Social Studies 30–2

Examples of the Standards for Students' Writing

From the January 2020 Diploma Examination

Alberta

Classification: Public

This document was written primarily for:

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

Alberta Education, Government of Alberta

2020–2021

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

Distribution: This document is posted on the Alberta Education website.

Copyright 2020, the Crown in Right of Alberta, as represented by the Minister of Education, Alberta Education, Provincial Assessment Sector, 44 Capital Boulevard, 10044 108 Street NW, Edmonton, Alberta T5J 5E6, and its licensors. All rights reserved.

Special permission is granted to **Alberta educators only** to reproduce, for educational purposes and on a non-profit basis, parts of this document that do **not** contain excerpted material.

Excerpted material in this document **shall not** be reproduced without the written permission of the original publisher (see credits, where applicable).

Classification: Public

Contents

Acknowledgements **1**
Introduction **2**
Selection and Use of Example Papers 2
Cautions 2
Social Studies 30–2 January 2020 **Written-response Assignment I** **4**
Scoring categories and scoring criteria for 2020–2021 Assignment I 5
Examples of Students' Writing with Rationales—Satisfactory 7
EXAMPLE RESPONSE—Satisfactory 9
Examples of Students' Writing with Rationales—Proficient 11
EXAMPLE RESPONSE—Proficient 13
Examples of Students' Writing with Rationales—Excellent 15
EXAMPLE RESPONSE—Excellent 17
Social Studies 30–2 January 2020 **Written-response Assignment II** **19**
Scoring categories and scoring criteria for 2020–2021 Assignment II 22
Examples of Students' Writing with Rationales—Satisfactory 25
EXAMPLE RESPONSE—Satisfactory 28
Examples of Students' Writing with Rationales—Proficient 31
EXAMPLE RESPONSE—Proficient 34
Examples of Students' Writing with Rationales—Excellent 37
EXAMPLE RESPONSE—Excellent 41
Social Studies 30–2 January 2020 **Written-response Assignment III** **44**
Scoring categories and scoring criteria for 2020–2021 Assignment III 46
Examples of Students' Writing with Rationales—Satisfactory 49
EXAMPLE RESPONSE—Satisfactory 51
Examples of Students' Writing with Rationales—Proficient 54
EXAMPLE RESPONSE—Proficient 56
Examples of Students' Writing with Rationales—Excellent 59
EXAMPLE RESPONSE—Excellent 62

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

Classification: Public

Classification: Public

Acknowledgements

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

This document includes the valuable contributions of many educators. Sincere thanks and appreciation are extended to the following Standards Confirmers: Karin Bednard, Justin Holton, Chris Taylor, Carrie Farrell, Maureen Milne, Peter Taylor, Mike Maynes, Anna Ponce, and Mark McKeen.

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

You can reach us with your comments and questions by e-mail to Nathalie.Langstaedtler@gov.ab.ca or Deanna.Shostak@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.

Classification: Public

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 2020 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 2020 marking session and the similar example responses that were selected for subsequent marking sessions in 2020. 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 2020 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 2020 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 2020.

Classification: Public

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

We advise you not to draw any conclusions about common patterns of approach taken by students.

3. **The example papers presented in this document must not be used as models for instructional purposes.**

   Because these example papers are illustrative only, and because they are example responses to a set topic, students must be cautioned not to memorize the content of any of these assignments and not to use them either when completing classroom assignments or when writing future diploma examinations. Examination markers and staff at Alberta Education take any hint of plagiarism or cheating extremely seriously. The consequences for students are grave.

   The approaches taken by students at the standard of excellence are what other students should consider emulating, not their words or ideas. In fact, it is hoped that the variety of approaches presented here inspires students to take risks—to experiment with diction, syntax, and organization as a way to develop an individual style and to engage the reader in ideas that the student has considered.

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

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

Classification: Public

Social Studies 30–2 January 2020
Written-response Assignment I

ASSIGNMENT I

Value: 10% of the total examination mark
Suggested time: 20–25 minutes
Suggested word count range: 250 to 550 words



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

Write a response in which you **must**
- **identify** the value(s) that is/are the most important to individualism
- **explain** why the value(s) is/are the most important
- **support** your response using your understanding of social studies

Reminders for Writing

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

Classification: Public

Scoring categories and scoring criteria for 2020–2021 Assignment I

EXPLANATIONS AND SUPPORT (8 marks)

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

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

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

Classification: Public

COMMUNICATION (2 marks)

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

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

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

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

Classification: Public

Examples of Students' Writing with Rationales—Satisfactory

Social Studies 30–2, January 2020
Assignment I Responses
Example Scored Satisfactory (S)

Individualism is an idea that focuses on the person, not the group. In an individualistic society, people are worried more about their well being rather than whats better for the greater good. Individualism is seen today all around the world. The top five wealthiest people in the world are worth more than over half the world's population. This is a prime example of individualism because the wealthiest people are most often worried about themselves and could care less about the greater good. In order for individualism to function amongst individuals themselves, the individual must have self-reliance and be able to have economic freedom.

The people within an individualistic society must be self-reliant. A self-reliant individual does not seek help from anyone else, the individual does everything themself. Self-reliant individuals can most often be seen as leaders to other individuals. It is very important that within an individualistic society people are self-reliant because this allows the individual to be dependant on themselves and not the government or other people. Self-reliant people are hard working people that do not expect anything from anyone, they are able to do things themselves because they know what they need to do in order for him or her to accomplish it. Without the individual being self-reliant, there would be no such thing as individualism, individuals would simply rely on other individuals.

People of an individualistic society must have economic freedom. Economic freedom allows individuals to be independent. Individuals with economic freedom have the ability to do what they want with their money just as they did while making it. Economic

Classification: Public

freedom also forces people to work harder because in order for an individual to make money, they must go out and get it, no one is just going to give it to them. Economic freedom leads to new ideas and creates wealth amongst individuals. Economic freedom is very important within an individualistic society, it lets people take advantage of what they want to do and conquer their goals.

Classification: Public

EXAMPLE RESPONSE—Satisfactory

SCORING CRITERIA	RATIONALE	SCORE
Explanations and Support (S)		
• Explanations are general and straightforward, revealing an acceptable understanding.	Explanations are general and straightforward, as seen in "It is very important that within an individualistic society people are self-reliant because this allows the individual to be dependant on themselves and not the government or other people. Self-reliant people are hard working people that do not expect anything from anyone, they are able to do things themselves because they know what they need to do in order for him or her to accomplish it."	
• Support is relevant but general, may be incompletely developed, and/or contains errors.	Support is relevant, but general, as demonstrated in "Economic freedom also forces people to work harder because in order for an individual to make money, they must go out and get it, no one is just going to give it to them. Economic freedom leads to new ideas and creates wealth amongst individuals."	S
• An acceptable understanding of the assigned task is demonstrated.	The student demonstrates an acceptable understanding of the assigned task, as shown in "The top five wealthiest people in the world are worth more than over half the world's population. This is a prime example of individualism because the wealthiest people are most often worried about themselves and could care less about the greater good."	

