

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

**Social
Studies 30–2**

From the January 2016 Diploma Examination

Alberta  Government

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 2016 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 2016 marking session and the similar example responses that were selected for subsequent marking sessions in 2016. 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 2016 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 2016 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 2016.

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.

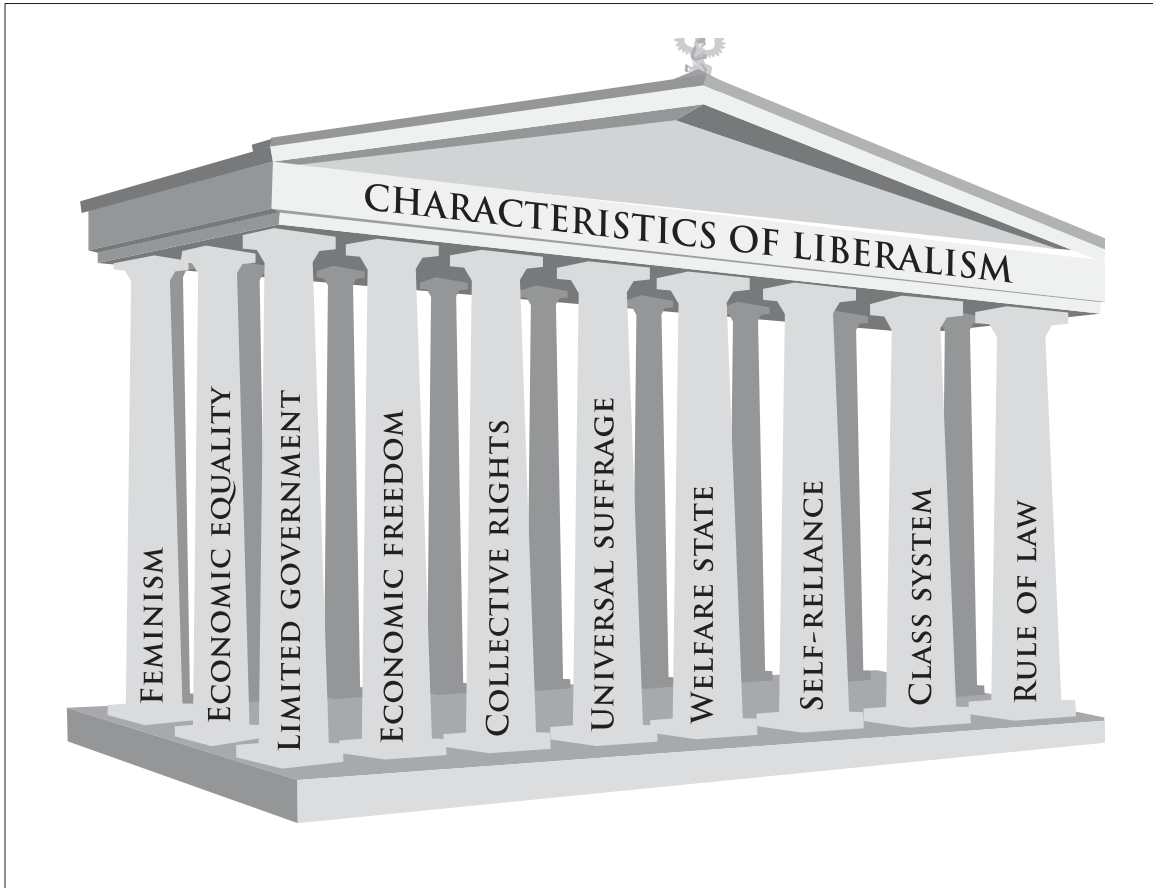
4. It is essential that you consider each of the examples of student writing within the constraints of the examination situation.

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 2016
Written-Response Assignment I

ASSIGNMENT I

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



Which characteristic(s) of liberalism is/are the most important to classical liberalism?

Write a response in which you **must**

- **identify** the characteristic(s) of liberalism that is/are the most important to classical liberalism
- **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 2016
Assignment I Responses
Example Scored Satisfactory (S)

Assignment 1

Limited government is simply when the government limits its involvement in society. Limited government involvement was very important in classical liberalism because it allowed large corporations such as factories to be run the way the factory owners may choose. These privately owned factories were allowed then to produce what they felt they wanted to produce. The collective determined what was to be produced by their demand. This also allowed for capitalism and competition which meant options and lower prices for the consumer.

Economic freedom was another big characteristic that was important in classical liberalism. Due to the fact that there was very little government involvement it gave everyone economic freedom in the way that if they wanted to invest their money in this, or spend in on that, they could. This was seen exactly in the industrial revolution when rich factory owners spent their money on fancy vehicles, nice clothes and large houses. This all would not have been possible without economic freedom.

Self-reliance began to play a large role in the ages of classical liberalism. There were no safety nets during this time. Things like welfare were not around to keep the poor on their feet; it was up to the individual to show some self-reliance by going

Social Studies 30–2, January 2016
Assignment I Responses
Example Scored Satisfactory (S) (*continued*)

out getting a job and supporting one's self. If you did not have self-reliance you would have gone broke and potentially starved to death by not being able to pay for food. This was called poverty; it was seen all over the world during the time of classical liberalism

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*Social Studies 30–2 January 2016
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 “Limited government involvement was very important in classical liberalism because it allowed large corporations such as factories to be run the way the factory owners may choose.”</p> <p>Support is relevant, but general and incompletely developed, as demonstrated in “Due to the fact that there was very little government involvement it gave everyone economic freedom in the way that if they wanted to invest their money in this, or spend in on that, they could. This was seen exactly in the industrial revolution when rich factory owners spent their money on fancy vehicles, nice clothes and large houses.”</p> <p>The student demonstrates an acceptable understanding of the assigned task, as shown in “There were no safety nets during this time. Things like welfare were not around to keep the poor on their feet; it was up to the individual to show some self-reliance by going out getting a job and supporting one’s self.”</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 three paragraphs.</p> <p>Vocabulary such as “which meant options,” “large role,” and “gone broke” is adequate.</p> <p>Basic control of sentence construction, grammar and mechanics is seen in “Limited government is simply when the government limits its involvement in society.”</p> <p>Minor errors, such as “The collective determined what was to be produced by there demand.” do not seriously interfere with communication.</p>	S

