

**Examples of the
Standards for
Students' Writing**

**Social
Studies 30–2**

From the January 2017 Diploma Examination

Alberta  Government

This document was written primarily for:

Students	✓
Teachers	✓
Administrators	✓
Parents	✓
General Audience	✓
Others	

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Acknowledgements

Publication of this document would have been impossible without the permission of the students whose writing is presented. The cooperation of these students has allowed us to continue to define the standards of writing performance expected on diploma examinations and to illustrate approaches taken by students in their writing.

This document includes the valuable contributions of many educators. Sincere thanks and appreciation are extended to the following Standards Confirmers: Justin Holton, Lisa Lemoine, Chris Taylor, Janet Koehler, Carrie Farrell, Maureen Milne, Peter Taylor, Mike Maynes, Deirdre Murphy, and Anna Ponce.

We gratefully acknowledge the contributions made by members of the Humanities Unit and of the Document Design and Desktop Publishing team of the Provincial Assessment Sector, Alberta Education.

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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 2017 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 2017 marking session and the similar example responses that were selected for subsequent marking sessions in 2017. 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 2017 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 2017 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 2017.

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 more time and access to appropriate resources, students would be expected to produce papers of considerably improved quality, particularly in the dimension of Communication.

Social Studies 30–2 January 2017
Written-Response Assignment I

ASSIGNMENT I

Value: 10% of the total examination mark
Suggested time: 20–25 minutes



Which characteristic(s) of economic systems is/are the most important to a capitalist economy?

Write a response in which you **must**

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

	EXPLANATIONS AND SUPPORT (8 marks)
Focus	When marking <i>Explanations and Support</i> , the marker will consider the: <ul style="list-style-type: none">• 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 that are too brief to assess in any scoring category.

COMMUNICATION (2 marks)

Focus	<p>When marking <i>Communication</i>, the marker will consider the:</p> <ul style="list-style-type: none">• 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) <p>Proportion of error to the length and complexity of the response must be applied when awarding a mark for <i>Communication</i>.</p>
Excellent E	<p>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>
Proficient Pf	<p>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>
Satisfactory S	<p>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>
Limited L	<p>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.</p>
Poor P	<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.</p>
Insufficient INS	<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>

Examples of Students' Writing with Rationales

Social Studies 30–2, January 2017
Assignment I Responses
Example Scored Satisfactory (S)

Assignment I

1

There are many different characteristics to which is most important in a capitalist economy, whether it is competition, private property, or self-reliance. All of these are characteristics towards a capitalist economy.

Competition plays a big part in a capitalist economy, because a capitalist economy is based on trading with other private owners rather than by the state. Private owners can make up their own prices without the government interfering with them and telling them that they cannot put that specific price on an item. So if two of stores are selling the same item, but one store is selling it a lot cheaper than the other, then that store may choose to lower the prices so they can get the sale.

Private property also plays a big part in a capitalist economy, because once again relating back to competition, the government does not own someone's private property, so they can chose what they want to do with said property. The person who owns the private property can choose what happens on that property for example he wants to so some farming, the government cannot tell him/her what they can produce or what happens on that farm since the government has no control over it.

There is one more important economic system that is most important to a capitalist economy, and that is self-reliance. Self-reliance, which is reliance on one's own resources, which means that someone does not look up to someone else when they are looking for something, such as food. They find it without the help of other people. The directly relates to the

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Social Studies 30–2, January 2017
Assignment I Responses
Example Scored Satisfactory (S) (*continued*)

other two economic systems because the government does not intervene with what people are doing, they decide what is going to happen in their life, and the government cannot change that.

All of these economic systems are important in a capitalist economy because the government does not have a say in what is to be produced, and how much an item is selling for. This is all up for the citizens that live in the country in which a capitalist economy is present.

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*Social Studies 30–2 January 2017
Assignment I*

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 “Competition plays a big part in a capitalist economy, because a capitalist economy is based on trading with other private owners rather than by the state.” and “Self-reliance, which is reliance on one’s own resources, which means that someone does not look up to someone else when they are looking for something, such as food.”</p> <p>Support is relevant, but general, as demonstrated in “So if two stores are selling the same item, but one store is selling it a lot cheaper than the other, then that store may choose to lower the prices so they can get the sale.”</p> <p>The student demonstrates an acceptable understanding of the assigned task, as shown in “All of these economic systems are important in a capitalist economy because the government does not have a say in what is to be produced, and how much an item is selling for. This is all up for the citizens that live in the country in which a capitalist economy is present.”</p>	S
<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 five paragraphs.</p> <p>Vocabulary, such as “get the sale,” “big part,” and “happen in their life,” is adequate.</p> <p>Basic control of sentence construction, grammar, and mechanics is seen in “Private owners can make up their own prices without the government interfering with them and telling them that they cannot put that specific price on an item.”</p> <p>Minor errors, such as “he wants to so some farming,” do not seriously interfere with communication.</p>	S

Examples of Students' Writing with Rationales

Social Studies 30–2, January 2017
Assignment I Responses
Example Scored Proficient (Pf)

Assignment #1

Which characteristic(s) of an economic system is/are the most important in a capitalist economy?

In a capitalist economy, it's all about the individual. Economic policies are for the good of the individual, freedom, and not for the good of the community like in a communist system. With that in mind I believe the most important characteristics of a capitalist economic system are consumer sovereignty, competition, and profit motive.

Consumer sovereignty is important to a capitalist economy because it is part of having economic freedom, which in turn plays in to how a capitalist economy is about the individual and their freedom, including being free to buy whatever they want to buy. The consumer having the freedom to buy whatever they want to buy is also a drive for competition, because it causes companies to compete to deliver a better product for a better price in order to influence consumers to choose their product over another company's product.

Competition is also important to a capitalist economy because competition drives companies to create better products for better prices. If a company delivers a bad product at a bad price, consumers have the freedom to choose a different company's product instead. In theory this means that every company would be forced to strive for a better product at a better price, which creates cheaper, higher quality goods for the consumers to choose from. Less expensive goods can mean consumers can afford more (or better) things, which in turn could lead to a higher quality of life.