Classification: Public

SCORING CRITERIA	RATIONALE	SCORE
Communication of Ideas (S) • The writing is generally clear and functionally organized. • Vocabulary is adequate. • The writing demonstrates basic control of sentence construction, grammar, and mechanics. • Errors do not seriously interfere with communication.	The student's writing is generally clear and functionally organized into three paragraphs. Vocabulary, such as "greater good," is adequate. Basic control of sentence construction, grammar and mechanics is seen in "Economic freedom is very important within an individualistic society, it lets people take advantage of what they want to do and conquer their goals." Minor errors, such as "whats," do not seriously interfere with communication.	S

Classification: Public

Examples of Students' Writing with Rationales—Proficient

Social Studies 30–2, January 2020
Assignment I Responses
Example Scored Proficient (Pf)

Individualism is an ideology based on individual rights and freedoms. The ideology values the welfare of the individual before a group and the individual's entitlement to make its own decisions. The most important characteristics of individualism include self-reliance, competition, and personal rights.

Self-reliance is the idea of being independent and having the ability to rely on yourself under many circumstances. In individualism, the individual is responsible for his or her own welfare and is held accountable for his or her own actions. Wherever one may end up in any situation, the individual will have to have the ability to put themselves first in order to get them out of whatever situation they are in. Putting yourself first directly contributes to your own welfare rather than the welfare of the group. Let's say a group assignment is assigned and is supposed to be worked on in groups of four. An individual may get assigned with a group in which the three of its members have no idea what to do. The individual however does know how to do the assignment. If this was not the case everyone in the group would have done horrible. The individual relied on themselves rather than its group members in order for them to benefit in the end and get a good grade.

Another key characteristic of individualism is competition. Competition is the race to gain an advantage over an opponent. This characteristic is an important value of individualism because it stimulates innovation and puts the individual first through letting the individual decide what he or she wants to do. Within an economy, competition allows an individual to decide what he or she wants to produce and allows an individual to decide what he or she wants to consume. Producers can decide what they want to sell and how much they want to sell it for in which this influences the consumer's decisions. The

Classification: Public

consumer has maximum freedom to decide what they want to consume according to their needs and wants. Competition gives the individual an incentive to work hard in which they may benefit greatly in the end. The potential success one may endure will contributes to their welfare. An example of competition is the battle between apple and android. Both of these technology companies are constantly producing more and more products in order to beat the other and gain more profit from consumers. Without this competition individuals would not have the choice to decide what they want to produce or consume, influencing their own welfare.

The last characteristic that is important to individualism includes personal rights. Personal rights directly relate to the individual rights and freedoms one has within a society. They allow an individual to live freely through doing things according to their wants and needs. Personal rights gives an individual the entitlement to make its own decisions as well as allows one to be accountable and held responsible for his or her own welfare. Because personal rights allows an individual maximum free within a society, they are responsible for where they end up. For example, Canadian citizens are all granted personal rights outlined in different sections in the Canadian Charter of Rights and Freedoms. This includes freedom of speech, they right to vote, and the right to a lawyer. These personal rights allow citizens within the country to live freely and make their own decisions.

Classification: Public

EXAMPLE RESPONSE—Proficient

SCORING CRITERIA	RATIONALE	SCORE
Explanations and Support (Pf) • Explanations are appropriate and purposeful, revealing a clear understanding.	The student's explanations are appropriate and purposeful, as seen in "In individualism, the individual is responsible for his or her own welfare and is held accountable for his or her own actions. Wherever one may end up in any situation, the individual will have to have the ability to put themselves first in order to get them out of whatever situation they are in."	**Pf**
• Support is relevant and appropriate, but may contain some minor errors.	Support is relevant and appropriate, as demonstrated in "An example of competition is the battle between apple and android. ...Without this competition individuals would not have the choice to decide what they want to produce or consume, influencing their own welfare."	
• A clear understanding of the assigned task is demonstrated.	A clear understanding of the assigned task is demonstrated in "Personal rights directly relate to the individual rights and freedoms one has within a society. ...Personal rights gives an individual the entitlement to make its own decisions as well as allows one to be accountable and held responsible for his or her own welfare."	

Classification: Public

SCORING CRITERIA	RATIONALE	SCORE
Communication of Ideas (Pf)		
• The writing is logical and clearly organized.	The student's writing is clearly organized into four paragraphs.	
• Vocabulary is specific.	Vocabulary, such as "entitlement" and "stimulates innovation," is specific.	
• The writing frequently demonstrates effective control of sentence construction, grammar, and mechanics.	The student demonstrates effective control of construction, grammar, and mechanics, as shown in "Within an economy, competition allows an individual to decide what he or she wants to produce and allows an individual to decide what he or she wants to consume."	**Pf**
• Errors do not detract from communication.	Errors, such as "will contributes to their welfare," do not detract from communication.	

Classification: Public

Examples of Students' Writing with Rationales—Excellent

Social Studies 30–2, January 2020
Assignment I Responses
Example Scored Excellent (E)

Individualism is an ideology that values the needs of individuals before the needs of a collective group. This ideology is valued by figures such as Adam Smith and John Stuart Mills, and it is characterized by values such as economic freedom and independence.

The first important quality of individualism is economic freedom. Economic freedom describes the freedom that individuals have from government regulation over the economy. Adam Smith described his own economic system known as classical liberalism in his book *The Wealth of Nations*. Classical liberalism as an economic system values its freedom from government control in favor of economic principles such as supply, demand, and competition. These principles are dubbed the "invisible hand" by Adam Smith as he believes they will balance out the economy without the need for government control, effectively giving citizens economic freedom to produce, sell, and consume. The economic principle of consumer demand is what offers freedom to the people to determine what it is they want to buy, and what it is they want companies to produce. This creates a dynamic market that is heavily controlled by individual consumers and producers independent from government control. Economic freedom is mainly essential to individualism because it gives control to the individual to purchase what they want and to sell what they want.

The next important quality of individualism is independence. Independence is the ability to make decisions without regulation of a third party.

Classification: Public

John Stuart Mills valued independence because he believed that individuals should be able to make their own decisions, as long as it does not harm others. Having independence fundamentally gives individuals freedom over their lives to make decisions that best benefit themselves. John Stuart Mills set boundaries on the extent to which he believed individualism should be embraced because in a functioning society there still need to be laws that protect individuals from the actions of others. This is done in society through the use of laws and law enforcement agencies to protect those laws. Because of this, independence as a characteristic of individualism is only embraced within the boundaries of the law. However, independence is incredibly important for individuals to be able to make decisions as they see fit for themselves. This freedom of independence allows individuals to have freedom to create their own life and support system independent from public services. An example of a way in which independence benefits individuals is of when children grow into adults and they begin to accumulate their own wealth and relationships independent from the regulation of their parents until they are able to create their own life for themselves by moving out of their parents home. Independence is fundamental to individualism mainly because of the freedom of choice it offers individuals so that they can have agency over their lives, independent from the government.

Classification: Public

EXAMPLE RESPONSE—Excellent

SCORING CRITERIA	RATIONALE	SCORE
Explanations and Support (E)		
• Explanations are deliberate and comprehensive, revealing a perceptive understanding.	Explanations are deliberate and comprehensive, revealing a perceptive understanding, as demonstrated in "Classical liberalism as an economic system values its freedom from government control in favor of economic principles such as supply, demand, and competition" and "Independence is fundamental to individualism mainly because of the freedom of choice it offers individuals so that they can have agency over their lives, independent from the government."	
• Support is specific and accurate, and errors, if present, do not detract from the response.	The student's support is specific and accurate, as seen in "The economic principle of consumer demand is what offers freedom to the people to determine what it is they want to buy, and what it is they want companies to produce. This creates a dynamic market that is heavily controlled by individual consumers and producers independent from government control."	E
• A thorough understanding of the assigned task is demonstrated.	A thorough understanding of the assigned task is evident in "John Stuart Mills valued independence because he believed that individuals should be able to make their own decisions, as long as it does not harm others. ...Because of this, independence as a characteristic of individualism is only embraced within the boundaries of the law."	

