



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

From the January 2025 Diploma Examination

This document was primarily written for:

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

2024–2025 Social Studies 30–2 Examples of the Standards for Students' Writing

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We would be pleased to hear from you.

Introduction

The written responses in this document are examples of *Social Studies 30–2 Diploma Examination* writing that received scores of Satisfactory (S), Proficient (Pf), and Excellent (E). These example responses are taken from the *January 2025 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 2025 marking session. The example responses and the rationales were also used to train markers to apply the scoring criteria consistently and to justify their decisions about scores in terms of an individual student's work and the criteria.

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

Selection and use of example papers

The teachers on the Standards Confirmation Committee for the January 2025 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 2025 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 2025.

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 and Childcare take any hint of plagiarism or cheating extremely seriously. The consequences for students are grave.

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

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

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

Social Studies 30–2 January 2025 Writing Assignments

January 2025

Social Studies 30–2

Part A: Written Response

Grade 12 Diploma Examination

Description

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

Plan your time carefully.

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

- **Assignment I**

Value: 10% of total examination mark

Suggested time: 20–25 minutes

- **Assignment II**

Value: 20% of total examination mark

Suggested time: 40–45 minutes

- **Assignment III**

Value: 20% of total examination mark

Suggested time: 40–45 minutes

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

Instructions

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

Additional Instructions for Students Using Word Processors

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

Additional Instructions for Students Who are Handwriting

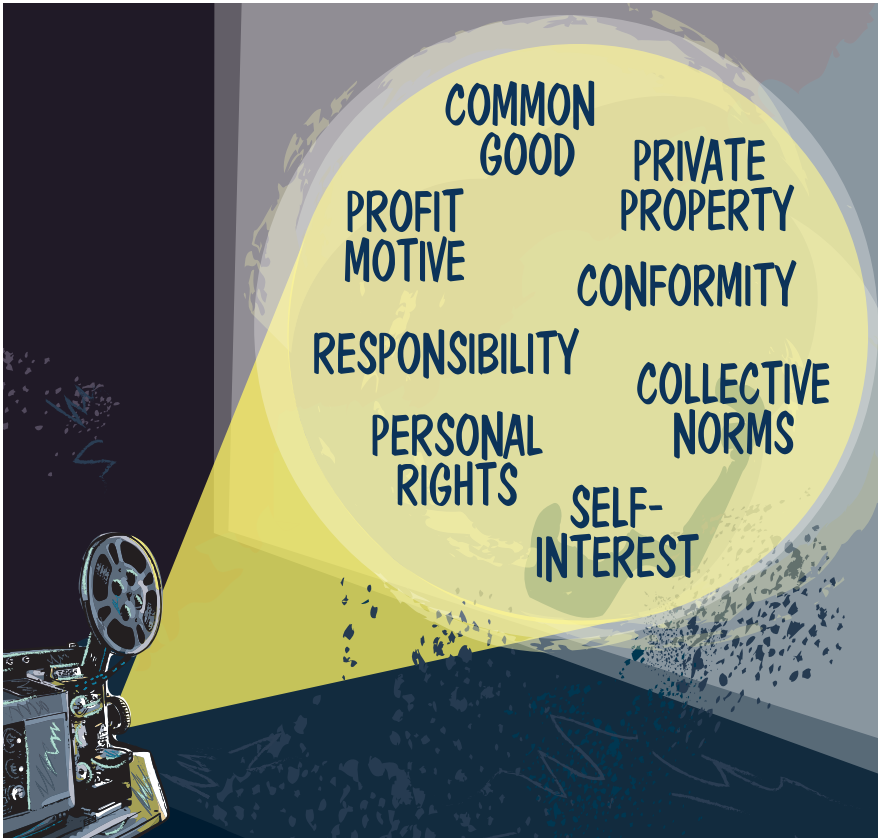
- **Use the paper provided by your school for handwritten work.** Note that there is no paper provided in the booklet for final written work.
- Use blue or black ink for handwritten work.

Assignment I

Value: 10% of the total examination mark

Suggested time: 20–25 minutes

Suggested word count range: 250 to 550 words



Which 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

Assignment II

Value: 20% of the total examination mark

Suggested time: 40–45 minutes

Suggested word count range: 375 to 900 words

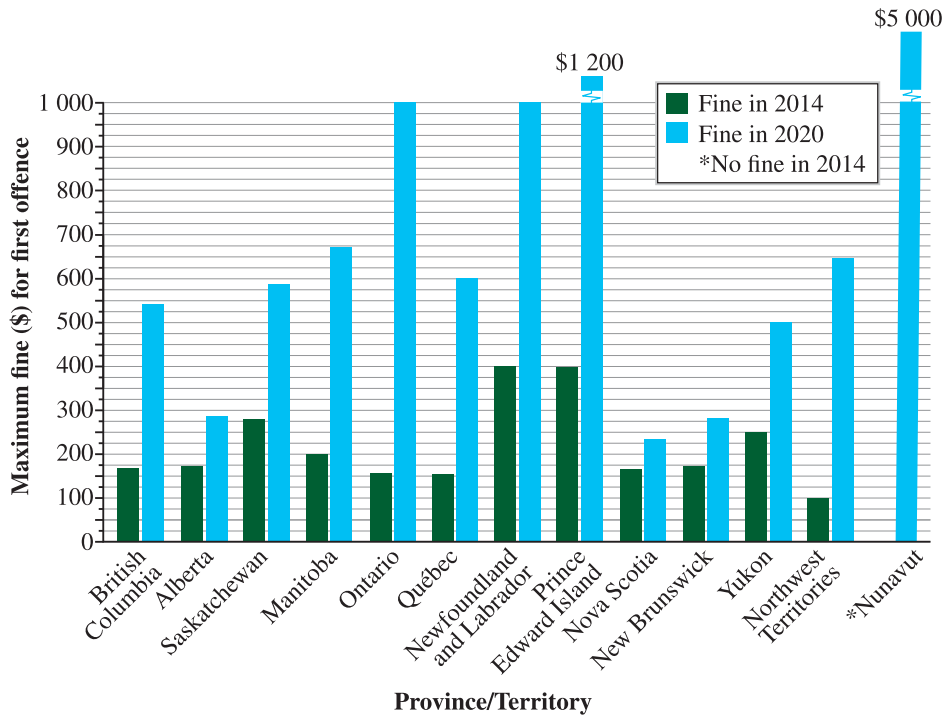
Write a response in which you must interpret **each** of the three sources on pages 6 and 7 and answer **both** questions on page 9.

