

# Examples of the Standards for Students' Writing

# Social Studies 30–2

From the January 2015 Diploma Examination

This document was written primarily for:

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

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We would be pleased to hear from you.

## ***Introduction***

The written responses in this document are examples of Social Studies 30–2 diploma examination writing that received scores of Satisfactory (S), Proficient (Pf), and Excellent (E). These example responses are taken from the January 2015 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 2015 marking session and the similar example responses that were selected for subsequent marking sessions in 2015. 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 2015 marking session selected the examples of student papers included here.

During their preparation for the marking session, group leaders (teachers specially selected to assist 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 2015 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 2015.

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

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

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

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

*Social Studies 30–2 January 2015*  
*Written-Response Assignment I*

**ASSIGNMENT I**

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



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

Write a response in which you **must**

- **identify** the value(s) that is/are the most important to collectivism
- **explain** why the value(s) is/are the most important
- **support** your response using your understanding of social studies

***Reminders for Writing***

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

**Scoring Categories and  
Scoring Criteria for  
Assignment I**

**EXPLANATIONS AND SUPPORT (8 marks)**

<b>Focus</b>	When marking <i>Explanations and Support</i> , the marker will consider the: <ul style="list-style-type: none"><li>• quality of explanations</li><li>• selection and quality of support</li><li>• understanding of the assigned task</li></ul>
<b>Excellent</b> <b>E</b>	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.
<b>Proficient</b> <b>Pf</b>	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.
<b>Satisfactory</b> <b>S</b>	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.
<b>Limited</b> <b>L</b>	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.
<b>Poor</b> <b>P</b>	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.
<b>Insufficient</b> <b>INS</b>	Insufficient is a special category. <b>It is not an indicator of quality.</b> It is assigned to responses that are off topic, do not contain a discernible attempt to address the task, or that are too brief to assess in any scoring category.



## COMMUNICATION (2 marks)

<b>Focus</b>	<p>When marking <i>Communication</i>, the marker will consider the:</p> <ul style="list-style-type: none"><li>• organization and coherence</li><li>• vocabulary (e.g., specificity, accuracy)</li><li>• sentence construction (e.g., clarity, completeness)</li><li>• grammar and mechanics (e.g., consistency of tense, punctuation, spelling, capitalization)</li></ul> <p>Proportion of error to the length and complexity of the response must be applied when awarding a mark for <i>Communication</i>.</p>
<b>Excellent</b> <b>E</b>	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.
<b>Proficient</b> <b>Pf</b>	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.
<b>Satisfactory</b> <b>S</b>	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.
<b>Limited</b> <b>L</b>	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.
<b>Poor</b> <b>P</b>	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.
<b>Insufficient</b> <b>INS</b>	Insufficient is a special category. <b>It is not an indicator of quality.</b> 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.

## *Examples of Students' Writing with Rationales*

Social Studies 30–2, January 2015  
Assignment I Responses  
Example Scored Satisfactory (S)

### Assignment #1

What values are most important to collectivism? A collective society is built to ensure the common good of everyone. In the illustration there shows a man building a brick wall with different words in the middle of each. There are many key factors needed to have a stable society such as interdependence, economic equality, the common good, community responsibility and public property.

In a collective community everything is done to ensure the common good of the people, they work together to benefit all. Community responsibility plays a big role to collectivism because if everyone in the community has a certain task or responsibility to obtain everything will be done in order to ensure the community works properly. Public property as well is a big part in a collectivist society because if everyone owned their own land there would be no recreational facilities open for the public use. Then comes Economic equality, that again plays a role in having a well collectivist society because if not everyone has the same equal rights one may feel they are being discriminated and may do their own thing, instead of participation in which everyone works together to benefit all.

In some communities not everybody is stable enough to keep a job or send their kids to school or even have money for food, that's why people work towards the common good of all to help those who can't always help themselves. We have many programs such as the local food bank where you can drop off food that will be distributed to people who need it, as well we have homeless shelters for people to have a place to sleep, and soup kitchens where individuals can come in enjoy a hot meal and feel like they are apart of society. If not everyone contributes to the values which are important to collectivism the society will not run properly.

*Social Studies 30–2 January 2015*  
*Assignment I*

**EXAMPLE RESPONSE—Satisfactory**

SCORING CRITERIA	RATIONALE	SCORE
<b>Explanations and Support (S)</b> <ul style="list-style-type: none"> <li>Explanations are general and straightforward, revealing an acceptable understanding.</li> <li>Support is relevant but general, may be incompletely developed, and/or contains errors.</li> <li>An acceptable understanding of the assigned task is demonstrated.</li> </ul>	<p>Explanations are general and straightforward, as seen in “In a collective community everything is done to ensure the common good of the people, they work together to benefit all. Community responsibility plays a big role to collectivism because if everyone in the community has a certain task or responsibly to obtain everything will be done in order to ensure the community works properly.”</p> <p>Support is relevant, but general and incompletely developed, as demonstrated in “Public property as well is a big part in a collectivist society because if everyone owned their own land there would be no recreational facilities open for the public use.” and contains errors such as the student’s explanation of “Economic equality”.</p> <p>The student demonstrates an acceptable understanding of the assigned task, as shown in “In some communities not everybody is stable enough to keep a job or send their kids to school or even have money for food, that’s why people work towards the common good of all to help those who cant always help themselves.”</p>	<b>S</b>
<b>Communication of Ideas (S)</b> <ul style="list-style-type: none"> <li>The writing is generally clear and functionally organized.</li> <li>Vocabulary is adequate.</li> <li>The writing demonstrates basic control of sentence construction, grammar, and mechanics.</li> <li>Errors do not seriously interfere with communication.</li> </ul>	<p>The student’s writing is generally clear and functionally organized into three paragraphs.</p> <p>Vocabulary such as “stable society,” “discriminated,” and “drop off food” is adequate.</p> <p>Basic control of sentence construction, grammar and mechanics is seen in “A collective society is built to ensure the common good of everyone.”</p> <p>Minor errors, such as “If not everyone contributes to the values which are important to collectivism the society will not run properly.” do not seriously interfere with communication.</p>	<b>S</b>

## *Examples of Students' Writing with Rationales*

Social Studies 30–2, January 2015  
Assignment I Responses  
Example Scored Proficient (Pf)

### Writing Assignment #: 1

Societies based on the ideology of collectivism believe in the wealth of nations and working together for the prosperity of everyone. Some important values of collectivism are economic equality, public property, and community responsibility.