Classification: Public

SCORING CRITERIA	RATIONALE	SCORE
Communication of Ideas (Pf) • The writing is fluent and purposefully organized. • Vocabulary is precise. • The writing demonstrates confident control of sentence construction, grammar, and mechanics. • Errors, if present, are inconsequential.	The writing is purposely organized into five paragraphs. Vocabulary, such as “polarizing,” “crucial,” and “economic egalitarianism,” is precise. Confident control of sentence construction, grammar, and mechanics is demonstrated in “Karl Marx, known as the father of communism, theorized that through this system people would feel more fulfilment and have a greater understanding of their contribution to society.” Errors, such as “Central planing,” are inconsequential.	E

Classification: Public

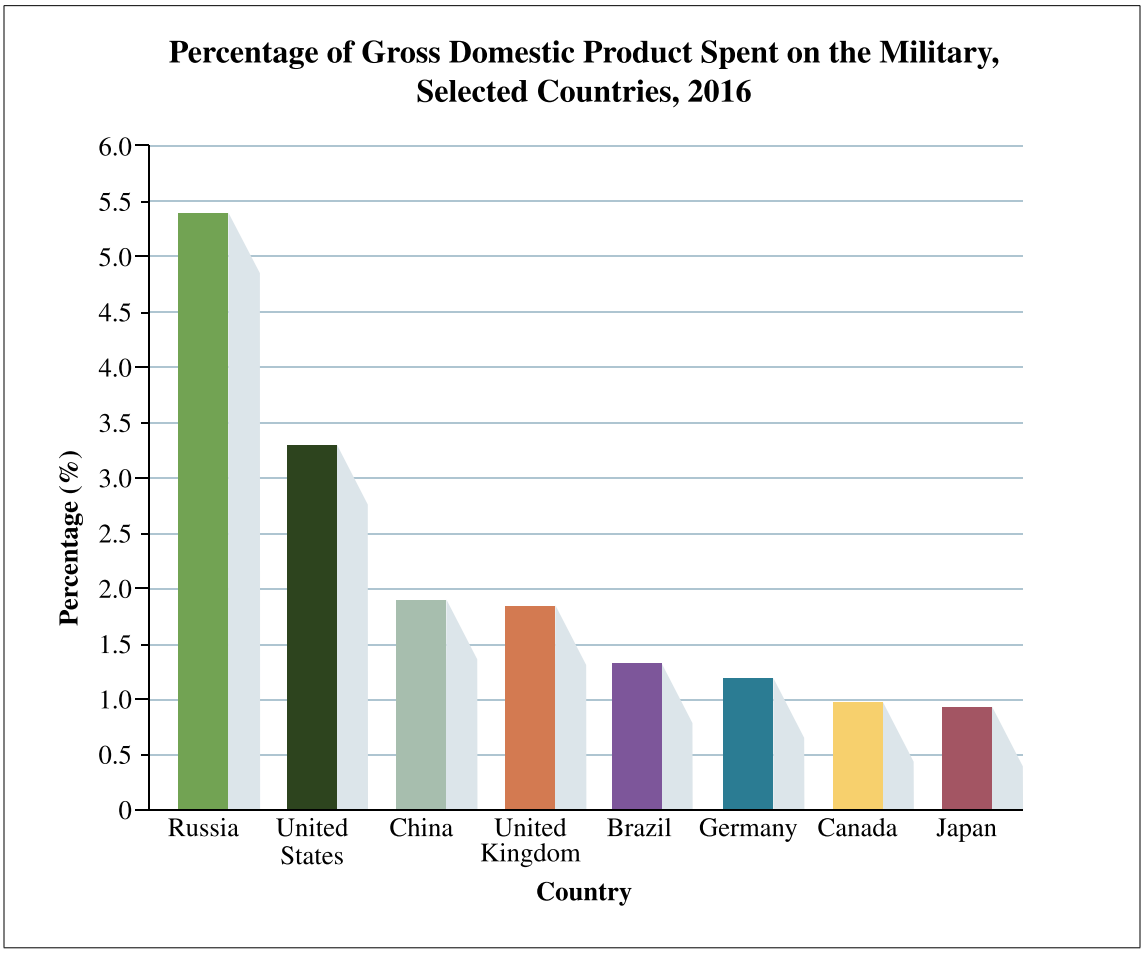
Social Studies 30–2 January 2020
Written-response Assignment II

ASSIGNMENT II

Value: 20% of the total examination mark
Suggested time: 40–45 minutes
Suggested word count range: 375 to 900 words

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

Source I

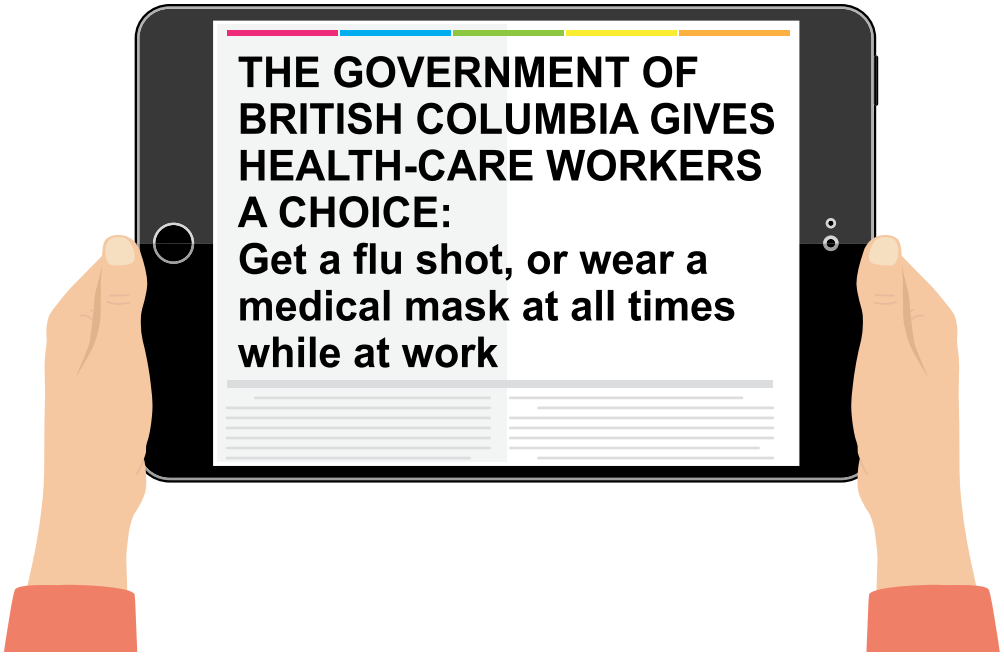


—data from the Central Intelligence Agency

Source I Central Intelligence Agency. "Field Listing: Military Expenditures." *The World Factbook*. www.cia.gov/the-world-factbook/.