Source I



2017—Children break bricks beside the road in Bangladesh.

Source II
Fines for Distracted Driving in Canada



—data from the Canadian Automobile Association

Source III



Source II Data from Canadian Automobile Association. "Hand-Held Cell Phone Legislation in Canada." Distracted Driving Laws in Canada, Distracted Driving. Accessed March 7, 2014. www.caa.ca

Data from Canadian Automobile Association. "Hand-Held Phone Legislation in Canada." Distracted Driving Laws in Canada, Distracted Driving. Accessed March 1, 2021. www.caa.ca

Source III Phil Hands/Artizans

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




Assignment III

Value: 20% of the total examination mark

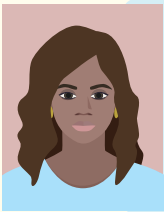
Suggested time: 40–45 minutes

Suggested word count range: 350 to 800 words


Responses to the following question posed in an online forum:




Should citizens' online activities be monitored?



Citizen I
What you do online is no one's business but your own. Free and open platforms promote engagement and sharing of information. Therefore, individuals should be able to visit any website they like, communicate or game with whomever they choose, and post their own opinions without any threat of penalty.



Citizen II
Online users have no right to privacy. Once something is posted or shared online, it becomes publicly accessible. What is posted needs to be regulated and controlled. In an online world, we have to guard against attempts by agitators and hackers to disrupt our democracy. These users should be identified and punished.



Citizen III
What should, or should not, be permitted online is complicated. No one should be able to promote hatred online, but we have to protect freedom of expression. People who have tremendous influence on others should be held to a higher standard and face consequences when they misuse their influence.

Should citizens' online activities be monitored?

Write a response in which you **must**

- **explore** the issue of monitoring the online activities of citizens
- **analyze** various points of view on the issue
- **explain** and **defend** your position on the issue
- **support** your point of view using your understanding of social studies

Reminders for Writing

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

Examples of Students' Writing with Rationales

Social Studies 30–2 Assignment I, January 2025

Example scored Satisfactory (S)

Individualism is an ideology that many countries favour. The values that are the most important to individualism are private property, self-interest, and profit motive. Private property is land that you own that no one else can go on or use unless you give consent. You can control what you do with it. Self-interest lets you want what you want and be able to shop around for it. Profit motive means that you are allowed to earn your own money for the work that you do.

Private property is considered to be a key value for individualism. It is property or land that the government and the public do not own or control. This means that you are free to do whatever you wish with your land and no one could get after you for it. An example of this is a farm that is bought and paid for. No one can come into your land unless you let them. Crown land is the opposite. It belongs to the government and the public who are permitted to use the land whenever they wish and however they wish to use it. This makes private property one of many key values of individualism.

Another important value to individualism is self-interest. This is the right for individuals to pursue their own wants and needs. This allows each person to get what they want and need through shopping around. It also works for business owners. It allows the business owners to decide for themselves what it is that they want to produce and sell to consumers. This leads to supply and demand. A free market economy can be a great example. The people decide what they want and how to get it. To individualism, self-interest is considered to be important for individuals.

Profit motive is yet also another important value to individualism. Profit motive is the right to earn your own income based on the quality of work that you do. This means that if you were to work hard and do it well and that the quality that was produced is good, then you would earn a wage that is appropriate to your work quality. Homemade goods and services are an example. If you do well then you will earn a good income and more people will come to you. If you do poorly, no one will want your good or service. The right to have a profit motive proves to be an important value to individualism.

Individualism has many key values. Private property, self-interest, and profit motive are the most important values to individualism. Private property is land that no one but you can use. Self-interest means that you are allowed to pursue your own desires. Profit motive is the ability to earn a wage based on your work quality. Overall, individualism is all about the individual rather than the collective.

Social Studies 30–2 January 2025

Assignment I

Example Paper—Satisfactory (S)

Scoring Criteria	Rationale	Score
Explanations and Support (S) <ul style="list-style-type: none"> Explanations are general and straightforward, revealing an acceptable understanding. Support is relevant but general and/or only partially developed and may contain errors. The response demonstrates an acceptable understanding of the assigned task. 	<p>Explanations are general and straightforward, revealing an acceptable understanding; for example, “This is the right for individuals to pursue their own wants and needs. This allows each person to get what they want and need through shopping around.” and “It allows the business owners to decide for themselves what it is that they want to produce and sell to consumers. This leads to supply and demand.”</p> <p>Support is relevant but general, as seen in “An example of this is a farm that is bought and paid for. No one can come into your land unless you let them. Crown land is the opposite. It belongs to the government and the public who are permitted to use the land whenever they wish and however they wish to use it.”</p> <p>An acceptable understanding of the assigned task is demonstrated in “Profit motive is the right to earn your own income based on the quality of work that you do. This means that if you were to work hard and do it well and that the quality that was produced is good, then you would earn a wage that is appropriate to your work quality.”</p>	Satisfactory S
Communication (S) <ul style="list-style-type: none"> The writing is straightforward and functionally organized. Vocabulary is adequate. The writing demonstrates basic control of sentence construction, grammar, and mechanics. Errors do not seriously interfere with communication. 	<p>The writing is straightforward and functionally organized into five paragraphs.</p> <p>Vocabulary, such as “opposite,” “shopping,” and “appropriate,” is adequate.</p> <p>Basic control of sentence construction, grammar, and mechanics is demonstrated in “Self-interest means that you are allowed to pursue your own desires.”</p> <p>Errors, such as “come into your land,” do not seriously interfere with communication.</p>	Satisfactory S



Examples of Students' Writing with Rationales

Social Studies 30–2 Assignment I, January 2025

Example scored Proficient (Pf)

Response Unavailable

Social Studies 30–2 January 2025

Assignment I

Example Paper—Proficient (Pf)

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

Examples of Students' Writing with Rationales

Social Studies 30–2 Assignment I, January 2025

Example scored Excellent (E)

Individualism is an ideology in which the interests of an individual is put ahead of the interests of the collective. Individualism lies on the right side of the spectrum where there is less government involvement. Characteristics which are important to individualism are private property, profit motive, and self-interest.

