

Released 2012
Achievement
Test

**Social
Studies**
Sources and Questions

GRADE
9

Alberta  Government

This document contains a full release of the English form of the 2012 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.

For further information, contact

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To call toll-free from outside Edmonton, dial (780) 310-0000.

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

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2012 Achievement Test Sources and Questions

The sources and questions presented in this document are from the previously secured English form of the 2012 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

2012

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.

2012

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*).

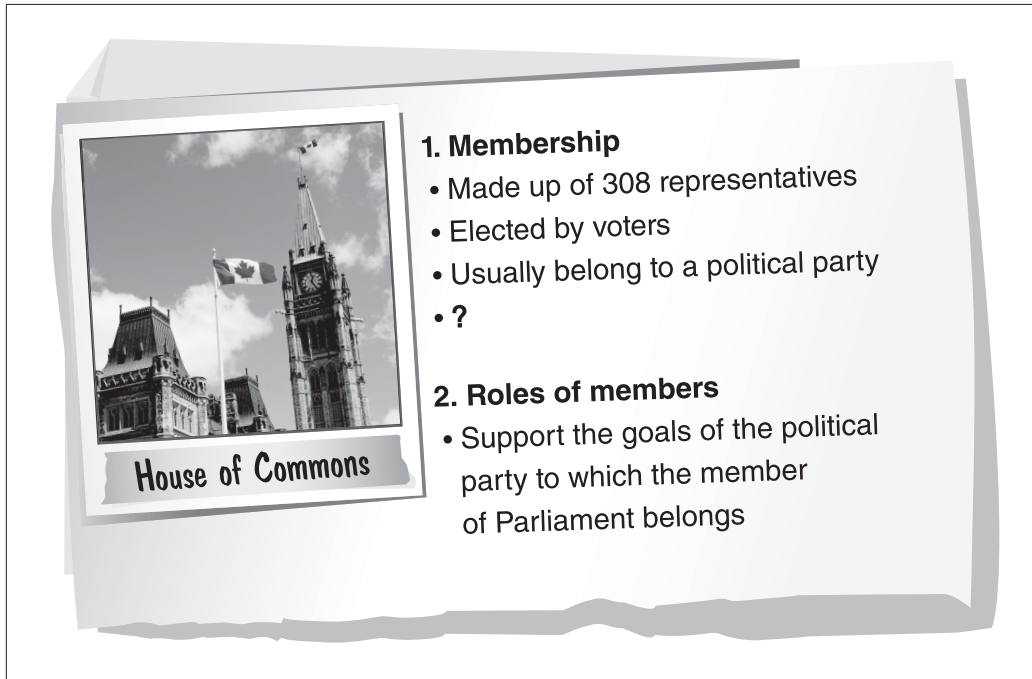
You should take about 50 minutes to complete these 30 multiple-choice questions.

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



House of Commons

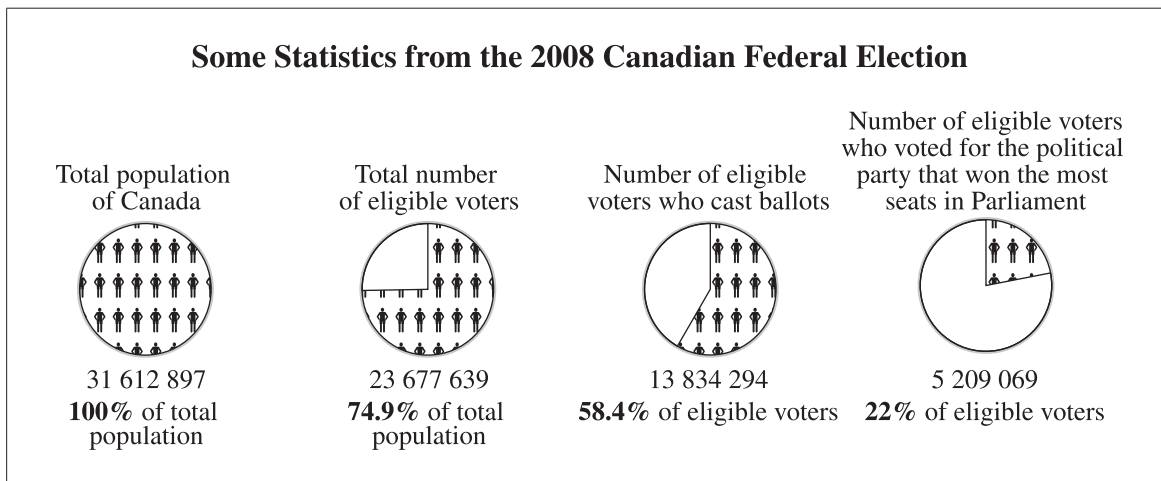
1. Membership

- Made up of 308 representatives
- Elected by voters
- Usually belong to a political party
- ?

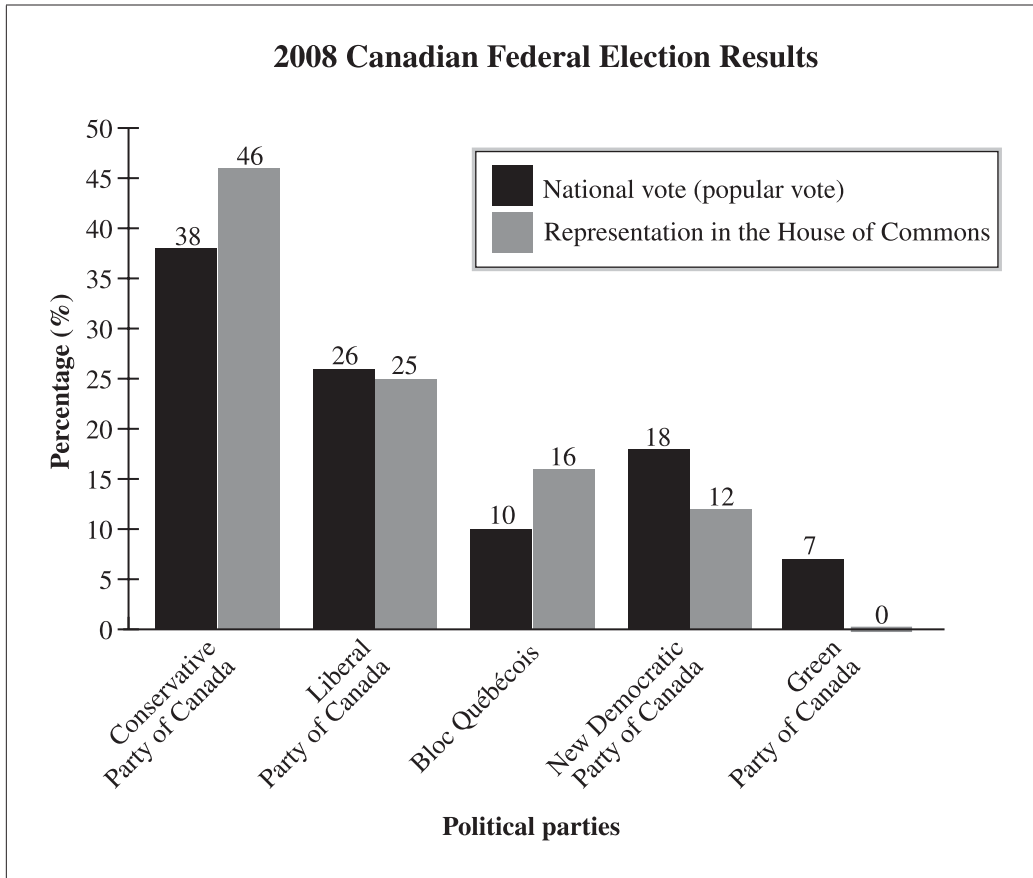
2. Roles of members

- Support the goals of the political party to which the member of Parliament belongs


Source II



Source III




Source IV



Speaker Y

The current system used in Canada is working well. The political party with the most seats often forms the government. This leads to stability because elections usually result in majority governments.




Speaker Z

We must change our system of electing members of Parliament. If we were to elect political representatives based on popular vote, more political parties could be represented in the House of Commons. I would feel that my vote counted, even if I did not vote for the candidate who received the most votes in a riding. This could encourage people to vote in elections.

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


Source I

Viewpoint W



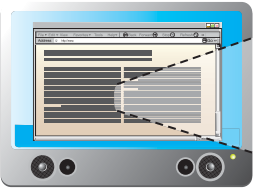
Opposition parties use news media to inform society of government actions. Critics are free to express their points of view in a democracy.

Viewpoint X




Canadian citizens use news media to find information on political issues. They then decide which political party to support.

Viewpoint Y



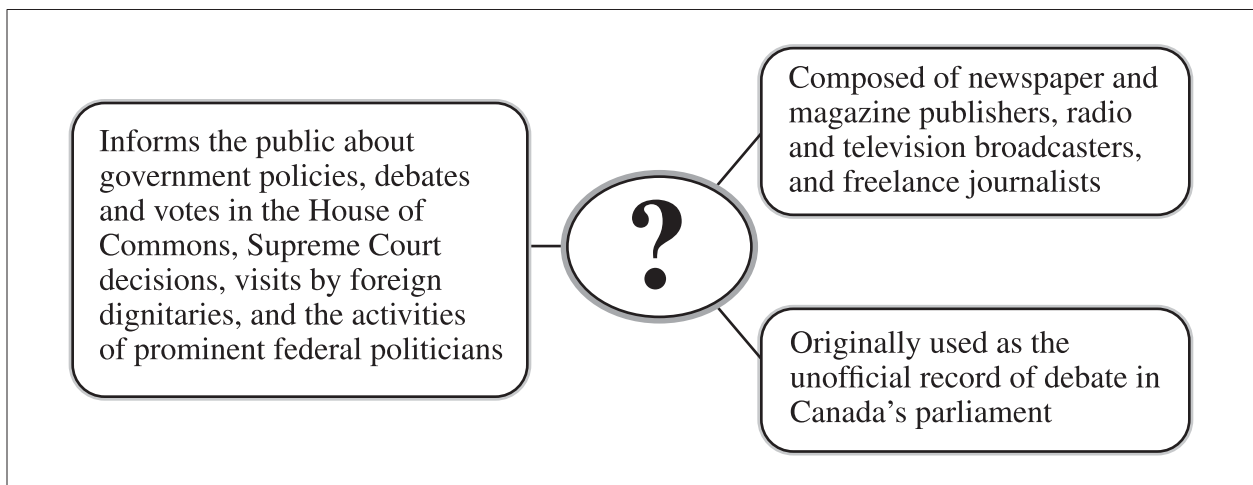
News media decide which stories to present to the public. This influences how Canadians regard an issue, and how the government reacts to their views.

Viewpoint Z

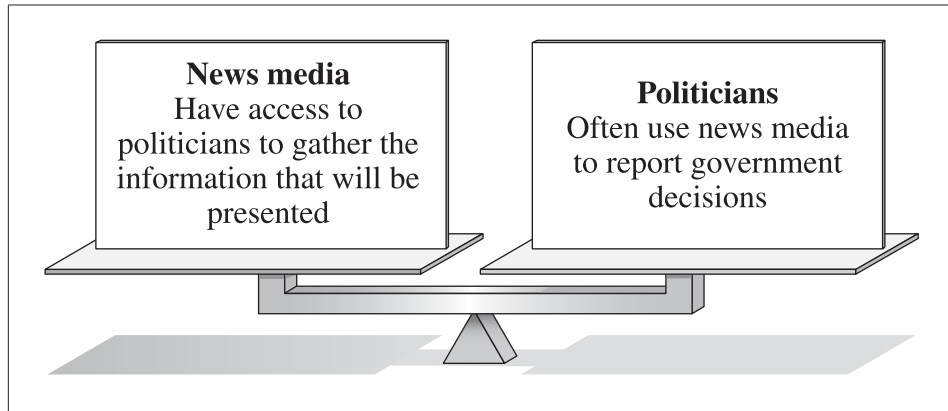


Governments establish the political issues of the day. News media may report the information to the people, but politicians decide what to debate.

