

Released 2014
Achievement
Test

**Social
Studies**
Sources and Questions

GRADE
9

Alberta  Government

This document contains a full release of the English form of the 2014 Grade 9 Social Studies Achievement Test. A test blueprint and an answer key that includes the difficulty, reporting category, test section, and item description for each test item are also included. These materials, along with the [program of studies](#) and [subject bulletin](#), provide information that can be used to inform instructional practice.

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

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2014 Achievement Test Sources and Questions

The sources and questions presented in this document are from the previously secured English form of the 2014 Grade 9 Social Studies Achievement Test and are representative of the sources and questions that comprise the test. These sources and questions are released by Alberta Education.

Grade 9 Achievement Test

2014

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.

2014

The Sources Booklet is divided into two sections as follows:

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

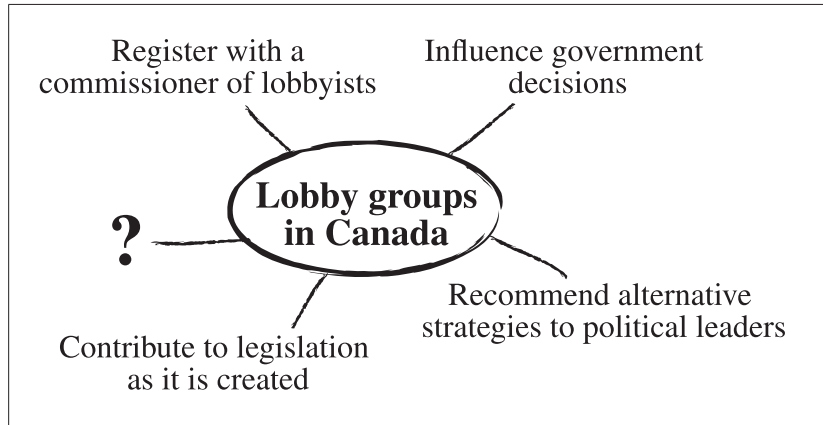
You should take about 50 minutes to complete these 30 multiple-choice questions.

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

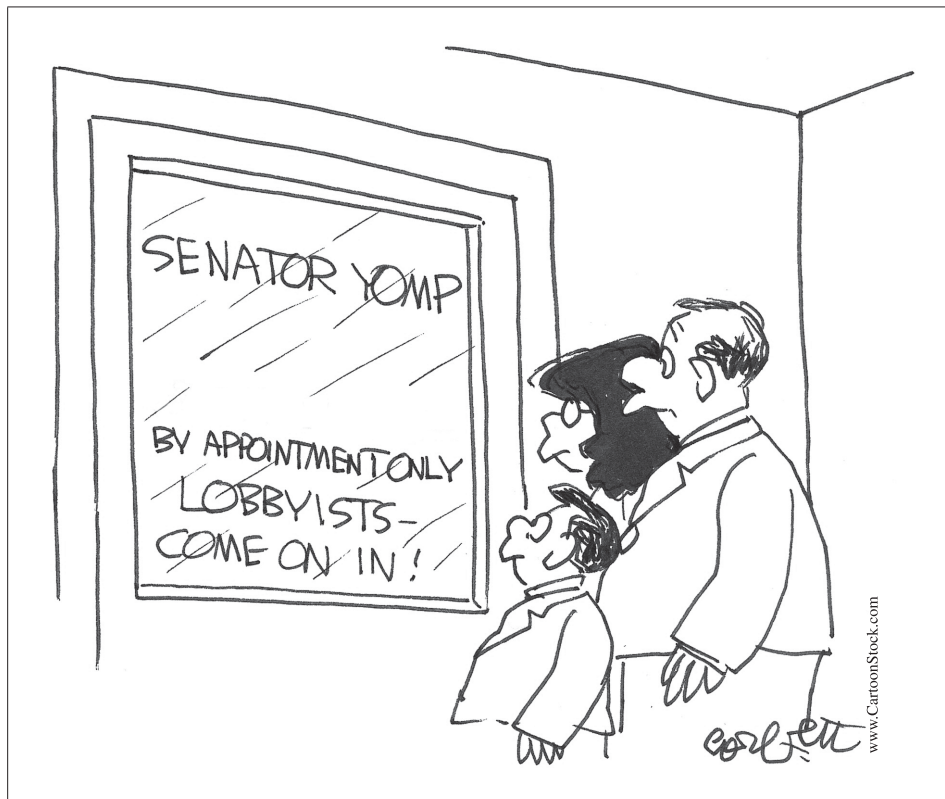
You should take about 30 minutes to complete these 20 multiple-choice questions.

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

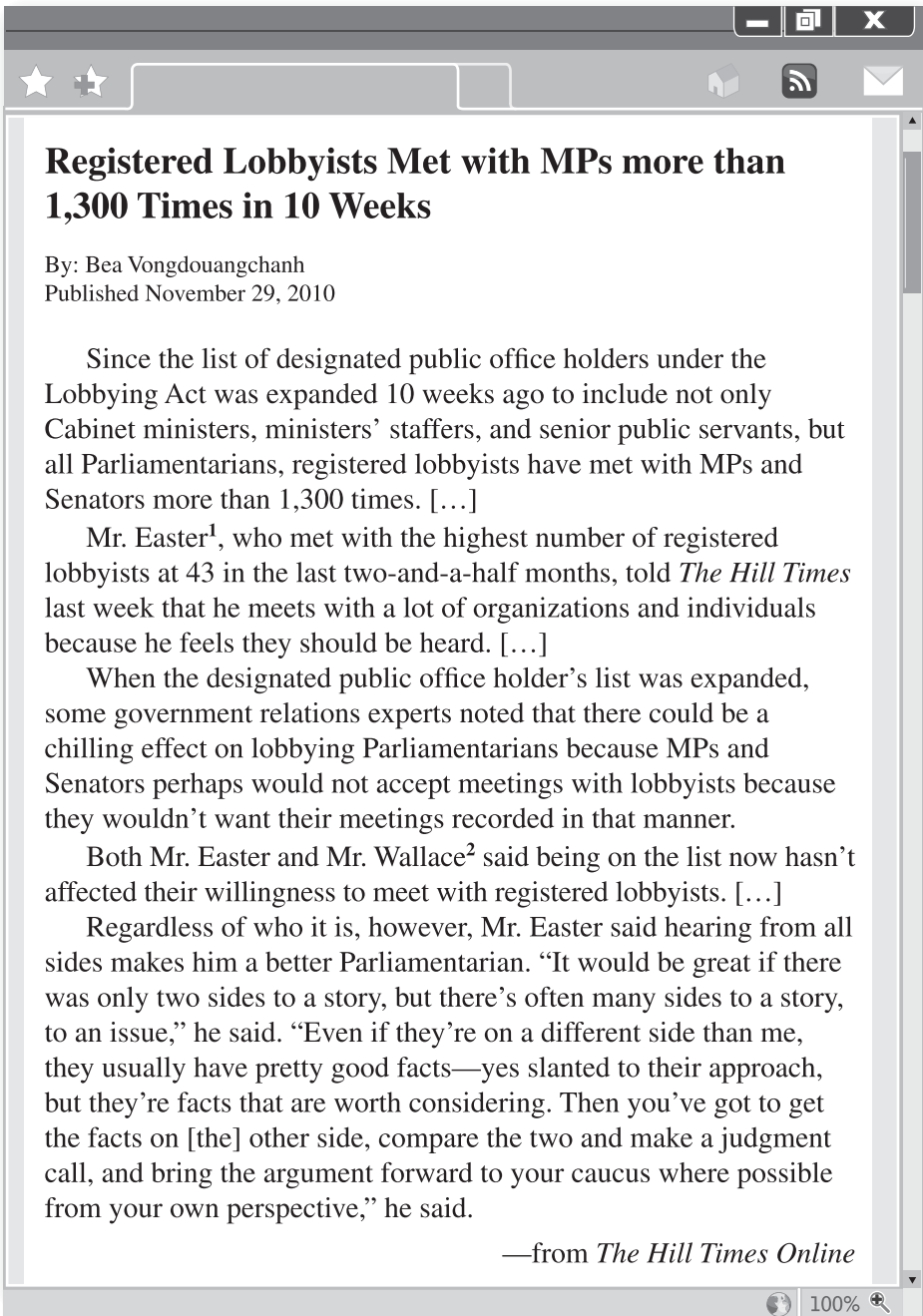
Source I



Source II



Source III



Registered Lobbyists Met with MPs more than 1,300 Times in 10 Weeks

By: Bea Vongdouangchanh
Published November 29, 2010

Since the list of designated public office holders under the Lobbying Act was expanded 10 weeks ago to include not only Cabinet ministers, ministers' staffers, and senior public servants, but all Parliamentarians, registered lobbyists have met with MPs and Senators more than 1,300 times. [...]

Mr. Easter¹, who met with the highest number of registered lobbyists at 43 in the last two-and-a-half months, told *The Hill Times* last week that he meets with a lot of organizations and individuals because he feels they should be heard. [...]

When the designated public office holder's list was expanded, some government relations experts noted that there could be a chilling effect on lobbying Parliamentarians because MPs and Senators perhaps would not accept meetings with lobbyists because they wouldn't want their meetings recorded in that manner.

Both Mr. Easter and Mr. Wallace² said being on the list now hasn't affected their willingness to meet with registered lobbyists. [...]

Regardless of who it is, however, Mr. Easter said hearing from all sides makes him a better Parliamentarian. "It would be great if there was only two sides to a story, but there's often many sides to a story, to an issue," he said. "Even if they're on a different side than me, they usually have pretty good facts—yes slanted to their approach, but they're facts that are worth considering. Then you've got to get the facts on [the] other side, compare the two and make a judgment call, and bring the argument forward to your caucus where possible from your own perspective," he said.