Classification: Public

Source II



Source III

This cartoon is unavailable for electronic posting.

Classification: Public

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 government in society?

AND

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

Write a response in which you **must**

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

Reminders for Writing

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

Classification: Public

Scoring categories and scoring criteria for 2020–2021 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

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

Classification: Public

DEFENCE OF POSITION (8 marks)

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

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

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

Classification: Public

COMMUNICATION (4 marks)

- When marking **Communication**, the marker will consider the:
- organization and coherence
- contribution of stylistic choices to the creation of voice (e.g., sentence variety, word choice)
- vocabulary (e.g., specificity, accuracy)
- sentence construction (e.g., clarity, completeness)
- grammar and mechanics (e.g., consistency of tense, punctuation, spelling, capitalization)
- Proportion of error to the length and complexity of the response must be applied when awarding a mark for ***Communication***.

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

Classification: Public

Examples of Students' Writing with Rationales—Satisfactory

Social Studies 30–2, January 2020
Assignment II Responses
Example Scored Satisfactory (S)

In source one it shows us a graph of what percentage of a countries gross domestic product is spent on military. With Russia being the highest with about 5.4% and the United States second with about 3.3%. From this particular source the role of the government is creating the sense of security over ~~sec~~ freedom. These governments spending billions of dollars are ensuring the safety for their country. The United States and Russia have been involved in world wars before and due to the fact with ~~Iran~~ Iran and the U.S. military spending is a must to keep the community secure.

Source two is a news headline stating that British Columbia ~~only have two choices~~ health care workers only have two choices, either get a flu shot or wear a medical mask at all times whilst at work. The role of the government in British Columbia is to ensure the health of individuals while others have their freedom restricted. The government is ensuring people who visit a health care facility will stay healthy and that viruses won't spread.

Classification: Public

In source three we see a board game "Life on the edge! The minimum wage game!". This drawing is taking a shot at the low minimum wage in certain countries and how hard it can be to survive on it. The role of government in this source is creating hardship on individuals that don't have the education to acheive a higher paying job. This source is most likely from an american view point as ~~these~~ their minimum wage is so low many people struggle to survive.

In my personal opinion the role of the government should be to stick to their morals and do what they believe is right. In source one the role of the government is spending billions of dollars to keep their country safe. I believe the role of the government should be to continue to fund the military and ensure the country will be a safe and secure homeland to many. In source two the role of the government is putting restrictions on certain peoples freedoms to ensure the saftey of the collective. I believe the role of the government should be to put no restrictions on these individuals and let them enjoy the freedom that has been fought for and

Classification: Public

earned. In source three the role of the government is letting people struggle due to the fact they weren't educated enough to earn higher pay. I believe the role of the government should be to do nothing and have a country of equal opportunites.

Classification: Public

EXAMPLE RESPONSE—Satisfactory

SCORING CRITERIA	RATIONALE	SCORE
Interpretation of Sources (S) • Interpretations are valid but general and may contain minor misconceptions. • Interpretations may not address all sources.	Interpretations are valid but general, as seen in "The role of the government in British Columbia is to ensure the health of individuals while others have their freedom restricted. The government is ensuring people who visit a health care facility will stay healthy and that viruses won't spread."	S
• Evidence is relevant, but general, may be incompletely developed, and/or contains minor errors.	The student's evidence is relevant, but general, as seen in "These governments spending billions of dollars are ensuring the safety for their country. The United States and Russia have been involved in world wars before and due to the fact with Iran and the U.S, military spending is a must to keep the community secure."	
• The student demonstrates an acceptable understanding of applicable social studies knowledge and the assigned task.	An acceptable understanding of applicable social studies knowledge and the assigned task is demonstrated by "This drawing is taking a shot at the low minimum wage in certain countries and how hard it can be to survive on it. The role of government in this source is creating hardship on individuals that don't have the education to achieve a higher paying job. This source is most likely from an American view point as their minimum wage is so low many people struggle to survive."	

Classification: Public

SCORING CRITERIA	RATIONALE	SCORE
Defence of Position (S) • The defence of position is based on one or more adequate arguments.	The defence of position is based on adequate arguments, as shown in "In source one the role of the government is spending billions of dollars to keep their country safe. I believe the role of the government should be to continue to fund the military and ensure the country will be a safe and secure home land to many."	S
• Evidence is relevant, but general and/ or incompletely developed. • Evidence may contain errors.	Evidence is relevant, but general, as seen in "I believe the role of the government should be to put no restrictions on these individuals and let them enjoy the freedom that has been fought for and earned."	
• The student demonstrates an acceptable understanding of applicable social studies knowledge and the assigned task.	An acceptable understanding of applicable social studies knowledge and the assigned task is demonstrated in "In source three the role of the government is letting people struggle due to the fact they weren't educated enough to earn higher pay. I believe the role of the government should be to do nothing and have a country of equal opportunities."	

Classification: Public

SCORING CRITERIA	RATIONALE	SCORE
Communication of Ideas (S)		S
• The writing is generally clear and functionally organized.	The student's writing is generally clear and functionally organized into four paragraphs.	
• Basic stylistic choices may contribute to the creation of a voice that is adequate.	Basic stylistic choices, such as "In my personal opinion the role of the government should be to stick to their morals and do what they believe is right," contribute to the creation of an adequate voice.	
• Vocabulary is adequate.	Vocabulary is adequate; for example, "secure" and "restrictions."	
• The writing demonstrates basic control of sentence construction, grammar, and mechanics.	Basic control of sentence construction, grammar, and mechanics is evident in "From this particular source the role of the government is creating the sense of security over freedom."	
• Errors do not seriously interfere with communication.	Errors, such as "saftey" and "american," do not seriously interfere with communication.	

Classification: Public

Examples of Students' Writing with Rationales—Proficient

Social Studies 30–2, January 2020
Assignment II Responses
Example Scored Proficient (Pf)

Source I is a graph that gives 2016 data on the percentage of gross domestic product spent on the military by a selection of countries. This source communicates the role of government in making spending decisions that will reflect the values and best interests of the country. The countries with the highest military spending are Russia and the United States. This high rate of spending reflects the countries' militaristic values. The government is in charge of allocating tax dollars to certain programs; an ideal democratic government spends tax dollars in areas where citizens see the greatest value. For Russia and the United States maintaining a strong military presence globally is important. Countries such as Canada take a slightly more liberal approach to tax allocation. This is reflected in the graph, with less money being put towards the military, there is more money that can be spent on healthcare and other social programs.

Source II depicts a news headline stating that British Columbia's health-care workers are being granted the choice to either receive the flu shot or wear a medical mask at all times while working. This source communicates the role of the government in decision making and creating legislation that will promote the overall well-being of citizens while protecting the personal rights and freedoms of individuals. The government has a role in striking a balance between self-interest and collective interest. In the example of source II, the BC government has chosen to give health-care workers more choice in how they protect them self against the influenza virus. This choice may put patients at higher risk of contracting the virus but the government has made a decision which puts the personal freedom of health-care workers at a higher value. The

Classification: Public

government must make choices that will promote maximum well-being while taking into consideration the values of the citizens.