Private property is the belief that property should be owned by the individual rather than the state. Private property is an important characteristic to individualism as it allows for people to own their own property and make decisions for their own benefit. John Locke is an example of someone who believes that property should be privately owned. John Locke believed that people have a right to private property as individuals work hard to earn their own property and material possessions. John Locke was someone who believed in individualism where people have the right to own property based on their own interest. This example is important to individualism as it shows how John Locke believes that the individual is responsible for their own lives and therefore should have the right to private property.

Profit motive is the incentive to make decisions in order to gain more money. Profit motive is an important characteristic to individualism as it allows for people to make their own financial decisions. Profit motive dictates how businesses run in order to generate the maximum amount of revenue. Adam Smith is an example of someone who believes in profit motive. Adam Smith also known as the "Father of Capitalism" believed that individuals should make their own economic decision letting the "invisible hand of the market" guide the economy of country. Profit motives would allow the creation of competition among businesses in order to attract customers and make the most money. This in turn would allow people to have a greater variety in the products they can purchase. Adam Smith believed that profit motive is able to benefit everyone, while simultaneously allowing the economy to prosper. This example is important to individualism as it shows how Adam Smith believed that individuals should be able to make their own economic decisions with limited government intervention.

Self-interest is where people make decisions based on what benefits them. Self-interest is an important characteristic to individualism as it allows people to dictate their own actions

without government involvement. An example of self-interest is during the early days of the Industrial Revolution. During the early days of the Industrial Revolution, classical liberalism was the main ideology that people had. People were allowed to work wherever they wanted and purchase what they wanted. Factory owners were also able to hire whomever they wanted and pay their workers whatever they pleased. Factory owners worked in their own self-interest to make as much money as they could from their products while spending as little money as possible. The workers could also choose where they wanted to work in order to earn as much money as they could. Consumers also had the choice of where to buy the cheapest product. All these people are making decisions where their self-interest is at the forefront. This example of the Industrial Revolution is important to individualism as it shows how people are able to make decision without government intervention. The ideas of classical liberalism which was the predominant ideology during the Industrial Revolution aligns with the values of individualism where there is little to no government intervention.

Individualism is a set of beliefs where the individual is more important than the overall group. Individualism is an ideology on the right side of the spectrum with less government intervention. The characteristics that are important in individualism are private property, profit motive, and self-interest.

Social Studies 30–2 January 2025

Assignment I

Example Paper—Excellent (E)

Scoring Criteria	Rationale	Score
Explanations and Support (E) <ul style="list-style-type: none"> Explanations are deliberate and comprehensive, revealing a perceptive understanding. Support is specific and accurate, and errors, if present, do not detract from the response. The response demonstrates a thorough and perceptive understanding of the assigned task. 	<p>Explanations are deliberate and comprehensive, revealing a perceptive understanding; for example, “During the early days of the Industrial Revolution, classical liberalism was the main ideology that people had. People were allowed to work wherever they wanted and purchase what they wanted. Factory owners were also able to hire whomever they wanted and pay their workers whatever they pleased. ... This example of the Industrial Revolution is important to individualism as it shows how people are able to make decision without government intervention.”</p> <p>Support is specific and accurate, as seen in “Adam Smith is an example of someone who believes in profit motive. Adam Smith also known as the ‘Father of Capitalism’ believed that individuals should make their own economic decision letting the ‘invisible hand of the market’ guide the economy of country.”</p> <p>A thorough and perceptive understanding of the assigned task is demonstrated in “John Locke was someone who believed in individualism where people have the right to own property based on their own interest. This example is important to individualism as it shows how John Locke believes that the individual is responsible for their own lives and therefore should have the right to private property.”</p>	Excellent E
Communication (E) <ul style="list-style-type: none"> The writing is fluent and effectively organized. Vocabulary is precise. The writing demonstrates confident control of sentence construction, grammar, and mechanics. Errors, if present, are inconsequential. 	<p>The writing is fluent and effectively organized into five paragraphs.</p> <p>Vocabulary, such as “incentive,” “simultaneously,” and “predominant,” is precise.</p> <p>Confident control of sentence construction, grammar, and mechanics is demonstrated in “Adam Smith believed that profit motive is able to benefit everyone, while simultaneously allowing the economy to prosper.”</p> <p>Errors, such as “Private property is the belief,” are inconsequential.</p>	Excellent E

Examples of Students' Writing with Rationales

Social Studies 30–2 Assignment II, January 2025

Example scored Satisfactory (S)

Source 1- Source one shows us a picture of a little girl breaking bricks in bangladesh. This little girl's family most likely does not have very much money and needs the children to work to help stay alive. This little girl looks very exhausted and uncomfortable from breaking the bricks all day. The pay that she would be receiving would be very low, but third world countries need every little bit to help them survive, even if it means that the children need to work and help. The government obviously does not care about its citizens by the looks of this image. Child labour should be illegal across the whole world, but third world countries are using it to their advantage to produce goods.

Source 2- Source two is a chart about the distracted driving fines in Canada. Distracted driving never used to be a big deal at all until cell phones have recently got so handy over the last decade or so. Police have never had to worry that much about distracted driving because people did not have cell phones at hands reach while they were driving. Once cell phones progressed, so did the number of distracted driving tickets that police were having to write people. In order to bring the distracted driving numbers back down, the government raised the prices of the ticket in 2020. This shows that the government in Canada does not want their citizens to be putting themselves at risk while they are driving. Having the cost of tickets higher will bring the distracted driving numbers back down in order to make the roads a safer place to drive on.

Source 3- Source three is a government hand holding a coin over a bunch of doctors hands. The source is telling us that the Canadian government funds need to be raised in order to keep hospitals open. The Canadian government has been giving hospitals as minimal as possible over the last few years and it is really starting to show now with the quality of hospitals. The

Canadian government's role should be to keep hospitals open and properly functioning, without doctors and hospital workers having to beg for more funds.