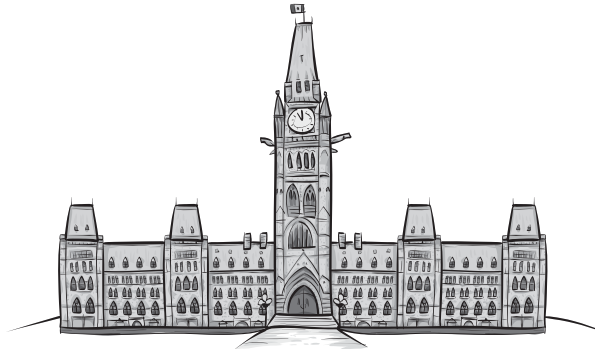
—from *The Hill Times Online*

¹Mr. Easter—the Honourable Wayne Easter, Liberal member of Parliament
²Mr. Wallace—Mr. Mike Wallace, Conservative member of Parliament

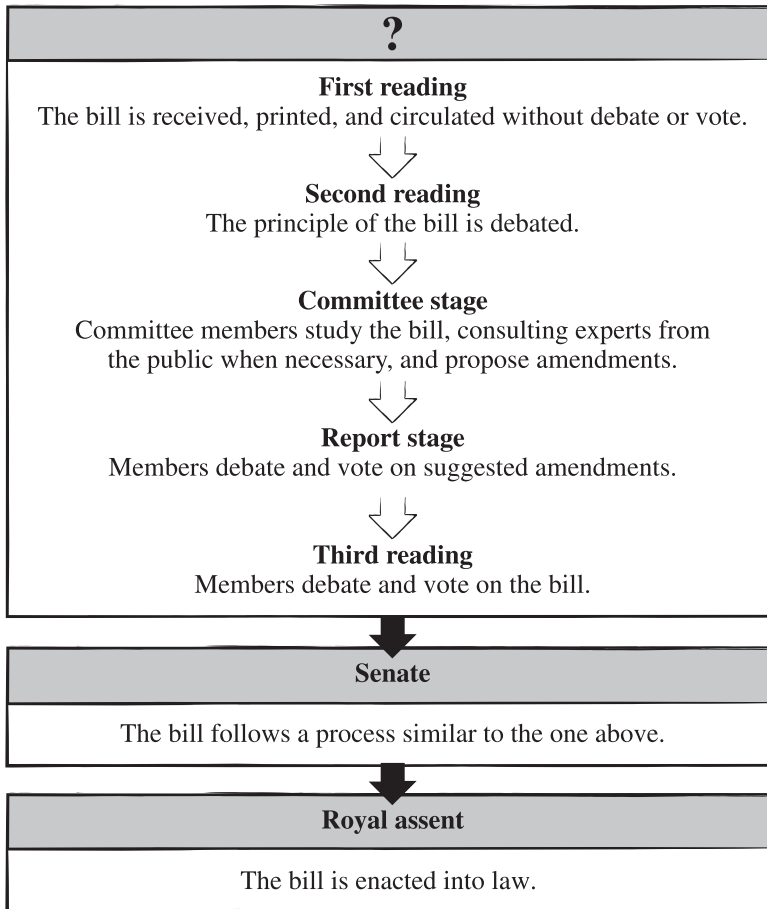
Vongdouangchanh, Bea. "Registered Lobbyists Met with MPs more than 1,300 Times in 10 Weeks." *The Hill Times Online*, November 29, 2010. www.hilltimes.com.

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

Source I



How a Bill Becomes a Law in Canada



Source II



Our system of creating laws in Canada is one of the best in the world! There is time set aside in both houses of Parliament for debate and investigation to make sure that new laws will be effective. During this time, citizens may be called upon to provide input. Parliament must agree on the exact wording and content of a bill before it receives royal assent. Members of Parliament usually introduce bills, and senators have the responsibility to give thoughtful consideration to the legislation before they approve it. This allows our government to create laws that are beneficial for our citizens.

Source III



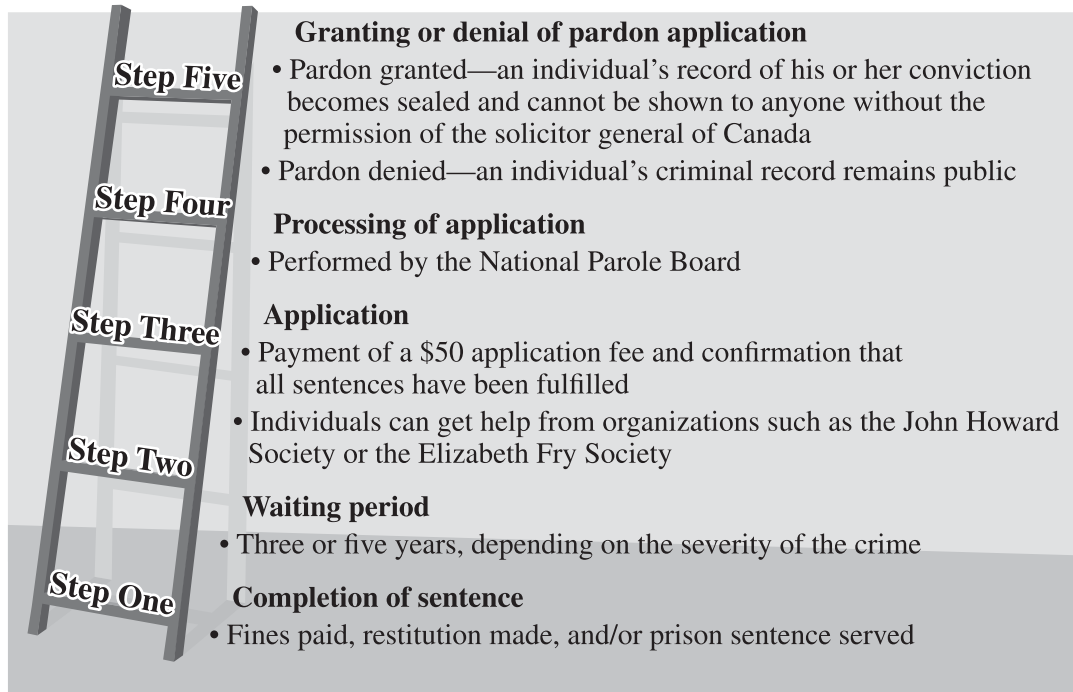
“No senator, we don’t vote on the bill until it’s written.”

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

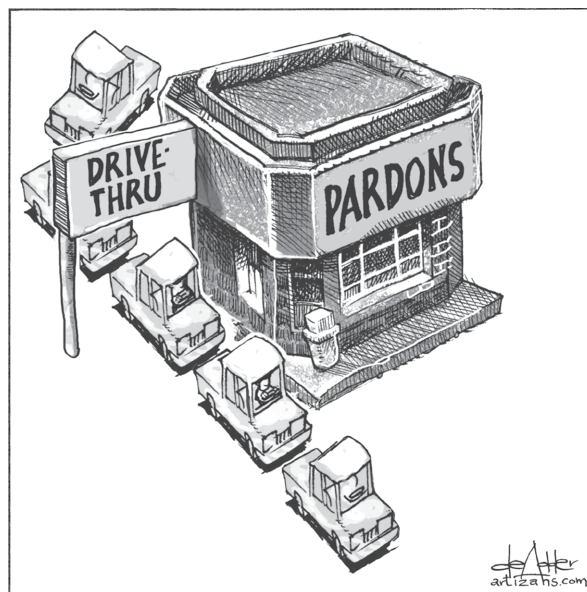
Source I

Steps in the Process of Applying for a Pardon

This process was used from 1970 to 2010, as part of the Criminal Records Act.



Source II



Note: This cartoon was published on April 20, 2010.

Source III

Key Features of Bill C-23A—An Amendment to the Criminal Records Act <i>This act was passed on June 29, 2010.</i>	
Feature W	The National Parole Board may grant a pardon if doing so does not bring the administration of justice into question.
Feature X	The length of time before a criminal can apply for a pardon after a sentence has been completed will be increased to five or ten years, depending on the severity of the crime.
Feature Y	Anyone convicted of a serious violent offence is prohibited from applying for a pardon for ten years.
Feature Z	An applicant must demonstrate that receiving a pardon will provide a measurable benefit and assist his or her rehabilitation as a law-abiding citizen.

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

Source I



Source II

Estimated Costs for Implementing the One-Person-One-Fare Policy, 2008

Airline	Cost	Calculated by
Air Canada	\$49.0–\$59.1 million	Air Canada
	\$7.1 million	Canadian Transportation Agency
WestJet	\$12.9–\$21.7 million	WestJet
	\$1.5 million	Canadian Transportation Agency

Source III



Speaker W

Private companies should not have to lose profit to comply with the one-person-one-fare policy. The Government of Canada should compensate the airlines for the money that will be lost by giving away seats on flights.



Speaker X

The airlines must obey the law and absorb the cost to make accommodations for people who need more than one seat. Citizens have rights under the Constitution that must be protected.



Speaker Y

People who require more than one seat on an airplane should pay the extra cost themselves.

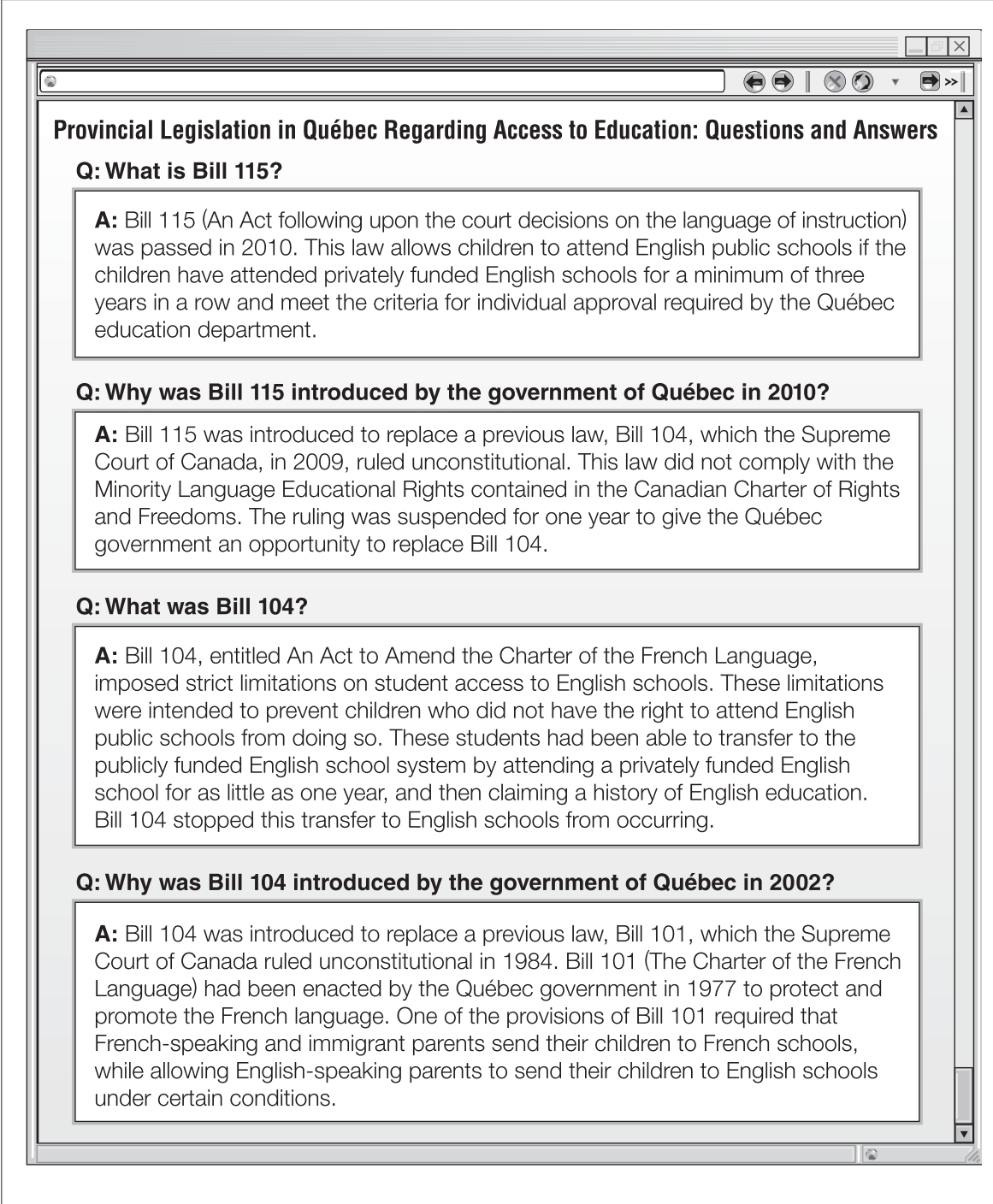
Speaker Z

It will only cost Air Canada's customers an extra \$0.77 per ticket and WestJet's customers an extra \$0.44 per ticket when the one-person-one-fare policy is implemented. This is a small price to pay for the good of society.