Source III is a political cartoon critiquing modern society in the form of a board game. The game shows a virtually impossible board game called "LIFE ON THE EDGE! The Minimum Wage Game!" The spaces on the board game are captioned with events such as "UNEXPECTED EMERGENCY Go back 2 spaces and choose another thing to do without," "EVICTED", and "YOU'RE FIRED! Go back 2 spaces." The board game critiques the unforgiving reality of life for minimum wage workers in many of today's modern societies. The cartoon criticizes the endless cycle that many people become stuck in. In the board game there are no good spots to land on, there is no way to really win. If you "win", you "get to start over again next month!" For many people this cartoon is their reality. There is no way to get ahead in life. This source communicates the need for government involvement in the lives of individuals. Source III shows the value that more social programs and welfare would bring. Many people critique social programs as promoting laziness, but this source shows the point of view of many working class citizens. For these people, without government assistance they are just trying to make ends meet each month.

I believe that the role of the government should be to protect citizens and act in ways that represent the values of the people. I agree with the sentiments of source III in saying that the government should play a role in assisting citizens who are going through financial hardships. I do not believe that people should become fully dependent on social programs but I think that giving some assistance to get through emergencies is appropriate. For people who are struggling, meeting basic needs is the main concern and

Classification: Public

as a result they end up in a cycle of hardship. Government aid provides the necessary means for people to better themselves and avoid homelessness. Source II communicates that the government plays a role in determining the balance between self-interest and collective interest. I agree with source II in saying that the government must leave some space for people to make their own choices. If too much choice is taken away from people, citizens will begin to feel as though they have been stripped of personal freedoms. Too much government involvement can be harmful but it is necessary in order to maintain societal order. I believe that the role of government should be to protect the rights of citizens and spend money in areas that reflect the values of the people. I also think that the government should provide assistance to citizens who are disadvantaged. The government should work to support citizens through spending, creating legislation and providing assistance.

Classification: Public

EXAMPLE RESPONSE—Proficient

SCORING CRITERIA	RATIONALE	SCORE
Interpretation of Sources (Pf)		Pf
• Interpretations are specific and accurate but may not address all sources.	The student's interpretations are specific and accurate; for example, "This source communicates the need for government involvement in the lives of individuals. Source III shows the value that more social programs and welfare would bring. Many people critique social programs as promoting laziness, but this source shows the point of view of many working class citizens. For these people, without government assistance they are just trying to make ends meet each month."	
• Evidence is relevant and appropriate, but may contain some minor factual errors.	Evidence is relevant and appropriate, as seen in "This high rate of spending reflects the countries' militaristic values. The government is in charge of allocating tax dollars to certain programs; an ideal democratic government spends tax dollars in areas where citizens see the greatest value. For Russia and the United States maintaining a strong military presence globally is important. Countries such as Canada take a slightly more liberal approach to tax allocation."	
• The student demonstrates a clear understanding of applicable social studies knowledge and the assigned task.	The student demonstrates a clear understanding of applicable social studies knowledge and the assigned task in "This source communicates the role of the government in decision making and creating legislation that will promote the overall well-being of citizens while protecting the personal rights and freedoms of individuals. The government has a role in striking a balance between self-interest and collective interest."	

Classification: Public

SCORING CRITERIA	RATIONALE	SCORE
Defence of Position (Pf)		Pf
• The defence of position is based on one or more sound arguments.	The defence of position is based on sound arguments, as shown in "I agree with source II in saying that the government must leave some space for people to make their own choices. If too much choice is taken away from people, citizens will begin to feel as though they have been stripped of personal freedoms."	
• Evidence is appropriate, but may contain some minor factual errors.	Appropriate evidence is seen in "the government should play a role in assisting citizens who are going through financial hardships. I do not believe that people should become fully dependent on social programs but I think that giving some assistance to get through emergencies is appropriate. For people who are struggling, meeting basic needs is the main concern and as a result they end up in a cycle of hardship. Government aid provides the necessary means for people to better themselves and avoid homelessness."	
• The student demonstrates a clear understanding of applicable social studies knowledge and the assigned task.	The student demonstrates a clear understanding of applicable social studies knowledge and the assigned task in "I believe that the role of government should be to protect the rights of citizens and spend money in areas that reflect the values of the people. I also think that the government should provide assistance to citizens who are disadvantaged. The government should work to support citizens through spending, creating legislation and providing assistance."	

Classification: Public

SCORING CRITERIA	RATIONALE	SCORE
Communication of Ideas (Pf)		
• The writing is logical and clearly organized.	The student's writing is logically and clearly organized into four paragraphs.	
• Appropriate stylistic choices may contribute to the creation of a distinct voice.	Appropriate stylistic choices contribute to the creation of a distinct voice; for example, "The board game critiques the unforgiving reality of life for minimum wage workers in many of today's modern societies."	
• Vocabulary is specific.	Vocabulary is specific, as seen in "militaristic values," "allocating tax dollars," and "critique social programs."	Pf
• The writing frequently demonstrates effective control of sentence construction, grammar, and mechanics.	The student's writing frequently demonstrates effective control of sentence construction, grammar, and mechanics, as seen in "This is reflected in the graph, with less money being put towards the military, there is more money that can be spent on healthcare and other social programs."	
• Errors do not detract from communication.	Errors, such as "them self," do not detract from communication.	

Classification: Public

Examples of Students' Writing with Rationales—Excellent

Social Studies 30–2, January 2020
Assignment II Responses
Example Scored Excellent (E)

The first source provided is a bar graph which represents the percentage of gross domestic product each of the countries listed spent on the military in one year. The countries of Russia and the United States spent the highest percentage on the military while countries such as Canada and Japan spent the lowest percentage. Based upon the data provided, it is evident that countries which are more involved in international affairs and conflicts tend to spend the most on their military. The United States, Russia, and China are all members of the Security Council in the United Nations and have seen the most conflict in the recent century with the United States getting involved in reforming the political systems in the Middle East and Russia continuing to heighten their military abilities after the event of the Cold War. Countries such as Canada and Japan however, typically only participate in conflicts when them or their allies are directly threatened, as they are in alliances such as NATO. The graph exhibits how the amount the government spends on the military directly correlates to the amount of conflict and foreign affairs the country participates in. This source therefore, communicates that the role of the government in society should be to intervene in the economy proportionately to the amount of conflict they participate in, to provide security and protect society from potential dangers.

The second source provided shows a news headline stating that the government of British Columbia is requiring health-care workers to either get their flu shot or wear a mask at all times at work. Although the source states that the government is giving

Classification: Public

health-care workers a, "choice," in reality, the government is limiting their personal freedoms by providing them with this ultimatum. This decision by the government is similar to other laws provided by the Canadian government such as intoxicated driving laws, and laws against dangerous drugs, in that they limit personal liberties in order to protect not only individuals participating in the activity, but also society as a whole. Ensuring all health-care workers are either getting flu shots or wearing masks provides heightened protection from life-threatening illness for patients, which can ultimately save lives. Due to these reasons, this source views the role of the government in society should be to limit personal liberties in order to ensure the safety of society.

The third source provided shows a board game for citizens living in poverty called "Life on the Edge." The board game tiles show issues disadvantaged citizens may face such as car troubles, a sick child, and only being able to choose two necessities to provide for the month. This source demonstrates the issues which society can be faced with when living in a capitalist society. Although capitalism allows for economic freedom and a chance for success, it does not provide the same safety net other systems such as a command economy may provide and can lead to poverty as seen through this source. This source demonstrates the never ending amount of issues one can face if they are economically challenged and also shows how it is hard to gain success when faced with this lifestyle. Sometimes the only way for impoverished citizens to escape this lifestyle is to get assistance, whether it is with paying rent or getting the food they need to survive so they can get back on their feet again, which is what this source is calling for. This source communicates that the role of government in society should be to get more

Classification: Public

involved in the economy in order to assist those in need, with getting the necessities they require to live an adequate lifestyle.

