

Social Studies 30–2

Examples of the Standards for Students' Writing

From the **January 2018** Diploma Examination

This document was written primarily for:

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

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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 2018 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 2018 marking session and the similar example responses that were selected for subsequent marking sessions in 2018. 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 2018 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 2018 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 2018.

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 2018
Written-Response Assignment I

ASSIGNMENT I

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



Which value(s) is/are the most important to collectivism?

Write a response in which you **must**

- **identify** the value(s) that is/are the most important to collectivism
- **explain** why the value(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 2018
Assignment I Responses
Example Scored Satisfactory (S)

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

In the case of the Satisfactory Assignment I Response for January 2018, however, permission to use the student's response was not granted.

Examples of Students' Writing with Rationales

Social Studies 30–2, January 2018
Assignment I Responses
Example Scored Proficient (Pf)

Common good is the most important part of collectivism. It is doing something that the community will benefit from, but you might not. Without common good people would only do thing for individualistic reasons. Publicly funded health care is an excellent example of common good. You can pay into public health care for your entire life and never end up using it, but many sick and injured people will benefit from your contribution to the common good. Another example of Common good is government funded social programs. Citizens pay higher taxes to fund things like employment insurance to support people who lose their job until they can find another one. This is something that taxes payers do for the community to benefit off of. Public health care and employment insurance are both great ways that people support the common good in a collective society.

Economic equality creates a much more collective community. Without economic equality people will naturally split into classes and individualism, as well as the wage gap, will increase. One way to control economic equality is through progressive taxation. By putting everybody into different tax brackets you can increase taxes for the rich and decrease taxes for the poor. Economic equality was achieved in communism through equal distribution of wealth. In this system of thought everybody works for their countries wellbeing instead of being paid. The government then decides what the people need and provides them with their basic needs. This way everyone is equal in terms wealth. Progressive taxation and redistribution of wealth are appropriate strategies to create economic equality.

Community responsibility is the corner stone of collectivism. If everybody blamed everybody else nothing would ever get done. Community/highway clean-up is a great

Social Studies 30–2, January 2018
Assignment I Responses
Example Scored Proficient (Pf) (continued)

demonstration of community responsibility. Those people out cleaning up ditches and parks are more than likely not the ones littering. They could have said it was not their garbage so they did not have to clean it up, but instead they showed community responsibility and cleaned it up.

Another way that people can demonstrate great community responsibility is community youth programs to reduce vandalism. In Strathmore there was an increase in vandalism, but instead of blaming the communities youth they asked what they could do as a town. They decided to create the youth center. As a result vandalism through the community went down.

Community/Highway clean-up and creating youth centers are two successful ways to take community responsibility.

*Social Studies 30–2 January 2018
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 “You can pay into public health care for your entire life and never end up using it, but many sick and injured people will benefit from your contribution to the common good” and “Citizens pay higher taxes to fund things like employment insurance to support people who lose their job until they can find another one. This is something that taxes payers do for the community to benefit off of.”</p> <p>Support is relevant and appropriate, but may contain some minor errors, as shown in “Economic equality was achieved in communism through equal distribution of wealth. In this system of thought everybody works for their countries wellbeing instead of being paid.”</p> <p>A clear understanding of the assigned task is demonstrated in “Community/highway clean-up is a great demonstration of community responsibility. Those people out cleaning up ditches and parks are more than likely not the ones littering. They could have said it was not their garbage so they did not have to clean it up, but instead they showed community responsibility and cleaned it up.”</p>	Pf
<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 “wage gap” and “corner stone,” is specific.</p> <p>The student demonstrates effective control of sentence construction, grammar, and mechanics, as shown in “By putting everybody into different tax brackets you can increase taxes for the rich and decrease taxes for the poor.”</p> <p>Errors such as “taxes payers” and “communities youth” do not detract from communication.</p>	Pf

Examples of Students' Writing with Rationales

Social Studies 30–2, January 2018
Assignment I Responses
Example Scored Excellent (E)

Collectivism is a complex ideology that holds a number of important values. Where individualism promotes competition and greater risk, collectivism assures equality among opportunity, wealth, goods, standards of living, and security. This can be further examined through a number of certain principles of collectivism, such as the ideas of the common good; a value that supports the good of the whole, cooperation and community responsibility, and economic equality. These principles are a few fundamental steps required to maintain a successful collectivist society.

Support of the common good is essential to a collectivist ideology. This principle is seen as the basis of collectivism, as it fully entitles the good of the whole over the good of the individual. The idea of the common good implies that if individuals saw others needs as more important than their own, every citizen in society would be supported and therefore reflect positively on the good of the group. This may require individuals to sacrifice certain liberties and freedoms, however an advocate of the common good would see this as a requirement in fulfilling the needs of the group. Collectivist states such as Canada or democratic socialist Sweden are concrete representations of this idea. In these types of societies, people support the common good through processes such as taxation. A contribution of an individual's income is paid towards providing government supported health care and other welfare programs for the whole of society to indulge in. This ensures a social safety net for society and allows equal opportunity for all.

Cooperation and collective responsibility are seen as crucial in a collectivist approach to living. Each member of society plays a certain role in maintaining a successful collectivist society or state. A responsibility to one's community is an important asset and requires cooperation of the individual with the government or societal regulations. An example of this stems from remote western Canadian societies such as the Hutterites. Everyone in the community is to abide by certain laws and regulations to ensure equality among society, such as appropriate attire, language, and religious beliefs. The cooperation of these laws are important in maintaining the order of society and to ensure a peaceful and orderly way of life. Each individual is given a task in the community and is responsible in carrying out their work to keep daily life in order and support the group. If these responsibilities are ignored, equality is no longer prevalent and society holds the risk of losing all order. Cooperation in society is highly important in maintaining an efficient and prosperous collectivist way of life.