Examples of Students' Writing with Rationales

Social Studies 30–2, January 2016
Assignment I Responses
Example Scored Proficient (Pf)

Assignment I – Which characteristic(s) of Liberalism is/are most important to classical liberalism

Limited Government is one of the most important ideologies for classical liberalism because it holds the idea that the government is not interfering with your individual rights and freedoms to live how you want to. Classical liberalism focuses on the individual, and it holds the idea that the government shouldn't tell you what to do, that you as an individual should do everything for yourself and keep yourself afloat (USA) rather than have the government compensate and help you if you are unable to support yourself (Canada).

Economic Freedom is another one of the most important ideologies for Classic Liberalism, it retains the notion that you should have absolute freedom with your money, what you make is what you spend, and if you want to spend more you need to make more. The government can't tell you what to buy, and it can't tell the store what price to put; and it can't tell you how much you are allowed or not allowed to make in a year because it is your freedom to make as much as you see fit.

Self-Reliance is the final and most important part of classic liberalism, it is the backbone of every other ideology, and it is the idea that you have to support yourself no matter what. If you break your arm, you need to pay for it out of your own pocket, if you are hungry, then buy something because there are no food banks. It seems a bit distasteful but it does have upsides, like heavily lowered taxes and total freedom to live how you see fit, and if you feel like buying a gun for safety the government can't intervene.

Social Studies 30–2, January 2016
Assignment I Responses
Example Scored Proficient (Pf) *(continued)*

Classical Liberalism is the idea that you are responsible for yourself, you must live your life without any help, but there is also nothing to hinder your life like reduction of freedom or extremely high taxes. Classic Liberalism is the idea that no matter what you are in control of your own life and nothing can stand in your way to prevent you from living your life the way you want to.

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*Social Studies 30–2 January 2016
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 “Classical liberalism focuses on the individual, and it holds the idea that the government shouldn’t tell you what to do, that you as an individual should do everything for yourself and keep yourself afloat (USA) rather than have the government compensate and help you if you are unable to support yourself (Canada).”</p> <p>Support is relevant and appropriate, as demonstrated in “If you break your arm, you need to pay for it out of your own pocket, if you are hungry, then buy something because there are no food banks. It seems a bit distasteful but it does have upsides, like heavily lowered taxes and total freedom to live how you see fit”.</p> <p>A clear understanding of the assigned task is demonstrated in “Classical Liberalism is the idea that you are responsible for yourself, you must live your life without any help, but there is also nothing to hinder your life like reduction of freedom or extremely high taxes.”</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 four paragraphs.</p> <p>Vocabulary such as “notion,” “distasteful,” and “intervene” is specific.</p> <p>The student demonstrates effective control of sentence construction, grammar, and mechanics, as shown in “Limited Government is one of the most important ideologies for classical liberalism because it holds the idea that the government is not interfering with your individual rights and freedoms to live how you want to.”</p> <p>Errors such as the improper use of a semi-colon in “it can’t tell the store what price to put; and it can’t tell you how much you are allowed or not allowed to make in a year” do not detract from communication.</p>	Pf

Examples of Students' Writing with Rationales

Social Studies 30–2, January 2016
Assignment I Responses
Example Scored Excellent (E)

ASSIGNMENT I

Classical liberalism is a system of government with minimal government involvement. It allows businesses and large corporations to maximize profit and totally control their workplace. The three terms most related to classical liberalism are; limited government, economic freedom, and self-reliance. These terms are major characteristics of classical liberalism and are what shape this ideology.

Economic freedom is the freedom to make and spend your own money however you desire. This right wing characteristic allows large corporations complete control over their company and their money. This is important in today's society because there should not be restrictions to how people can make and spend money. It allows people to buy, sell and trade various goods and services. However our government is more central which means that the way we make our money must be ethical and honest. The profit businesses can make is limited because our economy is controlled by the government rather than by multinational corporations. Economic freedom plays a large role in the beliefs of classical liberalism.

Self-reliance is a characteristic of classical liberalism which implies that corporations should be able to stay in business without the governments help. The companies that sell similar products will be forced to compete with each other to sell the better product or service at a better price. If a company fails to do this in a classical liberalism system of government they may be forced out of business. Self-reliance means that a company should be able to function completely on their own without the governments help. In today's society the government is not as far right as classical liberalism, so if a company is at risk of going out of business the government could

Social Studies 30–2, January 2016
Assignment I Responses
Example Scored Excellent (E) (*continued*)

potentially step in and help them. This type of situation happened years ago when GM or general motors went bankrupt and ended up being saved by the government; if this type of situation happened in a classical liberalism system of government type of government GM would have been forced to shut down or start over. People don't realize how tough today's market is and that the majority of the goods being sold are offered by multiple companies, this makes it even more difficult for companies to stay afloat. Self-reliance is a characteristic favoured by large businesses who believe in classical liberalism.

Limited government is probably the most common know aspect of classical liberalism. It relates back to economic freedom as well as self-reliance. It means that anything corporations do will not be controlled by the government. For example; limited government means that companies can pay their workers however much they want, whereas in today's government there is a minimum wage which is plays in favour of the employees, but it means the company cannot make more money by paying workers less. Limited government would also allow the companies to employ children to work for the company and pay them a really low rate. The current system of government has a legal working age to prevent the abuse of child labour and provides employees with safe work environments. Limited government is the most important characteristic of classical liberalism.