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

Source I



The image shows a screenshot of a web browser window. The title bar at the top reads "Provincial Legislation in Québec Regarding Access to Education: Questions and Answers". The browser's address bar is empty. The main content area contains four question-and-answer pairs, each with a question in bold and an answer in a separate box.

Provincial Legislation in Québec Regarding Access to Education: Questions and Answers

Q: What is Bill 115?

A: Bill 115 (An Act following upon the court decisions on the language of instruction) was passed in 2010. This law allows children to attend English public schools if the children have attended privately funded English schools for a minimum of three years in a row and meet the criteria for individual approval required by the Québec education department.

Q: Why was Bill 115 introduced by the government of Québec in 2010?

A: Bill 115 was introduced to replace a previous law, Bill 104, which the Supreme Court of Canada, in 2009, ruled unconstitutional. This law did not comply with the Minority Language Educational Rights contained in the Canadian Charter of Rights and Freedoms. The ruling was suspended for one year to give the Québec government an opportunity to replace Bill 104.

Q: What was Bill 104?

A: Bill 104, entitled An Act to Amend the Charter of the French Language, imposed strict limitations on student access to English schools. These limitations were intended to prevent children who did not have the right to attend English public schools from doing so. These students had been able to transfer to the publicly funded English school system by attending a privately funded English school for as little as one year, and then claiming a history of English education. Bill 104 stopped this transfer to English schools from occurring.

Q: Why was Bill 104 introduced by the government of Québec in 2002?

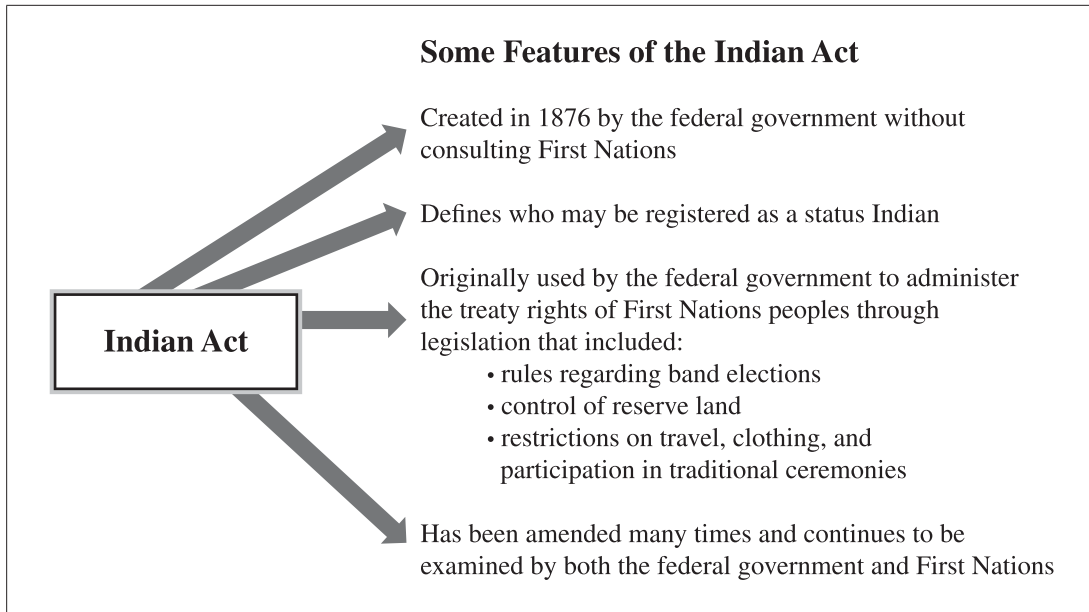
A: Bill 104 was introduced to replace a previous law, Bill 101, which the Supreme Court of Canada ruled unconstitutional in 1984. Bill 101 (The Charter of the French Language) had been enacted by the Québec government in 1977 to protect and promote the French language. One of the provisions of Bill 101 required that French-speaking and immigrant parents send their children to French schools, while allowing English-speaking parents to send their children to English schools under certain conditions.

Source II

Some Viewpoints Regarding Access to Education in Québec			
Speaker W	Speaker X	Speaker Y	Speaker Z
I live in Québec and I speak English only. I have attended English schools for all of my years as a student. I look forward to completing my education in the English school system!	I immigrated to Québec two years ago and have been studying in a French school since I arrived. I value the provincial government's emphasis on promoting the French language.	As someone who speaks French, I believe that the provincial government is too lenient in allowing some students to attend English schools. We need to protect and preserve the French language!	As a teacher in an English school, I feel that students should be able to choose to attend either English or French schools at any time. This would be fair to both English and French speakers.

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

Source I



Source II

The magazine article from which the following excerpt was taken presents information regarding the Tsawwassen First Nation treaty, which came into effect on April 3, 2009. The treaty provides the Tsawwassen First Nation of British Columbia with \$33.6 million, and with self-government funding of \$2.9 million annually for the first five years of the treaty. With the exception of determining Indian status, after a transition time the Indian Act will no longer apply to Tsawwassen First Nation members, who will then be required to pay income tax and Goods and Services Tax (GST). This excerpt examines the experience of another Aboriginal group in British Columbia, the Gitksan.

Going Out on Their Own

Are First Nations groups in B.C. ready for independence?

By Nancy MacDonald

B.C.'s Gitksan, going a step further, are petitioning Ottawa to drop their "Indian" status altogether. They're willing, they say, to hand over reserves, tax exemptions, free housing and, yes, the ambition of a separate order of government in return for a bigger prize: a share of resources on ancestral land. "We seek no special status or parallel society," the coastal tribe announced in half-page ads that ran last summer in the *Vancouver Sun* and *Globe and Mail*. "We wish to live as ordinary Canadians in our own way in a multicultural society. Further, we wish to pay our own way." This they'll do through joint ventures in oil and gas, logging, eco-tourism and run-of-river power projects, they say. [...]

None of this, of course, is coming to pass without controversy. The Gitksan's own membership is deeply divided. SFU's McArthur¹, meanwhile, argues that the Gitksan initiative should properly be seen for what it advocates: "assimilation." And Tsawwassen's non-Aboriginal neighbours fear its planned build-up will trigger an industrial boom, bringing more traffic, pollution, people and concrete to the [...] region. The day Baird² signed the Tsawwassen treaty at the B.C. legislature, she first had to pass hundreds of Aboriginal protesters, including Stewart Phillip, grand chief of the B.C. Union of Indian Chiefs, who labelled the treaty a fraud and a sell-out; in the wider Aboriginal community, tax exemptions and claims to Aboriginal title are widely seen as non-negotiable mandates.

But change is the non-negotiable for Baird [...] "Integration allows First Nations to see how other governments and corporations work," she says, noting new seats on the boards of BC Hydro, Metro Vancouver and TransLink. That train, of course, runs in both directions; those boards, in some cases for the first time, are welcoming a First Nations partner as an equal, and getting first-hand insight into—and perhaps some good ideas from—the Aboriginal communities they now serve.

—from *Maclean's*

¹SFU's McArthur—Doug McArthur, a treaty expert who teaches at Simon Fraser University (SFU)

²Baird—Chief Kim Baird, Tsawwassen First Nation

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

Source I

The following comments were made on June 29, 2010, by The Honourable Jason Kenney, the minister responsible for immigrants and refugees, regarding the passage of Bill C-11: The Balanced Refugee Reform Act.



Press Release

We will [...] be increasing the number of refugees who[m] we resettle to Canada by 20%. We will be increasing the number of resettled refugees each year by 2,500 additional refugees. This is remarkable because Canada is already receiving one out of every 10 resettled refugees in the world [...]

Each year we receive about 10,000 to 12,000 resettled refugees, most of them United Nations Convention refugees. Because of the reforms that are being put into law today we will be increasing that to 14,500 resettled refugees each and every year. In addition to that [...] we will be increasing the federal support for the successful integration of government assisted refugees by 20%, or \$9 million, through the Refugee Assistance Program. [...]

[W]e need to ensure that the system is there for people in need of protection, not people who should be coming to Canada through the ordinary immigration procedures.

—from *Speaking Notes for The Honourable Jason Kenney, P.C., M.P., Minister of Citizenship, Immigration, and Multiculturalism*

Kenney, Jason. Speaking Notes for The Honourable Jason Kenney, P. C., M. P., Minister of Citizenship, Immigration, and Multiculturalism. At a News Conference to Announce Senate Passage for Bill C-11 — the Balanced Refugee Reform Act — and Launch a Summer Tour to Promote Refugee Resettlement, Ottawa, Ontario, June 29, 2010. www.cic.gc.ca/english/department/media/speeches/2010/2010-06-29.asp.

Source II

ONLINE DISCUSSION

Should the Canadian government change its policies regarding the granting of refugee status?