In a collectivist economy, equal distribution of wealth is ensured. Goods and services are equally divided among all and the individualist idea of higher value and competition is disregarded. This ultimately creates a classless society in which no one person is valued more than the other in terms of value to society or the wealth that they carry. Karl Marx's ideas in a Communist Manifesto explain the importance of economic equality. His ultimate goal was for revolutionary change in which the proletarians or 'working class' were to over-throw the bourgeoisie or the 'business owning elites' in order to equalize the distribution of wealth among society and allow all to benefit from the goods that the state provided. This would give everyone equal opportunity and share of businesses and the wealth generated by the state. In a competition-driven society, where

Social Studies 30–2, January 2018
Assignment I Responses
Example Scored Excellent (E) (*continued*)

there is much to gain, there is also much to lose. In a successful collectivist society, there is no risk of loss or poverty, only a regulated economy in which everyone is provided with security.

The values of the common good, collective responsibility and cooperation, and economic equality are all fundamental terms that play a role in a collectivist ideology. Each represent a piece in the complex puzzle that is collectivism, and support the ideals and principles of a communal, equality-driven way of life.

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*Social Studies 30–2 January 2018
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 “The idea of the common good implies that if individuals saw others needs as more important than their own, every citizen in society would be supported and therefore reflect positively on the good of the group. This may require individuals to sacrifice certain liberties and freedoms, however an advocate of the common good would see this as a requirement in fulfilling the needs of the group.”</p> <p>The student’s support is specific and accurate, as seen in “Collectivist states such as Canada or democratic socialist Sweden are concrete representations of this idea. ...This ensures a social safety net for society and allows equal opportunity for all” and in the student’s explanation of “Karl Marx’s ideas”.</p> <p>A thorough understanding of the assigned task is evident in “Where individualism promotes competition and greater risk, collectivism assures equality among opportunity, wealth, goods, standards of living, and security” and “In a successful collectivist society, there is no risk of loss or poverty, only a regulated economy in which everyone is provided with security.”</p>	E
<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 five paragraphs.</p> <p>Vocabulary, such as “sacrifice certain liberties” and “concrete representations,” is precise.</p> <p>Confident control of sentence construction, grammar, and mechanics is demonstrated in “Everyone in the community is to abide by certain laws and regulations to ensure equality among society, such as appropriate attire, language, and religious beliefs.”</p> <p>Errors, such as “proletarians,” are inconsequential.</p>	E

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

Inuit Regions of Canada



Food Insecurity Faced by Inuit Children



—data from Egeland et al., 2010

Data from Egeland, Grace M., Angela Pacey, Zirong Cao, and Isaac Sobol. "Food Insecurity Among Inuit Preschoolers: Nunavut Inuit Child Health Survey, 2007–2008." *Canadian Medical Association Journal* 182, no. 3 (Feb. 23, 2010): 243–48. doi: 10.1503/cmaj.091297.

Source II

**This photograph is unavailable
for electronic posting.**

British Columbia—Hill with old-growth forest clear-cut

Source III

**This cartoon is unavailable
for electronic posting.**

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

AND

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

Write a response in which you **must**

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

Reminders for Writing

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

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 2018
Assignment II Responses
Example Scored Satisfactory (S)

Source one shows a map of Canada with all the Inuit Regions highlighted and a box below it labeled “Food insecurity Faced by Inuit Children” and goes on to show the percentages of children who go hungry(26%), Skip meals (20%) or go a full day without eating (15%). The role of Government in society that is being displayed in this source is the lack of government help in the Inuit Regions. This source shows perfectly how the government neglects the Inuit Regions to the north. With a significant amount of kids going a full day without eating it is clear that something needs to change there but the government is doing nothing to help.

In source two it's a picture of a hill that used to be full of trees now it's half clear-cut and looks horrible. The role of government in society this source is trying to present is the lack of government intervention in the environment. With the government just allowing companies to go through our forests and clear-cut them is taking away from our environment and worsening our environmental health.

Source three is a picture of three hands holding glasses of wine, one hand is white holding the biggest glass of wine, the other is a hand with a darker complexion holding a smaller glass and the third hand is a womans holding the smallest glass of wine and above the wine glasses it says “to equality” . The role in society that the government plays or better yet not plays is creating equality. In the source they all have wine but for it to truly be equal wouldn't they all have the same amount of wine? The government in todays society does a terrible job at creating

Social Studies 30–2, January 2018
Assignment II Responses
Example Scored Satisfactory (S) *(continued)*

equality you can see this by comparing salaries or even employment between african americans, caucasians and women.

I believe the role of government in society should be to be to protect its people from hunger, protect its environment and promote equality. Given source one it shows that the government isn't doing much to help out the Inuit people and their food crisis. I also believe that the government should be trying its best to preserve our environment from big businesses trying to take it away to make a profit. The last role of government in society is to promote equality and fairness for everybody. In today's world it may seem like we have equality but we really don't, with the wage gap between men and women and the employment gap between caucasians and african americans. .

