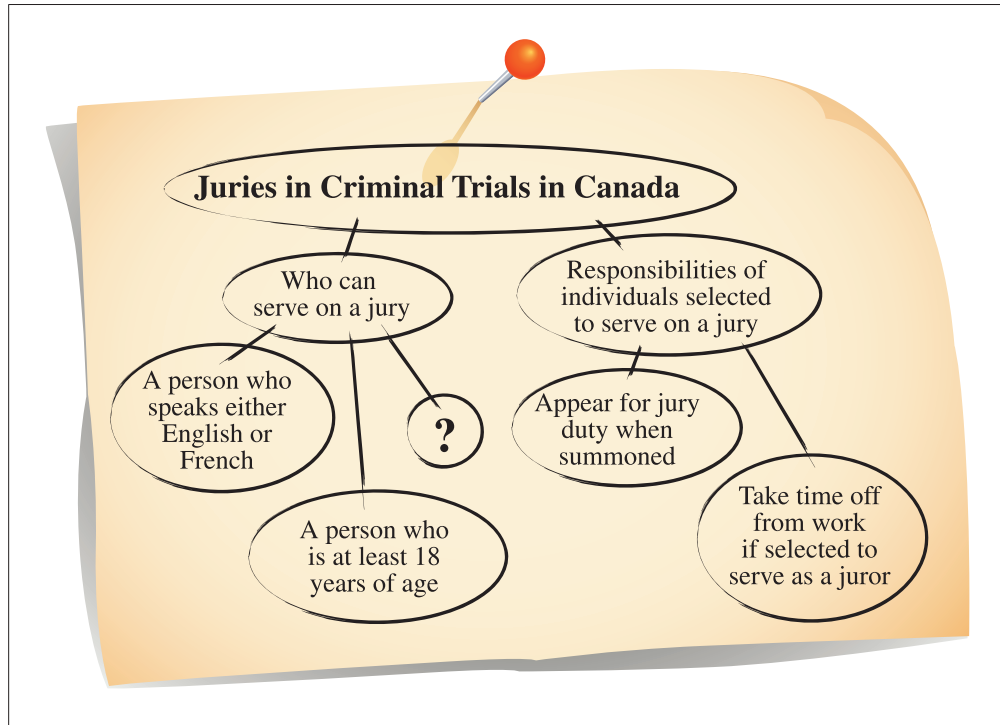
## Our Successes

The BBFC has fought and won many battles with government. We have succeeded in getting the government to cut corporate taxes, limit increases in minimum wages, and lower interest rates.

**If you are a business person or corporate executive, join the Big Business Federation of Canada today!**

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

Source I



Source II

**Some Benefits of Juries in Canada**

- As jurors, Canadians actively participate in the justice system.
- Individuals who have been charged with a criminal offence are judged by their peers.
- Jurors are impartial when reaching a verdict.

Source III



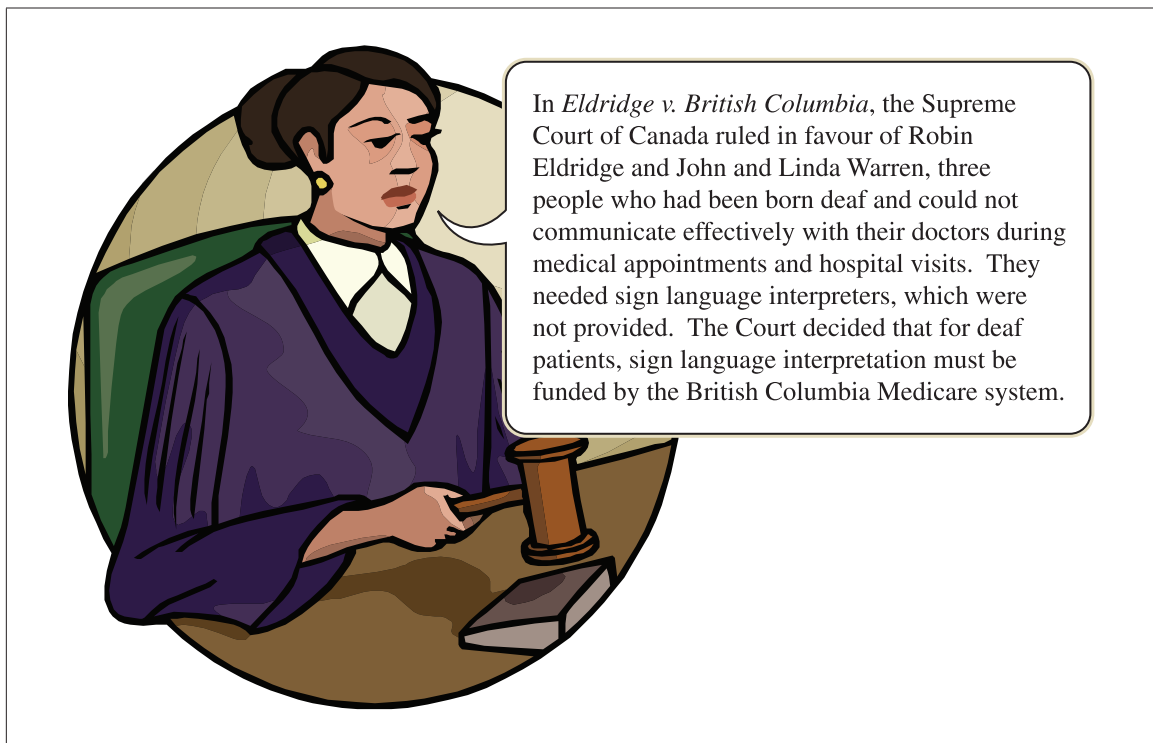
Chris Wildt / Artizans.com

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

Source I

Some Responsibilities of Citizens in Canada	
1	Obey the law
2	Vote in federal elections
3	Avoid discriminating against others
4	Have proof of citizenship when crossing Canada's borders