There are multiple characteristics of classical liberalism that make it what it is. The two most important ones are economic freedom and self-reliance. The main characteristic that essentially covers them all is limited government. Classical liberalism is a free for all style of government that plays in favour of the corporations.

*Social Studies 30–2 January 2016
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 “Economic freedom is the freedom to make and spend your own money however you desire. This right wing characteristic allows large corporations complete control over their company and their money.”</p> <p>The student’s support is specific and accurate, as seen in “This type of situation happened years ago when GM or general motors went bankrupt and ended up being saved by the government; if this type of situation happened in a classical liberalism system of government type of government GM would have been forced to shut down or start over.”</p> <p>A thorough understanding of the assigned task is evident in “Self-reliance is a characteristic of classical liberalism which implies that corporations should be able to stay in business without the governments help. The companies that sell similar products will be forced to compete with each other to sell the better product or service at a better price. If a company fails to do this in a classical liberalism system of government they may be forced out of business.”</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 “restrictions,” “ethical,” and “prevent the abuse of” is precise.</p> <p>Confident control of sentence construction, grammar, and mechanics is demonstrated in “The profit businesses can make is limited because our economy is controlled by the government rather than by multinational corporations.”</p> <p>Errors such as the failure to use an apostrophe in “governments” are inconsequential.</p>	E

Social Studies 30–2 January 2016
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



Library of Congress, LC-DIG-nclc-01455

United States, 1908—Girl working in a cotton mill.

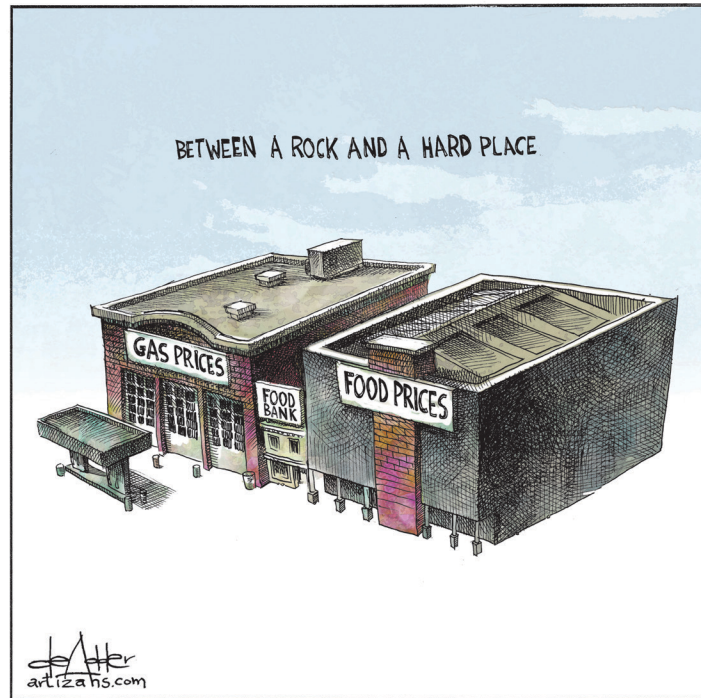
**This photograph is unavailable
for electronic posting.**

Bangladesh, 2008—Girl working in a textile factory.

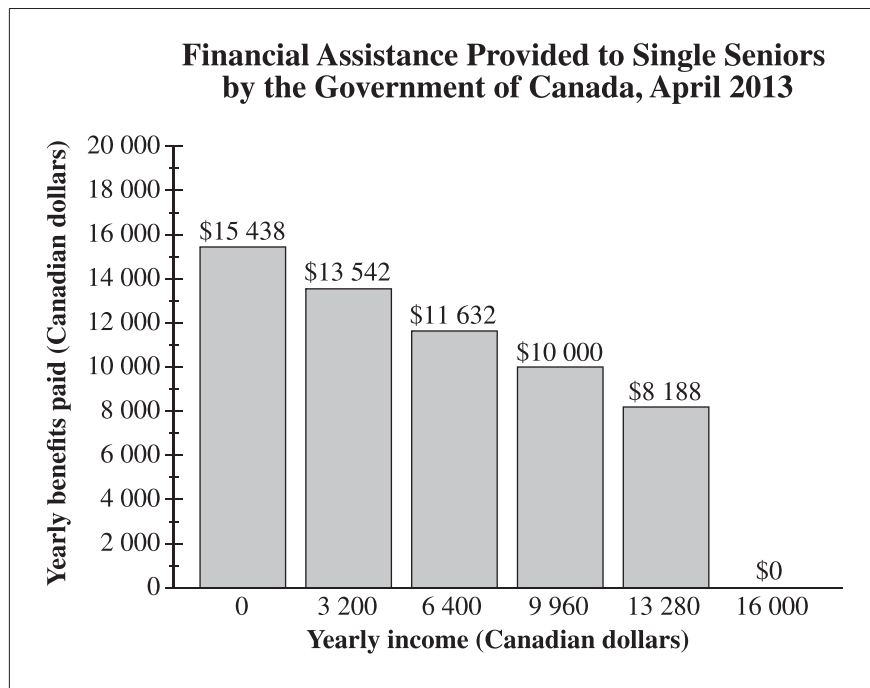
Source I

Hine, Lewis Wickes, photographer. "Sadie Pfeifer, 48 Inches High, has Worked Half a Year. One of the Many Small Children at Work in Lancaster Cotton Mills, Nov. 30, 1908. Location: Lancaster, South Carolina." Photograph. From National Child Labor Committee Collection, Prints and Photographs Division Washington, D.C., Library of Congress, LC-DIG-nclc-01455.

Source II



Source III



Note: The average income for single Canadians (including seniors) in 2010 was \$32,000.