The role of government in society should be a lot stronger than what it is in this day and age. The government needs to stick up for their countries and help them when they are in need. Nobody like that little girl in the first source should have to work. Child labour should no longer be a thing, and government can shut that down if they really wanted to. Canada's distracted driving tickets being raised is coming from a great mindset. The government is trying to make Canada a safer place by raising the tickets. Canadian health funds need to be raised in order to keep hospitals and clinics open for the citizens. Canada can not just ride the bear minimum and more and the funds need to be rasied. Governments just need to put in more efforts for their countries.

Social Studies 30–2 January 2025

Assignment II

Example Paper—Satisfactory (S)

Scoring Criteria	Rationale	Score
Interpretation of Sources (S) <ul style="list-style-type: none"> • Interpretations are adequate but general and may contain misconceptions. • Interpretations may not address all sources. • Evidence is relevant but general and/or only partially developed and may contain errors. • The response demonstrates an acceptable understanding of applicable social studies knowledge and the assigned task. 	<p>Interpretations are adequate but general; for example, “The pay that she would be receiving would be very low, but third world countries need every little bit to help them survive, even if it means that the children need to work and help. The government obviously does not care about its citizens by the looks of this image.”</p> <p>Evidence is relevant but general, as seen in “This shows that the government in Canada does not want their citizens to be putting themselves at risk while they are driving. Having the cost of tickets higher will bring the distracted driving numbers back down in order to make the roads a safer place to drive on.”</p> <p>An acceptable understanding of applicable social studies knowledge and the assigned task is demonstrated in “The source is telling us that the Canadian government funds need to be raised in order to keep hospitals open. The Canadian government has been giving hospitals as minimal as possible over the last few years and it is really starting to show now with the quality of hospitals.”</p>	<p>Satisfactory</p> <p>S</p>

Scoring Criteria	Rationale	Score
Defence of Position (S) <ul style="list-style-type: none"> The defence of position is based on one or more adequate arguments. Evidence is relevant but general and/or only partially developed and may contain errors. The response demonstrates an acceptable understanding of applicable social studies knowledge and the assigned task. 	<p>The defence of position is based on adequate arguments; for example, "The government needs to stick up for their countries and help them when they are in need. Nobody like that little girl in the first source should have to work."</p> <p>Evidence is relevant but general, as seen in "Canada's distracted driving tickets being raised is coming from a great mindset. The government is trying to make Canada a safer place by raising the tickets."</p> <p>An acceptable understanding of applicable social studies knowledge and the assigned task is demonstrated in "Canadian health funds need to be raised in order to keep hospitals and clinics open for the citizens. Canada can not just ride the bear minimum and more and the funds need to be rasied."</p>	Satisfactory S
Communication (S) <ul style="list-style-type: none"> The writing is straightforward and functionally organized. Basic stylistic choices may contribute to the creation of an adequate voice. Vocabulary is adequate. The writing demonstrates basic control of sentence construction, grammar, and mechanics. Errors do not seriously interfere with communication. 	<p>The writing is straightforward and functionally organized into four paragraphs.</p> <p>Basic stylistic choices contribute to the creation of an adequate voice, as seen in "This little girl looks very exhausted and uncomfortable from breaking the bricks all day."</p> <p>Vocabulary, such as "survive," "illegal," and "big deal," is adequate.</p> <p>Basic control of sentence construction, grammar, and mechanics is demonstrated in "The Canadian government's role should be to keep hospitals open and properly functioning, without doctors and hospital workers having to beg for more funds."</p> <p>Errors, such as "bear" and "rasied," do not seriously interfere with communication.</p>	Satisfactory S

Examples of Students' Writing with Rationales

Social Studies 30–2 Assignment II, January 2025

Example scored Proficient (Pf)

Source one is a picture of very little children engaging in brick breaking. These children seem to be about 5-8 years old and at such a small age they are engaging in heavy labor. There are many possible reasons for why these children might be working instead of going to school and learning. One reason is that their parents might not be getting paid enough to feed their family so their only last resort is to send their kids to work so that they can put food on the table. This is highly possible because brick breaking is a minimum wage job and families in Bangladesh tend to be on the bigger side. The other reason is the government not being involved with the citizens' lives. The government in Bangladesh seems to be similar to the laissez- faire government that could be seen in Britain during the industrial revolution. 'Laissez- faire government' in other words being 'limited government' is a government that is not involved with the economy. During the industrial revolution, due to this, factory owners hired very small children so they could get their work done for a lower pay compared to an adult worker. The working hours were as long as 13 hours and conditions were not good often causing health issues and sometimes even death. This is very similar to the picture because the children in the picture are working in the scorching sun while constantly being exposed to dust from the bricks and are dealing with very dangerous tools to break the bricks so at some point their health will deteriorate. This is all because the government isn't concerned about these young children's lives and because they do not give a sufficient salary to their parents who are struggling to keep their family alive.

Source 2 is a bar chart that shows the change in distracted driving fines from 2014 to 2020 in each province in Canada. In all of the provinces, the fine has increased while some are more drastic than the others. The biggest increase can be seen in Nunavut where, in 2014 there was no fine and in 2020 it went up to \$5000. The smallest increase can be seen in Nova Scotia

where it went up by about 50 dollars. No matter how much of an increase it is, the government's decision to raise the fine would effectively force the people to drive more carefully without getting distracted because they don't want to pay a large fine to the government. This carries many advantages such as reduced motor vehicle accidents and increased money flow to the government. The number of motor vehicle accidents will be lower because more people are focused while driving and the higher fine brings more money to the government which can in return be used for improving Canada. In conclusion, the source suggests that the role of the government is to make sure that citizens are driving carefully to ensure everyone's safety. As a country that is resonating with modern liberalism, getting involved in the citizens' lives and ensuring that the security of citizens is at its finest is definitely compulsory.