Source II

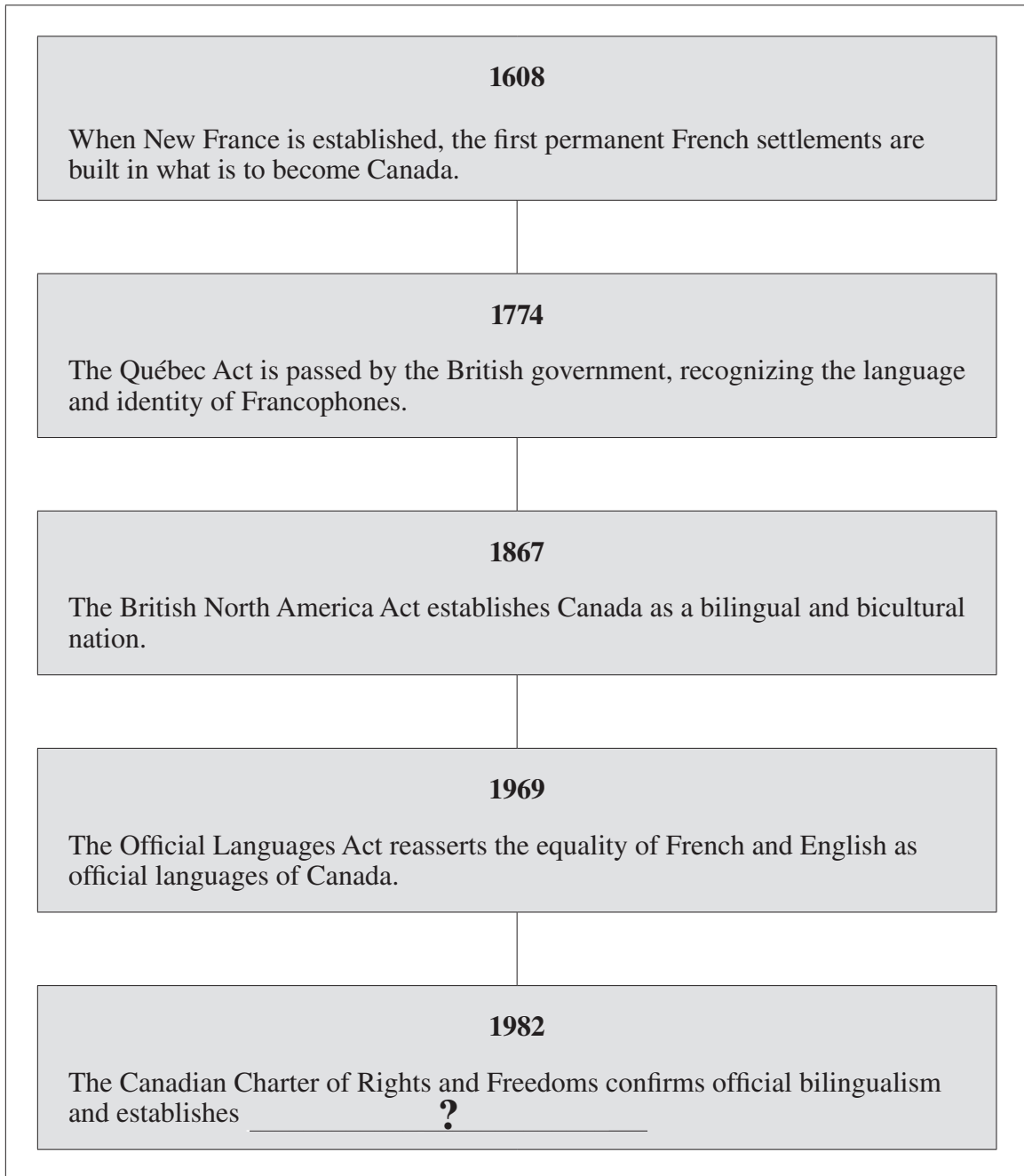


**Source III**

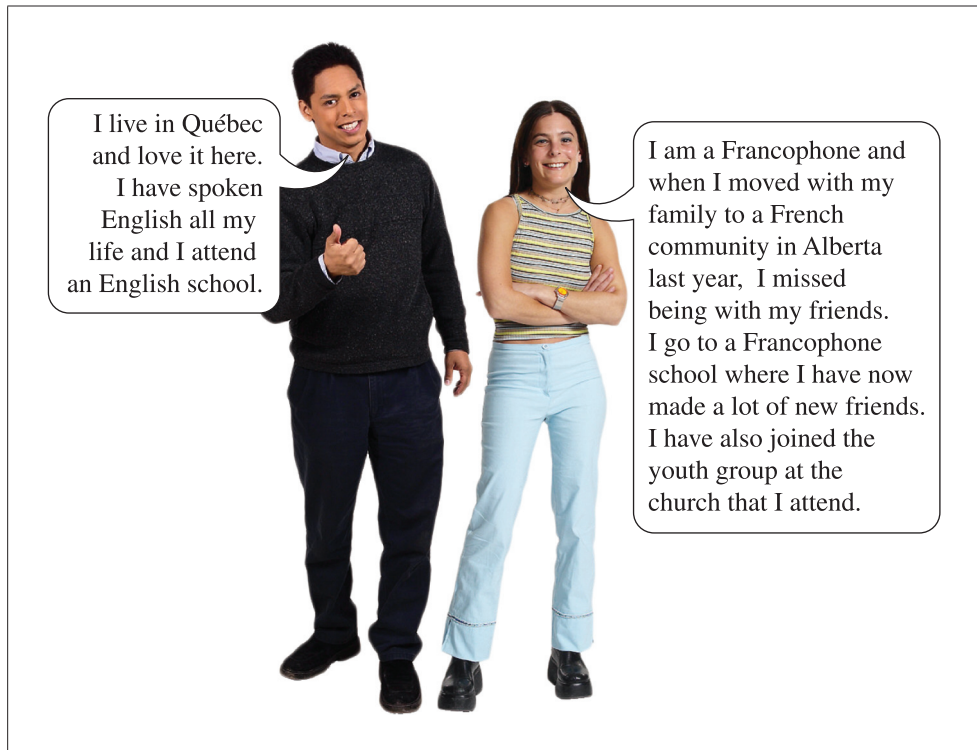
<b>Four Views on Individual Rights and Freedoms in Canada</b>			
<b>Speaker W</b>	<b>Speaker X</b>	<b>Speaker Y</b>	<b>Speaker Z</b>
“To ensure fairness for all Canadians, the federal government must guarantee that people are treated in exactly the same way without exceptions.”	“In all circumstances, everyone in Canada should be able to freely express their thoughts, opinions, and beliefs.”	“All people in Canada should be able to associate with whomever they choose, except in situations where doing so has a negative impact on the well-being of others.”	“The federal government must ensure that every Canadian is treated in a manner that takes into account individual circumstances.”

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

Source I

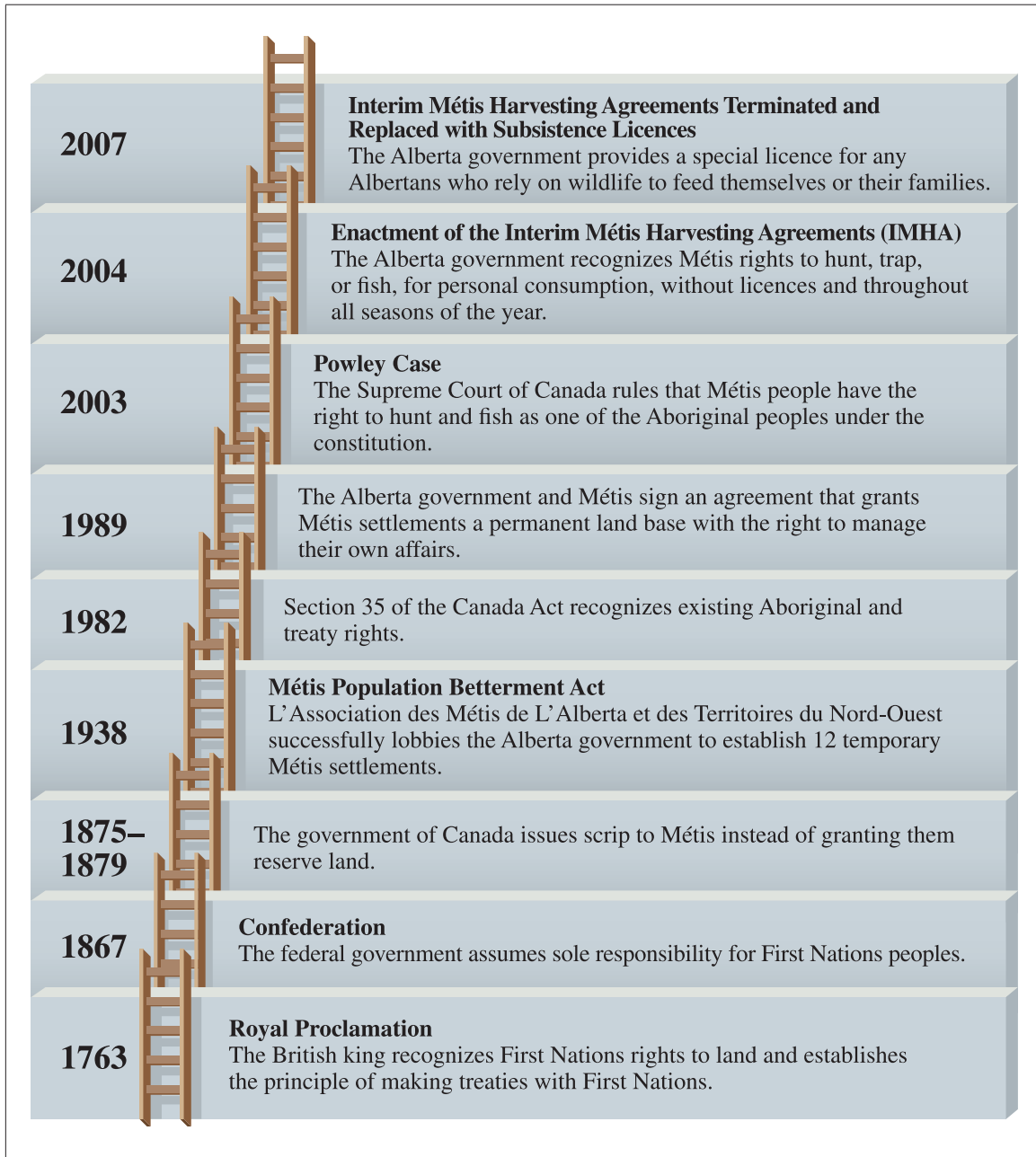


## Source II



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

Source I





## Source II

### Four Views on the Interim Métis Harvesting Agreements

#### Sportsmen of Alberta

The Supreme Court of Canada has determined that subsistence equates to food. The Métis Nation of Alberta (MNA) has expanded that definition to include clothing, shelter, ceremonial, religious, and cultural pursuits. In reality, almost everyone who hunts in Alberta today does so primarily as a form of recreation – Métis included. What the Métis are claiming is “subsistence” – is in reality, recreation.