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**Social Studies 30–2 January 2018
Assignment II**

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 role of Government in society that is being displayed in this source is the lack of government help in the Inuit Regions. This source shows perfectly how the government neglects the Inuit Regions to the north.”</p> <p>The student’s evidence is relevant, but general, as seen in “In the source they all have wine but for it to truly be equal wouldn’t they all have the same amount of wine? The government in todays society does a terrible job at creating equality you can see this by comparing salaries or even employment between african americans, caucasians and women.”</p> <p>An acceptable understanding of applicable social studies knowledge and the assigned task is demonstrated by “The role of government in society this source is trying to present is the lack of government intervention in the environment. With the government just allowing companies to go through our forests and clear-cut them is taking away from our environment and worsening our environmental health.”</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 “I believe the role of government in society should be to be to protect its people from hunger, protect its environment and promote equality.”</p> <p>Relevant but general and incompletely developed evidence is shown in “I also believe that the government should be trying its best to preserve our environment from big businesses trying to take it away to make a profit.”</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 “The last role of government in society is to promote equality and fairness for everybody. In today’s world it may seem like we have equality but we really don’t, with the wage gap between men and women and the employment gap between caucasians and african americans.”</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 “With a significant amount of kids going a full day without eating it is clear that something needs to change there but the government is doing nothing to help,” contribute to the creation of an adequate voice.</p> <p>Vocabulary is adequate; for example, “looks horrible,” “terrible job,” and “fairness for everybody.”</p> <p>Basic control of sentence construction, grammar, and mechanics is evident in “Given source one it shows that the government isn’t doing much to help out the Inuit people and their food crisis.”</p> <p>Errors, such as the run-on sentence at the beginning of the third paragraph, do not seriously interfere with communication.</p>	<p>S</p>

Examples of Students' Writing with Rationales

Social Studies 30–2, January 2018
Assignment II Responses
Example Scored Proficient (Pf)

Title: Assignment 2

The first source given is a map of Canada from the year 2010, highlighted with all the regions in which Inuit people reside. Underneath the map, are some statistics that show the instability of food that Inuit children faced from 2007-2008. The source is showing how difficult it is for Inuit people to receive nourishment, over a quarter of all Inuit children go hungry and a great deal skip meals simply because they do not have much access to food. This source most likely came from a group or individual who has a collective point of view. The author of the source is trying to show that it is hard for Inuit people to receive enough food. Due to their location it is difficult for them to grow and harvest crops because the soil is unfavourable and does not contain many nutrients. It is also expensive for Inuit people to attain food, due to the cost of shipping to the northern parts of provinces and territories. The author is trying to show that since these people cannot obtain enough food, someone, like the government, must aid them. Especially since we live in a more modern liberalistic society, so we do have some collective values within us and it is the responsibility of the government to ensure that its citizens are receiving enough resources.

The second source is a photograph of a hill in a forest in British Columbia that has had half of its greenery stripped bare and the sky is looking dull. This source is showing how much of our trees and environment is being removed, which in turn affects the habitat of the wild life. The message being sent through this photograph is how the government should be protecting the environment from industries that want to take advantage of the abundance of resources that we hold in Canada. The wood that was chopped from this forest was most likely sent to a factory in order to be manufactured

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Assignment II Responses
Example Scored Proficient (Pf) (*continued*)

into some sort of furniture. it is also likely that this factory polluted the air with its waste, which is why the sky in the photograph appears sluggish. Canada is a beautiful country that contains a lot of resources, which unfortunately, as shown in the source, are being cut down. The result of this not only affects the air we breathe, but also the life of the animals whose habitat was taken away from them. Ordinary citizen cannot prevent these large companies from taking the resources, however the government can create legislation that restricts the amount of greenery being taken, and penalize those who defy this. With the aid of the government, we can keep our country prosperous and beautiful.

The third source is an illustration of a hand from three people, each holding a glass of wine, toasting "to equality!". The left most hand belongs to a man who appears to be a minority, the middle hand belongs to what appears to be a Caucasian woman, due to the nail polish, and the right most hand gives the impression of a Caucasian man. All of these glasses are filled halfway, however the Caucasian man holds a glass that is substantially larger than the other two individuals. All of the people in the illustration appear to be dressed well, which hints that they all have same job, but they are being given different amounts of wealth. The author of this image is trying to convey that there is a bias in our society that favours Caucasian males. It may be trying to be masked by the fact that the glass is proportionally filled the same as the other individuals, but the glass still retains more wine than the others. The creator of this illustration is attempting to indicate to the government that something needs to be done in order to decrease the inequality that is still existent in our society. a way for the government to aid in

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Assignment II Responses
Example Scored Proficient (Pf) (continued)

decreasing the discrimination is to ensure that all jobs, whether anyone holds the position, should be payed equally and based upon how well they perform their job.

Personally, I believe that the government should play a large role in society when dealing with the rights and freedoms that we as Canadian citizens hold. In my own experiences, I can say that being a minority in society can be difficult if there is no one to help. I go to a predominantly Caucasian school, and sometimes I feel like there is still a slight bias that goes towards the Caucasian people at my school. However this is only a slight occurrence because the teachers and staff at my school are accepting of all types of people and they would step in if someone was being treated unfairly because of something like their appearance or gender, much like how I believe our government should act. I also believe that it is the duty of the government to ensure that our environment be taken care of. Much like our school, if there is someone who if vandalizing, or steal from the school, they will be punished. It does not matter what status they hold, if they are doing something wrong, they should be punished. It is highly unreasonable for the government to say that there will be no cutting down of trees, but it should be more regulated. Companies should only be allowed to cut down a certain amount of greenery, but they should also have to plant some trees in place of the ones they cut down. All in all, I believe that the government should be fairly involved when it comes to maintaining equity and the lives of the citizens.

