

Released 2010  
Achievement Test

**Social  
Studies**  
Sources and Questions

GRADE

**9**



Government  
of Alberta ■

*Alberta*  
Freedom To Create. Spirit To Achieve.

# 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.*

**2010**

#### **Instructions**

- You may **not** use a dictionary, a thesaurus, or other reference materials.
- Be sure that you have a **Questions Booklet** and a **Sources Booklet**.
- Make sure that the number of the question on your answer sheet matches the number of the question you are answering.
- Read each question carefully, and choose the **correct** or **best** answer.

#### **Example**

A topic of discussion that is **best** understood through careful consideration of differing viewpoints and perspectives is called

- A. a fact
- B. an issue
- C. a source
- D. an example

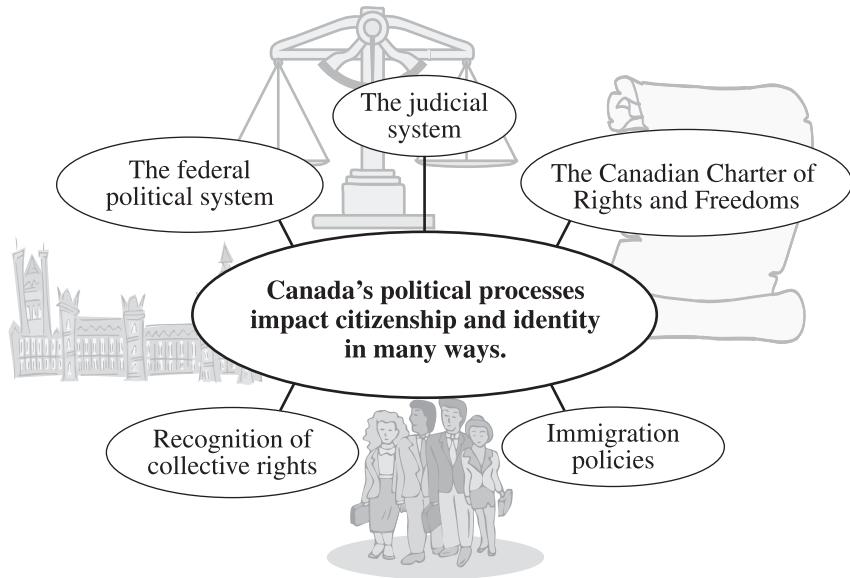
#### **Answer Sheet**

(A) (B) (C) (D)

- Use **only** an **HB** pencil to mark your answer.
- If you change an answer, **erase** your first mark **completely**.
- Answer every question.

## Section One

### Issues for Canadians: Governance and Rights



**Source sets I to VIII and questions 1 to 30 focus on issues related to governance and rights in Canada.**

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

**I. Use the sources on pages 4 and 5 to answer questions 1 to 4.**

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

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

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

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

**9.** Which of the following phrases **best** replaces the question mark in Source I?

- A. A person who is knowledgeable about the laws of Canada
- B. A person who has lived in Canada for at least five years
- C. A person who has a full-time job in Canada
- D. A person who is a citizen of Canada

**10.** In contrast to the ideas in Source II, the cartoonist in Source III is questioning the

- A. wisdom of judges
- B. judgment of jurors
- C. impartiality of the legal system
- D. expertise of members of the legal profession

**11.** Together, these three sources centre on the

- A. lawmaking process used in Canada
- B. independence of the judiciary in Canada
- C. legal roles and responsibilities of Canadians
- D. individual rights and freedoms of Canadians

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

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

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

**16.** Given the focus of the information in Source I, the statement that refers to 1982 would be correctly completed by the phrase

- A. language rights for Aboriginal peoples
- B. minority-language educational rights
- C. freedom of expression
- D. freedom of religion

**17.** The provision of federal services in the languages spoken by both speakers in Source II is **most directly** associated with legislation from which of the following dates in Source I?