—from *Impacts of the Interim Métis Harvesting Agreements*

#### Jean Teillet, Métis lawyer

If you don't have the right to take your kids out on the land and teach them what you were taught and to pass on your heritage to the future generations, it is nothing less than a death sentence on the Métis ... because in the end it will mean there will be no Métis people who know what it means to be Métis.

—from *Canoe.ca*

#### Audrey Poitras, Métis Nation of Alberta president

Harvesting has been a historic tradition of our people since before Canada was formed. Our people continue this practice today as a means of sustaining our distinct identity and nurturing our special relationship to the land. This is why our rights are protected in Canada's Constitution.

—from the *Edmonton Journal*

#### MLA Committee on Métis Harvesting

The Government of Alberta is a leader in the recognition of Métis culture and society. Determining who can then exercise Métis rights and where these rights can be exercised is the most significant challenge for the Government of Alberta. The Committee recommends that the Government continue to affirm and recognize the constitutionally guaranteed rights of Métis peoples, including the judicially recognized rights to harvest fish and wildlife.

—from the *Report of the MLA Committee on Métis Harvesting*

- Sportsmen of Alberta. “Impacts of the Interim Métis Harvesting Agreements.” Sportsmen of Alberta: Information and Action Centre for Alberta's Hunters, Anglers and Trappers. <http://www.sportsmenofalberta.com/Impacts.htm> (accessed January 6, 2009).
- Cotter, John. “Alberta Métis Sue Over Constitutional Hunting Rights.” *Canoe.ca*, December 2, 2008. <http://cnews.canoe.ca> (accessed January 6, 2009).
- Poitras, Audrey. “Métis Hunting Rules Miss Target.” *Edmonton Journal*, December 28, 2007, sec. A, p. 17.
- Ducharme, Denis, Frank Oberle, and Neil Brown. *Report of the MLA Committee on Métis Harvesting, March 2006*. April 27, 2006. <http://www.justice.gov.ab.ca/aboriginal/downloads/RecommendationsMetisHarvesting.PDF>.

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

Source I

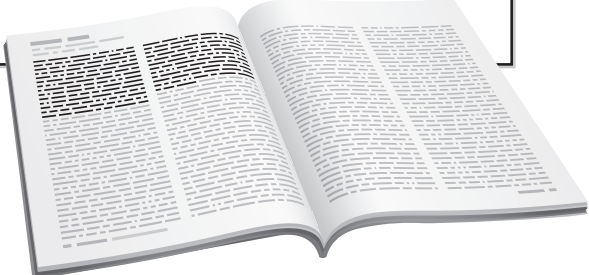
Everyone in Alberta knows about the shortage of workers. Our expanding economy is expected to create 400,000 new jobs between 2004 and 2014, but the province estimates only 300,000 Canadian-born workers will enter the job market here. That will mean a shortage of 100,000 workers, not just in the new industrial projects and housing construction, but also in schools, hospitals, grocery stores, banks, libraries, public transit, the arts and other vital public services.

Consider the Now Hiring signs in every corner of Alberta, and start multiplying. By 2015, according to the government's

moderate estimates, Alberta will need almost 1,000 doctors, dentists and veterinarians; 3,077 carpenters and cabinetmakers; 5,432 cashiers; 2,007 bank and insurance workers; 3,917 mechanics—and that is just the beginning of the official worry list. Alberta is competing for workers with every western industrialized nation in an era of declining birth rates and retiring baby boomers. Skilled workers are finding new opportunities in their own nations. With elbows up, every province in Canada is struggling to bring the same immigrants to its corner of the map.

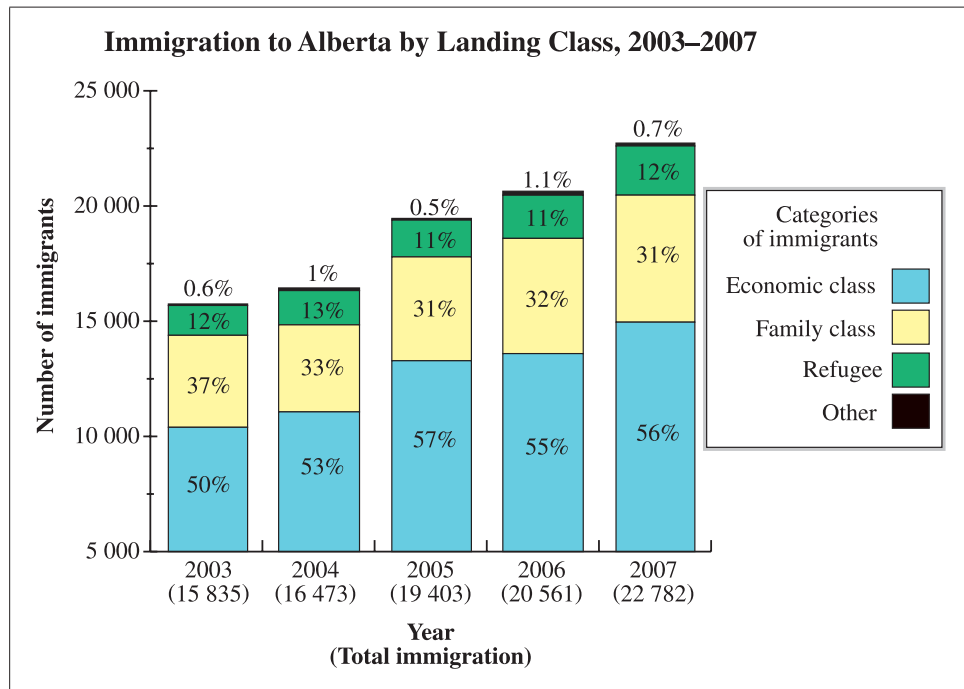
—from *Alberta Views*

Note: The article from which this excerpt is taken was published in 2008, prior to the global economic downturn in 2009.

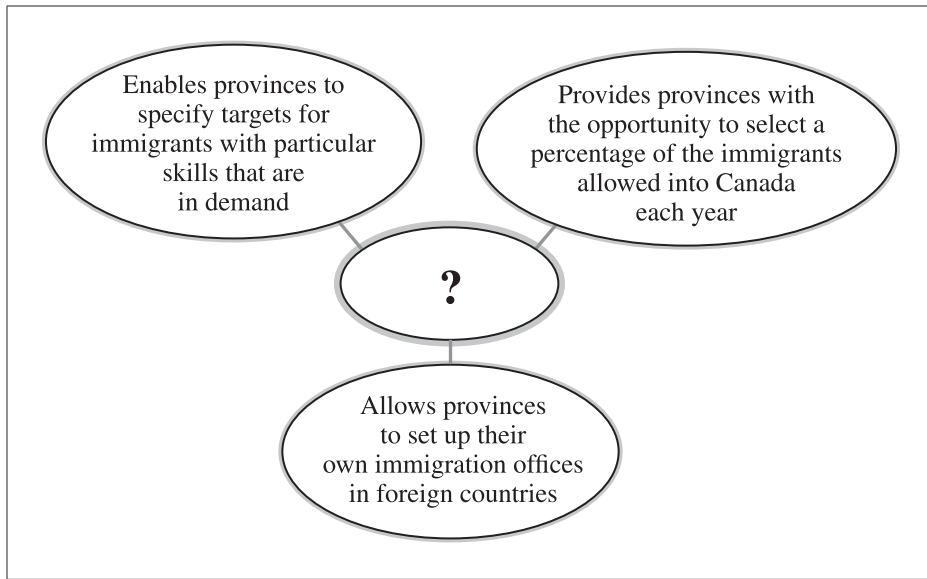


Goyette, Linda. "Left in the Margins." *Alberta Views*, January/February 2007. Reproduced with permission from Linda Goyette and *Alberta Views*.

Source II



### Source III



### Source IV

**Speaker W**  
The government of Alberta wants to bring thousands of people here to work. We immigrants are already here. Why can't employers hire us? We have qualifications but cannot find jobs that pay more than minimum wage.

**Speaker X**  
I was very excited when I immigrated to Alberta. My hopes are being reached as I am learning English and have received assistance from the Alberta government in finding a job and a place to live.

**Speaker Y**  
I support the efforts of the Alberta government to attract more immigrants. Since coming here, I have found a full-time job and am able to buy the things that I want. I am very happy to be living in Alberta.

**Speaker Z**  
Our Alberta government wants more people to come here, but the immigrants who are already here are suffering. The rich are getting richer, but we are getting poorer. Rent and food are expensive here, and the minimum wage is low.

