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

From the January 2023 Diploma Examination

This document was primarily written for:

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

2022–2023 Social Studies 30–2 Examples of the Standards for Students’ Writing

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You can reach us with your comments and questions by email to Nathalie.Langstaedtler@gov.ab.ca or Janet.Rockwood@gov.ab.ca.

We can also be contacted by regular mail at

Alberta Education
Provincial Assessment Sector
6th Floor, 44 Capital Boulevard
10044 108 Street NW Edmonton, Alberta T5J 5E6

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 2023 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 2023 marking session. The example responses and the rationales were also used to train markers to apply the scoring criteria consistently and to justify their decisions about scores in terms of an individual student’s work and the criteria.

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

Selection and use of example papers

The teachers on the Standards Confirmation Committee for the January 2023 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 2023 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 2023.

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 2023 Writing Assignments

January 2023

Social Studies 30–2

Part A: Written Response

Grade 12 Diploma Examination

Description

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

Plan your time carefully.

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

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

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

Instructions

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

Additional Instructions for Students Using Word Processors

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

Additional Instructions for Students Who are Handwriting

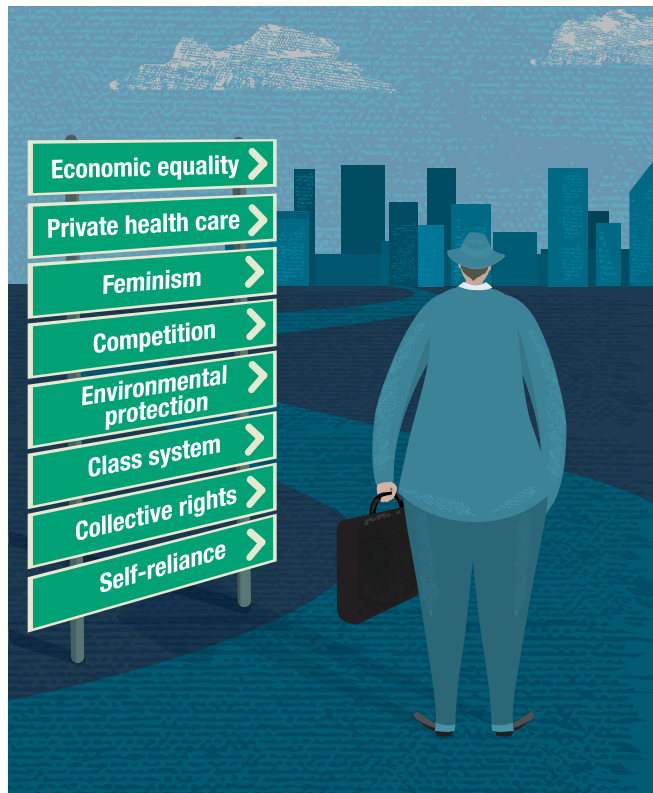
- **Use the paper provided by your school for handwritten work.** Note that there is no paper provided in the booklet for final written work.
- Use blue or black ink for handwritten work.

Assignment I

Value: 10% of the total examination mark

Suggested time: 20–25 minutes

Suggested word count range: 250 to 550 words



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

Write a response in which you **must**

- **identify** the characteristic(s) that is/are the most important to modern 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

Assignment II

Value: 20% of the total examination mark

Suggested time: 40–45 minutes

Suggested word count range: 375 to 900 words

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

Source I



REUTERS/Stephen Lam

Oakland, United States,
November 25, 2014—
Reaction following the
announcement that a white
police officer would not be
charged in the shooting of
an unarmed, 18-year-old
African American



DANIEL LEAL-OLIVAS/AFP via Getty

London, United Kingdom,
July 9, 2016—Protest
against police brutality
in the United States after
two incidents of African
American men being shot
and killed by police officers

Note: The partially visible
sign on the right side of the
photograph reads, "WHITE
SILENCE COSTS LIVES."

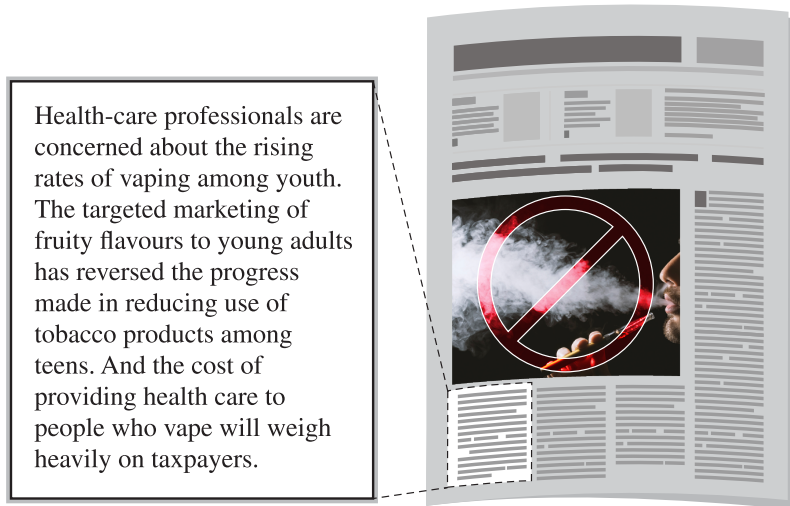
Source I

REUTERS/Stephen Lam
Daniel Leal-Olivas/AFP via Getty Images

Source II



Source III



Source II

Michael de Adder/Artizans.com

Assignment II

Value: 20% of the total examination mark

Suggested time: 40–45 minutes

Suggested word count range: 375 to 900 words

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

AND

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

Write a response in which you **must**

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

Reminders for Writing

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

Assignment III

Value: 20% of the total examination mark

Suggested time: 40–45 minutes

Suggested word count range: 350 to 800 words

Responses to the following question posed in an online forum:

— □ ×

Should Canada trade with countries that have poor human-rights records?

Citizen I



Canada's prosperity depends on international trade, and we should not risk losing opportunities by interfering in other countries' affairs. If we refuse to trade with a country because of its poor human-rights record, other countries will step in and take advantage of the situation and we'll lose a valuable market.

Citizen II



Canada is internationally recognized for being a leader in the protection of human rights. We have laws that protect Canadian workers from exploitation in "sweatshop" factories or being imprisoned for simply speaking out against the government. We should not trade with countries with poor human-rights records until they meet Canadian standards.

Citizen III



Canada should try to promote human rights around the world. Cutting off trade with a country with a poor human-rights record is not an effective way to accomplish this goal. Strong diplomatic and trading relationships will allow Canada to persuade powerful leaders to respect human rights.

Should Canada trade with countries that have poor human-rights records?

Write a response in which you **must**

- **explore** the issue of trade with countries that have poor human-rights records
- **analyze** various points of view on the issue
- **explain** and **defend** your position on the issue
- **support** your point of view using your understanding of social studies

Reminders for Writing

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

Examples of Students' Writing with Rationales

Social Studies 30–2 Assignment I, January 2023

Example Scored Satisfactory (S)

Compared to how it was throughout history, Liberalism is now quite different. Often referred to as "Modern Liberalism," it's now a very conscious set of beliefs, much different than it was through the past, with a very large focus on human equality and the protection of what's all around us. Although Modern Liberals hold many values, the most important of them would be Economic Equality, Environmental Protection, and Collective Rights.

