This document contains a full release of the 2013 Grade 6 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 6 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 will be posted on the Alberta Education website every year in the fall.

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The Alberta Education website: education.alberta.ca.
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**Blueprint for the 2013 Grade 6 Social Studies Achievement Test**

The following blueprint shows the reporting categories and test sections (curricular content areas) by which questions were classified on the 2013 Grade 6 Social Studies Achievement Test.

<table>
<thead>
<tr>
<th>Citizens Participating in Decision Making</th>
<th>Knowledge and Understanding</th>
<th>Skills and Processes</th>
<th>Number (Percentage) of Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Democratic Principles and Ideals</td>
<td>1, 3, 7, 9, 10</td>
<td>2, 4, 5, 6, 8</td>
<td>10 (20%)</td>
</tr>
<tr>
<td>Structure and Function of Local and Provincial Government</td>
<td>13, 14, 15, 16, 19</td>
<td>11, 12, 17, 18, 22</td>
<td>10 (20%)</td>
</tr>
<tr>
<td>Individual, Group, and Community Involvement</td>
<td>21, 29</td>
<td>20, 23, 24, 25, 26, 27, 28</td>
<td>9 (18%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Historical Models of Democracy</th>
<th>Knowledge and Understanding</th>
<th>Skills and Processes</th>
<th>Number (Percentage) of Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient Athens</td>
<td>33, 38, 39</td>
<td>30, 31, 32, 34, 35, 36, 37</td>
<td>10 (20%)</td>
</tr>
<tr>
<td>Iroquois Confederacy</td>
<td>40, 41, 46, 47, 50</td>
<td>42, 43, 44, 45, 48, 49</td>
<td>11 (22%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number (Percentage) of Questions</th>
<th>Knowledge and Understanding</th>
<th>Skills and Processes</th>
<th>Number (Percentage) of Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>20 (40%)</td>
<td>30 (60%)</td>
<td>50 (100%)</td>
</tr>
</tbody>
</table>

**Knowledge and Understanding**—includes ideas, information, and concepts identified in the *Grade 6 Social Studies Program of Studies*

**Skills and Processes**—includes critical and creative thinking, historical thinking, geographic thinking, and media literacy as identified in the *Grade 6 Social Studies Program of Studies*
## Additional Information