One key characteristic of collectivism is economic equality. That is where there is not economic power held by a select few. Everybody is to have equal and fair power and responsibility in the economy. With economic equality the wealthy people help out the poor. Economic equality can be achieved through taxation, where the rich are taxed to support programs for the poor. By doing so there is a great reduction in the income gap. Therefore people have similar incomes and everyone is able to gain their necessities. Another value similar to economic equality is public property.

Public property is a significant characteristic of collectivism. It is where property, such as land or businesses, are completely owned by the government. This allows for the government to ensure work safety along with fair wages. Public property brings out better working conditions for factory workers and better hours. Communist societies often use public property which eliminates free markets and competition. Public property helps out the collective rather than the individual and brings out attributes similar to community responsibility.

Another central characteristic of collectivism is community responsibility. This is when the entire community works for each other and depend on each other. This completely eliminates individualism and makes people completely dependent on one another. An example of community responsibility put to the test is the Hutterites. They live in small communities and villages and they each have a responsibility to everybody. They live off the land and would

**Social Studies 30–2, January 2015**  
**Assignment I Responses**  
**Example Scored Proficient (Pf) (*continued*)**

**Writing Assignment #:**

**not be able to survive without help from each other. They are one of the most collectivist societies and are successful through staying accountable to their community.**

**Collectivism believes in providing well-being to all of its members. It does so by enforcing values of economic equality, public property, and community responsibility.**

page 2 of 2

*Social Studies 30–2 January 2015*  
*Assignment I*

***EXAMPLE RESPONSE—Proficient***

SCORING CRITERIA	RATIONALE	SCORE
<b>Explanations and Support (Pf)</b> <ul style="list-style-type: none"> <li>• Explanations are appropriate and purposeful, revealing a clear understanding.</li> <li>• Support is relevant and appropriate, but may contain some minor errors.</li> <li>• A clear understanding of the assigned task is demonstrated.</li> </ul>	<p>The student’s explanations are appropriate and purposeful, as seen in “That is where there is not economic power held by a select few. Everybody is to have equal and fair power and responsibility in the economy.”</p> <p>Support is relevant and appropriate, as demonstrated in “An example of community responsibility put to the test is the Hutterites. They live in small communities and villages and they each have a responsibility to everybody. They live off the land and would not be able to survive without help from each other.”</p> <p>A clear understanding of the assigned task is demonstrated in “With economic equality the wealthy people help out the poor. Economic equality can be achieved through taxation, where the rich are taxed to support programs for the poor. By doing so there is a great reduction in the income gap.”</p>	<b>Pf</b>
<b>Communication of Ideas (Pf)</b> <ul style="list-style-type: none"> <li>• The writing is logical and clearly organized.</li> <li>• Vocabulary is specific.</li> <li>• The writing frequently demonstrates effective control of sentence construction, grammar, and mechanics.</li> <li>• Errors do not detract from communication.</li> </ul>	<p>The student’s writing is clearly organized into five paragraphs.</p> <p>Vocabulary such as “gain their necessities,” “ensure work safety,” and “staying accountable” is specific.</p> <p>The student demonstrates effective control of sentence construction, grammar, and mechanics, as shown in “Public property helps out the collective rather than the individual and brings out attributes similar to community responsibility.”</p>	<b>Pf</b>

## *Examples of Students' Writing with Rationales*

Social Studies 30–2, January 2015  
Assignment I Responses  
Example Scored Excellent (E)

### Assignment I

Collectivism is a political and economic ideology in which society is viewed as whole. There is cooperation between all individuals to achieve what is best for everybody. The three most important aspects of collectivism are the common good, community responsibility and economic equality. All three aspects are intertwined in a collectivist society.

The common good is the idea that society and the government should do what's best for everybody. Individual needs are set aside to achieve the best interest of the group. By doing so, everyone involved will benefit. This is an essential part of collectivism because it promotes a prosperous society in which every individual gets what they need. The common good is what encourages people to be selfless in their actions. For example, the government of Canada works towards the common good by providing healthcare, employment insurance and other social programs.

Community responsibility is also extremely important because it holds a person accountable to the well-being of society. In a collectivist society, people are expected to contribute to the group. When people are responsible for others, their actions represent the common good. This is essential to a collectivist society because the emphasis is placed on the group rather than the individual. For example, if a school class was marked based on the collective rather than the individual, it would become the community responsibility to ensure everybody studied and got high marks.

Economic equality is also very important to the ideology of collectivism. It promotes an egalitarian society in which people are considered equal. Everybody has access to health care, education, and other services provided by the government. Economic equality contains the aspect

Social Studies 30–2, January 2015  
Assignment I Responses  
Example Scored Excellent (E) (*continued*)

of redistribution of wealth. This is often achieved by using progressive taxation and implementing large amounts of social programs. Sweden has succeeded in achieving economic equality by these means. There are high taxes for everybody, but even higher taxes for the rich. This revenue has helped to develop a vast amount of social programs that every citizen has the opportunity to use. Sweden's society takes care of a person from "cradle to grave."

