This document contains released items from the English form of the 2009 Grade 9 Social Studies Pilot Achievement Test (2007 Program of Studies).

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

Assessment highlights provide information about the overall test, the test blueprints, and student performance on each of the English and French forms of both the 2009 Grade 9 Social Studies Achievement Test (1989 Program of Studies) and the 2009 Grade 9 Social Studies Pilot Achievement Test (2007 Program of Studies). Also provided is commentary on student performance on the 2009 achievement tests. This information is intended for teachers and is best used in conjunction with the multi-year and detailed school reports that are available to schools via the extranet. Assessment Highlights reports for all achievement test subjects and grades will be posted on the Alberta Education website every year in the fall.

For further information, contact Harvey Stables, Grade 9 Humanities Examination Manager, at Harvey.Stables@gov.ab.ca; Maureen Milne, Grade 9 Humanities Examiner, at Maureen.Milne@gov.ab.ca; or Jo-Anne Hug, Director, Achievement Testing, at Jo-Anne.Hug@gov.ab.ca at Learner Assessment, or call (780) 427-0010. To call toll-free from outside Edmonton, dial (780) 310-0000.

The Alberta Education Internet address is education.alberta.ca.
The sources and questions presented in this document are from the previously secured English form of the 2009 Grade 9 Social Studies Pilot Achievement Test and are representative of the sources and questions that formed the test. These sources and questions are released by Alberta Education.

Sources and Questions
from the
Grade 9 Pilot Achievement Test
2009
Social Studies
Grade 9 Pilot Achievement Test (2007 Program of Studies)

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 (worth 70% of the total test mark) and one writing assignment (worth 30% of the total test mark)

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.

Recommendation: The source materials and multiple-choice questions that are related to the writing assignment may assist you in composing your written work. Read the writing assignment before you complete the related questions.

The test was developed to be completed in two hours; 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.

Complete your response to the writing assignment on the pages provided in the Questions Booklet.

2009
This Sources Booklet is divided into two sections as follows:

<table>
<thead>
<tr>
<th>Section One</th>
<th>Issues for Canadians: Governance and Rights contains</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• 4 sets of source materials</td>
</tr>
<tr>
<td></td>
<td>• 15 multiple-choice questions (worth approximately 20% of the total test mark)</td>
</tr>
<tr>
<td></td>
<td>You should take about 25 minutes to complete these 15 multiple-choice questions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section Two</th>
<th>Issues for Canadians: Economic Systems in Canada and the United States contains</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• 2 sets of source materials</td>
</tr>
<tr>
<td></td>
<td>• 8 multiple-choice questions (worth approximately 15% of the total test mark)</td>
</tr>
<tr>
<td></td>
<td>You should take about 15 minutes to complete these 8 multiple-choice questions.</td>
</tr>
</tbody>
</table>
I. Questions 1 to 4 are based on the following sources.

Source I

- Belong to a variety of political parties
- Members of the Senate in Canada
- Represent regions of Canada
- Can hold office until age 75

Source II

―by Malcolm Mayes
I believe that the Canadian Senate is important because its members make sure that all regions of Canada have an equal voice. Senators carefully consider and debate laws proposed for Canada. In order for a bill that has been passed by the House of Commons to become law, it must be supported by a majority vote in the Senate. The manner in which senators have traditionally been selected ensures that laws that are made benefit everyone in Canada.
II. Questions 5 to 7 are based on the following sources. The writing assignment on page 26 is directly related to these sources.

Source I

by Malcolm Mayes

Source II

—from the *Edmonton Journal*

Source III

I support the idea that rehabilitation should be the focus as a 14-year-old girl serves her sentence on three counts of first-degree murder. She was sentenced under a Youth Criminal Justice Act intensive rehabilitative custody and supervision order, part of Canada’s Youth Criminal Justice Act, which came into effect in 2003. The special sentence is designed for young criminals guilty of serious violence if they suffer from a psychological or emotional disturbance or mental illness. To make sure the girl gets the help she needs, her time in custody will be split between jail and a psychiatric hospital. In this way, her actions can be assessed, and an appropriate treatment plan can be developed and implemented.