Comments

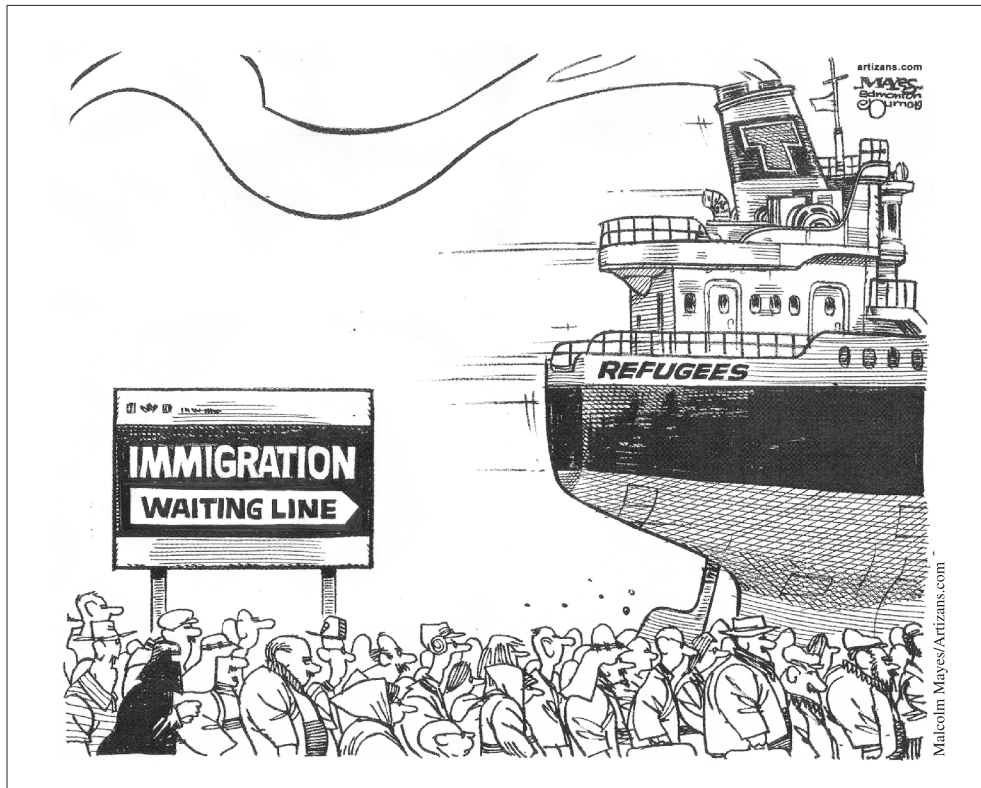
Some people live in extreme circumstances and require the security the Canadian government can offer. We have an obligation to help those who require assistance.
—Construction worker

Everyone who wants to move to Canada should go through the same screening procedures. One case should not be more important than another.
—Business owner

We should not accept people who arrive in Canada without proper identification. They could pose threats to our security.
—University professor

We must ensure that our policies regarding refugees are in keeping with existing legislation. An example of this can be seen in the Singh decision, in which the Supreme Court of Canada ruled that refugees in Canada have rights that are guaranteed by the Canadian Charter of Rights and Freedoms.
—Corporate lawyer

Source III



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

Source I

Factors in the Point System Used by the Federal Government to Select Individuals Who Want to Immigrate to Canada

Factor U	Education
Factor V	Ability in English and/or French
Factor W	Work experience
Factor X	Age
Factor Y	Arranged employment in Canada
Factor Z	Adaptability

Source II

Small Town Highlighted as Example of Canadian Immigration Benefits
October 14 2009 by Liam Clifford

Brooks, a small town in Canada, has been rejuvenated by immigration into the area

A cattle ranching town in Alberta, Canada, has become the unlikely symbol of how immigration into Canada can work to rejuvenate communities.

Brooks had long been an all-white town, filled with farmers, cowboys and their families. The town also had a strong oil and gas industry along with a large meat processing plant, and it was this that caused the recent influx of immigration into the Canadian town.

A decade ago, XL Foods Inc. Lakeside Packers started to seek foreign workers who had recently moved to Canada. The plant had found that they could not find local workers to fill the positions as they were employed at highly paid jobs within the oil and energy sector.

Now, some 60 per cent of the 2,400-strong workforce at the plant are immigrants, drastically changing the demographic of this small town and injecting new life, and of course cash, into the community.

Over time, the immigrants have settled in Canada and locals have adapted to accept the newcomers as part of the community.

—from *Global Visas*

Clifford, Liam. "Small Town Highlighted as Example of Canadian Immigration Benefits." *Global Visas*, October 14, 2009. http://www.globalvisas.com/news/small_town_highlighted_as_example_of_canadian_immigration_benefits1722.html. Reproduced with permission.

Source III

Wednesday, January 16, 2008

Native Population ‘Natural Fit’ to Ease Alberta Worker Shortage

Renata D’Aliesio
Calgary Herald

With Help Wanted ads a staple of Alberta businesses, more and more are turning to a relatively untapped source of labour: aboriginals.

“It is the largest untapped labour market in the country,” said Heather Douglas, president of the Calgary Chamber of Commerce. ...

While aboriginals have youth and growth on their side, the community on and off reserves faces higher unemployment rates and has more high school dropouts.

Many aboriginals and businesses see Alberta’s buoyant economy¹ — and labour shortage — as an opportunity to turn these figures around. ...

Facing a shortage of 100,000 workers within eight years, Brian Maynard, vice-president of the Canadian Association of Petroleum Producers, said the industry has identified aboriginals as an under-represented resource, along with foreign workers, women and people with disabilities.

“Obviously, the easiest worker to hire for our industry is someone local in the area,” Maynard said. “Many aboriginals are in Western Canada and the north,” home of the oilsands in Alberta.

“It’s a natural fit.”

—from the *Calgary Herald*

¹Alberta’s buoyant economy— This article was written when Alberta’s economy was thriving, prior to the global economic downturn that began in the summer of 2008.

D’Aliesio, Renata. “Native Population ‘Natural Fit’ to Ease Alberta Worker Shortage.” *Calgary Herald*, January 16, 2008, sec. A, p. 7. Material reprinted with the express permission of: **Postmedia News**, a division of Postmedia Network Inc.

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

Source I

Some Roles of Consumers in Two Economic Systems	
Mixed Economy	Market Economy
Influence some economic decisions	Control economic decision making
Make choices resulting from scarcity	Make choices resulting from scarcity
Purchase goods and services from privately owned businesses and Crown corporations	Purchase goods and services from privately owned businesses

Source II



Source III

Friday, September 10, 2010

Eco-entrepreneurs Launch City's First Free Store Drop-off Fee Helps Cover Overhead in Unique Venture

Mariam Ibrahim
Journal Staff Writer
Edmonton

There's a new store in Edmonton that won't have you worrying about maxing out your credit cards after an afternoon of shopping. In fact, you can leave your entire wallet, credit cards included, at home.

That's because at Edmonton's First Free Store, located at 8405 118th Ave., just about everything is free for the taking.

"You can take as much as you're willing to carry out," said 24-year-old Benjamin Ryder, who co-owns and runs the store with Brandon Tyson, 24, and Russ Armstrong, 56.

"You just walk right in and take

whatever you need," Armstrong added. "Then you are free to turn around and walk right out."

All of the items in the store are donated by people who no longer have a use for them, the trio explains. The store, open seven days a week from 10 a.m. to 5 p.m., makes its money by charging a \$2 drop-off fee for each bag or box brought in, which helps pay overhead costs. [...]

"A lot of people are willing to pay that price, because they've come through here and taken things for free," Tyson said. "They just want to share that experience with others." [...]

"It's a 100-per-cent for-profit business," Armstrong said. "We call ourselves social eco-entrepreneurs."

—from the *Edmonton Journal*

Ibrahim, Mariam. "Eco-entrepreneurs Launch City's First Free Store." *Edmonton Journal*, September 10, 2010, sec. B, p. 3. Material reprinted with the express permission of: **Edmonton Journal**, a division of Postmedia Network Inc.

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

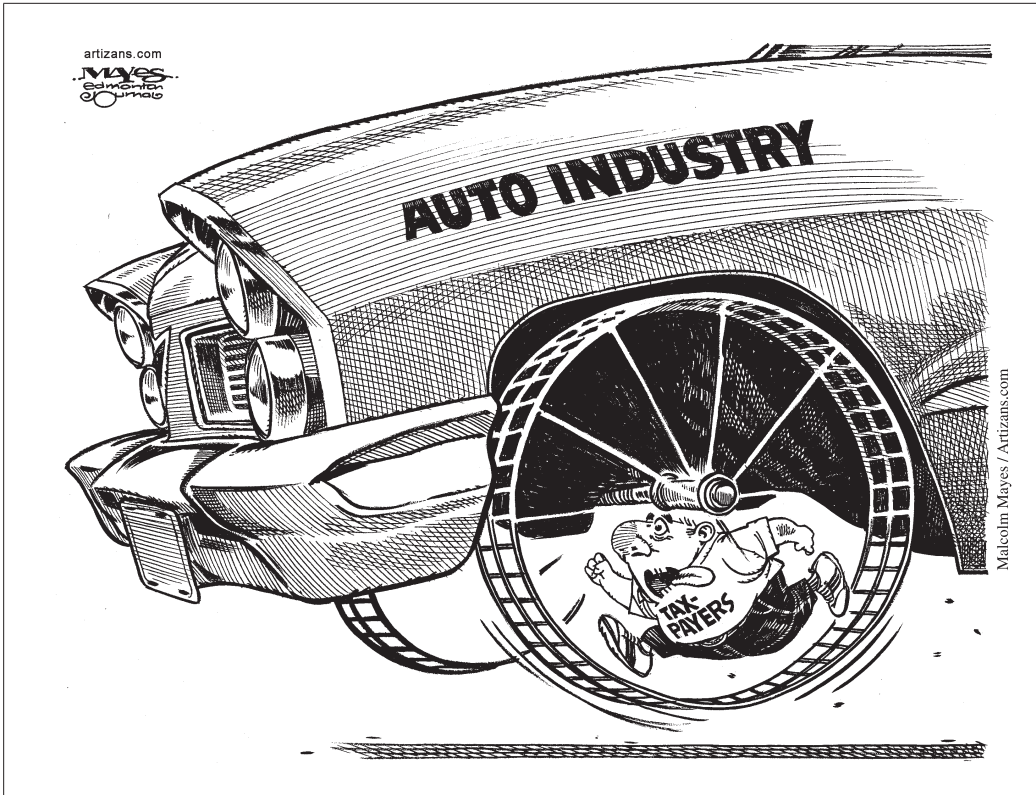
Source I

In December 2008, the United States government announced a \$17.4-billion loan package for General Motors and Chrysler to combat the growing economic recession. The Canadian and Ontario governments then offered a \$4-billion loan package to the Canadian divisions of those companies.



The governments of both Canada and the United States provided this money in order to preserve jobs in the automobile industry to stimulate economic recovery. However, I believe the automobile industry should not receive help from the government. Companies must be self-reliant. They must also be flexible and able to adapt to changing economic circumstances if they want to continue to succeed in business.

Source II



Source III

The following statements were taken from an article on the Canadian Auto Workers' website. The article was written by the president of the Canadian Auto Workers union in response to the loan packages announced by the governments of Canada and the United States.

“ This challenge before us is not just about saving the auto industry. This is about our overall economy, and our future as a trading nation. ...

We'd go from recession to depression overnight. So this isn't just about auto. And it isn't a bailout, either. After all, these are commercial loans, not hand-outs. Bridge financing from the government's own banking institutions ... Not from taxpayers' pockets.

We all have a stake in keeping this industry going in Canada. We're all counting on the jobs, the exports, the taxes that are generated by this industry. It's not a bail-out, it's an investment.