Karl Marx was a large advocate of collectivism. He lived to witness the atrocities of the Industrial Revolution. Marx placed the blame on capitalism and its inability to provide for all peoples of society. Laissez-faire capitalism is a focused completely on individualism, and so he saw a need for collectivism. There was an extremely large income gap between the bourgeoisie and the proletariat, as well as exploitation of workers. It was because of this that he wrote the "Communist Manifesto" in which he explained the theoretical principles of communism. These collectivist principles included everybody working for the common good, an egalitarian society, economic equality and community responsibility. Put together, these values would create a utopian society without abuse, disparity and individual motive.



*Social Studies 30–2 January 2015*  
*Assignment I*

**EXAMPLE RESPONSE—Excellent**

SCORING CRITERIA	RATIONALE	SCORE
<b>Explanations and Support (E)</b> <ul style="list-style-type: none"> <li>• Explanations are deliberate and comprehensive, revealing a perceptive understanding.</li> <li>• Support is specific and accurate, and errors, if present, do not detract from the response.</li> <li>• A thorough understanding of the assigned task is demonstrated.</li> </ul>	<p>Explanations are deliberate and comprehensive, revealing a perceptive understanding, for example, “The common good is the idea that society and the government should do what’s best for everybody. Individual needs are set aside to achieve the best interest of the group. By doing so, everyone involved will benefit. This is an essential part of collectivism because it promotes a prosperous society in which every individual gets what they need. The common good is what encourages people to be selfless in their actions.”</p> <p>The student’s support is specific and accurate, as seen in “Sweden has succeeded in achieving economic equality by these means. There are high taxes for everybody, but even higher taxes for the rich. This revenue has helped to develop a vast amount of social programs that every citizen has the opportunity to use. Sweden’s society takes care of a person from ‘cradle to grave.’”</p> <p>A thorough understanding of the assigned task is demonstrated in the last paragraph through the student’s discussion of Marx’s contributions to collectivism.</p>	<b>E</b>
<b>Communication of Ideas (E)</b> <ul style="list-style-type: none"> <li>• The writing is fluent and purposefully organized.</li> <li>• Vocabulary is precise.</li> <li>• The writing demonstrates confident control of sentence construction, grammar, and mechanics.</li> <li>• Errors, if present, are inconsequential.</li> </ul>	<p>The writing is purposely organized into five paragraphs.</p> <p>Vocabulary such as “egalitarian,” “redistribution of wealth,” and “exploitation of workers” is precise.</p> <p>Confident control of sentence construction, grammar, and mechanics is demonstrated in “Community responsibility is also extremely important because it holds a person accountable to the well-being of society.”</p>	<b>E</b>

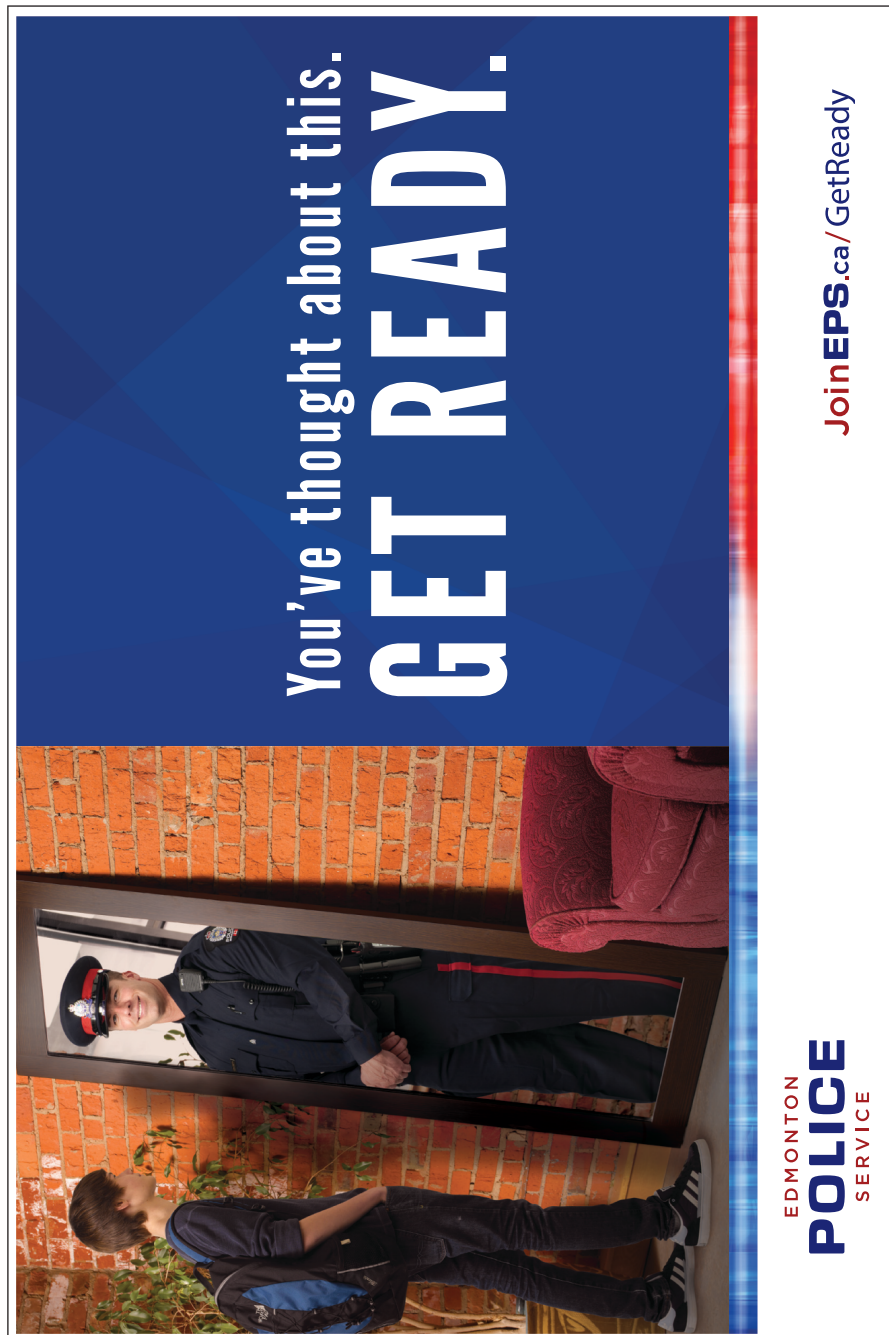
*Social Studies 30–2 January 2015*  
*Written-Response Assignment II*