Source IV

- In 2004/2005, 1,300 young people on average were in sentenced custody on any given day, down about 16% from 2003/2004 and down 50% since the YCJA went into effect. —from The Daily

- Since the introduction of the Youth Criminal Justice Act (YCJA) in 2003, the proportion of apprehended youths who are formally charged by police has dropped from 56% in 2002 (pre-YCJA) to 43% in 2005 (post-YCJA).

- [In 2005] youth violent crime dropped 2%, while youth property crime was down 12%. —from Juristat


III. Questions 8 to 11 are based on the following sources.

**Source I**

Diagram showing relationships between legal documents and an unspecified source.

**Source II**

*inherent rights* (in-ˈhir-nənt ˈrīts) n. [qualities essential to the character of something] powers or privileges to which people are justly entitled
Twenty-five years ago, Aboriginal peoples secured an important victory at the Constitutional table. The victory is section 35 of Canada’s 1982 Constitution Act, which recognizes the existing Aboriginal and treaty rights of the First Peoples of Canada. Section 35 is important because it recognizes that Aboriginal peoples have different rights from other Canadians by virtue of being the First Peoples of this land, who never surrendered or gave up those rights to any government. It recognizes that our rights are “inherent” - they are within us, not gifts from government to ignore or deny at their whim. And it recognizes that Canada must honour and respect these rights.

Aboriginal and Treaty rights are a reality and are part of our country’s legal and political landscape. And yet, a quarter of a century later, First Nations continue to challenge the federal government to honour the spirit, intent, and content that section 35 promised.

—from Alberta Native News

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

Source I

Categories of Immigrants to Canada, 2007

Refugee Class Immigrants (15%)

Other Immigrants (5%)

Family Class Immigrants (25%)

? (55%)

Source II

The characteristics of immigrants to Canada have changed over the last three decades, particularly in terms of levels of schooling. The proportion of university graduates among all categories of immigrants today is much higher than that among Canadian-born citizens in the same age group.
Note: A doctorate is an advanced university degree.

— by Denny Pritchard

V. Questions 16 to 19 are based on the following sources.

Source I

Who is in Charge of Crown Corporations in Canada?
Crown corporations are an integral part of Canada’s social, political, and economic landscape. The purpose of this article is to provide a general introduction to the nature of Crown corporations in Canada.

Source II

An Economic Spectrum
Source III

Government should STAY OUT of the business of business!!!

PRIVATE OWNERSHIP RULES!!!

PUBLIC enterprises should be OWNED by INDIVIDUAL MEMBERS of the PUBLIC!
VI. Questions 20 to 23 are based on the following sources.

Source I

Note: A/C is an abbreviation for air conditioning.

— by TAB

Source II
Family believes taking small steps has big impact on environment

SHANNON PROUDFOOT  CanWest News Service

Deborah Watson and Richard Armstrong believe their New Westminster family can help save the Earth with small, simple choices. They’re down to one vehicle since Armstrong donated his car to charity and started biking to his job as a postal carrier. They transformed their small backyard into an organic vegetable garden earlier this year, and an unused play structure and former hamster habitat have been repurposed as greenhouses. The rest of the family’s produce comes from an organic home-delivery service.

With the help of an ambitious municipal recycling program, Watson and Armstrong say they accumulate less than one can of garbage a week (their blended family includes Erik, 25, Adam, 22, and Chantel, 11), and they’re currently in the market for a composter. They started toting reusable cloth shopping bags long before they became trendy.

This one family’s efforts might seem like a drop in the bucket until you consider how those choices add up when there’s still time to seek a greener lifestyle and heal the planet.