*Social Studies 30–2 January 2018
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, “The message being sent through this photograph is how the government should be protecting the environment from industries that want to take advantage of the abundance of resources that we hold in Canada” and “Ordinary citizen cannot prevent these large companies from taking the resources, however the government can create legislation the restricts the amount of greenery being taken, and penalize those who defy this.”</p> <p>Evidence is relevant and appropriate, as seen in “It is also expensive for Inuit people to attain food, due to the cost of shipping to the northern parts of provinces and territories. The author is trying to show that since these people cannot obtain enough food, someone, like the government, must aid them.”</p> <p>The student demonstrates a clear understanding of applicable social studies knowledge and the assigned task in “The author of this image is trying to convey that there is a bias in our society the favours Caucasian males. It may be trying to be masked by the fact that the glass is proportionally filled the same as the other individuals, but the glass still retains more wine than the others. The creator of this illustration is attempting to indicate to the government that something needs to be done in order to decrease the inequality that is still existent in our society.”</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 “so we do have some collective values within us and it is the responsibility of the government to ensure that its citizens are receiving enough resources.”</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 also believe that it is the duty of the government to ensure that our environment be taken care of. ...Companies should only be allowed to cut down a certain amount of greenery, but they should also have to plant some trees in place of the ones they cut down.”</p> <p>The student demonstrates a clear understanding of applicable social studies knowledge and the assigned task in “Personally, I believe that the government should play a large role in society when dealing with the rights and freedoms that we as Canadian citizens hold. ...However this is only a slight occurrence because the teachers and staff at my school are accepting of all types of people and they would step in if someone was being treated unfairly because of something like their appearance or gender, much like how I believe our government should act.”</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, “I go to a predominantly Caucasian school, and sometimes I feel like there is still a slight bias that goes toward the Caucasian people at my school.”</p> <p>Vocabulary is specific, as seen in “prosperous,” “substantially larger,” and “equity.”</p> <p>The student’s writing frequently demonstrates effective control of sentence construction, grammar, and mechanics, as seen in “The result of this not only affects the air we breathe, but also the life of the animals whose habitat was taken away from them.”</p> <p>Errors, such as failing to capitalize “it” and “a” at the beginning of a sentence, do not detract from communication.</p>	<p>Pf</p>

Examples of Students' Writing with Rationales

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Assignment II Responses
Example Scored Excellent (E)

Assignment #2

In source one, it shows a map of Canada with the northern areas of the territories highlighted and some statistics at the bottom. These statistics represent the number of Inuit children that do not have enough access to food. In Canada, the Inuit are a part of the FNMI groups that live in northern Canada. When the first settlers came to Canada, they cast out these people and created a social divide that remains to this day. While the Europeans became prosperous and wealthy, the Inuit were left poor and abandoned in a new culture that did not accept them. Because of this, most of them were very poor and even today many are still poor. This is reflected in the source by the statistics. They say that over a quarter of Inuit children go hungry. This means that their parents are not able to provide enough food to properly feed even child. Because of how much parents love their children, this most likely means that the parents are eating even less. The other statistics say that 20% of these children skip meals and 15% go entire days without eating. This source demonstrates that the government needs to have a larger role in society. If the government was to play a larger role, they would be able to provide enough food that these children would not have to go hungry, and give them a better chance at life.

Source two is a picture that was taken in British Columbia showing a hill that is half covered in trees. This image provides a stark contrast between a lush, prosperous forest and the dry, deserted ruins left after the forest is clear cut. In British Columbia, the main export industry is lumber. This has often meant clear cutting large areas of forest such as in the source. However, there are many ecological damages that result from this. Entire ecosystems are destroyed and the main destroyer of carbon emissions is destroyed. The clear cutting of forests not only increases carbon emissions, but it also leaves the natural beauty that took sometimes centuries to grow destroyed. This source shows how clear cutting trees is destroying nature, and a comparison

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Assignment II Responses
Example Scored Excellent (E) (*continued*)

between high and low government involvement. The side of the photo that is clear cut represents a free market where producers are free to do whatever, and the government is hands off. The businesses are free to destroy nature and the government will not stop them. This results in them cutting down the trees and leaving the world without nature's beauty. The left side of the picture portrays the opposite. It shows a world where the government is more involved and they have laws and regulations about the forestry industry. They are able to keep nature alive and have a plan to keep the economy alive too. The main issue with regulating the forestry industry is the jobs that are being taken away. However with proper planning the industry could be kept alive, and for a tree cut there could be a tree grown in order to keep the forests alive. This source ultimately provides a visual of how the government can help keep the world alive.

In source three, three people are all making a toast "To equality!" There are three different hands shown, one a person of colour, second a woman, and third a white man. The cartoon shows a picture of irony because the glass held by the white male is clearly larger than the other two cups. This source speaks to social issues of equality in society. In many places, including Canada, statistics have shown that white males have larger income and a better chance of succeeding in life. This source shows how people in society often say equality is good and it exists in Canada, however there are social prejudices that say otherwise. This source points towards more government involvement. It is difficult to change a culture's views, and this is part of the reason that these social divides exist. Historically, European and North American governments have created these social divides by proclaiming the rich white males as being superior. This was done by only allowing them to vote and creating legislation that allowed them to succeed. Because of these divides, our culture is still bent towards allowing men of European descent social priority.

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Assignment II Responses
Example Scored Excellent (E) (*continued*)

This source shows that the government should be more involved in order to fix these issues. It suggests that the white men in society should not be a higher class, and that the government should stop this conception from being prevalent in society.

I believe that the government should play a larger role in society. Currently, Canada has many social, economic, and environmental issues that I believe could be solved by a more involved government. One such issue is the divide between the people of Canada and members of the FNMI nations. If the government was more involved, they would be able to repeal the legislation that creates a huge divide, and replace it with legislation that acknowledges the culture of the FNMI. This would allow us to be united as one nation that respects cultural differences and treats everyone with equity. Another issue is how the government is not able to create livable conditions for some people, especially the FNMI. This issue is shown in source one where it shows how the children in these communities often don't have enough to eat. This could be solved by a more involved Keynesian view on economics. If the government was able to have larger progressive taxation, and wiser spending, they would be able to solve this. By taxing the higher income earners more, they would be able to provide funds for the lowest economic classes in order for them to at least be able to live. In Denmark, they have a system like this, and it works well. They have higher taxes, however when someone is unemployed or can not live off of what they make, the government is able to provide enough money for them to live happily. Because of this, and many other factors, Denmark has been rated as one of the best countries to live in, and the happiest country as well. As was shown by source three, if the government was more involved, they would also be able to create less of a social divide. Currently, our society has racial and sex based divides that are not being dealt with. If the government was more involved, they would be able to give

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Assignment II Responses
Example Scored Excellent (E) (*continued*)

individuals equal opportunities, and they could create more equality between classes. If the government was to play a more prominent role in society, I believe that they would be able to create a better country for everyone where people have equal opportunities and individuals are able to succeed no matter what.