Social Studies 30–2, January 2017
Assignment I Responses
Example Scored Proficient (Pf) (continued)

Profit motive is also important to a capitalist economy because profit motive is the driving factor behind a capitalist economy. Everyone wants to strike gold and become a millionaire in a capitalist economy. Companies and corporations are out there to make as much money as possible. Profit motive is another factor of the economy that drives competition. In a capitalist economy, companies are striving to create a better product at a better price in order to make customers choose them over someone else; if they aren't delivering a good product for the price, not very many people are going to choose them over someone else, and thus less profit is made. Therefore their motive to make a profit drives them to create a better product, or advertise well enough to make it appear to be a better product.

A capitalist economy is all about individual freedom and making money (hence capitalist economy). The three factors I chose for this somewhat tie into each other. Profit motive and consumer sovereignty are driving factor behind competition, and competition is a big part of a capitalist economy.

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*Social Studies 30–2 January 2017
Assignment I*

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 capitalist economy, companies are striving to create a better product at a better price in order to make customers choose them over someone else; if they aren’t delivering a good product for the price, not very many people are going to choose them over someone else, and thus less profit is made. Therefore their motive to make a profit drives them to create a better product, or advertise well enough to make it appear to be a better product.”</p> <p>Support is relevant and appropriate, as demonstrated in “Competition is also important to a capitalist economy because competition drives companies to create better products for better prices. ...In theory this means that every company would be forced to strive for a better product at a better price, which creates cheaper, higher quality goods for the consumers to choose from.”</p> <p>A clear understanding of the assigned task is demonstrated in “Consumer sovereignty is important to a capitalist economy because it is part of having economic freedom, which in turn plays in to how a capitalist economy is about the individual and their freedom, including being free to buy whatever they want to buy.</p>	<p>Pf</p>
<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 five paragraphs.</p> <p>Vocabulary, such as “economic freedom,” “strike gold,” and “hence,” is specific.</p> <p>The student demonstrates effective control of sentence construction, grammar, and mechanics, as shown in “Less expensive goods can mean consumers can afford more (or better) things, which in turn could lead to a higher quality of life.”</p> <p>Errors such as “consumer sovereignty are driving factor” do not detract from communication.</p>	<p>Pf</p>

Examples of Students' Writing with Rationales

Social Studies 30–2, January 2017
Assignment I Responses
Example Score Excellent (E)

Assignment 1

A capitalist market can be well described as a dog-eat-dog world, where only the most capable survive. A capitalist economy is controlled and operated by private businesses for profit, instead of being controlled by the government.. A typical capitalist economy strives for a market to be as free from government involvement as possible and is highly right winged and individualist. As complex as a capitalist economy may seem, arguably its most important characteristics are its stress on competition and self-reliance.

Competition within a capitalist economy inspires innovation, stimulates the market, and promotes wise consumerism. Competition inspires innovation by demanding that producers must always be ahead of their competitors or risk being unsuccessful. This also allows consumers to have a wider range of choices when it comes to making financial choices. A consumer will always want the highest quality goods and services for the lowest price. This further stimulates the economy by demanding that producers are innovative and create new ways to manufacture cheap and high quality goods in order to stay ahead of the competition.

Self-reliance is also vital to a capitalist economy, as the minimal government involvement means that business owners are entirely responsible for their own success or lack thereof. A capitalist economy demands that producers work hard for their success, but also allows them to reap all that they sow. There are little to no socialist safety nets in a true capitalist economy so taking risks can be detrimental or the key to success, but is unavoidably necessary. With minimal taxes and government involvement, a business owner is potentially able to keep

Social Studies 30–2, January 2017
Assignment I Responses
Example Score Excellent (E) (*continued*)

all of their profits within a capitalist economy. This Darwinian way of working the economy allows the market to constantly strive to be better, as a producers' products must always be the best in the market in order to stay profitable.

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*Social Studies 30–2 January 2017
Assignment I*

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 “Competition inspires innovation by demanding that producers must always be ahead of their competitors or risk being unsuccessful. ...This further stimulates the economy by demanding that producers are innovative and create new ways to manufacture cheap and high quality goods in order to stay ahead of the competition.”</p> <p>The student’s support is specific and accurate, as seen in “There are little to no socialist safety nets in a true capitalist economy so taking risks can be detrimental or the key to success, but is unavoidably necessary. With minimal taxes and government involvement, a business owner is potentially able to keep all of their profits within a capitalist economy.”</p> <p>A thorough understanding of the assigned task is evident in “A typical capitalist economy strives for a market to be as free from government involvement as possible and is highly right winged and individualist.” and “This Darwinian way of working the economy allows the market to constantly strive to be better, as a producers’ products must always be the best in the market in order to stay profitable.”</p>	<p>E</p>
<p>Communication of Ideas (E)</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 three paragraphs.</p> <p>Vocabulary, such as “wise consumerism,” “detrimental,” and “Darwinian,” is precise.</p> <p>Confident control of sentence construction, grammar, and mechanics is demonstrated in “Self-reliance is also vital to a capitalist economy, as the minimal government involvement means that business owners are entirely responsible for their own success or lack thereof.”</p>	<p>E</p>