—from the Times Colonist

Grade 9 Pilot Achievement Test (2007 Program of Studies)

Social Studies

Questions Booklet

Description

The Grade 9 Social Studies Achievement Test has two booklets:

• the Questions Booklet, which contains 50 multiple-choice questions (worth 70% of the total test mark) and one writing assignment (worth 30% of the total test mark)

• the Sources Booklet, which contains 13 sets of source materials

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.

• Turn to the last page of the Questions Booklet. Carefully fold and tear out the machine-scored answer sheet along the perforation.

• Make sure that the number of the question on your answer sheet matches the number of the question you are answering.

• Try to answer every question.

• Complete the writing assignment.

Recommendation: The multiple-choice questions and source materials that are related to the writing assignment may assist you in composing your written work. Read the writing assignment before you complete the related questions.

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

Do not write your name anywhere in this booklet.

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

Complete your response to the writing assignment on the pages provided in this booklet. You may make corrections and revisions directly on your written work.

2009
**Instructions for Multiple-Choice Questions**

- Read each question carefully, and choose the **correct** or **best** answer.

**Example**

A topic of discussion which is **best** understood through careful consideration of various 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**.

**Instructions for Written-Response Question**

- For the writing assignment, jot down your ideas and/or make a **plan** before you write. Do this on the **Planning** pages.
- Write in pencil, or blue or black ink, on the lined pages provided.
- You are to do only **one handwritten copy** of the writing assignment.
- You may make corrections and revisions directly on your written work.

**Additional Instructions for Students Using Word Processors**

- **Format** your work using an **easy-to-read** 12-point or larger font, such as Times.
- **Double-space** your **final printed copy**.
- **Staple** your printed work to the page indicated for word-processed work for the writing assignment. Hand in **all** work.
- **Indicate** in the space provided on the back cover that you have attached **word-processed** pages.
Section One  
Issues for Canadians: Governance and Rights  

<table>
<thead>
<tr>
<th>The federal political system</th>
<th>The judicial system</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Canadian Charter of Rights and Freedoms</td>
<td></td>
</tr>
<tr>
<td>Recognition of collective rights</td>
<td></td>
</tr>
<tr>
<td>Immigration policies</td>
<td></td>
</tr>
</tbody>
</table>

Canada’s political processes impact citizenship and identity in many ways.

Source sets I to IV questions 1 to 15, and the writing assignment—which is on page 26—focus on issues related to governance and rights in Canada.

Section One  
Issues for Canadians: Governance and Rights contains

- 4 sets of source materials
- 15 multiple-choice questions (worth approximately 20% of the total test mark)

You should take about 25 minutes to complete these 15 multiple-choice questions.
I. Use the sources on pages 4 and 5 to answer questions 1 to 4.

1. Which of the following phrases correctly completes the diagram in Source I?
   
   A. Report to the governor general  
   B. Are appointed by the prime minister  
   C. Form the official opposition in Parliament  
   D. Are members of the prime minister’s cabinet

2. Taken together, Source II and Source III suggest that the current Senate selection process in Canada is
   
   A. expected to increase stability in government  
   B. intended to enhance the effectiveness of Parliament  
   C. viewed both positively and negatively by Canadian citizens  
   D. considered to be beneficial to both politicians and the electorate

3. The ideas presented by the speaker in Source III highlight the
   
   A. role of political parties in Canada  
   B. collective rights of Canadian citizens  
   C. significance of Canada’s head of state  
   D. principles underlying political institutions in Canada

4. The central issue to which all three sources relate is the extent to which
   
   A. representatives within Canada’s government are accountable to citizens  
   B. the powers of the judicial branch of government should be reduced  
   C. a majority government is beneficial to Canadian citizens  
   D. election results should be comparable to popular vote
II. Use the sources on pages 6 and 7 to answer questions 5 to 7. The writing assignment on page 26 is directly related to these questions.