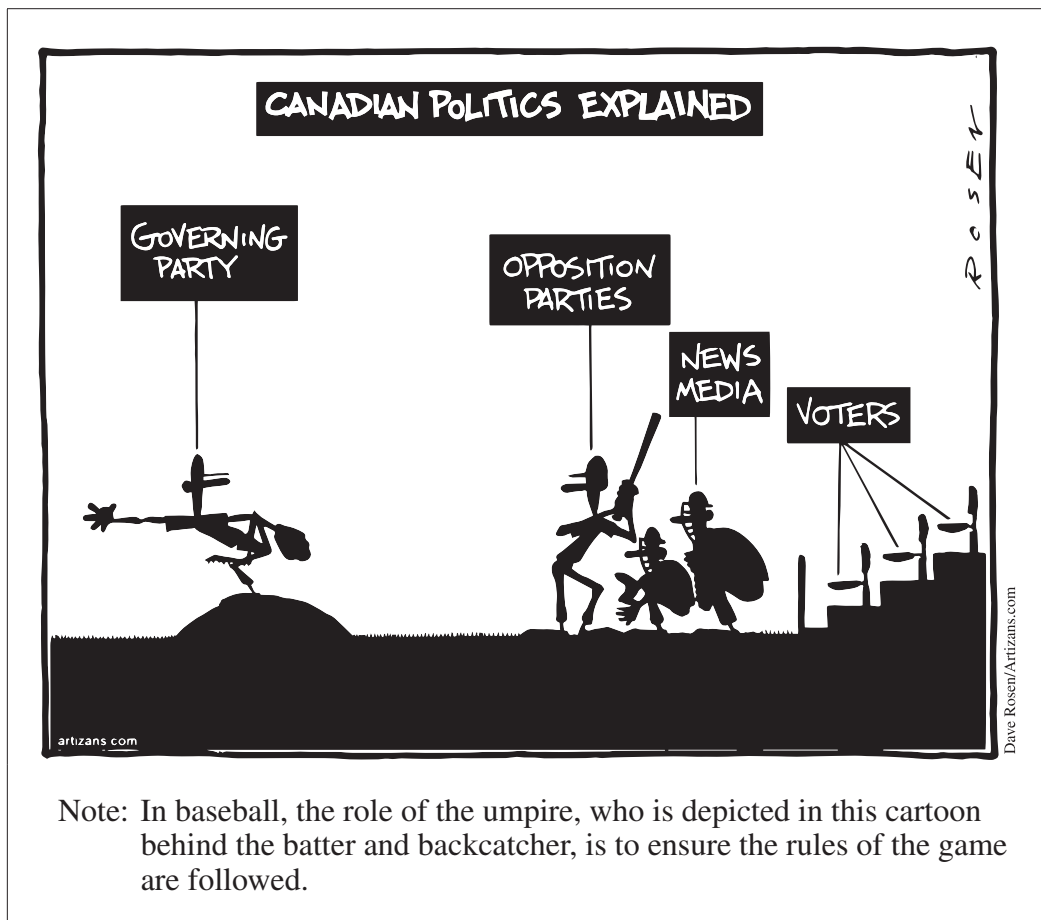
Source II



Source III



Source IV



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


Source I



Source II

Average Annual Cost of Administering Criminal Sentences in Canada, 2005

Type of sentence	Estimated cost per prisoner per year
Federal prison term—female	\$150 000 – \$200 000
Federal prison term—male	\$60 000 – \$110 000
Other sentences such as probation, house arrest, and community supervision	\$10 000 – \$20 000



Source III

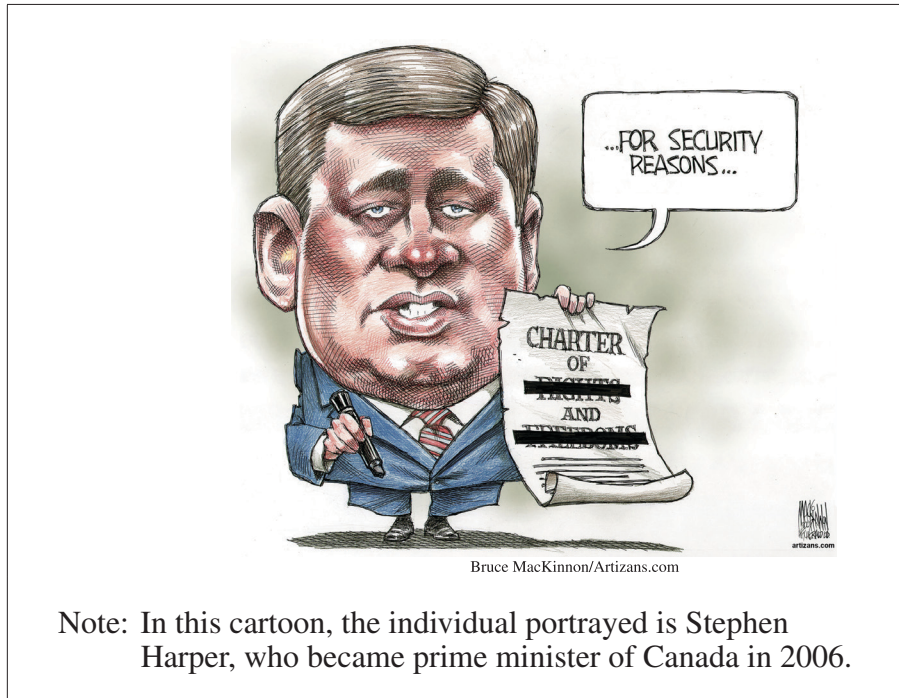
Some Goals of the Elizabeth Fry Society

- To increase cooperation among women's groups to address poverty, racism, and discrimination
- To increase the availability of programs and services for imprisoned women
- To reduce the number of women who are imprisoned in Canada

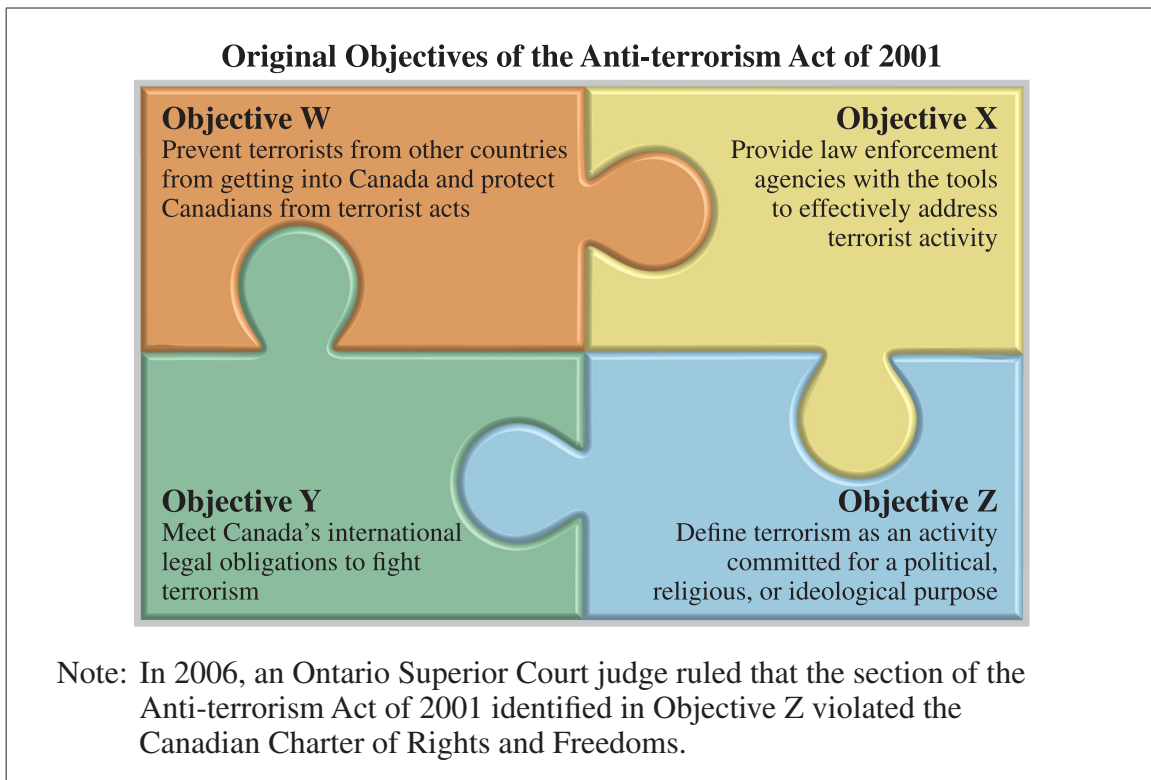


IV. Questions 12 to 15 on page 35 are based on the following sources.

Source I



Source II



Source III

On October 29, 2008, a Canadian citizen named Momin Khawaja was convicted in the Ontario Superior Court of having committed terrorist acts. The following excerpt describes the Khawaja case.

Thursday, October 30, 2008

Khawaja Guilty on Five Terrorism Charges

Canadian Computer Specialist Acquitted of Involvement in British Bomb Plot

Andrew Duffy
Ottawa Citizen
Ottawa

Ontario Superior Court Justice Douglas Rutherford ruled Wednesday that Khawaja, 29, played a significant role as financier, engineer and technical adviser to British terrorists. [...]

"I have no reasonable doubt in concluding that in doing the things the evidence clearly establishes that he did, Momin Khawaja was knowingly participating in and supporting a terrorist group," the judge found in his 58-page verdict.

But Khawaja, the judge ruled, was not guilty of the two most serious terrorism offences. The Crown alleged that Khawaja built a radio-frequency detonator to be used in a London-based bomb plot, but

Rutherford said the Crown did not prove beyond a reasonable doubt that Khawaja knew his invention would be used to explode a fertilizer bomb in Britain.

The judge found Khawaja guilty of two related but lesser Criminal Code explosives offences. [...]

The Khawaja case was considered the first major test of this country's Anti-terrorism Act, a sweeping law passed in the aftermath of the Sept. 11, 2001, attacks on New York and Washington. The law expanded the application of the Criminal Code to a wide range of terrorism-related activities.

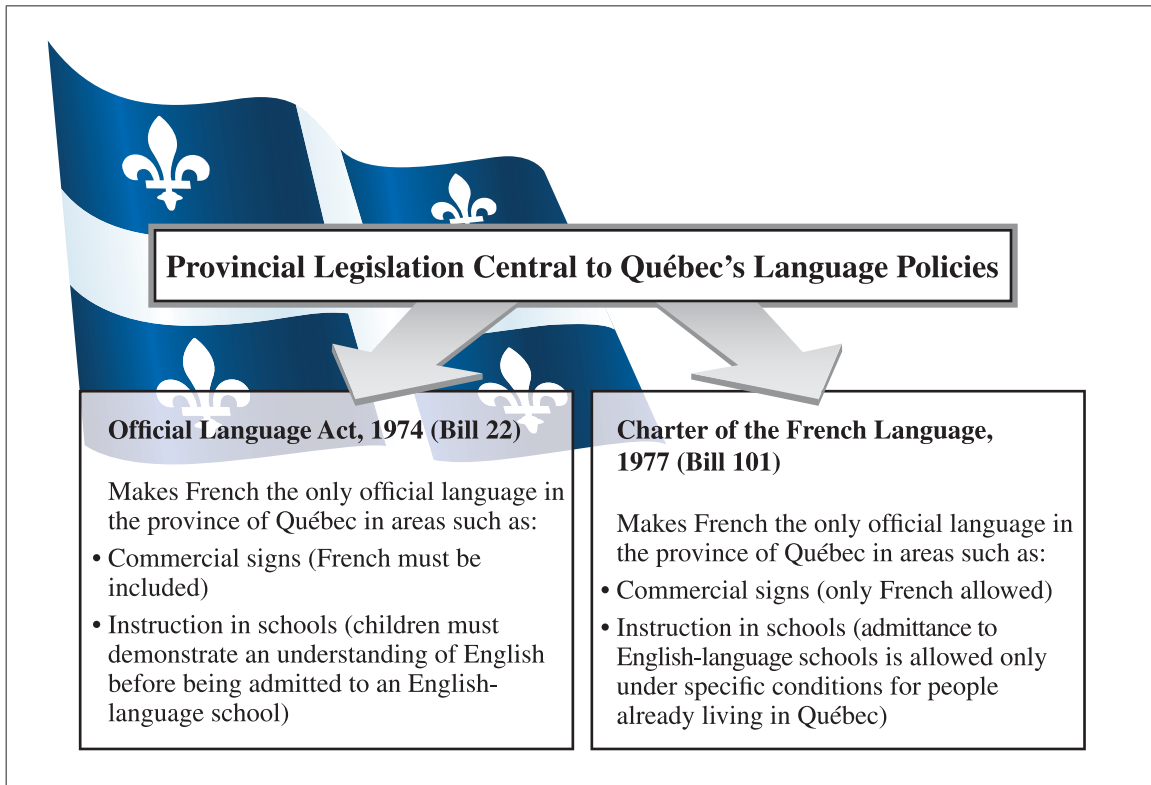
Khawaja, the first Canadian to be charged under the act, now represents the government's first major terrorism conviction since 9/11.

