

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

From the [January 2019](#) Diploma Examination

This document was written primarily for:

Students	✓
Teachers	✓ of Social Studies 30–2
Administrators	✓
Parents	✓
General Audience	✓
Others	

Alberta Education, Government of Alberta

2019–2020

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

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Please note that if you cannot access one of the direct website links referred to in this document, you can find diploma examination-related materials on the [Alberta Education website](#).

Acknowledgements

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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 2019 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 2019 marking session and the similar example responses that were selected for subsequent marking sessions in 2019. 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 2019 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 2019 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 2019.

We strongly recommend that you caution your students that there is no preferred approach to an assignment except the one that best accomplishes the individual student's goal of effectively communicating his or her own ideas about the topic.

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.

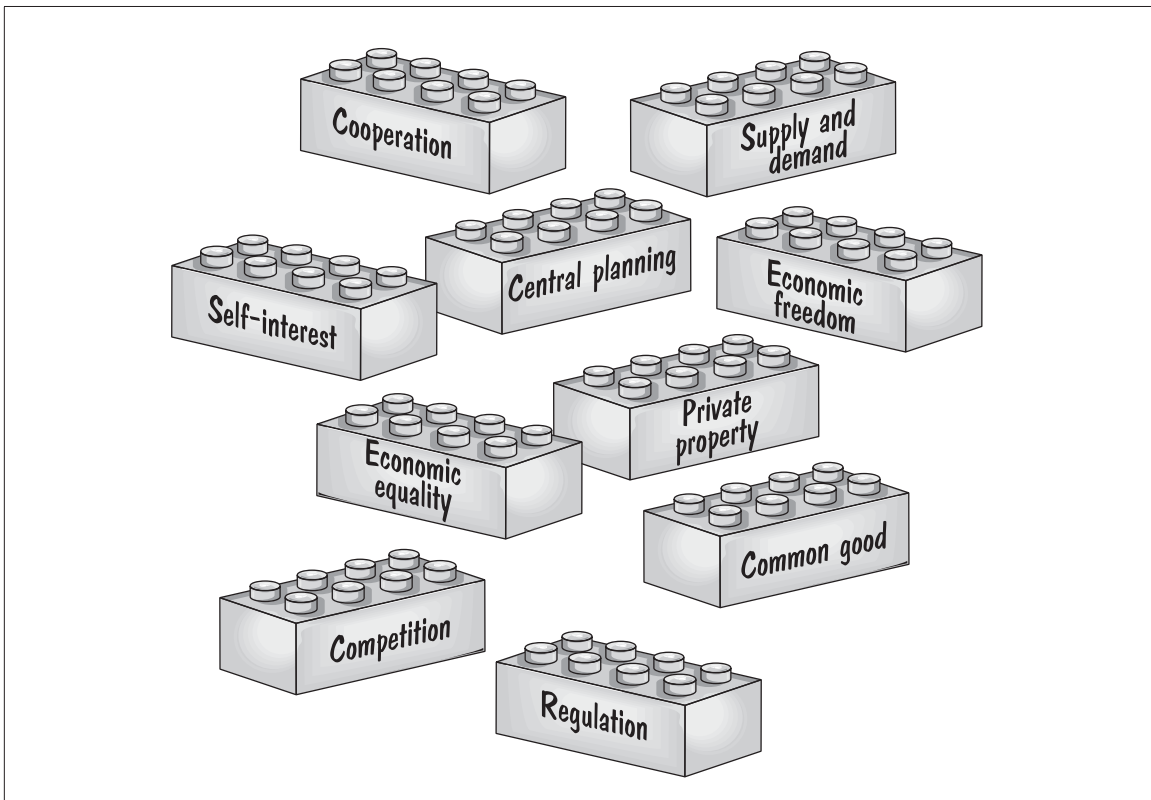
Under examination conditions, students produce first-draft writing. Given access to additional resources, students would be expected to produce papers of considerably improved quality, particularly in the dimension of Communication.

Social Studies 30–2 January 2019

Written-response Assignment I

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) of economic systems is/are the most important to a command economy?

Write a response in which you **must**

- **identify** the characteristic(s) of economic systems that is/are the most important to a command 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

Scoring categories and scoring criteria for 2019–2020 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

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. A thorough understanding of the assigned task is demonstrated.
Proficient Pf	Explanations are appropriate and purposeful, revealing a clear understanding. Support is relevant and appropriate, but may contain some minor errors. A clear understanding of the assigned task is demonstrated.
Satisfactory S	Explanations are general and straightforward, revealing an acceptable understanding. Support is relevant but general, may be incompletely developed, and/or contains errors. An acceptable understanding of the assigned task is demonstrated.
Limited L	Explanations are overgeneralized and/or redundant, revealing a confused, though discernible, understanding. Support is superficial, may not be always relevant, and may contain significant errors. An incomplete understanding of the assigned task is demonstrated.
Poor P	Explanations are tangential or minimal, revealing a negligible understanding. Support, if present, is incomplete, may be marginally relevant, and contains significant and/or frequent errors. A minimal understanding of the assigned task is demonstrated.
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 (2 marks)

When marking **Communication**, the markers 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**.

Excellent E	The writing is fluent and purposefully 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 logical and clearly organized. Vocabulary is specific. The writing frequently demonstrates effective control of sentence construction, grammar, and mechanics. Errors do not detract from communication.
Satisfactory S	The writing is generally clear 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 uneven and incomplete, but is discernibly organized. Vocabulary is imprecise and/or inappropriate. The writing demonstrates a faltering control of sentence construction, grammar, and mechanics. Errors hinder communication.
Poor P	The writing is unclear and disorganized. Vocabulary is ineffective and frequently incorrect. A lack of control of sentence construction, grammar, and mechanics is demonstrated. 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 that are too brief to assess in any scoring category.

Examples of Students' Writing with Rationales—Satisfactory

Social Studies 30–2, January 2019
Assignment I Responses
Example Scored Satisfactory (S)

Which characteristics of economic systems are the most important to a command economy? Three important characteristics are, cooperation, economic equality, and regulation. Cooperation is important to a command economy because it creates a cooperative society where people help each other, economic equality is important because it ensures everyone gets what they need equally. And regulation is important because it keeps the economy regulated and in check.

The first characteristic is cooperation. Cooperation is important to a command economy because it means everyone is working together to create the perfect society, there is no competition, meaning everyone gets the same quality product, this inspires everyone to work together do things. The second characteristic is economic equality, this is important because it means everyone one is equal, no matter their gender, race, or other defining traits. Everyone is given what they get based on there needs meaning, if two families both have two kids they will get the same amount. All the food all the clothes whatever it may be is distributed equally out to everyone. Everyone is also paid the same whether you are a doctor or a carpenter, you're payed the same amount. The final characteristic of a command economy is regulation. Command economies are heavily regulated unlike a capitalist economy, which have unregulated economies. This regulation helps keep everything in check from the economy to how much food each family gets based on their size, and how many children they have.

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The three main characteristics of a command economy are cooperation, through no competition, driving people to work together and help each other. Economic equality through everyone being paid equally and given food equally based on their needs, and having regulation to help keep everything and everyone in check in the command economy.