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 2016
Assignment II Responses
Example Scored Satisfactory (S)

Assignment # / Écrit 2

Source I in 2 pictures the first is a little girl working in a United States cotton mill in 1908. The second picture is a little girl from Bangladesh working in a textile factory in 2008. To me it communicates that the United States gets these clothing, shoes, etc. made over in poor places around the world. These places use young children who work for little in poor conditions. The pictures also make me think the United States is 100 years more advanced than Bangladesh. I believe it is the government's role to stop letting young children in poor countries to make clothing, etc. If the United States doesn't support it in their country they should not support it in anyone else's.

Source II illustrates a building. They're labeled "GAS PRICES", "FOOD BANK" and "FOOD PRICES". Out of the three buildings the food bank is the smallest. To me this means that food prices and gas prices are getting high making it more expensive to live. With it being more expensive to live

Social Studies 30-2, January 2016
Assignment II Responses
Example Scored Satisfactory (S) (continued)

Assignment # / Écrit 2

people are unable to donate anything to the food bank. I think its the governments role to provide equal living rate for everyone. If a full time minimum wage job won't cut it anymore.

Source III illustrates to me that gross payment to every single Canadian including seniors is pretty low and hard to live off of. In 2013 the income for these single Canadians was 32,000 per year. It is the governments job to make sure everyone has a decent life rate. Many Canadians struggle living off minimum wage. Food, gas, clothing prices have all went up and are nearly impossible to afford on minimum wage. The government should raise minimum wage to better fit the people. If it goes up other prices shouldn't be effected. They more given equals the more they have to spend.

Social Studies 30–2, January 2016
Assignment II Responses
Example Scored Satisfactory (S) (continued)

Assignment # / Écrit 2

Governments role in a Society is to meet the need and wants of the people. For example source I. If the United States doesn't support child labor don't get the product made some where that does. In Source II if prices are getting to high people can no longer afford to donate to a food bank. The Government should participate in more welfare events like donating money/food for Canadians rather than except a bunch more refugees. In Source III if Canadians are struggling with living on minimum wage, then the government should raise it.

**Social Studies 30–2 January 2016
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 “To me this means that food prices and gas prices are getting high making it more expensive to live. With it being more expensive to live people are unable to donate anything to the food bank.”</p> <p>The student’s evidence is relevant, but general, as seen in “To me it communicates that the United States gets there clothing, shoes, etc. made over in poor places around the world. These places use young children who work for little in poor conditions. The pictures also make me think the United States is 100 years more advanced then bangladesh.”</p> <p>An acceptable understanding of applicable social studies knowledge and the assigned task is demonstrated by “Source III illustrates to me that gross payment to every single Canadian including seniors is pretty low and hard to live off of.” and “Many Canadians struggle living off minium wage. Food, gas, clothing prices have all went up and are nearly impossible to afford on minium wage.”</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. 	<p>Examples of adequate arguments used for defence include “I believe it is the governments role to stop letting young children in poor countrys to make clothing. etc. If the United States doesn’t support it in their country they should not support it in anyone elses.”</p> <p>Relevant but general and incompletely developed evidence is shown in “In Source II if prices are getting to high people can no longer afford to donate to a food bank, The Government should participate in more welfare events like donating money/food for Canadians rather then except a bunch more rufegees.”</p> <p style="text-align: right;"><i>(continued)</i></p>	<p>S</p>

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 “I think its the governments role to provide equal living rate for everyone, If a full time minium wage job won’t cut it anymore.” and “In Source III if Canadians are struggling with living on minimum wage, Then the government should raise it.”</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 “Governments role in a society is to meet the need and wants of the people. For example source I, If the United States doesn’t support child labory don’t get the products made some where that does.” contribute to the creation of an adequate voice.</p> <p>Adequate vocabulary is demonstrated in “expensive,” “won’t cut it,” “welfare events,” and “bunch more.”</p> <p>Basic control of sentence construction, grammar, and mechanics is evident in “These places use young children who work for little in poor conditions.”</p> <p>Errors such as “illistrates” do not seriously interfere with communication.</p>	<p>S</p>

Examples of Students' Writing with Rationales

Social Studies 30–2, January 2016 Assignment II Responses Example Scored Proficient (Pf)

Assignment 2

In the first source there are two images, both are sad pictures of a girl working in a factory quite possibly because they need to in order to survive. The first image is in the United States in the year 1908. The second is in Bangladesh in 2008. The author of the source feels that the role of the government should be to intervene and implement socialist policies such as they did in the Industrial Revolution with the Factory Acts that ensured better working standards and rights for children and adults. The source is also communicating that although places like the United States have intervened and ensure rights for workers, the exploitation of the working class is still a prevalent issue today in less developed areas of the world.

The second source displays a political cartoon in which a food bank appears squished between the larger businesses: gas prices and food prices. Above the buildings is a text that reads "between a rock and a hard place". The author feels as if the role in which the role the government should take is to implement socialist policies such as making key industries like food and gas public industries so the state or government has control over the pricing of goods to ensure that all people can afford to meet their daily needs. In Canada we previously had crown corporations that were publicly owned such as Canada Post, the author would probably like to see a system such as the previous model Canada had before we switched to a model much more like the U.S. with more private industries.

The third source shows an April 13, 2013 graph displaying the yearly benefits paid to single seniors based on their yearly income. There is a note at the bottom saying the average income including single seniors in 2010 was \$32,000. Based on the graph the majority of seniors would not have received benefits at all as they made on average \$32,000 and the most income you could have to get benefits was \$13,280. This means all seniors making \$13,281 or more went without social help in the form of financial insurance. The author clearly conveys that the current senior financial aid plan is lacking in its ability to help people. The author feels as if the government should implement a better socialist policy

Social Studies 30–2, January 2016
Assignment II Responses
Example Scored Proficient (Pf) *(continued)*

Assignment 2

such as raising taxes to make sure the seniors can get the help that they need. In Sweden they have a high taxation rate but they also are considered to be one of the best places to live due to them having great social services such as senior financial aid that is more functional than Canada's.