—from the *Edmonton Journal*

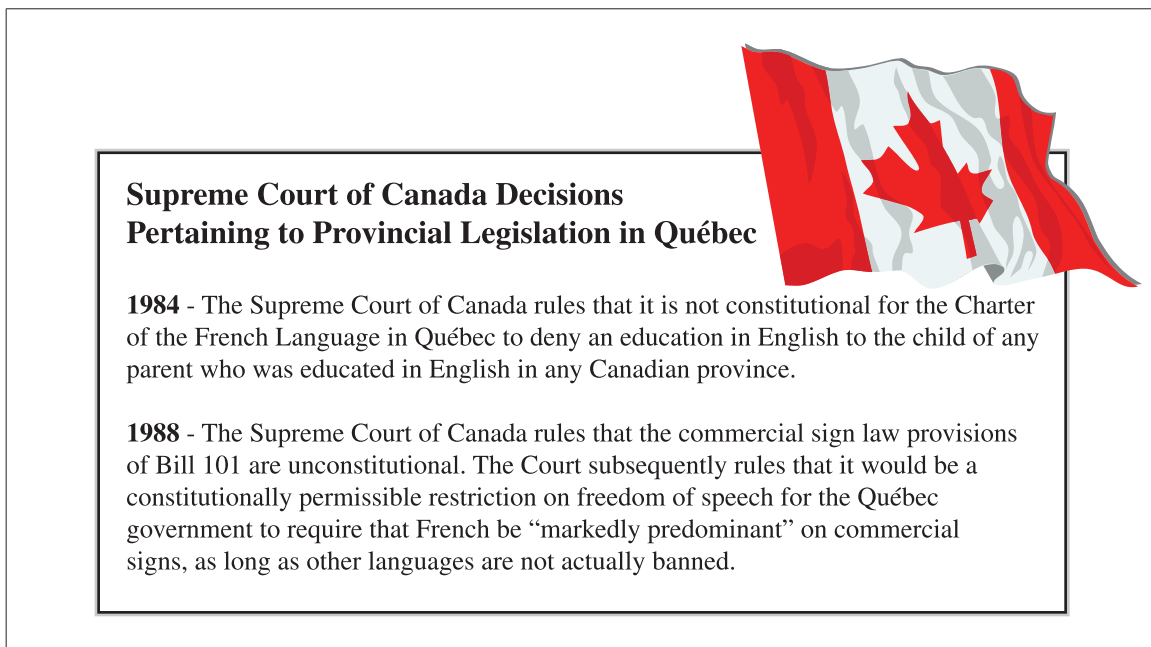
Duffy, Andrew. "Khawaja Guilty on Five Terrorism Charges." *Edmonton Journal*, October 30, 2008, sec. A, p. 3. Material reprinted with the express permission of: "Ottawa Citizen Group Inc.," a division of Postmedia Network Inc.

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

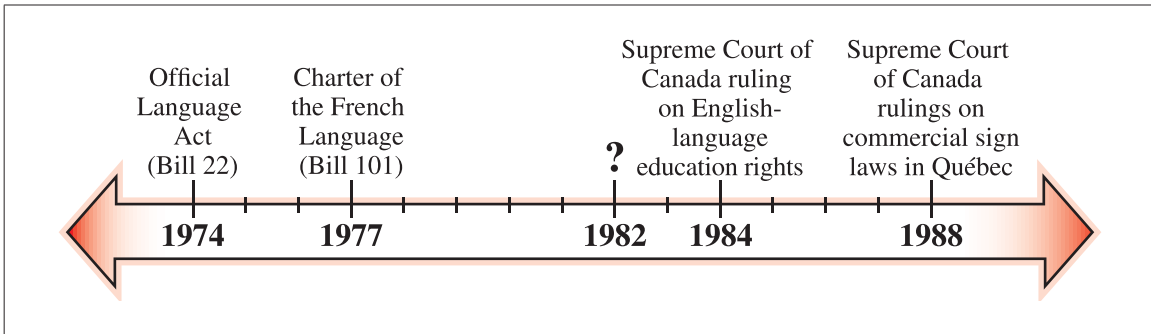
Source I



Source II

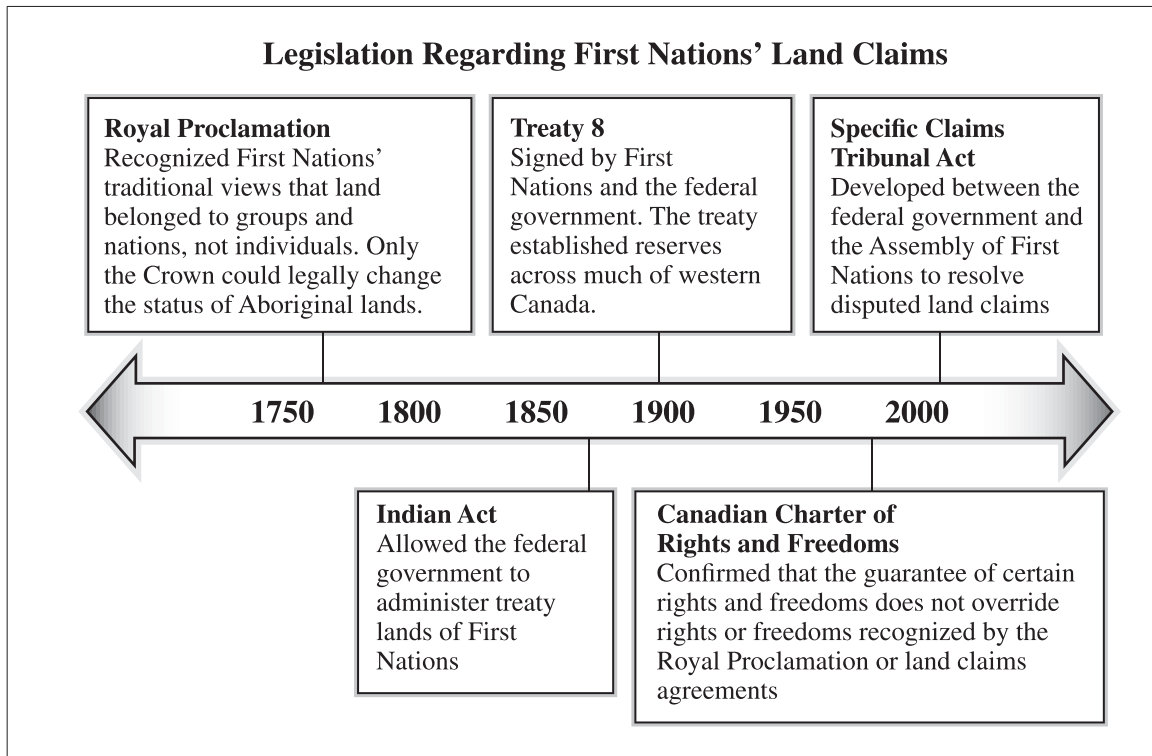


Source III



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

Source I



Source II

Monday, January 12, 2009

New Generation Takes up Cause in Little Buffalo Band Still Waiting for a Reserve a Century after 1899 Treaty

Elise Stolte
Journal Staff Writer
Little Buffalo

The story behind the Lubicon land claim dates back to May 1899, when the treaty negotiators from Ottawa signed Treaty 8 near what is now Grouard, on the west end of Lesser Slave Lake. Then they pushed north along the Athabasca and Peace rivers, signing with chiefs along the way, but missing entire bands in the high country between.

Over the next years, the Lubicon heard about the treaties and sent emissaries¹ out

to meet the Indian agents.² But rather than recognizing the Lubicon as a separate society, the agents simply listed them on existing band lists and sent them back into the bush with their \$5 annual allowances. It wasn't until 1939 that Ottawa sent a committee into the forest to meet with the Lubicon and grant them a reserve of their own. [...]

For the next four decades, the Lubicon continued to live on what was considered Crown land, without rights but also without much disturbance. Little changed.

—from the *Edmonton Journal*

¹emissaries—representatives

²Indian agents—term used at the time of negotiating treaties to describe officials who represented the federal government in dealings with Aboriginal peoples

Stolte, Elise. "New Generation Takes up Cause in Little Buffalo." *Edmonton Journal*, January 12, 2009, sec. A, p. 1. Material reprinted with the express permission of: "EDMONTON JOURNAL", a division of Postmedia Network Inc.

Source III

The article from which this excerpt is taken was published in March 2007.

Alan Maitland, the provincial negotiator for the Lubicon file, says the treaty commissioners recognized in 1899 that they hadn't signed up all the Aboriginals who would fall under Treaty 8. They estimated they'd missed 500. But, he says, as a matter of law the Aboriginal title of every First Nation person living in the area was extinguished when the treaty came into effect. He says the province has successfully negotiated land claims settlements with other First Nations that

were excluded from Treaty 8 but have agreed to be bound by it. "We're just not having any luck with the Lubicon," he says. [...]

He says the Lubicon do have the right to hunt, fish and trap in their traditional territory, and that the government has committed to consulting with First Nations about oil sands activity on that land. So far, he says, the Lubicon have refused to consult.

—from *Alberta Views*

Steele, Amy. "No Deal." *Alberta Views*, March 2007.

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

Source I

The screenshot shows a web browser window with a title bar containing standard icons (minimize, maximize, close) and a toolbar with search, back, forward, and refresh buttons. The article title is "Absence Grows Our Vegetables" with a subtitle "Mexicans working in the Edmonton area for up to 8 months a year mourn the loss of their family life". The author is Angela Brunschot, and the article was published on November 20, 2008. The text describes the experience of migrant farm workers like Manuel Vargas, who spend long periods away from their families in Canada. It also mentions Aaron Herbert, a local farmer who struggles to find reliable workers at a wage of \$12 an hour.

Absence Grows Our Vegetables
Mexicans working in the Edmonton area for up to 8 months a year mourn the loss of their family life

Published November 20, 2008 by Angela Brunschot in News & Views

When Manuel Vargas returned home from his job as a migrant farm worker last fall, his 14-year-old daughter finally expressed her sorrow at his long annual absences. She would rather ride a bicycle than ride in a car, she told him, if it meant he no longer left their home in El Salto, Mexico, to work in Canada.

Now at the end of his fifth year as a migrant farm worker in Canada, Vargas sits on a wicker-backed chair in the spotless kitchen he shares with the three other men who work with him at Riverbend Gardens in northeast Edmonton. He smiles and tells Sergio Manrique, who is acting as a translator, that it must be a father-daughter thing. His sons are not nearly as expressive. But still, he feels the sacrifice he's making.