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*Social Studies 30–2 January 2018
Assignment II*

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 “This is reflected in the source by the statistics. They say that over a quarter of Inuit children go hungry. This means that their parents are not able to provide enough food to properly feed even child. Because of how much parents love their children, this most likely means that the parents are eating even less” and “The main issue with regulating the forestry industry is the jobs that are being taken away.”</p> <p>Evidence is specific and accurate, as demonstrated in “The side of the photo that is clear cut represents a free market where producers are free to do whatever, and the government is hands off. ...It shows a world where the government is more involved and they have laws and regulations about the forest industry” and “Historically, European and North American governments have created these social divides by proclaiming the rich white males as being superior. ... Because of these divides, our culture is still bent towards allowing men of European descent social priority.”</p> <p>A perceptive understanding of applicable social studies knowledge and the assigned task is demonstrated in “While the Europeans became prosperous and wealthy, the Inuit were left poor and abandoned in a new culture that did not accept them. Because of this, most of them were very poor and even today many are still poor.”</p>	E
<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 and logical arguments, as seen in “Currently, Canada has many social, economic, and environmental issues that I believe could be solved by a more involved government. One such issue is the divide between the people of Canada and members of the FNMI nations. If the government was more involved, they would be able to repeal the legislation that creates a huge divide, and replace it with legislation that acknowledges the culture of the FNMI.”</p> <p style="text-align: right;"><i>(continued)</i></p>	E

Assignment I Response—Excellent (*continued*)

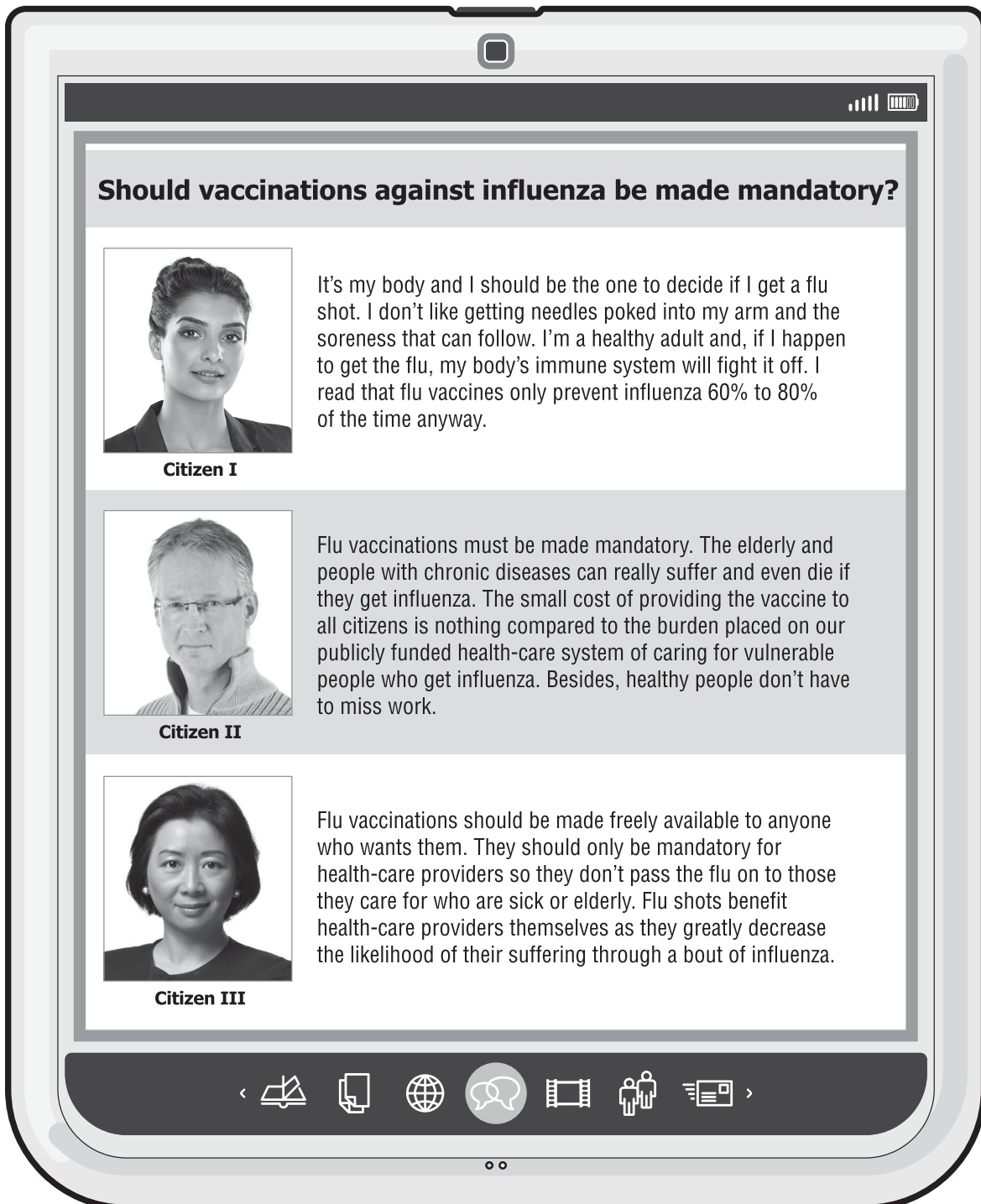
<ul style="list-style-type: none"> • Evidence is specific and accurate, and errors, if present, do not detract from the response. • The student demonstrates a thorough and perceptive understanding of applicable social studies knowledge and the assigned task. 	<p>Evidence is specific and accurate, as seen in “In Denmark, they have a system like this, and it works well. They have higher taxes, however when someone is unemployed or can not live off of what they make, the government is able to provide enough money for them to live happily. Because of this, and many other factors, Denmark has been rated as one of the best countries to live in, and the happiest country as well.”</p> <p>A thorough and perceptive understanding of the applicable social studies knowledge and the assigned task is evident in “Currently, our society has racial and sex based divides that are not being dealt with. ...If the government was to play a more prominent role in society, I believe that they would be able to create a better country for everyone where people have equal opportunities and individuals are able to succeed no matter what.”</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 writing is fluent and purposely organized into four paragraphs.</p> <p>Effective stylistic choices contribute to the creation of an engaging voice, as seen in “The clear cutting of forests not only increases carbon emissions, but it also leaves the natural beauty that took sometimes centuries to grow destroyed.”</p> <p>Precise vocabulary is seen in “social prejudices” and “Keynesian view on economics.”</p> <p>The student’s writing demonstrates confident control of sentence construction, grammar, and mechanics; for example, “This image provides a stark contrast between a lush, prosperous forest and the dry, deserted ruins left after the forest is clear cut.”</p> <p>Errors, such as “exists is Canada,” are inconsequential.</p>	<p>E</p>