Governments in liberal societies cannot function on principles of classical liberalism, and so I, like the authors of the three sources, believes that it must adopt socialist policies in order to ensure the well-being of children, adults, the poor, and seniors. Governemnts in democratic liberal societies reflect the will of the people, and unless that will is the universal suffrage of civillians old and young, then the role of the government must be to implement socialist policies such as rights for workers, control of industries that contributing to poverty by raising prices, and raising taxes so we can have better social services to take care of those in need. If we do not look after those in need in society, then who will aid us in our hour of need?

*Social Studies 30–2 January 2016
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 author of the source feels that the role of the government should be to intervene and implement socialist policies such as they did in the Industrial Revolution with the Factory Acts that ensured better working standards and rights for children and adults.”</p> <p>Evidence is relevant and appropriate, as seen in “The author feels as if the role in which the role the government should take is to implement socialist policies such as making key industries like food and gas public industries so the state or governemnt has control over the pricing of goods to ensure that all people can afford to meet their daily needs. In Canada we previously had crown corporations that were publicly owned such as Canada Post”.</p> <p>The student demonstrates a clear understanding of applicable social studies knowledge and the assigned task in “This means all seniors making \$13,281 or more went without social help in the form of financial insurance. ... In Sweden they have a high taxation rate but they also are considered to be one of the best places to live due to them having great social services such as senior financial aid that is more functional than Canada’s.”</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 defence of position is based on sound arguments; as shown in “If we do not look after those in need in society, then who will aid us in our hour of need?”</p> <p>Appropriate evidence is seen in “the role of the government must be to implement socialist policies such as rights for workers, control of industries that contributing to poverty by raising prices, and raising taxes so we can have better social services to take care of those in need.”</p> <p style="text-align: right;"><i>(continued)</i></p>	Pf

*Social Studies 30–2 January 2016
Assignment I*

EXAMPLE RESPONSE—Proficient

<ul style="list-style-type: none"> • The student demonstrates a clear understanding of applicable social studies knowledge and the assigned task. 	<p>The student demonstrates a clear understanding of applicable social studies knowledge and the assigned task in “Governments in liberal societies cannot function on principles of classical liberalism, and so I, like the authors of the three sources, believes that it must adopt socialist policies in order to ensure the well-being of children, adults, the poor, and seniors.”</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 the first source there are two images, both are sad pictures of a girl working in a factory quite possibly because they need to in order to survive.”</p> <p>Examples of specific vocabulary include “prevalent” and “crown corporations.”</p> <p>The student’s writing frequently demonstrates effective control of sentence construction, grammar, and mechanics, as seen in “The second source displays a political cartoon in which a food bank appears squished between the larger businesses: gas prices and food prices.”</p> <p>Errors such as “Governemnts” do not detract from communication.</p>	<p>Pf</p>

Examples of Students' Writing with Rationales

Social Studies 30–2, January 2016
Assignment II Responses
Example Scored Excellent (E)

Should the government intervene to help those in need? Are these social programs worth funnelling tax dollars into? That is a question commonly asked in any civilized and structured society. Is helping those less fortunate worth our the economic stress it causes to provide these social programs? Is it economically beneficial in the long run to attempt to pick up those who lost their jobs off their feet to help them eventually help stimulate the economy? These answers are subjective and highly debated among politicians and regular people everywhere. Social programs are expensive and a consistent hole in the economy, as no money is coming out of it, just to help those who may make the economy some money later on, so the question on everybody's mind is, Is it worth it?

The first source shows a young girl working in a cotton mill during the industrial revolution in 1908 in poor working conditions. The other photo in the source shows another young girl working in poor conditions in a textile mill in 2008, one hundred years later. This clearly shows that the industrial revolution that happened in Britain and The United States of America 100-150 years ago did not spread world wide and some are still suffering the unfortunate consequences of living in poor countries with out unions and working standards. Just because we look back and see the horror of the working conditions in the U.S 100 years ago doesn't mean everything is okay now unfortunately. Poor young women and men for that matter, are still subjected to the terrors of child labour and poor working conditions. Industrialization is still happening I am afraid, and practices that us here in the west buried a long time ago still rear their ugly heads on other sides of the globe.

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Source number two is a political cartoon that shows a small building awkwardly wedged between two large buildings. The large buildings are labelled "Gas Prices" and "Food Prices" while the smaller building is labelled "Food Bank". The caption above this drawing states "Between a Rock and a Hard Place". This cartoon shows some of the short comings of a capitalist economy. Because with increasing inflation, prices go up and sometimes, you need to just worry about yourself more then those in need. The artist clearly wants to help, and has sympathy for those less fortunate, or this cartoon wouldn't focus on what is in between that rock and hard place. But clearly its not that easy sometimes. It is not always easy for the average Canadian to support themselves in this day and age and contribute to services like the food bank. Things like recession and mass unemployment don't help this matter either. The idea the artist may be attempting convey is that maybe the social services we have now aren't cutting it, we need to provide more help to those in need even in times of mass inflation and recession, or being in between the rock and the hard place may become a less comfortable place to be then it already is.

Source 3 is a graph titled "Financial Assistance Provided to Single Senior by the Government of Canada, April 2013". The graph contrasts the amount of welfare or assistance single senior citizens receive from the government on a yearly basis to the yearly income of the senior citizen. The graph shows that those making over 16 thousand dollars a year receive no support from the government, though that number is half that of the Canadian average income in 2010 at 32 thousand dollars. There is a clear problem here. These seniors breaking that 16 thousand dollar yearly income receive no help when they clearly need it. This graph suggests that we need to improve our social programs to help

those unfortunate. But like we stated with source 2, that may a little bit difficult with inflation and recession, that a potential raise to taxes to fund these programs to make them more effective may break the average Canadian. Another problem with this graph is that a Canadian Senior who has a 0 dollar year income will receive about 15.5 thousand dollars in welfare per year, while a Canadian Senior making 16 thousand dollars will receive no support. So there is a clear imbalance in the welfare system here, the imbalance in the support from the government in shown clearly throughout the graph with more then just these examples. So this graph shows that there is a problem with our welfare and support system for those in need, and it needs to be rebalanced and reevaluated so those in need can receive the help they deserve.