Source 3 is a cartoon of a man dropping a dollar coin from a pouch that says Government budget. The sleeve of the man dropping the coin has a red maple leaf so we can interpret that this is about the Canadian government. The dollar is dropped to many hands that are held up and each hand is labelled with mental health, bed shortages, long term care, ER's, family docs and hospital redds. I Believe that this cartoon can be interpreted in the following way. The cartoon shows that the amount of money the government puts towards necessities is too little and is not enough which is why all the hands are fighting to grab the dollar. The author of the cartoon suggests that although the government charges a fairly high amount of money from the citizens through taxes, they are not using a sufficient amount of that money to fund the social programs and necessities so they might be instead using it for the pleasure of the parliament members. This in return will result in poor social programs due to the government not being sensible enough to fund the programmes properly. As a country that is working with modern liberalism where social programmes are a key value, not funding them properly to

make sure that Canada's citizens receive the best life is not the ideal role of the government as the author implies.

Looking at all the sources I can say that I agree with the majority of the ideas brought forward by them. Firstly, looking at source 1 I do believe that the government should raise the minimum wage so that all the people in Bangladesh are actually able to feed their families. The government should also get more involved with the economy and the lives of the citizens. I believe that they should enforce a law, prohibiting hiring children under a certain age, perhaps sixteen and in the event of this law being broken, they should fine the factory owner. I also believe that they should bring about a law which states that all children must receive a certain number of hours of education at a school so that when they are old enough to go explore the world on their own, they would not be lost. Moving on to source 2, once again I agree that increasing the distracted driving fine is an effective method used by the government to force people to be careful and increase funding towards social programmes. However, I do not agree with some of the increments. For example, in Nunavut the fine is 5000 dollars which might not be an amount of money some people are able to pay. And sometimes people tend to be distracted due to reasonable reasons such as one of their loved ones being in danger. So in case it is something understandable, I believe that we should excuse them for once. Looking at source 3, I completely agree with the author. Although the government is charging us a hefty amount in taxes, over the last few years little to no improvements were seen in the medical and daily necessities shown in the cartoon so I believe that the government should increase funds towards these and other social programmes so that all Canadians get to live a healthy and comfortable life because it is the government's role to ensure that their citizens are happy and healthy.

Social Studies 30–2 January 2025

Assignment II

Example Paper—Proficient (Pf)

Scoring Criteria	Rationale	Score
Interpretation of Sources (Pf)		
<ul style="list-style-type: none"> Interpretations are sound and purposeful but may not address all sources. 	<p>Interpretations are sound and purposeful; for example, “No matter how much of an increase it is, the government’s decision to raise the fine would effectively force the people to drive more carefully without getting distracted because they don’t want to pay a large fine to the government. ... The number of motor vehicle accidents will be lower because more people are focused while driving and the higher fine brings more money to the government which can in return be used for improving Canada.”</p>	<p>Proficient</p> <p>Pf</p>
<ul style="list-style-type: none"> Evidence is relevant and appropriate but may contain minor errors. 	<p>Evidence is relevant and appropriate, as seen in “During the industrial revolution, due to this, factory owners hired very small children so they could get their work done for a lower pay compared to an adult worker. The working hours were as long as 13 hours and conditions were not good often causing health issues and sometimes even death. This is very similar to the picture because the children in the picture are working in the scorching sun while constantly being exposed to dust from the bricks and are dealing with very dangerous tools to break the bricks so at some point their health will deteriorate.”</p>	
<ul style="list-style-type: none"> The response demonstrates a clear understanding of applicable social studies knowledge and the assigned task. 	<p>A clear understanding of applicable social studies knowledge and the assigned task is demonstrated in “This in return will result in poor social programs due to the government not being sensible enough to fund the programmes properly. As a country that is working with modern liberalism where social programmes are a key value, not funding them properly to make sure that Canada’s citizens receive the best life is not the ideal role of the government as the author implies.”</p>	

Scoring Criteria	Rationale	Score
Defence of Position (Pf) <ul style="list-style-type: none"> The defence of position is based on one or more sound arguments. Evidence is relevant and appropriate but may contain minor errors. The response demonstrates a clear understanding of applicable social studies knowledge and the assigned task. 	<p>The defence of position is based on sound arguments; for example, “Moving on to source 2, once again I agree that increasing the distracted driving fine is an effective method used by the government to force people to be careful and increase funding towards social programmes. ... For example, in Nunavut the fine is 5000 dollars which might not be an amount of money some people are able to pay.”</p> <p>Evidence is relevant and appropriate, as seen in “Although the government is charging us a hefty amount in taxes, over the last few years little to no improvements were seen in the medical and daily necessities shown in the cartoon so I believe that the government should increase funds towards these and other social programmes so that all Canadians get to live a healthy and comfortable life.”</p> <p>A clear understanding of applicable social studies knowledge and the assigned task is demonstrated in “The government should also get more involved with the economy and the lives of the citizens. I believe that they should enforce a law, prohibiting hiring children under a certain age, perhaps sixteen and in the event of this law being broken, they should fine the factory owner.”</p>	Proficient Pf
Communication (Pf) <ul style="list-style-type: none"> The writing is clear and logically organized. Appropriate stylistic choices may contribute to the creation of a distinct voice. Vocabulary is appropriate. The writing demonstrates capable control of sentence construction, grammar, and mechanics. Errors do not interfere with communication. 	<p>The writing is clear and logically organized into four paragraphs.</p> <p>Appropriate stylistic choices contribute to the creation of a distinct voice, as seen in “The author of the cartoon suggests that although the government charges a fairly high amount of money from the citizens through taxes, they are not using a sufficient amount of that money to fund the social programs and necessities so they might be instead using it for the pleasure of the parliament members.”</p> <p>Vocabulary, such as “deteriorate,” “sufficient,” and “sensible,” is appropriate.</p> <p>Capable control of sentence construction, grammar, and mechanics is demonstrated in “In conclusion, the source suggests that the role of the government is to make sure that citizens are driving carefully to ensure everyone’s safety.”</p> <p>Errors, such as “only last resort,” do not interfere with communication.</p>	Proficient Pf

Examples of Students' Writing with Rationales

Social Studies 30–2 Assignment II, January 2025

Example scored Excellent (E)

Source I shows a picture taken in Bangladesh of a young child performing labour, breaking bricks for an unknown reason. The source creator shows that child labour is still an issue in the modern time, especially in poorer countries, and some governments are not doing what they need in order to keep children safe; child labour should not be happening in poorer countries and governments need to take action against it. This source also indicates that as a whole, working conditions in some countries are not ideal and need to be worked on. An example of this happening historically was during the industrial revolution, where children were forced to labour for many hours a day in horrible working conditions which could have been fatal for them, and they barely earned any money for doing so. This happened during the mid 1800s, and it got so bad to the point where the government had to step in and pass an act which forbade working under a certain age as well as increasing wages for the adults who worked in these factories and improving working conditions. This source mirrors the conditions of the industrial revolution; this child is by the road breaking bricks, labouring in unsafe conditions. The source creator uses this image to portray that the role of the government in society should be to protect children and workers alike from poor working conditions as best as they can rather than allowing this to continue.