”

—from www.caw.ca

Lewenza, Ken. “Statement Regarding Canadian and U.S. Auto Restructuring Announcements.” Speech, March 30, 2009. The Canadian Auto Workers' union. <http://www.caw.ca/en/7176.htm>.

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

Source I



Some Features of the Canadian Employment Insurance (EI) Program

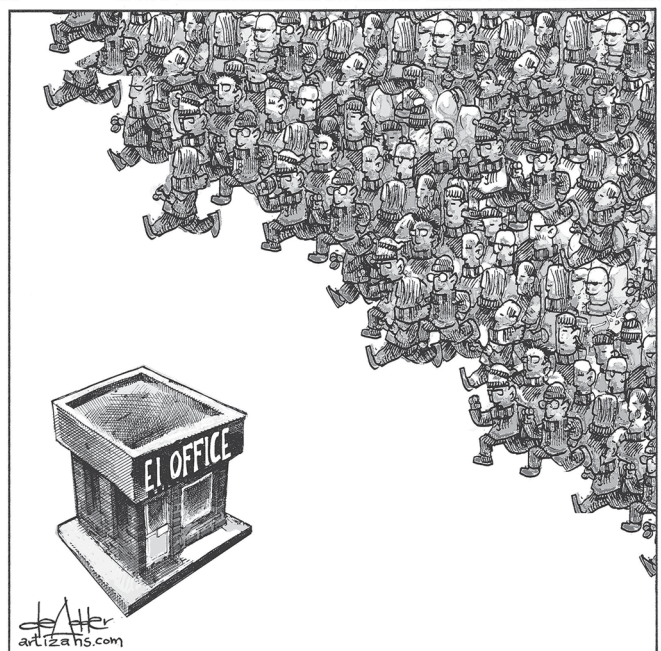
Feature W - Regular employment benefits are available to individuals who lose their jobs through no fault of their own.

Feature X - Other benefits (such as Maternity and Parental Benefits, Sickness Benefits, Family Supplements, or Compassionate Care Benefits) are available to qualified individuals.

Feature Y - Assistance is provided for individuals seeking employment to search job listings, create resumés, assess skills, or choose careers.

Feature Z - Training, career counselling, and employment information are provided.

Source II

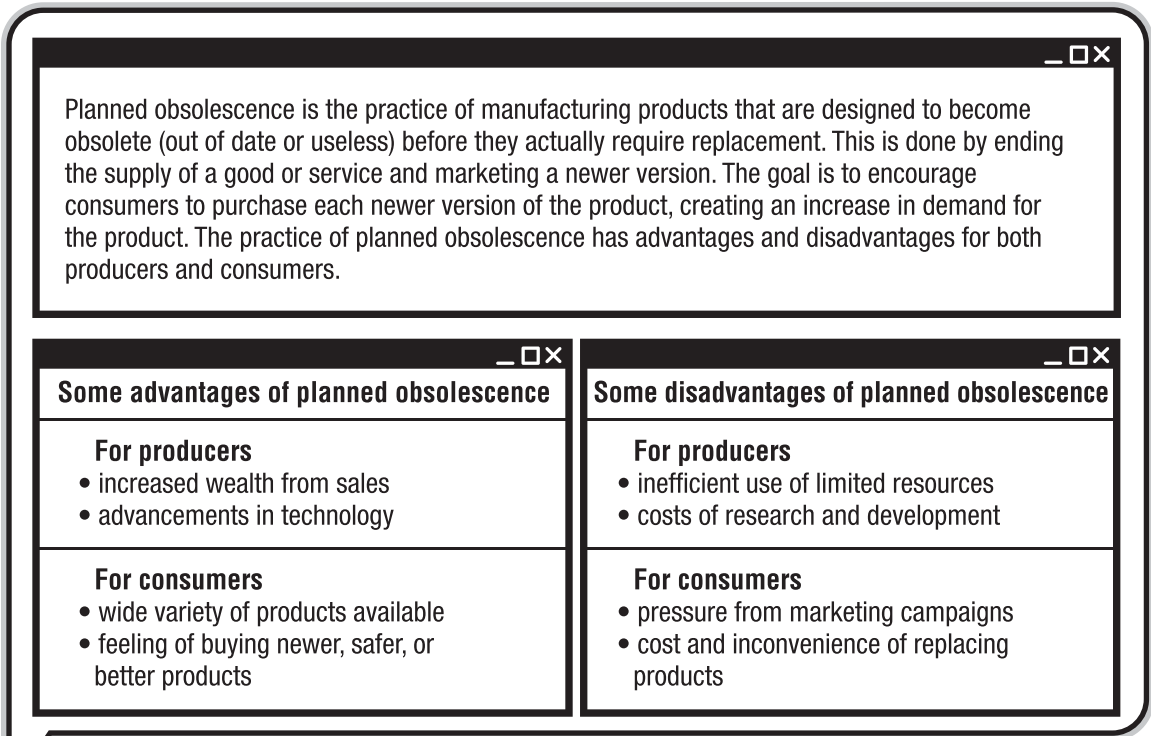


Source III



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

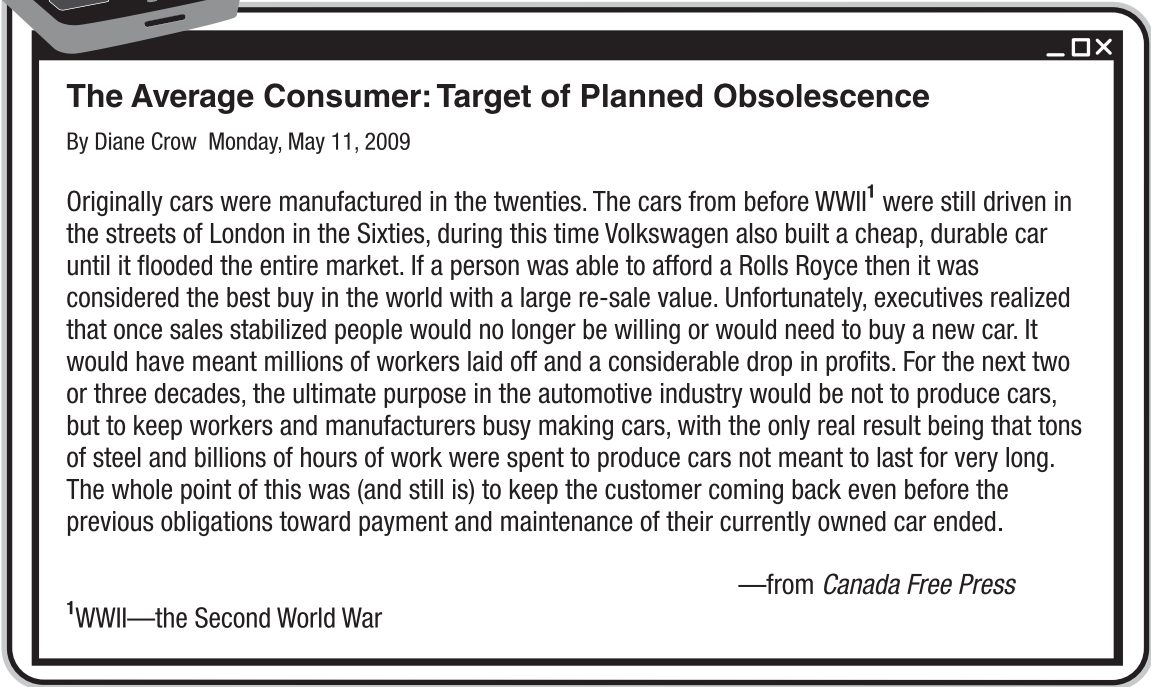
Source I



Planned obsolescence is the practice of manufacturing products that are designed to become obsolete (out of date or useless) before they actually require replacement. This is done by ending the supply of a good or service and marketing a newer version. The goal is to encourage consumers to purchase each newer version of the product, creating an increase in demand for the product. The practice of planned obsolescence has advantages and disadvantages for both producers and consumers.

Some advantages of planned obsolescence	Some disadvantages of planned obsolescence
For producers <ul style="list-style-type: none">• increased wealth from sales• advancements in technology	For producers <ul style="list-style-type: none">• inefficient use of limited resources• costs of research and development
For consumers <ul style="list-style-type: none">• wide variety of products available• feeling of buying newer, safer, or better products	For consumers <ul style="list-style-type: none">• pressure from marketing campaigns• cost and inconvenience of replacing products

Source II



The Average Consumer: Target of Planned Obsolescence
By Diane Crow Monday, May 11, 2009

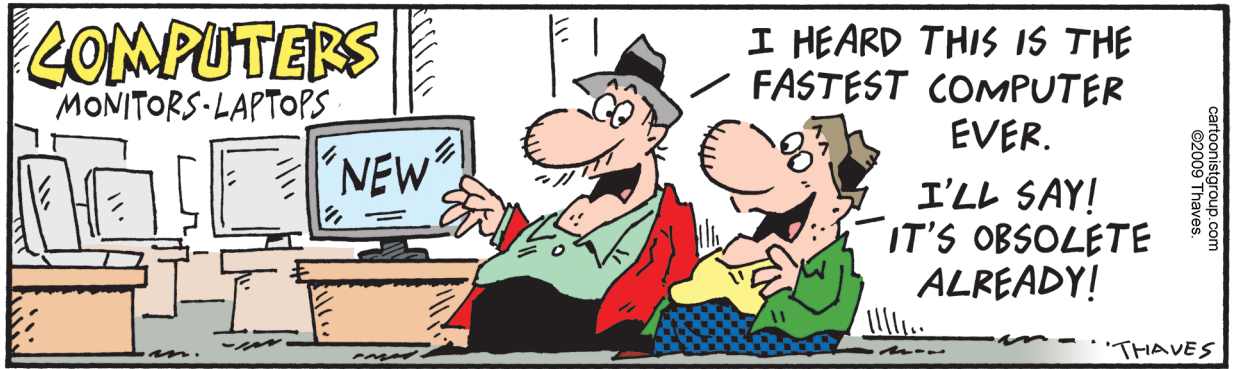
Originally cars were manufactured in the twenties. The cars from before WWII¹ were still driven in the streets of London in the Sixties, during this time Volkswagen also built a cheap, durable car until it flooded the entire market. If a person was able to afford a Rolls Royce then it was considered the best buy in the world with a large re-sale value. Unfortunately, executives realized that once sales stabilized people would no longer be willing or would need to buy a new car. It would have meant millions of workers laid off and a considerable drop in profits. For the next two or three decades, the ultimate purpose in the automotive industry would be not to produce cars, but to keep workers and manufacturers busy making cars, with the only real result being that tons of steel and billions of hours of work were spent to produce cars not meant to last for very long. The whole point of this was (and still is) to keep the customer coming back even before the previous obligations toward payment and maintenance of their currently owned car ended.

—from *Canada Free Press*

¹WWII—the Second World War

Crow, Diane. "The Average Consumer: Target of Planned Obsolescence." *Canada Free Press*, May 11, 2009.