EXAMPLE RESPONSE—Satisfactory

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, may be incompletely developed, and/or contains errors. • An acceptable understanding of the assigned task is demonstrated. 	<p>Explanations are general and straightforward, as seen in “Cooperation is important to a command economy because it means everyone is working together to create the perfect society, there is no competition, meaning everyone gets the same quality product, this inspires everyone to work together do things.”</p> <p>Support is relevant, but general, as demonstrated in “Everyone is given what they get based on there needs meaning, if two families both have two kids they will get the same amount. All the food all the clothes whatever it may be is distributed equally out to everyone. Everyone is also paid the same whether you are a doctor or a carpenter, you’re payed the same amount.”</p> <p>The student demonstrates an acceptable understanding of the assigned task, as shown in “Command economies are heavily regulated unlike a capitalist economy, which have unregulated economies. This regulation helps keep everything in check from the economy to how much food each family gets based on their size, and how many children they have.”</p>	<p>S</p>

SCORING CRITERIA	RATIONALE	SCORE
<p>Communication of Ideas (S)</p> <ul style="list-style-type: none"> • The writing is generally clear 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>The student's writing is generally clear and functionally organized into three paragraphs.</p> <p>Vocabulary, such as "gender" and "driving people," is adequate.</p> <p>Basic control of sentence construction, grammar and mechanics is seen in "Cooperation is important to a command economy because it creates a cooperative society where people help each other, economic equality is important because it ensures everyone gets what they need equally."</p> <p>Minor errors, such as "everyone one," do not seriously interfere with communication.</p>	<p>S</p>

Examples of Students' Writing with Rationales—Proficient

Social Studies 30–2, January 2019
Assignment I Responses
Example Scored Proficient (Pf)

Cooperation is a building block to the basis of a command economy. In a command economy, it is important that within the regulation of the government, individuals work together and cooperate in society. This is an interaction between all the people of society in combination in order to benefit the group entirely. This idea is similar to the idea of a communist society, and shows it is important for people to consider the common good of their society rather than their individual wealth and success. By focusing on the society as a whole and working together, you are able to make a greater change for a larger amount of people.

Economic equality is the government ensuring that citizens have equal opportunity within society and the economy in order to abolish the need for class structures. In many command economies or communist countries, the use of this ideology by the government was able to create an entirely equal society and decrease the lower classes population completely. By using economic equality within countries, it creates an overall equal society where every citizen feels as though they are the same in the eyes of the government. Economic equality regulates the production, distribution and consumption of wealth within society. With everyone having the same income, people have relatively the same living conditions and quality of life. An example of economic equality would be in places such as North Korea, where the only superiors are the people who are connected to the government, and everyone else is equal in all aspects.

Regulation by the government involves the production of goods and resources. The goods and resources are controlled by the government and put into the conditions they believe will allow society to function properly. This is put into practice by the distribution of resources, and how much the companies make of

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certain goods in order to balance the economy and consumers. Not only are supply and demand regulated by the government, but also the companies. They are told what they should be producing and how much of it should be supplied. This idea of regulation gets rid of the need for competition and supply and demand all together. Examples of this would be the regulation of agriculture many years ago that created food and production for everyone.

EXAMPLE RESPONSE—Proficient

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 some minor errors. • A clear understanding of the assigned task is demonstrated 	<p>The student’s explanations are appropriate and purposeful, as seen in “In a command economy, it is important that within the regulation of the government, individuals work together and cooperate in society. This is an interaction between all the people of society in combination in order to benefit the group entirely.” and “By focusing on the society as a whole and working together, you are able to make a greater change for a larger amount of people.”</p> <p>Support is relevant and appropriate, as demonstrated in “Economic equality regulates the production, distribution and consumption of wealth withing society. ...An example of economic equality would be in places such as North Korea, where the only superiors are the people who are connected to the government, and everyone else is equal in all aspects.”</p> <p>A clear understanding of the assigned task is demonstrated in “The goods and resources are controlled by the government and put into the conditions they believe will allow society to function properly. ...They are told what they should be producing and how much of it should be supplied.”</p>	<p>Pf</p>

SCORING CRITERIA	RATIONALE	SCORE
<p>Communication of Ideas (Pf)</p> <ul style="list-style-type: none"> • The writing is logical and clearly organized. • Vocabulary is specific. • The writing frequently demonstrates effective control of sentence construction, grammar, and mechanics. • Errors do not detract from communication. 	<p>The student's writing is clearly organized into three paragraphs.</p> <p>Vocabulary, such as “abolish,” “class structures,” and “consumption of wealth,” is specific.</p> <p>The student demonstrates effective control of sentence construction, grammar, and mechanics, as shown in “This idea is similar to the idea of a communist society, and shows it is important for people to consider the common good of their society rather than their individual wealth and success.”</p> <p>Errors such as “withing society” do not detract from communication.</p>	<p>Pf</p>

Examples of Students' Writing with Rationales—Excellent

Social Studies 30–2, January 2019
Assignment I Responses
Example Scored Excellent (E)

A command economy is based on a collectivist ideology. In many ways the ideals on which the system is founded are polarizing to the system of capitalism held in the Americas today. The most crucial components to a true command economy are, collective interest, central planning, and regulation. The ability of a collectivist society to achieve these factors within their economy has decided their success throughout history.

Collective interest is a driving factor of this system. Rather than working for personal interest citizens work for the common good of the nation. Karl Marx, known as the father of communism, theorized that through this system people would feel more fulfilment and have a greater understanding of their contribution to society. Understanding Collective interest requires a departure from individualist thinking, whereas in a capitalist economy it is an individual's goal to achieve wealth, a command economy relies on a feeling of responsibility to ones nation and it's citizens.

Government owned monopolies are crucial to a command economy. Monopolies give the government more control over the economy. Businesses that are often controlled in this system include natural resources and other business with large economical impact. Control of these companies allows the government to shape the economy. This power is used in combination with central planning to create jobs and more resources when necessary.

Central planning is one of the most difficult components of a command economy to do successfully. Central planning is the responsibility of the

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government to distribute jobs and goods to workers. This factor aims to fulfil the ideal of economic egalitarianism, however due to greed and belief of superiority this system often fails. Stalin's attempt of a command economy failed, among other factors, due to distributing resources unequally in-favor of himself and his inner-circle. Similarly North Korea's command economy fails in this respect causing mass poverty and food shortages to select citizens seen as lesser than.

These factors together are the foundation of a command economy. Without the motivation and responsibility created by collective interest the economy would have no work force. The belief in the goal of the society as a whole ensures contentment among citizens. Publicly owned monopolies allow the government to control the economy to a greater extent and allow central planning to have an impact. Central planning though it is difficult to maintain is a necessity for the system to function. In theory done properly central planning is much more efficient than a reactionary supply and demand economy.

EXAMPLE RESPONSE—Excellent

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. • A thorough understanding of the assigned task is demonstrated. 	<p>Explanations are deliberate and comprehensive, revealing a perceptive understanding, as demonstrated in “Government owned monopolies are crucial to a command economy. ...This power is used in combination with central planning to create jobs and more resources when necessary.”</p> <p>The student’s support is specific and accurate, as seen in “Central planning is one of the most difficult components of a command economy to do successfully.” and “This factor aims to fulfil the ideal of economic egalitarianism, however due to greed and belief of superiority this system often fails. Stalin’s attempt of a command economy failed, among other factors, due to distributing resources unequally in-favor of himself and his inner-circle. Similarly North Korea’s command economy fails in this respect causing mass poverty and food shortages to select citizens seen as lesser than.”</p> <p>A thorough understanding of the assigned task is evident in “Understanding Collective interest requires a departure from individualist thinking, whereas in a capitalist economy it is an individual’s goal to achieve wealth, a command economy relies on a feeling of responsibility to ones nation and it’s citizens.”</p>	<p style="text-align: center; font-size: 2em;">E</p>

SCORING CRITERIA	RATIONALE	SCORE
<p>Communication</p> <ul style="list-style-type: none"> • The writing is fluent and purposefully organized. • Vocabulary is precise. • The writing demonstrates confident control of sentence construction, grammar, and mechanics. • Errors, if present, are inconsequential. 	<p>The writing is purposely organized into five paragraphs.</p> <p>Vocabulary, such as “polarizing,” “crucial,” and “economic egalitarianism,” is precise.</p> <p>Confident control of sentence construction, grammar, and mechanics is demonstrated in “Karl Marx, known as the father of communism, theorized that through this system people would feel more fulfilment and have a greater understanding of their contribution to society.”</p> <p>Errors such as “Central planing” are inconsequential.</p>	<p>E</p>

Social Studies 30–2 January 2019

Written-response Assignment II

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.