5. A conclusion that can best be drawn from both Source I and Source II is that some people view the Youth Criminal Justice Act as

A. unsuccessful in rehabilitating youths convicted of gun crime
B. ineffective in discouraging youths from committing serious offences
C. undesirable because some youths receive adult sentences for serious offences
D. impractical because the identities of some youths convicted of gun crime are concealed

6. The speaker in Source III most clearly implies that a principle underlying the Youth Criminal Justice Act is to

A. respect the rights of young offenders
B. reintegrate young offenders into society
C. consider the suffering of victims of youth crime
D. prevent youth crime by imposing harsh consequences

7. All four sources present information that is most directly related to the degree to which the Youth Criminal Justice Act

A. fully accounts for the individual needs of young offenders
B. ensures that all youth in Canada have equal rights
C. sufficiently addresses youth crime in Canada
D. protects the privacy of young offenders
III. Use the sources on pages 8 and 9 to answer questions 8 to 11.

8. From the viewpoint of the Canadian government today, which of the following phrases best replaces the question mark in Source I?
   A. Efforts to assimilate First Nations
   B. Attempts to recognize First Nations
   C. Negotiations to settle land claims of First Nations
   D. Agreements to grant self-government to First Nations

9. The definition in Source II is most directly illustrated in federal legislation that affirms Aboriginal rights related to
   A. hunting
   B. education
   C. health care
   D. farming assistance

10. Details in Source III most strongly suggest that recognition of the inherent rights of Aboriginal peoples requires acknowledging their
    A. beliefs
    B. customs
    C. diversity
    D. independence

11. All three sources illustrate that constitutional recognition of collective rights is mainly based on the ties of Aboriginal peoples to Canada’s
    A. cultural identity
    B. land and history
    C. national independence
    D. economy and government
IV. Use the sources on pages 10 and 11 to answer questions 12 to 15.

12. The correct label for the immigration category identified with a question mark in Source I is

   A. Social Class Immigrants  
   B. Political Class Immigrants  
   C. Economic Class Immigrants  
   D. International Class Immigrants  

13. The immigration category in Source I with the smallest percentage of immigrants to Canada in 2007 is most likely made up of

   A. people escaping from persecution  
   B. skilled workers and business people  
   C. spouses and relatives of people living in Canada  
   D. people allowed into Canada under exceptional circumstances  

14. The speaker in Source II suggests that many recent immigrants to Canada are

   A. wealthy  
   B. idealistic  
   C. highly trained  
   D. relatively young  

15. Taken together, Source II and Source III raise the issue that although many immigrants are

   A. fluent in many languages, they frequently cannot find jobs in Canada  
   B. highly motivated, they are unable to qualify under Canada’s point system  
   C. selected to fill labour shortages, they have difficulty obeying Canada’s laws  
   D. well educated, they are often employed in low-skilled occupations in Canada
Section Two
Issues for Canadians: Economic Systems in Canada and the United States

Source sets V and VI and questions 16 to 23 focus on issues related to economic systems in Canada and the United States.

Section Two
Issues for Canadians: Economic Systems in Canada and the United States contains
• 2 sets of source materials
• 8 multiple-choice questions (worth approximately 15% of the total test mark)

You should take about 15 minutes to complete these 8 multiple-choice questions.
V. Use the sources on pages 12 and 13 to answer questions 16 to 19.

16. The answer to the question that is presented on the web page in Source I is

A. wealthy investors
B. individual citizens
C. corporate executives
D. government officials

17. A conclusion that can be drawn from Source I is that Canada’s economic system would be best placed at either of which two positions on the economic spectrum in Source II?

A. Position W or Position X
B. Position W or Position Z
C. Position X or Position Y
D. Position Y or Position Z

18. The messages in Source III convey the idea that some Canadians believe Canada’s economy should be most closely aligned with which position on the economic spectrum in Source II?

A. Position W
B. Position X
C. Position Y
D. Position Z

19. Which of the following questions identifies an issue most clearly evident in the information in all three sources?

A. Is government ownership of businesses beneficial to society?
B. Should foreign investors be allowed to own businesses in Canada?
C. What role do consumers play in determining political decisions in Canada?
D. Should government provide tax breaks to stimulate economic development?
VI. Use the sources on pages 14 and 15 to answer questions 20 to 23.