Personally, I believe the role of government in society should be to exercise minimal control over citizens only if it is required to sustain national security or safety, while still granting society their personal rights and freedoms. Although this balance can be difficult to sustain at times, it is vital to a content and non-violent society. The system Canada has in place currently is an excellent example of how such balance between the protection of security and safety and granting rights and freedoms results in a content and satisfied society, as there has not been any widespread violence or resentment against the government in recent years. I agree with the perspectives provided in all three sources as well, as they all demonstrate different events in which government involvement should be necessary. Source 1 displays how military spending should be proportionate to involvement in conflicts in order to protect society, source 2 demonstrates how the government needs to take actions to protect vulnerable citizens, and source 3 establishes that the government should take action to protect and assist those in need. This balance of control has not only resulted in positive outcomes, but events from the past have demonstrated how too much control over society can create violence, uprising, as well as how it can lead to detrimental events as demonstrated by the horrible actions taken by fascist dictator, Hitler. One example of when too much control over citizens resulted in a displeased and violent society, can be demonstrated through the French revolution. France used to be a monarchy with a very ridged social structure deemed as, "the three estates," in which approximately ninety-seven percent of the population were seen as

Classification: Public

peasants and were given little to no rights or freedoms in society. This societal restraint ultimately resulted in a violent up rise against not only the monarch, but also the top two estates consisting of clergy and nobles, in order for the peasants to gain the freedom they thought they deserved. The sources provided as well as the evidence given validates that the role of government in society should be to interfere in society only when necessary while sustaining the most personal liberties as possible.

Classification: Public

EXAMPLE RESPONSE—Excellent

SCORING CRITERIA	RATIONALE	SCORE
Interpretation of Sources (E)		
• Interpretations are insightful, comprehensive, and address all sources.	The student's interpretations are insightful and comprehensive, as seen in "Although the source states that the government is giving health-care workers a, 'choice,' in reality, the government is limiting their personal freedoms by providing them with this ultimatum. This decision by the government is similar to other laws provided by the Canadian government such as intoxicated driving laws, and laws against dangerous drugs, in that they limit personal liberties in order to protect not only individuals participating in the activity, but also society as a whole."	
• Evidence is specific and accurate, and errors, if present, do not detract from the response.	Evidence is specific and accurate, as demonstrated in "it is evident that countries which are more involved in international affairs and conflicts tend to spend the most on their military. ...Countries such as Canada and Japan however, typically only participate in conflicts when them or their allies are directly threatened, as they are in alliances such as NATO."	E
• The student demonstrates a thorough and perceptive understanding of applicable social studies knowledge and the assigned task.	A perceptive understanding of applicable social studies knowledge and the assigned task is demonstrated in "This source demonstrates the issues which society can be faced with when living in a capitalist society. ...This source communicates that the role of government in society should be to get more involved in the economy in order to assist those in need, with getting the necessities they require to live an adequate lifestyle."	

Classification: Public

SCORING CRITERIA	RATIONALE	SCORE
Defence of Position (E)		
• The defence of position is based on one or more convincing, logical arguments.	The defence of position is based on convincing and logical arguments, as seen in "the role of government in society should be to exercise minimal control over citizens only if it is required to sustain national security or safety, while still granting society their personal rights and freedoms."	
• Evidence is specific and accurate, and errors, if present, do not detract from the response.	Evidence is specific and accurate, as seen in "One example of when too much control over citizens resulted in a displeased and violent society, can be demonstrated through the French revolution. ...This societal restraint ultimately resulted in a violent up rise against not only the monarch, but also the top two estates consisting of clergy and nobles, in order for the peasants to gain the freedom they thought they deserved."	E
• The student demonstrates a thorough and perceptive understanding of applicable social studies knowledge and the assigned task.	A thorough and perceptive understanding of the applicable social studies knowledge and the assigned task is evident in "This balance of control has not only resulted in positive outcomes, but events from the past have demonstrated how too much control over society can create violence, uprising, as well as how it can lead to detrimental events as demonstrated by the horrible actions taken by fascist dictator, Hitler."	

Classification: Public

SCORING CRITERIA	RATIONALE	SCORE
Communication of Ideas (E)		
• The writing is fluent and purposefully organized.	The writing is fluent and purposely organized into four paragraphs.	
• Effective stylistic choices may contribute to the creation of an engaging voice.	Effective stylistic choices contribute to the creation of an engaging voice, as seen in "The system Canada has in place currently is an excellent example of how such balance between the protection of security and safety and granting rights and freedoms results in a content and satisfied society, as there has not been any widespread violence or resentment against the government in recent years."	E
• Vocabulary is precise.	Precise vocabulary is seen in "proportionately," "detrimental," and "validates."	
• The writing demonstrates confident control of sentence construction, grammar, and mechanics.	The student's writing demonstrates confident control of sentence construction, grammar, and mechanics; for example, "Ensuring all health-care workers are either getting flu shots or wearing masks provides heightened protection from life-threatening illness for patients, which can ultimately save lives."	
• Errors, if present, are inconsequential.	Errors, such as "ridged," are inconsequential.	

Classification: Public

Social Studies 30–2 January 2020
Written-response Assignment III

ASSIGNMENT III

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

An online forum posed the following question:

Should the government of Canada change its electoral system?



Citizen I
Canada should not change how we elect our members of Parliament. We have a respected representative democracy that we all understand. Our elections are efficient and straightforward; the person that comes in first in a constituency becomes the MP. If we don't like how our member of Parliament performs, we elect someone else next time.



Citizen II
Canada must fundamentally change its electoral system so that the number of each party's representatives is proportional to its voter support. Too many Canadians are not voting because they think their votes don't count. In most constituencies, the winning candidate receives less than 50% of the votes, yet that candidate still becomes an MP. All those people who voted for someone else wasted their ballots.



Citizen III
Canada should change its electoral system to ensure that the successful candidate is the one most preferred by the majority of the people that he or she is supposed to represent. We should select our first, second, and third choices. If no candidate gets 50% of the first-place votes, the second and third selections could be used to determine who is most popular with the majority of voters.



Classification: Public

ASSIGNMENT III

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

Should the government of Canada change its electoral system?

Write a response in which you **must**

- **explore** the issue of changing Canada's electoral system
- **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

Classification: Public

Scoring categories and scoring criteria for 2020–2021 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

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

Classification: Public

DEFENCE OF POSITION (8 marks)

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

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

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

Classification: Public

COMMUNICATION (4 marks)

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

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

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

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

Classification: Public

Examples of Students' Writing with Rationales—Satisfactory

Social Studies 30–2, January 2020
Assignment III Responses
Example Scored Satisfactory (S)

When Canada's electoral system is brought up, there are many different views on the subject. Some people think that it is fin how it is and there is no reason to change it from First Past The Post, while others think that we should change it to proportional representation, and some even think that we should come up with something new for our electoral system.