**ASSIGNMENT II**

**Value: 20% of the total examination mark**  
**Suggested time: 40–45 minutes**

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

**Source I**



## Source II



© Joseph Solmi/Visions of America/Corbis

**Note:** The man's shirt reads, "PROUD TO BE AN AMERICAN".

## Source III



Steve Artley/Artizans.com

**ASSIGNMENT II**

**Value: 20% of the total examination mark**

**Suggested time: 40–45 minutes**

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

***AND***

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

Write a response in which you **must**

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

***Reminders for Writing***

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

**Scoring Categories and  
Scoring Criteria for  
Assignment II**

**INTERPRETATION OF SOURCES (8 marks)**

<b>Focus</b>	When marking <i>Interpretation of Sources</i> , the marker will consider the: <ul style="list-style-type: none"><li>• quality of the interpretation of each source</li><li>• quality of evidence drawn from the sources</li><li>• quality of evidence drawn from knowledge of social studies</li><li>• understanding of the assigned task</li></ul>
<b>Excellent</b> <b>E</b>	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.
<b>Proficient</b> <b>Pf</b>	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.
<b>Satisfactory</b> <b>S</b>	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.
<b>Limited</b> <b>L</b>	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.
<b>Poor</b> <b>P</b>	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.
<b>Zero</b> <b>Z</b>	Zero is assigned to a response that fails to meet the minimum requirements of the Poor category.

## DEFENCE OF POSITION (8 marks)

<b>Focus</b>	When marking <i>Defence of Position</i> , the marker will consider the: <ul style="list-style-type: none"><li>• quality of argument(s) selected to support the position taken</li><li>• quality of evidence selected to support the position taken</li><li>• understanding of applicable social studies knowledge and the assigned task</li></ul>
<b>Excellent</b> <b>E</b>	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.
<b>Proficient</b> <b>Pf</b>	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.
<b>Satisfactory</b> <b>S</b>	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.
<b>Limited</b> <b>L</b>	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.
<b>Poor</b> <b>P</b>	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.
<b>Zero</b> <b>Z</b>	Zero is assigned to a response that fails to meet the minimum requirements of the Poor category.



## COMMUNICATION (4 marks)

<b>Focus</b>	<p>When marking <i>Communication</i>, the marker will consider the:</p> <ul style="list-style-type: none"><li>• organization and coherence</li><li>• contribution of stylistic choices to the creation of voice (e.g., sentence variety, word choice)</li><li>• vocabulary (e.g., specificity, accuracy)</li><li>• sentence construction (e.g., clarity, completeness)</li><li>• grammar and mechanics (e.g., consistency of tense, punctuation, spelling, capitalization)</li></ul> <p>Proportion of error to the length and complexity of the response must be applied when awarding a mark for <i>Communication</i>.</p>
<b>Excellent</b> <b>E</b>	<p>The writing is fluent and purposefully organized. Effective stylistic choices may contribute to the creation of an engaging voice. Vocabulary is precise. The writing demonstrates confident control of sentence construction, grammar, and mechanics. Errors, if present, are inconsequential.</p>
<b>Proficient</b> <b>Pf</b>	<p>The writing is logical and clearly organized. Appropriate stylistic choices may contribute to the creation of a distinct voice. Vocabulary is specific. The writing frequently demonstrates effective control of sentence construction, grammar, and mechanics. Errors do not detract from communication.</p>
<b>Satisfactory</b> <b>S</b>	<p>The writing is generally clear and functionally organized. Basic stylistic choices may contribute to the creation of a voice that is adequate. Vocabulary is adequate. The writing demonstrates basic control of sentence construction, grammar, and mechanics. Errors do not seriously interfere with communication.</p>
<b>Limited</b> <b>L</b>	<p>The writing is uneven and incomplete but is discernibly organized. Awkward stylistic choices may contribute to the creation of an unconvincing and/or inappropriate voice. Vocabulary is imprecise and/or inappropriate. The writing demonstrates a faltering control of sentence construction, grammar, and mechanics. Errors hinder communication.</p>
<b>Poor</b> <b>P</b>	<p>The writing is unclear and disorganized. Ineffective and/or inappropriate stylistic choices may contribute to the creation of an ineffective and/or unsuitable voice. Vocabulary is ineffective and frequently incorrect. A lack of control of sentence construction, grammar, and mechanics is demonstrated. Errors impede communication.</p>
<b>Zero</b> <b>Z</b>	<p>Zero is assigned to a response that fails to meet the minimum requirements of the Poor category.</p>

## Examples of Students' Writing with Rationales

Social Studies 30–2, January 2015  
Assignment II Responses  
Example Scored Satisfactory (S)

Assignment # / Écrit 2

In today's society there are many ways ~~that~~ the role of individuals can assist to make the world a better place. Such as joining the police force, protesting to stand up to the government and becoming environmentally friendly.