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

Source I

I was 23 years old when I was forced to flee my homeland in 1999 with nothing but the clothes I was wearing. The police gave me five minutes to leave. I ran to the railway station, boarded a train, and then waited 15 hours to be allowed to cross the border. Once across, I went to a refugee camp in an open field where I lived in a tent for the next two months. In that miserable camp, I worried about my future. Fortunately, some Western countries, Canada included, were selecting refugees at that camp. I was interviewed and, the next day, I saw my name on a notice board. I was going to Canada.



Source II



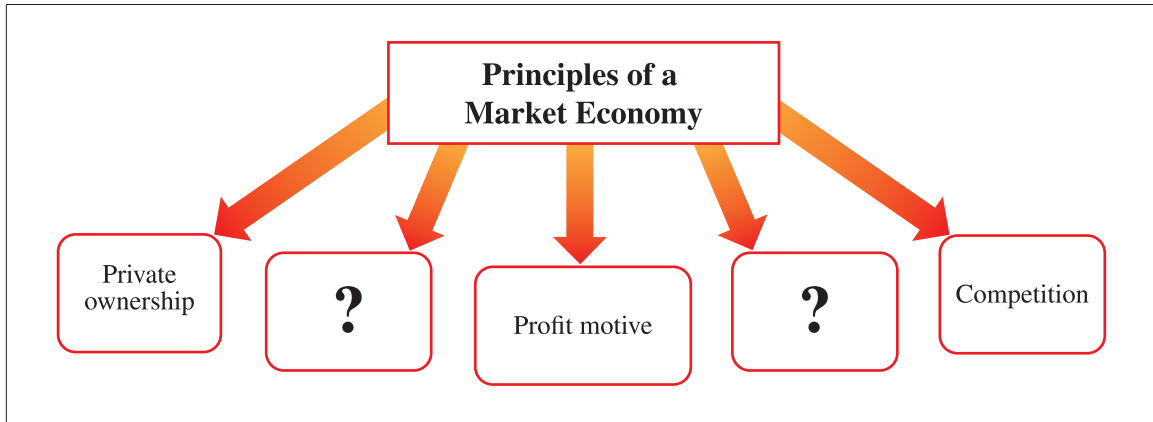
### Source III

## Writing Assignment Research Notes

- Since the Second World War ended in 1945, Canada has provided a home for refugees.
- Canada signed the United Nations Convention Relating to the Status of Refugees in 1951.
- The Immigration Act of 1976 made refugees one of Canada's immigration categories.
- In 1985, the Supreme Court ruled that Satnam Singh, a man from India seeking refugee status, had the right to a hearing to state his case.
- Following the terrorist attacks of 2001, Canada passed the Immigration and Refugee Protection Act in 2002.

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

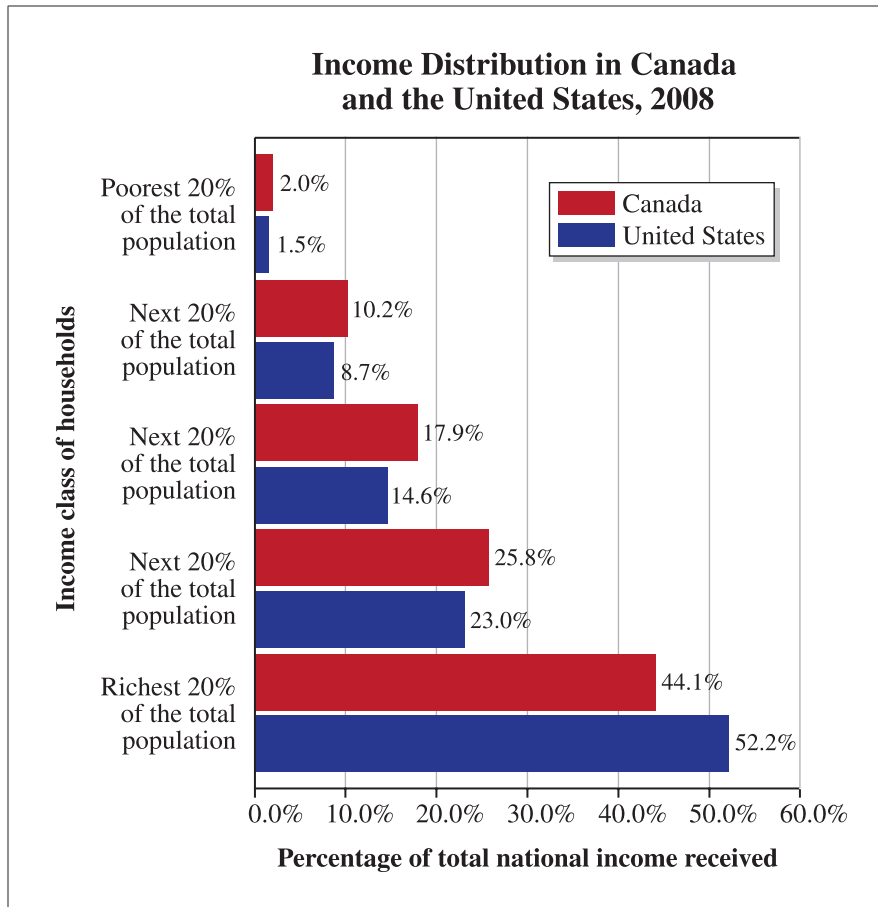
**Source I**



**Source II**

Characteristics of the Economy of Country X
<ul style="list-style-type: none"><li>• Income taxes are used to redistribute wealth.</li><li>• Government owns certain key industries to serve the good of the public.</li><li>• Government uses regulations to ensure workplace safety and environmental protection.</li><li>• There is wide acceptance of the belief that serving the common good of society is more important than self-advancement.</li><li>• ?</li></ul>

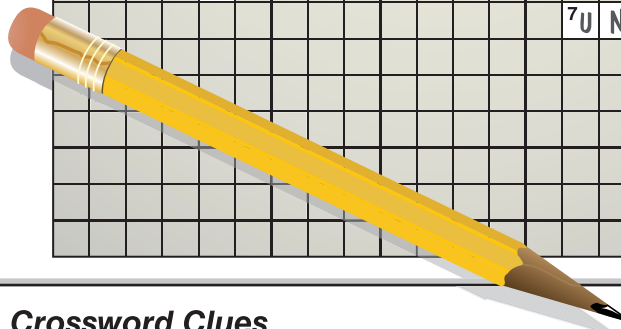
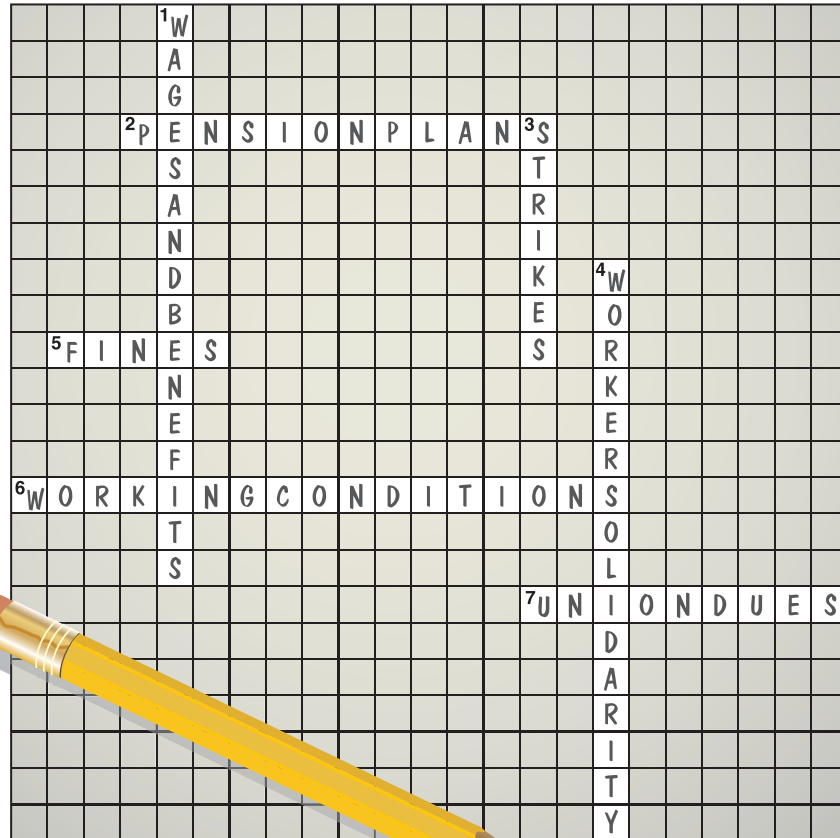
Source III



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

Source I

Labour Unions in Canada



**Crossword Clues**

**Across**

2. Both workers and employers make financial contributions to a fund that is used to provide employees with a retirement income
5. Punishment for union members whose conduct is deemed inappropriate
6. Regulations set standards for worker safety and limit the number of hours employees are to work
7. Costs of membership that are paid by employees

**Down**

1. Salaries paid and health-care services offered to workers: result in increased costs to employers who then raise prices on goods produced
3. ?
4. Workers gain strength by uniting with others to influence employers to make decisions favourable to workers; workers are subject to the decisions of their bargaining unit whether they are members of the union or not



## Source II

### Farm Worker Exemptions in Alberta's Labour Legislation, 2008

#### Employment Standards Code

- Agricultural workers are exempt from most provisions of the Code, including minimum wage, overtime, hours of work, statutory holidays, vacation, and the employment of children.