"I am losing my family life," he says in Spanish.

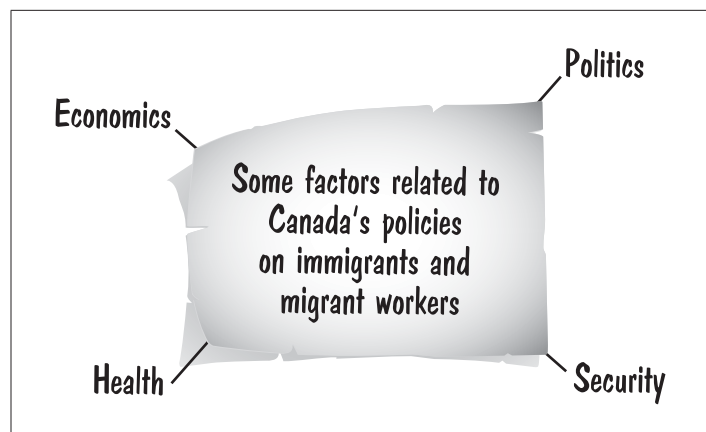
Vargas and the other men pick carrots, cabbage, and cucumbers, sometimes for 12 hours a day. They are here through the Seasonal Agricultural Workers Program, a joint agreement between Canada and Mexico that allows them to work in Canada for up to eight months. Employers must prove there is a labour shortage in their community before hiring through the program.

Aaron Herbert runs the farm with his wife Janelle Herbert and works in the vegetable fields with the migrant farm workers. Herbert says he'd rather hire locally, but no one in Edmonton is willing to work for \$12 an hour, the wage he has advertised locally. And the local people who do take the jobs do not last long, he says, nor are they as reliable as Vargas and the other men.

—from *See Magazine*

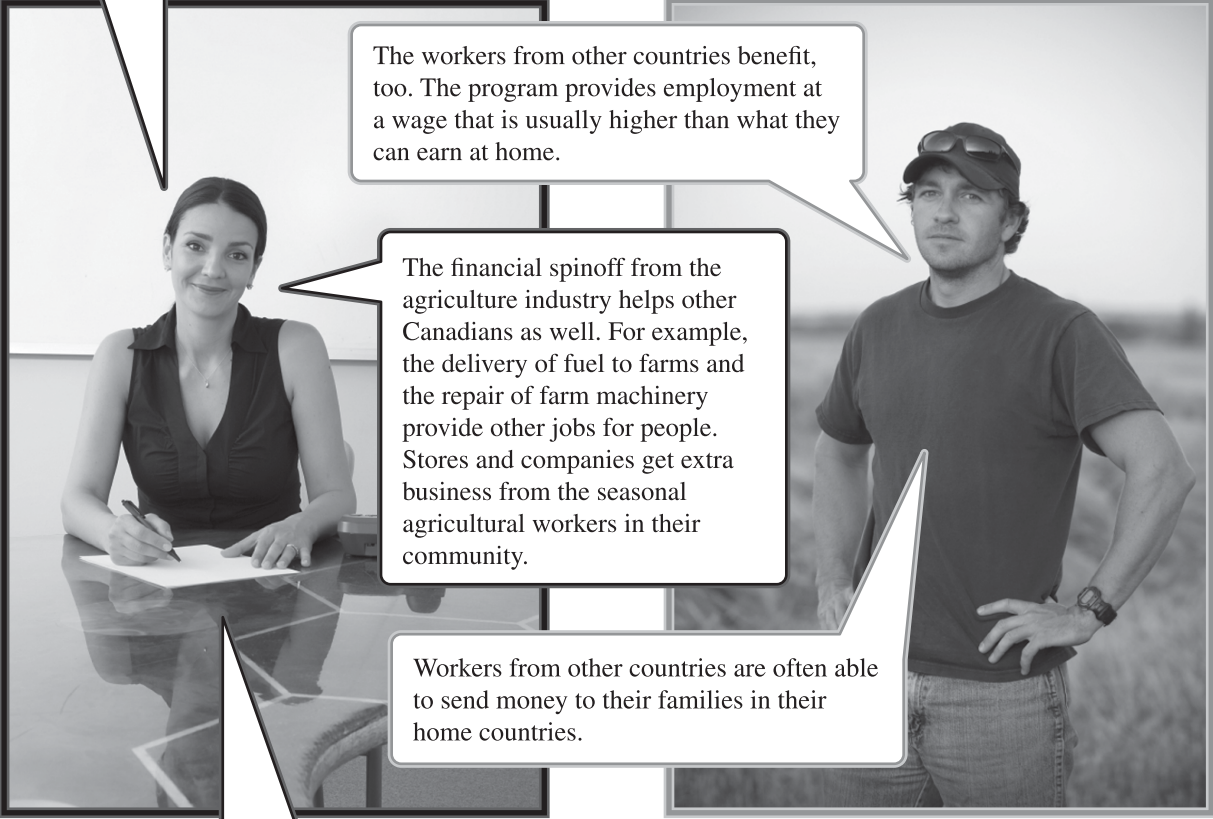
Brunschot, Angela. "Absence Grows Our Vegetables." *See Magazine*, November 20, 2008. Reproduced with permission from Great West Newspapers.

Source II



Source III

I think existing federal policies regarding immigrants and migrant workers in Canada are beneficial to all of society. These policies set procedures and establish programs to achieve the government's objectives. For example, the Seasonal Agricultural Workers Program is an ideal way to fill worker shortages.



The workers from other countries benefit, too. The program provides employment at a wage that is usually higher than what they can earn at home.

The financial spinoff from the agriculture industry helps other Canadians as well. For example, the delivery of fuel to farms and the repair of farm machinery provide other jobs for people. Stores and companies get extra business from the seasonal agricultural workers in their community.

Workers from other countries are often able to send money to their families in their home countries.

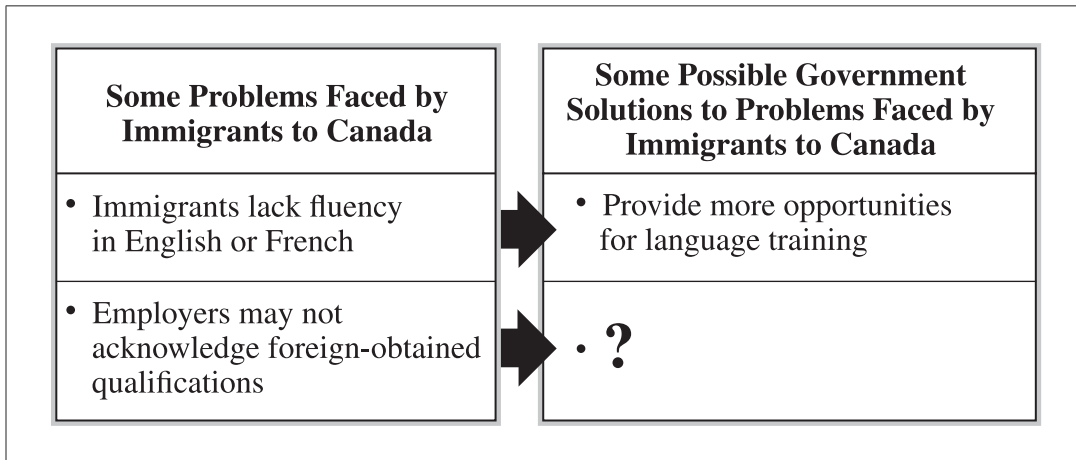
Through the Seasonal Agricultural Workers Program, the government strives to meet the needs of Canadians in the best way possible.

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

Source I

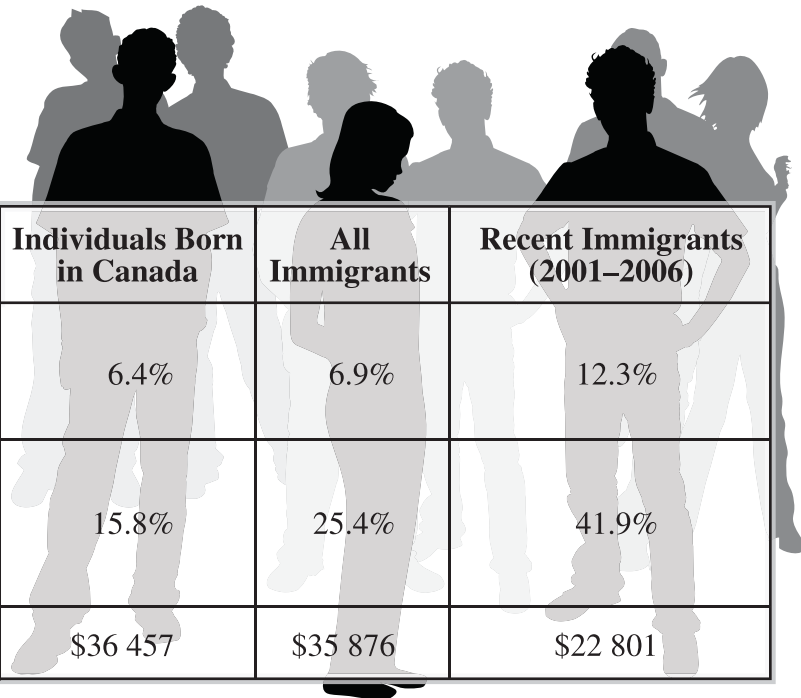
The Point System Used by the Federal Government to Select Workers Wanting to Immigrate to Canada		
Factor U	Education	Maximum 25 points
Factor V	Ability in English and/or French	Maximum 24 points
Factor W	Work Experience	Maximum 21 points
Factor X	Age	Maximum 10 points
Factor Y	Arranged employment in Canada	Maximum 10 points
Factor Z	Adaptability	Maximum 10 points
Possible Score		Maximum 100 points
Minimum Points Required for Qualification		67 points

Source II



Source III

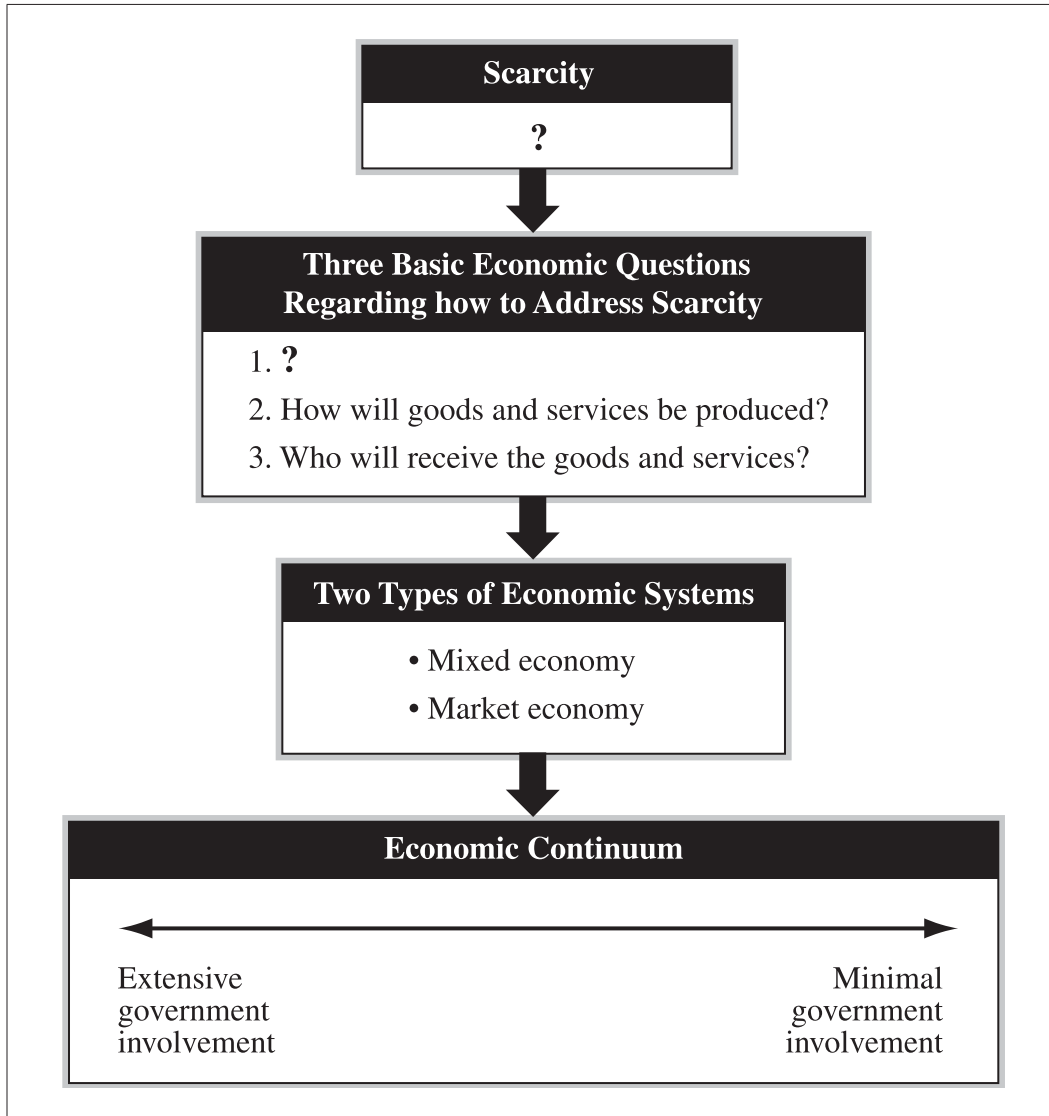
**Labour Market Statistics for Individuals Born in Canada,
All Immigrants, and Recent Immigrants, 2006**