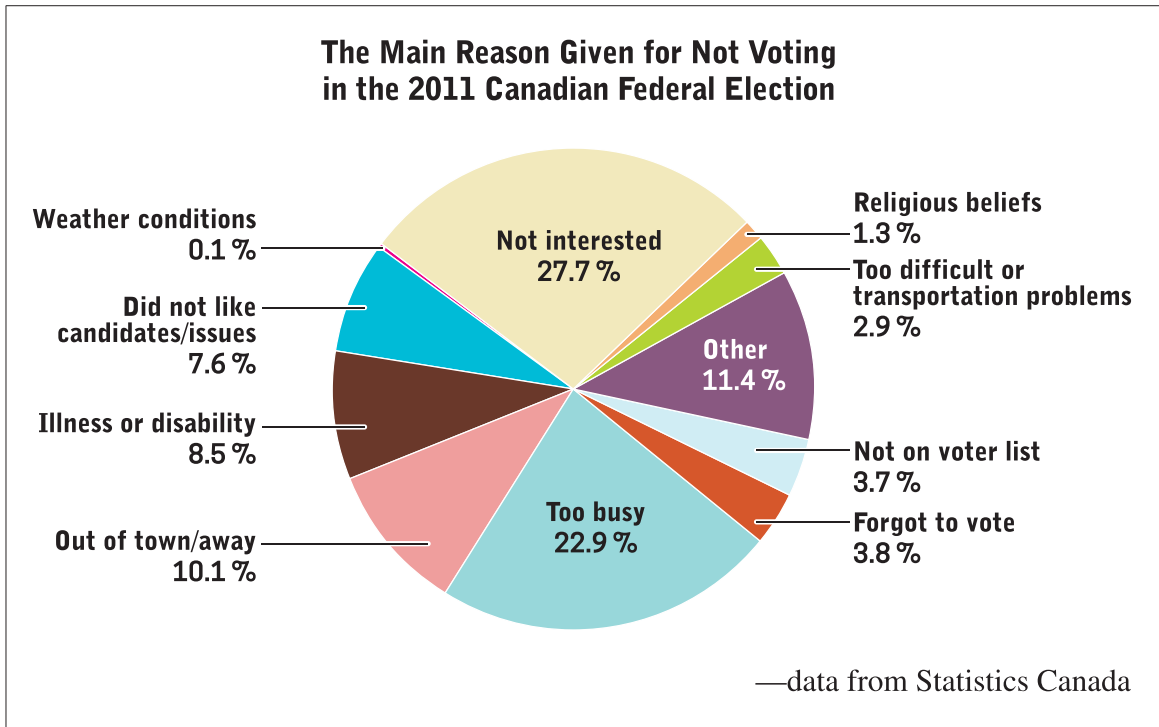
Source I



ISLAM = PEACE	FOR PEACE AND AGAINST TERRORISM	#not in my name	KEEP CALM. I'M MUSLIM NOT A TERRORIST	NOT IN MY NAME
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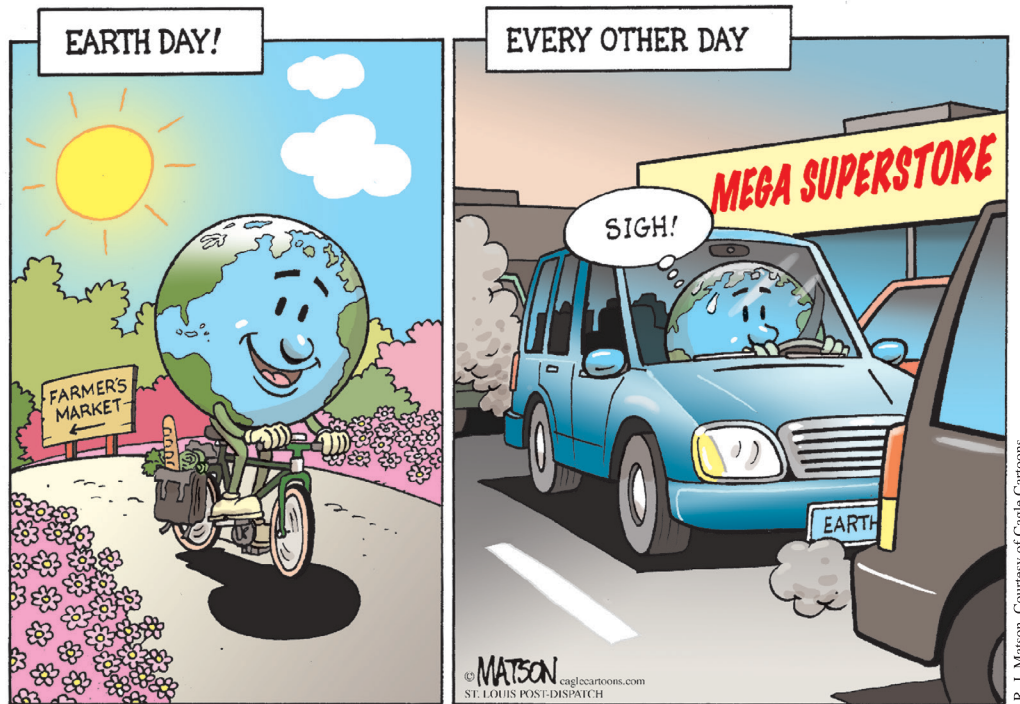
Madrid, Spain, January 11, 2015—Muslim women participate in a rally showing global support for the people of France following terrorist attacks in Paris in January 2015. The signs “#not in my name” and “NO EN MI NOMBRE” refer to a social media campaign by Muslims to condemn Islamic extremism.

Source II



Source II Data from Statistics Canada. “Reasons for Not Voting in the May 2, 2011 Federal Election.” *The Daily*, July 5, 2011. www.statcan.gc.ca/daily-quotidien/110705/dq110705a-eng.htm.

Source III



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 individuals in society?

AND

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

Write a response in which you **must**

- **interpret each** source to **identify** what the source tells you about the role of individuals in society
- **explain** and **defend** your position on what the role of individuals 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

Scoring categories and scoring criteria for 2019–2020 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

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

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

Excellent E	The defence of position is based on one or more convincing, logical arguments. Evidence is specific and accurate, and errors, if present, do not detract from the response. The student 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 appropriate, but may contain some minor factual errors. The student 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 incompletely developed. The evidence may contain errors. The student 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 and may not always be relevant. The evidence may contain significant errors. The student demonstrates a confused, yet discernible, understanding of applicable social studies knowledge and the assigned task.
Poor P	The defence of position taken is difficult to determine or little to no attempt is made to defend it. Evidence, if present, is incomplete and/or marginally relevant. Significant errors in content are frequent. The student 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
 - 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 applied when awarding a mark for **Communication**.

Excellent E	The writing is fluent and purposefully 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 logical and clearly organized. Appropriate stylistic choices may contribute to the creation of a distinct voice. Vocabulary is specific. The writing frequently demonstrates effective control of sentence construction, grammar, and mechanics. Errors do not detract from communication.
Satisfactory S	The writing is generally clear and functionally organized. Basic stylistic choices may contribute to the creation of a voice that is adequate. 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 uneven and incomplete but is 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 a faltering control of sentence construction, grammar, and mechanics. Errors hinder communication.
Poor P	The writing is unclear and disorganized. Ineffective and/or inappropriate stylistic choices may contribute to the creation of an ineffective and/or unsuitable voice. Vocabulary is ineffective and frequently incorrect. A lack of control of sentence construction, grammar, and mechanics is demonstrated. Errors impede communication.
Zero Z	Zero is assigned to a response that fails to meet the minimum requirements of the Poor category.

Examples of Students' Writing with Rationales—Satisfactory

Social Studies 30–2, January 2019
Assignment II Responses
Example Scored Satisfactory (S)

What is the Role of Individuals in society?