Economic Equality is a big one for Modern Liberals. They find it very important that society's wealth is shared around evenly, and not just held by a smaller group of more financially wealthy individuals. They believe that it's better to tax the rich more in support of the little guy. Modern Liberals are also bigger supporters of small and local business, to provide them with equal opportunity. Equal Opportunity is what Modern liberals are all about, which is why economic equality is such a big deal for them.

Similar to their belief in economic equality, Modern Liberals also believe in equality for all plant life and animals. Environmental Protection is a big deal for them. Modern Liberalism supports the protection of the ecosystem to help mother nature stay healthy, which is something other belief groups don't focus nearly as much on. They believe in the protection of the earth from large companies that intend to destroy it for a profit.

Last but certainly not least, fitting in with the equality theme, is Collective Rights. This is a big one for Modern Liberals. Modern Liberalism is very supportive of equal rights for everyone, no matter your sex, race, religion, or anything else you can think of. They believe that all humans deserve the same treatment as their neighbour.

Social Studies 30–2 January 2023

Assignment I

Example Paper—Satisfactory (S)

Scoring Criteria	Rationale	Score
<p>Explanations and Support (S)</p> <ul style="list-style-type: none"> Explanations are general and straightforward, revealing an acceptable understanding. Support is relevant but general and/or only partially developed and may contain errors. The response demonstrates an acceptable understanding of the assigned task. 	<p>Explanations are general and straightforward, revealing an acceptable understanding; for example, “Economic Equality is a big one for Modern Liberals. They find it very important that society’s wealth is shared around evenly, and not just held by a smaller group of more financially wealthy individuals. They believe that it’s better to tax the rich more in support of the little guy.”</p> <p>Support is relevant, but general and only partially developed, as seen in “They believe in the protection of the earth from large companies that intend to destroy it for a profit.” and “Modern Liberalism is very supportive of equal rights for everyone, no matter your sex, race, religion, or anything else you can think of.”</p> <p>An acceptable understanding of the assigned task is demonstrated in “Often referred to as “Modern Liberalism,” it’s now a very conscious set of beliefs, much different than it was through the past, with a very large focus on human equality and the protection of what’s all around us.”</p>	<p>Satisfactory</p> <p>S</p>
<p>Communication (S)</p> <ul style="list-style-type: none"> The writing is straightforward and functionally organized. Vocabulary is adequate. The writing demonstrates basic control of sentence construction, grammar, and mechanics. Errors do not seriously interfere with communication. 	<p>The writing is straightforward and functionally organized into four paragraphs.</p> <p>Vocabulary, such as “human equality,” “little guy,” “big deal,” and “large companies,” is adequate.</p> <p>Basic control of sentence construction, grammar, and mechanics is demonstrated in “They believe that all humans deserve the same treatment as their neighbour.”</p> <p>Errors, such as the incorrect use of capitalization, do not seriously interfere with communication.</p>	<p>Satisfactory</p> <p>S</p>

Examples of Students' Writing with Rationales

Social Studies 30–2 Assignment I, January 2023

Example Scored Proficient (Pf)

Assignment 1

Modern liberalism is a political and economic structure that lives in the middle of the spectrum. Containing characteristics that may fall in both collectivism and individualism, but as classical liberalism falls more right leaning, modern liberalism is considered more left leaning. Modern liberalism was created to be a almost perfect solution to either majority left leaning or right leaning societies

Feminism is the ideology that women can be equal to men in most senses of life was a concept that was publicly berated by many, until modern liberalism was born. A political structure was born where women felt they could bring new ideas into the mix and others, who had also found a safe space for their ideas, would agree. Feminists believe women have a place in politics and traditionally “blue” jobs. The win for universal suffrage, leading women to be able to not only vote but get divorced, own property, and open a bank account, was done with modern thinking, not classical.

The ideas of economic equality are left leaning, that the collective population should have more equal opportunities in the economy. Parts of economic equality would be public services and services that provide an income for people who cannot work, currently or ever, or are retired. In Canada there is a government program that will send mothers who are on maternity leave cheques, so they can continue to support their family. In the beginning of Covid-19 when non essential workers lost their jobs, the government of Canada sent out cheques, equivalent to their usual paycheque, to those people.

Assignment 1

Environmental protection should be a key characteristic on the entire spectrum as without an earth that runs properly, there is no society to have these ideologies, but environmental protection is a left leaning idea. This characteristic is to put forth laws to have nature preserves and national parks, huge plots of land that will be untouched by industrialization. Political parties that believe that the environment needs protection will also use this ideology to create laws against single plastic use, littering, and for more eco-friendly packaging.

Social Studies 30–2 January 2023

Assignment I

Example Paper—Proficient (Pf)

Scoring Criteria	Rationale	Score
Explanations and Support (Pf)	<ul style="list-style-type: none"> Explanations are appropriate and purposeful, revealing a clear understanding. Support is relevant and appropriate but may contain minor errors. The response demonstrates a clear understanding of the assigned task. 	<p>Proficient</p> <p>Pf</p>
Communication (Pf)	<ul style="list-style-type: none"> The writing is clear and logically organized. Vocabulary is appropriate. The writing demonstrates capable control of sentence construction, grammar, and mechanics. Errors do not interfere with communication. 	<p>Proficient</p> <p>Pf</p>

Examples of Students' Writing with Rationales

Social Studies 30–2 Assignment I, January 2023

Example Scored Excellent (E)

Assignment #1

One characteristic of modern liberalism that is exceptionally important and remained in society during the transition from classical liberalism to modern liberalism was competition. Competition between companies and individuals stimulated the economy, and funded social services through taxes which were created to enable those who were struggling in society to prosper from competition as well. As an example, present day Canada fits the aspects of a modern liberal society since individuals are able to compete with one another to create the best goods for the lowest prices, but the country also offers social services that aid individuals throughout their lives. Features of society such as Canada's national healthcare system allow individuals to receive treatment they need for reasonable costs. This ensures that all Canadian workers are in good health, which in turn stimulates the economy since sick and injured citizens cannot compete in the production of goods. Cared for individuals will influence supply and demand since they will be able to work and have money available to purchase from other companies. Taxes also ensure that income is transferred from the wealthy to the impoverished, which allows poorer individuals the proceeds necessary to purchase resources. As individuals prosper due to competition, they give back to the government in the form of taxes, and money continues to be reallocated to those who need it. The vital social services of modern liberal societies obtain funding because of the success of those competing with one another.

Another important characteristic of modern liberalism is feminism. The women's suffrage movement was flourishing during the transition from classical liberalism to modern liberalism, and it represented the change in the availability of rights for citizens in society. Women were finally declared "persons" under the law, due to the determination of the famous five, and were given the right to vote. This change paved the way for other discriminated groups to also obtain the right to vote, along with other essential Canadian rights protected by the Canadian Charter of Rights and Freedoms. Due to the fact that many individuals were fighting for similar causes, feminists supported other groups that suffered under discrimination, and spoke out on issues such as racism. These changes helped form the version of modern liberalism which can be seen in many societies today. As an example, Canada, our modern liberal society, was largely influenced

Page 1 of 2

Social Studies 30–2 Assignment I, January 2023, Example Scored Excellent (E) *(continued)*

by the acceptance of rights for others. Today, Canada follows a policy of multiculturalism which is supported by the Multiculturalism Act, the first of its kind. Citizens of all ethnicity and religion are welcome in Canadian society, which has laws protecting individuals from being discriminated against based on their place of origin, language, and more.