	Individuals Born in Canada	All Immigrants	Recent Immigrants (2001–2006)
2006 Unemployment rate	6.4%	6.9%	12.3%
Possess a university certificate, diploma, or degree at bachelor's level or above	15.8%	25.4%	41.9%
Average income	\$36 457	\$35 876	\$22 801

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

Source I



Source II

Friday, January 8, 2010

Apartments Will Get Homeless Off Streets

Mission, Province Pledge \$7.3 Million to help Build Housing Units

Archie Mclean
Provincial Affairs Writer
Edmonton

Stewart Young scrolls through pictures on his iPhone and taps one of himself a year ago.

“A lot more desperate, a lot sicker,” he said, eyeing the grainy black-and-white shot.

“I always say the visual is worth a thousand words.”

Young was on the streets then, consumed by a 40-year addiction to drugs and alcohol.

But with the help of Hope Mission, he is clean and sober, living in an apartment

at Immigration Hall downtown. Young, 59, hopes others will have the same chance as him through a new \$7.3-million partnership announced Thursday between the province and the mission. The money will help build 52 apartments for homeless people.

The cash, announced by Housing Minister Yvonne Fritz, is part of the province’s pledge to end homelessness by 2019.

Bruce Reith, executive director of Hope Mission, said the housing units will help people move from the streets into more stable housing, where they can better rebuild their lives.

—from the *Edmonton Journal*

Mclean, Archie. “Apartments Will Get Homeless Off Streets.” *Edmonton Journal*, January 8, 2010, sec. B, p. 1. Material reprinted with the express permission of: “EDMONTON JOURNAL”, a division of Postmedia Network Inc.

Source III

The following letters to the editor express viewpoints regarding the partnership announced January 7, 2010, described in Source II.

Individuals need to take responsibility for their own needs and wants. The government should not be involved in providing for people by partnering with organizations to build apartments. If there is a need for low-income housing, a business will meet that need. Businesses succeed by providing what consumers need and want. I do not believe that tax dollars should be used in this way.

—Concerned Citizen

What a great partnership between government and business to meet the needs of the people of the province! Obviously housing units are scarce and will be used. I am pleased that the government is reacting to provide what is best for society by getting involved with private organizations. Keep up the good work!

—Alberta Resident

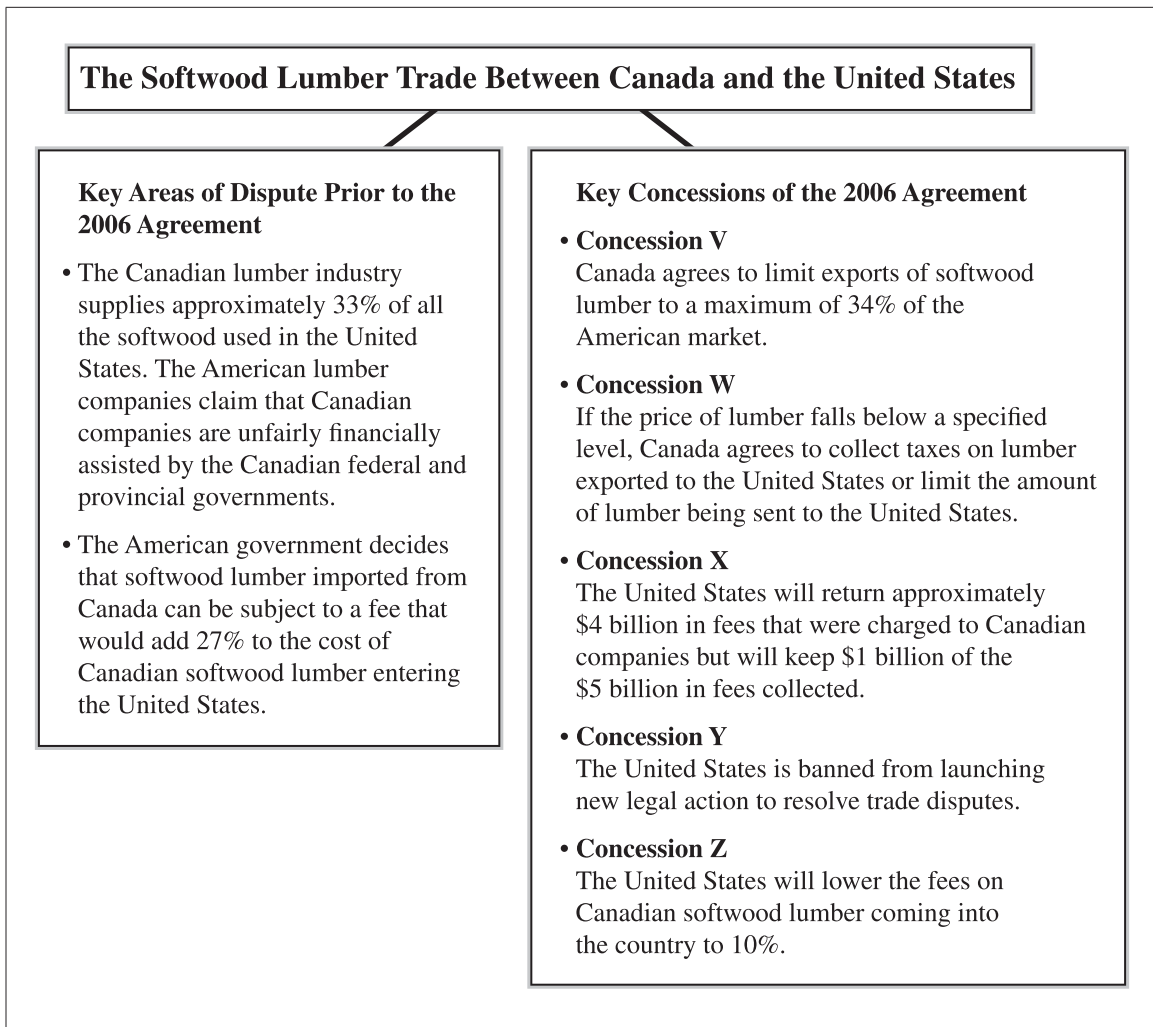


X. Questions 35 to 38 on page 42 are based on the following sources.

Source I

Forest Management Practices in Canada and the United States	
Canada	United States
Timber is harvested from Crown land.	Timber is harvested from privately owned land.
Lumber companies are granted licenses to harvest trees from Crown land.	Lumber companies compete for the right to harvest trees. The price is based on supply and demand.
Provincial governments set a stumpage fee, which is an amount that lumber companies pay the province for each tree harvested.	The land owner manages, sells, or transfers land as he or she sees fit.

Source II



Source III

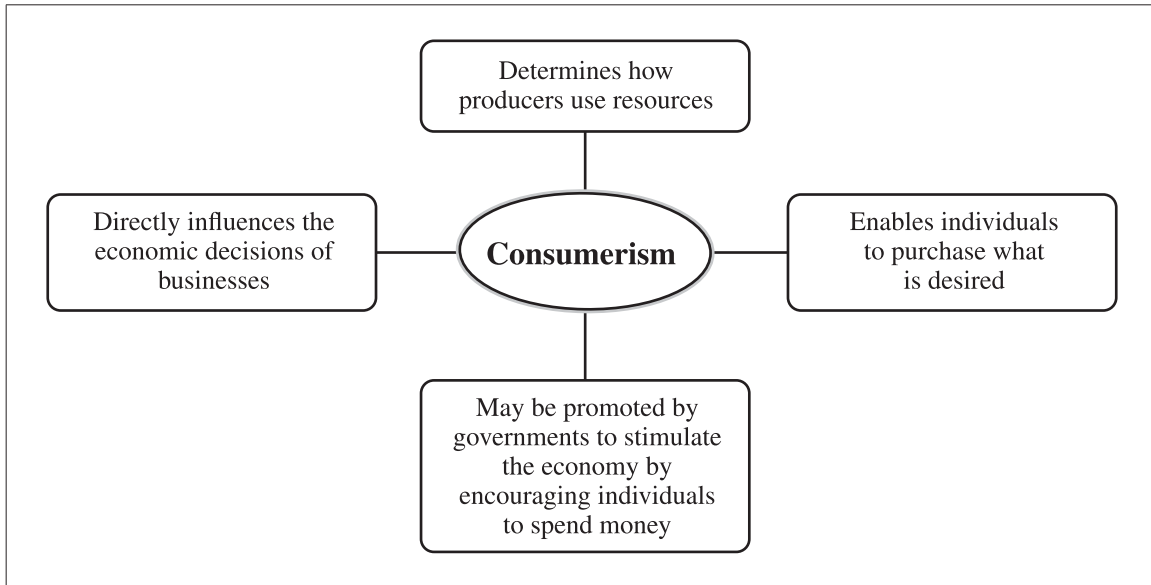


Note: The individual portrayed in this cartoon is Stephen Harper, prime minister of Canada in 2006 when the Softwood Lumber Trade Agreement was reached.

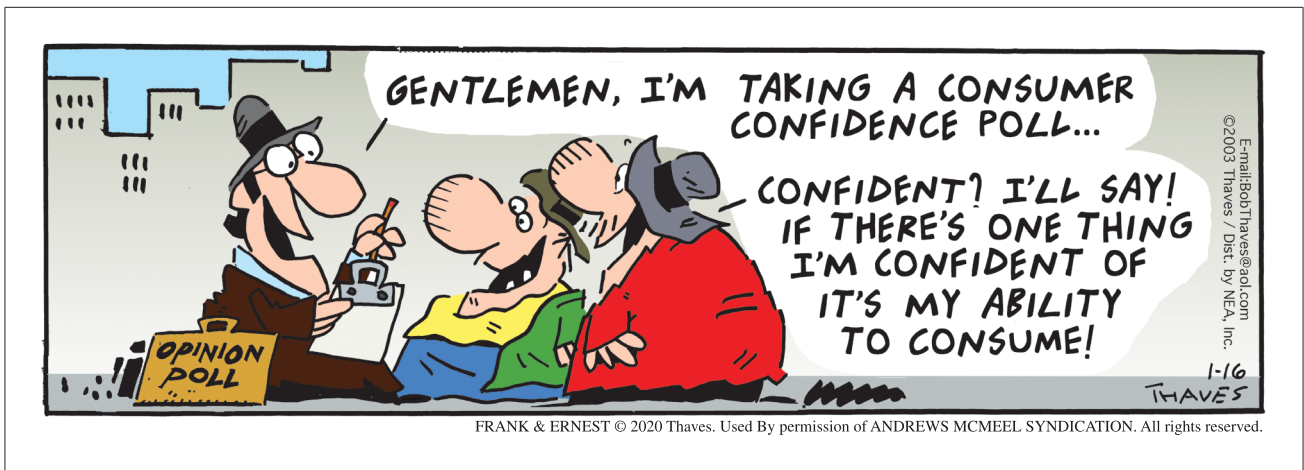
The phrase "PIECE OF CAKE" means an easy task to accomplish.