Citizen 1 thinks that we shouldn't change our electoral system because if we did, it would just over complicate things and that we don't need to worry about who gets elected because we can just elect someone else next time. While Citizen 1 is right about our current system being straightforward, they seem to have forgotten that everyone who didn't vote for the winner essentially gets their vote wasted.

Citizen 2 thinks that we should change our system to proportional representation because that way everyone's votes will count and more people will vote in the first place. Even though Citizen 2 is right about everyone's vote counting more in proportional representation, they neglect to mention that most of the time proportional representation leads to a minority government which usually causes less and less to get done because none of the parties can agree on how to resolve an issue.

Citizen 3 thinks that we should change our system to where we pick our top three and see from there who the most voted for is. Citizen 3 is correct about how this system will sow who the actual most voted for person is, they don't talk about how introducing a completely new system could have a shaky start at first and can confuse a lot of people.

Classification: Public

I believe that proportional representation might be the better electoral system for us to use, while it does have the downside of causing less to get done due to it usually being a minority government I believe that is a risk we should take for everyone's voice to be accurately heard, so I agree with Citizen 2.

Classification: Public

EXAMPLE RESPONSE—Satisfactory

SCORING CRITERIA	RATIONALE	SCORE
Exploration and Analysis (S)		
• Exploration of the issue(s) is valid but general and may contain misconceptions.	The student's valid but general exploration is demonstrated in "Some people think that it is fin how it is and there is no reason to change it from First Past The Post, while others think that we should change it to proportional representation, and some even think that we should come up with something new for our electoral system."	
• Analysis is general and straightforward.	The analysis is general and straightforward; for example, "this system will sow who the actual most voted for person is, they don't talk about how introducing a completely new system could have a shaky start at first and can confuse a lot of people."	S
• The student demonstrates an acceptable understanding of various points of view on the issue(s) and the assigned task.	An acceptable understanding of the various points of view is shown in "Citizen 1 thinks that we shouldn't change our electoral system because if we did, it would just over complicate things and that we don't need to worry about who gets elected because we can just elect someone else next time."	

Classification: Public

SCORING CRITERIA	RATIONALE	SCORE
Defence of Position (S) • The defence of position is based on one or more adequate arguments.	The defence of position is based on adequate arguments, such as "I believe that proportional representation might be the better electoral system for us to use, while it does have the downside of causing less to get done due to it usually being a minority government I believe that is a risk we should take for everyone's voice to be accurately heard, so I agree with Citizen 2."	S
• Evidence is relevant, but general and/ or incompletely developed. • The evidence may contain errors.	Evidence is relevant, but incompletely developed, as seen in "While Citizen 1 is right about our current system being straightforward, they seem to have forgotten that everyone who didn't vote for the winner essentially gets their vote wasted."	
• The student demonstrates an acceptable understanding of applicable social studies knowledge and the assigned task.	An acceptable understanding is demonstrated in "Even though Citizen 2 is right about everyone's vote counting more in proportional representation, they neglect to mention that most of the time proportional representation leads to a minority government which usually causes less and less to get done because none of the parties can agree on how to resolve an issue."	

Classification: Public

SCORING CRITERIA	RATIONALE	SCORE
Communication of Ideas (S) • The writing is generally clear and functionally organized. • Basic stylistic choices may contribute to the creation of a voice that is adequate. • Vocabulary is adequate. • The writing demonstrates basic control of sentence construction, grammar, and mechanics. • Errors do not seriously interfere with communication.	The writing is generally clear and organized into five paragraphs. Basic stylistic choices, such as "Citizen 2 thinks that we should change our system to proportional representation because that way everyone's votes will count and more people will vote in the first place," contribute to the creation of a voice that is adequate. Vocabulary is adequate; for example, "neglect" and "downside." Basic control of sentence construction, grammar, and mechanics is demonstrated in "Citizen 3 thinks that we should change our system to where we pick our top three and see from there who the most voted for is." Errors, such as "fin" and "sow," do not seriously interfere with communication.	S

Classification: Public

Examples of Students' Writing with Rationales—Proficient

Social Studies 30–2, January 2020
Assignment III Responses
Example Scored Proficient (Pf)

The issue presented is if the government of Canada should change the electoral system. Currently, the Canadian government works with a first past the post system that is based on ridings. Some of the problems with this system is that it often results in two major parties and possibly a winning party that received less votes overall than another party.

Citizen 1 thinks that the electoral system should remain as it is now, stating that the current system is efficient and straightforward. This is feasible as it is the system that is currently in place now, although many people are not happy with it. The ridings are based on population and everyone understands the election process currently in place.

Citizen 2 thinks that the electoral system should change to proportional representation; the main point they bring up is voter apathy and that the winning candidate often receives less than 50% of the votes. In the 2019 federal election in Canada, the Liberal party won the most ridings but the Conservative party got the most votes overall, this results in provinces such as Alberta feeling underrepresented in the federal government. However, changing the system could be problematic, people would have to learn how the new system works and some people might not bother to learn the new system.

Citizen 3 thinks that the electoral system should change based on a first, second, and third choice. This system could more accurately reflect the will of the majority but it complicates the voting procedure. Some people might decide not to vote because of the change and complications of having to learn how the new system works. This could cause an increase of spoiled ballots if the instructions were unclear or they just might not follow them at all. However, this does more accurately reflect the will of the majority and

Classification: Public

can help prevent a multi-party system from being diminished down to only two main parties.

I think that the electoral system should change to be based on a first, second, and third choice format. This method prevents the spoiler effect and ensures that the winning party has at least 50% of the votes. It is more accurate in representing the will of the majority and allows for citizens to vote based on which party they want to win, not the one they think is most likely to win.

Classification: Public

EXAMPLE RESPONSE—Proficient

SCORING CRITERIA	RATIONALE	SCORE
Exploration and Analysis (Pf)		Pf
• Exploration of the issue(s) is specific and accurate.	The student's specific and accurate exploration of the issue is revealed in "Currently, the Canadian government works with a first past the post system that is based on ridings. Some of the problems with this system is that it often results in two major parties and possibly a winning party that received less votes overall than another party."	
• Analysis is appropriate and purposeful but may contain minor misconceptions.	The analysis is appropriate and purposeful, as evident in "the main point they bring up is voter apathy and that the winning candidate often receives less than 50% of the votes. In the 2019 federal election in Canada, the Liberal party won the most ridings but the Conservative party got the most votes overall, this results in provinces such as Alberta feeling underrepresented in the federal government."	
• The student demonstrates a clear understanding of various points of view on the issue(s) and the assigned task.	The student demonstrates a clear understanding of various points of view on the issue, as seen in "This system could more accurately reflect the will of the majority but it complicates the voting procedure. Some people might decide not to vote because of the change and complications of having to learn how the new system works."	