Social Studies 30–2 January 2018
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:




The image shows a tablet with a forum post. The forum title is "Should vaccinations against influenza be made mandatory?". There are three responses from different citizens, each with a profile picture and a text block.


Should vaccinations against influenza be made mandatory?


Citizen I

It's my body and I should be the one to decide if I get a flu shot. I don't like getting needles poked into my arm and the soreness that can follow. I'm a healthy adult and, if I happen to get the flu, my body's immune system will fight it off. I read that flu vaccines only prevent influenza 60% to 80% of the time anyway.


Citizen II

Flu vaccinations must be made mandatory. The elderly and people with chronic diseases can really suffer and even die if they get influenza. The small cost of providing the vaccine to all citizens is nothing compared to the burden placed on our publicly funded health-care system of caring for vulnerable people who get influenza. Besides, healthy people don't have to miss work.


Citizen III

Flu vaccinations should be made freely available to anyone who wants them. They should only be mandatory for health-care providers so they don't pass the flu on to those they care for who are sick or elderly. Flu shots benefit health-care providers themselves as they greatly decrease the likelihood of their suffering through a bout of influenza.

The tablet interface includes a status bar at the top with signal and battery icons, a navigation bar at the bottom with icons for back, home, globe, chat, video, people, and search, and a small double-circle icon at the very bottom center.

**Should vaccinations against influenza
be made mandatory?**

Write a response in which you **must**

- **explore** the issue of making vaccinations against influenza 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 2018
Assignment III Responses
Example Scored Satisfactory (S)

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

In the case of the Satisfactory Assignment III Response for January 2018, however, permission to use the student's response was not granted.

Examples of Students' Writing with Rationales

Social Studies 30–2, January 2018
Assignment III Responses
Example Scored Proficient (Pf)

Vaccinations help your body's immune system adapt and fight off the flu and other sicknesses, and prevent other people from getting sick from you. The main controversy over vaccinations is that you have a choice in getting a vaccination. Some people will choose to get a vaccination and some will decide not to get vaccinations for themselves or their children. Vaccinations prevent hundreds of thousands of deaths per year against deadly diseases.

Citizen I is more concerned with her own self-interests than she is with the common good. She is pro-choice and thinks that everyone should be able to make their own choices on any topic. Her self-reliance and faith in her own immune system suggest that she is on the right side of the political spectrum and is a classical liberal. Citizen I's views differ greatly from citizen II who has almost the opposite viewpoint.

Citizen II is a collectivist who believes in more government, common good, and community responsibility. He believes in a community responsibility because getting a mandatory flu shot prevents others from getting sick and greatly reduces the chance of yourself getting sick. Mandatory vaccinations also put less of a burden on the economy and allows for more government spending on other projects. The money used upon people with influenza could be spent upon other things such as schools, providing shelter for the homeless, transportation, and more. Citizen II's views differ from citizen III but they share most of the same ideas.

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Assignment III Responses
Example Scored Proficient (Pf) *(continued)*

Citizen III is a moderate who believes in some choice, and a community responsibility. She believes in choice by thinking that vaccinations should be available to everyone who decides to get them but not mandatory. Getting vaccinations will also boost some aspects of the economy, as with less people getting sick there will be less government spending on healthcare and more money will be able to go to things that actually need it. Getting vaccinations She believes in community responsibility by believing that vaccinations should only be mandatory for healthcare providers to prevent their patients from getting sicker.