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>C</td>
<td>62.6</td>
<td>Knowledge &amp; Understanding</td>
<td>Democratic Principles</td>
<td>Recall the purpose of the Minority Language Education Rights as defined in the Canadian Charter of Rights and Freedoms</td>
</tr>
<tr>
<td>2</td>
<td>B</td>
<td>65.3</td>
<td>Skills &amp; Processes</td>
<td>Democratic Principles</td>
<td>Recognize Freedom of Expression as defined in the Canadian Charter of Rights and Freedoms</td>
</tr>
<tr>
<td>3</td>
<td>B</td>
<td>73.0</td>
<td>Knowledge &amp; Understanding</td>
<td>Democratic Principles</td>
<td>Identify an example of Mobility Rights as defined in the Canadian Charter of Rights and Freedoms</td>
</tr>
<tr>
<td>4</td>
<td>A</td>
<td>66.3</td>
<td>Skills &amp; Processes</td>
<td>Democratic Principles</td>
<td>Determine the right from the Canadian Charter of Rights and Freedoms being demonstrated in a photograph</td>
</tr>
<tr>
<td>5</td>
<td>C</td>
<td>63.6</td>
<td>Skills &amp; Processes</td>
<td>Democratic Principles</td>
<td>Recognize the purpose of activities from a photograph</td>
</tr>
<tr>
<td>6</td>
<td>D</td>
<td>66.4</td>
<td>Skills &amp; Processes</td>
<td>Democratic Principles</td>
<td>Determine the most likely motivation for performing activities in a photograph</td>
</tr>
<tr>
<td>7</td>
<td>B</td>
<td>59.9</td>
<td>Knowledge &amp; Understanding</td>
<td>Democratic Principles</td>
<td>Identify accountability as a characteristic of democracy</td>
</tr>
<tr>
<td>8</td>
<td>C</td>
<td>82.0</td>
<td>Skills &amp; Processes</td>
<td>Democratic Principles</td>
<td>Recognize an example of equality</td>
</tr>
<tr>
<td>9</td>
<td>B</td>
<td>69.4</td>
<td>Knowledge &amp; Understanding</td>
<td>Democratic Principles</td>
<td>Identify a similarity between direct democracy and representative democracy</td>
</tr>
<tr>
<td>10</td>
<td>D</td>
<td>73.9</td>
<td>Knowledge &amp; Understanding</td>
<td>Democratic Principles</td>
<td>Recall the principles of democracy</td>
</tr>
<tr>
<td>11</td>
<td>C</td>
<td>47.1</td>
<td>Skills &amp; Processes</td>
<td>Local &amp; Provincial Government</td>
<td>Identify buildings that house local government operations</td>
</tr>
<tr>
<td>12</td>
<td>D</td>
<td>65.5</td>
<td>Skills &amp; Processes</td>
<td>Local &amp; Provincial Government</td>
<td>Recall the role of representation in government</td>
</tr>
<tr>
<td>13</td>
<td>C</td>
<td>67.3</td>
<td>Knowledge &amp; Understanding</td>
<td>Local &amp; Provincial Government</td>
<td>Recall the steps in the election process for a provincial election</td>
</tr>
<tr>
<td>14</td>
<td>D</td>
<td>79.5</td>
<td>Knowledge &amp; Understanding</td>
<td>Local &amp; Provincial Government</td>
<td>Identify a requirement for becoming premier in the province of Alberta</td>
</tr>
<tr>
<td>15</td>
<td>A</td>
<td>64.3</td>
<td>Knowledge &amp; Understanding</td>
<td>Local &amp; Provincial Government</td>
<td>Recall the requirements for running in a municipal election</td>
</tr>
<tr>
<td>16</td>
<td>A</td>
<td>49.1</td>
<td>Knowledge &amp; Understanding</td>
<td>Local &amp; Provincial Government</td>
<td>Identify an example of accountability in provincial government</td>
</tr>
<tr>
<td>Question</td>
<td>Key</td>
<td>Diff. %</td>
<td>Reporting Category</td>
<td>Curricular Content Area (Concept)</td>
<td>Item Description</td>
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<td>----------</td>
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</tr>
<tr>
<td>17</td>
<td>A</td>
<td>46.7</td>
<td>Skills &amp; Processes</td>
<td>Local and Provincial Government</td>
<td>Recognize the duties of the lieutenant governor in provincial government</td>
</tr>
<tr>
<td>18</td>
<td>B</td>
<td>71.4</td>
<td>Skills &amp; Processes</td>
<td>Local and Provincial Government</td>
<td>Recall the different roles of members of the provincial government</td>
</tr>
<tr>
<td>19</td>
<td>B</td>
<td>63.4</td>
<td>Knowledge &amp; Understanding</td>
<td>Local and Provincial Government</td>
<td>Recall how the Official Opposition is determined in provincial government</td>
</tr>
<tr>
<td>20</td>
<td>C</td>
<td>72.9</td>
<td>Skills &amp; Processes</td>
<td>Community Involvement</td>
<td>Identify an example of active citizenship from a news article</td>
</tr>
<tr>
<td>21</td>
<td>A</td>
<td>57.7</td>
<td>Knowledge &amp; Understanding</td>
<td>Community Involvement</td>
<td>Recognize an activity that is both a right and a responsibility of citizens in Alberta</td>
</tr>
<tr>
<td>22</td>
<td>A</td>
<td>80.5</td>
<td>Skills &amp; Processes</td>
<td>Local and Provincial Government</td>
<td>Recognize the level of government responsible for bylaws</td>
</tr>
<tr>
<td>23</td>
<td>A</td>
<td>43.1</td>
<td>Skills &amp; Processes</td>
<td>Community Involvement</td>
<td>Determine the most effective way to influence decision-making</td>
</tr>
<tr>
<td>24</td>
<td>D</td>
<td>74.0</td>
<td>Skills &amp; Processes</td>
<td>Community Involvement</td>
<td>Recognize a statement as an opinion</td>
</tr>
<tr>
<td>25</td>
<td>C</td>
<td>85.9</td>
<td>Skills &amp; Processes</td>
<td>Community Involvement</td>