- A. 1608 and 1774
- B. 1608 and 1867
- C. 1774 and 1969
- D. 1867 and 1969

**18.** Information in both Source I and Source II relates to how

- A. democratic rights are fundamental to Canadian society
- B. individual rights are guaranteed to all people in Canada
- C. legal rights ensure the safety of all members of Canadian society
- D. collective rights preserve the identities of certain groups in Canada

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

**19.** In Source I, the legislation enacted in 1982 reflected the decision of the Canadian government to

- A.** grant land to Métis peoples
- B.** recognize the languages spoken by Métis peoples
- C.** include the Métis as one of Canada's Aboriginal peoples
- D.** issue financial grants to the Métis and other Aboriginal peoples in Canada

**20.** Source I illustrates that legislation recognizing Métis rights is based **mainly** upon acknowledging the

- A.** unique identity of Métis peoples
- B.** political independence of Métis peoples
- C.** current tensions between First Nations and Métis peoples
- D.** historical disputes between First Nations and Métis peoples

**21.** An inference that can be drawn from information in Source II is that Jean Teillet would **most likely** view termination of the Interim Métis Harvesting Agreements as

- A.** positive, because it promotes government regulations over hunting and fishing
- B.** positive, because it allows Métis self-regulation of fishing and hunting
- C.** negative, because it restricts Métis traditional practices
- D.** negative, because it limits government involvement

**22.** Both sources contain information **most directly** related to the issue of balancing the

- A.** powers of the legislative and judicial branches of government
- B.** rights of certain groups with the interests of individuals
- C.** freedoms of individuals with the safety of society
- D.** concerns of hunters and non-hunters

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

**23.** For which of the immigration categories identified in Source II are immigrants assessed by a point system in order to qualify to enter Canada?

- A.** Other
- B.** Refugee
- C.** Family class
- D.** Economic class

**24.** The question mark in Source III identifies the

- A.** Provincial Nomination Program
- B.** Immigration and Refugee Board
- C.** Immigrant and Refugee Protection Act
- D.** Canadian Charter of Rights and Freedoms

**25.** Which of the speakers in Source IV would **most likely** question the validity of the ideas presented in Source I?

- A.** Speaker W and Speaker Y
- B.** Speaker W and Speaker Z
- C.** Speaker X and Speaker Y
- D.** Speaker X and Speaker Z

**26.** Considering all four sources, which source focuses **most directly** on economic factors related to immigration in Canada?

- A.** Source I
- B.** Source II
- C.** Source III
- D.** Source IV

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

27. A conclusion that can be drawn from information in Source I is that Canada's policies regarding refugees are based largely upon

- A. international agreements
- B. humanitarian concerns
- C. economic factors
- D. national interests

28. The headlines of *The Times* and *The Leader* in Source II highlight the influence on Canada's refugee policies of factors related to

- A. health
- B. politics
- C. security
- D. economics

29. The ideas presented in Source III are **most closely** related to which of the following writing assignments?

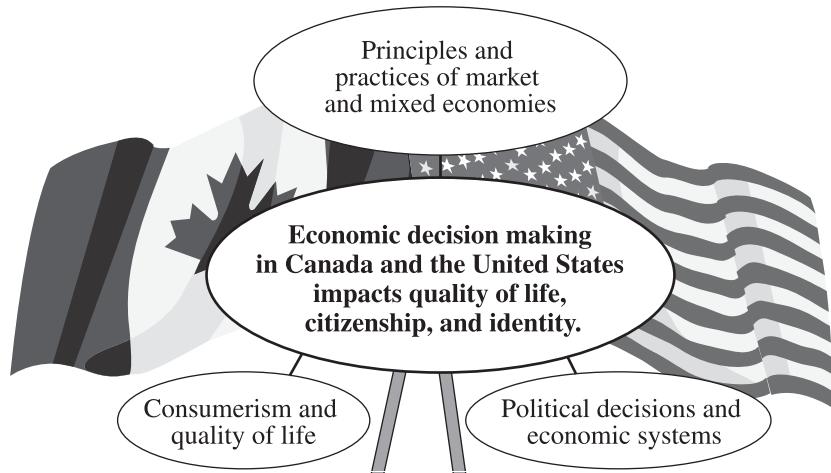
- A. How have Canada's immigration policies changed over the years?
- B. How do Canada's immigration policies address false refugee claims?
- C. In what ways does Canada protect the legal rights of refugee claimants?
- D. Why does Canada accept refugees from countries throughout the world?

30. To which of the following issues are all three sources **most closely** related?

- A. Do Canada's refugee policies reflect world events?
- B. Should Canada accept refugees from countries facing natural disasters?
- C. To what extent has Canada benefitted from the immigration of refugees?
- D. Do Canada's refugee policies uphold rights contained in the Canadian Charter of Rights and Freedoms?