Source I shows muslim Women participating in a rally to show global support for the people of France during the terror attacks in 2015. The signs shown in the source shows that these women are proud to be Muslim but are against the extremist actions taken by terrorists. This source communicates that the role by individuals in society is to show support to those in need, and stand up to what you believe in. The source is promoting muslims, and how their religion is not what is expressed during acts of terror, that create a bad name for other muslims that are productive members of society.

Source II is a chart on different reasons that people didn't vote in 2011 during the federal election. 27.7% of people didn't vote because they had no interest in voting or having a say in who gets elected into the house of commons. This source promotes voting because as younger people start to each eligible voting age, fewer people are going to vote. Most of them saying that they are to busy or are just not interested in voting because the feel that their vote won't matter. The source communicates the role role of individuals in society is to participate in elections, by voting and having a say in who will represent you in the house of commons.

Source III is illustrating the importance of protecting the earth and reducing greenhouse gas emissions. The first illustration shows that on earth day people are conservative with the emissions that they put t, and the earth is overall a cleaner place for that day.

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Whereas the second illustration shows the earth as a dirty place where people are not conservative, and people put everyday activities in front of taken a few extra minutes to consider that emissions they put out. The source is showing that the role of individuals is to protect the earth and be active in reducing emissions to keep the earth clean for a long time.

I feel that the role of Individuals is to be active in government, and particip[ating in elections. Many people complain about what they feel would be best for the country, so I believe that if you have an idea that would benefit the country you should vote, to choose who will represent you on the provincial and even the federal level in government. Also believe that if you want a change to occur, you should run for government so you can make changes that benefit canada. People who don't take an active role in government often complain about issues that they have. If you have issues, you should take an active role in government to get our issues heard, and resolved.

EXAMPLE RESPONSE—Satisfactory

SCORING CRITERIA	RATIONALE	SCORE
<p>Interpretation of Sources (S)</p> <ul style="list-style-type: none"> • Interpretations are valid but general and may contain minor misconceptions. • Interpretations may not address all sources. • Evidence is relevant, but general, may be incompletely developed, and/or contains minor errors. • The student demonstrates an acceptable understanding of applicable social studies knowledge and the assigned task. 	<p>Interpretations are valid but general, as seen in “The signs shown in the source shows that these women are proud to be Muslim but are against the extremist actions taken by terrorists. This source communicates that the role by individuals in society is to show support to those in need, and stand up to what you believe in.”</p> <p>The student’s evidence is relevant, but general, as seen in “The first illustration shows that on earth day people are conservative with the emissions that they put t, and the earth is overall a cleaner place for that day.” and “The source is showing that the role of individuals is to protect the earth and be active in reducing emissions to keep the earth clean for a long time.”</p> <p>An acceptable understanding of applicable social studies knowledge and the assigned task is demonstrated by “This source promotes voting because as younger people start to each eligible voting age, fewer people are going to vote. Most of them saying that they are to busy or are just not interested in voting because the feel that their vote won’t matter. The source communicates the role role of individuals in society is to participate in elections, by voting and having a say in who will represent you in the house of commons.”</p>	<p>S</p>

SCORING CRITERIA	RATIONALE	SCORE
<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 incompletely developed. The evidence may contain errors. The student demonstrates an acceptable understanding of applicable social studies knowledge and the assigned task. 	<p>Examples of adequate arguments used for defence include “I feel that the role of Individuals is to be active in government, and participating in elections. Many people complain about what they feel would be best for the country, so I believe that if you have an idea that would benefit the country you should vote, to choose who will represent you on the provincial and even the federal level in government.”</p> <p>Relevant but general and incompletely developed evidence is shown in “People who don’t take an active role in government often complain about issues that they have. If you have issues, you should take an active role in government to get our issues heard, and resolved.”</p> <p>An acceptable understanding of applicable social studies knowledge and the assigned task is demonstrated in “Also believe that if you want a change to occur, you should run for government so you can make changes that benefit canada.”</p>	<p>S</p>

SCORING CRITERIA	RATIONALE	SCORE
<p>Communication of Ideas (S)</p> <ul style="list-style-type: none"> • The writing is generally clear and functionally organized. • Basic stylistic choices may contribute to the creation of a voice that is adequate. • Vocabulary is adequate. • The writing demonstrates basic control of sentence construction, grammar, and mechanics. • Errors do not seriously interfere with communication. 	<p>The student’s writing is generally clear and functionally organized into four paragraphs.</p> <p>Basic stylistic choices, such as “Many people complain about what they feel would be best for the country, so I believe that if you have an idea that would benefit the country you should vote, to choose who will represent you on the provincial and even the federal level in government,” contribute to the creation of an adequate voice.</p> <p>Vocabulary is adequate, as seen in “promoting,” “everyday activities,” and “active role.”</p> <p>Basic control of sentence construction, grammar, and mechanics is evident in “Source III is illustrating the importance of protecting the earth and reducing greenhouse gas emissions.”</p> <p>Errors, such as “the role role of,” do not seriously interfere with communication.</p>	<p style="text-align: center; font-size: 2em;">S</p>

Examples of Students' Writing with Rationales—Proficient

Social Studies 30–2, January 2019
Assignment II Responses
Example Scored Proficient (Pf)

In source one we are shown an image from a support rally that took place in Madrid, Spain. The Muslim women shown in the source were supporting those affected by the terrorist attacks in Paris, France in January 2015. By the text written on their posters one would infer that they are not supportive of Islamic extremist behaviour. This source shows that the role of the individual is to be engaged. These women show that it is okay to be passionate when it comes to one's beliefs. They are engaged citizens because even though they are in a different country than where the event happened they are still there ready to stand up for what they believe in and to provide global support. It is important to be an engaged citizen because if you don't speak up on issues that are important to you no change will ever be made, another example of this is the First Nations/Aboriginal movement 'Idle No More'.

In source two we are shown a circle graph with data from Statistics Canada. The data shown provides insight on why Canadians do not participate in federal elections. The largest two categories on the circle graph are 'not interested' at 27.7% and 'too busy' at 22.9%. This is concerning. That means 50.6% of people surveyed didn't vote in the election because they couldn't be bothered to give up twenty minutes of their day for something that only happens every four years. Throughout history and even in some countries today, people had little voice on their country's leadership or where they lie on the social and economic spectrum. Examples of this are, Stalin's USSR, Nazi Germany or North Korea today. This source shows us that it is important to be active citizens in our society. It is important to use our voice and not take for granted the freedoms that we have here in Canada.

In source three we are shown a political cartoon. It pokes fun at the fact that we only love and care for our planet on Earth day. This source shows us that each and everyone of us need to be

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more responsible when it comes to the treatment of our planet. We as humans, especially those in prosperous countries, have an awful tendency to take what we have for granted; if we were all more responsible beings and took care of the beautiful planet we have everyone everywhere would be able to reap the rewards.

I believe that we all should strive to be active, engaged and responsible citizens, especially when it comes to one's personal beliefs. I believe that if you care about something strongly you should own it! You should be loud and proud if it is something truly important to you. I also believe that we should not take what we have for granted. We shouldn't take our rights and freedoms for granted, we may have been born with them but many people have to fight for their's everyday. We should be active when it comes to our role in government because we are lucky to have it. Lastly I believe that we should treat our planet with great respect. People today continuously take until there is nothing left, we cannot be greedy. We are destroying our planet so we can benefit from its resources and deem ourselves successful. We only have one earth, we cannot wreck it for selfish economic gain.