Source 1 is a poster for the Edmonton Police Service. On the poster it promotes youth to join the police force. The poster has written on it "You've thought about this Get Ready." This source is depicting how youth should protect our city by joining EPS to stop crimes, serve and protect. This source is implicating how the role of individuals is to help society by being apart of it in an impeccable way such as the police force. EPS is very important in our society because they help individuals stay safe, and they also provide security when needed.

Source 2 is a photograph of a man holding two signs and <sup>is wearing</sup> a t-shirt that says "proud to be an American". This source is demonstrating how the role of individuals is to stand up for what we believe <sup>especially when it's</sup> ~~is~~ unfair and unjust. In the photo the man is holding signs; one reads "Hey congress you seem to have forgotten it's My money" and the other reads "That government is best which governs least".

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Assignment # / Écrit 2

In this source the individual seems to be protesting to congress because the government is taking away too much of citizens money in ways like taxes. ~~The role of g~~  
The role of individuals is to speak up whenever you feel something is wrong and that is clearly shown in this source.

Source 3 is a political cartoon of an individual ~~##~~ with her car connected to a coal power plant. In the cartoon the individual says how her car leaves no carbon footprint however it in fact does. This cartoon is showing how the role of individuals is to be environmentally responsible. As individuals in society it is our incentive to be aware of the environment and ecosystem especially when it comes to the cars we drive. The individual in the cartoon believes that because she does not have to put gas in her car, but charges it, means that it's not leaving a carbon footprint however it's doing far worse because it's connected to coal power.

Considering all three sources I believe that the role of individuals ~~in society is to p~~ is to play a bigger role in society such as the ways brought to attention in the sources. As in source 1, more youth joining the

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Example Scored Satisfactory (S) (continued)

Assignment # / Écrit 2

police force is demonstrating an important role in society because we need safety and security at all times. As of source 2, individuals should always stand up for what we believe in because with this role in society it gives the government our opinions on issues, and our input. Lastly in source 3, as individuals it is our role to be environmentally responsible. We only have one earth and we must do whatever possible to ~~be~~ protect and preserve it.

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**Social Studies 30–2 January 2015**  
**Assignment II**

**EXAMPLE RESPONSE—Satisfactory**

SCORING CRITERIA	RATIONALE	SCORE
<b>Interpretations of Sources (S)</b> <ul style="list-style-type: none"> <li>• Interpretations are valid but general and may contain minor misconceptions.</li> <li>• Interpretations may not address all sources.</li> <li>• Evidence is relevant, but general, may be incompletely developed, and/or contains minor errors.</li> <li>• The student demonstrates an acceptable understanding of applicable social studies knowledge and the assigned task.</li> </ul>	<p>Interpretations are valid but general, as seen in “This source is depicting how youth should protect our city by joining eps to stop crimes, serve and protect. This source is implicating how the role of individuals is to help society by being apart of it in an impeccable way such as the police force. EPS is very important in our society because they help individuals stay safe, and they also provide security when needed.”</p> <p>The student’s evidence is relevant, but general, as seen in “In the cartoon the individual says how her car leaves no carbon footprint however it in fact does. This cartoon is showing how the role of individuals is to be environmentally responsible.”</p> <p>An acceptable understanding of applicable social studies knowledge and the assigned task is demonstrated by “In this source the individual seems to be protesting to congress because the government is taking away too much of citizens money in ways like taxes. The role of individuals is to speak up whenever you feel something is wrong and that is clearly shown in this source.”</p>	<b>S</b>
<b>Defence of Position (S)</b> <ul style="list-style-type: none"> <li>• The defence of position is based on one or more adequate arguments.</li> <li>• Evidence is relevant, but general and/or incompletely developed.</li> <li>• The evidence may contain errors.</li> </ul>	<p>Examples of adequate arguments used for defence include “As in source 1, more youth joining the police force is demonstrating an important role in society because we need saftey and security at all times.”</p> <p>Relevant but general and incompletely developed evidence is shown in “As of source 2, individuals should always stand up for what we believe in because with this role in society it gives the government our opinions on issues, and our input.”</p> <p style="text-align: right;"><i>(continued)</i></p>	<b>S</b>

Assignment II Response—Satisfactory (*continued*)

<ul style="list-style-type: none"> <li>• The student demonstrates an acceptable understanding of applicable social studies knowledge and the assigned task.</li> </ul>	<p>An acceptable understanding of applicable social studies knowledge and the assigned task is demonstrated in “Lastly in source 3, as individuals it is our role to be environmentally responsible. We only have one earth and we must do whatever possible to protect and preserve it.”</p>	<p><b>S</b></p>
<p><b>Communication of Ideas (S)</b></p> <ul style="list-style-type: none"> <li>• The writing is generally clear and functionally organized.</li> <li>• Basic stylistic choices may contribute to the creation of a voice that is adequate.</li> <li>• Vocabulary is adequate.</li> <li>• The writing demonstrates basic control of sentence construction, grammar, and mechanics.</li> <li>• Errors do not seriously interfere with communication.</li> </ul>	<p>The student’s writing is generally clear and functionally organized into five paragraphs.</p> <p>Basic stylistic choices such as “Considering all three sources I believe that the role of individuals is to play a bigger role in society such as the ways brought to attention in the sources.” contribute to a voice that is adequate.</p> <p>Vocabulary such as “environmentally friendly,” “stay safe,” and “far worse” is adequate.</p> <p>Basic control of sentence construction, grammar, and mechanics is evident in “Source 3 is a political cartoon of an individual with her car connected to a coal power plant.”</p>	<p><b>S</b></p>

