
Social Studies 30–2 Examples of the Standards for Students’ Writing

From the January 2024 Diploma Examination

This document was primarily written for:

Students	✓
Teachers	✓ of Social Studies 30-2
Administrators	✓
Parents	✓
General Audiences	✓
Others	

2024–2025 Social Studies 30–2 Examples of the Standards for Students' Writing

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We would be pleased to hear from you.

Introduction

The written responses in this document are examples of *Social Studies 30–2 Diploma Examination* writing that received scores of Satisfactory (S), Proficient (Pf), and Excellent (E). These example responses are taken from the *January 2024 Social Studies 30–2 Diploma Examination*. Along with the rationales that accompany them, they should help you and your students to understand the standards for Social Studies 30–2 diploma examination writing in relation to the scoring criteria.

The purpose of the example responses is to illustrate the standards that governed the January 2024 marking session. The example responses and the rationales were also used to train markers to apply the scoring criteria consistently and to justify their decisions about scores in terms of an individual student’s work and the criteria.

These example responses represent a small sample of how students successfully approached the assignments.

Selection and use of example papers

The teachers on the Standards Confirmation Committee for the January 2024 marking session selected the examples of student papers included here.

During their preparation for the marking session, group leaders (teachers specially selected to assist the Provincial Assessment Sector staff during the marking session) reviewed and validated the standards represented by these example papers. Group leaders then used these example papers for training the teachers who marked the written-response sections of the *January 2024 Social Studies 30–2 Diploma Examination*.

Cautions

1. The rationales are brief.

The rationales were written for groups of markers to discuss and then to apply during the marking session. Although brief, they provide a model for relating specific examples from student writing to the details in a specific scoring criterion.

2. Neither the scoring guide nor the assignments are meant to limit students to a single organizational or rhetorical approach in completing any diploma examination assignment.

Students must be free to select and organize their materials in a manner that they feel will enable them to best present their ideas. In fact, part of what is being assessed is the final effectiveness of the content, as well as the organizational and rhetorical choices that students make.

The examples of student writing in this document illustrate just a few of the many organizational and rhetorical strategies used successfully by students in January 2024.

We advise you not to draw any conclusions about common patterns of approach taken by students.

3. The example papers presented in this document must not be used as models for instructional purposes.

Because these example papers are illustrative only, and because they are example responses to a set topic, students must be cautioned not to memorize the content of any of these assignments and not to use them either when completing classroom assignments or when writing future diploma examinations. Examination markers and staff at Alberta Education take any hint of plagiarism or cheating extremely seriously. The consequences for students are grave.

The approaches taken by students at the standard of excellence are what other students should consider emulating, not their words or ideas. In fact, it is hoped that the variety of approaches presented here inspires students to take risks—to experiment with diction, syntax, and organization as a way to develop an individual style and to engage the reader in ideas that the student has considered

4. It is essential that you consider each of the examples of student writing within the constraints of the examination situation.

Under examination conditions, students produce first-draft writing. Given access to additional resources, students would be expected to produce papers of considerably improved quality, particularly in the dimension of Communication.

Social Studies 30–2 January 2024 Writing Assignments

January 2024

Social Studies 30–2 ***Part A: Written Response*** ***Grade 12 Diploma Examination***

Description

Time: 2½ hours. This examination was developed to be completed in 2½ hours; however, you may take up to 5 hours to complete the examination, should you need it.

Plan your time carefully.

Part A: Written Response contributes 50% of the total Social Studies 30–2 Diploma Examination mark and consists of three assignments.

- **Assignment I**
Value: 10% of total examination mark
Suggested time: 20–25 minutes
- **Assignment II**
Value: 20% of total examination mark
Suggested time: 40–45 minutes
- **Assignment III**
Value: 20% of total examination mark
Suggested time: 40–45 minutes

Do not write your name anywhere in the booklet or on your response. Feel free to make handwritten revisions directly on your final response.

Instructions

- Complete all **three** assignments.
- You may use the following print references:
 - an English and/or bilingual dictionary
 - a thesaurus
 - an authorized writing handbook
- Space is provided in the booklet for planning.
- It is your responsibility to print out (or handwrite) and staple all of your final written work to the designated pages in the booklet. You must also verify that this has been done correctly. Page 5 illustrates how to attach your final work to the booklet.

Additional Instructions for Students Using Word Processors

- Format your work using an easy-to-read 12-point font, double space, and use headers and footers as illustrated on page 5.

Additional Instructions for Students Who are Handwriting

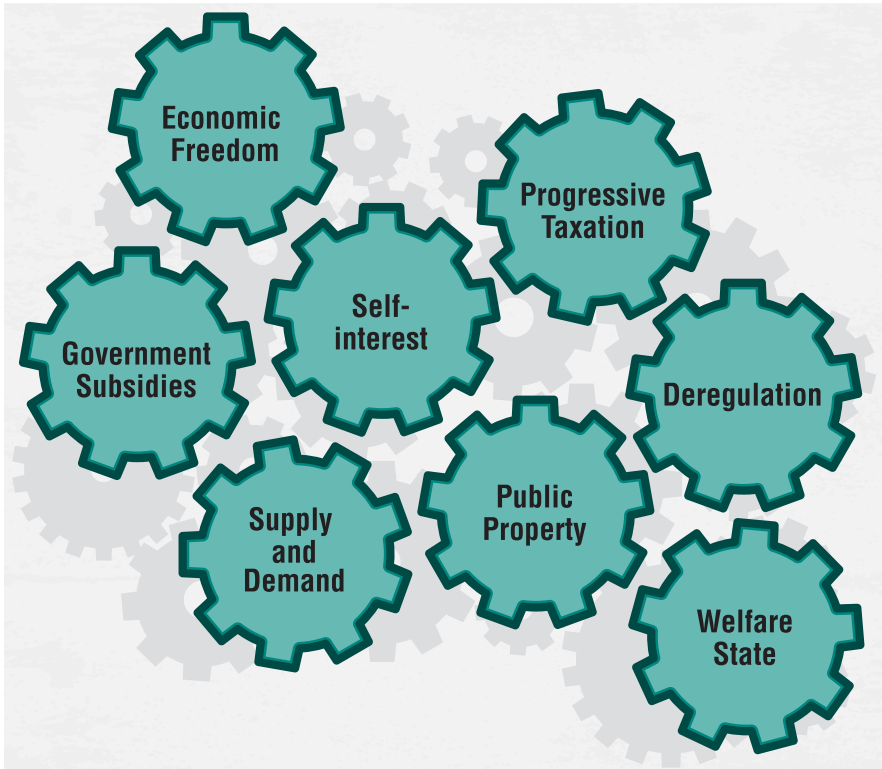
- **Use the paper provided by your school for handwritten work.** Note that there is no paper provided in the booklet for final written work.
- Use blue or black ink for handwritten work.

Assignment I

Value: 10% of the total examination mark

Suggested time: 20–25 minutes

Suggested word count range: 250 to 550 words



Which characteristic(s) is/are the most important to a free-market economy?

Write a response in which you **must**

- **identify** the characteristic(s) that is/are the most important to a free-market economy
- **explain** why the characteristic(s) is/are the most important
- **support** your response using your understanding of social studies

Reminders for Writing

- **Organize** your response
- **Proofread** your response

Assignment II

Value: 20% of the total examination mark

Suggested time: 40–45 minutes

Suggested word count range: 375 to 900 words

Write a response in which you must interpret **each** of the three sources on pages 6 and 7 and answer **both** questions on page 9.