## Section Two

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



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

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

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

31. Which of the following pairs of economic features correctly completes the diagram in Source I?

- A. Central planning and Industrial expansion
- B. Government grants and Financial security
- C. Inequality of wealth and Self-reliance
- D. Cooperation and Scarcity

32. Given the characteristics of the economy of Country X, which of the following statements correctly completes the list in Source II?

- A. Government provides public education to all citizens.
- B. Labour organizations such as trade unions are banned.
- C. Government encourages free trade with foreign nations.
- D. Health-care costs are directly paid by those using medical services.

33. Information in Source III reveals that in both Canada and the United States, income is distributed

- A. equally among households
- B. unevenly among households
- C. to households on the basis of individual need
- D. to households as determined by the government

34. Taken together, all three sources contain information that is **most clearly** related to the degree to which economic freedom is more important than

- A. general welfare
- B. political stability
- C. industrial expansion
- D. environmental concerns

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

**35.** In Source I, the question mark is **best** replaced by a crossword clue that identifies how

- A.** union membership is mandatory for workers
- B.** unions lobby for legislation that is favourable to workers
- C.** employers disallow employees from working during a labour dispute
- D.** employees cease work to pressure employers to address issues of concern

**36.** Source II reveals that in Alberta, farm workers are

- A.** unaware of the benefits of union membership
- B.** required by law to be members of a union
- C.** opposed to being members of a union
- D.** restricted from union membership

**37.** The Supreme Court of Canada ruling identified in Source III determined that the basis for the right of workers to belong to labour unions can be found in Canada's

- A.** history
- B.** identity
- C.** constitution
- D.** political system

**38.** The speaker in Source IV is **most concerned** about the impact of unions on which of the following principles underlying a market economy?

- A.** Private ownership
- B.** Individualism
- C.** Competition
- D.** Risk taking

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

**39.** Which of the following characteristics could be correctly added to the list in Source II?

- A. Creates excess products that can be recycled
- B. Allows the government to decide what citizens need
- C. Empowers individuals to determine what should be produced
- D. Includes many points of view as to what should be manufactured

**40.** The ideas in both Source II and Source IV are based upon the principle of

- A. economic and political equality
- B. freedom of expression
- C. supply and demand
- D. social welfare

**41.** Considering all four sources, which sources provide information that **most strongly** criticizes consumerism?

- A. Source I and Source II
- B. Source I and Source III
- C. Source II and Source IV
- D. Source III and Source IV

**42.** Which of the following questions is related to information in all four sources?

- A. How does marketing influence consumerism?
- B. Should consumers focus on environmental concerns?
- C. Should governments pass laws regulating businesses?
- D. How does individual behaviour impact quality of life?

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

**43.** Details in Source I **most clearly** illustrate that social programs are required to provide

- A. employment for those people who cannot find jobs
- B. training for people who do not possess occupational skills
- C. assistance for people who do not have employment pensions
- D. necessities for those people who cannot meet their basic needs

**44.** Which of the four puzzle pieces in Source II should **not** be in the diagram?

- A. Food banks
- B. Income assistance
- C. Free public health care
- D. Pensions for senior citizens

**45.** A critic of the personal income tax rates outlined in Source III would **most likely** argue that Canada's taxation system is unfair because it

- A. limits economic growth in Canada
- B. penalizes high-income Canadians
- C. punishes low-income Canadians
- D. lowers employment in Canada

**46.** Taken together, these three sources raise the issue facing governments of how to

- A. restrict eligibility for social programs while maintaining availability
- B. extend social programs while preventing abuses of the welfare system
- C. secure funding for social programs while minimizing the costs to taxpayers
- D. cut social programs while ensuring a reasonable standard of living for all citizens

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

**47.** Information in both Source I and Source III **most clearly** suggests that honouring Canada's commitments under the Kyoto Protocol may

- A.** have a negative impact on national productivity
- B.** enable the federal government to balance the budget
- C.** foster collaboration among competing political parties
- D.** widen the extent of the gap between the rich and the poor

**48.** The person wearing the T-shirt in Source II is showing concern about the impact of greenhouse gases on

- A.** air quality
- B.** energy prices
- C.** climate change
- D.** biological diversity

**49.** Taken together, these three sources suggest that resolving environmental issues is the responsibility of both

- A.** citizens and government
- B.** producers and consumers
- C.** political parties and lobby groups
- D.** small businesses and large corporations

**50.** All three sources **most clearly** highlight issues related to

- A.** regulating the quality of industrial goods
- B.** legislating standards for pollution control
- C.** developing renewable energy technologies
- D.** maximizing efficient use of natural resources

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