In conclusion, all 3 sources communicate suffering and a failure by the government to help those in need. From the young women working in sweat shops around the globe to those less fortunate who don't receive the welfare and food they need. I believe that the government should mostly stay out the market economically, but should step in to provide social programs to those who really need it. As shown in sources 2 and 3, our social programs could be plenty more effective. From our welfare to our food banks. Its clear that governments should provide more economic support to those in need, the world would be a better place with fewer people starving on the streets and with fewer struggling to keep them selves over the poverty line. With more government involvement in more social programs fewer would have to starve and keeping poverty low would be easier and more efficient!

*Social Studies 30–2 January 2016
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 cartoon shows some of the short comings of a capitalist economy. Because with increasing inflation, prices go up and sometimes, you need to just worry about yourself more then those in need.” and “The idea the artist may be attempting convey is that maybe the social services we have now aren’t cutting it, we need to provide more help to those in need even in times of mass inflation and recession, or being in between the rock and the hard place may become a less comfortable place to be then it already is.”</p> <p>Evidence is specific and accurate, as demonstrated in “This clearly shows that the industrial revolution that happened in Britain and The United States of America 100-150 years ago did not spread world wide and some are still suffering the unfortunate consequences of living in poor countries with out unions and working standards. ...Industrialization is still happening I am afraid, and practices that us here in the west buried a long time ago still rear their ugly heads on other sides of the globe.”</p> <p>A perceptive understanding of applicable social studies knowledge and the assigned task is demonstrated in “Another problem with this graph is that a Canadian Senior who has a 0 dollar year income will receive about 15.5 thousand dollars in welfare per year, while a Canadian Senior making 16 thousand dollars will receive no support.”</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 and logical arguments, as seen in “So this graph shows that there is a problem with our welfare and support system for those in need, and it needs to be rebalanced and reevaluated so those in need can receive the help they deserve.” and “Its clear that governments should provide more economic support to those in need, the world would be a better place with fewer people starving on the streets and with fewer struggling to keep them selves over the poverty line.”</p> <p style="text-align: right;"><i>continued</i></p>	

Assignment II 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 “I believe that the government should mostly stay out of the market economically, but should step in to provide social programs to those who really need it. As shown in sources 2 and 3, our social programs could be plenty more effective. From our welfare to our food banks.”</p> <p>A thorough and perceptive understanding of the applicable social studies knowledge and the assigned task is evident in “In conclusion, all 3 sources communicate suffering and a failure by the government to help those in need. From the young women working in sweat shops around the globe to those less fortunate who don’t receive the welfare and food they need.”</p>	<p>E</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 five paragraphs, including an introductory paragraph containing rhetorical questions to establish the context of the assigned task.</p> <p>Effective stylistic choices contribute to the creation of an engaging voice, as seen in “There is a clear problem here. These seniors breaking that 16 thousand dollar yearly income receive no help when they clearly need it.”</p> <p>Vocabulary such as “funnelling,” “stimulate,” “unfortunate consequences,” and “subjected to” is precise.</p> <p>The student’s writing demonstrates confident control of sentence construction, grammar, and mechanics; for example, “These answers are subjective and highly debated among politicians and regular people everywhere.”</p> <p>Errors such as “in shown clearly” are inconsequential.</p>	<p>E</p>

Social Studies 30–2 January 2016
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 voting in Canadian federal elections be made mandatory?


Citizen I

Voter turnout in Canadian federal elections seems to have settled into the range of 59% to 65% of the eligible population. What's wrong with this? Our society is based on individual rights, and if a citizen decides to exercise his or her right not to participate in the voting process, we should not interfere!


Citizen II

Having less than two-thirds of voters participate in federal elections is unacceptable. Our democracy requires active, responsible citizenship and at the core of citizenship is voting in elections. Some countries have mandatory voting and they consistently get a participation rate of 95%—now that's a vibrant democracy!


Citizen III

Making voting compulsory is ridiculous! Most people who don't vote either don't care about who forms the government, or they know so little about the candidates and the issues that their vote would be completely random. We should require potential voters to pass a voter competency test to see if they can cast a ballot in an informed, intelligent manner.

**Should voting in Canadian federal elections
be made mandatory?**

Write a response in which you **must**

- **explore** the issue of making voting mandatory in Canadian federal elections
- **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 2016
Assignment III Responses
Example Scored Satisfactory (S)

Assignment # / Écrit 3

Citizen one thinks that having voting mandatory is not alright. He believes that it is an individual's right to decide not to vote. He thinks that if we were to make voting mandatory that it would be a violation to our personal rights and freedoms. ^{Citizen one} He feels that the mandatory rule should not even be considered that we just need to leave it alone.

Citizen two thinks that mandatory voting should occur. She thinks that as a citizen it is our duty to be a "responsible citizen" and to be a responsible citizen we

Assignment # / Écrit 3

most like. She feels that without all eligible voters not voting that we would not have a true democracy, that in order to have a true democracy we must ^{have} all participants voting.