Source I

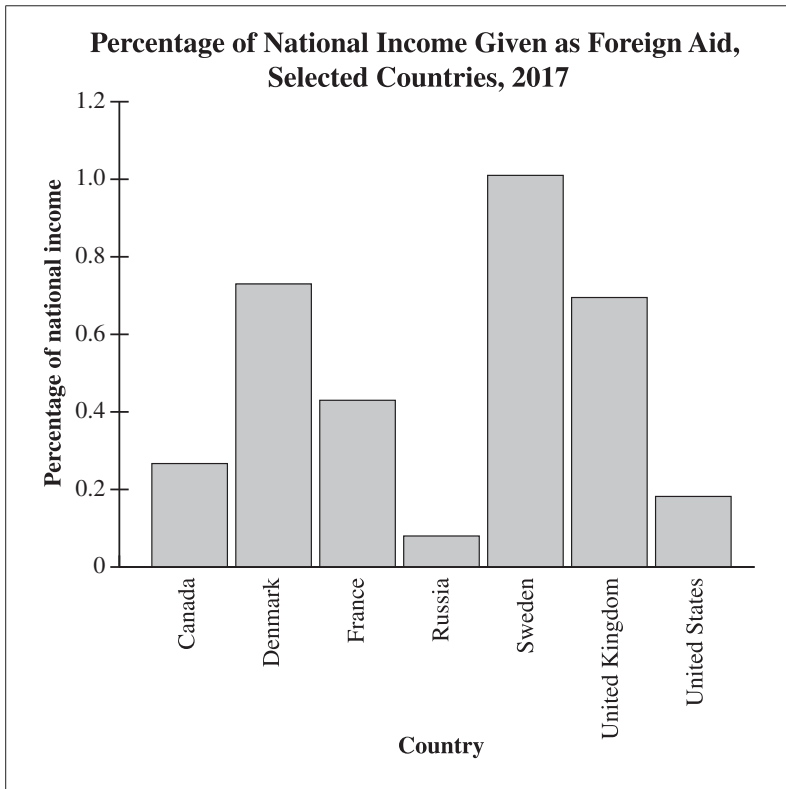


A police officer using a radar speed gun to identify speeding motorists

Source I

iStock.com/chameleonseye

Source II



—data from OECD

Source III



Source II Data from OECD (2019), Net ODA (indicator).
doi: 10.1787/33346549-en (Accessed on 09 October 2019)

Source III Phil Hands/Artizans.com

Assignment II

Value: 20% of the total examination mark

Suggested time: 40–45 minutes

Suggested word count range: 375 to 900 words

What does each of the three sources presented on pages 6 and 7 communicate about the role of government in society?

AND

Considering the sources presented on pages 6 and 7, what do you think should be the role of government in society?

Write a response in which you **must**

- **interpret each** source to **identify** what the source tells you about the role of government in society
- **explain** and **defend** your position on what the role of government in society should be
- **support** your interpretations and position by referring to the sources and to your understanding of social studies

Reminders for Writing

- **Remember** that you must answer both questions
- **Organize** your response
- **Proofread** your response

Assignment III

Value: 20% of the total examination mark

Suggested time: 40–45 minutes

Suggested word count range: 350 to 800 words

Responses to the following question posed in an online forum:

Should Canada remove monuments to people connected to historical injustices?

Citizen I
Any plan to remove monuments celebrating Canada's historic leaders is ridiculous. This is just an attempt by the "political-correctness police" to erase the accomplishments of our country's heroes. Furthermore, the money that would be spent on removing the monuments is a serious waste of taxpayer resources.

Citizen II
It is time to end all public recognition of leaders who supported unjust policies. The hardships that many people endured as a result of these policies must be the focus of public attention. To continue to honour these leaders is an insult to all Canadians. True healing can never occur in our society while visible monuments that celebrate injustice remain intact.

Citizen III
Instead of removing monuments to individuals linked to historical injustices, the government should focus on educating the public about both the contributions and shortcomings of these people. It must be acknowledged that while certain past actions are not judged as acceptable today, we must also remember the historical context of the time. Public discussion on this issue will do more for social progress.

Should Canada remove monuments to people connected to historical injustices?

Write a response in which you **must**

- **explore** the issue of Canada removing monuments to people connected to historical injustices
- **analyze** various points of view on the issue
- **explain** and **defend** your position on the issue
- **support** your point of view using your understanding of social studies

Reminders for Writing

- **Organize** your response
- **Proofread** your response



Examples of Students' Writing with Rationales

Social Studies 30–2 Assignment I, January 2024

Example scored Satisfactory (S)

Response unavailable

Social Studies 30–2 January 2024

Assignment I

Example Paper—Satisfactory (S)

Scoring Criteria	Rationale	Score
<p>Explanations and Support (S)</p> <ul style="list-style-type: none"> • Explanations are general and straightforward, revealing an acceptable understanding. • Support is relevant but general and/or only partially developed and may contain errors. • The response demonstrates an acceptable understanding of the assigned task. 	<p>Response unavailable</p> <p>Response unavailable</p> <p>Response unavailable</p>	<p>Satisfactory</p> <p>S</p>
<p>Communication (S)</p> <ul style="list-style-type: none"> • The writing is straightforward and functionally organized. • Vocabulary is adequate. • The writing demonstrates basic control of sentence construction, grammar, and mechanics. • Errors do not seriously interfere with communication. 	<p>Response unavailable</p> <p>Response unavailable</p> <p>Response unavailable</p> <p>Response unavailable</p>	<p>Satisfactory</p> <p>S</p>

Examples of Students' Writing with Rationales

Social Studies 30–2 Assignment I, January 2024

Example scored Proficient (Pf)

Free Market Economy – Assignment I

A free-market economy is one in which a citizen has complete flexibility in where and how they choose to spend their money. This economic strategy offers extreme wealth and power, but also extreme poverty and homelessness. It is like playing a game of chance. Very much like American economics, the free market has very important factors such as Economic Freedom, Supply and Demand, and Private Property. All 3 of these factors are different in their own way but contribute to the free market.

Economic freedom supports the free market as it gives the citizens of its nation free mobility on not only spending but creating many ways to make money within its system. The economic freedom creates opportunities that many other systems cannot create. The United States of America is one of the most dominant countries in the world due to the fact that it has extreme economic freedom. It is not a coincidence that you will find a large portion of the world's billionaires inside this nation. Such freedom comes at a cost as citizens are giving up safety such as organizations like National Health Care.

Not only does economic freedom support the free-market economy but, supply and demand also play an important role. Supply and demand are what keeps companies, trends, and businesses relevant, almost like a game. Businesses supply is demanded of the citizens of its nation. The more it is in demand, the more expensive the market for thus object will be. Many businesses have become extremely successful around the world mainly focusing on how supply and demand functions and knowing when to raise and

Social Studies 30–2 Assignment 1, January 2024, Example Scored Proficient (Pf) *(continued)*

lower prices of its sales. The supply and demand part of the free market can be best described by the laissez-faire economy.

Lastly, private property supports the free market economy. Being able to own property is a privilege within a free market. It gives the owner an advantage as public property is owned by the government. The more government control one has in its life, the less economic freedom they will have. By one owning private property it gets land into the hands of the people and out of the hands of all mighty government granting us freedom and flexibility.

All these factors are all gears that keep the machine moving, that being the government. Although there are factors that support free market economies, there are also many that go against it and give more government control in the economy. The free market is one in which many people must suffer in and one where many people can collect monstrous amounts of money, almost to the point of monopoly.

Social Studies 30–2 January 2024

Assignment I

Example Paper—Proficient (Pf)

Scoring Criteria	Rationale	Score
<p>Explanations and Support (Pf)</p> <ul style="list-style-type: none"> Explanations are appropriate and purposeful, revealing a clear understanding. Support is relevant and appropriate but may contain minor errors. The response demonstrates a clear understanding of the assigned task. 	<p>Explanations are appropriate and purposeful, revealing a clear understanding; for example, “A free-market economy is one in which a citizen has complete flexibility in where and how they choose to spend their money” and “Being able to own property is a privilege within a free market. ... By one owning private property it gets land into the hands of the people and out of the hands of all mighty government granting us freedom and flexibility.”</p> <p>Support is relevant and appropriate, as seen in “The United States of America is one of the most dominant countries in the world due to the fact that it has extreme economic freedom. It is not a coincidence that you will find a large portion of the world’s billionaires inside this nation. Such freedom comes at a cost as citizens are giving up safety such as organizations like National Health Care.”</p> <p>A clear understanding of the assigned task is demonstrated in “Many businesses have become extremely successful around the world mainly focusing on how supply and demand functions and knowing when to raise and lower prices of its sales.”</p>	<p>Proficient</p> <p>Pf</p>
<p>Communication (Pf)</p> <ul style="list-style-type: none"> The writing is clear and logically organized. Vocabulary is appropriate. The writing demonstrates capable control of sentence construction, grammar, and mechanics. Errors do not interfere with communication. 	<p>The writing is clear and logically organized into five paragraphs.</p> <p>Vocabulary, such as “dominant” and “privilege,” is appropriate.</p> <p>Capable control of sentence construction, grammar, and mechanics is demonstrated in “This economic strategy offers extreme wealth and power, but also extreme poverty and homelessness.”</p> <p>Errors, such as “thus object” and “laissez-faire,” do not interfere with communication.</p>	<p>Proficient</p> <p>Pf</p>

Examples of Students' Writing with Rationales

Social Studies 30–2 Assignment I, January 2024

Example scored Excellent (E)

Assignment #1

A free-market economy is an economy with little to no government intervention, and it's associated with the right side of the spectrum which values the freedom of the individual. A free-market economy often runs on the principles of supply and demand and was first proposed by Adam Smith. He believed that the economy did not need government, and shouldn't rely on government to function at a working level. A free-market economy is based on classical liberalism, which values things like economic freedom, supply and demand, and self-interest.