## *Examples of Students' Writing with Rationales*

Social Studies 30–2, January 2015  
Assignment II Responses  
Example Scored Proficient (Pf)

Page 1 of 2

Source one shows an add in which a young boy stands before a mirror that reflects his future self as a police officer. The words sprawled across the image indicate that the young boy has thought about the idea of becoming an officer, a person who is working a job to help people in need. The officer in the reflection on the mirror is shown as being proud and happy, illustrating the idea that by becoming an officer and helping people, everyone's lives will be better. This image shows that the role of individuals in society is to become people who do things for the good of the collective and to serve their nation.

Source two illustrates a photo of an American man protesting against the amount of government involvement and the rising of taxes. The man is shown holding two signs, one of which reads a quote by Thomas Paine, saying that the best kind of government is one where there is less government involvement and the people rule, while the other clearly states his disapproval with the raising of taxes and the taking away of his money. The image clearly shows that the man is proud to be American where there is less government control and the citizens have the biggest say in what goes on. Unlike here in Canada, where the government plays a big role in society in order to pay for social programs such as public education and free health-care. This source shows that the role of individuals in society is to make sure that the government is doing what the majority of the people are happy.

The final source is an image of a cartoon which shows a woman hugging and praising her electric car that she claims leaves no carbon footprint - making it a better car to drive because it is good for the environment - while in the

background we see all the fumes coming from the coal power factory polluting the air. This image shows that the role of individuals in society should be to do what is best for the environment and for the collective. People should be looking into what their actions will cause in the future and keep in mind the safety and security of every individual and to not become selfish.

The role of individuals should always be to work together as collective to better society. As the first source had illustrated, becoming someone who works for the common good and for the safety and security of the collective. Everyone should work together to create a society that is best suited for the good of the people, as the second source had shown as the man peacefully protested on his concerns with the role of government in his county. It is important that individuals take action when something regarding the good of the people is being threatened. Source three is an example of what people should always keep in mind, and that is to think of what will be best for everyone in terms of well being. However, the last image does show the consequences of not looking into the consequences of one's actions, which should be the responsibility to all citizens as to not hurt our society.

*Social Studies 30–2 January 2015*  
*Assignment II*

***EXAMPLE RESPONSE—Proficient***

SCORING CRITERIA	RATIONALE	SCORE
<b>Interpretation of Sources (Pf)</b> <ul style="list-style-type: none"> <li>• Interpretations are specific and accurate but may not address all sources.</li> <li>• Evidence is relevant and appropriate, but may contain some minor factual errors.</li> <li>• The student demonstrates a clear understanding of applicable social studies knowledge and the assigned task.</li> </ul>	<p>The student’s interpretations are specific and accurate; for example, “This image shows that the role of individuals in society should be to do what is best for the environment and for the collective. People should be looking into what their actions will cause in the future and keep in mind the safety and security of every individual and to not become selfish.”</p> <p>Evidence is relevant and appropriate, as seen in “Source two illustrates a photo of an American man protesting against the amount of government involvement and the rising of taxes. ...The image clearly show that the man is proud to be American where there is less government control and the citizens have the biggest say in what goes on.”</p> <p>The student demonstrates a clear understanding of applicable social studies knowledge and the assigned task in “The officer in the reflection on the mirror is shown as being proud and happy, illustrating the idea that by becoming an officer and helping people, everyone’s lives will be better. This image shows that the role of individuals in society to be to become people who do things for the good of the collective and to serve their nation.”</p>	<b>Pf</b>
<b>Defence of Position (Pf)</b> <ul style="list-style-type: none"> <li>• The defence of position is based on one or more sound arguments.</li> </ul>	<p>The defence of position is based on sound arguments; as shown in “The role of individuals should always be to work together as collective to better society. As the first source had illustrated, becoming someone who works for the common good and for the safety and security of the collective.”</p>	<b>Pf</b>



Assignment II Response—Proficient (*continued*)

<ul style="list-style-type: none"> <li>Evidence is appropriate, but may contain some minor factual errors.</li> <li>The student demonstrates a clear understanding of applicable social studies knowledge and the assigned task.</li> </ul>	<p>Appropriate evidence is seen in “Everyone should work together to create a society that is best suited for the good of the people, as the second source had shown as the man peacefully protested on his concerns with the role of government in his county.”</p> <p>The student demonstrates a clear understanding of applicable social studies knowledge and the assigned task in “Source three is an example of what people should always keep in mind, and that is to think of what will be best for everyone in terms of well being. However, the last image does show the consequences of not looking into the consequences of one’s actions, which should be the responsibility to all citizens as to not hurt our society.”</p>	<p><b>Pf</b></p>
<p><b>Communication of Ideas (Pf)</b></p> <ul style="list-style-type: none"> <li>The writing is logical and clearly organized.</li> <li>Appropriate stylistic choices may contribute to the creation of a distinct voice.</li> <li>Vocabulary is specific.</li> <li>The writing frequently demonstrates effective control of sentence construction, grammar, and mechanics.</li> <li>Errors do not detract from communication.</li> </ul>	<p>The student’s writing is logically and clearly organized into four paragraphs.</p> <p>Appropriate stylistic choices contribute to the creation of a distinct voice; for example, “It is important that individuals take action when something regarding the good of the people is being threatened.”</p> <p>Examples of specific vocabulary include “sprawled” and “consequences.”</p> <p>The student’s writing frequently demonstrates effective control of sentence construction, grammar, and mechanics, as seen in “The final source is an image of a cartoon which shows a woman hugging and praising her electric car that she claims leaves no carbon footprint – making it a better car to drive because it is good for the environment – while in the background we see all the fumes coming from the coal power factory polluting the air.”</p> <p>Errors such as “This source show that the role of individuals in society is make sure that the government is doing what the majority of the people are happy.” do not detract from communication.</p>	<p><b>Pf</b></p>



## *Examples of Students' Writing with Rationales*

Social Studies 30–2, January 2015  
Assignment II Responses  
Example Scored Excellent (E)

Page 1 of 3

Each individual in society has a role to participate in. We are given freedoms in our liberal democracies, and it is each and every person's responsibility to value and utilize the freedoms we are granted. In doing so, individuals will be fulfilling their role in the society that they live in.