#### Labour Relations Code

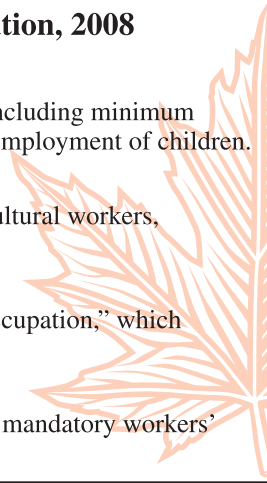
- A section of the Code indicates that the Code does not apply to agricultural workers, meaning farm workers cannot join a union.

#### Occupational Health and Safety Act

- In the Act, farming operations are excluded from the definition of "occupation," which effectively excludes farm workers from health and safety protection.

#### Workers' Compensation Act

- The Act lists 22 agriculture-related industries that are exempted from mandatory workers' compensation coverage.



## Source III

*The Times*

### Supreme Court ruling affirms labour rights are human rights

Ottawa (8 June 2007) – The Supreme Court of Canada ruled today that the right of workers to belong to labour unions is protected by the Canadian Charter of Rights and Freedoms. This right, the court noted, promotes and enhances fundamental Charter values such as equality and democracy in Canada.



## Source IV



Labour unions have served an important purpose in Canada's history by protecting workers from the abuses of capitalism. Support for labour unions among workers today, however, is declining. Many union demands regarding working conditions and terms of employment are presently guaranteed by law. Unions deprive workers of personal choice—in some professions, union membership is a requirement of employment and, once a worker becomes a member of a union, he or she is required to do what the majority of union members determines must be done even if he or she disagrees.

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

Source I



Gordon Gurvan / www.CartoonStock.com

Source II

## Consumerism

- Encourages people to purchase goods and services
- Determines the economic decisions of businesses
- May be encouraged by governments that try to stimulate individual spending to keep a country's economy growing
- ?

### Source III

FRIDAY, NOVEMBER 28, 2008

## Lessons learned from a yearlong no-shopping experiment

Savings and stronger family connections the payoff for couple who veered off the consumer track

Robin Summerfield  
*Calgary Herald*

It started out as an experiment in not shopping for one year.

And 11 months in, one couple in Cochrane, 35 kilometres northwest of Calgary, has learned the secret to happiness: not buying.

Tom and Malora Mulhern's story goes back to Jan. 1, when the couple, with their three-year-old son Noah, vowed to stop buying stuff for one year.

Under their rules of disengagement, the Mulherns vowed to only buy essentials such as food, and new socks and underwear when necessary. If something broke down or wore out, they would hit the thrift stores or go online to buy second-hand or swap goods with others.

Their goal was to downsize their lives and get off the consumption treadmill.

They weren't out to judge others for their buying habits; they simply wanted to examine their own shopping habits.

"We wanted to simplify our lives and break our buying habit and enjoy our family, and not be, 'What else can we get?'" explains Malora, 27, a stay-at-home mom.

They have documented their experience at [ourcompactlife.org](http://ourcompactlife.org).

Eleven months later, the couple has wiped out a \$9,000 student loan and put an additional \$7,000 in the bank.

They've managed to do it living in a \$400-a-month basement suite on Tom's \$48,000-a-year salary as a youth pastor at Dalhousie Community Church in northwest Calgary.

"It's fabulous," Malora says of the \$16,000 total savings. "I feel like we're broken (of our shopping habit)."

"It's been a really good experience," says Tom. "We've learned a lot."

—from the *Edmonton Journal*

Summerfield, Robin. "Lessons Learned from a Yearlong No-shopping Experiment." *Edmonton Journal*, November 28, 2008, sec. B, p. 13. Material reprinted with the express permission of: "Calgary Herald Group Inc.," a CanWest Partnership.

### Source IV



I work hard for my money and I should be allowed to decide what to do with it! If I decide I want to buy new things every week, then I should be able to. I'm helping others by shopping because it provides jobs for people at businesses. By choosing what I will buy, I influence what the companies are going to make. I am glad that I live in a country where I am free to make my own decisions.

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

Source I



Vance Rodewalt / Artizans.com

Source II

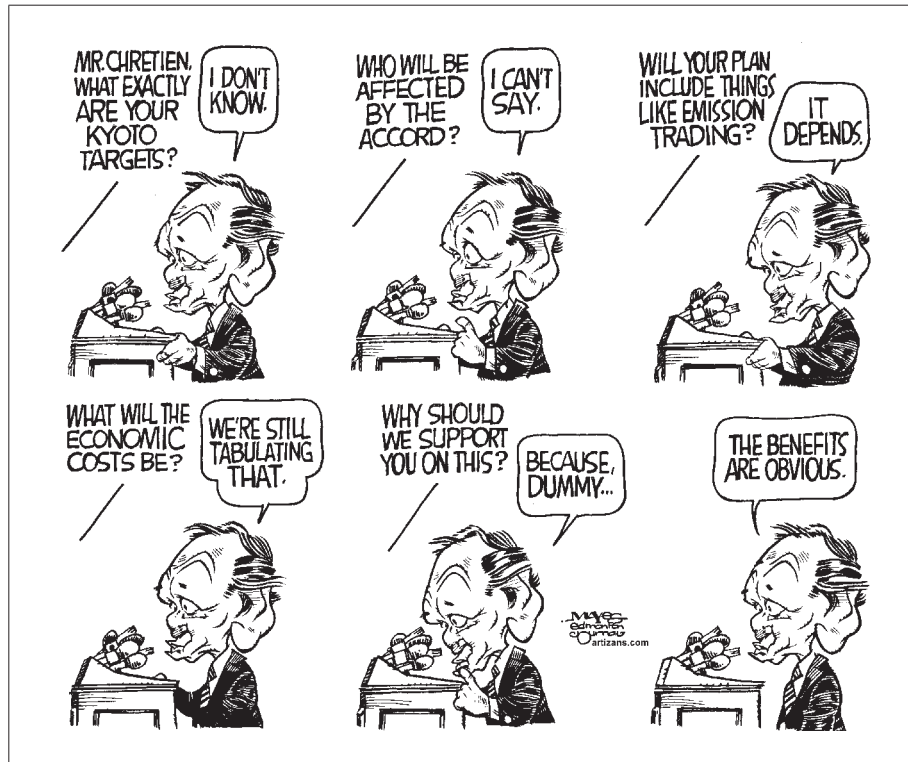


**Source III**

<b>Personal Income Tax Rates in Canada for 2008</b>	
<b>Annual Personal Income</b>	<b>Federal Taxation Rate</b>
\$37 885.00 or less	15% <b>on the first</b> \$37 885.00 of taxable income
More than \$37 885.00, but not more than \$75 769.00	22% <b>on the next</b> \$37 884.00 of taxable income
More than \$75 769.00, but not more than \$123 184.00	26% <b>on the next</b> \$47 415.00 of taxable income
More than \$123 184.00	29% of taxable income <b>over</b> \$123 184.00

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

### Source I



Malcolm Mayes / Artizans.com

Note: Jean Chrétien was leader of the Liberal Party and prime minister when Canada signed the Kyoto Protocol in 1997.

### Source II



## Source III

FRIDAY, APRIL 20, 2007

# Tories link Kyoto to economic disaster

Harper quotes from report warning of skyrocketing prices, recession\*

MIKE DE SOUZA  
*CanWest News Service*  
OTTAWA

Tempers flared Thursday as Prime Minister Stephen Harper used a new report that warned of skyrocketing energy prices and a crippling recession to justify his decision to walk away from Canada's international commitments under the Kyoto Protocol.