Source II displays that compared to 2014, government fines for distracted driving are much higher now than they used to be. This is especially prevalent in Nunuvut, where before there wasn't even a fine for distracted driving, however now the maximum an individual can be fined for distracted driving is \$5000. This source shows that the government has become stricter about offences such as distracted driving and has attempted to discourage this by increasing fines. An example of another time the government has increased taxes to discourage a certain action was the carbon tax implemented in many different countries. The carbon tax was made with the purpose of reducing carbon emissions in order to minimize pollution on earth to the best of their abilities. This tax made quite a bit of people upset as now they were taking more money out of their income to pay for this tax, however it served the same purpose as the increased fines for distracted driving does. This shows that the source creator believes that the role of the government in society should be to intervene, in this case through tax, where necessary in order to discourage certain actions which do not benefit society as a whole.

Source 3 demonstrates that the government does not spend enough money on supporting people in a society. Compared to the amount of money that they could be using, they use very little to combat certain problems such as ER visits in hospitals, mental health issues, etc; many important needs are not being met and money is coming out of the pockets of the people to combat this rather than the government. An example of this happening in modern society is the privatized healthcare system employed in the United States, where the individual pays for their own healthcare and medical bills rather than a universal, public healthcare system like the one employed in Canada. This takes a lot of money out of the pockets of American citizens which could have been paid off by taxes or by government funding of public healthcare. This source is critical of the way certain governments respond to the needs of the people and the source creator shows that the role of the government in society should be to provide funding where needed to those that need it rather than withholding money and giving very little to help people in society.

I believe that the role of the government in society should be to ensure that citizens in a society should be properly taken care of: this includes public funding, working conditions and taxation rates. The creators of sources I and III share my perspective, as they show in their sources that the government needs to create better working conditions for the individual in general as well as the fact that the government needs to properly fund businesses in order for them to thrive and for the needs of the people to be met. I don't agree with the source creator's perspective in source II as increasing taxes and fines on certain offences could be detrimental to the well-being of an individual because they may not be in the financial situation to pay that fine. It is good to incentivize not breaking the law, however fines as high as the ones shown in the graphic are concerning. An example of a time when the government had properly been able to take care of citizens in the way I believe they should was during president Barack Obama's presidency, where he introduced a welfare system which ensured that those who couldn't properly provide for themselves were kept financially and medically stable because they couldn't provide for themselves. This welfare system perfectly reflects what I believe the role of the government should be in society: to keep the individuals in a society safe and ensure that they are kept financially and medically well.

Social Studies 30–2 January 2025

Assignment II

Example Paper—Excellent (E)

Scoring Criteria	Rationale	Score
Interpretation of Sources (E) <ul style="list-style-type: none"> Interpretations are insightful, comprehensive, and address all sources. Evidence is specific and accurate, and errors, if present, do not detract from the response. The response demonstrates a thorough and perceptive understanding of applicable social studies knowledge and the assigned task. 	<p>Interpretations are insightful and comprehensive; for example, “The source creator shows that child labour is still an issue in the modern time, especially in poorer countries, and some governments are not doing what they need in order to keep children safe; child labour should not be happening in poorer countries and governments need to take action against it.” and “The source creator uses this image to portray that the role of the government in society should be to protect children and workers alike from poor working conditions as best as they can rather than allowing this to continue.”</p> <p>Evidence is specific and accurate, as seen in “An example of another time the government has increased taxes to discourage a certain action was the carbon tax implemented in many different countries. The carbon tax was made with the purpose of reducing carbon emissions in order to minimize pollution on earth to the best of their abilities. This tax made quite a bit of people upset as now they were taking more money out of their income to pay for this tax, however it served the same purpose as the increased fines for distracted driving does.”</p> <p>A thorough and perceptive understanding of applicable social studies knowledge and the assigned task is demonstrated in “Compared to the amount of money that they could be using, they use very little to combat certain problems such as ER visits in hospitals, mental health issues, etc; many important needs are not being met and money is coming out of the pockets of the people to combat this rather than the government. An example of this happening in modern society is the privatized healthcare system employed in the United States, where the individual pays for their own healthcare and medical bills rather than a universal, public healthcare system like the one employed in Canada. This takes a lot of money out of the pockets of American citizens which could have been paid off by taxes or by government funding of public healthcare.”</p>	<p>Excellent</p> <p>E</p>

Scoring Criteria	Rationale	Score
Defence of Position (E) <ul style="list-style-type: none"> The defence of position is based on one or more convincing arguments. Evidence is specific and accurate, and errors, if present, do not detract from the response. The response demonstrates a thorough and perceptive understanding of applicable social studies knowledge and the assigned task. 	<p>The defence of position is based on convincing arguments; for example, “I believe that the role of the government in society should be to ensure that citizens in a society should be properly taken care of: this includes public funding, working conditions and taxation rates. The creators of sources I and III share my perspective, as they show in their sources that the government needs to create better working conditions for the individual in general as well as the fact that the government needs to properly fund businesses in order for them to thrive and for the needs of the people to be met.”</p> <p>Evidence is specific and accurate, as seen in “An example of a time when the government had properly been able to take care of citizens in the way I believe they should was during president Barack Obama’s presidency, where he introduced a welfare system which ensured that those who couldn’t properly provide for themselves were kept financially and medically stable because they couldn’t provide for themselves.”</p> <p>A thorough and perceptive understanding of applicable social studies knowledge and the assigned task is demonstrated in “I don’t agree with the source creator’s perspective in source II as increasing taxes and fines on certain offences could be detrimental to the well-being of an individual because they may not be in the financial situation to pay that fine. It is good to incentivize not breaking the law, however fines as high as the ones shown in the graphic are concerning.”</p>	<p>Excellent</p> <p>E</p>
Communication (E) <ul style="list-style-type: none"> The writing is fluent and effectively organized. Effective stylistic choices may contribute to the creation of an engaging voice. Vocabulary is precise. The writing demonstrates confident control of sentence construction, grammar, and mechanics. Errors, if present, are inconsequential. 	<p>The writing is fluent and effectively organized into four paragraphs.</p> <p>Effective stylistic choices contribute to the creation of an engaging voice, as seen in “This welfare system perfectly reflects what I believe the role of the government should be in society: to keep the individuals in a society safe and ensure that they are kept financially and medically well.”</p> <p>Vocabulary, such as “prevalent,” “detrimental,” and “incentivize,” is precise.</p> <p>Confident control of sentence construction, grammar, and mechanics is demonstrated in “This source mirrors the conditions of the industrial revolution; this child is by the road breaking bricks, labouring in unsafe conditions.”</p> <p>Errors, such as “quite a bit of people,” are inconsequential.</p>	<p>Excellent</p> <p>E</p>