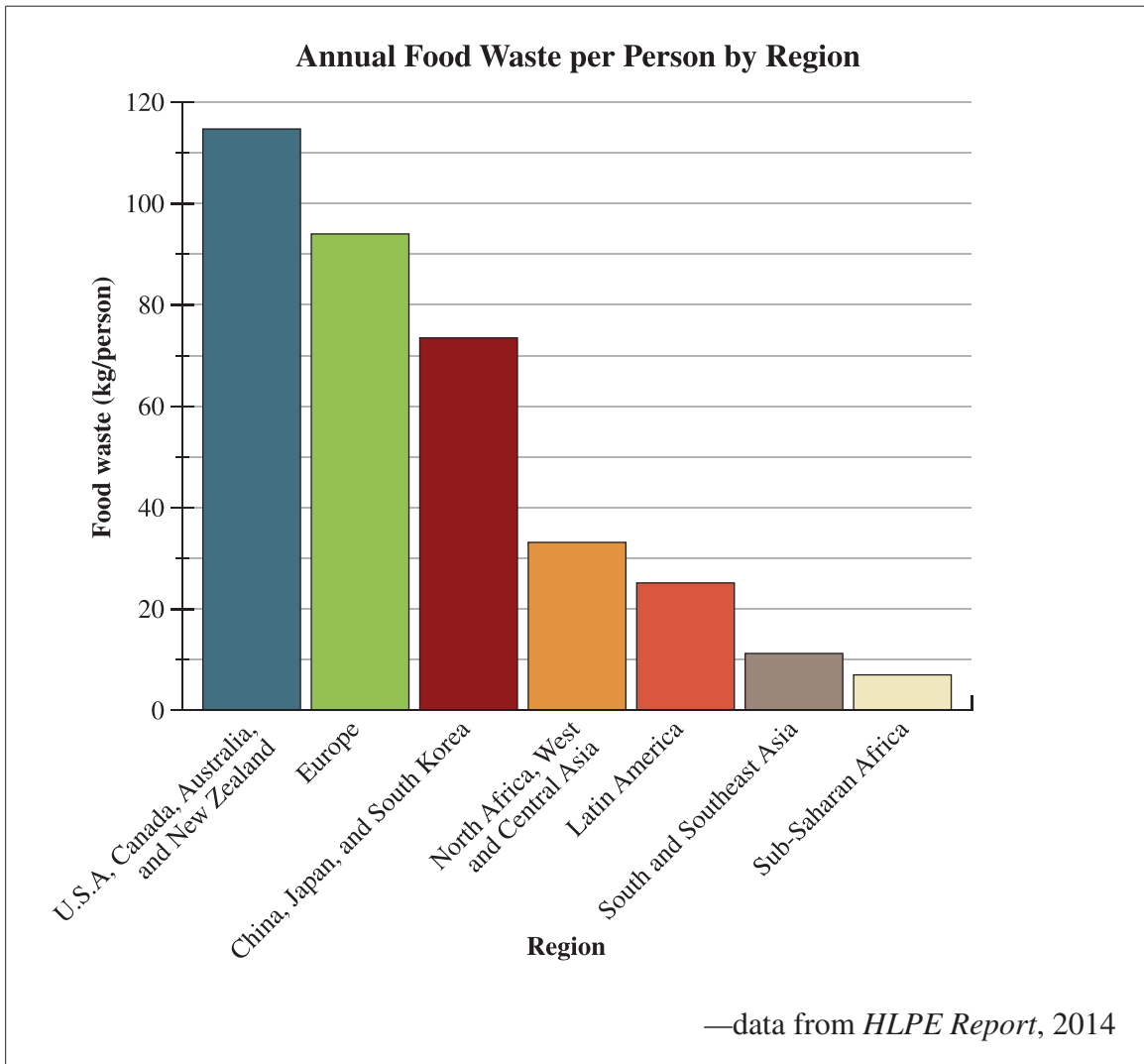
Social Studies 30–2 January 2017
Written-Response Assignment II

ASSIGNMENT II

Value: 20% of the total examination mark
Suggested time: 40–45 minutes

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



Data from High Level Panel of Experts on Food Security and Nutrition. Food Losses and Waste in the Context of Sustainable Food Systems. A Report by the High Level Panel of Experts on Food Security and Nutrition of the Committee on World Food Security, Rome 2014. *HLPE Report* 8. <http://www.fao.org/3/a-i3901e.pdf>

Source II

This photograph is unavailable for electronic posting.

December 2012—London, Ontario—Idle No More protesters block highway to draw attention to Aboriginal demands.

Source III

Time to Give?



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 Assignment II

INTERPRETATION OF SOURCES (8 marks)

Focus	When marking <i>Interpretation of Sources</i> , the marker will consider the: <ul style="list-style-type: none">• 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
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 student demonstrates a thorough and perceptive understanding of applicable social studies knowledge and the assigned task.
Proficient Pf	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.
Satisfactory S	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.
Limited L	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.
Poor 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.
Zero Z	Zero is assigned to a response that fails to meet the minimum requirements of the Poor category.

DEFENCE OF POSITION (8 marks)

Focus	When marking <i>Defence of Position</i> , the marker will consider the: <ul style="list-style-type: none">• 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)

Focus	<p>When marking <i>Communication</i>, the marker will consider the:</p> <ul style="list-style-type: none">• 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) <p>Proportion of error to the length and complexity of the response must be applied when awarding a mark for <i>Communication</i>.</p>
Excellent E	<p>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>
Proficient Pf	<p>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>
Satisfactory S	<p>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>
Limited L	<p>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.</p>
Poor P	<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.</p>
Zero Z	<p>Zero is assigned to a response that fails to meet the minimum requirements of the Poor category.</p>

Examples of Students' Writing with Rationales

Social Studies 30–2, January 2017
Assignment II Responses
Example Scored Satisfactory (S)

Assignment #2

Individuals Roles in Today's Society

In source I, we see a bar diagram that shows the annual food waste per person by region. We can see that the more developed countries are the countries that waste the most food and the developing countries waste the least. It shows that the United States, Canada, Australia, and New Zealand waste about 115 kilograms of food annually per person which is the highest amount of wastage. The least amount of wastage would be Sub-Saharan Africa who wastes less than 10 kilograms per person. After looking at this source, we can interpret that the role of individuals in society would be to stop wasting so much food. Individuals are wasting good food that could be given to places where people are starving.

In source II, we see Idle No More protesters blocking off a highway in London, Ontario in December of 2012. They are doing this to draw attention to Aboriginal demands. In the picture, the protesters are holding signs and flags. There are also many vehicles lined up behind them. This source shows that the role of individuals in society would be to stand up and speak up for what they believe in. As Canadians, they have freedom of speech and the freedom of expression. These protestors are putting their freedoms into good use.