20. The cartoon in Source I most clearly highlights the significance of which of the following factors that affect consumer behaviour?

A. Personal safety  
B. Health concerns  
C. Personal desires  
D. Marketing messages

21. Considering all three sources together, which of the following statements best completes the diagram in Source II?

A. There could be a negative ecological impact.  
B. The prices of goods and services could increase.  
C. There could be fewer jobs available for workers.  
D. The costs of production for industries could rise.

22. Which of the following topics is most likely being researched by a student who has accessed the online news article in Source III?

A. In what ways is consumerism created by advertising?  
B. What can consumers do to protect fragile ecosystems?  
C. How does consumerism contribute to economic growth?  
D. How can consumers have a minimal effect on the natural world?

23. All three sources are most closely related to issues associated with

A. the global impact of consumer choices  
B. industrial production of consumer goods  
C. the influence consumer demand has on economic prosperity  
D. empowering groups of consumers to bring about societal change
Writing Assignment

Suggested time: 40 minutes
Value: 30% of the total test mark

To what extent is the Youth Criminal Justice Act fair and equitable in addressing youth crime in Canada?

Write a response in which you

• identify and explain alternative viewpoints, perspectives, and/or values regarding the fairness and equitableness of the Youth Criminal Justice Act

• choose and defend a personal point of view by addressing the extent to which the Youth Criminal Justice Act is fair and equitable in addressing youth crime in Canada

• provide evidence from what you have learned in your Grade 9 Social Studies classes to support your ideas

• communicate your ideas clearly in sentences and/or paragraphs

When writing, be sure to

• remember that sources I to IV on pages 6 and 7 and questions 5 to 7 on page 20 may contain information that could help you write your response

• plan and focus your thoughts

• support your ideas with evidence

• edit your work directly on your writing

• budget your time
2009 Pilot Test Blueprint and Item Descriptions

The following blueprint shows the reporting categories and test sections (curricular content areas) by which these released questions were classified on the 2009 Grade 9 Social Studies Pilot Achievement Test.

<table>
<thead>
<tr>
<th>Knowledge and Understanding</th>
<th>Skills and Processes</th>
<th>Number (Percentage) of Questions</th>
</tr>
</thead>
</table>
| **The Political and Judicial System (9.1.4, 9.1.5)**<sup>3</sup> 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:  
  • 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 | 1 | 2 | 5 |
|  | 3 | 4 | 6 |
|  | 2 | 5 | 7 |
|  | (9%) | (22%) | (30%) |
| **Individual and Collective Rights (9.1.6, 9.1.7)**<sup>3</sup> 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:  
  • 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 | 8 | 10 | |
|  | 9 | 11 | |
|  | 2 | 2 | 4 |
|  | (9%) | (9%) | (18%) |
| **Immigration (9.1.8)**<sup>3</sup> Students critically assess how legislative processes address issues of immigration by exploring and reflecting upon questions and issues regarding:  
  • factors influencing immigration policies  
  • changes to Canadian policies on immigration and refugees  
  • immigration and Aboriginal peoples | 12 | 14 | |
|  | 13 | 15 | |
|  | 2 | 2 | 4 |
|  | (9%) | (9%) | (18%) |
| **Economic Decision Making (9.2.4)**<sup>3</sup> Students analyze principles and practices of market and mixed economies by exploring and reflecting upon questions and issues regarding:  
  • principles of a market economy  
  • government intervention  
  • Canada’s mixed economy  
  • the role of consumers in market and mixed economies | 16 | 17 | 19 |
|  | 18 | | |
|  | 1 | 3 | 4 |
|  | (4%) | (14%) | (18%) |
| **Consumerism, Quality of Life, and Political Decision Making (9.2.5, 9.2.6)**<sup>3</sup> 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:  
  • indicators of quality of life  
  • individual consumer behaviour  
  • how marketing affects consumerism  
  • consumerism and quality of life | 20 | 22 | |
|  | 21 | 23 | |
|  | 2 | 2 | 4 |
|  | (9%) | (9%) | (18%) |
| **Number (Percentage) of Questions** | 9 | 14 | 23 |
|  | (39%) | (61%) | (100%) |