Examples of Students' Writing with Rationales

Social Studies 30–2 Assignment III, January 2025

Example scored Satisfactory (S)

Response Unavailable

Social Studies 30–2 January 2025

Assignment III

Example Paper—Satisfactory (S)

Scoring Criteria	Rationale	Score
Exploration and Analysis (S) <ul style="list-style-type: none"> • Exploration of the issue(s) is adequate but general and may contain misconceptions. • Analysis is general and straightforward. • The response demonstrates an acceptable understanding of various points of view on the issue(s) and the assigned task. 	<p>Response unavailable</p> <p>Response unavailable</p> <p>Response unavailable</p>	<p>Satisfactory</p> <p>S</p>
Defence of Position (S) <ul style="list-style-type: none"> • The defence of position is based on one or more adequate arguments. • Evidence is relevant but general and/or only partially developed and may contain errors. • The response demonstrates an acceptable understanding of applicable social studies knowledge and the assigned task. 	<p>Response unavailable</p> <p>Response unavailable</p> <p>Response unavailable</p>	<p>Satisfactory</p> <p>S</p>
Communication (S) <ul style="list-style-type: none"> • The writing is straightforward and functionally organized. • Basic stylistic choices may contribute to the creation of an adequate voice. • Vocabulary is adequate. • The writing demonstrates basic control of sentence construction, grammar, and mechanics. • Errors do not seriously interfere with communication. 	<p>Response unavailable</p> <p>Response unavailable</p> <p>Response unavailable</p> <p>Response unavailable</p> <p>Response unavailable</p>	<p>Satisfactory</p> <p>S</p>



Examples of Students' Writing with Rationales

Social Studies 30–2 Assignment III, January 2025

Example scored Proficient (Pf)

Response Unavailable

Social Studies 30–2 January 2025

Assignment III

Example Paper—Proficient (Pf)

Scoring Criteria	Rationale	Score
Exploration and Analysis (Pf) <ul style="list-style-type: none"> • Exploration of the issue(s) is sound and capable. • Analysis is appropriate and purposeful but may contain minor misconceptions. • The response demonstrates a clear understanding of various points of view on the issue(s) and the assigned task. 	<p>Response unavailable</p> <p>Response unavailable</p> <p>Response unavailable</p>	<p>Proficient</p> <p>Pf</p>
Defence of Position (Pf) <ul style="list-style-type: none"> • The defence of position is based on one or more sound arguments. • Evidence is relevant and appropriate but may contain minor errors. • The response demonstrates a clear understanding of applicable social studies knowledge and the assigned task. 	<p>Response unavailable</p> <p>Response unavailable</p> <p>Response unavailable</p>	<p>Proficient</p> <p>Pf</p>
Communication (Pf) <ul style="list-style-type: none"> • The writing is clear and logically organized. • Appropriate stylistic choices may contribute to the creation of a distinct voice. • Vocabulary is appropriate. • The writing demonstrates capable control of sentence construction, grammar, and mechanics. • Errors do not interfere with communication. 	<p>Response unavailable</p> <p>Response unavailable</p> <p>Response unavailable</p> <p>Response unavailable</p> <p>Response unavailable</p>	<p>Proficient</p> <p>Pf</p>

Examples of Students' Writing with Rationales

Social Studies 30–2 Assignment III, January 2025

Example scored Excellent (E)

Citizens privacy has been a controversial topic for a long time, whether it be with online activity, ideas and beliefs, or personal information. However, when it comes to privacy versus the common good of society, it is a whole new idea. There are lots of times in history where the common good or security of others is more important than our individual rights and freedoms being infringed upon, such as the F.L.Q crisis of October 1960s or the Anti-Terrorism Act after the attack of the twin towers on 9/11. When it comes to online activity, people tend to have more of an influence and impact on other people, especially when it comes to political and controversial topics.

Citizen one in the source provided believes that what people do online, and their activity is "no one's business but your own". They talk about that platforms and websites online are there for us to engage with each-other and communicate to share information, not to track or information and personal data. The speaker believes that your actions online should have no consequences due to the idea of freedom of expression. People should not have to censor their thought and beliefs in order to benefit others around them, they should be able to express their personal ideas without the threat of punishment. This citizen would strongly disagree with 2001s Anti-Terrorism Act which gave the government the power to obtain information and look into individuals suspected possible of acts of terror while needing valid proof. The citizen would also be against the idea of restricting our rights and freedoms in order to protect the common good of society. They believe more in personal freedom and privacy rather than the common good and health of others.

Speaker two in the source provided has a strong belief that online user who chose to express their ideas and opinions should have zero right to privacy. They believe that the whole point of posting online is to make your post publicly accessible. Common good would be more of importance to them than speaker 1 due to the fact they believe that we need to censor and monitor "against attempts by agitators and hackers to disrupt our democracy". This statement goes to show that the speaker is thinking more about the common good of society rather than the freedom of individuals. They believe that online users need to be

watched and monitored in-order to make sure that there are no attempts to affect the opinion and safety of others; as well as those who do try to affect others should be punished by law. He would feel like all posts or information online needs to be monitored because what people say or do can really impact others around you and cause more political issues throughout.