EXAMPLE RESPONSE—Proficient

SCORING CRITERIA	RATIONALE	SCORE
<p>Interpretation of Sources (Pf)</p> <ul style="list-style-type: none"> • Interpretations are specific and accurate but may not address all sources. • Evidence is relevant and appropriate, but may contain some minor factual errors. • The student demonstrates a clear understanding of applicable social studies knowledge and the assigned task. 	<p>The student’s interpretations are specific and accurate; for example, “This source shows us that each and everyone of us need to be more responsible when it comes to the treatment of our planet. We as humans, especially those in prosperous countries, have an awful tendency to take what we have for granted; if we were all more responsible beings and took care of the beautiful planet we have everyone everywhere would be able to reap the rewards.”</p> <p>Evidence is relevant and appropriate, as seen in “Throughout history and even in some countries today, people had little voice on their country’s leadership or where they lie on the social and economic spectrum. Examples of this are, Stalin’s USSR, Nazi Germany or North Korea today. This source shows us that it is important to be active citizens in our society. It is important to use our voice and not take for granted the freedoms that we have here in Canada.”</p> <p>The student demonstrates a clear understanding of applicable social studies knowledge and the assigned task in “By the text written on their posters one would infer that they are not supportive of Islamic extremist behaviour. ... It is important to be an engaged citizen because if you don’t speak up on issues that are important to you no change will ever be made, another example of this is the First Nations/Aboriginal movement ‘Idle No More’.”</p>	<p style="text-align: center; font-size: 2em;">Pf</p>

SCORING CRITERIA	RATIONALE	SCORE
<p>Defence of Position (Pf)</p> <ul style="list-style-type: none"> The defence of position is based on one or more adequate arguments. Evidence is appropriate, but may contain some minor factual errors. The student demonstrates a clear understanding of applicable social studies knowledge and the assigned task. 	<p>The defence of position is based on sound arguments, as shown in “We shouldn’t take our rights and freedoms for granted, we may have been born with them but many people have to fight for their’s everyday. We should be active when it comes to our role in government because we are lucky to have it.”</p> <p>Appropriate evidence is seen in “Lastly I believe that we should treat our planet with great respect. People today continuously take until there is nothing left, we cannot be greedy. We are destroying our planet so we can benefit from its resources and deem ourselves successful. We only have one earth, we cannot wreck it for selfish economic gain.”</p> <p>The student demonstrates a clear understanding of applicable social studies knowledge and the assigned task in “I believe that we all should strive to be active, engaged and responsible citizens, especially when it comes to one’s personal beliefs. I believe that if you care about something strongly you should own it! You should be loud and proud if it is something truly important to you.”</p>	<p style="text-align: center; font-size: 2em;">Pf</p>

SCORING CRITERIA	RATIONALE	SCORE
<p>Communication of Ideas (Pf)</p> <p>The writing is logical and clearly organized.</p> <p>Appropriate stylistic choices may contribute to the creation of a distinct voice.</p> <p>Vocabulary is specific.</p> <ul style="list-style-type: none"> • The writing frequently demonstrates effective control of sentence construction, grammar, and mechanics. • Errors do not detract from communication. 	<p>The student’s writing is logically and clearly organized into four paragraphs.</p> <p>Appropriate stylistic choices contribute to the creation of a distinct voice; for example, “I believe that if you care about something strongly you should own it! You should be loud and proud if it is something truly important to you.”</p> <p>Vocabulary is specific, as seen in “insight,” “social and economic spectrum,” and “continuously.”</p> <p>The student’s writing frequently demonstrates effective control of sentence construction, grammar, and mechanics, as seen in “That means 50.6% of people surveyed didn’t vote in the election because they couldn’t be bothered to give up twenty minutes of their day for something that only happens every four years.”</p> <p>Errors such as “everyday” do not detract from communication.</p>	<p>Pf</p>

Examples of Students' Writing with Rationales—Excellent

Social Studies 30–2, January 2019
Assignment II Responses
Example Scored Excellent (E)

In source one, there is an image of Muslim women participation in a rally taking place in Madrid following the terrorist attacks in Paris in the January of 2015. In the image they are holding up posters and signs with quotes like “ISLAM=PEACE”, “#not in my name”, and so on. Clearly these women are protesting the stereotype that “all Muslims are terrorists” and are condemning Islamic extremism. It is evident that the source is suggesting that the role of individuals in society is to exercise their right to voice their opinion when they desire change. These women are trying to get their message across that their religion is one of peace and does not support the acts of terrorism made by Islamic extremists. Another example of this would be the civil rights movement in the US. People of the African American community protested and fought for their right to not only be treated as equals but to be treated as human which is similar to how these women are fighting to be seen as humans of peace rather than terrorists.

I believe the role of the individual in the source is to come together as a collective to fight for peace and equality. The women in the source are fulfilling their societal role by showing global support for the people of France following the Paris terrorist attacks while at the same time informing the world that Islam is a peaceful religion and most Muslims are not terrorists and should not be treated as such. I think what these women are doing is so very important because it is crushing stereotypes and negative labels while promoting world peace. It is no different than the Black Lives Matter movement where the black community

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came together to fight against violence and hate directed towards African Americans who just want peace and equality.

In the second source, there is a circle diagram titled “the main reason given for not voting in the 2011 Canadian Federal election”. The colored graph shows the different percentages for each reason Canadians did not vote in this specific election, not interested being the highest percentage. The source is clearly stating that the role of the individual is to participate in elections and stay up to date and engaged in political matters. As seen in the source, this is not the case considering 27.7% of people did not vote out of sheer disinterest, 3.8% forgot to vote, and 22.9% were too busy clearly implying that Canadians need to be pushed more when it comes to fulfilling their duties and roles as individual Canadian citizens. Relating to the Charter of Rights and Freedoms that gives Canadians the right to vote and have a voice in Canadian politics the source implies that there needs to be a bigger effort made by Canadians to participate in their duties.

I strongly believe that role of the individual is to participate in all elections, stay informed and up to date on political matters, and exercise their right to have an input of opinion on how the country is governed. It is super important that everyone votes so that the country can elect someone who will work in the best interest of the majority and can answer to the needs of what most of the population wants. The apathy shown by Canadians in the source is unacceptable and a change needs to be made for the good of society. I think Canada should

either find better ways to encourage people to participate and engage in elections and or make voting mandatory all together. An example of a way they could encourage individuals to vote would be to keep them informed and engaged starting at a young age and promoting elections and such in schools to keep them interested.

The third source is a cartoon picture split in half, one side labeled 'earth day!' and the other labeled "every other day". The image on the left is a cartoon of the globe riding a bike on a sunny day through a field of healthy trees and flowers. The image on the right is of the same globe driving a car on a smoggy day with a little speech bubble of the globe sighing. The source is criticizing the hypocrisy of individuals when it comes to environmental issues. Clearly The source is suggesting that the role of the individual is to take certain measures to insure the preservation of the environment which is obviously not the case in the cartoon. An example of this hypocrisy would be the environmental minister of Canada who is constantly pushing for Canadians to emit less yet drives a car to work everyday emitting harmful gases himself.

I believe the role of the individual in the source should be to take personal action to help preserve the environment. Living in a place such as Canada it is necessary to heat our homes and drive our vehicles, especially in the winter time but that does not mean small actions should not be made to emit less. I believe it is our duty to do everything we can in order to protect our environment so that we can preserve the earth long enough for generations after us to experience its

beauty. An example of this would be the World Wildlife Protection Organization, who aims at preserving and protecting wildlife from over hunting and habitat destruction.