<sup>1</sup>Knowledge and Understanding—includes the breadth and depth of information, concepts, evidence, ideas, and opinions fundamental to decision making as identified in the Grade 9 Social Studies Program of Studies (2007).

<sup>2</sup>Skills and Processes—the application of critical and creative thinking, historical thinking, geographic thinking, decision making, problem solving, and media literacy to relevant situations as identified in the Grade 9 Social Studies Program of Studies (2007).

<sup>3</sup>Bolded numbers in parentheses cross-reference specific outcomes in the Grade 9 Social Studies Program of Studies (2007).
### 2009 Test Blueprint and Item Descriptions

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.

<table>
<thead>
<tr>
<th>Question</th>
<th>Key</th>
<th>Diff. %</th>
<th>Reporting Category</th>
<th>Curricular Content Area (Concept)</th>
<th>Item Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>B</td>
<td>72.9</td>
<td>Knowledge &amp; Understanding</td>
<td>Political &amp; Judicial System</td>
<td>Identify factors that pertain to members of the Senate in Canada.</td>
</tr>
<tr>
<td>2</td>
<td>C</td>
<td>60.0</td>
<td>Skills &amp; Processes</td>
<td>Political &amp; Judicial System</td>
<td>Interpret information in two sources to draw a conclusion about the current Senate selection process in Canada.</td>
</tr>
<tr>
<td>3</td>
<td>D</td>
<td>33.0</td>
<td>Knowledge &amp; Understanding</td>
<td>Political &amp; Judicial System</td>
<td>Relate ideas presented by a speaker to aspects of Canada’s political system.</td>
</tr>
<tr>
<td>4</td>
<td>A</td>
<td>75.4</td>
<td>Skills &amp; Processes</td>
<td>Political &amp; Judicial System</td>
<td>Form a generalization regarding the political issue to which three sources relate.</td>
</tr>
<tr>
<td>5</td>
<td>B</td>
<td>74.3</td>
<td>Skills &amp; Processes</td>
<td>Political &amp; Judicial System</td>
<td>Identify the conclusion best drawn from two sources regarding how some people view the Youth Criminal Justice Act.</td>
</tr>
<tr>
<td>6</td>
<td>B</td>
<td>57.5</td>
<td>Skills &amp; Processes</td>
<td>Political &amp; Judicial System</td>
<td>Infer from a speaker’s comments a principle underlying the Youth Criminal Justice Act.</td>
</tr>
<tr>
<td>7</td>
<td>C</td>
<td>52.2</td>
<td>Skills &amp; Processes</td>
<td>Political &amp; Judicial System</td>
<td>Conclude from information in four sources what issue regarding the Youth Criminal Justice Act is raised.</td>
</tr>
<tr>
<td>8</td>
<td>B</td>
<td>40.2</td>
<td>Knowledge &amp; Understanding</td>
<td>Individual &amp; Collective Rights</td>
<td>Recognize a characteristic common to federal legislation related to the collective rights of Aboriginal peoples.</td>
</tr>
<tr>
<td>9</td>
<td>A</td>
<td>57.5</td>
<td>Knowledge &amp; Understanding</td>
<td>Individual &amp; Collective Rights</td>
<td>Identify a right guaranteed by federal legislation that recognizes the inherent rights of Aboriginal peoples.</td>
</tr>
<tr>
<td>10</td>
<td>D</td>
<td>32.7</td>
<td>Skills &amp; Processes</td>
<td>Individual &amp; Collective Rights</td>
<td>Analyze details in a newspaper article to determine a factor that is key to recognizing the inherent rights of Aboriginal peoples.</td>
</tr>
<tr>
<td>11</td>
<td>B</td>
<td>55.9</td>
<td>Skills &amp; Processes</td>