Classification: Public

SCORING CRITERIA	RATIONALE	SCORE
Defence of Position (Pf) • The defence of position is based on one or more sound arguments. • Evidence is appropriate, but may contain some minor factual errors. • The student demonstrates a clear understanding of applicable social studies knowledge and the assigned task.	The student's defence of position is based on sound arguments; for example, "I think that the electoral system should change to be based on a first, second, and third choice format. This method prevents the spoiler effect and ensures that the winning party has at least 50% of the votes." Evidence is appropriate, as seen in "It is more accurate in representing the will of the majority and allows for citizens to vote based on which party they want to win, not the one they think is most likely to win." A clear understanding of applicable social studies knowledge and the assigned task is demonstrated in "this does more accurately reflect the will of the majority and can help prevent a multi-party system from being diminished down to only two main parties."	Pf

Classification: Public

SCORING CRITERIA	RATIONALE	SCORE
Communication of Ideas (Pf) • The writing is logical and clearly organized. • Appropriate stylistic choices may contribute to the creation of a distinct voice. • Vocabulary is specific. • The writing frequently demonstrates effective control of sentence construction, grammar, and mechanics. • Errors do not detract from communication.	The student's writing is logically and clearly organized into five paragraphs. Appropriate stylistic choices, such as "However, changing the system could be problematic, people would have to learn how the new system works and some people might not bother to learn the new system," contribute to the creation of a distinct voice. Vocabulary, such as "voter apathy," "spoiled ballots," and "spoiler effect," is specific. The student's writing frequently demonstrates effective control of sentence construction, grammar, and mechanics; for example, "This is feasible as it is the system that is currently in place now, although many people are not happy with it."	Pf

Classification: Public

Examples of Students' Writing with Rationales—Excellent

Social Studies 30–2, January 2020
Assignment III Responses
Example Scored Excellent (E)

Canada's voting system is that of a representative democracy, in which the leader of an elected party becomes the Prime Minister of the country, that said, some people want a reform to the electoral system. With the idea of electoral reform, there can come challenges, and the issue is split among those who outright don't want reform, and those that support reform; even more challenges come with the fact that there are multiple ways to change the electoral system.

Citizen 1 is a supporter of the current electoral system, and believes that the system is one that everyone understands and should respect. We have had our electoral system for decades, and everyone has become accustomed to it at this point, but there is the issue of how well the current system actually represents Canadians. Currently, each constituency in Canada votes for it's own MP, and the party with the most MPs takes office, with the party's leader becoming the Prime Minister. In our most recent Federal election, some provinces with a high population, but less constituencies than provinces with lower populations felt that the election results didn't properly represent the desires of most people. On the other hand, the current system provides representation for each constituency in the Federal government, and any legislation that's passed has to represent the majority of Canadians, since the party in power has to have the majority of MPs vote yes on bills for them to be passed.

Citizen 2 believes that the electoral system needs to be changed to proportional representation. This system entails parties getting seats in Parliament based off of the percentage of the vote they received across Canada. For example, if a party were to receive 15% of the votes they would receive 15% of the seats. This system would mean that every person who voted would have some sort of representation in Parliament,

Classification: Public

theoretically presenting a more fair system of government. A caveat to this system is the fact that depending on how split parliament is, passing legislation could become an increasingly difficult process.

Citizen 3 proposes a ranked voting system that would require voters to indicate their top 3 choices during an election. If no party received 50% of the vote, then the second and third choices would be used to determine which party is most popular among voters. The ranked system is one that demands a party represents at least half of the population's desires in order to hold office. With the ranked system, the election would be more of a compromise with voters, possibly leaving more people with a feeling of representation. The con of this system is the same as it's main pro, in that it's a compromise. Many could feel like a compromise isn't enough, or the winning party may only partially represent the majority of people, and not truly represent the main feelings of the country.

Personally, I find the current system to be the best, as even when the winning party doesn't have the most votes, there is still representation for everyone. Using our recent election as a reference, the Liberal party won with a minority government, even though the Conservative party received the most votes. In this minority government, the Liberal party will still have to receive votes from the majority of Parliament to pass bills, this means that the majority of Canada is represented when bills are passed. When there is a majority government, most bills are passed very easily, so the majority of Canadians are still represented in the government. The proportional representation system makes passing bills in Parliament much more tedious, and a ranked system of voting won't please people as much as expected.

Classification: Public

In conclusion all three electoral systems have their pros and cons, and each tackles representation in very different ways, but I personally believe that election reform is unnecessary, and that other systems won't function as efficiently in our country.

Classification: Public

EXAMPLE RESPONSE—Excellent

SCORING CRITERIA	RATIONALE	SCORE
Exploration and Analysis (E)		
• Exploration of the issue(s) is insightful and comprehensive.	The exploration of the issue is insightful; for example, "Canada's voting system is that of a representative democracy, in which the leader of an elected party becomes the Prime Minister of the country, that said, some people want a reform to the electoral system. With the idea of electoral reform, there can come challenges, and the issue is split among those who outright don't want reform, and those that support reform; even more challenges come with the fact that there are multiple ways to change the electoral system."	
• Analysis is thoughtful and thorough and misconceptions, if present, do not detract from the response.	The student's thoughtful and thorough analysis is demonstrated in "Currently, each constituency in Canada votes for it's own MP, and the party with the most MPs takes office, with the party's leader becoming the Prime Minister" and "This system entails parties getting seats in Parliament based off of the percentage of the vote they received across Canada. For example, if a party were to receive 15% of the votes they would receive 15% of the seats. This system would mean that every person who voted would have some sort of representation in Parliament, theoretically presenting a more fair system of government."	E
• The student demonstrates a confident and perceptive understanding of various points of view on the issue(s) and the assigned task.	A confident and perceptive understanding of the various points of view on the issue is shown in "Citizen 3 proposes a ranked voting system that would require voters to indicate their top 3 choices during an election. ...The con of this system is the same as it's main pro, in that it's a compromise."	

Classification: Public

SCORING CRITERIA	RATIONALE	SCORE
Defence of Position (E)		
• The defence of position is based on one or more convincing, logical arguments.	The student's defence of position is based on convincing arguments; for example, "I find the current system to be the best, as even when the winning party doesn't have the most votes, there is still representation for everyone" and "When there is a majority government, most bills are passed very easily, so the majority of Canadians are still represented in the government."	
• Evidence is specific and accurate, and errors, if present, do not detract from the response.	Specific and accurate evidence is shown in "Using our recent election as a reference, the Liberal party won with a minority government, even though the Conservative party received the most votes. In this minority government, the Liberal party will still have to receive votes from the majority of Parliament to pass bills, this means that the majority of Canada is represented when bills are passed."	E
• The student demonstrates a thorough and perceptive understanding of applicable social studies knowledge and the assigned task	The student demonstrates a thorough and perceptive understanding of applicable social studies knowledge and the assigned task, as seen in "the current system provides representation for each constituency in the Federal government, and any legislation that's passed has to represent the majority of Canadians, since the party in power has to have the majority of MPs vote yes on bills for them to be passed."	

Classification: Public

SCORING CRITERIA	RATIONALE	SCORE
Communication of Ideas (E)		
• The writing is fluent and purposefully organized.	The student's writing is fluent and purposefully organized into six paragraphs.	
• Effective stylistic choices may contribute to the creation of an engaging voice.	An engaging voice is evident in stylistic choices such as "The proportional representation system makes passing bills in Parliament much more tedious, and a ranked system of voting won't please people as much as expected."	
• Vocabulary is precise.	Vocabulary, such as "caveat" and "tedious," is precise.	E
• The writing demonstrates confident control of sentence construction, grammar, and mechanics.	Confident control of sentence construction, grammar and mechanics is demonstrated in "In conclusion all three electoral systems have their pros and cons, and each tackles representation in very different ways, but I personally believe that election reform is unnecessary, and that other systems won't function as efficiently in our country."	
• Errors, if present, are inconsequential.	Errors, such as "it's," are inconsequential.	

Classification: Public