Social Studies 30–2 January 2023

Assignment I

Example Paper—Excellent (E)

Scoring Criteria	Rationale	Score
<p>Explanations and Support (E)</p> <ul style="list-style-type: none"> Explanations are deliberate and comprehensive, revealing a perceptive understanding. Support is specific and accurate, and errors, if present, do not detract from the response. The response demonstrates a thorough and perceptive understanding of the assigned task. 	<p>Explanations are deliberate and comprehensive, revealing a perceptive understanding; for example, “Competition between companies and individuals stimulated the economy, and funded social services through taxes which were created to enable those who were struggling in society to prosper from competition as well.” and “The women’s suffrage movement was flourishing during the transition from classical liberalism to modern liberalism...”</p> <p>Support is specific and accurate, as seen in “Women were finally declared “persons” under the law, due to the determination of the famous five, and were given the right to vote. This change paved the way for other discriminated groups to also obtain the right to vote, along with other essential Canadian rights protected by the Canadian Charter of Rights and Freedoms.”</p> <p>A thorough and perceptive understanding of the assigned task is demonstrated in “Features of society such as Canada’s national healthcare system allow individuals to receive treatment they need for reasonable costs. This ensures that all Canadian workers are in good health, which in turn stimulates the economy since sick and injured citizens cannot compete in the production of goods.”</p>	<p>Excellent</p> <p>E</p>
<p>Communication (E)</p> <ul style="list-style-type: none"> The writing is fluent and effectively organized. Vocabulary is precise. The writing demonstrates confident control of sentence construction, grammar, and mechanics. Errors, if present, are inconsequential. 	<p>The writing is fluent and effectively organized into two paragraphs.</p> <p>Vocabulary, such as “stimulated,” “impoverished,” and “reallocated,” is precise.</p> <p>Confident control of sentence construction, grammar, and mechanics is demonstrated in “Today, Canada follows a policy of multiculturalism which is supported by the Multiculturalism Act, the first of its kind.”</p> <p>Errors are inconsequential.</p>	<p>Excellent</p> <p>E</p>

Examples of Students' Writing with Rationales

Social Studies 30–2 Assignment II, January 2023

Example Scored Satisfactory (S)

The first source is showing Black Lives Matter protests, in the source there are two signs that read "Black Lives Matter" as well as another sign that reads "White silence costs lives." These protests had broken out due to police brutality against African Americans. This communicates that individuals must not be afraid to speak up against what they think is wrong and share their voice to create change, without individuals sharing their opinions no change will happen. Which is why it is the role of the individual to speak up when rights are getting violated or if the individual does not agree with something.

The second source is a political cartoon that shows two people in an SUV, sitting in the car one person is saying "What's taking the parliament so long to do something about the government?" While in the bottom right corner there is a sign that reads "SUV sales way up." The author of this source is trying to communicate that it is not only the governments' responsibility to help the environment, but also the individuals in society are responsible. This shows that the government can only do so much to help the environment, as the rest is up to the individual to also do something about the environment since it is not only the government responsible for the environment.

The third source shows a newspaper with vaping crossed out, the text beside the picture talks about the risks of vaping and how it is targeted to young adults do to their fruity flavours the last part of the text reads "And the cost of providing health care to people who vape will weigh heavily on taxpayers." The author of this source is communicating that the role of individuals does not only affect the individual, but it also starts to affect many other people. It is unnecessary to be forced to provide more money to individuals who choose to make bad choices such as smoking, however every individual is responsible for paying taxes to provide health care for others.

In my opinion the role of individuals in society are very important as individuals have a lot of responsibilities. Individuals must be responsible for their own health as well as how they treat the environment. Not all responsibilities are for the government to deal with, it is also up to the individual to notice what they are doing and try to help the problem. Individuals must also speak up when they see

Social Studies 30–2 Assignment II, January 2023, Example Scored Satisfactory (S) *(continued)*

something wrong, as the government can not speak for every single person it is important to have the individuals voices heard.

Social Studies 30–2 January 2023

Assignment II

Example Paper—Satisfactory (S)

Scoring Criteria	Rationale	Score
<p>Interpretation of Sources (S)</p> <ul style="list-style-type: none"> • Interpretations are adequate but general and may contain misconceptions. • Interpretations may not address all sources. • Evidence is relevant but general and/or only partially developed and may contain errors. • The response demonstrates an acceptable understanding of applicable social studies knowledge and the assigned task. 	<p>Interpretations are adequate but general; for example, “This communicates that individuals must not be afraid to speak up against what they think is wrong and share their voice to create change, without individuals sharing their opinions no change will happen. Which is why it is the role of the individual to speak up when rights are getting violated or if the individual does not agree with something.”</p> <p>Evidence is relevant but general, as seen in “The author of this source is communicating that the role of individuals does not only affect the individual, but it also starts to affect many other people. It is unnecessary to be forced to provide more money to individuals who choose to make bad choices such as smoking, however every individual is responsible for paying taxes to provide health care for others.”</p> <p>An acceptable understanding of applicable social studies knowledge and the assigned task is demonstrated in “The author of this source is trying to communicate that it is not only the governments’ responsibility to help the environment, but also the individuals in society are responsible. This shows that the government can only do so much to help the environment, as the rest is up to the individual...”</p>	<p>Satisfactory</p> <p>S</p>
<p>Defence of Position (S)</p> <ul style="list-style-type: none"> • The defence of position is based on one or more adequate arguments • Evidence is relevant but general and/or only partially developed and may contain errors. • The response demonstrates an acceptable understanding of applicable social studies knowledge and the assigned task. 	<p>The defence of position is based on adequate arguments; for example, “Individuals must be responsible for their own health as well as how they treat the environment.”</p> <p>Evidence is relevant but general and only partially developed, as seen in “Not all responsibilities are for the government to deal with, it is also up to the individual to notice what they are doing and try to help the problem.”</p> <p>An acceptable understanding of applicable social studies knowledge and the assigned task is demonstrated in “Individuals must also speak up when they see something wrong, as the government can not speak for every single person it is important to have the individuals voices heard.”</p>	<p>Satisfactory</p> <p>S</p>

Scoring Criteria	Rationale	Score
Communication (S) <ul style="list-style-type: none"> <li data-bbox="142 268 516 327">• The writing is straightforward and functionally organized. <li data-bbox="142 352 488 443">• Basic stylistic choices may contribute to the creation of an adequate voice. <li data-bbox="142 499 415 527">• Vocabulary is adequate. <li data-bbox="142 552 509 642">• The writing demonstrates basic control of sentence construction, grammar, and mechanics. <li data-bbox="142 699 542 758">• Errors do not seriously interfere with communication. 	<p data-bbox="581 268 1203 327">The writing is straightforward and functionally organized into four paragraphs.</p> <p data-bbox="581 352 1211 474">Basic stylistic choices contribute to the creation of an adequate voice, as seen in “In my opinion the role of individuals in society are very important as individuals have a lot of responsibilities.”</p> <p data-bbox="581 499 1198 527">Vocabulary, such as “speak up” and “violated,” is adequate.</p> <p data-bbox="581 552 1227 674">Basic control of sentence construction, grammar, and mechanics is demonstrated in “The author of this source is communicating that the role of individuals does not only affect the individual, but it also starts to affect many other people.”</p> <p data-bbox="581 699 1187 758">Errors, such as “do to their fruity flavours,” do not seriously interfere with communication.</p>	<p data-bbox="1273 426 1430 453">Satisfactory</p> <p data-bbox="1273 478 1325 541">S</p>

Examples of Students' Writing with Rationales

Social Studies 30–2 Assignment II, January 2023

Example Scored Proficient (Pf)

Assignment #2

The first source is two different photographs, one of a man, sitting in front of a fire and surrounded by debris, holding up a sign saying “black lives matter”, and the other of a black woman marching in a protest holding a similar sign. Another partially visible sign in the back read “white silence costs lives”. In the captions, it states that both of these events photographed were the reaction and result against the police brutality done to African Americans. The message the author is trying to convey through these photographs is that individuals must fight back and protest against the systemic racism in our society today, if we want to see any real change. What this source is trying to say is that individuals cannot sit back passively and watch, that they must take action themselves, instead of letting the government do whatever they please, as the role of individuals in today’s society is to hold the government accountable.