In source III, we see a clock that is split up into six sections. Five of these six sections have the word buy in them while only one has the word give. Inside each of the sections there is also a picture. The buy sections have pictures of jewellery, a beach, a house, a car, and a phone. The give section has a picture of someone dropping a coin inside a donation box. Above the clock there is a title "Time to Give?" This source shows that the role of individuals in society should be to give back to those in need and not just worry about buying expensive things for

Social Studies 30–2, January 2017
Assignment II Responses
Example Scored Satisfactory (S) (continued)

themselves. Individuals are too focused on their self-interests and need to start worrying more about the collective interest.

After looking at all three sources, I believe the role of individuals in society should be to participate in society. Individuals need to become less self-centered and focus on the well-being of everyone not just themselves. Instead of using their money to buy so many nice things that they do not actually need, they should be using it to help those in need. I believe that individuals should focus on making the world a better place. Individuals need to stop wasting food and give to those in need. They also need to speak their mind and protest for what they believe in. Individuals deserve to have say in the government.

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***Social Studies 30–2 January 2017
Assignment II***

EXAMPLE RESPONSE—Satisfactory

SCORING CRITERIA	RATIONALE	SCORE
<p>Interpretations 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 “We can see that the more developed countries are the countries that waste the most food and the developing countries waste the least.” and “After looking at this source, we can interpret that the role of individuals in society would be to stop wasting so much food. Individuals are wasting good food that could be given to places where people are starving.”</p> <p>The student’s evidence is relevant, but general, as seen in “This source shows that the role of individuals in society would be to stand up and speak up for what they believe in. As Canadians, they have freedom of speech and the freedom of expression. These protestors are putting their freedoms into good use.”</p> <p>An acceptable understanding of applicable social studies knowledge and the assigned task is demonstrated by “This source shows that the role of individuals in society should be to give back to those in need and not just worry about buying expensive things for themselves. Individuals are too focused on their self-interests and need to start worrying more about the collective interest.”</p>	S
<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. 	<p>Examples of adequate arguments used for defence include “Individuals need to become less self-centered and focus on the well-being of everyone not just themselves. Instead of using their money to buy so many nice things that they do not actually need, they should be using it to help those in need.”</p> <p>Relevant, but general and incompletely developed evidence is shown in “I believe that individuals should focus of making the world a better place. Individuals need to stop wasting food and give to those in need.”</p> <p style="text-align: right;"><i>(continued)</i></p>	S

Assignment II Response—Satisfactory (*continued*)

<ul style="list-style-type: none"> • The student demonstrates an acceptable understanding of applicable social studies knowledge and the assigned task. 	<p>An acceptable understanding of applicable social studies knowledge and the assigned task is demonstrated in “After looking at all three sources, I believe the role of individuals in society should be to participate in society.” and “They also need to speak their mind and protest for what they believe in. Individuals deserve to have say in the government.”</p>	
<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 “Instead of using their money to buy so many nice things that they do not actually need, they should be using it to help those in need.” contribute to the creation of an adequate voice.</p> <p>Vocabulary is adequate: for example, “wastage,” “many vehicles,” and “donation box.”</p> <p>Basic control of sentence construction, grammar, and mechanics is evident in “The buy sections have pictures of jewellery, a beach, a house, a car, and a phone.”</p> <p>Errors, such as “Individuals deserve to have say in the government.” do not seriously interfere with communication.</p>	<p>S</p>

Examples of Students' Writing with Rationales

Social Studies 30–2, January 2017
Assignment II Responses
Example Scored Proficient (Pf)

Assignment #2

The role of individuals within society is to make a change as a community using their knowledge and voices within society. The image in source 1 depicts that first world countries have the highest food waste per person by region than all other countries in the world. The first world countries listed are Canada, U.S.A, Australia and New Zealand. From the source an individual can interpret that the role of individuals in these countries is to limit their food waste. In order for these countries to limit their food waste they would have to accept their role as world leaders and focus on making a change to not be as wasteful as other countries and perhaps narrow the gap between countries that are wasting too much food versus the countries that do not have enough food.

The image in source two depicts protestors blocking a highway in bring awareness to aboriginal demands within society. From the source an individual can interpret that the role of individuals within society is to demand change where it is not being applied. The aboriginals in the image demonstrate that change within society will not happen by staying silent, they are creating a dramatic protest in order for their demands to be met. I believe that the role of these individuals within society is to voice their concerns on any injustice they face to create an example that individuals within society can peacefully protest any issue that is not being addressed and it is important to demand change.

The image in source three is a clock that depicts that individuals within society spend majority of their time buying and rarely giving back in society. From the source and individual can interpret that the role of individuals within society is to recognize their spending habits and give back to society instead of always spending time and money on themselves. One can

Social Studies 30–2, January 2017
Assignment II Responses
Example Scored Proficient (Pf) (continued)

interpret that the source is targeting people as greedy instead of giving. Karl Marx would support what this source communicates about the role of individuals because he believes all should be equal within society and its citizen's duty to demand that equality to narrow the gap between rich and poor.

Taken together from the sources, I believe that individuals within society should make it their duty to recognize the issues with society and demand that it is acted upon within the country. From source one I recognize that Canada is a first world country that is highly wasteful of food and other resources. I believe that it is Canadians duty to recognize this and donate food to countries in need like Southeast Asia so we can give back and balance out the food waste. Programs like Red Cross should get involved and actively demand that we give more to countries struggling. From source two I believe that it is not only aboriginals that should continue to protest and demand change but it should be leaders and society that recognizes their concerns and stand with them to protest. In Canada's legislation it is our right to peacefully protest and I think more Canadians should exercise this right. From source three I believe that the clock is an eye opener to how much citizens spend on themselves rather than giving back to society. I would like to see the time on the clock to be changed to half giving half buying so that there can be balance established within society. I believe that giving is important and would help narrow the economic gap within society.