Vaccinations against influenza and other deadly disease should be mandatory. Vaccinations are vital and prevent massive outbreaks of deadly diseases, and hundreds of thousands of deaths per year. Unfortunately some people still decide to be irresponsible and not get a vaccination. Not only is refusing to get a vaccination potentially deadly to your own health it is deadly to others. Citizen I believes that getting a vaccination isn't necessary and that our bodies immune system can handle the flu. A full grown adult might be able to fight the flu off, but a child or an elderly person might not have a strong enough immune system to fight the disease off. So not only is refusing to get a vaccination irresponsible it is also immoral and can result in the deaths of others. Citizen II has the perfect viewpoint and is correct with all of his statements. Citizen III is correct with her statements but making vaccinations a choice is irresponsible as the flu can infect a non-vax person and result in death, or worse the death of others. Malaria is one of the deadliest diseases and kills 500,000 people a year, mainly children. It is most prominent

Social Studies 30–2, January 2018
Assignment III Responses
Example Scored Proficient (Pf) (continued)

in poverty stricken villages in Africa that do not have access to vaccinations. If malaria vaccinations were made available to Africans than thousands more lives would be saved every year. Vaccinations are one of the greatest inventions in the history of humanity should be used by everyone everywhere.

Vaccinations against influenza prevent sickness and death, and keep people alive. Getting a vaccination is a choice that many people get, but some others decide not to get a vaccination. Citizen I believes in not getting a vaccination as she has faith in herself, and her immune system. Citizen II believes in mandatory vaccinations, as they will prevent unnecessary government spending and will decrease the likelihood of death to the elderly. Citizen III is pro-choice and believes that everyone except healthcare providers should be able to choose if they want a vaccination. Vaccinations should be mandatory as they prevent hundreds of thousands of deaths per year.

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*Social Studies 30–2 January 2018
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 “Vaccinations help your body’s immune system adapt and fight off the flu and other sicknesses, and prevent other people from getting sick from you. The main controversy over vaccinations is that you have a choice in getting a vaccination.”</p> <p>The analysis is appropriate and purposeful, as evident in “Citizen I is more concerned with her own self-interests than she is with the common good. She is pro-choice and thinks that everyone should be able to make their own choices on any topic. Her self-reliance and faith in her own immune system suggest that she is on the right side of the political spectrum and is a classical liberal.”</p> <p>The student demonstrates a clear understanding of the various points of view on the issue and the assigned task, as seen in “Mandatory vaccinations also put less of a burden on the economy and allows for more government spending on other projects. The money used upon people with influenza could be spent upon other things such as schools, providing shelter for the homeless, transportation, and more.”</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. • Evidence is appropriate, but may contain some minor factual errors. 	<p>The student’s defence of position is based on sound arguments; for example, “Vaccinations are vital and prevent massive outbreaks of deadly diseases, and hundreds of thousands of deaths per year. Unfortunately some people still decide to be irresponsible and not get a vaccination.”</p> <p>Evidence is appropriate, as seen in “Citizen III is correct with her statements but making vaccinations a choice is irresponsible as the flu can infect a non-vax person and result in death, or worse the death of others. ... Vaccinations are one of the greatest inventions in the history of humanity should be used by everyone everywhere.”</p> <p style="text-align: right;"><i>(continued)</i></p>	<p>Pf</p>

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 “A full grown adult might be able to fight the flu off, but a child or an elderly person might not have a strong enough immune system to fight the disease off.”</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 six paragraphs.</p> <p>Appropriate stylistic choices, such as “Not only is refusing to get a vaccination potentially deadly to your own health it is deadly to others,” contribute to the creation of a distinct voice.</p> <p>Vocabulary, such as “classical liberal” and “prominent,” is specific.</p> <p>The student’s writing frequently demonstrates effective control of sentence construction, grammar, and mechanics; for example, “Citizen II believes in mandatory vaccinations, as they will prevent unnecessary government spending and will decrease the likelihood of death to the elderly.”</p> <p>Errors, such as “Getting vaccinations She believes in community responsibility,” do not detract from communication.</p>	<p>Pf</p>

Examples of Students' Writing with Rationales

Social Studies 30–2, January 2018
Assignment III Responses
Example Scored Excellent (E)

Assignment 3

Vaccinations against influenza being made mandatory could be both beneficial and controversial. Certain flu seasons seem to have large fatalities due to the sickness and have costly burdens placed on our health care systems. As influenza vaccinations are highly effective, implementing mandatory vaccinations would certainly reduce the rapid spread of the sickness, however would cause major debate on whether the mandatory vaccination is invasive on personal rights and freedoms of individuals. Many citizens may be against the vaccination becoming mandatory because of the stress it can put on the health care systems as well as invading peoples personal choice to do what they wish with their own bodies. The three citizens below all express valid opinions on reasons why the influenza vaccination being made mandatory would be either a positive or negative effect on society.

Citizen 1's point of view stems from a seemingly more capitalist, right sided mindset. She states that people should have the choice whether or not to receive the vaccine, since it is their own bodies. She addresses that she is a healthy adult, and her bodies own immune system will fight it off. Citizen 1 is most likely in favour of a system with minimal government intervention, and believes in freedom of the individual over security of the collective. She states a valid issue in respect to citizens being able to have the right to make their own decisions, predominantly when it is in regards to their own bodies. Many people would see this extent of government involvement as highly invasive and excessive. Flu shots are always available to any citizen concerned with the influenza, and they may receive the vaccination at their own will. Many citizens would not be in favour of this law considering that it is a needle being inserted into ones body, which seems almost an infringement upon individual rights as to the freedom to choose what is done with their own bodies and health related decisions. It would also be a burden on the

Social Studies 30–2, January 2018
Assignment III Responses
Example Score Excellent (E) (continued)

government as to how you would determine which citizens have received the vaccination and which haven't. It would be costly and time consuming, as well as nurses or volunteers must be hired/ organized to give the vaccination during the time period in which citizens must receive the vaccination, since the number of patients receiving would be extremely large.