EXAMPLE RESPONSE—Excellent

SCORING CRITERIA	RATIONALE	SCORE
<p>Interpretation of Sources (E)</p> <ul style="list-style-type: none"> • Interpretations are insightful, comprehensive, and address all sources. • Evidence is specific and accurate, and errors, if present, do not detract from the response. • The student demonstrates a thorough and perceptive understanding of applicable social studies knowledge and the assigned task. 	<p>The student’s interpretations are insightful and comprehensive, as seen in “The source is criticizing the hypocrisy of individuals when it comes to environmental issues. ...An example of this hypocrisy would be the environmental minister of Canada who is constantly pushing for Canadians to emit less yet drives a car to work everyday emitting harmful gases himself.”</p> <p>Evidence is specific and accurate, as demonstrated in “It is evident that the source is suggesting that the role of individuals in society is to exercise their right to voice their opinion when they desire change. ...Another example of this would be the civil rights movement in the US. People of the African American community protested and fought for their right to not only be treated as equals but to be treated as human which is similar to how these women are fighting to be seen as humans of peace rather than terrorists.”</p> <p>A perceptive understanding of applicable social studies knowledge and the assigned task is demonstrated in “The source is clearly stating that the role of the individual is to participate in elections and stay up to date and engaged in political matters.” and “Relating to the Charter of Rights and Freedoms that gives Canadians the right to vote and have a voice in Canadian politics the source implies that there needs to be a bigger effort made by Canadians to participate in their duties.”</p>	<p>E</p>

SCORING CRITERIA	RATIONALE	SCORE
<p>Defence of Position (E)</p> <ul style="list-style-type: none"> The defence of position is based on one or more convincing, logical arguments. Evidence is specific and accurate, and errors, if present, do not detract from the response. The student demonstrates a thorough and perceptive understanding of applicable social studies knowledge and the assigned task. 	<p>The defence of position is based on convincing and logical arguments, as seen in “The women in the source are fulfilling their societal role by showing global support for the people of France following the Paris terrorist attacks while at the same time informing the world that Islam is a peaceful religion and most Muslims are not terrorists and should not be treated as such. ...It is no different than the Black Lives Matter movement where the black community came together to fight against violence and hate directed towards African Americans who just want peace and equality.”</p> <p>Evidence is specific and accurate, as seen in “Living in a place such as Canada it is necessary to heat our homes and drives our vehicles, especially in the winter time but that does not mean small actions should not be mad to emit less.”</p> <p>A thorough and perceptive understanding of the applicable social studies knowledge and the assigned task is evident in “I strongly believe that the role of the individual is to participate in all elections, stay informed and up to date on political matters, and exercise their right to have an input of opinion on how the country is governed. ... The apathy shown by Canadians in the source is unacceptable and a change needs to be made for the good of society.”</p>	<p style="text-align: center;">E</p>

SCORING CRITERIA	RATIONALE	SCORE
<p>Communication of Ideas (E)</p> <ul style="list-style-type: none"> • The writing is fluent and purposefully 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. 	<p>The writing is fluent and purposely organized into six paragraphs.</p> <p>Effective stylistic choices contribute to the creation of an engaging voice, as seen in “I think what these women are doing is so very important because it is crushing stereotypes and negative labels while promoting world peace.”</p> <p>Precise vocabulary is seen in “exercise their right” and “hypocrisy.”</p> <p>The student’s writing demonstrates confident control of sentence construction, grammar, and mechanics; for example, “Clearly these women are protesting the stereotype that ‘all Muslims are terrorists’ and are condemning Islamic extremism.”</p> <p>Errors, such as “belive,” are inconsequential.</p>	<p style="text-align: center;">E</p>

Social Studies 30–2 January 2019

Written-response Assignment III

ASSIGNMENT III


Value: 20% of the total examination mark
Suggested time: 40–45 minutes
Suggested word count range: 350 to 800 words

An online forum posed the following question:

_ □ ×


Should the Canadian government provide citizens with free post-secondary education?

Citizen I




The government should leave the post-secondary system the way it is. Governments already spend plenty on post-secondary education, with students paying far less than half of the actual cost of their education. When we have to pay for something, we take it seriously, and the government-funded portion of post-secondary education is not wasted.

Citizen II



Canadians deserve the opportunity to pursue any career they wish. A barrier to the dreams of many Canadians is the cost of post-secondary education. If the Canadian government provided free post-secondary education for all, then intelligent and hard-working individuals could achieve their dream career.

Citizen III



The Canadian government should only provide free post-secondary education to those citizens who are willing to serve two years in the military first. Military service benefits both individuals and society as a whole. In return for military service, free post-secondary education seems very reasonable.

ASSIGNMENT III

Value: 20% of the total examination mark
Suggested time: 40–45 minutes
Suggested word count range: 350 to 800 words

Should the Canadian government provide citizens with free post-secondary education?

Write a response in which you **must**

- **explore** the issue of providing free post-secondary education
- **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

Scoring categories and scoring criteria for 2019–2020 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

<p>Excellent E</p>	<p>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 student demonstrates a confident and perceptive understanding of various points of view on the issue(s) and the assigned task.</p>
<p>Proficient Pf</p>	<p>Exploration of the issue(s) is specific and accurate. Analysis is appropriate and purposeful but may contain minor misconceptions. The student demonstrates a clear understanding of various points of view on the issue(s) and the assigned task.</p>
<p>Satisfactory S</p>	<p>Exploration of the issue(s) is valid but general and may contain misconceptions. Analysis is general and straightforward. The student demonstrates an acceptable understanding of various points of view on the issue(s) and the assigned task.</p>
<p>Limited L</p>	<p>Exploration of the issue(s) is superficial and may contain substantial misconceptions. Analysis is limited and overgeneralized or redundant, but discernible. The student may demonstrate a confused, yet discernible, understanding of various points of view on the issue(s) and the assigned task.</p>
<p>Poor P</p>	<p>Exploration of the issue(s) is mistaken or irrelevant. Analysis is minimal and/or tangential. The student demonstrates a minimal understanding of various points of view on the issue(s) and the assigned task.</p>
<p>Insufficient INS</p>	<p>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 that are too brief to assess in any scoring category.</p>

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

Excellent E	The defence of position is based on one or more convincing, logical arguments. Evidence is specific and accurate, and errors, if present, do not detract from the response. The student 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 appropriate, but may contain some minor factual errors. The student 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 incompletely developed. The evidence may contain errors. The student 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 and may not always be relevant. The evidence may contain significant errors. The student demonstrates a confused, yet discernible, understanding of applicable social studies knowledge and the assigned task.
Poor P	The defence of position taken is difficult to determine or little to no attempt is made to defend it. Evidence, if present, is incomplete and/or marginally relevant. Significant errors in content are frequent. The student 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 that 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 applied when awarding a mark for **Communication**.

Excellent E	The writing is fluent and purposefully 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 logical and clearly organized. Appropriate stylistic choices may contribute to the creation of a distinct voice. Vocabulary is specific. The writing frequently demonstrates effective control of sentence construction, grammar, and mechanics. Errors do not detract from communication.
Satisfactory S	The writing is generally clear and functionally organized. Basic stylistic choices may contribute to the creation of a voice that is adequate. 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 uneven and incomplete but is 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 a faltering control of sentence construction, grammar, and mechanics. Errors hinder communication.
Poor P	The writing is unclear and disorganized. Ineffective and/or inappropriate stylistic choices may contribute to the creation of an ineffective and/or unsuitable voice. Vocabulary is ineffective and frequently incorrect. A lack of control of sentence construction, grammar, and mechanics is demonstrated. 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 that are too brief to assess in any scoring category.

Examples of Students' Writing with Rationales—Satisfactory

Social Studies 30–2, January 2019
Assignment III Responses
Example Scored Satisfactory (S)

The issue of if Canadian students should pay for their post-secondary education or if the government should provide it for free is a highly talked about issue that is extremely controversial. There are various points of view on this topic and in the sources provided we are able to see this.

The first citizen is expressing that she believes that the government should not provide citizens with free post-secondary education. She believes the government is already spending a fortune and students and they should be able to pay for it themselves due to the government already covering a large majority of the cost. This citizen would be classified as someone who supports individualism rather than the idea of the government being responsible for the collective.

Citizen two shares the opinion of post-secondary being fully funded by the government. This individual shares this belief system because he feels the cost is of post- secondary is getting in the way of many smart and successful students not getting the opportunity they deserve because they cannot afford the cost. Based on the position this citizen holds I would view this individual as someone who puts ones opportunities as a collective before the opportunities of someone who may have grown up with more money. The opinion this person shares seems to be more for the greater good of society rather than the economic concerns.