While opposition parties and environmentalists called it bogus and irresponsible fearmongering,\*\* the Conservatives said the report, paid for by taxpayers and verified by five independent economists, proved Canada would be hard-pressed to close the gap between its current pollution levels and its commitment from the 1997 climate-change agreement signed by the previous Liberal government.

\*recession—an economic decline that lasts at least six months

\*\*bogus and irresponsible fearmongering—carelessly presenting false and distressing ideas

De Souza, Mike. "Tories Link Kyoto to Economic Disaster." *Edmonton Journal*, April 20, 2007, sec. A, p. 7. Material reprinted with the express permission of: "CANWEST NEWS SERVICE," a CanWest Partnership.

## Grade 9 Achievement Test

# Social Studies

## *Questions Booklet*

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**2010**

### *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*

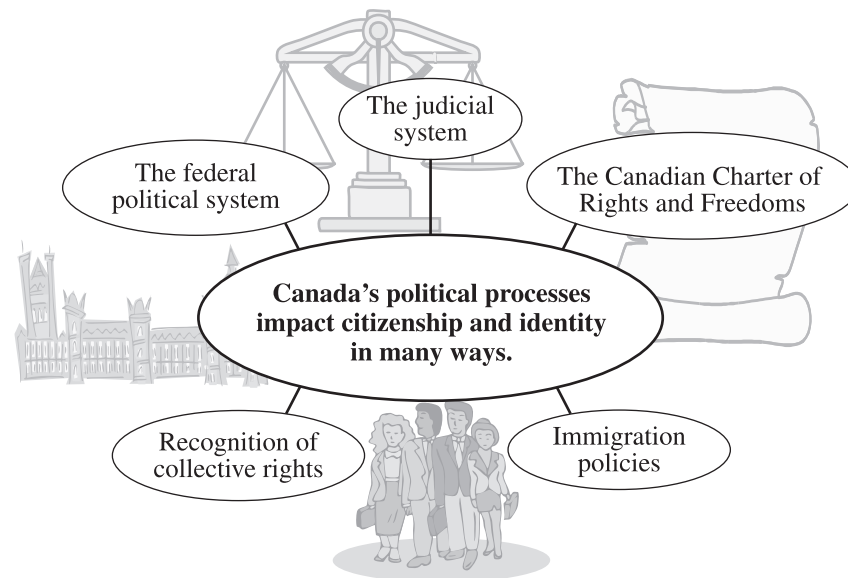
Ⓐ ● Ⓒ Ⓓ

- 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 Source I, the argument presented in Reason Y calls into question the extent to which members of Parliament are
    - A. accessible to constituents
    - B. accountable to the electorate
    - C. able to form a majority government
    - D. financially supported by a political party
  
  2. The graph in Source II illustrates that from 1988 to 2008, voter turnout in Canada
    - A. remained high
    - B. stayed constant
    - C. fluctuated frequently
    - D. declined significantly
  
  3. The ideas presented in Source III are closely related to which of the following reasons in Source I?
    - A. Reason U
    - B. Reason V
    - C. Reason Y
    - D. Reason Z
  
  4. A conclusion that can be drawn from all three sources together is that
    - A. voting is a civic duty
    - B. election results reflect public opinion
    - C. voters are informed about current events
    - D. elected officials are responsible to citizens

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

5. Which of the following phrases could be **most appropriately** added to the list in Source I?
- A. Encourage people to discuss controversial issues
  - B. Ensure that the ruling political party stays in power
  - C. Nominate group members as candidates for election
  - D. Propose alternative courses of action to political leaders
6. Which of the following phrases **most appropriately** completes the title for the list in Source I?
- A. “Represent Political Ridings”
  - B. “Conduct the Daily Business of Government”
  - C. “Attempt to Become Members of the Official Opposition”
  - D. “Help to Make Government Responsive to the Needs of Citizens”
7. Given the information in Source III, the cartoonist’s message in Source II is ironic in suggesting that the power of some lobby groups is based **mainly** on
- A. public appeal
  - B. media coverage
  - C. financial wealth
  - D. widespread membership
8. Which of the following issues is **most directly** raised by all three sources?
- A. How does the Canadian government regulate the activities of lobby groups?
  - B. To what extent is freedom of speech guaranteed by lobby groups in Canada?
  - C. To what extent do lobby groups influence government decision making in Canada?
  - D. How does the Canadian government resolve conflicts among the needs of different lobby groups?

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

9. Which of the following phrases **best** replaces the question mark in Source I?
- A. A person who is knowledgeable about the laws of Canada
  - B. A person who has lived in Canada for at least five years
  - C. A person who has a full-time job in Canada
  - D. A person who is a citizen of Canada
10. In contrast to the ideas in Source II, the cartoonist in Source III is questioning the
- A. wisdom of judges
  - B. judgment of jurors
  - C. impartiality of the legal system
  - D. expertise of members of the legal profession
11. Together, these three sources centre on the
- A. lawmaking process used in Canada
  - B. independence of the judiciary in Canada
  - C. legal roles and responsibilities of Canadians
  - D. individual rights and freedoms of Canadians

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

- 12.** Which of the following rights guaranteed under the Canadian Charter of Rights and Freedoms correspond with responsibility 3 in Source I?
- A. Legal rights
  - B. Equality rights
  - C. Mobility rights
  - D. Democratic rights
- 13.** Information in Source II **most clearly** illustrates that exercising individual rights may require
- A. defending others from being harmed
  - B. infringing upon the freedoms of others
  - C. challenging existing government policy
  - D. becoming knowledgeable about the political system
- 14.** The decision of the Supreme Court described in Source II **most closely** corresponds with the views of which speaker in Source III?
- A. Speaker W
  - B. Speaker X
  - C. Speaker Y
  - D. Speaker Z
- 15.** A conclusion that can **best** be drawn from both Source II and Source III is that to receive full and equal benefit of the law, some individuals require
- A. financial aid
  - B. special provisions
  - C. extensive resources
  - D. legal representation

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

16. Given the focus of the information in Source I, the statement that refers to 1982 would be correctly completed by the phrase
- A. language rights for Aboriginal peoples
  - B. minority-language educational rights
  - C. freedom of expression
  - D. freedom of religion
17. The provision of federal services in the languages spoken by both speakers in Source II is **most directly** associated with legislation from which of the following dates in Source I?
- A. 1608 and 1774
  - B. 1608 and 1867
  - C. 1774 and 1969
  - D. 1867 and 1969
18. Information in both Source I and Source II relates to how
- A. democratic rights are fundamental to Canadian society
  - B. individual rights are guaranteed to all people in Canada
  - C. legal rights ensure the safety of all members of Canadian society
  - D. collective rights preserve the identities of certain groups in Canada

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

19. In Source I, the legislation enacted in 1982 reflected the decision of the Canadian government to
- A. grant land to Métis peoples
  - B. recognize the languages spoken by Métis peoples
  - C. include the Métis as one of Canada's Aboriginal peoples
  - D. issue financial grants to the Métis and other Aboriginal peoples in Canada
20. Source I illustrates that legislation recognizing Métis rights is based **mainly** upon acknowledging the
- A. unique identity of Métis peoples
  - B. political independence of Métis peoples
  - C. current tensions between First Nations and Métis peoples
  - D. historical disputes between First Nations and Métis peoples
21. An inference that can be drawn from information in Source II is that Jean Teillet would **most likely** view termination of the Interim Métis Harvesting Agreements as
- A. positive, because it promotes government regulations over hunting and fishing
  - B. positive, because it allows Métis self-regulation of fishing and hunting
  - C. negative, because it restricts Métis traditional practices
  - D. negative, because it limits government involvement
22. Both sources contain information **most directly** related to the issue of balancing the
- A. powers of the legislative and judicial branches of government
  - B. rights of certain groups with the interests of individuals
  - C. freedoms of individuals with the safety of society
  - D. concerns of hunters and non-hunters

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

23. For which of the immigration categories identified in Source II are immigrants assessed by a point system in order to qualify to enter Canada?
- A. Other
  - B. Refugee
  - C. Family class
  - D. Economic class
24. The question mark in Source III identifies the
- A. Provincial Nomination Program
  - B. Immigration and Refugee Board
  - C. Immigrant and Refugee Protection Act
  - D. Canadian Charter of Rights and Freedoms
25. Which of the speakers in Source IV would **most likely** question the validity of the ideas presented in Source I?
- A. Speaker W and Speaker Y
  - B. Speaker W and Speaker Z
  - C. Speaker X and Speaker Y
  - D. Speaker X and Speaker Z
26. Considering all four sources, which source focuses **most directly** on economic factors related to immigration in Canada?
- A. Source I
  - B. Source II
  - C. Source III
  - D. Source IV