The first term that is important to a free-market economy is supply and demand because no government involvement would be needed if we ran the economy on the principles of supply and demand. The idea of supply and demand is that the cost of an item will either increase, or decrease depending on how many consumers buy an item, and how many resources the producers have to meet those demands. For example, if the access to resources required for the product is minimal, but the demand is high, the price of that product will increase. Free-market economies do not like government intervention, in fact the term "laissez faire" (meaning leave alone in french), was coined for this economy. Adam Smith believed that the economy should have no government involvement at all, instead he believed in the idea of an "invisible hand", and how if we followed the principles of supply and demand, no visible hand would be needed.

The second term that's important to a free-market economy is economic freedom. Economic Freedom emphasizes having very little government involvement in the economy, which means lower taxation, less government programs, and more privatized industries. This would mean that the individual would have access to all the money they worked hard for, rather than have to give a set amount to the government. John Locke believed that humans were rational and intelligent, AND that the government should only exist for one reason; to protect

Assignment #1

life, liberty, and property. And aside from protecting those three things, the government should stay out of the economy and allow people the freedom to use the money they worked hard for, as they please.

The third term important to a free-market economy is self-interest. A free-market economy heavily aligns with classical liberalism, which values the freedom of the individual, and putting yourself before the group. In theory, if everybody takes care of themselves first, and allows themselves to live the fullest and best lives, then we collectively strengthen our society. Self-interest is also important to a free-market economy because it emphasizes that we should have lower taxation. An individualist would likely think that it's unfair to force the people in society with sufficient funds to be taxed more to help out the people in society with insufficient funds, because the individual being taxed more worked hard for their money, only to have it "given away" to someone else.

Social Studies 30–2 January 2024

Assignment I

Example Paper—Excellent (E)

Scoring Criteria	Rationale	Score
<p>Explanations and Support (E)</p> <ul style="list-style-type: none"> Explanations are deliberate and comprehensive, revealing a perceptive understanding. Support is specific and accurate, and errors, if present, do not detract from the response. The response demonstrates a thorough and perceptive understanding of the assigned task. 	<p>Explanations are deliberate and comprehensive, revealing a perceptive understanding; for example, “Economic Freedom emphasizes having very little government involvement in the economy, which means lower taxation, less government programs, and more privatized industries. This would mean that the individual would have access to all the money they worked hard for ...”</p> <p>Support is specific and accurate, as seen in “The idea of supply and demand is that the cost of an item will either increase, or decrease depending on how many consumers buy an item, and how many resources the producers have to meet those demands. For example, if the access to resources required for the product is minimal, but the demand is high, the price of that product will increase.”</p> <p>A thorough and perceptive understanding of the assigned task is demonstrated in “A free-market economy heavily aligns with classical liberalism, which values the freedom of the individual, and putting yourself before the group. In theory, if everybody takes care of themselves first, and allows themselves to live the fullest and best lives, then we collectively strengthen our society.”</p>	<p>Excellent</p> <p>E</p>
<p>Communication (E)</p> <ul style="list-style-type: none"> The writing is fluent and effectively organized. Vocabulary is precise. The writing demonstrates confident control of sentence construction, grammar, and mechanics. Errors, if present, are inconsequential. 	<p>The writing is fluent and effectively organized into four paragraphs.</p> <p>Vocabulary, such as “coined,” “privatized industries,” and “aligns,” is precise.</p> <p>Confident control of sentence construction, grammar, and mechanics is demonstrated in “An individualist would likely think that it’s unfair to force the people in society with sufficient funds to be taxed more to help out the people in society with insufficient funds, because the individual being taxed more worked hard for their money, only to have it ‘given away’ to someone else.”</p> <p>Errors are inconsequential.</p>	<p>Excellent</p> <p>E</p>



Examples of Students' Writing with Rationales

Social Studies 30–2 Assignment II, January 2024

Example scored Satisfactory (S)

Response unavailable

Social Studies 30–2 January 2024

Assignment II

Example Paper—Satisfactory (S)

Scoring Criteria	Rationale	Score
<p>Interpretation of Sources (S)</p> <ul style="list-style-type: none"> • Interpretations are adequate but general and may contain misconceptions. • Interpretations may not address all sources. • Evidence is relevant but general and/or only partially developed and may contain errors. • The response demonstrates an acceptable understanding of applicable social studies knowledge and the assigned task. 	<p>Response unavailable</p> <p>Response unavailable</p> <p>Response unavailable</p> <p>Response unavailable</p>	<p>Satisfactory</p> <p>S</p>
<p>Defence of Position (S)</p> <ul style="list-style-type: none"> • The defence of position is based on one or more adequate arguments. • Evidence is relevant but general and/or only partially developed and may contain errors. • The response demonstrates an acceptable understanding of applicable social studies knowledge and the assigned task. 	<p>Response unavailable</p> <p>Response unavailable</p> <p>Response unavailable</p>	<p>Satisfactory</p> <p>S</p>

Scoring Criteria	Rationale	Score
Communication (S)		<p data-bbox="1273 394 1430 422">Satisfactory</p> <p data-bbox="1273 447 1325 506">S</p>
<ul style="list-style-type: none"> <li data-bbox="142 268 516 327">• The writing is straightforward and functionally organized. 	Response unavailable	
<ul style="list-style-type: none"> <li data-bbox="142 352 488 443">• Basic stylistic choices may contribute to the creation of an adequate voice. 	Response unavailable	
<ul style="list-style-type: none"> <li data-bbox="142 468 415 495">• Vocabulary is adequate. 	Response unavailable	
<ul style="list-style-type: none"> <li data-bbox="142 520 509 611">• The writing demonstrates basic control of sentence construction, grammar, and mechanics. 	Response unavailable	
<ul style="list-style-type: none"> <li data-bbox="142 636 542 695">• Errors do not seriously interfere with communication. 	Response unavailable	

Examples of Students' Writing with Rationales

Social Studies 30–2 Assignment II, January 2024

Example scored Proficient (Pf)

Source 1 is a picture of a police officer with a radar speed gun who is trying to identify citizens going over the speed limit. Source 1 is suggesting the role of government is to enforce the law in society, and make sure all citizens are protected because of it. If there were no police officers enforcing the law, society could turn very repressive very fast. If there was no threat of potential consequence, people would be fearless and would do whatever they so desire with disregard to everyone else. For example, if citizens on the road never got any tickets or had any consequences, there would be nothing stopping them from driving as fast as they can, which may potentially endanger innocent citizens around them. This source is seen from a collectivist ideological point of view. With the officer attempting to catch people breaking the law and punishing them, he is enforcing the law to make his community a safer place. He is doing it for the greater good. Over time in history, we have seen times where the government did not intervene to protect its citizens, resulting in violence and everyone being put in danger. The government needs to continue to enforce the law because if they don't they are giving citizens the opportunity to do whatever they wish. This source is suggesting the role of government is to enforce the law and to protect its citizens.