In source 1, we can see a school boy standing in front of a mirror. In the reflection this boy sees himself as a police officer who seems to be satisfied with the duties that he provides for his society. We can infer this by the content expression on the officer's face. In large text next to the image, we can see a message: "You've thought about this. GET READY." On the bottom is "Edmonton Police Service" and a web address to join the police service. This ad effectively communicates the role of individuals in society. The ad reminds us of our childhood dreams of one day becoming a police officer, and encourages us to actually fulfill this dream. In doing so, we will be fulfilling our role as an individual in society. The ad is communicating to us that it is us -- the individuals -- who can ultimately participate in the government's duty of protecting our citizens. In our liberal democracies, we have freedom of choice, and this ad is letting us know that we may partake in society and fulfill our individual role in society by joining the police service and actively protecting the rights of the citizens in our society. A very strong reminder that we have the opportunity of choice to fulfill our individual role in society, and it is showing us just how we may do so.

In source 2, we can see a patriotic American man voicing his views towards his government through large signs bearing messages. We can interpret that he is patriotic because of his "Proud to be American" t-shirt. His first sign is a quote by Thomas Paine reading: "That government is best which governs least." This is

communicates to the reader that this man is a right-wing conservative, and that he is voicing his opinion that he would like his government to keep their hands off of his money. His second sign reads: "Hey Congress! You seem to have forgotten it's my money!" This message conveys the message that this man does not support the way that his government is spending his hard earned money. This source communicates to us, that our role in society is to actively take part in the voicing of our views toward the government. In a liberal democracy, each individual is granted rights to voice their opinions, and to criticize their government. Doing so will educate our government on what the people want, and the government can then take steps in order to benefit the collective opinions of their citizens. This man is actively participating in his role in society by utilizing his right to openly criticize his government by bearing them a message. In turn, his government will see what citizens prefer, and can take steps to adjust themselves to meet the requirements of the people who elected them into position.

In the third source, we can see a woman exclaiming how her electric car leaves no carbon imprint. In the background however, we see the large factory actively burning fossil fuels in order to provide the electricity required to power the woman's electric vehicle. The small size of the vehicle, and the description of "lil'darlin'" in comparison to the massive size of the factory serve as a great juxtaposition, symbolizing that the car leaves a small carbon footprint but the factory leaves a GIANT carbon footprint. This source leaves us with the message that the role of individuals in society is to be aware of the carbon footprint that we actually leave, and not to be deceived by the market of "environmentally friendly products". The woman in the source is clueless, however the message of the source is clear. In the society we live in today, we can easily be deceived by

what companies are not telling us. Companies we advertise their product as "eco-friendly", however this may not be the case in the big picture. The source communicates that we must realize the truth about the products we are marketed, and to openly criticize them just as the source is. In our liberal democracy we have the voice to speak out against unjust advertising in our economy, and it is our role to speak up. Whether it is toward the government or to corporations, we have the ability to actively take part in our society by raising our voice and it is our role to do so. Relating directly to the man voicing his view in source 2.

In consideration of the three sources, I believe that the role of individuals in society is to actively partake in society by using both our freedom of choice, and our voice to speak up against what we believe is unjust. We can actively partake in society by using our freedom of choice to enroll in a career that is important to society such as being a police officer in source 1. In doing this, we are actively participating in society by protecting the civil rights of the citizens in our society, and it is our role to do so. Secondly, we as individuals have a role in society to raise our voices. In our liberal democracy, we are granted the right to speak up and defy that in which we believe is unjust. It is our role in society to do this rather it is against the government, or against large corporations. We must use this right of speech in order to voice our opinion and educate both other citizens, and those who we are targeting on our opinion on the issue at hand. They will then have heard what the people want, and will adjust accordingly. This fulfills the role of individuals in society.