The second source is a political cartoon, with two people inside an SUV, and one of the people inside is asking “What’s taking parliament so long to do something about the environment?”. Next to the car, we can see an advertisement that reads SUV sales are up. What the author is trying to convey through this source is that individuals nowadays are sitting back, and waiting for the government to take action when it comes to issues such as protecting and helping the environment, and some individuals even contribute to worsening the state of the environment while complaining about nothing being done. This political cartoon is trying to say that individuals need to be the change they want to see in the world, that sitting around and waiting for the government to act is not the role

of people in society, that their role is to get up and do something about what's happening around them, themselves.

This final source is a newspaper, with a high-lighted section reading about the rising amounts of vaping among youths, how the targeted marketing of fruity flavors have reversed the progress made in reducing the use of tobacco, and the cost of providing healthcare to these teens will be a heavy weight to taxpayers. This source is trying to convey that people should try to put a stop to the rising amounts of vaping, considering how much it is affecting not only teenagers, but also those who don't vape, but still pay taxes. Individuals who do vape must also consider how vaping is affecting their health, and how the rising need for healthcare because they're vaping means that taxpayers will have a heavier weight on their shoulders. Citizens must work together to get the government to do something to prevent this drug-use, for the betterment of our society as a whole.

I believe that the role of individuals in our modern society is to hold the government accountable, and take actions themselves. Individuals cannot afford to passively engage in society, as that gives the government too much power if there is no one protesting what they do or say, which can lead to a corrupt government or a dictatorship, if there is no one to keep them in check. One of the main points in a modern democracy, such as the one we have today in Canada, is that the government is held in check, to make sure they do not abuse or misuse their power, whether that be

through free media or other political parties. The first source helps emphasize my point, as it shows people protesting and working to make change themselves. The people we see protesting are aware that if change must be made, they cannot sit by passively to wait for change to happen. In the past as well, it was the result of people taking action against the government, like during the civil rights movement, that gained equality for African Americans. History, time and time before, has shown that for a society to be balanced, for there to not be a dictatorship, individuals must take action themselves, and not just standby, waiting for the government to eventually take action.

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Assignment II

Example Paper—Proficient (Pf)

Scoring Criteria	Rationale	Score
<p>Interpretation of Sources (Pf)</p> <ul style="list-style-type: none"> • Interpretations are sound and purposeful but may not address all sources. • Evidence is relevant and appropriate but may contain minor errors. • The response demonstrates a clear understanding of applicable social studies knowledge and the assigned task. 	<p>Interpretations are sound and purposeful; for example, “What the author is trying to convey through this source is that individuals nowadays are sitting back, and waiting for the government to take action when it comes to issues such as protecting and helping the environment, and some individuals even contribute to worsening the state of the environment while complaining about nothing being done.”</p> <p>Evidence is relevant and appropriate, as seen in “The message the author is trying to convey through these photographs is that individuals must fight back and protest against the systemic racism in our society today, if we want to see any real change.” and “they must take action themselves, instead of letting the government do whatever they please, as the role of individuals in today’s society is to hold the government accountable.”</p> <p>A clear understanding of applicable social studies knowledge and the assigned task is demonstrated in “Individuals who do vape must also consider how vaping is affecting their health, and how the rising need for healthcare because they’re vaping means that taxpayers will have a heavier weight on their shoulders. Citizens must work together to get the government to do something to prevent this drug-use, for the betterment of our society as a whole.”</p>	<p>Proficient</p> <p>Pf</p>

Scoring Criteria	Rationale	Score
Defence of Position (Pf) <ul style="list-style-type: none"> <li data-bbox="142 268 540 327">• The defence of position is based on one or more sound arguments. <li data-bbox="142 558 540 617">• Evidence is relevant and appropriate but may contain minor errors. <li data-bbox="142 785 540 903">• The response demonstrates a clear understanding of applicable social studies knowledge and the assigned task. 	<p>The defence of position is based on sound arguments; for example, “I believe that the role of individuals in our modern society is to hold the government accountable, and take actions themselves. Individuals cannot afford to passively engage in society, as that gives the government too much power if there is no one protesting what they do or say, which can lead to a corrupt government or a dictatorship, if there is no one to keep them in check.”</p> <p>Evidence is relevant and appropriate, as seen in “The people we see protesting are aware that if change must be made, they cannot sit by passively to wait for change to happen. In the past as well, it was the result of people taking action against the government, like during the civil rights movement, that gained equality for African Americans.”</p> <p>A clear understanding of applicable social studies knowledge and the assigned task is demonstrated in “One of the main points in a modern democracy, such as the one we have today in Canada, is that the government is held in check, to make sure they do not abuse or misuse their power, whether that be through free media or other political parties.”</p>	<p>Proficient</p> <p>Pf</p>
Communication (Pf) <ul style="list-style-type: none"> <li data-bbox="142 1056 496 1115">• The writing is clear and logically organized. <li data-bbox="142 1140 505 1228">• Appropriate stylistic choices may contribute to the creation of a distinct voice. <li data-bbox="142 1381 440 1409">• Vocabulary is appropriate. <li data-bbox="142 1465 521 1554">• The writing demonstrates capable control of sentence construction, grammar, and mechanics. <li data-bbox="142 1612 444 1671">• Errors do not interfere with communication. 	<p>The writing is clear and logically organized into four paragraphs.</p> <p>Appropriate stylistic choices contribute to the creation of a distinct voice, as seen in “This political cartoon is trying to say that individuals need to be the change they want to see in the world, that sitting around and waiting for the government to act is not the role of people in society, that their role is to get up and do something about what’s happening around them, themselves.”</p> <p>Vocabulary, such as “systemic racism,” “passively,” “betterment,” and “corrupt government,” is appropriate.</p> <p>Capable control of sentence construction, grammar, and mechanics is demonstrated in “The first source helps emphasize my point, as it shows people protesting and working to make change themselves.”</p> <p>Errors, such as “teangers,” do not interfere with communication.</p>	<p>Proficient</p> <p>Pf</p>

Examples of Students' Writing with Rationales

Social Studies 30–2 Assignment II, January 2023

Example Scored Excellent (E)

Source I is two photos, both depicting Black Lives Matter protests, the second more peaceful than the first. The first photo is a person sitting behind a sign that says “BLACK LIVES MATTER”, with fire and smoke behind them, taken in the United States in 2014 after a white police officer was not charged in the shooting of an unarmed 18-year-old African American. The second photo is a crowd of people at a rally, the focal point being a woman holding up a “#Black Lives Matter” sign. Behind her, someone holds up a sign that says “WHITE SILENCE COSTS LIVES”. This photo was taken in the United Kingdom in 2016 after two African American men were shot and killed by police officers. This source communicates the power individuals hold to influence the government if they work together to protest issues. Individuals have the right to peacefully protest if they feel something is unjust and want to make a change. Although individuals are not like the government, who hold positions of power, they can greatly influence decisions made in government by protesting, lobbying, and contacting their Member of Parliament or Member of the Legislative Assembly. There were many Black Lives Matter protests worldwide in 2020, which resulted in police reform in many cities in the United States, which proves the influence of protesting. The individuals who rallied for police reform around the world influenced the government and police forces to reconsider how they train their officers. The role of individuals in society in this source is to protest and rally for change they want to see in the government. Individuals have the power to make changes when they cooperate with each other.

