

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.

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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

## *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.*

**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

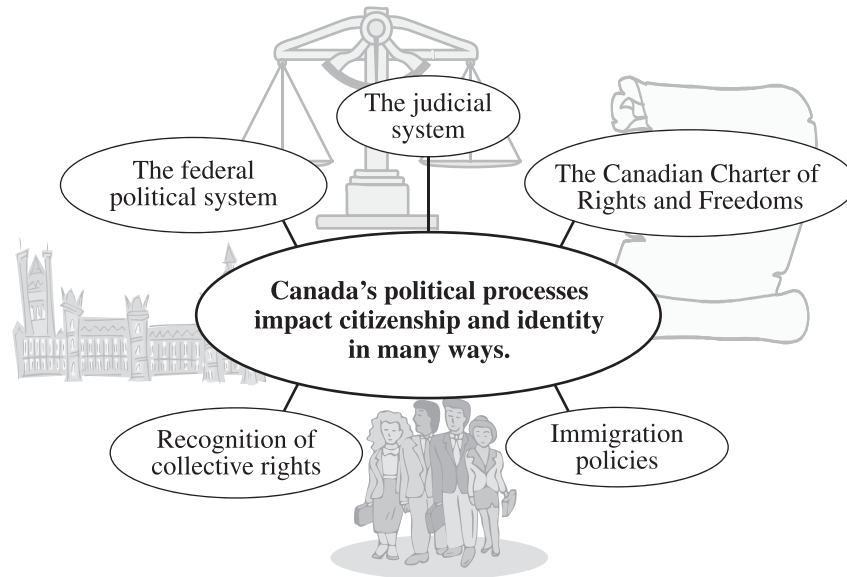
### *Answer Sheet*

Ⓐ ● Ⓒ Ⓓ

- 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.**

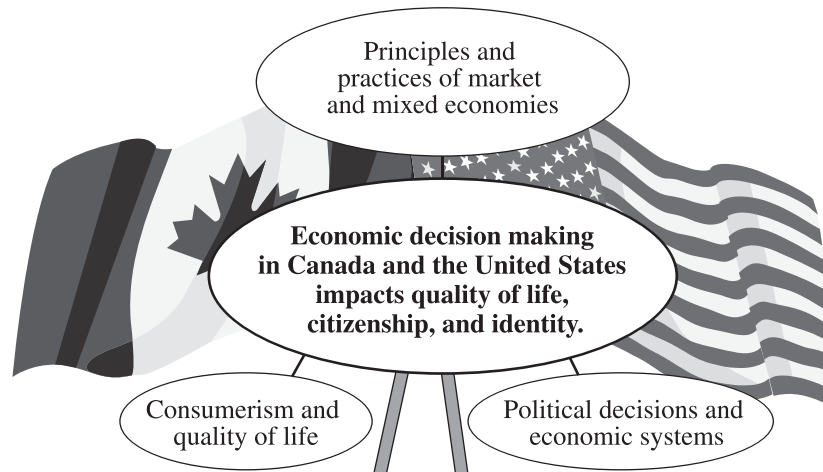
23. Which of the following details from Source I is **most directly** related to the “Politics” factor in Source II?
- A. “Sergio Manrique, who is acting as a translator”
  - B. “a joint agreement between Canada and Mexico”
  - C. “his fifth year as a migrant farm worker in Canada”
  - D. “no one in 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.*