Citizen 3 in the source is both for and against the idea of online activity being monitored. They believe that freedom of expression is an important thing to maintain and keep alive but also that no individual should have the ability to spread hate online without being restricted or watched. They believe that we need to both protect our rights and freedoms as individuals while also censoring and monitoring what is put online for others to see. A key idea they came up with was to monitor and watch those who have more influence like celebrities, leaders, and politicians. These people are more likely to be listened to and heard by others to do the fact they are well known and have a bigger appearance online than the normal citizen. The highly influential people should have restrictions on what they can post to prevent their possibly dangerous or wrongful ideas from being spread and supported.

After reading into the three perspectives of this topic question, I believe that peoples online activity and posts should be limited and monitored because there are so many cruel and awful ideas that are posted online for anyone in the world to see, even the children. The last thing we need is kids going online and being influenced by a person with strong dangerous political beliefs like communism or overall harmful ideas. There should be keywords that are not allowed to be used online and certain topics that are restricted from being discussed. Though freedom of expression is such an important aspect of our Individual Rights and Freedoms, we can't allow people to spread hate, discrimination, propaganda, or threats online. A key example of someone who needed to be monitored online was Donald Trump. When the debacle about the rushing of the parliament building happened, Trump was monitored online and was discovered that he had a part to do with the planning of the event. With his dramatized and political statements online, he gained the following of thousands of people who would do these absurd acts in order to support him. These are the type of people that need to be monitored online and restricted from being able to post.

Social Studies 30–2 January 2025

Assignment III

Example Paper—Excellent (E)

Scoring Criteria	Rationale	Score
Exploration and Analysis (E) <ul style="list-style-type: none"> • Exploration of the issue(s) is insightful and comprehensive. • Analysis is thoughtful and thorough, and misconceptions, if present, do not detract from the response. • The response demonstrates a thorough and perceptive understanding of various points of view on the issue(s) and the assigned task. 	<p>Exploration of the issue is insightful and comprehensive; for example, “There are lots of times in history where the common good or security of others is more important than our individual rights and freedoms being infringed upon, such as the F.L.Q crisis of October 1960s or the Anti-Terrorism Act after the attack of the twin towers on 9/11. When it comes to online activity, people tend to have more of an influence and impact on other people, especially when it comes to political and controversial topics.”</p> <p>Analysis is thoughtful and thorough, as seen in “This statement goes to show that the speaker is thinking more about the common good of society rather than the freedom of individuals. They believe that online users need to be watched and monitored in-order to make sure that there are no attempts to affect the opinion and safety of others; as well as those who do try to affect others should be punished by law. He would feel like all posts or information online needs to be monitored because what people say or do can really impact others around you and cause more political issues throughout.”</p> <p>A thorough and perceptive understanding of various points of view on the issue and the assigned task is demonstrated in “People should not have to censor their thought and beliefs in order to benefit others around them, they should be able to express their personal ideas without the threat of punishment. This citizen would strongly disagree with 2001s Anti-Terrorism Act which gave the government the power to obtain information and look into individuals suspected possible of acts of terror while needing valid proof. The citizen would also be against the idea of restricting our rights and freedoms in order to protect the common good of society.”</p>	<p>Excellent</p> <p>E</p>

Scoring Criteria	Rationale	Score
Defence of Position (E) <ul style="list-style-type: none"> The defence of position is based on one or more convincing arguments. Evidence is specific and accurate, and errors, if present, do not detract from the response. The response demonstrates a thorough and perceptive understanding of applicable social studies knowledge and the assigned task. 	<p>The defence of position is based on convincing arguments; for example, “I believe that peoples online activity and posts should be limited and monitored because there are so many cruel and awful ideas that are posted online for anyone in the world to see, even the children. The last thing we need is kids going online and being influenced by a person with strong dangerous political beliefs like communism or overall harmful ideas.”</p> <p>Evidence is specific and accurate, as seen in “A key example of someone who needed to be monitored online was Donald Trump. When the debacle about the rushing of the parliament building happened, Trump was monitored online and was discovered that he had a part to do with the planning of the event. With his dramatized and political statements online, he gained the following of thousands of people who would do these absurd acts in order to support him.”</p> <p>A thorough and perceptive understanding of applicable social studies knowledge and the assigned task is demonstrated in “There should be keywords that are not allowed to be used online and certain topics that are restricted from being discussed. Though freedom of expression is such an important aspect of our Individual Rights and Freedoms, we can’t allow people to spread hate, discrimination, propaganda, or threats online.”</p>	<p>Excellent</p> <p>E</p>
Communication (E) <ul style="list-style-type: none"> The writing is fluent and effectively organized. Effective stylistic choices may contribute to the creation of an engaging voice. Vocabulary is precise. The writing demonstrates confident control of sentence construction, grammar, and mechanics. Errors, if present, are inconsequential. 	<p>The writing is fluent and effectively organized into five paragraphs.</p> <p>Effective stylistic choices contribute to the creation of an engaging voice, as seen in “These are the type of people that need to be monitored online and restricted from being able to post.”</p> <p>Vocabulary, such as “debacle,” “dramatized,” and “absurd,” is precise.</p> <p>Confident control of sentence construction, grammar, and mechanics is demonstrated in “A key idea they came up with was to monitor and watch those who have more influence like celebrities, leaders, and politicians.”</p> <p>Errors, such as “peoples online activity,” are inconsequential.</p>	<p>Excellent</p> <p>E</p>

Scoring Categories and Scoring Criteria for 2024–2025 Assignment I

Explanations and Support (8 marks)

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

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

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

Communication (2 marks)

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

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

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

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

Scoring Categories and Scoring Criteria for 2024–2025

Assignment II

Interpretation of Sources (8 marks)

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

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

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

Defence of Position (8 marks)

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

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

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

Communication (4 marks)

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

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

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

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

Scoring Categories and Scoring Criteria for 2024–2025

Assignment III

Exploration and Analysis (8 marks)

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

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

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

Defence of Position (8 marks)

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

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

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

Communication (4 marks)

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

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

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

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