

Use the sources on page 1 to answer following questions 1 - 3:

1. According to Source I Parliament is structured in such a way that
 - A. members of the Legislative branch may also be members of the Executive *
 - B. members of the Senate are elected by members of the House of Commons
 - C. the Queen appoints members of the Executive Branch
 - D. all members of the House of Commons share the task of governing

2. Source I provides evidence that best supports the conclusion
 - A. Members of Parliament must obey the Prime Minister
 - B. Backbenchers have little influence in the House of Commons
 - C. The Governor General has the responsibility of choosing judges
 - D. Senators are not directly accountable to the electorate *

3. The Legislative Process described in Source II was most likely designed
 - A. to allow government to respond quickly to emergent issues
 - B. to promote careful consideration of proposed legislation *
 - C. to give majority government control over national affairs
 - D. to provide the monarchy ultimate control over Parliament

Use the sources on page 2 to answer questions 4 - 6:

4. According to the information in Source I, representation in the House of Commons and the Senate differ most significantly in that
 - A. population change does not affect representation in the Senate *
 - B. representatives are less effective in the Senate than the House of Commons
 - C. Ontario and Quebec are over-represented in the House of Commons
 - D. western provinces are better represented in the Senate than the Commons

5. The evidence provided by the author of Source II confirms that
 - A. support for Senate reform is strong among all Canadians
 - B. only Western Premiers have attempted to reform the Senate
 - C. both Federal and Provincial leaders have called for Senate reform *
 - D. Canadians support an elected and equal Senate

6. According to Source II, the most likely obstacle to Senate reform is
 - A. lack of a clear plan for how the Senate should be reformed
 - B. lack of agreement on how the Senate should be reformed *
 - C. failure of Members of Parliament to convince Senators to reform
 - D. Senators failing to support efforts to reform the House

Use the sources on page 3 to answer questions 7 - 10:

7. Based on the information in Source I, the most probable result of the federal election in 2008 was
 - A. a Liberal and NDP coalition government
 - B. a Conservative minority government *
 - C. a BQ and Conservative coalition government
 - D. a Conservative majority government

8. From the perspective of the author of Source II, the electoral system in Canada
 - A. fails to produce results that accurately reflect the will of the people *
 - B. is unresponsive to the interests of environmentalists
 - C. creates unwarranted competition and conflict between political parties
 - D. should reward parties that win the highest percentage of the vote

9. For supporters of democratic systems of government, the greatest concern stemming from the election of 2008 would most likely be
 - A. the failure of the Green Party to win a seat in Parliament
 - B. the low voter turnout of 59.1% *
 - C. the Conservative Party's failure to win a Parliamentary majority
 - D. the large number of seats won by the separatist BQ

10. The most persuasive argument in Source II against Canada's "first past the post" electoral system uses evidence based on
 - A. the huge cost for taxpayers that resulted from running the election
 - B. the bitter regional divisions that resulted from having the election
 - C. a contrast of Conservative seats won and Conservative votes registered
 - D. the difference in electoral results of the Green and Conservative Parties *

Use the sources on page 4 to answer questions 11 - 13:

11. The values most closely related to the position of the author in Source I include

- A. obedience, discipline and loyalty
- B. loyalty, freedom, privilege
- C. freedom, fairness, responsibility *
- D. bias, tolerance, conformity

12. Source II can best be described as

- A. an example of the role of the press to interpret the news
- B. an illustration of “balanced reporting” of significant issues
- C. an example of press diversity promoting democratic citizenship
- D. an illustration of “one-sided” reporting of significant issues *

13. The relationship among the sources can best be understood as

- A. Source II and Source III support the objectives of the author of Source I
- B. Source I and Source III most closely support democratic citizenship *
- C. Sources II and III are both examples of a vibrant, competitive free press
- D. Source II is not clearly related to the concerns expressed in Source I

Use the sources on page 5 to answer questions 14 - 15:

14. The questions in Source I could best be used to determine

- A. public policy regarding sensitive social issues
- B. whether government should intervene in public affairs
- C. whether someone is likely a Republican or Democrat *
- D. the actions of truly democratic governments

15. In terms of political parties, the ingredients in the packages in Source II could best be described as

- A. the electorate
- B. the candidates
- C. the political process
- D. the party platform *

Use the sources on page 6 to answer questions 16 - 18:

16. The case described in Source II was most likely based on an interpretation of
- A. Equality Rights described in the Charter of Rights and Freedoms
 - B. Fundamental Freedoms described in the Charter of Rights and Freedoms
 - C. Democratic Rights described in the Charter of Rights and Freedoms
 - D. Legal Rights described in the Charter of Rights and Freedoms *
17. The position of the author in Source III best supports
- A. the position of the Judge in Source I
 - B. the position of the defendant in Source II *
 - C. the position of the prosecution in Source II
 - D. the position that all laws are just in a democracy
18. Taken together, the sources most clearly identify
- A. the sanctity of law and the courts in democratic society
 - B. the importance of interpreting the law in the interests of society *
 - C. the importance of making good laws
 - D. the reluctance of judges to punish criminals

Use the sources on page 7 to answer questions 19 - 23:

19. Phil Fontaine, the author of Source I, believes that collective rights are essential
- A. for promoting the culture of indigenous groups
 - B. to protect aboriginal identity, culture and lands *
 - C. to diminish the impact of the Human Rights Act
 - D. for indigenous peoples to enjoy equal rights
20. Phil Fontaine's position in Source I has most likely been shaped by
- A. provisions for human rights in the Canadian Charter of Rights and Freedoms
 - B. policies of the federal government in response to its obligations
 - C. perspectives of the First Nations on the Numbered Treaties *
 - D. plans of the aboriginal peoples to establish an independent homeland
21. From an analysis of Source II in its historical context, it could be argued that residential schools were
- A. the product of an ethnocentric government policy *
 - B. established to preserve native cultural heritage
 - C. needed to develop literacy skills in native children
 - D. necessary for the preservation of aboriginal culture
22. The evidence in Source III can best be used to support the conclusion that
- A. residential schools provided a safe and caring environment
 - B. residential schools promoted cultural assimilation *
 - C. residential schools offered better living conditions to native children
 - D. residential schools created complex problems for society
23. Sources II and III provide a historical context that can best be used to
- A. understand the significance of information in Sources I & IV *
 - B. support the conclusion that history repeats itself
 - C. investigate the importance of educational programs to cultural minorities
 - D. develop an appreciation of 18th Century aboriginal culture

Use the sources on page 8 to answer questions 22 - 24:

24. The concerns with language expressed in both sources are most likely the result of the fact that
- A. Canadians have been reluctant to accept more than one official language
 - B. Canada's linguistic majorities are geographically defined *
 - C. English is the language of the majority of Canadians
 - D. there is no support for second languages in Canada
25. In terms of cultural preservation, both sources are examples of
- A. privately funded organization to promote cultural autonomy
 - B. the inclusion of language classes in public schools
 - C. the protection of minority language rights under Section 23 of the Charter *
 - D. the cultural rights of minorities established under the Manitoba Schools Act

Use the sources on page 9 to answer questions 26 - 30:

26. The irony in Source I - the cartoon, is a result of
- A. the Aboriginal reminding the speaker that he too is an immigrant *
 - B. we don't know who is being told to go back to where they came from
 - C. the Aboriginal is being told to go back to where he came from
 - D. the fact that all immigrants come from somewhere else
27. The perspective of the speaker in Source I could best be challenged by information from the other sources suggesting that
- A. two-thirds of Canada's population growth comes from immigration
 - B. Canada has lots of room for more immigrants
 - C. Canada's economy benefits from immigration *
 - D. immigrants work harder than most Canadian citizens
28. Information from the article on Canada's Growth - Source II could best be used to support the following conclusion
- A. Immigration rates in Canada have been increasing yearly
 - B. The population in Quebec is not growing at the rate of other provinces *
 - C. Canada's population is growing faster than any other country
 - D. Most immigrants are not prepared to learn the French language
29. Which of the following excerpts from Source III is a statement of opinion rather than fact?
- A. Quebecers need to boost their birth rate *
 - B. Canada's net migration, per capita, is among the highest in the world
 - C. Canada's net migration put it at the head of the international pack
 - D. Quebec's growth was not enough to keep up with the national average
30. It can be inferred from information in Source III, that "the desire to have immigrants conform" most likely stems from
- A. distrust of foreign immigrants
 - B. decreasing ethnic birth rates
 - C. increasing levels of immigration
 - D. fear of losing cultural identity *

Use the sources on page 10 to answer questions 31 - 35:

31. In Source I, the free market principle that President Bush was most likely prepared to sacrifice is
- A. the principle of supply and demand
 - B. the importance of competition among producers
 - C. limits on the role of government in free markets *
 - D. private ownership of businesses
32. From the perspective of a supporter of the free market system, the “plunge in the markets” reported in Source II
- A. would likely be followed by even steeper declines
 - B. is a natural part of the economic cycle *
 - C. calls for immediate government action
 - D. rewards high-risk investors
33. The position of *The Washington Times* in Source III can best be understood as being
- A. in support of the economic actions of President Bush
 - B. supported by evidence from the plunge in free markets
 - C. at odds with President Bush’s proposal *
 - D. an unsupported personal opinion
34. The articles in Source I - *The Economic Times* and Source II - *The Washington Times* best represent
- A. different perspectives on economic issues *
 - B. unbiased proposals for economic action
 - C. unpopular opinions about market economies
 - D. ideas that only apply to the American economy
35. Taken together, the sources best raise the issue
- A. To what extent are businesses in need of government support?
 - B. To what extent should governments solve economic problems?
 - C. Should free market systems be abandoned?
 - D. Should governments intervene in a market economy? *

Use the sources on page 11 to answer questions 36 - 41:

36. The action in Source I is most important in deciding
- A. what to produce in a market economy *
 - B. where to produce goods in a mixed economy
 - C. how to produce goods in a market economy
 - D. who should control the economic system
37. The economic organization described in Source II would most likely be
- A. supported by advocates of a free market economy
 - B. opposed by advocates of a free market economy *
 - C. characteristic of a free market economy
 - D. characteristic of a planned economy
38. The values most clearly represented in Source II include
- A. personal freedom and equity *
 - B. creativity and independence
 - C. service and loyalty
 - D. cooperation and conformity
39. When comparing the information in Source I with Source II
- A. Source II represents a “shift to the right” on the economic continuum
 - B. Source I represents a “shift to the left” on the economic continuum
 - C. Source II represents a “shift to the left” on the economic continuum *
 - D. Sources I and II represent the centre of the economic continuum
40. Taken together, the sources most clearly examine the problem
- A. How should goods be produced?
 - B. What’s the best way to achieve the public good? *
 - C. Does government do a good job of managing the economy?
 - D. Can consumers control production?
41. The sources are in most disagreement over
- A. questions of supply and demand
 - B. the impact consumers have on the economy
 - C. the role of government in the economy *
 - D. what should be produced in an economy

Use the sources on page 12 to answer questions 42 - 46:

42. From the perspective of the cartoonist in Source I

- A. Canada is unlikely to influence American economic policy *
- B. Canada should be exporting more goods to the United States
- C. America is likely to take-over Canadian resources
- D. America has a strong economic relationship with most countries

43. The irony in Source I is a consequence of

- A. the contradiction between what is being promoted and what is being worn *
- B. the contradiction between the American and Canadian economic positions
- C. the inference that Americans don't purchase Canadian products
- D. the inference that Canadians don't purchase American products

44. Information in Source II could best be used to illustrate

- A. the significance of natural symbols in Canadian culture
- B. the importance of safeguarding national symbols
- C. the impact of economic forces on cultural heritage
- D. the relationship between market forces and collective identity *

45. Taken together, the sources best raise the issue

- A. To what extent do consumer actions reflect economic development?
- B. To what extent do economies depend on domestic industrial development?
- C. To what extent should Canadians support free trade with America?
- D. To what extent do consumer actions reflect individual and collective identity? *

46. Based on information from the sources, a student investigating the impact of marketing on consumerism would most likely conclude

- A. there is no evidence to suggest that consumers are influenced by advertising
- B. consumer purchases are strongly linked to where the products were made
- C. marketing strategies that target images of identity have been successful *
- D. promotions to "buy American" or "buy Canadian" are unlikely to succeed

Use the sources on page 13 to answer questions 47 - 50:

47. Information in Source I could best be used to support the conclusion that

- A. Free markets provide a sense of security for all citizens
- B. Homeless people lack ambition and skill
- C. Quality of life cannot be measured by possessions alone *
- D. Wealthy citizens need to protect their belongings from the homeless

48. From the perspective of a supporter of free market economies, Source II

- A. shows the negative consequences of private enterprise
- B. provides evidence of successful marketing *
- C. illustrates the negative impact of bankruptcy
- D. demonstrates the shortfalls of overproduction

49. The question raised in Source III most clearly contrasts

- A. Consumerism and Production
- B. Marketing and Consumption
- C. Social status and Life Style
- D. Life Style and Quality of Life *

50. Taken together, the sources

- A. examine the impact of marketing on consumerism
- B. explore the relationship between consumerism and quality of life *
- C. identify the problems of a free market economy
- D. question the need for government intervention in the economy