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

Source I



Source II



Source III

Buy Nothing Day

What is Buy Nothing Day (BND)?

Buy Nothing Day is a day when people are challenged to deliberately not purchase any goods or services for a 24-hour period.

When is BND?

BND takes place in North America on the Friday after Thanksgiving Day in the United States, which is traditionally one of the busiest shopping days of the year. Some countries participate in BND the Saturday after Thanksgiving Day in the United States.

Where does BND occur?

People take part in BND in various countries throughout the world.

Who takes part in BND?

Anybody can participate in BND. It is an informal movement, based on the idea that people can consciously choose to not buy anything for one day.

Why participate in BND?

The goal is to make people stop and think about what and how much they buy—and how that affects other people and the environment.

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

Source I

Business Plan for Advertising in Schools

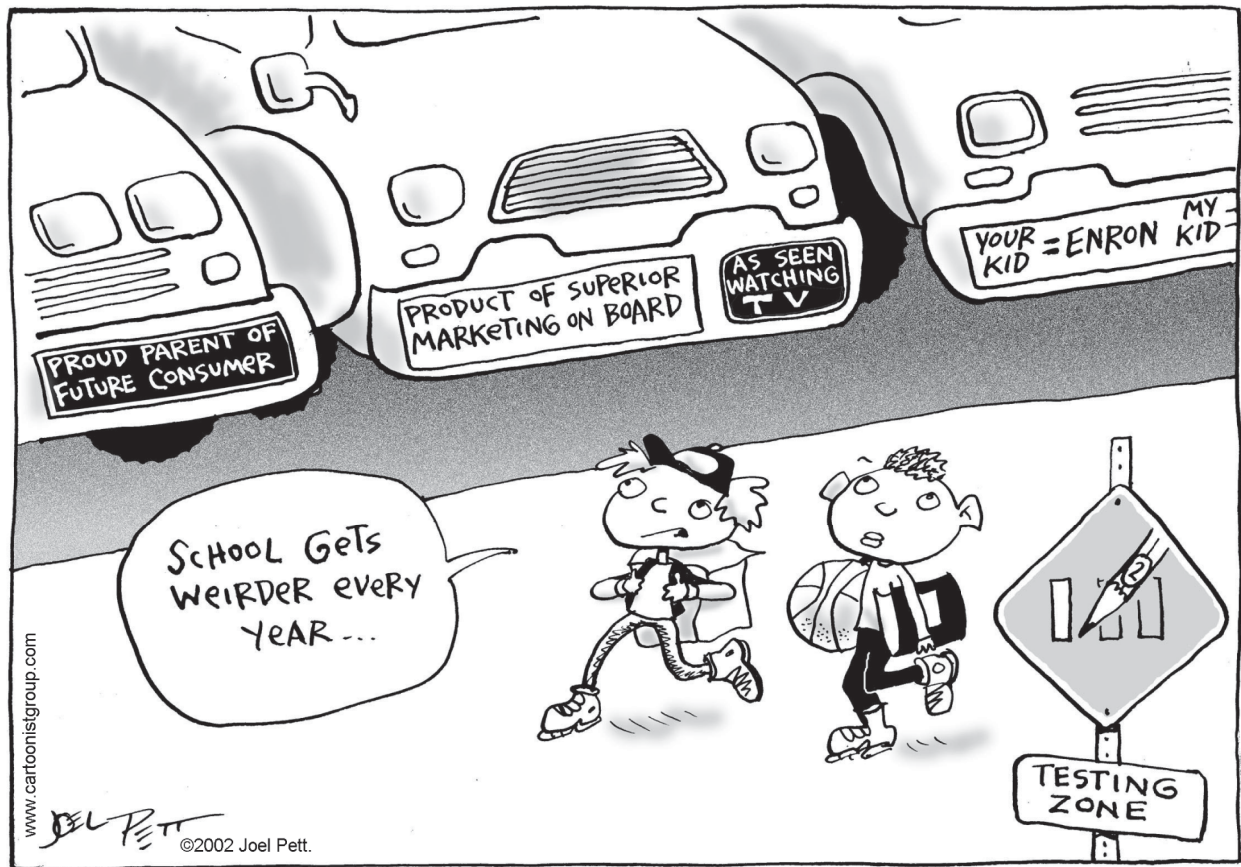
Business Goal	Benefits to Business
<ul style="list-style-type: none"> • Expand market for goods 	<ul style="list-style-type: none"> • Increase access to consumers
<ul style="list-style-type: none"> • ? 	<ul style="list-style-type: none"> • Gain income from sales of goods
<ul style="list-style-type: none"> • Foster brand loyalty 	<ul style="list-style-type: none"> • Encourage students to choose a given product over another and to repeatedly purchase that product

Source II

Two Views on Advertising in Schools

<p>Speaker Y I have come to the realization that advertising is everywhere. Why shouldn't all students benefit from marketing opportunities? If a company wants to put in a vending machine and, in return, supply the sports department with a new scoreboard and team uniforms—what's the harm? All students can benefit from new computers and technology bought with money received from companies that pay to advertise in schools. Sometimes companies will donate items to the school if their names are visible. Everyone benefits equally. Let schools have the choice!</p>			<p>Speaker Z I believe that schools are not a place for advertising. Students' attention should be on their class work, not on the distractions of advertisers. In fact, we should not support businesses that advertise in schools! Having advertisements in schools also lends credibility to certain companies because it implies that teachers and school boards support the companies and/or products being presented. Our tax dollars should be used to provide for schools' needs. Keep our schools free from marketing!</p>
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Source III



Note: ENRON was a company that went bankrupt in 2001. For many people, it has become a symbol of corporate greed and corruption.

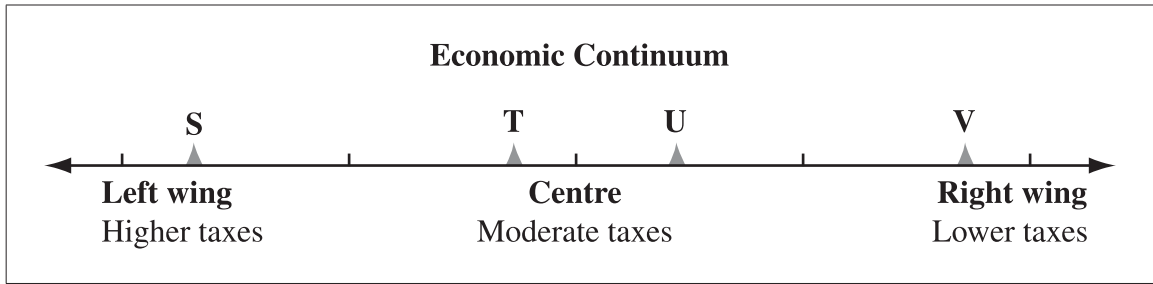
XIII. Questions 47 to 50 on page 45 are based on the following sources.

Source I

Some Political Party Platform Points from the 2008 Federal Election

Party	Campaign Promises
Bloc Québécois	<ul style="list-style-type: none">• Provide an \$8 000 tax credit for new graduates who remain in Québec to work• Increase Employment Insurance payments
Conservative Party of Canada	<ul style="list-style-type: none">• Continue to reduce taxes for small and medium-sized businesses• Give first-time home buyers a tax credit of up to \$5 000
Green Party of Canada	<ul style="list-style-type: none">• Eliminate income tax for those earning \$20 000 or less per year• Implement a full range of “polluter pays” taxes, including a carbon tax designed to reduce the use of fossil fuels by making production more costly
Liberal Party of Canada	<ul style="list-style-type: none">• Shift Canada’s tax system away from taxing income to taxing pollution• Provide up to \$10 000 in direct financial support, in the form of refundable tax credits, for any household that invests in energy-saving measures such as efficient heating systems
New Democratic Party of Canada	<ul style="list-style-type: none">• Eliminate tax loopholes to ensure that Canadian corporations pay the taxes they owe• Re-establish the national minimum wage, immediately set at \$10 per hour

Source II



Source III

Speaker W



I don't think a governing party should be over-taxing us to provide for people who are not working as hard as me. The public good comes from individuals taking care of themselves with the government supporting those who cannot provide for their basic needs. I want to support a political party that gives me the freedom to succeed or fail.

Speaker X



I think the government should look out for the common good. I am more than willing to pay taxes to live in a country where the government shares the wealth among its citizens. I would support a political party that focuses on the public good being based on cooperation among the country's people.

Speaker Y



I don't think we should pay any taxes. Let's privatize everything and remove all government control. People should be completely self-reliant. I would support a political party that is bold enough to support these ideas.

Speaker Z



I believe that the government should completely own all businesses and assets. If everyone's needs were provided, we would all have the opportunity to do the best at the job we were given. A political party that takes care of me is one that I would support.

Grade 9 Achievement Test

Social Studies

Questions Booklet

Description

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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.

2012

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

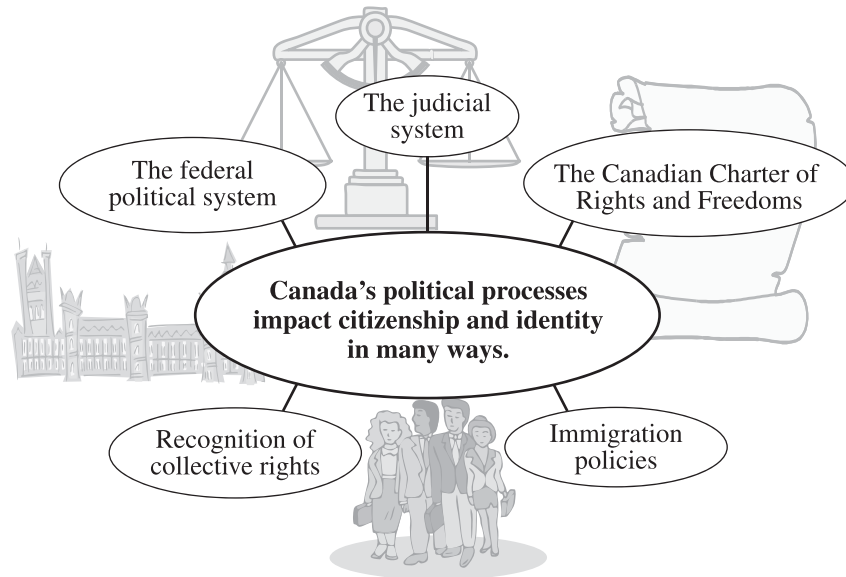
Answer Sheet

Ⓐ ● Ⓒ Ⓓ

- 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 question mark under the heading “Membership” would be correctly replaced by which of the following statements?
 - A. Multiple representatives are elected in each riding.
 - B. Members may serve a maximum of one term in office.
 - C. Representation by population determines the distribution of seats.
 - D. Members must receive a minimum of one half of the votes in a riding to be elected.