<td>Determine the points-of-view of individuals</td>
</tr>
<tr>
<td>26</td>
<td>B</td>
<td>70.8</td>
<td>Skills &amp; Processes</td>
<td>Community Involvement</td>
<td>Identify an example of active citizenship and its purpose</td>
</tr>
<tr>
<td>27</td>
<td>C</td>
<td>88.5</td>
<td>Skills &amp; Processes</td>
<td>Community Involvement</td>
<td>Synthesize information to determine solutions offered by speakers</td>
</tr>
<tr>
<td>28</td>
<td>C</td>
<td>63.4</td>
<td>Skills &amp; Processes</td>
<td>Community Involvement</td>
<td>Recognize a statement that contains fact</td>
</tr>
<tr>
<td>29</td>
<td>D</td>
<td>64.8</td>
<td>Knowledge &amp; Understanding</td>
<td>Community Involvement</td>
<td>Demonstrate understanding of the varying reliability of web-based research</td>
</tr>
<tr>
<td>30</td>
<td>D</td>
<td>76.8</td>
<td>Skills &amp; Processes</td>
<td>Ancient Athens</td>
<td>Recall the requirements for citizenship in ancient Athens</td>
</tr>
<tr>
<td>31</td>
<td>D</td>
<td>61.8</td>
<td>Skills &amp; Processes</td>
<td>Ancient Athens</td>
<td>Identify a speaker from ancient Athens as a metic</td>
</tr>
<tr>
<td>32</td>
<td>C</td>
<td>68.5</td>
<td>Skills &amp; Processes</td>
<td>Ancient Athens</td>
<td>Recall the social structure in ancient Athens</td>
</tr>
<tr>
<td>33</td>
<td>A</td>
<td>53.2</td>
<td>Knowledge &amp; Understanding</td>
<td>Ancient Athens</td>
<td>Identify an example of direct democracy in ancient Athens</td>
</tr>
<tr>
<td>34</td>
<td>A</td>
<td>56.7</td>
<td>Skills &amp; Processes</td>
<td>Ancient Athens</td>
<td>Recall activities that would have occurred in the Assembly in ancient Athens</td>
</tr>
<tr>
<td>35</td>
<td>C</td>
<td>58.9</td>
<td>Skills &amp; Processes</td>
<td>Ancient Athens</td>
<td>Identify an example of equity and fairness in the structure of government in ancient Athens</td>
</tr>
<tr>
<td>Question</td>
<td>Key</td>
<td>Diff. %</td>
<td>Reporting Category</td>
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<td>------------------</td>
</tr>
<tr>
<td>36</td>
<td>C</td>
<td>62.0</td>
<td>Skills &amp; Processes</td>
<td>Ancient Athens</td>
<td>Evaluate the contents of a flowchart to determine the most suitable title</td>
</tr>
<tr>
<td>37</td>
<td>B</td>
<td>70.2</td>
<td>Skills &amp; Processes</td>
<td>Ancient Athens</td>
<td>Identify the method of selection for membership in a government body in ancient Athens</td>
</tr>
<tr>
<td>38</td>
<td>B</td>
<td>82.5</td>
<td>Knowledge &amp; Understanding</td>
<td>Ancient Athens</td>
<td>Demonstrate understanding of the influence of ancient Athens in Canada today</td>
</tr>
<tr>
<td>39</td>
<td>A</td>
<td>13.9</td>
<td>Knowledge &amp; Understanding</td>
<td>Ancient Athens</td>
<td>Compare the government of ancient Athens to the provincial government of Alberta</td>
</tr>
<tr>
<td>40</td>
<td>C</td>
<td>68.9</td>
<td>Knowledge &amp; Understanding</td>
<td>Iroquois Confederacy</td>
<td>Recall the role of women in the decision-making process of the Iroquois Confederacy</td>
</tr>
<tr>
<td>41</td>
<td>C</td>
<td>67.3</td>
<td>Knowledge &amp; Understanding</td>
<td>Iroquois Confederacy</td>
<td>Identify the role of one of the nations of the Iroquois Confederacy</td>
</tr>
<tr>
<td>42</td>
<td>D</td>
<td>84.3</td>
<td>Skills &amp; Processes</td>
<td>Iroquois Confederacy</td>
<td>Select the correct manner in which decisions were recorded in the Iroquois Confederacy</td>
</tr>
<tr>
<td>43</td>
<td>C</td>
<td>76.0</td>
<td>Skills &amp; Processes</td>
<td>Iroquois Confederacy</td>
<td>Determine the consequences for behaviour within the leadership of the Iroquois Confederacy</td>
</tr>
<tr>
<td>44</td>
<td>B</td>
<td>55.2</td>
<td>Skills &amp; Processes</td>
<td>Iroquois Confederacy</td>
<td>Identify how democratic principles were built into decision making in the Iroquois Confederacy</td>
</tr>
<tr>
<td>45</td>
<td>B</td>
<td>50.1</td>
<td>Skills &amp; Processes</td>
<td>Iroquois Confederacy</td>
<td>Use geographic thinking to determine the motive for an action of a nation in the Iroquois Confederacy</td>
</tr>
<tr>
<td>46</td>
<td>C</td>
<td>54.1</td>
<td>Knowledge &amp; Understanding</td>
<td>Iroquois Confederacy</td>
<td>Recall the result of the Treaty of La Grande Paix de Montreal</td>
</tr>
<tr>
<td>47</td>
<td>B</td>
<td>57.6</td>
<td>Knowledge &amp; Understanding</td>
<td>Iroquois Confederacy</td>
<td>Recall the method of passing down information in the Iroquois Confederacy</td>
</tr>
<tr>
<td>48</td>
<td>A</td>
<td>55.1</td>
<td>Skills &amp; Processes</td>
<td>Iroquois Confederacy</td>
<td>Synthesize information in a timeline to make a generalization about the Iroquois Confederacy</td>
</tr>
<tr>
<td>49</td>
<td>A</td>
<td>51.6</td>
<td>Skills &amp; Processes</td>
<td>Iroquois Confederacy</td>
<td>Use the contents of a timeline to identify an appropriate related question</td>
</tr>
<tr>
<td>50</td>
<td>A</td>
<td>55.0</td>
<td>Knowledge &amp; Understanding</td>
<td>Iroquois Confederacy</td>
<td>Identify an example of equality within the Iroquois Confederacy</td>
</tr>
</tbody>
</table>
Test Sources and Questions for the
2013 Grade 6 Social Studies Achievement Test