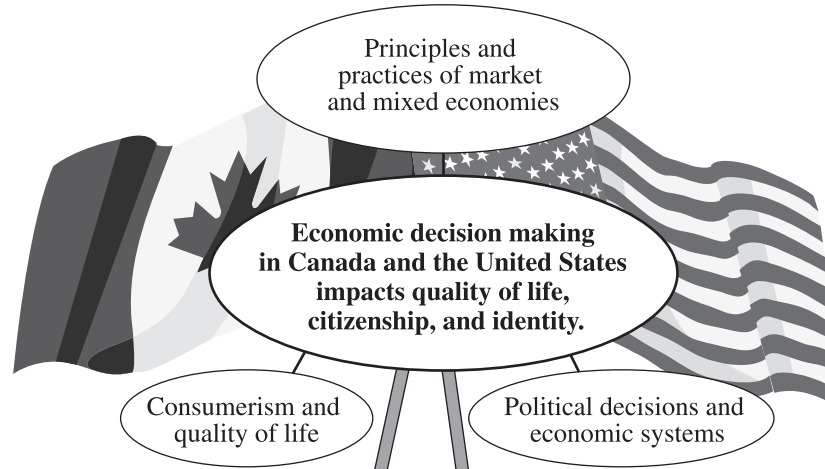


**VIII. Use the sources on pages 18 and 19 to answer questions 27 to 30.**

27. A conclusion that can be drawn from information in Source I is that Canada's policies regarding refugees are based largely upon
- A. international agreements
  - B. humanitarian concerns
  - C. economic factors
  - D. national interests
28. The headlines of *The Times* and *The Leader* in Source II highlight the influence on Canada's refugee policies of factors related to
- A. health
  - B. politics
  - C. security
  - D. economics
29. The ideas presented in Source III are **most closely** related to which of the following writing assignments?
- A. How have Canada's immigration policies changed over the years?
  - B. How do Canada's immigration policies address false refugee claims?
  - C. In what ways does Canada protect the legal rights of refugee claimants?
  - D. Why does Canada accept refugees from countries throughout the world?
30. To which of the following issues are all three sources **most closely** related?
- A. Do Canada's refugee policies reflect world events?
  - B. Should Canada accept refugees from countries facing natural disasters?
  - C. To what extent has Canada benefitted from the immigration of refugees?
  - D. Do Canada's refugee policies uphold rights contained in the Canadian Charter of Rights and Freedoms?

## 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. Which of the following pairs of economic features correctly completes the diagram in Source I?
- A. Central planning and Industrial expansion
  - B. Government grants and Financial security
  - C. Inequality of wealth and Self-reliance
  - D. Cooperation and Scarcity
32. Given the characteristics of the economy of Country X, which of the following statements correctly completes the list in Source II?
- A. Government provides public education to all citizens.
  - B. Labour organizations such as trade unions are banned.
  - C. Government encourages free trade with foreign nations.
  - D. Health-care costs are directly paid by those using medical services.
33. Information in Source III reveals that in both Canada and the United States, income is distributed
- A. equally among households
  - B. unevenly among households
  - C. to households on the basis of individual need
  - D. to households as determined by the government
34. Taken together, all three sources contain information that is **most clearly** related to the degree to which economic freedom is more important than
- A. general welfare
  - B. political stability
  - C. industrial expansion
  - D. environmental concerns

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

35. In Source I, the question mark is **best** replaced by a crossword clue that identifies how
- A. union membership is mandatory for workers
  - B. unions lobby for legislation that is favourable to workers
  - C. employers disallow employees from working during a labour dispute
  - D. employees cease work to pressure employers to address issues of concern
36. Source II reveals that in Alberta, farm workers are
- A. unaware of the benefits of union membership
  - B. required by law to be members of a union
  - C. opposed to being members of a union
  - D. restricted from union membership
37. The Supreme Court of Canada ruling identified in Source III determined that the basis for the right of workers to belong to labour unions can be found in Canada's
- A. history
  - B. identity
  - C. constitution
  - D. political system
38. The speaker in Source IV is **most concerned** about the impact of unions on which of the following principles underlying a market economy?
- A. Private ownership
  - B. Individualism
  - C. Competition
  - D. Risk taking

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

39. Which of the following characteristics could be correctly added to the list in Source II?
- A. Creates excess products that can be recycled
  - B. Allows the government to decide what citizens need
  - C. Empowers individuals to determine what should be produced
  - D. Includes many points of view as to what should be manufactured
40. The ideas in both Source II and Source IV are based upon the principle of
- A. economic and political equality
  - B. freedom of expression
  - C. supply and demand
  - D. social welfare
41. Considering all four sources, which sources provide information that **most strongly** criticizes consumerism?
- A. Source I and Source II
  - B. Source I and Source III
  - C. Source II and Source IV
  - D. Source III and Source IV
42. Which of the following questions is related to information in all four sources?
- A. How does marketing influence consumerism?
  - B. Should consumers focus on environmental concerns?
  - C. Should governments pass laws regulating businesses?
  - D. How does individual behaviour impact quality of life?

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

- 43.** Details in Source I **most clearly** illustrate that social programs are required to provide
- A. employment for those people who cannot find jobs
  - B. training for people who do not possess occupational skills
  - C. assistance for people who do not have employment pensions
  - D. necessities for those people who cannot meet their basic needs
- 44.** Which of the four puzzle pieces in Source II should **not** be in the diagram?
- A. Food banks
  - B. Income assistance
  - C. Free public health care
  - D. Pensions for senior citizens
- 45.** A critic of the personal income tax rates outlined in Source III would **most likely** argue that Canada's taxation system is unfair because it
- A. limits economic growth in Canada
  - B. penalizes high-income Canadians
  - C. punishes low-income Canadians
  - D. lowers employment in Canada
- 46.** Taken together, these three sources raise the issue facing governments of how to
- A. restrict eligibility for social programs while maintaining availability
  - B. extend social programs while preventing abuses of the welfare system
  - C. secure funding for social programs while minimizing the costs to taxpayers
  - D. cut social programs while ensuring a reasonable standard of living for all citizens

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

47. Information in both Source I and Source III **most clearly** suggests that honouring Canada's commitments under the Kyoto Protocol may
- A. have a negative impact on national productivity
  - B. enable the federal government to balance the budget
  - C. foster collaboration among competing political parties
  - D. widen the extent of the gap between the rich and the poor
48. The person wearing the T-shirt in Source II is showing concern about the impact of greenhouse gases on
- A. air quality
  - B. energy prices
  - C. climate change
  - D. biological diversity
49. Taken together, these three sources suggest that resolving environmental issues is the responsibility of both
- A. citizens and government
  - B. producers and consumers
  - C. political parties and lobby groups
  - D. small businesses and large corporations
50. All three sources **most clearly** highlight issues related to
- A. regulating the quality of industrial goods
  - B. legislating standards for pollution control
  - C. developing renewable energy technologies
  - D. maximizing efficient use of natural resources

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

## *2010 Achievement Test Blueprint and Item Descriptions*

The following blueprint shows the reporting categories and test sections (curricular content areas) by which questions were classified on the 2010 Grade 9 Social Studies Achievement Test.

	<b>Knowledge and Understanding<sup>1</sup></b>	<b>Skills and Processes<sup>2</sup></b>	<b>Number (Percentage) of Questions</b>
<p><b>The Political and Judicial System (9.1.4, 9.1.5)<sup>3</sup></b> 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> <li>• lobby groups and government decisions</li> <li>• extent to which 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 5 6 9	2 3 4 7 8 10 11	<b>11 Questions</b> (22% of Test Total)
<p><b>Individual and Collective Rights (9.1.6, 9.1.7)<sup>3</sup></b> 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> <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 16 19 20	13 14 15 17 18 21 22	<b>11 Questions</b> (22% of Test Total)
<p><b>Immigration (9.1.8)<sup>3</sup></b> 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> <li>• provincial immigration policies</li> <li>• immigration policies in Québec</li> <li>• immigration policies and the Charter</li> <li>• how Canada benefits from immigration</li> </ul>	23 24 28	25 26 27 29 30	<b>8 Questions</b> (16% of Test Total)
<p><b>Economic Decision Making (9.2.4)<sup>3</sup></b> 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> <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 question of scarcity</li> </ul>	31 32 35	33 34 36 37 38	<b>8 Questions</b> (16% of Test Total)
<p><b>Consumerism, Quality of Life, and Political Decision Making (9.2.5, 9.2.6)<sup>3</sup></b> 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> <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 life</li> </ul>	39 40 43 44 48	41 42 45 46 47 49 50	<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 (concept), and the item description.