Source 2 is suggesting the role of government in wealthy developed countries is to give foreign aid to countries in need. Source 2 is a bar graph showing the percentage of each country's national income that they give to foreign aid. Sweden, Denmark, and the United Kingdom are the top 3 countries, with Sweden giving over 1.0% and Denmark and the United Kingdom giving just under 1.0%. France, Canada, the United States, and Russia are the bottom countries. France gives about 0.4%, Canada about 0.3%, and the United States and Russia are under 0.2%. All of the countries on this graph are considered wealthy, therefore, the source is suggesting that all the countries need to give more foreign aid. However, this source is a

Social Studies 30–2 Assignment II, January 2024, Example Scored Proficient (Pf) *(continued)*

criticism of the United States, Russia, and Canada. All of those countries have more than enough money to donate more than what the graph says. Those 3 countries are 3 of the wealthiest countries in the world, the source is suggesting those countries should be giving a lot more money to foreign aid than they are. This source is seen from a collectivist point of view. If the wealthy countries in this source donated more of their national income to foreign aid, it would be for the greater good of the world. This source is suggesting the role of the government in wealthy countries is to give more foreign aid to countries in need.

Source 3 is suggesting the role of government is to make the world a more sustainable place for the future. Source 3 is a cartoon of 2 men arguing, one man has a chart of climate change and how it is trending up, the other man has a chart with federal debt on it and it is also trending up. They are asking each other, "don't you care about your grandchildren's future?" The irony of this source is that climate change and federal debt are both major issues that will affect their grandchildren. This source is suggesting that there are many major issues that have been continuing to increase over the years and the government has not yet fixed them. This source is coming from a collectivist and liberal point of view in the way that the government needs to fix these issues for the greater good. This source is also suggesting that if the government does not fix these issues, such as climate change and federal debt, they are putting future generations at risk. Future generations are going to be caught in debt their whole lives if something isn't done about federal debt, and if nothing is done to stop the increase of climate change there may not even be a future for future generations. This source is suggesting the role of the government is to make the world more sustainable for the future generations.

Social Studies 30–2 Assignment II, January 2024, Example Scored Proficient (Pf) *(continued)*

Considering the following sources I believe the role of government in society should be to protect its citizens by enforcing the law, help other countries in need, and to make our world sustainable for the future generations. In source 1 I believe the role of the government should be to enforce the law and protect its citizens like the police officer is doing. We need police officers to enforce the law to protect us because if they didn't anyone could do anything to put innocent citizens in danger. Without police officers enforcing the law our world would be dangerous and unsafe to the innocent people living in it. In source 2 I believe the role of the government is to provide assistance in the form of foreign aid to countries in need. Wealthy countries have more than enough money then they know what to do with, therefore I see no reason that they can not provide more foreign aid to help out less fortunate countries. I find it ridiculous that Canada, the United States, and Russia give less than 0.4% of their national income to other countries to assist them. There is no reason why they can not provide more money for foreign aid. In source 3 I believe the role of the government is to start attempting to fix their major issues especially of climate change and federal debt. The government needs to start prioritizing the future generations because right now our world and economy are not sustainable for the future. It should be the government's number 1 priority to make our world sustainable. I believe the role of the government is to take care of its citizens, help countries in need if they have the money to, and make our world sustainable for the future.

Social Studies 30–2 January 2024

Assignment II

Example Paper—Proficient (Pf)

Scoring Criteria	Rationale	Score
<p>Interpretation of Sources (Pf)</p> <ul style="list-style-type: none"> • Interpretations are sound and purposeful but may not address all sources. • Evidence is relevant and appropriate but may contain minor errors. • The response demonstrates a clear understanding of applicable social studies knowledge and the assigned task. 	<p>Interpretations are sound and purposeful; for example, “This source is seen from a collectivist point of view. If the wealthy countries in this source donated more of their national income to foreign aid, it would be for the greater good of the world. This source is suggesting the role of the government in wealthy countries is to give more foreign aid to countries in need.”</p> <p>Evidence is relevant and appropriate, as seen in “Source 1 is suggesting the role of government is to enforce the law in society, and make sure all citizens are protected because of it. If there were no police officers enforcing the law, society could turn very repressive very fast. If there was no threat of potential consequence, people would be fearless and would do whatever they so desire with disregard to everyone else. For example, if citizens on the road never got any tickets or had any consequences, there would be nothing stopping them from driving as fast as they can, which may potentially endanger innocent citizens around them.”</p> <p>A clear understanding of applicable social studies knowledge and the assigned task is demonstrated in “This source is also suggesting that if the government does not fix these issues, such as climate change and federal debt, they are putting future generations at risk. Future generations are going to be caught in debt their whole lives if something isn’t done about federal debt, and if nothing is done to stop the increase of climate change there may not even be a future for future generations.”</p>	<p>Proficient</p> <p>Pf</p>

Scoring Criteria	Rationale	Score
Defence of Position (Pf) <ul style="list-style-type: none"> <li data-bbox="142 268 540 327">• The defence of position is based on one or more sound arguments. <li data-bbox="142 464 540 522">• Evidence is relevant and appropriate but may contain minor errors. <li data-bbox="142 684 516 806">• The response demonstrates a clear understanding of applicable social studies knowledge and the assigned task. 	<p>The defence of position is based on sound arguments; for example, “I believe the role of government in society should be to protect its citizens by enforcing the law, help other countries in need, and to make our world sustainable for the future generations.”</p> <p>Evidence is relevant and appropriate, as seen in “I believe the role of the government is to provide assistance in the form of foreign aid to countries in need. Wealthy countries have more than enough money then they know what to do with, therefore I see no reason that they can not provide more foreign aid to help out less fortunate countries.”</p> <p>A clear understanding of applicable social studies knowledge and the assigned task as demonstrated in “The government needs to start prioritizing the future generations because right now our world and economy are not sustainable for the future. It should be the government’s number 1 priority to make our world sustainable.”</p>	Proficient Pf
Communication (Pf) <ul style="list-style-type: none"> <li data-bbox="142 961 496 1020">• The writing is clear and logically organized. <li data-bbox="142 1045 505 1136">• Appropriate stylistic choices may contribute to the creation of a distinct voice. <li data-bbox="142 1192 440 1220">• Vocabulary is appropriate. <li data-bbox="142 1276 521 1367">• The writing demonstrates capable control of sentence construction, grammar, and mechanics. <li data-bbox="142 1455 444 1514">• Errors do not interfere with communication. 	<p>The writing is clear and logically organized into four paragraphs.</p> <p>Appropriate stylistic choices contribute to the creation of a distinct voice, as seen in “I find it ridiculous that Canada, the United States, and Russia give less than 0.4% of their national income to other countries to assist them.”</p> <p>Vocabulary, such as “ideological point of view,” “intervene,” and “sustainable,” is appropriate.</p> <p>Capable control of sentence construction, grammar, and mechanics is demonstrated in “I believe the role of the government is to take care of its citizens, help countries in need if they have the money to, and make our world sustainable for the future.”</p> <p>Errors, such as “more than enough money then they know what to do with,” do not interfere with communication.</p>	Proficient Pf

Examples of Students' Writing with Rationales

Social Studies 30–2 Assignment II, January 2024

Example scored Excellent (E)

Assignment 2

Source one depicts a police officer pulled over on the side of the road holding a radar speed gun just outside of their driver's side door. The sources author clearly depicts the role of the government is to ensure their citizens safety and to enforce the rule of law. The officer is in uniform and is not in an undercover vehicle for a reason, they want to be noticed by oncoming traffic to give a warning to slow down. An example of this in Alberta are the Drive Safe cars, which are parked on the busiest parts of the highways in order to give an obvious warning to slow down without being pulled over. Drive Safe cars have reduced the number of accidents in Alberta, without creating new laws and regulations. Methods such as these are popular among citizens because they are effective and don't feel like an overuse of power by the government.

The second source depicts the percentage of income each country gives as foreign aid yearly, which for almost all countries, is under 1%. The sources author is clearly criticizing the lack of empathy being given to those most unfortunate, while simultaneously suggesting the role of the government should be to help those who require our assistance in times of need. The greatest amount being spend on foreign aid is from the Swedish government, a socialist democracy, who spends about 1% yearly on helping foreign affairs which, as the sources author demonstrations, is not enough. The country who spends the least on foreign affairs is the Russian government who spends about 0.01%. Russia spends almost half of their national income on military, which is one of the strongest in the world. If the countries of the world supported others further, then we would be closing to achieving a peaceful world leading to a better quality of life for every citizen of the world.