Source II is a political cartoon in which two men are driving in an SUV. One man says to the other, “What’s taking Parliament so long to do something about the environment?” In

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WRITTEN-RESPONSE ASSIGNMENT II

the bottom right corner, there is a newspaper stand with a newspaper inside. The headline reads “SUV SALES WAY UP”. This source is communicating that the role of individuals in society is that each individual must be responsible to do their own part to make a change on a large scale. The irony of the cartoon is that the driver of the SUV is criticizing Parliament for not doing something about the environment while he is driving a type of vehicle that has been selling more than usual. Vehicles that operate by combusting gas or diesel contribute emissions into the atmosphere which damage the environment. While the driver is implying that Parliament needs to be taking action to protect the environment, he is contributing to the pollution of the environment and presumably not holding himself accountable for his impact on the environment. This source communicates that the role of individuals in society is that they must be accountable for their actions as much as the government is, as all people contribute to problems like climate change. Individuals cannot wait for the government to solve all of their problems - they must take action to improve the situation on their own, as well as pressuring the government to take action. Individuals must work to improve the society they live in, instead of leaving all of the responsibility to the government. Examples of how the individuals in the cartoon could work to reduce their carbon footprint include driving an electric car instead of one that uses gas, using renewable energy sources like solar and wind, and using compost and recycling more than landfills. Individuals must not wait for the government to solve all the problems for them, they must take the initiative to better their society and create the change they want to see in the world.

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WRITTEN-RESPONSE ASSIGNMENT II

Source III depicts a news article about healthcare professionals' concern about increased vaping among youth. Flavoured vaping devices have increased the use of tobacco in teens after progress had been made with reducing the amount of teens who smoke cigarettes. The last sentence of the paragraph says that taxpayers will have to pay for the cost of providing healthcare to those who vape. This source communicates that the role of individuals in society is to make good choices, because the choices one makes have an impact on others. The companies manufacturing vaping devices flavour them to appeal to young adults so they can make more sales and generate more revenue for their company. As the tobacco industry profits, though, public health decreases and more strain is put on the healthcare system, costing taxpayers more. One's actions can positively or negatively affect others, so the role of individuals in society is to make choices that will benefit society, or at least not harm society. Individuals who vape do not only harm their own health, but also the health of people around them and, in severe cases, the healthcare system. Secondhand smoke is very harmful and it often affects people who do not smoke. The choice to vape or smoke harms the people around the smoker, not just their own health. Chainsmokers may have to seek out healthcare more often than people who do not smoke, which makes hospital staff busier, wait times longer, and tax rates higher. This source communicates that the role of individuals in society is to make responsible decisions that will benefit others, or at least not harm others.

I think that the role of individuals in society should be to better the society they live in, hold the government accountable, and be rational and intelligent when making

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WRITTEN-RESPONSE ASSIGNMENT II

decisions. Individuals should take the initiative to create positive change instead of waiting for the government to solve their problems for them. Individuals should always work to improve the community they live in and support others in need. Individuals should protest things that they believe are wrong or should be improved, and be an active member of the democratic process. Individuals should be free to pursue their own self-interest, but still act with the common good in mind. When individuals work together, great changes can be made. In the Winnipeg General Strike, women angry with their insufficient pay, workers angry with their poor working conditions and like-minded people worked together to create change. The Winnipeg General Strike resulted in equal pay for women and better working conditions, the result that the people on strike wished to achieve. The government resisted the strike, but the individuals did not back down until they achieved their goal. When many individuals work in unison, incredible reform and monumental change can be made. Each individual is only a small part of a society, but when many of them cooperate, they can make a huge difference.

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Assignment II

Example Paper—Excellent (E)

Scoring Criteria	Rationale	Score
Interpretation of Sources (E) <ul style="list-style-type: none"> <li data-bbox="142 548 500 636">• Interpretations are insightful, comprehensive, and address all sources. <li data-bbox="142 932 545 1020">• Evidence is specific and accurate, and errors, if present, do not detract from the response. <li data-bbox="142 1220 516 1371">• The response demonstrates a thorough and perceptive understanding of applicable social studies knowledge and the assigned task. 	<p data-bbox="581 548 1219 888">Interpretations are insightful and comprehensive; for example, “This source communicates that the role of individuals in society is to make good choices, because the choices one makes have an impact on others. The companies manufacturing vaping devices flavour them to appeal to young adults so they can make more sales and generate more revenue for their company.” and “Individuals who vape do not only harm their own health, but also the health of people around them and, in severe cases, the healthcare system. Secondhand smoke is very harmful and it often affects people who do not smoke.”</p> <p data-bbox="581 932 1203 1178">Evidence is specific and accurate, as seen in “Individuals must work to improve the society they live in, instead of leaving all of the responsibility to the government. Examples of how the individuals in the cartoon could work to reduce their carbon footprint include driving an electric car instead of one that uses gas, using renewable energy sources like solar and wind, and using compost and recycling more than landfills.”</p> <p data-bbox="581 1220 1219 1497">A thorough and perceptive understanding of applicable social studies knowledge and the assigned task is demonstrated in “Individuals have the right to peacefully protest if they feel something is unjust and want to make a change. Although individuals are not like the government, who hold positions of power, they can greatly influence decisions made in government by protesting, lobbying, and contacting their Member of Parliament or Member of the Legislative Assembly.”</p>	<p data-bbox="1273 940 1393 966">Excellent</p> <p data-bbox="1273 989 1325 1052">E</p>