The last citizen shares the belief that only citizens who served the military for two years should be given the opportunity to receive free post- secondary education . This opinion

revolves around the idea that if one makes a contribution to their country their country should make a contribution to them. This idea is important because it seems to be a mutual fair agreement.

My position in this issue is that the government should provide free post secondary education for ones who cannot financially support the cost of schooling. In my opinion, I feel many students who struggle financially are being held back from many opportunities and the most important one being post- secondary education. I personally agree that funding this would be expensive and this is why I believe we should cover the cost for individuals with finical needs. I understand this would be costly but if students are getting the education they deserve it will be well worth it.

EXAMPLE RESPONSE—Satisfactory

SCORING CRITERIA	RATIONALE	SCORE
<p>Exploration and Analysis (S)</p> <ul style="list-style-type: none"> • Exploration of the issue(s) is valid but general and may contain misconceptions. • Analysis is general and straightforward. • The student demonstrates an acceptable understanding of various points of view on the issue(s) and the assigned task. 	<p>The student’s valid but general exploration is demonstrated in “Based on the position this citizen holds I would view this individual as someone who puts ones opportunities as a collective before the opportunities of someone who may have grown up with more money. The opinion this person shares seems to be more for the greater good of society rather than the economic concerns.” and contains misconceptions such as “This citizen would be classified as someone who supports individualism”.</p> <p>The analysis is general and straightforward; for example, “This opinion revolves around the idea that if one makes a contribution to their country their country should make a contribution to them.”</p> <p>An acceptable understanding of the various points of view on the issue and the assigned task is shown in “She believes the government is already spending a fortune and students and they should be able to pay for it themselves due to the government already covering a large majority of the cost.”</p>	<p>S</p>

SCORING CRITERIA	RATIONALE	SCORE
<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 incompletely developed. • The evidence may contain errors. • The student demonstrates an acceptable understanding of applicable social studies knowledge and the assigned task. 	<p>The defence of position is based on adequate arguments, such as “My position in this issue is that the government should provide free post secondary education for ones who cannot financially support the cost of schooling.”</p> <p>Evidence is relevant, but incompletely developed, as seen in “In my opinion, I feel many students who struggle financially are being held back from many opportunities and the most important one being post-secondary education.”</p> <p>An acceptable understanding of applicable social studies knowledge and the assigned task is demonstrated in “I personally agree that funding this would be expensive and this is why I believe we should cover the cost for individuals with finical needs. I understand this would be costly but if students are getting the education they deserve it will be well worth it.”</p>	<p>S</p>

SCORING CRITERIA	RATIONALE	SCORE
<p>Communication of Ideas (S)</p> <ul style="list-style-type: none"> • The writing is generally clear and functionally organized. • Basic stylistic choices may contribute to the creation of a voice that is adequate. • Vocabulary is adequate. • The writing demonstrates basic control of sentence construction, grammar, and mechanics. • Errors do not seriously interfere with communication. 	<p>The writing is generally clear and organized into five paragraphs.</p> <p>Basic stylistic choices, such as “This individual shares this belief system because he feels the cost is of post- secondary is getting in the way of many smart and successful students not getting the opportunity they deserve because they cannot afford the cost,” contribute to the creation of a voice that is adequate.</p> <p>Vocabulary is adequate; for example, “spending a fortune” and “contribution to their country.”</p> <p>Basic control of sentence construction, grammar, and mechanics is demonstrated in “The issue of if Canadian students should pay for their post-secondary education or if the government should provide it for free is a highly talked about issue that is extremely controversial.”</p> <p>Errors such as “finical” do not seriously interfere with communication.</p>	<p style="text-align: center;">S</p>

Examples of Students' Writing with Rationales—Proficient

Social Studies 30–2, January 2019
Assignment III Responses
Example Scored Proficient (Pf)

The government is trying to make the decision whether to make post-secondary education free or not. Many parents and citizens pay hundreds of dollars each year for their child to go to elementary or middle school. After that, they must pay thousands of dollars for their child's post-secondary tuition. Many people cannot afford it, which is why they take student loans and pay it of each year until the amount is paid. . Some of those who cannot afford it may not go to post-secondary at all and instead they find a job that pays them minimum wage and no post-secondary requirements. Those who can afford it go to post-secondary with no issues and worries.

A collectivist would say that yes the government should provide citizens with free post-secondary education. This would provide a great opportunity for people to go and get the education they need to be done. From this education, people would get to graduate from post-secondary and have the opportunity to work the job they are so passionate about. Everyone deserves the chance to go to post-secondary without the problem of having to pay thousands of dollars for tuition. Not only would employment rate go up but it allows the genius minds of others to create far more new ideas that could help benefit everyone's future. Free education is a chance to allow others to express who they are. It gives them the opportunity to work hard for their goals and benefit others in the process even if it is just bouncing off ideas off each other in a classroom.

If we look at this from an individualist's perspective, they would not agree to the idea of providing citizens with free post-secondary education. An individual should be able to take care of himself or herself without other people's assistance. If they cannot afford post-secondary then why not just work and get paid minimum wage, you would still be able to get your basic needs. Providing free education would also raise taxes and many people do not want to pay a larger amount of money for something they are not taking part of. Instead it would hurt people as more

Social Studies 30–2, January 2019
Assignment III Responses
Example Scored Proficient (Pf) (continued)

money is going towards the government than the person who receives that income. Having the government provide citizens with free education would just harm more people than benefiting them.

I believe that the Canadian government should provide citizens with free post-secondary education. Everyone deserves the chance to have a better life with the education they need. Many people leave their own countries to live in a better environment and if we cannot even educate them, then how are they suppose to live an improved life? People should be able to receive their education without the worries of having to pay off student loans for the rest of their lives; in fact, student loans have made many people go into debt. Everyone should have the right to a proper education no matter his or her social status or wealth. It would benefit the country, as employment rate would raise and a possibility of the creation of new practices. All humans should have the opportunity to create a better life for themselves and free education is a way to do that.

EXAMPLE RESPONSE—Proficient

SCORING CRITERIA	RATIONALE	SCORE
<p>Exploration and Analysis (Pf)</p> <ul style="list-style-type: none"> • Exploration of the issue(s) is specific and accurate. • Analysis is appropriate and purposeful but may contain minor misconceptions. • The student demonstrates a clear understanding of various points of view on the issue(s) and the assigned task. 	<p>The student’s specific and accurate exploration of the issue is revealed in “Many parents and citizens pay hundreds of dollars each year for their child to go to elementary or middle school. ...Those who can afford it go to post-secondary with no issues and worries.”</p> <p>The analysis is appropriate and purposeful, as evident in “If we look at this from an individualist’s perspective, they would not agree to the idea of providing citizens with free post-secondary education. An individual should be able to take care of himself or herself without other people’s assistance. If they cannot afford post-secondary then why not just work and get paid minimum wage, you would still be able to get your basic needs. Providing free education would also raise taxes and many people do not want to pay a larger amount of money for something they are not taking part of.”</p> <p>The student demonstrates a clear understanding of various points of view on the issue and the assigned task, as seen in “A collectivist would say that yes the government should provide citizens with free post-secondary education. This would provide a great opportunity for people to go and get the education they need to be done. From this education, people would get to graduate from post-secondary and have the opportunity to work the job they are so passionate about.”</p>	<p style="text-align: center; font-size: 24pt;">Pf</p>