Assignment 2

Source three depicts two men arguing over who really cares about their grandchildren's future, one man uses climate change as his argument and the other uses federal debt as his argument. The irony about the cartoon is that each man is unknowingly fighting for the same thing, more government accountability. Both issues the author is raising are important because they are very relevant to today's societal climate. The author suggests that the role of the government should be to listen to the wants and needs of the people of their country and to implement changes that will positively affect the citizens lives. One of the biggest issues the world is facing right now is climate change, the destruction of the world's ozone layer and natural habitats mainly due to the use of fossil fuels. The author suggests there is a relationship between climate change and federal debt, which is the continued destruction of our planet in order to pay for things outside of our national budget. The problem with the growth of the federal debt is that without resources we are unable to pay off our debts, so both problems will keep mounting until the Earth is ruined or the debt becomes insurmountable.

In my opinion the role of government should be very involved in the economic, political, ecological, social aspects of their country however, they must be held accountable by their own citizens. The government should adapt to more of a socialist democratic style of government to ensure the needs of citizens are being met and to ensure that people outside of our country are being met as well. Socialist democracies such as Sweden have high taxes but also have one of the highest qualities of life. An increase in taxes would allow for a bigger budget to be spent on foreign financial aid which would have effects on quality of life for the rest of the world. Values of collectivism believe that everyone is equal and should have equal opportunities, however

Social Studies 30–2 Assignment II, January 2024, Example Scored Excellent (E) *(continued)*

Assignment 2

often times this is not the case. We need to help countries who need us in order to help the citizens of that country. Times of war and unrest are very scary times, and we should be doing everything in our power to help civilians during crisis as well as to stop the conflict as soon as possible. A global social contract would be a respectable idea because it would outline what is allowed to happen within and country and what is not, including human rights, discrimination, and racism.

Social Studies 30–2 January 2024

Assignment II

Example Paper—Excellent (E)

Scoring Criteria	Rationale	Score
Interpretation of Sources (E) <ul style="list-style-type: none"> <li data-bbox="142 558 500 642">• Interpretations are insightful, comprehensive, and address all sources. <li data-bbox="142 846 542 930">• Evidence is specific and accurate, and errors, if present, do not detract from the response. <li data-bbox="142 1230 513 1377">• The response demonstrates a thorough and perceptive understanding of applicable social studies knowledge and the assigned task. 	<p>Interpretations are insightful and comprehensive; for example, “The sources author is clearly criticizing the lack of empathy being given to those most unfortunate, while simultaneously suggesting the role of the government should be to help those who require our assistance in times of need. ... If the countries of the world supported others further, then we would be closing to achieving a peaceful world leading to a better quality of life for every citizen of the world.”</p> <p>Evidence is specific and accurate, as seen in “The officer is in uniform and is not in an undercover vehicle for a reason, they want to be noticed by oncoming traffic to give a warning to slow down. An example of this in Alberta are the Drive Safe cars, which are parked on the busiest parts of the highways in order to give an obvious warning to slow down without being pulled over. Drive Safe cars have reduced the number of accidents in Alberta, without creating new laws and regulations. Methods such as these are popular among citizens because they are effective and don’t feel like an overuse of power by the government.”</p> <p>A thorough and perceptive understanding of applicable social studies knowledge and the assigned task is demonstrated in “The author suggests there is a relationship between climate change and federal debt, which is the continued destruction of our planet in order to pay for things outside of our national budget. The problem with the growth of the federal debt is that without resources we are unable to pay off our debts, so both problems will keep mounting until the Earth is ruined or the debt becomes insurmountable.”</p>	<p>Excellent</p> <p>E</p>

Scoring Criteria	Rationale	Score
Defence of Position (E) <ul style="list-style-type: none"> <li data-bbox="142 268 540 327">• The defence of position is based on one or more convincing arguments. <li data-bbox="142 558 545 646">• Evidence is specific and accurate, and errors, if present, do not detract from the response. <li data-bbox="142 747 516 898">• The response demonstrates a thorough and perceptive understanding of applicable social studies knowledge and the assigned task. 	<p>The defence of position is based on convincing arguments; for example, “the role of government should be very involved in the economic, political, ecological, social aspects of their country however, they must be held accountable by their own citizens. The government should adapt to more of a socialist democratic style of government to ensure the needs of citizens are being met and to ensure that people outside of out country are being met as well.”</p> <p>Evidence is specific and accurate, as seen in “Socialist democracies such as Sweden have high taxes but also have one of the highest qualities of life. ... We need to help countries who need us in order to help the citizens of that country.”</p> <p>A thorough and perceptive understanding of applicable social studies knowledge and the assigned task is demonstrated in “A global social contract would be a respectable idea because it would outline what is allowed to happen within and country and what is not, including human rights, discrimination, and racism.”</p>	<p>Excellent</p> <p>E</p>
Communication (E) <ul style="list-style-type: none"> <li data-bbox="142 1024 524 1083">• The writing is fluent and effectively organized. <li data-bbox="142 1108 488 1197">• Effective stylistic choices may contribute to the creation of an engaging voice. <li data-bbox="142 1318 394 1346">• Vocabulary is precise. <li data-bbox="142 1402 537 1491">• The writing demonstrates confident control of sentence construction, grammar, and mechanics. <li data-bbox="142 1549 386 1608">• Errors, if present, are inconsequential. 	<p>The writing is fluent and effectively organized into four paragraphs.</p> <p>Effective stylistic choices contribute to the creation of an engaging voice, as seen in “The irony about the cartoon is that each man is unknowingly fighting for the same thing, more government accountability. Both issues the author is raising are important because they are very relevant to today’s societal climate.”</p> <p>Vocabulary, such as “simultaneously” and “insurmountable,” is precise.</p> <p>Confident control of sentence construction, grammar, and mechanics is demonstrated in “The second source depicts the percentage of income each country gives as foreign aid yearly, which for almost all countries, is under 1%.”</p> <p>Errors are inconsequential.</p>	<p>Excellent</p> <p>E</p>

Examples of Students' Writing with Rationales

Social Studies 30–2 Assignment III, January 2024

Example scored Satisfactory (S)

Assignment 3

Citizen one argues that "Any plan to remove monuments celebrating Canada's historic leaders is ridiculous". Doing this would not help anything that was wrong in the past. What has happened in the past has already happened. We can not just start erasing monuments of Canadian history and think that we fixed that past. Not to mention the cost that would be associated with the demolition and removal of any monuments that could be deemed "Unjust". And who would get to make the call on what is or is not unjust? This seems like not a very smart nor worthwhile thing to do.

Citizen two argues, "It is time to end all recognition of leaders who supported unjust Policies". We should all take part in getting rid of any unjust leaders Canada may have had in the past. We should get rid of any memory of these leaders, as it is an insult to all Canadians. We can never rebound and heal with all of these horrible reminders all around us everywhere we look. We should be wanting to teach our children about how Canada is now and not how awful it was years ago.

Citizen three argues, "Instead of removing monuments to individuals linked to historical injustices, the government should focus on educating the public". Using these monuments to educate the public is a good way to teach everyone about Canadian history. Knowing about Canadian history is very important for many reasons. It should be known that while certain actions may not be accepted by today's standards, it may have been perfectly fine to do when it happened back in the day.

In my opinion, I agree with both citizen one and citizen three. I think that it is very important for Canadians to be educated on the past, and in leaving all the monuments

Social Studies 30–2 Assignment III, January 2024, Example Scored Satisfactory (S) *(continued)*

alone, I think this would help greatly. It is extremely important for Canadians to be well educated on Canadian History, Because as the saying goes "history repeats itself".So on being well educated on history, Canadian citizens can have a good understanding on who they should vote for and other similar questions like that. I think that leaving these monuments standing is for the best. We can look back on the monument and think about the lessons we have learned and what they have taught us over the centuries.