Scoring Criteria	Rationale	Score
Defence of Position (E) <ul style="list-style-type: none"> <li data-bbox="142 268 537 327">• The defence of position is based on one or more convincing arguments. <li data-bbox="142 558 545 646">• Evidence is specific and accurate, and errors, if present, do not detract from the response. <li data-bbox="142 747 516 898">• The response demonstrates a thorough and perceptive understanding of applicable social studies knowledge and the assigned task. 	<p>The defence of position is based on convincing arguments; for example, “Individuals should take the initiative to create positive change instead of waiting for the government to solve their problems for them.” and “Individuals should protest things that they believe are wrong or should be improved, and be an active member of the democratic process. Individuals should be free to pursue their own self-interest, but still act with the common good in mind.”</p> <p>Evidence is specific and accurate, as seen in “When individuals work together, great changes can be made. In the Winnipeg General Strike, women angry with their insufficient pay, workers angry with their poor working conditions and like-minded people worked together to create change.”</p> <p>A thorough and perceptive understanding of applicable social studies knowledge and the assigned task is demonstrated in “The government resisted the strike, but the individuals did not back down until they achieved their goal. When many individuals work in unison, incredible reform and monumental change can be made.”</p>	<p>Excellent</p> <p>E</p>
Communication (E) <ul style="list-style-type: none"> <li data-bbox="142 1024 524 1083">• The writing is fluent and effectively organized. <li data-bbox="142 1108 488 1197">• Effective stylistic choices may contribute to the creation of an engaging voice. <li data-bbox="142 1287 394 1314">• Vocabulary is precise. <li data-bbox="142 1371 537 1459">• The writing demonstrates confident control of sentence construction, grammar, and mechanics. <li data-bbox="142 1549 386 1608">• Errors, if present, are inconsequential. 	<p>The writing is fluent and effectively organized into four paragraphs.</p> <p>Effective stylistic choices contribute to the creation of an engaging voice, as seen in “Chainsmokers may have to seek out healthcare more often than people who do not smoke, which makes hospital staff busier, wait times longer, and tax rates higher.”</p> <p>Vocabulary, such as “emissions,” “carbon footprint,” “initiatives,” and “monumental,” is precise.</p> <p>Confident control of sentence construction, grammar, and mechanics is demonstrated in “I think that the role of individuals in society should be to better the society they live in, hold the government accountable, and be rational and intelligent when making decisions.”</p> <p>Errors are inconsequential.</p>	<p>Excellent</p> <p>E</p>

Examples of Students' Writing with Rationales

Social Studies 30–2 Assignment III, January 2023

Example Scored Satisfactory (S)

Whether Canada should be doing trade business with other countries comes down to if that country has good or bad human-rights records. Either Canada puts aside whatever records the country has, and just does strictly business with them, or we cut off all ties with countries that have poor records, and then try and change their society to become more like Canada's.

The first citizen believes that no matter what the country's records are, we still should be trading with them, as we can still benefit from their product, as well as making sure other countries don't step in and take it from us. In doing this, Canada will still prosper off of this, and it will also bring no negative influence on board with it. No matter what the other countries state of well-being or welfare, Canada should still be taking these opportunities to get the upper hand whenever it is possible.

The second citizen believes that Canada should uphold our standards in being top of the chain with our human rights, and how we have set laws that go against any hard labour work and how as citizens, we can speak and think freely, no matter the government's opinion. This citizen is saying how Canada should only do business with those who strive for the same standards, and only do business when other countries uphold the same human records status as us. This will lower Canada's trade supply, but could also promote a better way of life with those that we cut off.

The last citizen believes that no matter what, if another country does not have the same human-rights record as us, we should not be interacting with them at all, unless it is to try and get them to side with Canada about their human-rights records. She thinks that even though this will drastically affect Canada's trade companies, and the overall supplies we have, we should still cut ties with them because of their moral views. Her belief is to uplift the human-rights of all countries instead of focusing on the trade aspect of it.

Canada is one of the highest when it comes to our human-rights records. This plays a massive role in how our society is shaped who we are in arms with. Although human-records should play a part in whether we

trade with a country or not, it should not be the deciding factor in which we should be in business with them. We should try and influence other nations to be more pro human-records, but in the end, we can't control them, we can try and help them, but if they choose not to that is on them. In saying that, we should still be open to trade with whoever, because in the end, it still benefits Canada and it's citizens.

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Assignment III

Example Paper—Satisfactory (S)

Scoring Criteria	Rationale	Score
Exploration and Analysis (S)	<ul style="list-style-type: none"> • Exploration of the issue(s) is adequate but general and may contain misconceptions. • Analysis is general and straightforward. • The response demonstrates an acceptable understanding of various points of view on the issue(s) and the assigned task. 	<p>Satisfactory</p> <p>S</p>

Scoring Criteria	Rationale	Score
Defence of Position (S) <ul style="list-style-type: none"> <li data-bbox="142 268 540 327">• The defence of position is based on one or more adequate arguments. <li data-bbox="142 495 540 583">• Evidence is relevant but general and/or only partially developed and may contain errors. <li data-bbox="142 684 540 806">• The response demonstrates an acceptable understanding of applicable social studies knowledge and the assigned task. 	<p>The defence of position is based on adequate arguments; for example, “Although human-records should play a part in whether we trade with a country or not, it should not be the deciding factor in which we should be in business with them. We should try and influence other nations to be more pro human-records...”</p> <p>Evidence is relevant but general and only partially developed, as seen in “Canada is one of the highest when it comes to our human-rights records.” and “but in the end, we can’t control them, we can try and help them, but if they choose not to that is on them.”</p> <p>An acceptable understanding of applicable social studies knowledge and the assigned task is demonstrated in “In saying that, we should still be open to trade with whoever, because in the end, it still benefits Canada and it’s citizens.”</p>	<p>Satisfactory</p> <p>S</p>
Communication (S) <ul style="list-style-type: none"> <li data-bbox="142 898 516 957">• The writing is straightforward and functionally organized. <li data-bbox="142 982 516 1066">• Basic stylistic choices may contribute to the creation of an adequate voice. <li data-bbox="142 1167 415 1188">• Vocabulary is adequate. <li data-bbox="142 1251 516 1335">• The writing demonstrates basic control of sentence construction, grammar, and mechanics. <li data-bbox="142 1461 540 1520">• Errors do not seriously interfere with communication. 	<p>The writing is straightforward and functionally organized into five paragraphs.</p> <p>Basic stylistic choices contribute to the creation of an adequate voice, as seen in “No matter what the other countries state of well-being or welfare, Canada should still be taking these opportunities to get the upper hand whenever it is possible.”</p> <p>Vocabulary, such as “strive,” “moral views,” and “massive role,” is adequate.</p> <p>Basic control of sentence construction, grammar, and mechanics is demonstrated in “The first citizen believes that no matter what the country’s records are, we still should be trading with them, as we can still benefit from their product, as well as making sure other countries don’t step in and take it from us.”</p> <p>Errors, such as “being doing” and “human-records,” do not seriously interfere with communication.</p>	<p>Satisfactory</p> <p>S</p>

Examples of Students' Writing with Rationales

Social Studies 30–2 Assignment III, January 2023

Example Scored Proficient (Pf)

Assignment #3

Canada is known for its protection of human rights, and how this relates to international affairs can be controversial between citizens. Some citizens believe that because we value human rights, we should not trade with countries until they meet the same standards. Others believe that national values have nothing to do with trade affairs, so we need to take advantage of valuable markets even if they have poor human-rights standards. Other citizens would want to use that trade connection to influence that country towards higher standards.

Citizen I argues that Canada's prosperity is dependent on international trade and "we should not risk losing opportunities by interfering in other countries' affairs." She believes that if Canada refuses to trade with a country because of its human-rights record, other countries will take advantage. It would not make a difference because that country will trade with whoever will buy, so Canada's trade will not make an impact either way. Canada may as well be the one to take advantage of the market and sustain national prosperity. It benefits the nation and does not worsen the situation for any workers in the other country. It would be better for Canadian citizens as well because if they lost access to this market, many goods would go up in price and the economy would be harmed. Many citizens would rely on a social safety net, which could be ghostly for the government as well. Overall, the whole nation would be distressed financially.