The sources and questions presented in this document are from the previously secured 2013 Grade 6 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.

2013 Grade 6 Social Studies
Achievement Test
Grade 6 Achievement Test
Social Studies

To the Teacher
Read this page to your students.

Description
This test has one booklet. It contains 50 multiple-choice questions.

Instructions
• You may use a ruler when answering map questions.

• You may not use a dictionary, a thesaurus, or other reference material.

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

This test was developed to be completed within 60 minutes; 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.

2013

Instructions for Multiple-Choice Questions
• 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
Edmonton is the capital city of
A. Alberta
B. Manitoba
C. Saskatchewan
D. British Columbia

Answer Sheet
● ◯ ◯ ◯

• Use only an HB pencil to mark your answer.

• If you change an answer, erase your first mark completely.

• Try to answer every question.
1. Which of the following rights or freedoms from the Canadian Charter of Rights and Freedoms guarantees parents the right to have their child educated in a Francophone school?

A. Freedom of association  
B. Official languages rights  
C. Minority language education rights  
D. Freedom of conscience and religion

Use the information from the following source to answer question 2.

2. According to the Canadian Charter of Rights and Freedoms, the publication of the cartoon shown above in a newspaper is an example of

A. the freedom of association  
B. the freedom of expression  
C. a democratic right  
D. a legal right

3. The best example of mobility rights as described in the Canadian Charter of Rights and Freedoms is

A. transferring to a new school  
B. moving to another province  
C. having wheelchair access  
D. getting a driver’s license
4. What right in the Canadian Charter of Rights and Freedoms is being demonstrated in the photographs and caption?