Citizen three thinks that mandatory voting should not happen. He feels that if we force citizens to vote that we will not have an accurate representation of what our society wants. Citizen three believes that if we have mandatory voting we will have people voting at random and not be

Assignment # / Écrit 3

Voting based on intelligence, that if we must have a test
to ensure proper knowledge, if we do mandatory voting
Personally I feel that Citizen three is
mostly correct. I think that we should
not have mandatory voting ~~is~~ and that if we
do we will have people voting at random
If we force voting then we will ^{have} an
unaccurate democracy, we will have
little information about what ~~is~~ our
society truly wants. However I disagree
with Citizen three and had ^{he} ~~they~~ wanted a
Voter Competency test I feel that if a
person has no interest in voting then why make them vote?

*Social Studies 30–2 January 2016
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 “She feels that without all eligible voters not voting that we would not have a ture democracy, that in order to have a ture democracy we must have all participants voting.”</p> <p>The analysis is general and straightforward; for example, “He thinks that if we were to make voting mandatory that it would be a violation to our personal rights and freedoms.” and “She thinks that as a citizen it is our duty to be a ‘responsible citizen’ and to be a responsible citizen we must vote.”</p> <p>An acceptable understanding of the various points of view is shown in “He feels that if we force citizens to vote that we will not have an accurate reperesentation of what our society wants.”</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. • 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 think that we should not have mandatory voting and that if we do we will have people voting at random.”</p> <p>Evidence is relevant, but incompletely developed, as seen in “If we force voting then we will have an unaccurate democracy, we will have false information about what our society turely wants.”</p> <p>An acceptable understanding is demonstrated in “However I disagree with citizen three and how he wanted a voter competency test I feel that if a person has no intrest in voting then why make them vote?” <i>(continued)</i></p>	S

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 feel that if a person has no interest in voting then why make them vote?” contribute to the creation of an adequate voice.</p> <p>Vocabulary is adequate; for example, “considered” and “false information.”</p> <p>Basic control of sentence construction, grammar, and mechanics is demonstrated in “Citizen two thinks that mandatory voting should occur. She thinks that as a citizen it is our duty to be a ‘responsible citizen’ and to be a responsible citizen we must vote.”</p> <p>Errors such as “He believes that it is an individuals right to decided not to vote.” 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 2016
Assignment III Responses
Example Scored Proficient (Pf)

Voter turnout in Canada has and always will be a common problem. Many believe that voting should be mandatory so that the elected government best reflects the will of the majority. Others believe that everyone has the right to practice or not practice their democratic rights and those who do not want to vote should not have to. There are even some who believe that people should not be allowed to vote without passing a test to prove they are knowledgeable on the subject.

Citizen one believes that the voter turnout in Canadian federal elections is acceptable around 60%. They believe that everyone has the right to participate in federal elections if they want to and that should be how it stays. This is a very liberal ideal where the government does not have much control in the political system and allows for individual freedoms to be practiced. I think this is a very desirable system where everyone can practice their right to vote if they want to. On the other hand the lack of people voting means that the election will be less accurate to the will of the people and the government will be less able to take action that reflects the wants of majority. This is the system that most modern day democracies use because it gives political freedom to everyone and provides positive results.

Citizen two thinks that having less than two thirds of the potential voter population vote is unacceptable. They believe that in order to have a fully functional democracy more people have to share their beliefs on how the government should operate. Citizen two would make voting mandatory so that more of the eligible population will participate and vote. Elections that used this system would best reflect Canada and the will of the people. It would be the best way to communicate to the government the desired operations they took. However, it would restrict some of the political rights that are essential to a democracy and would encourage more people to vote "randomly" to avoid the consequences of not voting. This would mean that people would

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vote for options that did not reflect their beliefs more which could yield misleading results. This system can be seen most commonly used in dictatorships with a lot of government control where people are forced to vote.

Citizen three suggests that instead of making voting mandatory we should restrict the number of people who vote ever further. They think that people who do not vote either do not care or do not know enough about the candidates or the issues to form a valid opinion. That is why they suggest to have a voter competency test to ensure that everyone who is voting is educated on the topic before their vote is counted. This system restricts the democratic rights of individuals even further and would only reflect the opinions of those who have the time, money, and education to pass the test. This would cause a massive bias in the voting population and lead to results that do not accurately reflect the will of the people. This system has a lot of draw backs and is not commonly seen in and modern day government.

Although I believe that everyone should vote I think it is unfair to make it necessary. This means that I think that Canada should not make voting in elections mandatory nor should it make voter competency tests. I think Canada already has the best possible system of voting in federal elections that reflects the will of the people accurately without restricting the democratic rights and freedoms of individuals. The system best reflects the liberal ideals that democracies were built on.

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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 “Voter turnout in Canada has and always will be a common problem. Many believe that voting should be mandatory so that the elected government best reflects the will of the majority. Others believe that everyone has the right to practice or not practice their democratic rights and those who do not want to vote should not have to.”</p> <p>The analysis is appropriate and purposeful, as evident in “They believe that everyone has the right to participate in federal elections if they want to and that should be how it stays. This is a very liberal ideal where the government does not have much control in the political system and allows for individual freedoms to be practiced.”</p> <p>The student demonstrates a clear understanding of various points of view on the issue, as seen in “Citizen three suggests that instead of making voting mandatory we should restrict the number of people who vote ever further. They think that people who do not vote either do not care or do not know enough about the candidates or the issues to form a valid opinion. That is why they suggest to have a voter competency test to ensure that everyone who is voting is educated on the topic before their vote is counted.”</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, “I think this is a very desirable system where everyone can practice their right to vote if they want to.”</p> <p>Evidence is appropriate, as seen in “I think Canada already has the best possible system of voting in federal elections that reflects the will of the people accurately without restricting the democratic rights and freedoms of individuals.”</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 “Although I believe that everyone should vote I think it is unfair to make it necessary. This means that I think that Canada should not make voting in elections mandatory nor should it make voter competency tests.”</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 five paragraphs.</p> <p>Appropriate stylistic choices, such as “The system best reflects the liberal ideals that democracies were built on”, contribute to the creation of a distinct voice.</p> <p>Vocabulary such as “fully functional democracy,” “misleading results,” and “massive bias” is specific.</p> <p>The student’s writing frequently demonstrates effective control of sentence construction, grammar, and mechanics; for example, “This is the system that most modern day democracies use because it gives political freedom to everyone and provides positive results.”</p> <p>Errors such as “desired operations they took” do not detract from communication.</p>	<p>Pf</p>