Citizen II strongly advocates that because Canada is internationally known for being a protector of human rights, and we have worked hard to create laws that protect our workers, we should not trade with countries that have poor human-rights standards. He believes that we should not trade with a country until it meets Canadian standards. Canada has worked hard to protect citizens from exploitation or consequence for speaking out, and if the nation trades with a

country that does those things then all the work would be for nothing. It would be encouraging sweatshop factories and would imply that it is okay to profit from overworked, underpaid, and underage workers. No change has ever come from cutting off international relationships, it would only be detrimental to both countries. Canada's market would be weakened until a new trade agreement can be formed. The other country would not be economically strong enough to improve human rights because this would need to be done by placing more restrictions on businesses. If you look at the Industrial Revolution, workers had no power and no rights. The government needed to place more restrictions on businesses and there was a lot of economic restructuring to give workers more rights. A country is not going to go through all of this change simply because Canada stopped trading. It would be expected that they would simply replace Canada as a trading partner and continue on the way they were, meanwhile, Citizen I will be correct in that Canada would lose access to a valuable market.

Citizen III says that Canada should be promoting human rights internationally and use trading relationships to do so. She believes that cutting off trade with a country because of poor human-rights records is not effective, but "strong diplomatic and trading relationships will allow Canada to persuade powerful leaders to respect human rights." It would not be effective to cut off trade with a country because of human rights because Canada would easily be replaced on the market and it does not assure that the country with a substandard record will even think twice about human rights just because the trading market changed. Strengthening trade relationships would be beneficial in multiple ways because Canada maintains a secure trading market, and has a possibility of a greater sphere of influence.

Citizen III has a very rational perspective. She cannot guarantee improvement in countries with faulty human-rights records, but it does no harm to try. Meanwhile, the Canadian market remains secure and international affairs remain peaceful. Cutting off trade with a country just because it is below a certain standard does not mean they will make any improvements, and would not change how Canada is viewed internationally. In international affairs, any change that has happened has been because of a greater sphere of influence, which means there is a strong diplomatic relationship. Trading with a country can keep a strong connection between countries, and a positive connection will lead to a good relationship between leaders, which may eventually encourage change in their human-rights standards. Meanwhile Canada's market can prosper through international trade and taking advantage of valuable markets just like Citizen I argued. Overall, yes, Canada should trade with countries that have poor human-rights records.

Social Studies 30–2 January 2023

Assignment III

Example Paper—Proficient (Pf)

Scoring Criteria	Rationale	Score
<p>Exploration and Analysis (Pf)</p> <ul style="list-style-type: none"> • Exploration of the issue(s) is sound and capable. • Analysis is appropriate and purposeful but may contain minor misconceptions. • The response demonstrates a clear understanding of various points of view on the issue(s) and the assigned task. 	<p>Exploration of the issue is sound and capable; for example, “Canada is known for its protection of human rights, and how this relates to international affairs can be controversial between citizens.”</p> <p>Analysis is appropriate and purposeful, as seen in “No change has ever come from cutting off international relationships, it would only be detrimental to both countries. ...If you look at the Industrial Revolution, workers had no power and no rights. The government needed to place more restrictions on businesses and there was a lot of economic restructuring to give workers more rights.”</p> <p>A clear understanding of various points of view on the issue and the assigned task is demonstrated in “Canada may as well be the one to take advantage of the market and sustain national prosperity.” and “Strengthening trade relationships would be beneficial in multiple ways because Canada maintains a secure trading market, and has a possibility of a greater sphere of influence.”</p>	<p>Proficient</p> <p>Pf</p>

Scoring Criteria	Rationale	Score
Defence of Position (Pf) <ul style="list-style-type: none"> <li data-bbox="142 268 540 327">• The defence of position is based on one or more sound arguments. <li data-bbox="142 495 540 554">• Evidence is relevant and appropriate but may contain minor errors. <li data-bbox="142 785 516 903">• The response demonstrates a clear understanding of applicable social studies knowledge and the assigned task. 	<p>The defence of position is based on sound arguments; for example, “Meanwhile, the Canadian market remains secure and international affairs remain peaceful. Cutting off trade with a country just because it is below a certain standard does not mean they will make any improvements, and would not change how Canada is viewed internationally.”</p> <p>Evidence is relevant and appropriate, as seen in “In international affairs, any change that has happened has been because of a greater sphere of influence, which means there is a strong diplomatic relationship. Trading with a country can keep a strong connection between countries, and a positive connection will lead to a good relationship between leaders, which may eventually encourage change in their human-rights standards.”</p> <p>A clear understanding of applicable social studies knowledge and the assigned task is demonstrated in “Citizen Ill has a very rational perspective. She cannot guarantee improvement in countries with faulty human-rights records, but it does no harm to try.” and “Meanwhile Canada’s market can prosper through international trade and taking advantage of valuable markets...”</p>	Proficient Pf
Communication (Pf) <ul style="list-style-type: none"> <li data-bbox="142 1089 496 1148">• The writing is clear and logically organized. <li data-bbox="142 1169 509 1262">• Appropriate stylistic choices may contribute to the creation of a distinct voice. <li data-bbox="142 1415 440 1442">• Vocabulary is appropriate. <li data-bbox="142 1499 521 1591">• The writing demonstrates capable control of sentence construction, grammar, and mechanics. <li data-bbox="142 1646 444 1705">• Errors do not interfere with communication. 	<p>The writing is clear and logically organized into five paragraphs.</p> <p>Appropriate stylistic choices contribute to the creation of a distinct voice, as seen in “It would not be effective to cut off trade with a country because of human rights because Canada would easily be replaced on the market and it does not assure that the country with a substandard record will even think twice about human rights just because the trading market changed.”</p> <p>Vocabulary, such as “social safety net” and “sphere of influence,” is appropriate.</p> <p>Capable control of sentence construction, grammar, and mechanics is demonstrated in “It would be encouraging sweatshop factories and would imply that it is okay to profit from overworked, underpaid, and underage workers.”</p> <p>Errors, such as “ghostly,” do not interfere with communication.</p>	Proficient Pf

Examples of Students' Writing with Rationales

Social Studies 30–2 Assignment III, January 2023

Example Scored Excellent (E)

Assignment #3

The issue of human rights has historically been a large issue for people all around the world. Over time, some countries have progressed to be a more human-friendly environment, while others still struggle with major issues from the past. In regards to international trade in relation to human rights, a few conflicts present themselves, as different political and economic beliefs begin to collide. Is it worth cutting off international trade with a large provider or buyer, for the sake of promoting human rights? Is there an easier way to promote these rights without ridding of an economic supplier? Is it more important to be thinking about how we can help them, or what will help us?

Starting off, Citizen I demonstrates a far-right economic point of view, explaining that by cutting off an international trading partner, we would be losing a valuable market, and therefore a valuable source of income for our country. By involving ourselves in another country's international affairs, not only are we creating a possible enemy, but the economy of Canada would be put at risk due to the major loss of supply, and also demand. The supply and demand forces, although most presentg in a capitalist economy, still influence the economy in a more controlled market as well. The government would be spending more money in order to keep businesses running and to keep employees getting paid, but wouldn't be receiving as much money back. This would eventually bring the country into large amounts of debt that would take years of building stronger trade relationships with other countries to resolve. This person's perspective is that this happening is not worth the possibility of human-rights being improved, as it isn't guaranteed and it is a huge risk that will result in major loss. Along with this, the fear that other countries will replace our once secure spot is more than likely, allowing Canada to fall even more behind economically, and leaving little opportunites to build another strong international trading partner.