   A. A democratic right  
   B. An equality right  
   C. A mobility right  
   D. A legal right

5. Which of the following titles best describes the activities in the photographs?

   A. Collective rights  
   B. Petition gathering  
   C. Active citizenship  
   D. Consensus building

6. What is the most likely reason that Canadian soldiers serving in Afghanistan would be voting in an Alberta election?

   A. Modelling their democratic rights for locals  
   B. Following the directions of their commander  
   C. Voting to make changes in the Afghanistan government  
   D. Exercising individual rights and responsibilities as citizens
7. One characteristic of democracy is that

A. by law, citizens are required to vote  
B. the government is accountable to the people  
C. only property owners have a say in decision making  
D. social standing determines a person’s level of influence

8. Which of the following graphics represents a price list that demonstrates equality?

- A.  
  ![Monthly Bus Pass](image1)  
  - Adult $70  
  - Senior $50  
  - Youth $30  
  - Student $60

- B.  
  ![Monthly Bus Pass](image2)  
  - Adult $80  
  - Senior $40  
  - Youth $40  
  - Student $80

- C.  
  ![Monthly Bus Pass](image3)  
  - Adult $60  
  - Senior $60  
  - Youth $60  
  - Student $60

- D.  
  ![Monthly Bus Pass](image4)  
  - Adult $90  
  - Senior $70  
  - Youth $10  
  - Student $80

9. A similarity between a direct democracy and a representative democracy is that

A. only citizens who belong to a political party are entitled to vote  
B. issues must be agreed upon by a majority of the decision makers  
C. individual rights are more important than collective responsibility  
D. class structure affects the influence a citizen has when making decisions

10. Enforcement of a bylaw by police is an example of which of the following principles of democracy?

A.Representation  
B. Freedom  
C. Equality  
D. Justice
Grade 6 students researched the responsibilities of officials who work in the buildings shown in the photographs below.

11. Locations which represent local government operations are shown in pictures

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

12. Picture IV best represents which of the following features of democracy?

A. Equity  
B. Justice  
C. Freedom  
D. Representation
Use the following information to answer question 13.

**Steps in a Provincial Election Process**

1. Interested citizens attend public debates.
2. Voters go to polling stations and vote for a candidate.
3. The premier asks the lieutenant governor to dissolve government.
4. The candidate with the most votes wins and becomes the elected member for the riding.

13. The steps in a provincial election process described above are correctly ordered as

A. 1, 4, 3, 2
B. 2, 3, 1, 4
C. 3, 1, 2, 4
D. 4, 1, 3, 2

14. In order to become premier of the province of Alberta, a person must

A. have a university degree
B. speak both official languages
C. have already served as mayor of a large city
D. be the leader of the political party that wins the election

15. Which of the statements below identifies someone who meets the requirements to run in a municipal election in Edmonton, Alberta?

A. I was born in Calgary and moved to Edmonton a year ago. I am 20 years old.
B. I was born in Japan and moved to Edmonton one month ago. I am 21 years old.
C. I was born in Edmonton and have lived here my whole life. I am 17 years old.
D. I was born in India 25 years ago and became a Canadian citizen four years ago. I have lived in Edmonton for two months.

16. Alberta citizens who vote have a voice in the Legislative Assembly of Alberta because they

A. elect members to the Legislative Assembly
B. are able to introduce bills in the Legislative Assembly
C. choose the sergeant-at-arms of the Legislative Assembly
D. are able to participate in debates in the Legislative Assembly
Use the following information to answer questions 17 and 18.

17. Which individual is responsible for the swearing in of the premier and other members of the Legislative Assembly?
   A. Individual W
   B. Individual X
   C. Individual Y
   D. Individual Z

18. All four individuals are members of a decision-making body known as a
   A. minority-rights association
   B. provincial government
   C. local government
   D. school board

19. The political party with the second-largest number of seats in the Legislative Assembly of Alberta
   A. appoints the Speaker of the House
   B. becomes the Official Opposition
   C. establishes a lobby group
   D. forms the government
Schools back junk-food ban

Edmonton public school trustees threw their support behind a comprehensive school health report introduced Tuesday night that will see junk food eliminated in the district’s schools within three years.

“This is a great step forward,” said board chairwoman Bev Esslinger, a sentiment echoed by trustee Dave Colburn.

It was Colburn who last November called for a ban on junk-food sales in all schools, a motion which got unanimous support from his colleagues. By August 2011, junk food will no longer be available in any of the district’s 197 public schools.

Trustees also heard from a delegation opposed to the closure of Woodcroft elementary school, a process that has already begun. Supporters of the sustain Woodcroft committee put together a presentation, which they say shows, among other things, projected increases in families and elementary-aged school children in the area that will bring enrollment to acceptable levels.