*Social Studies 30–2 January 2017
Assignment II*

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, “From the source and individual can interpret that the role of individuals within society is to recognize their spending habits and give back to society instead of always spending time and money on themselves. One can interpret that the source is targeting people as greedy instead of giving.”</p> <p>Evidence is relevant and appropriate, as seen in “From the source an individual can interpret that the role of individuals within society is to demand change where it is not being applied. The aboriginals in the image demonstrate that change within society will not happen by staying silent, they are creating a dramatic protest in order for their demands to be met.” but contains a minor factual error in the use of “Karl Marx” in their interpretation of the third source.</p> <p>The student demonstrates a clear understanding of applicable social studies knowledge and the assigned task in “The image in source 1 depicts that first world countries have the highest food waste per person by region than all other countries in the world.” and “From the source an individual can interpret that the role of individuals in these countries is to limit their food waste. ... and perhaps narrow the gap between countries that are wasting too much food versus the counties that do not have enough food.”</p>	<p>Pf</p>
<p>Defence of Position (Pf)</p> <ul style="list-style-type: none"> • The defence of position is based on one or more sound arguments. 	<p>The defence of position is based on sound arguments, as shown in “I believe that the role of these individuals within society is to voice their concerns on any injustice they face to create an example that individuals within society can peacefully protest any issue that is not being addressed and it is important to demand change.” and “From source two I believe that it is not only aboriginals that should continue to protest and demand change but it should be leaders and society that recognizes their concerns and stand with them to protest.”</p> <p style="text-align: right;"><i>(continued)</i></p>	<p>Pf</p>

Assignment I Response—Proficient (*continued*)

<ul style="list-style-type: none"> • 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>Appropriate evidence is seen in “I believe that it is Canadians duty to recognize this and donate food to countries in need like Southeast Asia so we can give back and balance out the food waste. Programs like Red Cross should get involved and actively demand that we give more to countries struggling.”</p> <p>The student demonstrates a clear understanding of applicable social studies knowledge and the assigned task in “I would like to see the time on the clock to be changed to half giving half buying so that there can be balance established within society. I believe that giving is important and would help narrow the economic gap within society.”</p>	
<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 contribute to the creation of a distinct voice; for example, “In Canada’s legislation it is our right to peacefully protest and I think more Canadians should exercise this right.”</p> <p>Vocabulary is specific, as seen in “depicts,” “dramatic,” and “actively demand.”</p> <p>The student’s writing frequently demonstrates effective control of sentence construction, grammar, and mechanics, as seen in “I believe that giving is important and would help narrow the economic gap within society.”</p> <p>Errors such as “in bring awareness to” do not detract from communication.</p>	<p>Pf</p>

The Assessment Sector diligently attempts to secure student permission to post all of the Examples of Students' Writing.

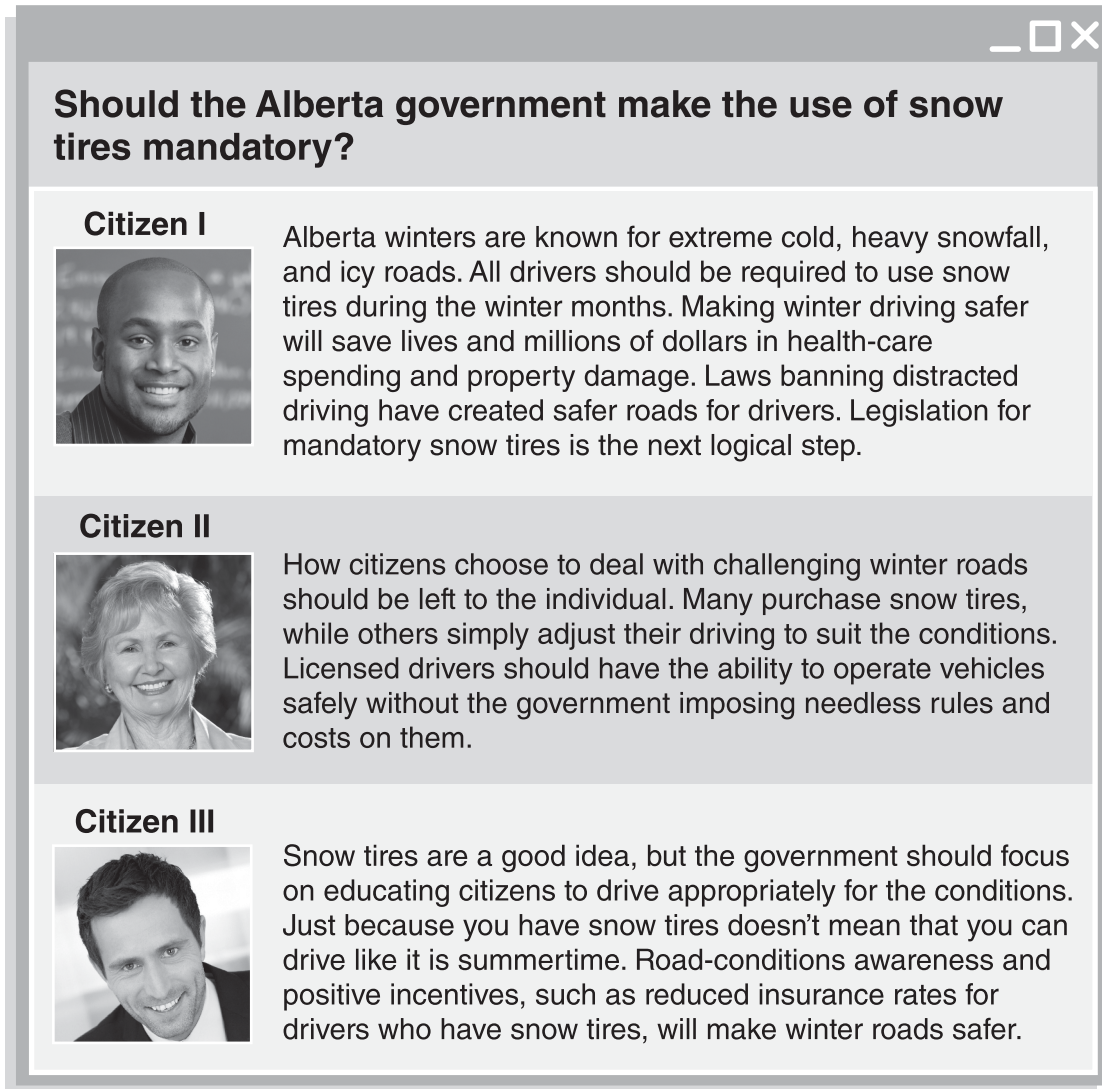
In the case of the Excellent Assignment II Response for January 2017, however, permission to use the student's response was not granted.