2. A supporter of the current electoral system in Canada would **most likely** view the information in Source II as positive because
 - A. the government encourages all citizens to vote
 - B. eligible voters have an impact on government legislation
 - C. the political party with the most seats will form a majority government
 - D. citizens who participate play an important role in determining which political party forms the government

3. An electoral system based on the ideas of Speaker Z in Source IV would have enabled which of the following pairs of political parties in Source III to acquire more seats in the 2008 election than they actually won?
 - A. New Democratic Party of Canada and Green Party of Canada
 - B. Conservative Party of Canada and Liberal Party of Canada
 - C. Conservative Party of Canada and Green Party of Canada
 - D. New Democratic Party of Canada and Bloc Québécois

4. Taken together, all four sources relate **most clearly** to which of the following issues?
 - A. To what extent does the political party that forms the government reflect the choices of voters in federal elections?
 - B. Should the number of candidates that political parties can nominate in federal elections be limited?
 - C. Should the number of political parties be increased as Canada’s population grows?
 - D. To what extent should the media influence the political party in power in Canada?

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

5. An inference that can be drawn from the statement “This influences how Canadians regard an issue” (Source I, Viewpoint Y) is that individuals should evaluate the
- A. complexity of media messages
 - B. originality in media messages
 - C. clarity of media messages
 - D. bias in media messages
6. The question mark in Source II identifies
- A. the Senate
 - B. lobby groups
 - C. political parties
 - D. the Parliamentary Press Gallery
7. The depiction of news media in Source IV contradicts the information in Source III by implying that
- A. opposition parties manipulate news media
 - B. voters are objective when considering political news
 - C. news media officiate the activities of political parties
 - D. the governing party is better able to influence voters than opposition parties
8. Taken together, these four sources focus **mainly** on the importance of
- A. voters being able to participate in elections
 - B. citizens having the opportunity to voice opinions
 - C. the exchange of information in Canada’s political system
 - D. the balance of power among branches of Canada’s government

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

9. A critic of the messages in Source I would **most likely** believe that information in Source II provides justification for
- A. imposing punishments other than imprisonment
 - B. excusing women from being imprisoned
 - C. giving harsh sentences in guilty verdicts
 - D. increasing funding for jails
10. The organization described in Source III is an example of
- A. an appointed parliamentary committee
 - B. an advocacy group
 - C. a political party
 - D. a labour union
11. Considering all three sources together, which of the following issues is **most directly** raised?
- A. Should alternative measures be used when sentencing convicted criminals?
 - B. Should convicted female criminals be given different sentences than convicted male criminals?
 - C. Should the age of convicted criminals be taken into consideration when determining sentences?
 - D. Should the costs of imprisoning convicted criminals be considered in the sentencing of offenders?

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

12. In Source I, the cartoonist **most clearly** suggests that measures aimed at preserving national security may
- A. impose limits upon freedom of information
 - B. infringe upon individual rights and freedoms
 - C. place the rights of individuals above concerns for the public good
 - D. result in amendments to the rights and freedoms contained in the constitution
13. In Source II, the definition of terrorism provided in Objective Z **most directly** violates the section of the Canadian Charter of Rights and Freedoms pertaining to
- A. legal rights
 - B. equality rights
 - C. mobility rights
 - D. democratic rights
14. Source III reveals that the Anti-terrorism Act was passed in response to
- A. world events
 - B. popular demand
 - C. pressure from other countries
 - D. court challenges of existing laws
15. All three sources contain information related to the issue of balancing the
- A. interests of the majority with the needs of minorities
 - B. rights of individuals with the welfare of society as a whole
 - C. powers of the legislative and judicial branches of government
 - D. concerns of victims of crime and those accused of having broken laws

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

16. The legislation described in Source I illustrates efforts by the Québec government to
- A. foster bilingualism
 - B. promote economic development
 - C. preserve the language of the Anglophone minority
 - D. safeguard the language of the Francophone community
17. An Anglophone living in Québec would **most likely** view the decisions of the Supreme Court of Canada identified in Source II with
- A. approval, because mobility rights are guaranteed
 - B. disapproval, because official bilingualism is ignored
 - C. disapproval, because freedom of association is denied
 - D. approval, because minority-language rights are recognized
18. In the context of both Source I and Source II, the question mark in Source III represents the enactment of legislation pertaining to Canada's
- A. economy
 - B. constitution
 - C. immigration policies
 - D. provincial boundaries

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

19. From the perspective of the Canadian government, the information in Source I is **most closely** related to constitutional recognition of
- A. legal rights
 - B. collective rights
 - C. individual rights
 - D. democratic rights
20. The term “Crown land” (Source II) refers to land that is controlled by the
- A. federal and provincial governments
 - B. federal government and Lubicon First Nation
 - C. Lubicon First Nation and Assembly of First Nations
 - D. Assembly of First Nations and provincial governments
21. In Source III, Alan Maitland suggests that working toward a solution to the land claim dispute requires consulting with the Lubicon with regard to
- A. wild animals in the area
 - B. fragile ecosystems in the area
 - C. agricultural production in the area
 - D. economic development in the area
22. The information presented in all three sources is **most clearly** related to which of the following questions?
- A. In what ways do treaties recognize self government?
 - B. Under what conditions should new treaties be signed?
 - C. How have First Nations’ land claims been addressed by the Canadian government?
 - D. How does the Canadian public encourage governments to resolve First Nations’ land claims?

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

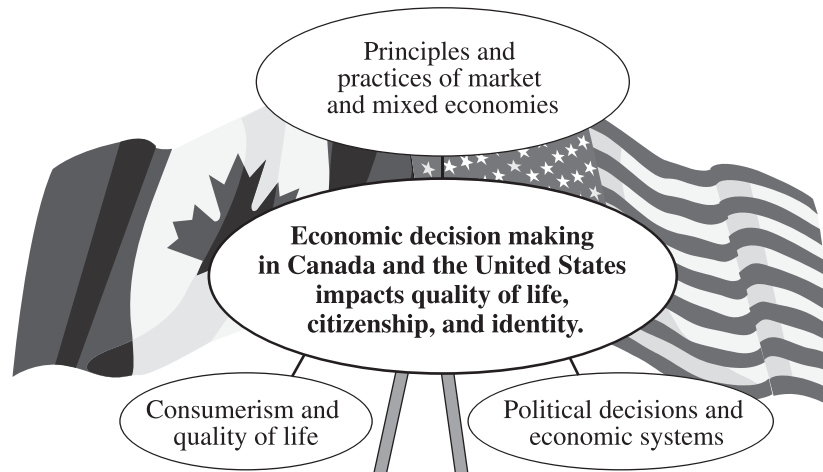
23. Which of the following details from Source I is **most directly** related to the “Politics” factor in Source II?
- A. “Sergio Manrique, who is acting as a translator”
 - B. “a joint agreement between Canada and Mexico”
 - C. “his fifth year as a migrant farm worker in Canada”
 - D. “no one in Edmonton is willing to work for \$12 an hour”
24. The “Economics” factor in Source II is **most closely** related to
- A. promoting labour-force growth
 - B. protecting the safety of Canadians
 - C. providing educational opportunities
 - D. preserving Canada’s natural resources
25. A supporter of the ideas presented in Source III would **most likely** argue that the federal government should
- A. raise salaries for all workers in Canada
 - B. hire local workers to fill job vacancies in Canada
 - C. introduce new workplace-safety regulations in Canada
 - D. continue to allow foreign workers to be employed in Canada
26. Taken together, all three sources contain information that is **most directly** related to the extent to which the Seasonal Agricultural Workers Program
- A. is advantageous for Canada
 - B. is supported by Canadian citizens
 - C. impacts the wages of Canadian workers
 - D. influences unemployment rates in Canada

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

27. The point system in Source I places an emphasis on accepting immigrants who will
- A. start families in Canada
 - B. benefit from job training in Canada
 - C. make a meaningful contribution in Canada
 - D. provide support for government decisions in Canada
28. Which of the following possible solutions would **best** replace the question mark in Source II?
- A. Introduce social programs
 - B. Recognize the training of applicants
 - C. Strengthen workplace-safety regulations
 - D. Increase the level of education required of applicants
29. An inference that can be drawn from Source III is that “Recent Immigrants” to Canada possess strengths **most closely** related to which of the factors identified in Source I?
- A. Factor U
 - B. Factor W
 - C. Factor X
 - D. Factor Z
30. All three sources **most directly** relate to which of the following objectives of the Immigration and Refugee Protection Act of 2002?
- A. To support the development of minority official languages communities in Canada
 - B. To respect the bilingual and multicultural character of Canada
 - C. To pursue social and economic benefits for all Canadians
 - D. To reunite Canadians with family members

Section Two

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



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

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

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

31. In Source I, the question mark under the word “Scarcity” would be correctly replaced by which of the following definitions?
- A. Having unlimited resources to satisfy unlimited needs and wants
 - B. Having unlimited resources to satisfy limited needs and wants
 - C. Having limited resources to satisfy unlimited needs and wants
 - D. Having limited resources to satisfy limited needs and wants
32. In Source I, the question mark under the heading “Three Basic Economic Questions Regarding how to Address Scarcity” would be correctly replaced with which of the following questions?
- A. What is the quality of goods and services?
 - B. What goods and services will be produced?
 - C. What is the current supply of goods and services?
 - D. What goods and services will result in the highest profit?
33. Information in Source III suggests that the “Alberta Resident” would **most likely** believe that the partnership described in Source II will
- A. promote innovation
 - B. encourage self-reliance
 - C. ensure the general welfare of society
 - D. foster competition among members of society
34. Taken together, all three sources relate **most directly** to which of the following questions?
- A. In what ways is consumerism impacted by scarcity?
 - B. Should the government lower taxes to address scarcity?
 - C. How are the prices of goods and services affected by scarcity?
 - D. To what extent should government intervene in the economy to reduce scarcity?

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

35. Which of the following details from Source I provides an example of government intervention in a mixed economy?
- A. “Timber is harvested”
 - B. “companies pay the province for each tree harvested”
 - C. “privately owned land”
 - D. “companies compete for the right to harvest trees”
36. In Source II, which of the concessions listed are **most directly** beneficial to Canada?
- A. Concessions V, W, and X
 - B. Concessions V, X, and Y
 - C. Concessions W, Y, and Z
 - D. Concessions X, Y, and Z
37. An inference that can be drawn from the cartoonist’s portrayal of Stephen Harper in Source III is that he is unconcerned about the
- A. impact of the softwood lumber deal on consumers
 - B. effect of the softwood lumber deal on future trade discussions
 - C. consequences of the concessions included in the softwood lumber deal
 - D. significance of key areas of dispute excluded from the softwood lumber deal
38. Taken together, all three sources **most directly** address the extent to which
- A. governments should play a role in the economy
 - B. business activities should be based solely on profit
 - C. laws should be created to protect private businesses
 - D. governments should provide for the common good of society

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

39. The economic theory central to the diagram in Source I promotes
- A. self-interest
 - B. social programs
 - C. government planning
 - D. technological innovation
40. The message contained in Source II is **most clearly** related to which of the following phrases in Source I?
- A. “Determines how producers use resources”
 - B. “Enables individuals to purchase what is desired”
 - C. “Directly influences the economic decisions of businesses”
 - D. “May be promoted by governments to stimulate the economy by encouraging individuals to spend money”
41. An individual’s decision “to deliberately not purchase any goods or services” (Source III) is an example of
- A. competitive marketing
 - B. collective bargaining
 - C. a consumer boycott
 - D. a general strike
42. Which of the following questions is **most directly** related to information in all three sources?
- A. To what extent should producers be directed by government legislation?
 - B. To what extent should consumers make informed choices about purchasing goods and services?
 - C. To what extent should producers focus on environmentally friendly goods and services?
 - D. To what extent should consumers be aware of health and safety regulations on products?