—from the Edmonton Journal


20. The delegation in the news article demonstrates active citizenship by

A. protesting at city hall
B. writing a letter to the mayor
C. submitting a presentation to the school board
D. lobbying a member of the Legislative Assembly

21. Which of the following actions is both a right and a responsibility of a citizen in Alberta?

A. Voting in elections
B. Obeying the laws of Alberta
C. Helping others in the community
D. Receiving an education in English and French
A local council is considering a proposal that would require skateboarders to wear protective equipment while skateboarding. Below are four individuals’ comments on the issue.

**Max**
I have not been hurt while skateboarding, and I do not wear any kind of protective equipment.

**Graeme**
If a skateboarder was injured on town property while not wearing protective equipment, the town could be held responsible.

**Sydne**
Research shows that skateboarders who wear helmets and other protective equipment reduce their risk of injury.

**Sammi**
I think that people should be able to enjoy skateboarding and be allowed to choose whether or not to wear protective equipment.

22. If the local council approves the proposal, it becomes a

A. bylaw  
B. debate  
C. service  
D. petition
23. The **most effective** way for individuals to influence the outcome of the protective equipment proposal is to

A. circulate a petition  
B. join a political party  
C. make a presentation to the school board  
D. write a letter to their provincial government representative

24. Which individual is **most clearly** stating an opinion?

A. Max  
B. Graeme  
C. Sydne  
D. Sammi

25. Which two individuals would **most likely** support a proposal that would require the use of protective equipment while skateboarding?

A. Max and Graeme  
B. Max and Sammi  
C. Graeme and Sydne  
D. Sydne and Sammi

26. Students organized a family dance to promote a local charity. By doing this, they are exhibiting a responsibility of active citizenship by

A. becoming more physically active  
B. taking action to help people in need  
C. developing positive social relationships  
D. influencing government decision making
27. Using the information from the blog, which two speakers have offered suggestions on how to solve the issue of cyberbullying?

A. Jamilia and Brad
B. Jamilia and Molly
C. Parker and Brad
D. Parker and Molly
28. Based on the information from the blog, which individual used a fact to support an opinion?

A. Jamilia  
B. Brad  
C. Molly  
D. Parker

29. The **best** reason to use sources other than a blog in a research project is that

A. blogs do not provide enough information  
B. spelling and grammar in a blog lack accuracy  
C. blogs do not give the full identity of the blogger  
D. information provided in blogs may be biased
Use the following information to answer questions 30 to 32.

30. Which two speakers were most likely born outside of Athens?

A. Theos and Laconia
B. Theos and Eleusis
C. Phidias and Laconia
D. Phidias and Eleusis
31. The speaker who is **most likely** a metic is

A. Theos  
B. Laconia  
C. Eleusis  
D. Phidias

32. The speaker who had no rights in ancient Athenian democracy is

A. Theos  
B. Laconia  
C. Eleusis  
D. Phidias

33. Which of the following statements **best** illustrates direct democracy in ancient Athenian government?

A. All citizens were required to attend and vote at the Assembly.  
B. Citizens could serve on Council only twice in their lifetime.  
C. Any citizen could be chosen to be on a jury for a trial.  
D. Council members represented the Athenian citizens.
34. Which of the following statements would be accurately placed in location W?

A. Involved debating and voting by male citizens
B. Carried out decisions made at the Council of 500
C. Provided a location for the selling and trading of goods
D. Allowed women and slaves to voice their opinions on issues

35. According to the information in the flowchart, how did the Council of 500, the Courts, and the Executive Committee attempt to ensure fairness and equity in their structure?

A. They met at the Pnyx.
B. Metics were allowed to participate.
C. Members of these groups were selected randomly.
D. They allowed only wealthy individuals to participate.
36. Which of the following titles would be best suited for the information flowchart?

A. “Class Structure in Ancient Athens”
B. “The Role of Women in Ancient Athens”
C. “Structure of Government in Ancient Athens”
D. “The Role of the Courts in Decision Making in Ancient Athens”

Use the following table to answer question 37.