Question	Key	Diff. %	Reporting Category	Curricular Content Area (Concept)	Item Description
1	B	48.6	Knowledge & Understanding	Political & Judicial System	Recognize the responsibility of members of Parliament being questioned in an argument presented regarding voting in federal elections.
2	D	73.3	Skills & Processes	Political & Judicial System	Form a generalization from information in a graph about voting in federal elections.
3	A	70.4	Skills & Processes	Political & Judicial System	Identify the argument related to voting in federal elections that is most closely related to ideas presented in an excerpt from an article.
4	A	56.5	Skills & Processes	Political & Judicial System	Draw a conclusion from three sources pertaining to voting in federal elections.
5	D	59.7	Knowledge & Understanding	Political & Judicial System	Know how lobby groups impact government decision making in Canada.
6	D	80.1	Knowledge & Understanding	Political & Judicial System	Identify the democratic principle underlying a list of some of the roles played by lobby groups in Canada's political system.
7	C	76.1	Skills & Processes	Political & Judicial System	Draw a conclusion from information provided in two sources regarding the power of lobby groups.
8	C	79.3	Skills & Processes	Political & Judicial System	Understand the issue related to lobby groups that is most directly raised by three sources.
9	D	76.6	Knowledge & Understanding	Political & Judicial System	Know the qualifications required to be eligible to serve on a jury in Canada.
10	B	72.4	Skills & Processes	Political & Judicial System	Contrast ideas in two sources to determine the question raised in a cartoon about the judicial system in Canada.
11	C	69.9	Skills & Processes	Political & Judicial System	Consider three sources together to identify the aspect of Canada's judicial system upon which the information is focused.
12	B	87.8	Knowledge & Understanding	Individual & Collective Rights	Recognize the right guaranteed under the Canadian Charter of Rights and Freedoms that corresponds with a given responsibility.
13	C	58.7	Skills & Processes	Individual & Collective Rights	Understand how information in a source illustrates factors associated with exercising individual rights.
14	D	72.4	Skills & Processes	Individual & Collective Rights	Infer from four speakers' comments which speaker's views most closely correspond with a Supreme Court decision on equality rights.
15	B	57.6	Skills & Processes	Individual & Collective Rights	Draw a conclusion from information in three sources regarding how individuals are guaranteed full and equal benefit of the law.

Question	Key	Diff. %	Reporting Category	Curricular Content Area (Concept)	Item Description
16	B	63.6	Knowledge & Understanding	Individual & Collective Rights	Infer from historical events in a timeline rights guaranteed to both English and French Canadians under the Canadian Charter of Rights and Freedoms.
17	D	53.8	Skills & Processes	Individual & Collective Rights	Interpret information in a timeline to identify legislation that is most closely associated with official language rights in Canada.
18	D	67.9	Skills & Processes	Individual & Collective Rights	Form a generalization from information in two sources regarding recognition of individual and collective rights in Canada.
19	C	52.8	Knowledge & Understanding	Individual & Collective Rights	Know what federal legislation enacted in 1982 stipulated with regard to Métis peoples in Canada.
20	A	58.6	Knowledge & Understanding	Individual & Collective Rights	Infer from information in a timeline what federal legislation pertaining to Métis peoples in Canada is mainly based upon.
21	C	79.6	Skills & Processes	Individual & Collective Rights	Interpret a speaker's statements to determine the viewpoint presented regarding the impact of federal regulations upon the lives of Métis peoples in Canada.
22	B	82.7	Skills & Processes	Individual & Collective Rights	Conclude what issue is most directly related to information in two sources that relates to legislation affecting Métis peoples in Canada.
23	D	77.4	Knowledge & Understanding	Immigration	Recall the immigration class in which immigrants are judged by a point system in order to qualify for entry to Canada.
24	A	49.2	Knowledge & Understanding	Immigration	Know how provincial governments can influence and implement immigration policies.
25	B	76.7	Skills & Processes	Immigration	Determine which of four speakers would most likely question the validity of ideas presented in an excerpt from a magazine article.
26	A	61.4	Skills & Processes	Immigration	Consider four sources to determine which source focuses mainly on economic factors related to immigration to Canada.
27	B	65.9	Skills & Processes	Immigration	Conclude from a speaker's comments a premise upon which Canada's policies on immigration and refugees are largely based.
28	C	88.7	Knowledge & Understanding	Immigration	Recall factors that influence Canada's policies on immigration and refugees.
29	A	70.4	Skills & Processes	Immigration	Synthesize historical information regarding Canada's policies on immigration and refugees to identify which of four writing topics is most closely related.
30	A	36.5	Skills & Processes	Immigration	Draw a conclusion from information in three sources regarding an issue associated with Canada's policies on immigration and refugees.
31	C	52.3	Knowledge & Understanding	Economic Decision Making	Know features that distinguish a model private enterprise economic system.

Question	Key	Diff. %	Reporting Category	Curricular Content Area (Concept)	Item Description
32	A	70.8	Knowledge & Understanding	Economic Decision Making	Recall measures by which governments intervene in a mixed economy.
33	B	67.0	Skills & Processes	Economic Decision Making	Analyze information in a graph to form a generalization regarding income distribution in Canada and the United States.
34	A	59.7	Skills & Processes	Economic Decision Making	Draw a conclusion from information in three sources to identify the economic issue raised.
35	D	79.2	Knowledge & Understanding	Economic Decision Making	Recognize the definition of a term related to the influence of labour unions in workplaces in Canada.
36	D	71.3	Skills & Processes	Economic Decision Making	Interpret legislation regarding labour unions identified in a source to determine its impact upon a particular group of workers.
37	C	71.7	Skills & Processes	Economic Decision Making	Examine information in a source to identify the basis for a Supreme Court of Canada ruling pertaining to labour rights.
38	B	68.1	Skills & Processes	Economic Decision Making	Determine from comments in a source the principle underlying a market economy that the speaker is most concerned will be impacted by labour unions.
39	C	63.7	Knowledge & Understanding	Consumerism, Quality of Life, and Political Decision Making	Recognize a characteristic that could be correctly added to a list defining how consumerism can impact quality of life.
40	C	57.4	Knowledge & Understanding	Consumerism, Quality of Life, and Political Decision Making	Know the principle upon which ideas in two sources are based.
41	B	73.4	Skills & Processes	Consumerism, Quality of Life, and Political Decision Making	Consider four sources to determine which sources contain information that most strongly criticizes consumerism.
42	D	60.2	Skills & Processes	Consumerism, Quality of Life, and Political Decision Making	Conclude from information in four sources the question regarding consumerism that is raised.
43	D	71.8	Knowledge & Understanding	Consumerism, Quality of Life, and Political Decision Making	Apply knowledge of social programs in Canada and the United States to identify the message conveyed in a cartoon.
44	A	57.9	Knowledge & Understanding	Consumerism, Quality of Life, and Political Decision Making	Identify examples of social programs in Canada.

<b>Question</b>	<b>Key</b>	<b>Diff. %</b>	<b>Reporting Category</b>	<b>Curricular Content Area (Concept)</b>	<b>Item Description</b>
45	B	61.0	Skills & Processes	Consumerism, Quality of Life, and Political Decision Making	Examine information in a source to determine why a critic of Canada's personal income tax rates would most likely view them as unfair.
46	C	62.6	Skills & Processes	Consumerism, Quality of Life, and Political Decision Making	Draw a conclusion from information in three sources regarding the economic issue facing governments in Canada and the United States.
47	A	68.2	Skills & Processes	Consumerism, Quality of Life, and Political Decision Making	Form a generalization from information in two sources regarding a consequence of honouring Canada's commitments under the Kyoto Protocol.
48	C	80.0	Knowledge & Understanding	Consumerism, Quality of Life, and Political Decision Making	Apply knowledge regarding greenhouse gases to determine their impact upon a specific aspect of quality of life.
49	A	81.7	Skills & Processes	Consumerism, Quality of Life, and Political Decision Making	Consider information in three sources to draw a conclusion regarding who is responsible for resolving environmental issues.
50	B	66.9	Skills & Processes	Consumerism, Quality of Life, and Political Decision Making	Synthesize information in three sources to identify the issue most clearly highlighted.