Source III



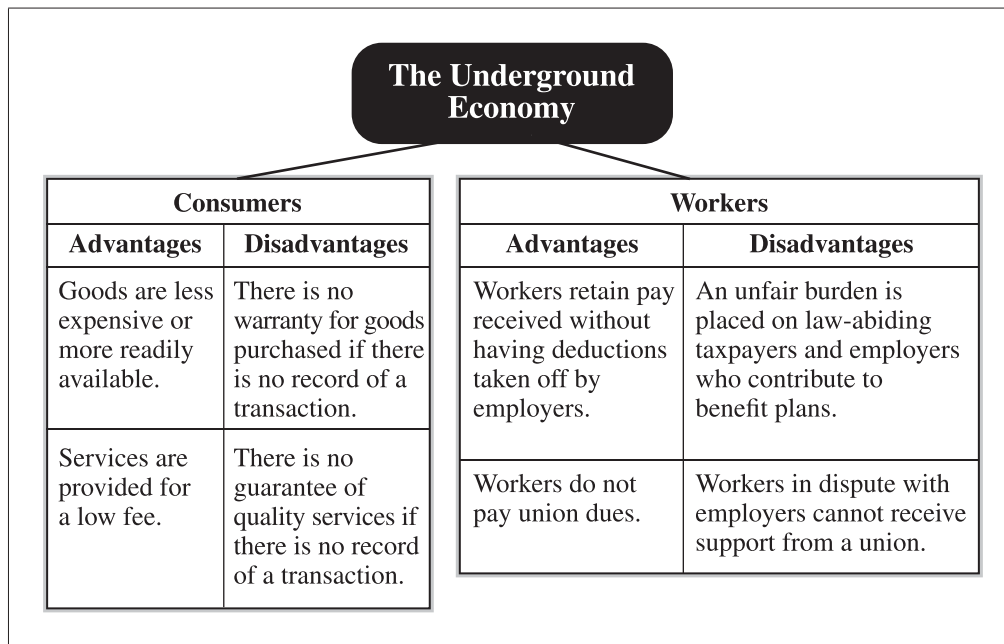
Frank and Ernest used with the permission of the Thaves and the Cartoonist Group. All rights reserved.

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

Source I

Terms	Definitions
Black market	Services, funded by taxes, to reduce economic inequalities and promote the well-being of citizens
Cash purchases	?
Social programs	Concealing income received to avoid paying taxes
Tax base	Goods and/or services, bought with cash only, leaving no record of the transaction
Tax evasion	The taxing of the total of all economic activity in a society by government to pay for services

Source II



Source III

Saturday, June 2, 2007

Even Day Labourers are Protected by Law Employer on Hook for Workers Compensation if Employee is Injured on the Job

Howard Levitt
Financial Post

In a gas station restaurant, in a Toronto area strip mall, Jack holds court each day. He controls a group of men. The men do not have names. They do not have social insurance numbers. They do not have identities. Yet they have two things in common — they are men and they are able-bodied.

These men have other lives — they are police, firefighters, postal workers and more. But on their days off, they approach Jack looking for additional work.

There is something else these men have in common. They do not want the income from the jobs Jack secures for them to be reported to anyone. ...

Each day, Jack gets calls from a variety of employers looking for labourers. The jobs usually are strenuous and the employees are not covered by workers compensation. They don't "officially" exist and are paid in cash.

If they become injured on the job,

they invariably have an "accident" first thing the next day at their official job and it is the legal employer whose premium is raised and is rendered less competitive as a result.

It isn't easy for legitimate employers to compete for customers with Jack's clients. The legitimate employers generally pay higher wages and benefits which Jack's employers do not. ...

But how protected are these employers in this hidden economy? They think they have an economic advantage — no statutory remittances¹, no Employment Insurance, Canada Pension Plan payments, vacation pay, overtime, or other benefits. Not even wrongful dismissal damages. But they are wrong.

If one of these people is injured, and seeks Workers Compensation benefits, the employer effectively becomes the insurer for that employee. Their explanation that the employee is not on the payroll will be of no help.

—from the *Edmonton Journal*

¹statutory remittances—mandatory payments, such as taxes

Grade 9 Achievement Test

Social Studies

Questions Booklet

Description

The Grade 9 Social Studies Achievement Test has two booklets:

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

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

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

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

2014

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

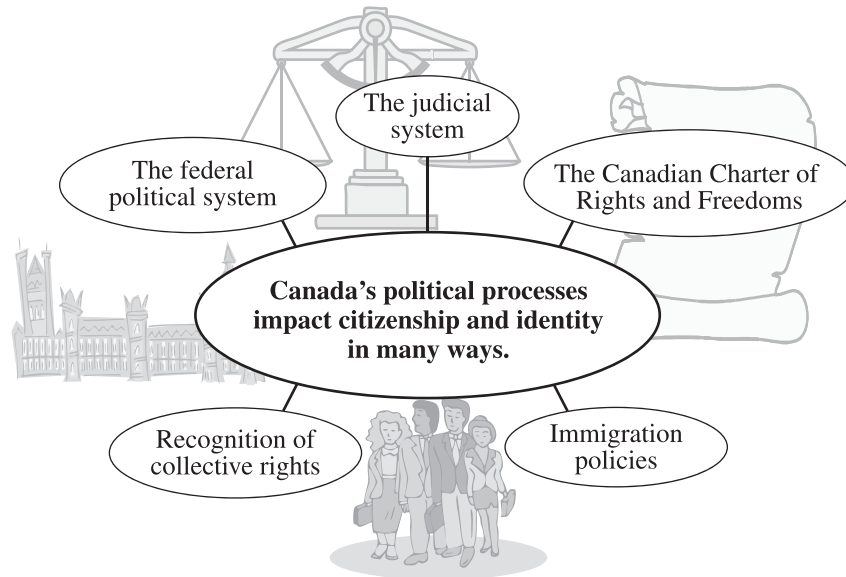
Answer Sheet

Ⓐ ● Ⓒ Ⓓ

- 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. Which of the following phrases would correctly replace the question mark in Source I?
 - A. Act in the interests of political leaders
 - B. Persuade citizens to join political parties
 - C. Promote citizen participation in political decision making
 - D. Encourage the government to take action on political issues

2. In Source II, the cartoonist suggests that lobbyists
 - A. have difficulty meeting with government leaders
 - B. have unlimited access to political decision makers
 - C. encourage cooperation among government leaders and constituents
 - D. work with constituents to present ideas to political decision makers

3. Based on the statement made by Mr. Easter in Source III, the role of lobbyists in the political decision-making process is
 - A. valuable, because lobbyists are employed by government officials
 - B. valuable, because lobbyists provide information to government officials
 - C. problematic, because meeting with lobbyists takes time away from the other duties of government officials
 - D. problematic, because lobbyists exert greater influence on government officials than members of the voting public do

4. The central issue to which all three sources **most directly** relate is the extent to which lobby groups should
 - A. encourage public participation in the political process
 - B. support government intervention in the economy
 - C. impact the actions of government leaders
 - D. persuade voters to join political parties

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

5. The question mark in Source I would be correctly replaced by which of the following headings?
- A. Governor General
 - B. House of Commons
 - C. Supreme Court of Canada
 - D. Parliamentary Press Gallery
6. “Royal assent” (Source I) is granted by
- A. members of Parliament
 - B. members of the Senate
 - C. the governor general
 - D. the prime minister
7. A critic of the parliamentary system that is described in Source II could infer from the cartoon in Source III that senators may
- A. prevent bills from receiving royal assent
 - B. create bills to be approved by members of Parliament
 - C. dismiss bills without the consent of the governing party
 - D. support bills without being informed of the content of the legislation
8. Taken together, all three sources deal **most directly** with the
- A. rights of lobby groups
 - B. duties of citizens and politicians
 - C. responsibilities of political parties
 - D. roles of elected and appointed government officials

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

9. Both the John Howard Society and the Elizabeth Fry Society (Source I, Step Three) illustrate how Canada's justice system may be influenced by
- A. court justices
 - B. advocacy groups
 - C. sentencing circles
 - D. youth justice committees
10. Considering the cartoonist's message in Source II, details in Source III reveal that Bill C-23A was **most likely** enacted in order to
- A. reintegrate convicted criminals into society
 - B. restrict the eligibility of applicants for pardons
 - C. simplify the process by which pardons are granted
 - D. ensure that criminals are convicted of crimes committed
11. Information in all three sources is **most directly** related to which of the following questions?
- A. Under what conditions should convicted criminals receive pardons?
 - B. Should the costs to convicted criminals who apply for pardons be increased?
 - C. Should convicted criminals receive social assistance when applying for pardons?
 - D. To what extent are victims of crime involved in the process by which convicted criminals are granted pardons?

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

12. Which of the following rights and freedoms guaranteed under the Canadian Charter of Rights and Freedoms is **most directly** related to the one-person-one-fare policy identified in Source I?
- A. Freedom of peaceful assembly
 - B. Freedom of association
 - C. Democratic rights
 - D. Equality rights
13. The information regarding the one-person-one-fare policy in Source II could be **best** used to infer that airlines in Canada
- A. are concerned about safety regulations
 - B. may offer seat sales to generate income
 - C. expect the economic impact to be minimal
 - D. view the financial responsibility as excessive
14. The information presented in Source III **most clearly** reveals an underlying conflict between
- A. individual rights and public ownership
 - B. collective rights and private ownership
 - C. individual rights and corporate earnings
 - D. collective rights and financial prosperity
15. The information in all three sources is **most clearly** related to which of the following issues?
- A. Should passengers be required to make their own travel reservations?
 - B. Does the public have a responsibility to play a role in the judicial system?
 - C. Does the federal government have a responsibility to ensure that airlines remain profitable?
 - D. Should privately owned companies be legally required to provide for the needs of all customers?