<td>Individual &amp; Collective Rights</td>
<td>Synthesize information in three sources to determine a main principle underlying constitutional recognition of Aboriginal rights.</td>
</tr>
<tr>
<td>12</td>
<td>C</td>
<td>73.6</td>
<td>Knowledge &amp; Understanding</td>
<td>Immigration</td>
<td>Know the category within which the largest proportion of immigrants to Canada are classified under Canada’s immigration policies.</td>
</tr>
<tr>
<td>13</td>
<td>D</td>
<td>73.2</td>
<td>Knowledge &amp; Understanding</td>
<td>Immigration</td>
<td>Recall characteristics of the four immigration classes defined within Canada’s immigration policies.</td>
</tr>
<tr>
<td>Question</td>
<td>Key</td>
<td>Diff. %</td>
<td>Reporting Category</td>
<td>Curricular Content Area (Concept)</td>
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</tr>
<tr>
<td>14</td>
<td>C</td>
<td>65.8</td>
<td>Skills &amp; Processes</td>
<td>Immigration</td>
<td>Analyze ideas in a news commentary to determine a characteristic of many recent immigrants to Canada.</td>
</tr>
<tr>
<td>15</td>
<td>D</td>
<td>88.6</td>
<td>Skills &amp; Processes</td>
<td>Immigration</td>
<td>Draw a conclusion from information in two sources regarding an issue faced by many immigrants to Canada.</td>
</tr>
<tr>
<td>16</td>
<td>D</td>
<td>69.3</td>
<td>Knowledge &amp; Understanding</td>
<td>Economic Decision Making</td>
<td>Recall knowledge of Crown corporations in Canada’s mixed economy.</td>
</tr>
<tr>
<td>17</td>
<td>C</td>
<td>65.1</td>
<td>Skills &amp; Processes</td>
<td>Economic Decision Making</td>
<td>Interpret information in a source to determine the placement on an economic spectrum that best identifies Canada’s economic system.</td>
</tr>
<tr>
<td>18</td>
<td>D</td>
<td>66.6</td>
<td>Skills &amp; Processes</td>
<td>Economic Decision Making</td>
<td>Synthesize information in a source to identify the location on an economic spectrum that aligns most closely with the views of certain individuals.</td>
</tr>
<tr>
<td>19</td>
<td>A</td>
<td>77.4</td>
<td>Skills &amp; Processes</td>
<td>Economic Decision Making</td>
<td>Analyze information in three sources in order to identify the economic issue that is most clearly evident.</td>
</tr>
<tr>
<td>20</td>
<td>C</td>
<td>67.1</td>
<td>Knowledge &amp; Understanding</td>
<td>Consumerism, Quality of Life, and Political Decision Making</td>
<td>Recall factors that affect consumer behavior to determine the factor illustrated in a cartoon.</td>
</tr>
<tr>
<td>21</td>
<td>A</td>
<td>55.3</td>
<td>Knowledge &amp; Understanding</td>
<td>Consumerism, Quality of Life, and Political Decision Making</td>
<td>Infer from the context established in three sources an expected drawback of an increase in production of consumer goods.</td>
</tr>
<tr>
<td>22</td>
<td>D</td>
<td>52.8</td>
<td>Skills &amp; Processes</td>
<td>Consumerism, Quality of Life, and Political Decision Making</td>
<td>Infer from information in an online news article the aspect of consumerism being researched.</td>
</tr>
<tr>
<td>23</td>
<td>A</td>
<td>81.7</td>
<td>Skills &amp; Processes</td>
<td>Consumerism, Quality of Life, and Political Decision Making</td>
<td>Form a generalization regarding the issues associated with consumerism that are most closely related to information in three sources.</td>
</tr>
</tbody>
</table>