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

43. In Source I, which of the following phrases would correctly replace the question mark under the heading “Business Goal”?
- A. Gain corporate tax benefits
 - B. Acquire public funding
 - C. Conserve resources
 - D. Seek profit
44. In Source II, if only one company were allowed “to advertise in schools”, this would result in
- A. a monopoly on advertising
 - B. job losses in the advertising industry
 - C. increased competition among advertisers
 - D. the formation of a lobby group that represents advertisers
45. Details in Source III suggest that the cartoonist **most likely**
- A. supports the practice of advertising in schools
 - B. disagrees with school policies that ban advertising
 - C. disapproves of the influence of marketing in schools
 - D. agrees with government approval of marketing in schools
46. All three sources deal **most directly** with which of the following issues?
- A. Should private donations be used to fund programs in schools?
 - B. Should businesses provide money for scholarships in schools?
 - C. Should governments advertise in schools?
 - D. Should marketing be allowed in schools?

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

47. Which of the following campaign promises from Source I refers to a social program?
- A. “Increase Employment Insurance payments”
 - B. “Give first-time home buyers a tax credit of up to \$5 000”
 - C. “Eliminate income tax for those earning \$20 000 or less per year”
 - D. “Shift Canada’s tax system away from taxing income to taxing pollution”
48. Based on the platform points in Source I, which of the following political parties would be **most appropriately** placed in position V in Source II?
- A. Bloc Québécois
 - B. Liberal Party of Canada
 - C. Conservative Party of Canada
 - D. New Democratic Party of Canada
49. The speakers in Source III who **most strongly** disagree with each other over the role government should play in the economy are
- A. Speaker W and Speaker X
 - B. Speaker W and Speaker Z
 - C. Speaker X and Speaker Y
 - D. Speaker Y and Speaker Z
50. Taken together, all three sources contain information that is **most closely** related to which of the following questions?
- A. How much do political parties spend during election campaigns in Canada?
 - B. How should government revenue be used to meet the needs of Canadians?
 - C. To what extent should Canadians be informed about political issues?
 - D. Why is voting important in Canada?

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

2012 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 2012 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 • lobby groups and government decisions • extent to which 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 	1 5 6 10 4 (8%)	2 8 3 9 4 11 7 7 (14%)	11 Questions (22% of Test Total)
<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 • 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 	13 18 19 20 4 (8%)	12 17 14 21 15 22 16 7 (14%)	11 Questions (22% of Test Total)
<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 • provincial immigration policies • immigration policies in Québec • immigration policies and the Charter • how Canada benefits from immigration 	23 24 27 3 (6%)	25 29 26 30 28 5 (10%)	8 Questions (16% of Test Total)
<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 • 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 	31 32 35 3 (6%)	33 37 34 38 36 5 (10%)	8 Questions (16% of Test Total)
<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 • values underlying social programs • economic platforms of political parties • political party philosophies and platforms • the underground economy • environmental issues and quality life 	39 41 43 44 47 5 (10%)	40 48 42 49 45 50 46 7 (14%)	12 Questions (24% of Test Total)
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	C	47.9	Knowledge & Understanding	Political & Judicial System	Know the principle upon which membership in the House of Commons is based. (SO 9.1.4)
2	D	68.5	Skills & Processes	Political & Judicial System	Determine how a supporter of Canada's current electoral system would view information provided in a series of pie graphs. (SO 9.S.1)
3	A	57.2	Skills & Processes	Political & Judicial System	Consider a change to Canada's electoral system to determine which political parties could have acquired more seats in a federal election. (SO 9.S.1)
4	A	79.7	Skills & Processes	Political & Judicial System	Form a generalization regarding the issue pertaining to Canada's electoral system to which all four sources most clearly relate. (SO 9.S.4)
5	D	75.5	Knowledge & Understanding	Political & Judicial System	Draw upon background knowledge to make an inference from a statement regarding the content of media messages. (SO 9.1.4)
6	D	60.3	Knowledge & Understanding	Political & Judicial System	Recognize the role played by news media in reporting proceedings of Canada's Parliament. (SO 9.1.4)
7	C	63.3	Skills & Processes	Political & Judicial System	Analyze a cartoon and information presented to determine contrasting messages pertaining to the relationship between news media and government. (SO 9.S.1)
8	C	73.6	Skills & Processes	Political & Judicial System	Synthesize information presented in four sources to form a generalization regarding the role of news media in Canada's political system. (SO 9.S.4)
9	A	53.3	Skills & Processes	Political & Judicial System	Determine what a critic of four viewpoints on Canada's judicial system would most likely conclude from information regarding criminal sentences. (SO 9.S.1)
10	B	84.2	Knowledge & Understanding	Political & Judicial System	Recognize the term used for a given organization within Canada's judicial system. (SO 9.1.5)
11	A	65.1	Skills & Processes	Political & Judicial System	Conclude from information in three sources the issue regarding Canada's judicial system that is most clearly raised. (SO 9.S.4)
12	B	67.7	Skills & Processes	Individual & Collective Rights	Examine a cartoon to determine what the cartoonist is suggesting about the relationship between rights and freedoms and Canada's national security. (SO 9.S.1)
13	B	62.8	Knowledge & Understanding	Individual & Collective Rights	Identify rights contained in the Canadian Charter of Rights and Freedoms referred to in a definition provided. (SO 9.1.6)
14	A	81.4	Skills & Processes	Individual & Collective Rights	Draw a conclusion from information in a newspaper article regarding the introduction of legislation aimed at preserving the safety of Canadians. (SO 9.S.1)

Question	Key	Diff. %	Reporting Category	Curricular Content Area (Concept)	Item Description
15	B	61.2	Skills & Processes	Individual & Collective Rights	Form a generalization from three sources pertaining to rights in the Canadian Charter of Rights and Freedoms and the responsibilities of Canadians. (SO 9.S.4)
16	D	79.5	Skills & Processes	Individual & Collective Rights	Identify the intent underlying two examples of legislation central to Québec's language policies. (SO 9.S.1)
17	D	65.9	Skills & Processes	Individual & Collective Rights	Determine a viewpoint regarding two Supreme Court of Canada decisions on rights contained in the Canadian Charter of Rights and Freedoms. (SO 9.S.1)
18	B	68.7	Knowledge & Understanding	Individual & Collective Rights	Know how the enactment of the Canadian Charter of Rights and Freedoms fostered recognition of collective rights in Canada. (SO 9.1.7)
19	B	75.3	Knowledge & Understanding	Individual & Collective Rights	Determine, from the perspective of the Canadian government, what a timeline documenting legislation regarding First Nations' land claims illustrates. (SO 9.1.7)
20	A	57.8	Knowledge & Understanding	Individual & Collective Rights	Apply background knowledge to define an economic term related to land ownership. (SO 9.1.7)
21	D	59.1	Skills & Processes	Individual & Collective Rights	Determine from information provided the viewpoint of a certain individual regarding a land claim dispute. (SO 9.S.1)
22	C	74.0	Skills & Processes	Individual & Collective Rights	Synthesize information pertaining to First Nations' land claims to identify the question to which information in three sources is most clearly related. (SO 9.S.4)
23	B	75.2	Knowledge & Understanding	Immigration	Recognize an example of a factor related to Canada's policies on immigration. (SO 9.1.8)
24	A	76.0	Knowledge & Understanding	Immigration	Know the government action to which a factor related to Canada's policies on immigration is most closely associated. (SO 9.1.8)
25	D	75.1	Skills & Processes	Immigration	Determine what a supporter of the ideas of two speakers would most likely argue regarding Canada's policies on immigration. (SO 9.S.1)
26	A	57.3	Skills & Processes	Immigration	Form a generalization from information in three sources regarding Canada's policies on immigration. (SO 9.S.4)
27	C	80.0	Knowledge & Understanding	Immigration	Know the purpose underlying the point system used by the federal government in the selection of immigrants to Canada. (SO 9.1.8)
28	B	58.7	Skills & Processes	Immigration	Identify the solution that best addresses a potential problem that immigrants to Canada might face. (SO 9.S.1)
29	A	76.2	Skills & Processes	Immigration	Infer from information in a chart a factor that illustrates a characteristic of immigrants to Canada. (SO 9.S.1)

Question	Key	Diff. %	Reporting Category	Curricular Content Area (Concept)	Item Description
30	C	59.2	Skills & Processes	Immigration	Form a conclusion from information presented in three sources regarding an objective of Canada's policies on immigration. (SO 9.S.4)
31	C	72.8	Knowledge & Understanding	Economic Decision Making	Recall what is meant by the basic economic problem of scarcity. (SO 9.2.4)
32	B	60.2	Knowledge & Understanding	Economic Decision Making	Know the three basic economic questions that are related to how to address scarcity. (SO 9.2.4)
33	C	65.4	Skills & Processes	Economic Decision Making	Infer from information presented the viewpoint of an individual regarding government involvement in the economy. (SO 9.S.1)
34	D	68.9	Skills & Processes	Economic Decision Making	Draw a conclusion to determine the issue regarding scarcity to which information in three sources is most directly related. (SO 9.S.4)
35	B	74.5	Knowledge & Understanding	Economic Decision Making	Recognize an example of government intervention in a mixed economy. (SO 9.2.4)
36	D	35.5	Skills & Processes	Economic Decision Making	Analyze information in a chart to determine benefits to Canada of a trade agreement. (SO 9.S.1)
37	C	63.0	Skills & Processes	Economic Decision Making	Interpret a cartoon to infer what is suggested about the economic implications of a trade agreement signed by the Canadian government. (SO 9.S.1)
38	A	52.0	Skills & Processes	Economic Decision Making	Determine what a case study presented in three sources illustrates with regard to the principles and practices of market and mixed economies. (SO 9.S.4)
39	A	59.9	Knowledge & Understanding	Consumerism, Quality of Life, & Political Decision Making	Recognize what the economic theory of consumerism promotes. (SO 9.2.5)
40	B	55.5	Skills & Processes	Consumerism, Quality of Life, & Political Decision Making	Interpret a cartoon to identify the aspect of consumerism illustrated. (SO 9.S.1)
41	C	78.3	Knowledge & Understanding	Consumerism, Quality of Life, & Political Decision Making	Recognize how consumerism can be used as a power of a collective. (SO 9.2.5)
42	B	85.0	Skills & Processes	Consumerism, Quality of Life, & Political Decision Making	Form a generalization regarding consumerism that is most directly related to information in three sources. (SO 9.S.4)
43	D	60.1	Knowledge & Understanding	Consumerism, Quality of Life, & Political Decision Making	Know a goal of private businesses in the marketing of goods and services to consumers. (SO 9.2.5)

Question	Key	Diff. %	Reporting Category	Curricular Content Area (Concept)	Item Description
44	A	57.1	Knowledge & Understanding	Consumerism, Quality of Life, & Political Decision Making	Recognize an example of a business practice in advertising that has implications for competition. (SO 9.2.5)
45	C	73.1	Skills & Processes	Consumerism, Quality of Life, & Political Decision Making	Determine from details in a cartoon the viewpoint of the cartoonist with regard to the marketing of goods and services. (SO 9.S.1)
46	D	69.8	Skills & Processes	Consumerism, Quality of Life, & Political Decision Making	Synthesize information to determine the issue regarding the advertising of goods and services that is addressed in three sources. (SO 9.S.4)
47	A	42.4	Knowledge & Understanding	Consumerism, Quality of Life, & Political Decision Making	From political party platform points presented, recognize an example of a social program in Canada. (SO 9.2.6)
48	C	62.0	Skills & Processes	Consumerism, Quality of Life, & Political Decision Making	Based on platform points presented, identify the position on an economic continuum in which a political party would be most appropriately placed. (SO 9.S.1)
49	D	51.2	Skills & Processes	Consumerism, Quality of Life, & Political Decision Making	Analyze four viewpoints to determine the speakers who most strongly disagree with each other over the role government should play in the economy. (SO 9.S.1)
50	B	76.1	Skills & Processes	Consumerism, Quality of Life, & Political Decision Making	Identify the question that is most closely related to information in three sources pertaining to political party policies on taxation. (SO 9.S.4)