Examples of Students' Writing with Rationales

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Example Scored Excellent (E)

Assignment III

Voting is one of the roots to democracy. It is what makes the democratic system effective. Voting allows people to choose who they want to represent them in government and who they believe is the strongest leader for the country. It allows people to have their voice heard and to ignite change in a country if they believe it is to be run a different way. Voting is what separates a democracy from a dictatorship. Leaders make decisions based on what they people have spoken up for instead of what the government believes is best. Voting is the very key to democracy and it is a privilege that should be taken up by as many people as possible that are educated about the electorates and the stand points of the candidates.

Citizen I is strongly against making voting mandatory. They believe in individual rights and the freedom to choose what to do. This speaker believes that no one should exercise their right to vote if they are not compelled to do so. One of the many things that make Canada unique and that we take such pride in is the Canadian Charter of Rights and Freedoms. This charter states that we have a right to vote yet we have the freedom to choose to exercise this right. If voting became a mandatory process then it would take away our individual freedom to choose whether or not to vote. There are situations where citizens just under some circumstances cannot participate in voting and if voting was mandatory it would make it an extremely stressful and difficult situation for those people. This

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Example Scored Excellent (E) *(continued)*

speaker believes we should stick to what our charter says now and not make voting mandatory. They believe we should allow people the freedom to exercise the right to vote if they want.

Citizen II is extremely supportive of making voting in federal elections mandatory. This speaker believes that the only way to get a government that will benefit as many people as possible is to have as close to 100% voter turnout as possible. They also believe that exercising this right to vote is the core to being a citizen of the country. Making voting mandatory will make sure everyone's voice is heard. When every eligible person votes it creates a government that will best govern the people. If not every person votes they cannot put forward the strongest government possible. This speaker believes that the best way to get the most out of a government is by making voting mandatory and having each individual heard and recognized.

Citizen III is also strongly against making voting mandatory. However they believe this for different reasons. They believe that not everyone should be allowed to vote. Many people are so consumed with their everyday lives that they do not have the time to properly educate themselves on the choices they are making. Many people also just do not care who comes into government. If these people were forced to vote it could change the outcome of the election and an incompetent electorate could come into power. This speaker believes the only people who should vote are those who have proved themselves to be educated

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Example Scored Excellent (E) (*continued*)

enough to make the best choice for the country. Each vote is extremely important so it is just as important that each vote is considered thoroughly and carefully. To this speaker, this is the best way to determine the strongest government.

Personally, I believe that voting should not be made mandatory for the same reasons as Citizen III. There are many people who are rather too busy to understand who they are voting for and some people just do not care. If these people are forced to vote they are most likely to just vote randomly. This can jeopardize the election by accidentally putting the wrong person into power. The set government should only be put into place after each person that voted has carefully educated themselves to what each electorate represents. If a voter is just going to vote for people randomly and without any or very little thought then it is better off for the country that they do not vote at all. Citizen I was against mandatory voting because they believe we should reserve the freedom to choose if we want to exercise the right to vote. Citizen II was very supportive of mandatory voting because they believe it is the key to an active citizenship and that it will determine the best government. Citizen III believed only those who have proved themselves educated enough should be allowed to vote. It is better for the country as a whole if only those who understand who they are putting into power and those who want change or to be heard are allowed to vote. Instating mandatory voting will force people to elect incompetent leaders to come to power which would ruin the country. Voting is such a crucial part of democracy that

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Example Scored Excellent (E) (*continued*)

only those who can make the best choice should be allowed to vote in who they believe is going to govern Canada the best.

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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, “Voting allows people to choose who they want to represent them in government and who they believe is the strongest leader for the country. ... Voting is the very key to democracy and it is a privilege that should be taken up by as many people as possible that are educated about the electorates and the stand points of the candidates.”</p> <p>The student’s thoughtful and thorough analysis is demonstrated in “One of the many things that make Canada unique and that we take such pride in is the Canadian Charter of Rights and Freedoms. This charter states that we have a right to vote yet we have the freedom to choose to exercise this right. If voting became a mandatory process then it would take away our individual freedom to choose whether or not to vote.”</p> <p>A confident and perceptive understanding of the various points of view on the issue is shown in “This speaker believes that the only way to get a government that will benefit as many people as possible is to have as close to 100% voter turnout as possible. ... When every eligible person votes it creates a government that will best govern the people.”</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, “There are many people who are rather too busy to understand who they are voting for and some people just do not care. If these people are forced to vote they are most likely to just vote randomly. This can jeopardize the election by accidentally putting the wrong person into power.”</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 “The set government should only be put in place after each person that voted has carefully educated themselves to what each electorate represents. If a voter is just going to vote for people randomly and without any or very little thought then it is better off for the country that they do not vote at all.”</p> <p>The student demonstrates a thorough and perceptive understanding of applicable social studies knowledge and the assigned task, as seen in “Voting is such a crucial part of democracy that only those who can make the best choice should be allowed to vote in who they believe is going to govern Canada the best.”</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 “Each vote is extremely important so it is just as important that each vote is considered thoroughly and carefully.”</p> <p>Vocabulary such as “ignite change” and “jeopardize” is precise.</p> <p>Confident control of sentence construction, grammar and mechanics is demonstrated in “This speaker believes that no one should exercise their right to vote if they are not compelled to do so.”</p> <p>Errors such as “those who have proved themselves” are inconsequential.</p>	<p>E</p>