Citizen 2 comes from a belief which gives an impression of being the opposite viewpoint from Citizen 1, with an ideology positioned more left side and in favour of more government intervention. He states that many elderly citizens and people with chronic diseases are at high risk and the small cost of providing the vaccination has an outcome that is more beneficial and would relieve the stress on the health care system during the flu season. Citizen 2 has a valid opinion in which by everyone being forced to receive the vaccination, the amount of fatalities and the spread of the sickness would be significantly decreased. By implementing mandatory vaccination, citizens give up a small freedom for a greater good- the security of the group. Considering that the influenza is highly contagious, by making the vaccination mandatory the government is preventing the spread of the sickness through the workplace, health care buildings, school systems, retirement homes, and public places such as libraries or recreational centers, where germs can be easily spread. The common good of society must be taken into consideration when protecting citizens which are vulnerable and containing the spread of the influenza.

Citizen 3's viewpoint would lie on the midline of the previous two citizens opinions. She agrees with Citizen 1 regarding to how the vaccinations should be freely available to anyone who wants them, however also concedes with Citizen 2's view stating that the vaccination should be mandatory for any health care providers to prevent spreading the influenza to citizens who are more likely to become infected such as the sick or elderly. Citizen 3 would be in favour of

Social Studies 30–2, January 2018
Assignment III Responses
Example Scored Excellent (E) (*continued*)

finding a common ground between individual freedom and collective security. By not making the vaccination mandatory, citizens have the freedom to control their own bodies and make their own choices regarding health care, however health care workers who are exposed to the influenza and are at risk for spreading it to vulnerable patients must receive the vaccination. This way, people have the right to maintain their individual freedoms, while also slightly reducing the stress on the health care system by protecting the staff as well as preventative measures to minimize exposure to sick and elderly patients.

My viewpoint on the issue would most likely correspond with Citizen 3's suggestion on the topic. I believe that by forcing all citizens to receive the vaccination, it goes against the freedoms of the individual and the right to do as they choose with their body. In today's society we are given the right to make our own choices and decide ourselves what we believe is right. Many cultures or religions believe in spiritual and natural healing, and by making vaccinations mandatory it would infringe upon these people's rights to practice healing methods as they choose. Many people may also see being forced to be poked with a needle as invasive and an unnecessary form of government intervention. However, the influenza does have a large impact on the health care systems each year, and action should be taken to prevent the stress on these services. Therefore, I agree that health care providers, as well as anyone working in areas where people are more at risk to the disease such as retirement homes, hospitals, daycares, or people working with the injured or disabled should be required to receive the vaccination before exposing patients or others to the flu. These people who have weak immune systems due to age or sickness should be protected by the government in order to prevent further damage to their health and possibly death. Government could also require any citizens entering areas where people are at high risk such as ICU units in hospitals, or premature infant and elderly care units

Social Studies 30–2, January 2018
Assignment III Responses
Example Score Excellent (E) (*continued*)

to have the vaccination before putting these people at risk. By implementing government involvement only where necessary, the government can protect citizens who are at high risk and reduce stress on the health care system, while also allowing regular citizens to choose for themselves whether or not they wish to receive the vaccination. This way, citizens remain able to keep their individual freedoms, while the government also takes some action to protect and limit the spread of the influenza in order to keep the common good of society as a priority.

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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, “As influenza vaccinations are highly effective, implementing mandatory vaccinations would certainly reduce the rapid spread of the sickness, however would cause major debate on whether the mandatory vaccination is invasive on personal rights and freedoms of individuals. Many citizens may be against the vaccination becoming mandatory because of the stress it can put on the health care systems as well as invading peoples personal choice to do what they wish with their own bodies.”</p> <p>The student’s thoughtful and thorough analysis is demonstrated in “By implementing mandatory vaccination, citizens give up a small freedom for a greater good- the security of the group. ...The common good of society must be taken into consideration when protecting citizens which are vulnerable and containing the spread of the influenza.”</p> <p>A confident and perceptive understanding of the various points of view on the issue is shown in “Many citizens would not be in favour of this law considering that it is a needle being inserted into ones body, which seems almost an infringement upon individual rights as to the freedom to choose what is done with their own bodies and health related decisions. It would also be a burden on the government as to how you would determine which citizens have received the vaccination and which havent.”</p>	E
<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 student’s defence of position is based on convincing arguments; for example, “I believe that by forcing all citizens to recieve the vaccination, it goes against the freedoms of the individual and the right to do as they choose with their body. In todays society we are given the right to make our own choices and decide ourselves what we believe is right” and “However, the influenza does have a large impact on the health care systems each year, and action should be taken to prevent the stress on these services.”</p> <p style="text-align: right;"><i>(continued)</i></p>	E

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 “Many cultures or religions believe in spiritual and natural healing, and by making vaccinations mandatory it would infringe upon these peoples rights to practice healing methods as they choose. Many people may also see being forced to be poked with a needle as invasive and an unnessesary form of government intervention” and “Government could also require any citizens entering areas where people are at high risk such as ICU units in hospitals, or premature infant and elderly care units to have the vaccination before putting these people at risk.”</p> <p>The student demonstrates a thorough and perceptive understanding of applicable social studies knowledge and the assigned task, as seen in “By implementing government involvement only where nesseasary, the government can protect citizens who are at high risk and reduce stress on the health care system, while also allowing regular citizens to choose for themselves whether or not they wish to recive the vaccination.”</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.</p> <p>An engaging voice is evident in stylistic choices such as “This way, citizens remain able to keep their individual freedoms, while the government also takes some action to protect and limit the spread of the influenza in order to keep the common good of society as a priority.”</p> <p>Vocabulary, such as “invasive and excessive” and “infringement,” is precise.</p> <p>Confident control of sentence construction, grammar and mechanics is demonstrated in “This way, people have the right to maintain their individual freedoms, while also slightly reducing the stress on the health care system by protecting the staff as well as preventative measures to minimize exposure to sick and elderly patients.”</p> <p>Errors, such as “belives” and “unessesesary,” are inconsequential.</p>	<p>E</p>