Social Studies 30–2 January 2017
Written-Response Assignment III

ASSIGNMENT III


Value: 20% of the total examination mark
Suggested time: 40–45 minutes

An online forum posed the following question:




Should the Alberta government make the use of snow tires mandatory?

Citizen I




Alberta winters are known for extreme cold, heavy snowfall, and icy roads. All drivers should be required to use snow tires during the winter months. Making winter driving safer will save lives and millions of dollars in health-care spending and property damage. Laws banning distracted driving have created safer roads for drivers. Legislation for mandatory snow tires is the next logical step.

Citizen II



How citizens choose to deal with challenging winter roads should be left to the individual. Many purchase snow tires, while others simply adjust their driving to suit the conditions. Licensed drivers should have the ability to operate vehicles safely without the government imposing needless rules and costs on them.

Citizen III



Snow tires are a good idea, but the government should focus on educating citizens to drive appropriately for the conditions. Just because you have snow tires doesn't mean that you can drive like it is summertime. Road-conditions awareness and positive incentives, such as reduced insurance rates for drivers who have snow tires, will make winter roads safer.

**Should the Alberta government make the use
of snow tires mandatory?**

Write a response in which you **must**

- **explore** the issue of making the use of snow tires mandatory
- **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 Assignment III

	EXPLORATION AND ANALYSIS (8 marks)
Focus	When marking <i>Exploration and Analysis</i> , the marker will consider the: <ul style="list-style-type: none">• 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
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 student demonstrates a confident and perceptive understanding of various points of view on the issue(s) and the assigned task.
Proficient Pf	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.
Satisfactory S	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.
Limited L	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.
Poor 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.
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.

DEFENCE OF POSITION (8 marks)

Focus	When marking <i>Defence of Position</i> , the marker will consider the: <ul style="list-style-type: none">• 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)

Focus	<p>When marking <i>Communication</i>, the marker will consider the:</p> <ul style="list-style-type: none">• 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) <p>Proportion of error to the length and complexity of the response must be applied when awarding a mark for <i>Communication</i>.</p>
Excellent E	<p>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>
Proficient Pf	<p>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>
Satisfactory S	<p>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>
Limited L	<p>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.</p>
Poor P	<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.</p>
Insufficient INS	<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>

Examples of Students' Writing with Rationales

Social Studies 30–2, January 2017
Assignment III Responses
Example Scored Satisfactory (S)

Assignment 3

Living in Alberta means dealing with large amounts of annual snow. The wide abundance of snow brings many issues. One being whether or not we should be required to use snow tires which is pricy but allows more friction on the slippery roads.

Three Albertans give their opinions towards the issue. Citizen one believes that making winter tires mandatory is very important, because it will save many lives due to safer roads and there will be way less money spend on damages and healthcare. Citizen two has an individualistic approach to the question. She believes that people should decide on their own whether or not they are capable of driving in winter conditions and the government should not impose needless rules and cost on individuals. Citizen three believes that the government educating citizens to drive properly in certain conditions, and reducing insurance rates for drivers with snow tires to encourage snow tire usage will make winter roads safer.

I disagree with citizen two because allowing citizens to choose whether or not to use sow tires will bring problems to everyone. Because even the people with snow tires can be in danger of others without snow tires crashing into them. I also disagree with citizen three because making sure everyone is educated would be a waste of time. People have very busy lives not everyone would be able to attend the classes that would be required to educate themselves.

I personally agree with citizen one because roads can be made a whole lot safer if people are required to have winter tires. It would also immensely reduce the amount of money that is spent on health-care and property damage. As Canadians we seek to ensure safety for citizens, the collective not the individual which is why enforcing the law also addresses our Canadian values.

Social Studies 30–2 January 2017
Assignment III

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 “The wide abundance of snow brings many issues. One being whether or not we should be required to use snow tires which is pricy but allows more friction on the slippery roads.”</p> <p>The analysis is general and straightforward; for example, “Citizen two has an individualistic approach to the question. She believes that people should decide on their own whether or not they are capable of driving in winter conditions and the government should not impose needless rules and cost on individuals.”</p> <p>An acceptable understanding of the various points of view is shown in “Citizen one believes that making winter tires mandatory is very important, because it will save many lives due to safer roads and there will be way less money spend on damages and healthcare.”</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 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 “I disagree with citizen two because allowing citizens to choose whether or not to use sow tires will bring problems to everyone. Because even the people with snow tires can be in danger of others without snow tires crashing into them.”</p> <p>Evidence is relevant, but incompletely developed, as seen in “People have very busy lives not everyone would be able to attend the classes that would be required to educate themselves.”</p> <p>An acceptable understanding is demonstrated in “I personally agree with citizen one because roads can be made a whole lot safer if people are required to have winter tires. ...As Canadians we seek to ensure safety for citizens, the collective not the individual which is why enforcing the law also addresses our Canadian values.”</p> <p style="text-align: right;"><i>(continued)</i></p>	<p>S</p>

Assignment III Response—Satisfactory (*continued*)

<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 four paragraphs.</p> <p>Basic stylistic choices, such as “I also disagree with citizen three because making sure everyone is educated would be a waste of time.” contribute to the creation of an adequate voice.</p> <p>Vocabulary is adequate; for example, “very important” and “encourage.”</p> <p>Basic control of sentence construction, grammar, and mechanics is demonstrated in “Living in Alberta means dealing with large amounts of annual snow.”</p> <p>Errors such as “whether or not to use sow tires” do not seriously interfere with communication.</p>	<p style="text-align: center;">S</p>
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Examples of Students' Writing with Rationales

Social Studies 30–2, January 2017
Assignment III Responses
Example Scored Proficient (Pf)

Assignment 3

In Alberta, we are known to have harsh winters, which leads to icy roads, and bad driving conditions. In source 1, citizen 1 agrees with making the use of snow tires mandatory. Citizen 1 believes that with making snow tires mandatory, there will be a significant decrease in car accidents, which will lessen medical bills, which in turn allows for more government spending. For example with fewer accidents, it will give the government more money to use towards social programs like education or health care, which will ultimately benefit its citizens. Citizen 1 also believes that with mandatory snow tires, there will fewer deaths, which is crucial to a society. With more deaths, means less able working citizens, which ultimately results in less money that could be used in our economy. For example, in the province of British Columbia, it is mandatory that drivers have snow tires on for the entire winter months. This law not only makes the roads safer, but it protects the people. Another example, would be seatbelt laws, they go hand in hand with winter tires. It is illegal to be in a moving car without a seatbelt on; both laws are in place to keep the individual safe while driving.