Citizen II directly opposes Citizen I with the idea that Canada should be held responsible for promoting the protection of human rights at all costs. This person explains that our systems were changed because of people standing up to make a change, and that by cutting off trading connections with a country

that has poor human-rights records, they would be forced to think about changing their policies. When Russia attacked Ukraine in an attempt to gain control in 2021-2022, Russia was not only kicked out of a large alliance, but multiple countries cut off any sort of trade with Russia in an effort to discourage Russia from attacking again. As a result, prices for resources such as gasoline went up in the countries that cut off trade, but Russia also suffered as they lost many allies and were left with minimal trading partners for valuable goods. This was a risk that countries like Canada and the United States were willing to take, and it more than likely forced Russia to think twice before attacking Ukraine again. By refusing to trade with a country that is behind in the progression of human rights, that is our way of speaking to their government to say 'Hey, something is wrong here, and it needs to be fixed.'

Citizen III's views are definitely more central compared to the two opinions above. She starts out by agreeing with Citizen II, that the promotion of human rights is a part of Canada's foreign policy, but then goes on to explain that ridding of an international trade partner is a poor way to inflict change on another country. Maintaining strong diplomatic and trading relationships is the smarter and more effective way to influence other countries' ways with human rights. It is a method of leading by example, a technique that is low risk to the state of Canada, and will prove beneficial to those living in under-developed countries if it works. Immediately jumping to extremes presents conflicts between polarizing views and may create unnecessary or avoidable problems that may arise as a result. The way humans are when they are very young and under-developed is that they are very reactive to change, and learn to adapt very fast. As a parent, it is their role to raise their kid to be knowledgeable with good morals, and the ways they do this is through example. Just as underdeveloped, or developing, minds learn from their parents, teachers, and friends, underdeveloped, or developing, countries can learn from mother countries on what human rights should look like. Maintaining a relationship with countries that have poor human-rights records is not only important to Canada's economy, but also to the under-developed country who has potential to grow.

Do I believe that Canada should trade with countries that have poor human-rights records? No, I do not. Although each citizen brings up valid and true points about the situation, I believe that Citizen II's point of view correlates the most with mine. Ideally, being able to maintain an international trade partner while at

the same time helping them change their policies on human rights would be great, but it's unrealistic. In the case that this country is being lead by an extremist, simply leading by example isn't going to spark any sort of motive for change. The countries surrounding and interacting with Germany at the time Hitler was in power did not influence his ethnic cleansing and expansionism policies simply by showing him that they followed different rules. These countries appeased him in the way that they did nothing to stop him in fear of what might happen to their own country. This ultimately lead to a fate much worse than creating an enemy or causing an economic decline, but a second world war. This is not to say that interacting with a country with poor human-rights records will always result in a world war, but that by continuing to offer your partnership, you are giving the country what they want while they continue to violate human rights. If a country is doing well with interfnational trade and profit, while also managing to abuse workers' rights with no unions, little to no pay, and no age requirement and getting away with it, they have no reason to reform their system, unless their people start a revolution. By stopping all contact with a country abusing human rights, Canada would be actively proving our foreign policy on human rights, and we would be forcing a consequence upon the country participating in the violations. It only takes one person to spark a movement, it could take one country to reform another.

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Assignment III

Example Paper—Excellent (E)

Scoring Criteria	Rationale	Score
Exploration and Analysis (E)	<ul style="list-style-type: none"> <li data-bbox="142 548 472 604">• Exploration of the issue(s) is insightful and comprehensive. <li data-bbox="142 804 537 890">• Analysis is thoughtful and thorough, and misconceptions, if present, do not detract from the response. <li data-bbox="142 1094 496 1241">• The response demonstrates a thorough and perceptive understanding of various points of view on the issue(s) and the assigned task. 	<p data-bbox="1273 909 1393 934">Excellent</p> <p data-bbox="1273 957 1325 1020">E</p>

Scoring Criteria	Rationale	Score
Defence of Position (E) <ul style="list-style-type: none"> <li data-bbox="142 268 537 327">• The defence of position is based on one or more convincing arguments. <li data-bbox="142 621 545 709">• Evidence is specific and accurate, and errors, if present, do not detract from the response. <li data-bbox="142 877 516 1024">• The response demonstrates a thorough and perceptive understanding of applicable social studies knowledge and the assigned task. 	<p>The defence of position is based on convincing arguments; for example, “If a country is doing well with international trade and profit, while also managing to abuse workers’ rights with no unions, little to no pay, and no age requirement and getting away with it, they have no reason to reform their system, unless their people start a revolution. By stopping all contact with a country abusing human rights, Canada would be actively proving our foreign policy on human rights, and we would be forcing a consequence upon the country participating in the violations.”</p> <p>Evidence is specific and accurate, as seen in “The countries surrounding and interacting with Germany at the time Hitler was in power did not influence his ethnic cleansing and expansionism policies simply by showing him that they followed different rules. These countries appeased him in the way that they did nothing to stop him in fear of what might happen to their own country.”</p> <p>A thorough and perceptive understanding of applicable social studies knowledge and the assigned task is demonstrated in “This is not to say that interacting with a country with poor human-rights records will always result in a world war, but that by continuing to offer your partnership, you are giving the country what they want while they continue to violate human rights.”</p>	<p>Excellent</p> <p>E</p>
Communication (E) <ul style="list-style-type: none"> <li data-bbox="142 1182 524 1241">• The writing is fluent and effectively organized. <li data-bbox="142 1266 488 1354">• Effective stylistic choices may contribute to the creation of an engaging voice. <li data-bbox="142 1444 394 1472">• Vocabulary is precise. <li data-bbox="142 1528 537 1617">• The writing demonstrates confident control of sentence construction, grammar, and mechanics. <li data-bbox="142 1707 386 1766">• Errors, if present, are inconsequential. 	<p>The writing is is fluent and effectively organized into five paragraphs.</p> <p>Effective stylistic choices contribute to the creation of an engaging voice, as seen in “By refusing to trade with a country that is behind in the progression of human rights, that is our way of speaking to their government to say ‘Hey, something is wrong here, and it needs to be fixed.’”</p> <p>Vocabulary, such as “progressed,” “polarizing,” and “appeased,” is precise.</p> <p>Confident control of sentence construction, grammar, and mechanics is demonstrated in “Ideally, being able to maintain an international trade partner while at the same time helping them change their policies on human rights would be great, but it’s unrealistic.”</p> <p>Errors, such as “presentg” and “Maintaning,” are inconsequential.</p>	<p>Excellent</p> <p>E</p>

Scoring Categories and Scoring Criteria for 2022–2023 Assignment I

Explanations and Support (8 marks)

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

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

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

Scoring Categories and Scoring Criteria for 2022–2023 Assignment I (continued)

Communication (2 marks)

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

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

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

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

Scoring Categories and Scoring Criteria for 2022–2023

Assignment II

Interpretation of Sources (8 marks)

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

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

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

Scoring Categories and Scoring Criteria for 2022–2023 Assignment II (continued)

Defence of Position (8 marks)

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

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

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

Scoring Categories and Scoring Criteria for 2022–2023 Assignment II *(continued)*

Communication (4 marks)

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

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

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

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

Scoring Categories and Scoring Criteria for 2022–2023

Assignment III

Exploration and Analysis (8 marks)

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

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

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

Defence of Position (8 marks)

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

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

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

Scoring Categories and Scoring Criteria for 2022–2023 Assignment III (continued)

Communication (4 marks)

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

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

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

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