Social Studies 30–2 January 2024

Assignment III

Example Paper—Satisfactory (S)

Scoring Criteria	Rationale	Score
<p>Exploration and Analysis (S)</p> <ul style="list-style-type: none"> • Exploration of the issue(s) is adequate but general and may contain misconceptions. • Analysis is general and straightforward. • The response demonstrates an acceptable understanding of various points of view on the issue(s) and the assigned task. 	<p>Exploration of the issue is adequate but general; for example, “Knowing about Canadian history is very important for many reasons. It should be known that while certain actions may not be accepted by today’s standards, it may have been perfectly fine to do when it happened back in the day.”</p> <p>Analysis is general and straightforward, as seen in “Citizen one argues that ‘Any plan to remove monuments celebrating Canada’s historic leaders is ridiculous’. Doing this would not help anything that was wrong in the past. What has happened in the past has already happened. We can not just start erasing monuments of Canadian history and think that we fixed that past.”</p> <p>An acceptable understanding of various points of view on the issue and the assigned task is demonstrated in “Citizen two argues, ‘It is time to end all recognition of leaders who supported unjust Policies’. We should all take part in getting rid of any unjust leaders Canada may have had in the past” and “We can never rebound and heal with all of these horrible reminders all around us everywhere we look.”</p>	<p>Satisfactory</p> <p>S</p>
<p>Defence of Position (S)</p> <ul style="list-style-type: none"> • The defence of position is based on one or more adequate arguments. • Evidence is relevant but general and/or only partially developed and may contain errors. • The response demonstrates an acceptable understanding of applicable social studies knowledge and the assigned task. 	<p>The defence of position is based on adequate arguments; for example, “I think that it is very important for Canadians to be educated on the past, and in leaving all the monuments alone, I think this would help greatly.”</p> <p>Evidence is relevant but general and only partially developed, as seen in “It is extremely important for Canadians to be well educated on Canadian History, Because as the saying goes ‘history repeats itself’. So on being well educated on history, Canadian citizens can have a good understanding on who they should vote for and other similar questions like that.”</p> <p>An acceptable understanding of applicable social studies knowledge and the assigned task is demonstrated in “I think that leaving these monuments standing is for the best. We can look back on the monument and think about the lessons we have learned and what they have taught us over the centuries.”</p>	<p>Satisfactory</p> <p>S</p>

Scoring Criteria	Rationale	Score
Communication (S) <ul style="list-style-type: none"> <li data-bbox="142 268 516 327">• The writing is straightforward and functionally organized. <li data-bbox="142 352 488 443">• Basic stylistic choices may contribute to the creation of an adequate voice. <li data-bbox="142 499 415 527">• Vocabulary is adequate. <li data-bbox="142 583 509 674">• The writing demonstrates basic control of sentence construction, grammar, and mechanics. <li data-bbox="142 730 542 789">• Errors do not seriously interfere with communication. 	<p>The writing is straightforward and functionally organized into four paragraphs.</p> <p>Basic stylistic choices contribute to the creation of an adequate voice, as seen in “And who would get to make the call on what is or is not unjust? This seems like not a very smart nor worthwhile thing to do.”</p> <p>Vocabulary, such as “horrible” and “by today’s standards,” is adequate.</p> <p>Basic control of sentence construction, grammar, and mechanics is demonstrated in “We should be wanting to teach our children about how Canada is now and not how awful it was years ago.”</p> <p>Errors, such as “Canadian History, Because,” do not seriously interfere with communication.</p>	<p>Satisfactory</p> <p>S</p>

Examples of Students' Writing with Rationales

Social Studies 30–2 Assignment III, January 2024

Example scored Proficient (Pf)

Should Canada remove monuments to people connected to historical injustices? In Canada believe it or not we have a history with injustice. An example would be with the indigenous peoples and residential schools. We do have up monuments of people who have contributed to this injustice, but is it fair to the people who suffered? Imagine your family was broken up and has lots of generation trauma because of injustice acts, just for the people who caused this injustice to be deemed a hero for it. Different people have different views on this matter so let's find out.

Citizen 1 disagrees with removing these historical monuments that celebrate Canada's historical leaders. She feels like it's an attempt by the "political-correctness police". She also feels like they're being disrespectful and we shouldn't erase our country's heroes. Citizen 1 is not worried about the injustices that the monuments are representing she's more worried about the historic context behind them. She wants to keep the Canadian history and celebrate our milestones. And her last point is that removing the monuments would be a serious waste of money and taxpayers resources. Citizen 1 would be aiming on the right side of the political spectrum making her a conservative she doesn't want change and wants to stick to traditional values. She feels that we should acknowledge our country's accomplishments with these monuments of our leaders and heroes.

Citizen 2 is the complete opposite he feels that recognizing individuals who supported injustice is a bad act as Canadians. Honouring people like this is an insult to Canada, its people and

Social Studies 30–2 Assignment III, January 2024, Example Scored Proficient (Pf) *(continued)*

everything it stands for. They also express how we can't heal as a society if we have monuments that support injustices to its people. Citizen 2's overall opinion is that being a Canadian is about being free and we have our principles about equality and justice but if we keep having monuments of people who are the opposite how are we following what we preach. Continuing to honour these leaders is an insult when it comes to what being a Canadian is all about. And the hardships that many people faced during those policies should be the focus of the public. His point at the end is about how are we truly healing as a country with all these monuments supporting and honouring all these injustices? Citizen 2 is more on the left side of the political spectrum they really despise traditional values and the idea that they support.

The last citizen, Citizen 3 thinks that instead of removing the monuments that the government should educate the public on the contributions and shortcomings of those people. He thinks that having public discussions on the matter would do more for social progress. Citizen 3 acknowledges that in today's society these actions would not be acceptable but we should remember the historical context of that time in history and what they thought was right. The 3rd citizen is definitely a modern liberalist his points are a mix of both citizen 1 and 2 while still having his own he's taking both ideas and coming up with a idea that hears both sides. He feels that the monuments should stay up cause its still our history but the government should educate people on the matter and what they represent both the good and the bad.

Although everyone has really good points my opinion on the issue is that we shouldn't celebrate and have monuments of people who are connected to injustice. But at the same time we should

Social Studies 30–2 Assignment III, January 2024, Example Scored Proficient (Pf) *(continued)*

educate the public on why we shouldn't call these people heroes. Especially in school, we should teach the new generation the unjust actions Canada has caused people in the past and be honest with Canada's past. As I already mentioned, Canada does have a past with injustice. Residential schools is an example and we have monuments celebrating those people involved when many families have not yet recovered from what they faced to this day. We should also consider them and instead of building monuments that promote injustice, we build monuments that represent us as Canadians of a new society. In a liberalist society, we should be able to all say our opinion and respect them while coming up with a plan together as citizens making our society better.

Social Studies 30–2 January 2024

Assignment III

Example Paper—Proficient (Pf)

Scoring Criteria	Rationale	Score
Exploration and Analysis (Pf)	<p>Exploration of the issue is sound and capable; for example, “In Canada believe it or not we have a history with injustice. An example would be with the Indigenous peoples and residential schools. We do have up monuments of people who have contributed to this injustice, but is it fair to the people who suffered?”</p>	<p>Proficient Pf</p>
<ul style="list-style-type: none"> • Exploration of the issue(s) is sound and capable. 	<p>Analysis is appropriate and purposeful, as seen in “Citizen 1 is not worried about the injustices that the monuments are representing she’s more worried about the historic context behind them” and “Citizen 1 would be aiming on the right side of the political spectrum making her a conservative she doesn’t want change and wants to stick to traditional values. She feels that we should acknowledge our country’s accomplishments with these monuments of our leaders and heroes.”</p>	
<ul style="list-style-type: none"> • Analysis is appropriate and purposeful but may contain minor misconceptions. 	<p>A clear understanding of various points of view on the issue and the assigned task is demonstrated in “Citizen 2’s overall opinion is that being a Canadian is about being free and we have our principles about equality and justice but if we keep having monuments of people who are the opposite how are we following what we preach. Continuing to honour these leaders is an insult when it comes to what being a Canadian is all about.”</p>	
<ul style="list-style-type: none"> • The response demonstrates a clear understanding of various points of view on the issue(s) and the assigned task. 		