Citizen 2 argues that the government should not make snow tires mandatory. Since we live in a democratic society, it should be up to the individual whether or not they chose to have snow tires. Also, citizen 2 believes that with the purchasing of snow tires, it will cost the individual too much money, which some individuals cannot afford. It is up to the individual to be able to know how to operate a motor vehicle regardless of weather conditions. For example, in Alberta we have AMA, which offers numerous driving courses, which can lower your insurance rates. If citizens do take the driving course, there would be fewer accidents, because majority of people

Social Studies 30–2, January 2017
Assignment III Responses
Example Scored Proficient (Pf) *(continued)*

would be properly educated and taught. Ultimately, citizen 2 believes that the use of snow tires is not a necessity, and with proper road and weather knowledge, everybody would be safe.

Citizen 3 believes that the idea of having snow tires is beneficial, but does not think that it should be mandatory. Conclusively, citizen 3 believes that the government should spend more money on social programs, like education. By the government spending more money on education, it allows for their citizens to know how to drive safely for any conditions, resulting in fewer accidents and lower mortality rate. Also, citizen 3 thinks that those who do purchase winter tires should have a lowered insurance rate, because they are less likely to get into an accident. For example, if the government reduces insurance rates, it results in more citizens who would want to purchase snow tires, which means more money for our economy.

Personally, I agree with citizen 1. For a multitude of reasons, citizen 1 shares the same beliefs that I do regarding winter driving. Most importantly I think making mandatory snow tires is a great idea because it keeps me and my family safer throughout the winter months. Not only does it make me feel protected, it makes me feel safer from other drivers who could potentially cause me to be in an accident. Being a young new driver, it is scary when the road conditions are not ideal, because we are so inexperienced to winter driving. Another reason why I think mandatory winter tires is a good idea, is because it generates more businesses in the winter months. For example, multiple shops and business around town slowdown in the winter months, but with mandatory tires, it allows for more job opportunities and more economic growth. Another reason I agree with mandatory snow tires, would be for the people with

Social Studies 30–2, January 2017
Assignment III Responses
Example Scored Proficient (Pf) *(continued)*

important jobs, including doctors or police officers. They all have lifesaving jobs to do, but if they cannot get to their job because of road conditions, more people are likely to die.

Conclusively, I believe that mandatory snow tires make people feel safer, and make the roads safer.

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*Social Studies 30–2 January 2017
Assignment III*

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 “In Alberta, we are known to have harsh winters, which leads to icy roads, and bad driving conditions.” and “Since we live in a democratic society, it should be up to the individual whether or not they chose to have snow tires.”</p> <p>The analysis is appropriate and purposeful, as evident in “Another example, would be seatbelt laws, they go hand in hand with winter tires. It is illegal to be in a moving car without a seatbelt on; both laws are in place to keep the individual safe while driving.”</p> <p>The student demonstrates a clear understanding of various points of view on the issue, as seen in “Also, citizen 3 thinks that those who do purchase winter tires should have a lowered insurance rate, because they are less likely to get into an accident. For example, if the government reduces insurance rates, it results in more citizens who would want to purchase snow tires, which means more money for our economy.”</p>	Pf
<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. 	<p>The student’s defence of position is based on sound arguments; for example, “Most importantly I think making mandatory snow tires is a great idea because it keeps me and my family safer throughout the winter months. Not only does it make me feel protected, it makes me feel safer from other drivers who could potentially cause me to be in an accident. Being a young new driver, it is scary when the road conditions are not ideal, because we are so inexperienced to winter driving.”</p> <p>Evidence is appropriate, as seen in “Another reason why I think mandatory winter tires is a good idea, is because it generates more businesses in the winter months. For example, multiple shops and business around town slowdown in the winter months, but with mandatory tires, it allows for more job opportunities and more economic growth.”</p> <p style="text-align: right;"><i>(continued)</i></p>	Pf

Assignment III Response—Proficient (*continued*)

<ul style="list-style-type: none"> • The student demonstrates a clear understanding of applicable social studies knowledge and the assigned task. 	<p>A clear understanding of applicable social studies knowledge and the assigned task is demonstrated in “Another reason I agree with mandatory snow tires, would be for the people with important jobs, including doctors or police officers. They all have lifesaving jobs to do, but if they cannot get to their job because of road conditions, more people are likely to die.”</p>	
<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 “Conclusively, I believe that mandatory snow tires make people feel safer, and make the roads safer.” contribute to the creation of a distinct voice.</p> <p>Vocabulary is specific, as seen in “crucial,” “mortality rate,” and “multitude.”</p> <p>The student’s writing frequently demonstrates effective control of sentence construction, grammar, and mechanics; for example, “Ultimately, citizen 2 believes that the use of snow tires is not a necessity, and with proper road and weather knowledge, everybody would be safe.”</p> <p>Errors such as “there will fewer deaths” do not detract from communication.</p>	<p>Pf</p>

Examples of Students' Writing with Rationales

Social Studies 30–2, January 2017
Assignment III Responses
Example Scored Excellent (E)

Assignment III

Living in a place with winters as harsh as ours, the question must be brought forward; should the government make snow tires mandatory? Your opinion on the matter may be influenced by where you align yourself on the ideological spectrum, and by how much you think the government should be involved in any matter regarding its citizens. Some think it's a no brainer to make winter tires mandatory, while others believe that citizens should deal with the conditions of the season in their own manner, and certain individuals believe that education in how to drive in such conditions is the most viable option to ensure the roads are safe. In order to formulate a valid opinion, all viewpoints must be taken into consideration.