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

16. The Minority Language Educational Rights referred to in Source I are
- A. prohibited by law in Québec
 - B. entrenched in Canada's Constitution
 - C. restricted to only French-speaking students in Québec
 - D. guaranteed to individuals who speak neither of Canada's official languages
17. Speaker Y in Source II would **most likely** view the features of Bill 115 outlined in Source I as being
- A. acceptable, because students must learn English in school
 - B. unacceptable, because English-language instruction is allowed
 - C. acceptable, because schools are required to conduct classes in French
 - D. unacceptable, because students may struggle with instruction in French
18. Both sources **most directly** examine the extent to which the Québec government
- A. protects the rights of members of Canada's official-language communities
 - B. acknowledges the cultural diversity of immigrants to Canada
 - C. encourages students to learn more than one language
 - D. promotes enrolment in privately funded schools

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

19. From the perspective of the Canadian government, the “Indian Act” (Source I) is intended to guarantee
- A. collective rights for Aboriginal peoples
 - B. self-government for Aboriginal peoples
 - C. preservation of the cultures of Aboriginal peoples
 - D. recognition of the languages spoken by Aboriginal peoples
20. The term “assimilation” (Source II) involves the process by which
- A. traditions of Aboriginal peoples are preserved
 - B. self-government is granted to Aboriginal peoples
 - C. a minority group adopts the customs and attitudes of the majority
 - D. the federal government recognizes the languages and cultures of minority groups
21. Details in Source II reveal that Stewart Phillip considers the actions of the Tsawwassen First Nation and the Gitksan First Nation to be
- A. unacceptable, because both First Nations are surrendering their treaty rights
 - B. unacceptable, because both First Nations face opposition from their own membership
 - C. acceptable, because both First Nations are seeking to promote economic development
 - D. acceptable, because both First Nations have the right to sign treaties with the federal government
22. The information contained in both sources is **most directly** related to which of the following issues?
- A. To what extent does the Indian Act meet the needs of First Nations?
 - B. Should amendments to the Indian Act require consultation with First Nations?
 - C. Should the provisions of the Indian Act include self-government for First Nations?
 - D. To what extent does the Indian Act recognize the cultural diversity of First Nations?

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

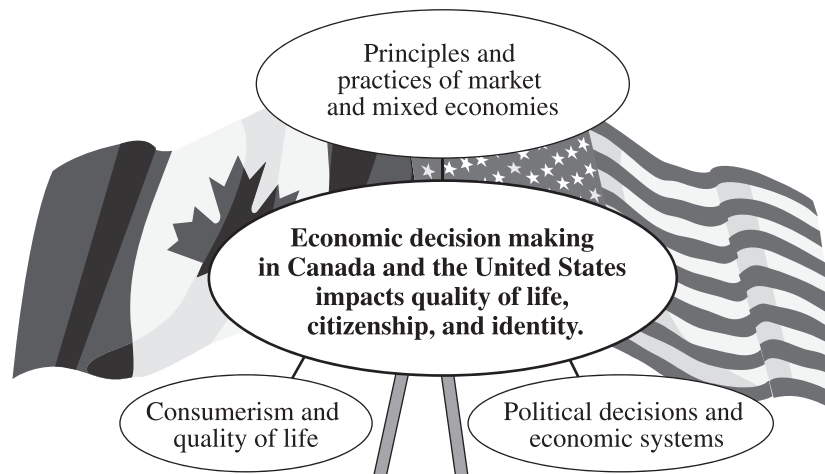
23. According to Canada's immigration laws, "refugees" (Source I) are defined as individuals who are seeking to
- A. find temporary housing
 - B. escape from persecution
 - C. reunite with family members
 - D. gain employment in the trades
24. As a result of the "Singh decision" (Source II), individuals who apply for refugee status in Canada have the right to
- A. maintain their cultural traditions
 - B. live anywhere they choose in Canada
 - C. speak English or French upon their arrival in Canada
 - D. attend a hearing regarding their personal circumstances
25. In Source III, the cartoonist suggests that
- A. the number of refugee claims received each year is increasing
 - B. refugees without proper identification are allowed into Canada
 - C. the Canadian government should expand programs for refugees
 - D. refugee claims are processed more quickly than applications in other immigration categories
26. Taken together, these three sources contain information that is **most directly** related to the extent to which
- A. current policies in Canada regarding refugees are appropriate
 - B. refugees are able to successfully integrate into Canadian society
 - C. the basic needs of refugees are provided by the Canadian government
 - D. refugees are able to participate in political decision making in Canada

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

27. The point system (Source I) applies to which of the following immigration categories?
- A. Skilled workers and business people
 - B. People accepted for humanitarian or compassionate reasons
 - C. People who are escaping persecution, torture, or cruel and unusual punishment
 - D. Spouses, partners, children, parents, and grandparents of people living in Canada
28. Information in Source II describes immigrants who
- A. moved to cities with large immigrant populations
 - B. had arranged employment before immigrating
 - C. were employed in the oil and gas industry
 - D. filled employment vacancies
29. Which of the following conclusions is **most directly** supported by the information in Source III?
- A. Businesses are successful in hiring Aboriginal workers.
 - B. Businesses should employ Aboriginals who live nearby.
 - C. Businesses should provide funding for education in Aboriginal communities.
 - D. Businesses are responsible for ensuring economic growth in Aboriginal communities.
30. Taken together, all three sources contain information that is **most closely** related to
- A. job creation in Canada
 - B. unemployment rates in Canada
 - C. employment and immigration in Canada
 - D. population growth resulting from immigration in 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 a “Market Economy” (Source I), consumers **most directly** determine the answer to which of the following basic economic questions?
- A. Which resources will be used to produce goods?
 - B. Where will goods be produced?
 - C. When will goods be produced?
 - D. What goods will be produced?
- 32.** The term “scarcity” (Source I) is defined as having
- A. unlimited resources to fill unlimited needs and wants
 - B. unlimited resources to fill limited needs and wants
 - C. limited resources to fill unlimited needs and wants
 - D. limited resources to fill limited needs and wants
- 33.** Unlike the businesses whose sales promotions are illustrated in Source II, the owners of the First Free Store described in Source III are **mainly** motivated by a desire to
- A. provide goods for people in need
 - B. profit from selling goods to consumers
 - C. increase cooperation with other businesses
 - D. offer people a wide variety of products to choose from
- 34.** Taken together, these three sources **most directly** focus on how consumers are
- A. intent on conserving the environment
 - B. central to decisions made by businesses
 - C. encouraged to spend money on luxury items
 - D. dependent on government intervention in the economy

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

- 35.** The idea that “Companies must be self-reliant” (Source I) reflects the belief that the Canadian government should
- A.** provide economic assistance to Canadian companies in need
 - B.** offer funding to privately owned companies in the United States
 - C.** allow market forces to determine the success of Canadian businesses
 - D.** permit businesses to lend money to the government of the United States
- 36.** In Source II, details in the cartoon suggest that government intervention in the automobile industry imposes
- A.** a burden on citizens
 - B.** a hardship on manufacturers
 - C.** limitations on private ownership
 - D.** restrictions on labour-union membership
- 37.** Information in Source III suggests that the automobile industry
- A.** shares responsibility for the economic downturn in Canada
 - B.** requires increased regulations from the Canadian government
 - C.** needs less financial assistance than other industries in Canada
 - D.** provides economic benefits to Canadians that outweigh the costs to government
- 38.** Taken together, these three sources illustrate a role that may be played by
- A.** private investors in the economy
 - B.** government in the economy
 - C.** a Crown corporation
 - D.** a labour union

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

- 39.** The “Canadian Employment Insurance (EI) Program” (Source I) is an example of a social program in that it
- A.** regulates interest rates on loans
 - B.** encourages individuals to save money
 - C.** promotes the welfare of members of society
 - D.** reduces the amount of taxes paid by businesses
- 40.** A primary goal of the “Canadian Employment Insurance (EI) Program” (Source I) is to
- A.** provide temporary financial relief to individuals
 - B.** enhance working conditions for labourers
 - C.** assist workers who are injured on the job
 - D.** stimulate the economy
- 41.** Both the cartoonist in Source II and the protesters shown in Source III are raising concerns that are **most directly** related to the difficulty of balancing individualism with
- A.** personal choice
 - B.** the public good
 - C.** economic growth
 - D.** scarcity of resources
- 42.** Which of the following questions identifies an issue **most clearly** raised by all three sources?
- A.** Should government provide tax breaks to stimulate job creation?
 - B.** Are businesses responsible for providing employee pension plans?
 - C.** Should government provide financial support for Canadians in need?
 - D.** What role do businesses play in providing for the needs of Canadians?

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

43. The term “marketing” (Source I) refers to the
- A. production of goods and services
 - B. influence consumers have on producers
 - C. creation of demand for goods and services
 - D. encouragement of consumers to limit spending
44. Which of the following phrases would be correctly added to the list of “advantages of planned obsolescence” for both producers and consumers in Source I?
- A. Economic growth
 - B. Financial stability
 - C. Government ownership
 - D. Government intervention
45. The cartoonist’s message in Source III **most clearly** reinforces the idea in Source II that planned obsolescence enables
- A. producers to create new inventions
 - B. businesses to continuously sell products
 - C. governments to increase revenue from sales taxes
 - D. consumers to own the most current versions of products
46. Information in all three sources supports the conclusion that planned obsolescence
- A. enhances quality of life
 - B. emphasizes self-reliance
 - C. reinforces the principles of consumerism
 - D. requires government intervention in the economy

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

47. In Source I, the question mark in the list of definitions would be **most appropriately** replaced by which of the following phrases?
- A. Buying goods that are made from non-renewable or scarce resources
 - B. Economic activities that are wasteful or hazardous to the environment
 - C. Trade agreements that are ignored or violated by foreign governments
 - D. Purchasing goods that are prohibited or unavailable through legal channels
48. Source II illustrates that for consumers and workers who participate in the underground economy, there are
- A. costs associated with their actions
 - B. opportunities to gain wealth with limited effort
 - C. benefits for society that result from their actions
 - D. consequences that have little impact on society as a whole
49. Source III reveals that legal employers have difficulty competing for customers because
- A. goods and services they produce are of inferior quality
 - B. profits from sales are distributed among their shareholders
 - C. wages and benefits are included in the prices of goods and services they sell
 - D. expenses arising from accidents in their workplaces are the responsibility of injured workers
50. These three sources would be **most appropriate** for a research report on how the underground economy
- A. increases the variety of products available for purchase
 - B. ensures that prices of goods and services remain stable
 - C. affects Canada's trade relations with foreign countries
 - D. impacts Canada's tax base and social programs

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

2014 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 2014 Grade 9 Social Studies Achievement Test.