<table>
<thead>
<tr>
<th>Position</th>
<th>How They Were Chosen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assembly</td>
<td>Nominated by fellow citizens</td>
</tr>
<tr>
<td>Military leader</td>
<td>A show of hands by individuals</td>
</tr>
<tr>
<td>Council of 500 member</td>
<td>X</td>
</tr>
<tr>
<td>Officer of the court</td>
<td>Highest number of white stones in a jug</td>
</tr>
</tbody>
</table>

37. Which of the following statements would be correctly placed in location X?

A. Name most often scratched on pottery
B. Participants used a lottery system
C. Volunteers asked for the position
D. Every tenth person was selected

38. Ancient Athens had its greatest influence in Canada today in the area of

A. warfare
B. government
C. construction
D. shipbuilding

39. The part of Alberta’s provincial government that the Council of 500 is most similar to is the

A. Cabinet
B. premier
C. House Speaker
D. Legislative Assembly
40. Women in the Iroquois Confederacy influenced the decision-making process of the Iroquois Confederacy because women selected
   A. the location where the Grand Council would meet
   B. issues that were to be discussed by the Grand Council
   C. chiefs who represented each of the nations at the Grand Council
   D. the number of representatives each nation could send to the Grand Council

41. At the Grand Council, the Mohawk Nation was responsible for
   A. arranging the seating order of each nation
   B. recording the votes of the different nations
   C. announcing any decisions that had been made
   D. organizing the sharing of food after the meeting

42. Evidence of decisions made years ago by the Grand Council of the Iroquois Confederacy can be found on
   A. tree bark
   B. peace pipes
   C. walls of caves
   D. wampum belts

43. A chief from any First Nations group who did not act with the welfare of the clan in mind could be
   A. reported to the French governor for punishment
   B. given a warning by the chiefs from the Grand Council
   C. replaced by another male member under the authority of the clan mother
   D. required to explain his actions to chiefs from the Mohawk and Oneida groups

44. Democratic principles were built into decision making in the Grand Councils of the Iroquois Confederacy by ensuring that
   A. females had their views delivered
   B. all chiefs were equal and had the same level of authority
   C. only the men of the First Nations groups would participate in decision making
   D. the Onondaga clan was responsible for guarding the group against outside threats
45. Why would the Tuscarora nation most likely want to join the Iroquois Confederacy?

A. Members of the Tuscarora nation were known for strength and bravery.
B. The land claimed by the Tuscarora was in the middle of land occupied by other nations.
C. The Tuscarora’s knowledge of the land would allow them to teach the other nations how to become successful farmers.
D. Members of the Tuscarora nation wanted to help increase the population of the Iroquois Confederacy that had been reduced by illness and warfare.

46. A result of the signing of the treaty of La Grande Paix de Montréal was that

A. many other First Nations adopted the Iroquois Confederacy’s Great Law of Peace
B. the French returned Montréal to the First Nations groups who signed the treaty
C. the First Nations groups agreed to keep peace among themselves
D. treatment of diseases was improved for First Nations

47. The society of the Iroquois Confederacy passed on the meaning of wampum belts from generation to generation by

A. recording the meaning in a book
B. teaching others to orally repeat the meaning
C. storing the wampum belts in public buildings
D. using photographs to record the image of wampum belts
48. The information in the timeline supports which of the following statements?

A. The Iroquois Confederacy was involved in conflict over a long period of time.
B. The Iroquois Confederacy cooperated with outsiders often throughout their history.
C. The main challenge faced by the Iroquois Confederacy involved working with explorers.
D. The main challenge faced by the Iroquois Confederacy to sign the Great Law of Peace was the smallpox outbreak.

49. The information in the timeline would be used to answer which of the following questions?

A. What events led up to the Confederacy’s desire to attend the peace talks in Montréal in 1701?
B. What effect did geography have on the Iroquois Confederacy’s decision to attend the peace talks in Montréal in 1701?
C. Was the smallpox epidemic a problem for members of the Iroquois Confederacy?
D. Why did the Tuscarora nation join the Iroquois Confederacy in 1722?

50. Which of the following statements is the best example of equality in the Iroquois Confederacy?

A. The chief was treated with respect, but he did not control the members of his clan.
B. The duties of the clan mother were passed down from mother to daughter.
C. The spiritual leader had great influence on the members of his clan.
D. The Tuscarora were represented by the chiefs of the Oneida nation.