Scoring Criteria	Rationale	Score
Defence of Position (Pf) <ul style="list-style-type: none"> <li data-bbox="142 268 540 327">• The defence of position is based on one or more sound arguments. <li data-bbox="142 464 540 522">• Evidence is relevant and appropriate but may contain minor errors. <li data-bbox="142 720 516 837">• The response demonstrates a clear understanding of applicable social studies knowledge and the assigned task. 	<p>The defence of position is based on sound arguments; for example, “my opinion on the issue is that we shouldn’t celebrate and have monuments of people who are connected to injustice. But at the same time we should educate the public on why we shouldn’t call these people heroes.”</p> <p>Evidence is relevant and appropriate, as seen in “Especially in school, we should teach the new generation the unjust actions Canada has cause people in the past and be honest with canada’s past. ... Residential schools is an example and we have monuments celebrating those people involved when many families have not yet recovered from what they faced to this day.”</p> <p>A clear understanding of applicable social studies knowledge and the assigned task is demonstrated in “We should also consider them and instead of building monuments that promote injustice we build monuments that represent us as canadians of a new society.”</p>	<p>Proficient</p> <p>Pf</p>
Communication (Pf) <ul style="list-style-type: none"> <li data-bbox="142 961 496 1020">• The writing is clear and logically organized. <li data-bbox="142 1045 509 1134">• Appropriate stylistic choices may contribute to the creation of a distinct voice. <li data-bbox="142 1222 440 1249">• Vocabulary is appropriate. <li data-bbox="142 1308 521 1396">• The writing demonstrates capable control of sentence construction, grammar, and mechanics. <li data-bbox="142 1455 444 1514">• Errors do not interfere with communication. 	<p>The writing is clear and logically organized into five paragraphs.</p> <p>Appropriate stylistic choices contribute to the creation of a distinct voice, as seen in “Imagine your family was broken up and has lots of generation trauma because of injustice acts ,just for the people who caused this injustice to be deemed a hero for it.”</p> <p>Vocabulary, such as “milestones” and “traditional values,” is appropriate.</p> <p>Capable control of sentence construction, grammar, and mechanics is demonstrated in “We do have up monuments of people who have contributed to this injustice, but is it fair to the people who suffered?”</p> <p>Errors, such as “canada” and “countries accomplishments,” do not interfere with communication.</p>	<p>Proficient</p> <p>Pf</p>



Examples of Students' Writing with Rationales

Social Studies 30–2 Assignment III, January 2024

Example scored Excellent (E)

Response unavailable

Social Studies 30–2 January 2024

Assignment III

Example Paper—Excellent (E)

Scoring Criteria	Rationale	Score
<p>Exploration and Analysis (E)</p> <ul style="list-style-type: none"> • Exploration of the issue(s) is insightful and comprehensive. • Analysis is thoughtful and thorough, and misconceptions, if present, do not detract from the response. • The response demonstrates a thorough and perceptive understanding of various points of view on the issue(s) and the assigned task. 	<p>Response unavailable</p> <p>Response unavailable</p> <p>Response unavailable</p>	<p>Excellent</p> <p>E</p>
<p>Defence of Position (E)</p> <ul style="list-style-type: none"> • The defence of position is based on one or more convincing arguments. • Evidence is specific and accurate, and errors, if present, do not detract from the response. • The response demonstrates a thorough and perceptive understanding of applicable social studies knowledge and the assigned task. 	<p>Response unavailable</p> <p>Response unavailable</p> <p>Response unavailable</p>	<p>Excellent</p> <p>E</p>

Scoring Criteria	Rationale	Score
Communication (E)		
• The writing is fluent and effectively organized.	Response unavailable	
• Effective stylistic choices may contribute to the creation of an engaging voice.	Response unavailable	
• Vocabulary is precise.	Response unavailable	
• The writing demonstrates confident control of sentence construction, grammar, and mechanics.	Response unavailable	
• Errors, if present, are inconsequential.	Response unavailable	
		Excellent E

Scoring Categories and Scoring Criteria for 2024–2025 Assignment I

Explanations and Support (8 marks)

When marking **Explanations and Support**, the marker will consider the

- quality of explanations
- selection and quality of support
- understanding of the assigned task

Score	Explanations and Support
Excellent E	Explanations are deliberate and comprehensive, revealing a perceptive understanding. Support is specific and accurate, and errors, if present, do not detract from the response. The response demonstrates a thorough and perceptive understanding of the assigned task.
Proficient Pf	Explanations are appropriate and purposeful, revealing a clear understanding. Support is relevant and appropriate but may contain minor errors. The response demonstrates a clear understanding of the assigned task.
Satisfactory S	Explanations are general and straightforward, revealing an acceptable understanding. Support is relevant but general and/or only partially developed and may contain errors. The response demonstrates an acceptable understanding of the assigned task.
Limited L	Explanations are overgeneralized and/or redundant, revealing a confused, yet discernible, understanding. Support is superficial, may not be always relevant, and may contain significant errors. The response demonstrates a confused, yet discernible, understanding of the assigned task.
Poor P	Explanations are tangential or minimal, revealing a negligible understanding. Support, if present, is minimal, may be marginally relevant, and/or contains significant errors. The response demonstrates a minimal understanding of the assigned task.
Insufficient INS	Insufficient is a special category. It is not an indicator of quality. It is assigned to responses that are off topic, do not contain a discernible attempt to address the task, or are too brief to assess in any scoring category.

Scoring Categories and Scoring Criteria for 2024–2025 Assignment I (continued)

Communication (2 marks)

When marking **Communication**, the marker will consider the

- organization and coherence
- vocabulary (e.g., specificity, accuracy)
- sentence construction (e.g., clarity, completeness)
- grammar and mechanics (e.g., consistency of tense, punctuation, spelling, capitalization)

Proportion of error to the length and complexity of the response must be considered when awarding a mark for **Communication**.

Score	Communication
Excellent E	The writing is fluent and effectively organized. Vocabulary is precise. The writing demonstrates confident control of sentence construction, grammar, and mechanics. Errors, if present, are inconsequential.
Proficient Pf	The writing is clear and logically organized. Vocabulary is appropriate. The writing demonstrates capable control of sentence construction, grammar, and mechanics. Errors do not interfere with communication.
Satisfactory S	The writing is straightforward and functionally organized. Vocabulary is adequate. The writing demonstrates basic control of sentence construction, grammar, and mechanics. Errors do not seriously interfere with communication.
Limited L	The writing is awkward and uneven but discernibly organized. Vocabulary is imprecise and/or inappropriate. The writing demonstrates faltering control of sentence construction, grammar, and mechanics. Errors hinder communication.
Poor P	The writing is unclear and disorganized. Vocabulary is ineffective and/or incorrect. The writing demonstrates a lack of control of sentence construction, grammar, and mechanics. Errors impede communication.
Insufficient INS	Insufficient is a special category. It is not an indicator of quality. It is assigned to responses that are off topic, do not contain a discernible attempt to address the task, or are too brief to assess in any scoring category.

Scoring Categories and Scoring Criteria for 2024–2025

Assignment II

Interpretation of Sources (8 marks)

When marking **Interpretation of Sources**, the marker will consider the

- quality of the interpretation of each source
- quality of evidence drawn from the sources
- quality of evidence drawn from knowledge of social studies
- understanding of the assigned task

Score	Interpretation of Sources
Excellent E	Interpretations are insightful, comprehensive, and address all sources. Evidence is specific and accurate, and errors, if present, do not detract from the response. The response demonstrates a thorough and perceptive understanding of applicable social studies knowledge and the assigned task.
Proficient Pf	Interpretations are sound and purposeful but may not address all sources. Evidence is relevant and appropriate but may contain minor errors. The response demonstrates a clear understanding of applicable social studies knowledge and the assigned task.
Satisfactory S	Interpretations are adequate but general and may contain misconceptions. Interpretations may not address all sources. Evidence is relevant but general and/or only partially developed and may contain errors. The response demonstrates an acceptable understanding of applicable social studies knowledge and the assigned task.
Limited L	Interpretations are overgeneralized and may contain substantial misconceptions. Evidence is superficial, may not always be relevant, and may contain significant errors. The response demonstrates a confused, yet discernible, understanding of applicable social studies knowledge and the assigned task.
Poor P	Interpretations are mistaken or irrelevant. Evidence, if present, is minimal, may be marginally relevant, and/or contains significant errors. The response demonstrates a minimal understanding of applicable social studies knowledge and the assigned task.
Zero Z	Zero is assigned to a response that fails to meet the minimum requirements of the Poor category.