	Knowledge and Understanding ¹	Skills and Processes ²	Number (Percentage) of Questions
<p>The Political and Judicial System (9.1.4, 9.1.5)³ 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"> • how federal laws are passed • branches of the federal government • selection of MPs and Senators • accountability of MPs and Senators • the role of federal political parties • the role of media in political issues 	<ul style="list-style-type: none"> • lobby groups and government decisions • how political and legislative processes meet the needs of Canadians • participation in Canada’s justice system • citizens’ legal roles and responsibilities • the Youth Criminal Justice Act 	<ul style="list-style-type: none"> • 8 • 10 • 11 • 7 • 7 	<p>11 Questions (22% of Test Total)</p>
<p>Individual and Collective Rights (9.1.6, 9.1.7)³ 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"> • recognition of individual rights • exercising individual rights • conditions in the workplace • rights and responsibilities of citizens • recognition of collective rights • the needs of Francophone minorities 	<ul style="list-style-type: none"> • the needs of Francophones in Québec • the rights of official-language minorities • how the Indian Act recognizes the status and identity of Aboriginal peoples • Treaty 6, Treaty 7, and Treaty 8 • legislation and Métis cultures and rights 	<ul style="list-style-type: none"> • 18 • 21 • 22 • 17 • 7 	<p>11 Questions (22% of Test Total)</p>
<p>Immigration (9.1.8)³ 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"> • factors influencing immigration policies • changes to Canadian policies on immigration and refugees • immigration and Aboriginal peoples 	<ul style="list-style-type: none"> • provincial immigration policies • immigration policies in Québec • immigration policies and the Charter • how Canada benefits from immigration 	<ul style="list-style-type: none"> • 29 • 30 • 28 • 5 	<p>8 Questions (16% of Test Total)</p>
<p>Economic Decision Making (9.2.4)³ 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"> • principles of a market economy • government intervention • Canada’s mixed economy • the role of consumers in market and mixed economies 	<ul style="list-style-type: none"> • consumer individual and collective identity • the economic impact of labour unions • government intervention in the economy in Canada and in the United States • the basic economic question of scarcity 	<ul style="list-style-type: none"> • 37 • 38 • 36 • 5 	<p>8 Questions (16% of Test Total)</p>
<p>Consumerism, Quality of Life, and Political Decision Making (9.2.5, 9.2.6)³ 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"> • indicators of quality of life • individual consumer behaviour • how marketing affects consumerism • consumerism and quality of life • consumerism as a power of a collective • consumerism and economic growth 	<ul style="list-style-type: none"> • values underlying social programs • economic platforms of political parties • political party philosophies and platforms • the underground economy • environmental issues and quality life 	<ul style="list-style-type: none"> • 48 • 49 • 50 • 46 • 7 	<p>12 Questions (24% of Test Total)</p>
Number (Percentage) of Questions	19 Questions (38% of Test Total)	31 Questions (62% of Test Total)	50 Questions (100% of Test Total)

¹**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).

²**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).

³Bolded 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	D	55.3	Knowledge & Understanding	Political & Judicial Systems	Recognize a role played by lobby groups in Canada's federal political system. (SO 9.1.4)
2	B	70.3	Skills & Processes	Political & Judicial Systems	Interpret details in a cartoon to determine what is suggested by the cartoonist. (SO 9.S.1)
3	B	73.3	Skills & Processes	Political & Judicial Systems	Identify an individual's viewpoint regarding the role of lobbyists in Canada's political decision-making processes. (SO 9.S.1)
4	C	68.5	Skills & Processes	Political & Judicial Systems	Draw a conclusion regarding the central issue to which three sources are most directly related. (SO 9.S.4)
5	B	87.0	Knowledge & Understanding	Political & Judicial Systems	Recall the parliamentary institution identified in a diagram of how laws are passed in Canada's federal political system. (SO 9.1.4)
6	C	78.2	Knowledge & Understanding	Political & Judicial Systems	Know how a bill is enacted into law in Canada's federal political system. (SO 9.1.4)
7	D	50.4	Skills & Processes	Political & Judicial Systems	Determine the inference a critic of a viewpoint presented could make from a cartoon regarding the role of senators in Canada's political system. (SO 9.S.1)
8	D	73.5	Skills & Processes	Political & Judicial Systems	Synthesize information in three sources in order to draw a conclusion regarding the central issue addressed. (SO 9.S.4)
9	B	64.8	Knowledge & Understanding	Political & Judicial Systems	Remember the role played by both the John Howard Society and the Elizabeth Fry Society in Canada's justice system. (SO 9.1.5)
10	B	44.0	Skills & Processes	Political & Judicial Systems	Consider the message in a cartoon in one source to determine why a bill described in another source was enacted into law in Canada. (SO 9.S.1)
11	A	68.3	Skills & Processes	Political & Judicial Systems	Form a generalization regarding the issue to which information related to Canada's justice system in three sources is most directly related. (SO 9.S.4)
12	D	80.0	Knowledge & Understanding	Individual & Collective Rights	Recognize the rights guaranteed under the Canadian Charter of Rights and Freedoms identified in four newspaper headlines. (SO 9.1.6)
13	D	64.4	Skills & Processes	Individual & Collective Rights	Make an inference from information in a chart regarding costs related to preserving rights contained in the Canadian Charter of Rights and Freedoms. (SO 9.S.1)
14	C	49.8	Skills & Processes	Individual & Collective Rights	Analyze four viewpoints to determine the conflict central to the discussion of rights contained in the Canadian Charter of Rights and Freedoms. (SO 9.S.1)

Question	Key	Diff. %	Reporting Category	Curricular Content Area (Concept)	Item Description
15	D	67.5	Skills & Processes	Individual & Collective Rights	Synthesize information in three sources in order to draw a conclusion regarding the issue that is most clearly addressed. (SO 9.S.4)
16	B	55.7	Knowledge & Understanding	Individual & Collective Rights	Know how the rights of official-language minorities are guaranteed in Canada. (SO 9.1.7)
17	B	57.9	Skills & Processes	Individual & Collective Rights	Determine, from a viewpoint presented, how the speaker would respond to the terms of a bill enacted in the province of Québec. (SO 9.S.1)
18	A	66.6	Skills & Processes	Individual & Collective Rights	Form a generalization regarding the issue pertaining to recognition of official-language rights in Québec that is raised in two sources. (SO 9.S.4)
19	A	65.4	Knowledge & Understanding	Individual & Collective Rights	Recall what the Canadian government intends the Indian Act to guarantee for First Nations peoples. (SO 9.1.7)
20	C	70.6	Knowledge & Understanding	Individual & Collective Rights	Know the process to which the term <i>assimilation</i> refers. (SO 9.1.7)
21	A	54.8	Skills & Processes	Individual & Collective Rights	Determine from information in a magazine article an individual's viewpoint regarding the actions of the First Nations described. (SO 9.S.1)
22	A	48.0	Skills & Processes	Individual & Collective Rights	Determine from information presented in two sources the issue that is most clearly identified. (SO 9.S.4)
23	B	83.8	Knowledge & Understanding	Immigration	Recognize what defines individuals who are classified as refugees under Canada's immigration laws. (SO 9.1.8)
24	D	54.4	Knowledge & Understanding	Immigration	Identify how the Canadian Charter of Rights and Freedoms guarantees the rights of individuals who apply for refugee status in Canada. (SO 9.1.8)
25	D	55.6	Skills & Processes	Immigration	Interpret a cartoon to determine what is suggested by the cartoonist about Canada's policies on immigration and refugees. (SO 9.S.1)
26	A	37.3	Skills & Processes	Immigration	Determine the issue to which the information in three sources pertaining to Canada's policies on immigration and refugees is most closely related. (SO 9.S.4)
27	A	82.7	Knowledge & Understanding	Immigration	Recognize the immigration category to which information in a chart applies. (SO 9.1.8)
28	D	66.6	Skills & Processes	Immigration	Form a generalization from information on a web page pertaining to the benefits of immigration. (SO 9.S.1)
29	B	60.6	Skills & Processes	Immigration	Determine the conclusion that is most directly supported by information presented in a newspaper article. (SO 9.S.1)

Question	Key	Diff. %	Reporting Category	Curricular Content Area (Concept)	Item Description
30	C	78.4	Skills & Processes	Immigration	Draw a conclusion regarding the issue to which the information contained in three sources is most closely related. (SO 9.S.4)
31	D	62.2	Knowledge & Understanding	Economic Decision Making	Identify the basic economic question for which the answer is most directly determined by consumers in a market economy. (SO 9.2.4)
32	C	78.4	Knowledge & Understanding	Economic Decision Making	Determine the basic economic problem that defines the term <i>scarcity</i> . (SO 9.2.4)
33	A	75.1	Skills & Processes	Economic Decision Making	Determine from details in a cartoon and information in a newspaper article the differing motivations underlying the actions of businesses. (SO 9.S.1)
34	B	63.1	Skills & Processes	Economic Decision Making	Form a generalization regarding the economic role of consumers upon which information in three sources is most directly focused. (SO 9.S.4)
35	C	71.0	Knowledge & Understanding	Economic Decision Making	Recognize, from a given statement, the belief expressed regarding government intervention in market economies. (SO 9.2.4)
36	A	81.4	Skills & Processes	Economic Decision Making	Interpret details in a cartoon to determine what is suggested about the consequences of government intervention in the economy. (SO 9.S.1)
37	D	47.8	Skills & Processes	Economic Decision Making	Determine what is suggested in an article taken from a website with regard to government intervention in the economy. (SO 9.S.1)
38	B	54.1	Skills & Processes	Economic Decision Making	Draw a conclusion regarding the economic issue that is addressed by information in three sources. (SO 9.S.4)
39	C	77.9	Knowledge & Understanding	Consumerism, Quality of Life, & Political Decision Making	Recall the societal values that underlie social programs in Canada. (SO 9.2.5)
40	A	67.9	Knowledge & Understanding	Consumerism, Quality of Life, & Political Decision Making	Know a primary goal of Canada's Employment Insurance Program. (SO 9.2.5)
41	B	52.4	Skills & Processes	Consumerism, Quality of Life, & Political Decision Making	Determine the issue that is most directly related to concerns raised by a cartoonist in one source and protesters shown in another source. (SO 9.S.1)

Question	Key	Diff. %	Reporting Category	Curricular Content Area (Concept)	Item Description
42	C	73.1	Skills & Processes	Consumerism, Quality of Life, & Political Decision Making	Synthesize information to determine the question that identifies the issue most clearly raised by three sources. (SO 9.S.4)
43	C	49.2	Knowledge & Understanding	Consumerism, Quality of Life, & Political Decision Making	Know what is meant by the term <i>marketing</i> . (SO 9.2.5)
44	A	67.1	Knowledge & Understanding	Consumerism, Quality of Life, & Political Decision Making	Identify an advantage for both producers and consumers of a given marketing technique. (SO 9.2.5)
45	B	50.1	Skills & Processes	Consumerism, Quality of Life, & Political Decision Making	Determine the idea regarding marketing presented in an article in one source that is reinforced by the cartoonist's message in another source. (SO 9.S.1)
46	C	65.8	Skills & Processes	Consumerism, Quality of Life, & Political Decision Making	Draw a conclusion from information presented in three sources regarding marketing and consumerism. (SO 9.S.4)
47	D	80.2	Knowledge & Understanding	Consumerism, Quality of Life, & Political Decision Making	Know what characterizes economic interactions in the underground economy. (SO 9.2.6)
48	A	50.9	Skills & Processes	Consumerism, Quality of Life, & Political Decision Making	Interpret information in a chart to form a generalization regarding participation in the underground economy. (SO 9.S.1)
49	C	41.1	Skills & Processes	Consumerism, Quality of Life, & Political Decision Making	Determine, from information in a newspaper article, a challenge employers face as a result of the underground economy. (SO 9.S.1)
50	D	67.4	Skills & Processes	Consumerism, Quality of Life, & Political Decision Making	Form a generalization regarding the topic of a research report for which the information in three sources would be most useful. (SO 9.S.4)