If you turn on the news or listen to the radio on any given day during the winter, it's almost certain you'll eventually hear about an accident that occurred due to poor road conditions. And like any accident, leading up to it was a series of preventable events, and plenty of times the event that kicked off this chain reaction was one person who did not have snow tires. This leads many to believe that there are countless accidents that can be prevented simply by introducing legislation to make winter tires mandatory. A legitimate option, most likely held by someone with a collectivist viewpoint. These people make reference to the laws banning distracted driving, and the decreased amount of accidents caused by people preoccupied behind the wheel since the introduction of the laws. While there is no definitive way to stop accidents from happening, with such a law there would be a decreased amount of

Social Studies 30–2, January 2017
Assignment III Responses
Example Score Excellent (E) (continued)

accidents occurring simply because someone did not want to spend money on winter tires. The price of winter tires is nothing compared to the damage to your vehicle, property, and the devastation of killing someone else or losing your own life. However, not everyone believes that winter tires are a solution to this problem, and that it comes down to the skill and awareness of the person operating the vehicle.

A tire is just a tire. It's not a failsafe for a lack of attentiveness while driving, and if somebody is a mediocre driver a set of winter tires are not going to make them better. One such point may be brought up by somebody who thinks legislation regarding mandatory snow tires is pointless. If you are a skilled driver capable of adjusting your driving to suit the conditions and you have no need for winter tires, a law saying you require them may seem pointless, intrusive, and costly. Individualists believe that any government involvement when it comes to their personal lives is too much, and driving is no exception. But if you're going to drive with or without snow tires, all safety precautions seem pointless if you don't first have the proper education in how to deal with less-than-desirable road conditions.

Winter tires will not help you if you're going seventy kilometers in a fifty zone while the roads are caked in snow with layers of ice packed down beneath. As well, winter tires cannot help you see ahead while driving during heavy snowfall. Therefore, if you do not have the means and mental ability to drive during the winter, what good will a set of winter tires do? Plenty of citizens believe education on how to properly handle winter conditions must be

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prioritized above making winter tires mandatory. They put forth the idea of possibly reducing insurance rates for those who drive with winter tires, providing an incentive to get them without making the absence of them punishable by law. If snow tires were to be required on all vehicles, then not only would you receive a ticket for not having them when it snows early and unexpectedly, but you would need to spend more money that same day to get the tires and have them put on. This makes a simple reduced insurance rate seem preferable.

I'm of the opinion that education must come before legislation. While winter tires without a doubt aid in the capabilities of drivers during the winter, they are not a definitive solution. A law that penalizes those who drive without them would seem cruel to those who can't afford to pay for the tires or the ticket that comes with not having them, and pointless to someone who drives without them that has never been in an accident. What it all comes down to is the person operating the vehicle, and if they are not informed of the dangers that come with winter driving or trained in how to properly conduct themselves while doing so, winter tires are just an additional vehicular expense.

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Assignment III

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, “Living in a place with winters as harsh as ours, the question must be brought forward; should the government make snow tires mandatory? Your opinion on the matter may be influenced by where you align yourself on the ideological spectrum, and by how much you think the government should be involved in any matter regarding its citizens.”</p> <p>The student’s analysis is thoughtful and thorough, as demonstrated in “This leads many to believe that there are countless accidents that can be prevented simply by introducing legislation to make winter tires mandatory. ...These people make reference to the laws banning distracted driving, and the decreased amount of accidents caused by people preoccupied behind the wheel since the introduction of the laws.”</p> <p>A confident and perceptive understanding of the various points of view on the issue is shown in “The price of winter tires is nothing compared to the damage to your vehicle, property, and the devastation of killing someone else or losing your own life.” and “Plenty of citizens believe education on how to properly handle winter conditions must be prioritized above making winter tires mandatory. ...This makes a simple reduced insurance rate seem preferable.”</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, logical arguments. 	<p>The defence of position is based on convincing, logical arguments, as seen in the concluding paragraph when the student states “I’m of the opinion that education must come before legislation. While winter tires without a doubt aid in the capabilities of drivers during the winter, they are not a definitive solution.” which was previously established by the statement “But if you’re going to drive with or without snow tires, all safety precautions seem pointless if you don’t first have the proper education in how to deal with less-than-desirable road conditions.”</p> <p style="text-align: right;"><i>(continued)</i></p>	<p>E</p>

Assignment III Response—Excellent (*continued*)

<ul style="list-style-type: none"> • 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>Specific and accurate evidence is shown in “A law that penalizes those who drive without them would seem cruel to those who can’t afford to pay for the tires or the ticket that comes with not having them, and pointless to someone who drives without them that has never been in an accident.”</p> <p>The student demonstrates a thorough and perceptive understanding of applicable social studies knowledge and the assigned task, as seen in “If you are a skilled driver capable of adjusting your driving to suit the conditions and you have no need for winter tires, a law saying you require them may seem pointless, intrusive, and costly.” and “What it all comes down to is the person operating the vehicle, and if they are not informed of the dangers that come with winter driving or trained in how to properly conduct themselves while doing so, winter tires are just an additional vehicular expense.”</p>	
<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, including an opening paragraph framing the context of the response.</p> <p>An engaging voice is evident in stylistic choices such as “A tire is just a tire. It’s not a failsafe for a lack of attentiveness while driving, and if somebody is a mediocre driver a set of winter tires are not going to make them better.”</p> <p>Vocabulary is precise, as shown in “devastation,” “intrusive,” and “definitive solution.”</p> <p>Confident control of sentence construction, grammar and mechanics is demonstrated in “If you turn on the news or listen to the radio on any given day during the winter, it’s almost certain you’ll eventually hear about an accident that occurred due to poor road conditions.”</p>	<p>E</p>