Defence of Position (8 marks)

When marking **Defence of Position**, the marker will consider the

- quality of argument(s) selected to support the position taken
- quality of evidence selected to support the position taken
- understanding of applicable social studies knowledge and the assigned task

Score	Defence of Position
Excellent E	The defence of position is based on one or more convincing arguments. Evidence is specific and accurate, and errors, if present, do not detract from the response. The response demonstrates a thorough and perceptive understanding of applicable social studies knowledge and the assigned task.
Proficient Pf	The defence of position is based on one or more sound arguments. Evidence is relevant and appropriate but may contain minor errors. The response demonstrates a clear understanding of applicable social studies knowledge and the assigned task.
Satisfactory S	The defence of position is based on one or more adequate arguments. Evidence is relevant but general and/or only partially developed and may contain errors. The response demonstrates an acceptable understanding of applicable social studies knowledge and the assigned task.
Limited L	The defence of position is based on oversimplified assertions and/or questionable logic. Evidence is superficial, may not always be relevant, and may contain significant errors. The response demonstrates a confused, yet discernible, understanding of applicable social studies knowledge and the assigned task.
Poor P	The defence of position is difficult to determine or little to no attempt is made to defend the position. Evidence, if present, is minimal, may be marginally relevant, and/or contains significant errors. The response demonstrates a minimal understanding of applicable social studies knowledge and the assigned task.
Zero Z	Zero is assigned to a response that fails to meet the minimum requirements of the Poor category.

Communication (4 marks)

When marking **Communication**, the marker will consider the

- organization and coherence
- vocabulary (e.g., specificity, accuracy)
- contribution of stylistic choices to the creation of voice (e.g., sentence variety, word choice)
- sentence construction (e.g., clarity, completeness)
- grammar and mechanics (e.g., consistency of tense, punctuation, spelling, capitalization)

Proportion of error to the length and complexity of the response must be considered when awarding a mark for **Communication**.

Score	Communication
Excellent E	The writing is fluent and effectively organized. Effective stylistic choices may contribute to the creation of an engaging voice. Vocabulary is precise. The writing demonstrates confident control of sentence construction, grammar, and mechanics. Errors, if present, are inconsequential.
Proficient Pf	The writing is clear and logically organized. Appropriate stylistic choices may contribute to the creation of a distinct voice. Vocabulary is appropriate. The writing demonstrates capable control of sentence construction, grammar, and mechanics. Errors do not interfere with communication.
Satisfactory S	The writing is straightforward and functionally organized. Basic stylistic choices may contribute to the creation of an adequate voice. Vocabulary is adequate. The writing demonstrates basic control of sentence construction, grammar, and mechanics. Errors do not seriously interfere with communication.
Limited L	The writing is awkward and uneven but discernibly organized. Awkward stylistic choices may contribute to the creation of an unconvincing and/or inappropriate voice. Vocabulary is imprecise and/or inappropriate. The writing demonstrates faltering control of sentence construction, grammar, and mechanics. Errors hinder communication.
Poor P	The writing is unclear and disorganized. Ineffective stylistic choices may contribute to the creation of an unsuitable voice. Vocabulary is ineffective and/or incorrect. The writing demonstrates a lack of control of sentence construction, grammar, and mechanics. Errors impede communication.
Zero Z	Zero is assigned to a response that fails to meet the minimum requirements of the Poor category.

Scoring Categories and Scoring Criteria for 2024–2025 Assignment III

Exploration and Analysis (8 marks)

When marking **Exploration and Analysis**, the marker will consider the

- quality of the exploration of the issue(s)
- quality of analysis of various points of view on the issue(s)
- understanding of the assigned task

Score	Exploration and Analysis
Excellent E	Exploration of the issue(s) is insightful and comprehensive. Analysis is thoughtful and thorough, and misconceptions, if present, do not detract from the response. The response demonstrates a thorough and perceptive understanding of various points of view on the issue(s) and the assigned task.
Proficient Pf	Exploration of the issue(s) is sound and capable. Analysis is appropriate and purposeful but may contain minor misconceptions. The response demonstrates a clear understanding of various points of view on the issue(s) and the assigned task.
Satisfactory S	Exploration of the issue(s) is adequate but general and may contain misconceptions. Analysis is general and straightforward. The response demonstrates an acceptable understanding of various points of view on the issue(s) and the assigned task.
Limited L	Exploration of the issue(s) is superficial and may contain substantial misconceptions. Analysis is incomplete, overgeneralized, and/or redundant, but discernible. The response demonstrates a confused, yet discernible, understanding of various points of view on the issue(s) and the assigned task.
Poor P	Exploration of the issue(s) is mistaken or irrelevant. Analysis is minimal and/or tangential. The response demonstrates a minimal understanding of various points of view on the issue(s) and the assigned task.
Insufficient INS	Insufficient is a special category. It is not an indicator of quality. It is assigned to responses that are off topic, do not contain a discernible attempt to address the task, or are too brief to assess in any scoring category.

Defence of Position (8 marks)

When marking **Defence of Position**, the marker will consider the

- quality of argument(s) selected to support the position taken
- quality of evidence selected to support the position taken
- understanding of applicable social studies knowledge and the assigned task

Score	Defence of Position
Excellent E	The defence of position is based on one or more convincing arguments. Evidence is specific and accurate, and errors, if present, do not detract from the response. The response demonstrates a thorough and perceptive understanding of applicable social studies knowledge and the assigned task.
Proficient Pf	The defence of position is based on one or more sound arguments. Evidence is relevant and appropriate but may contain minor errors. The response demonstrates a clear understanding of applicable social studies knowledge and the assigned task.
Satisfactory S	The defence of position is based on one or more adequate arguments. Evidence is relevant but general and/or only partially developed and may contain errors. The response demonstrates an acceptable understanding of applicable social studies knowledge and the assigned task.
Limited L	The defence of position is based on oversimplified assertions and/or questionable logic. Evidence is superficial, may not always be relevant, and may contain significant errors. The response demonstrates a confused, yet discernible, understanding of applicable social studies knowledge and the assigned task.
Poor P	The defence of position is difficult to determine or little to no attempt is made to defend the position. Evidence, if present, is minimal, may be marginally relevant, and/or contains significant errors. The response demonstrates a minimal understanding of applicable social studies knowledge and the assigned task.
Insufficient INS	Insufficient is a special category. It is not an indicator of quality. It is assigned to responses that are off topic, do not contain a discernible attempt to address the task, or are too brief to assess in any scoring category.

Communication (4 marks)

When marking **Communication**, the marker will consider the

- organization and coherence
- contribution of stylistic choices to the creation of voice (e.g., sentence variety, word choice)
- vocabulary (e.g., specificity, accuracy)
- sentence construction (e.g., clarity, completeness)
- grammar and mechanics (e.g., consistency of tense, punctuation, spelling, capitalization)

Proportion of error to the length and complexity of the response must be considered when awarding a mark for **Communication**.

Score	Communication
Excellent E	The writing is fluent and effectively organized. Effective stylistic choices may contribute to the creation of an engaging voice. Vocabulary is precise. The writing demonstrates confident control of sentence construction, grammar, and mechanics. Errors, if present, are inconsequential.
Proficient Pf	The writing is clear and logically organized. Appropriate stylistic choices may contribute to the creation of a distinct voice. Vocabulary is appropriate. The writing demonstrates capable control of sentence construction, grammar, and mechanics. Errors do not interfere with communication.
Satisfactory S	The writing is straightforward and functionally organized. Basic stylistic choices may contribute to the creation of an adequate voice. Vocabulary is adequate. The writing demonstrates basic control of sentence construction, grammar, and mechanics. Errors do not seriously interfere with communication.
Limited L	The writing is awkward and uneven but discernibly organized. Awkward stylistic choices may contribute to the creation of an unconvincing and/or inappropriate voice. Vocabulary is imprecise and/or inappropriate. The writing demonstrates faltering control of sentence construction, grammar, and mechanics. Errors hinder communication.
Poor P	The writing is unclear and disorganized. Ineffective stylistic choices may contribute to the creation of an unsuitable voice. Vocabulary is ineffective and/or incorrect. The writing demonstrates a lack of control of sentence construction, grammar, and mechanics. Errors impede communication.
Insufficient INS	Insufficient is a special category. It is not an indicator of quality. It is assigned to responses that are off topic, do not contain a discernible attempt to address the task, or are too brief to assess in any scoring category.