SCORING CRITERIA	RATIONALE	SCORE
<p>Defence of Position (Pf)</p> <ul style="list-style-type: none"> • The defence of position is based on one or more sound arguments. • Evidence is appropriate, but may contain some minor factual errors. • The student demonstrates a clear understanding of applicable social studies knowledge and the assigned task. 	<p>The student’s defence of position is based on sound arguments; for example, “Everyone deserves the chance to have a better life with the education they need. Many people leave their own countries to live in a better environment and if we cannot even educate them, then how are they suppose to live an improved life?”</p> <p>Evidence is appropriate, as seen in “People should be able to receive their education without the worries of having to pay off student loans for the rest of their lives; in fact, student loans have made many people go into debt. Everyone should have the right to a proper education no matter his or her social status or wealth.”</p> <p>A clear understanding of applicable social studies knowledge and the assigned task is demonstrated in “It would benefit the country, as employment rate would raise and a possibility of the creation of new practices. All humans should have the opportunity to create a better life for themselves and free education is a way to do that.”</p>	<p>Pf</p>

SCORING CRITERIA	RATIONALE	SCORE
<p>Communication of Ideas (Pf)</p> <ul style="list-style-type: none"> • The writing is logical and clearly organized. • Appropriate stylistic choices may contribute to the creation of a distinct voice. • Vocabulary is specific. • The writing frequently demonstrates effective control of sentence construction, grammar, and mechanics. • Errors do not detract from communication. 	<p>The student’s writing is logically and clearly organized into four paragraphs.</p> <p>Appropriate stylistic choices, such as “Not only would employment rate go up but it allows the genius minds of others to create far more new ideas that could help benefit everyone’s future,” contribute to the creation of a distinct voice.</p> <p>Vocabulary is specific, as seen in “minimum wage,” “passionate,” and “social status.”</p> <p>The student’s writing frequently demonstrates effective control of sentence construction, grammar, and mechanics; for example, “Having the government provide citizens with free education would just harm more people than benefiting them.”</p> <p>Errors such as “pay it of each year” do not detract from communication.</p>	<p>Pf</p>

Examples of Students' Writing with Rationales—Excellent

Social Studies 30–2, January 2019
Assignment III Responses
Example Scored Excellent (E)

Post-secondary education is often viewed as a mandatory obligation in order to lead a successful life. However, the cost of learning at a university level is often a steep price. Its very common for students to take out large loans in order to fund their learning, but these loans are often not paid off for years on end. In order to fix this problem one must ask ones self if having a free post-secondary education is better than having students pay for their own schooling.

Citizen I brings up the fact that the government already pays for a majority of the actual cost for post secondary education. One can easily see that this citizen favours an individualistic society where people take care of themselves. This is shown by her unwillingness to pay more taxes in order allow others a full education. Citizen I also brings up the fact that if given freely it is likely that students would take their opportunity for granted and not take their studies seriously. The government has also taken some steps in order to ease the weight of these university costs by creating scholarships for a multitude of people. Such as the Rutherford scholarship which gives money to students who pass their courses with 80% or higher averages. There are even scholarships for indigenious students due to the poverty problems that face them to this day.

Citizen II's point of view is quite the opposite than the former. He states that all Canadians should have the right to a free education. Having a society bountiful in educated people could only do well for the Canadian economy. If all citizens had access to a free education there would be less poverty due to lack of qualifications, and if more people are making money more people are spending. The more spending there is in a country the healthier their economy becomes. Citizen II also alludes to the fact that not all inherently intelligent people have enough money to be educated. If every citizen had the opportunity to have a free

education it's almost certain that we would have people making great leaps and bounds in their respective careers which could in turn improve quality of life for all Canadians.

Citizen III's point of view sits between the first two citizens. He believes that a free Post-secondary education could benefit the people but also thinks that in order to make sure this opportunity isn't taken for granted these citizens must serve in the military for two years. Military service would benefit students by building strong work ethics as well as good discipline. These skills would also help them succeed in their future careers as well as in their free post-secondary education. This would in turn make a more efficient and cohesive society in the end. If all citizens were trained to manage their time, work hard, and prioritize the economy would be significantly better. However, quality of life might go down due to the long term effects a military career has on a person. Ailments such as PTSD (post traumatic stress disorder), chronic pain and injury would take a large toll on overall happiness as well as the cost of free healthcare in Canada.

In conclusion, I agree with Citizen II's opinion. Canada should provide free post-secondary education for all citizens. Even though the taxation of Canadians would increase I believe that we must embrace our predominantly collectivist ideals and do what's best for the population. The likeliness that citizens would suffer due to the tax increase is low due to the fact that now they are able to get an excellent education which could in turn further their careers and give them more money due to their qualifications. An example of free education being a positive change is Sweden. The costs of living in Sweden are quite high compared to most other countries, however Swedish citizens are known around the world to have the highest quality of life in the world. Therefore, I believe that Canada should provide free post-secondary education.

EXAMPLE RESPONSE—Excellent

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 student demonstrates a confident and perceptive understanding of various points of view on the issue(s) and the assigned task. 	<p>The exploration of the issue is insightful; for example, “Its very common for students to take out large loans in order to fund their learning, but these loans are often not paid off for years on end. In order to fix this problem one must ask ones self if having a free post-secondary education is better than having students pay for their own schooling.” and “Military service would benefit students by building strong work ethics as well as good discipline. ...If all citizens were trained to manage their time, work hard, and prioritize the economy would be significantly better.”</p> <p>The student’s thoughtful and thorough analysis is demonstrated in “The government has also taken some steps in order to ease the weight of these university costs by creating scholarships for a multitude of people. Such as the Rutherford scholarship which gives money to students who pass their course with 80% or higher averages. There are even scholarships for indigenous students due to the poverty problems that face them to this day.” and “However, quality of life might go down due to the long term effects a military career has on a person. Ailments such as PTSD (post traumatic stress disorder) , chronic pain and injury would take a large toll on overall happiness as well as the cost of free healthcare in Canada.”</p> <p>A confident and perceptive understanding of the various points of view on the issue and the assigned task is shown in “If all citizens had access to a free education there would be less poverty due to lack of qualifications, and if more people are making money more people are spending. The more spending there is in a country the healthier their economy becomes.”</p>	<p>E</p>

SCORING CRITERIA	RATIONALE	SCORE
<p>Defence of Position (E)</p> <ul style="list-style-type: none"> • The defence of position is based on one or more convincing, logical arguments. • Evidence is specific and accurate, and errors, if present, do not detract from the response. • The student demonstrates a thorough and perceptive understanding of applicable social studies knowledge and the assigned task. 	<p>The student's defence of position is based on convincing arguments; for example, "Even though the taxation of Canadians would increase I believe that we must embrace our predominantly collectivist ideals and do what's best for the population."</p> <p>Specific and accurate evidence is shown in "An example of free education being a positive change is Sweden. The costs of living in Sweden are quite high compared to most other countries, however Swedish citizens are known around the world to have the highest quality of life in the world."</p> <p>The student demonstrates a thorough and perceptive understanding of applicable social studies knowledge and the assigned task, as seen in "The likeliness that citizens would suffer due to the tax increase is low due to the fact that now their able to get an excellent education which could in turn further their careers and give them more money due to their qualifications."</p>	<p>E</p>

SCORING CRITERIA	RATIONALE	SCORE
<p>Communication of Ideas (E)</p> <ul style="list-style-type: none"> • The writing is fluent and purposefully 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. 	<p>The student’s writing is fluent and purposefully organized into five paragraphs.</p> <p>An engaging voice is evident in stylistic choices such as “One can easily see that this citizen favours an individualistic society where people take care of themselves. This is shown by her unwillingness to pay more taxes in order allow others a full education.”</p> <p>Vocabulary such as “multitude,” “bountiful,” and “PTSD” is precise.</p> <p>Confident control of sentence construction, grammar, and mechanics is demonstrated in “If every citizen had the opportunity to have a free education it’s almost certain that we would have people making great leaps and bounds in their respective careers which could in turn improve quality of life for all Canadians.”</p> <p>Errors such as missing apostrophes are inconsequential.</p>	<p style="text-align: center;">E</p>