***Social Studies 30–2 January 2015***  
***Assignment II***

***EXAMPLE RESPONSE—Excellent***

SCORING CRITERIA	RATIONALE	SCORE
<p><b>Interpretation of Sources (E)</b></p> <ul style="list-style-type: none"> <li>• Interpretations are insightful, comprehensive, and address all sources.</li> <li>• Evidence is specific and accurate, and errors, if present, do not detract from the response.</li> <li>• The student demonstrates a thorough and perceptive understanding of applicable social studies knowledge and the assigned task.</li> </ul>	<p>The student’s interpretations are insightful and comprehensive, as seen in “The ad is communicating to us that it is us – the individuals – who can ultimately participate in the government’s duty of protecting our citizens. In our liberal democracies, we have freedom of choice, and this ad is letting us know that we may partake in society and fulfill our individual role in society by joining the police service and actively protecting the rights of the citizens in our society.”</p> <p>Evidence is specific and accurate, as demonstrated in “In the society we live in today, we can easily be deceived by what companies are not telling us. Companies we advertise their product as ‘eco-friendly’, however this may not be the case in the big picture. The source communicates that we must realize the truth about the products we are marketed, and to openly criticize them just as the source is.”</p> <p>A perceptive understanding of applicable social studies knowledge and the assigned task is demonstrated in “This source communicates to us, that our role in society is to actively take part in the voicing of our views toward the government. ...In turn, his government will see what citizens prefer, and can take steps to adjust themselves to meet the requirements of the people who elected them into position.”</p>	<b>E</b>
<p><b>Defence of Position (E)</b></p> <ul style="list-style-type: none"> <li>• The defence of position is based on one or more convincing, logical arguments.</li> </ul>	<p>The defence of position is based on convincing and logical arguments, as seen in “We are given freedoms in our liberal democracies, and it is each and every person’s responsibility to value and utilize the freedoms we are granted.” and “We can actively partake in society by using our freedom of choice to enroll in a career that is important to society such as being a police officer in source 1. In doing this, we are actively participating in society by protecting the civil rights of the citizens in our society, and it is our role to do so.”</p> <p style="text-align: right;"><i>(continued)</i></p>	<b>E</b>

Assignment II Response—Excellent (*continued*)

<ul style="list-style-type: none"> <li>• Evidence is specific and accurate, and errors, if present, do not detract from the response.</li> <li>• The student demonstrates a thorough and perceptive understanding of applicable social studies knowledge and the assigned task.</li> </ul>	<p>Evidence is specific and accurate, as seen in “In our liberal democracy, we are granted the right to speak up and defy that in which we believe is unjust. It is our role in society to do this rather it is against the government, or against large corporations. We must use this right of speech in order to voice our opinion and educate both other citizens, and those who we are targeting on our opinion on the issue at hand.”</p> <p>A thorough and perceptive understanding of the applicable social studies knowledge and the assigned task is evident in “In consideration of the three sources, I believe that the role of individuals in society is to actively partake in society by using both our freedom of choice, and our voice to speak up against what we believe is unjust.”</p>	<p><b>E</b></p>
<p><b>Communication of Ideas (E)</b></p> <ul style="list-style-type: none"> <li>• The writing is fluent and purposefully organized.</li> <li>• Effective stylistic choices may contribute to the creation of an engaging voice.</li> <li>• Vocabulary is precise.</li> <li>• The writing demonstrates confident control of sentence construction, grammar, and mechanics.</li> <li>• Errors, if present, are inconsequential.</li> </ul>	<p>The writing is fluent and purposely organized into four paragraphs.</p> <p>Effective stylistic choices contribute to the creation of an engaging voice, as seen in “In our liberal democracy we have the voice to speak out against unjust advertising in our economy, and it is our role to speak up.”</p> <p>Vocabulary such as “infer,” “juxtaposition,” and “accordingly” is precise.</p> <p>The student’s writing demonstrates confident control of sentence construction, grammar, and mechanics; for example, “In the background however, we see the large factory actively burning fossil fuels in order to provide the electricity required to power the woman’s electric vehicle.”</p> <p>Errors are inconsequential; for example, “rather it is against the government, or against large corporations.”</p>	<p><b>E</b></p>

*Social Studies 30–2 January 2015*  
*Written-Response Assignment III*

**ASSIGNMENT III**

**Value: 20% of the total examination mark**  
**Suggested time: 40–45 minutes**

An online forum posed the following question:



The tablet screen shows a forum interface with a title bar at the top containing a camera icon and signal/battery indicators. The main content area is titled "Should the Canadian government decriminalize the possession of marijuana?". Below the title, there are three entries, each featuring a profile picture, a name, and a text block.

**Should the Canadian government decriminalize the possession of marijuana?**

  
**Citizen I**

Decriminalizing marijuana is a step in the wrong direction! We should be increasing penalties for marijuana possession and investing in more rigorous enforcement of all laws aimed at combatting the drug problem. Drugs lead to addiction and destroyed lives! Relaxing drug laws will lead to more young people believing that drug use is acceptable. Drug users are less healthy, less motivated, and less productive. We have to keep in mind what is best for society as a whole.

  
**Citizen II**

Decriminalization of marijuana, though a step in the right direction, does not go far enough. Complete legalization would be a better idea. Take the production and distribution of marijuana out of the hands of criminals. The government could gain revenue by taxing the marijuana industry and save itself the expense of enforcing needless drug laws. The legalization of marijuana will ensure that law-abiding citizens will not be hindered by criminal records because of a personal lifestyle choice.

  
**Citizen III**

Decriminalizing marijuana for recreational use is a bad idea. The status quo of allowing marijuana possession for medical purposes is as far as we should go. Obviously, having trained medical professionals prescribing marijuana for patients is acceptable. Doctors can decide whether the adverse impacts of marijuana use—short-term memory loss, decreased learning capacity, and impaired motor skills—outweigh any potential benefits such as relief from chronic pain. Marijuana is no different from any other drug in a doctor's pharmaceutical toolbox.

At the bottom of the tablet screen is a navigation bar with icons for back, home, search, chat, video, people, and a list. Below the navigation bar are two small circles.

### ASSIGNMENT III

Value: 20% of the total examination mark

Suggested time: 40–45 minutes

#### Should the Canadian government decriminalize the possession of marijuana?

Write a response in which you **must**

- **explore** the issue of the Canadian government decriminalizing the possession of marijuana
- **analyze** various points of view on the issue
- **explain** and **defend** your position on the issue
- **support** your point of view using your understanding of social studies

#### *Reminders for Writing*

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

**Scoring Categories and  
Scoring Criteria for  
Assignment III**

**EXPLORATION AND ANALYSIS (8 marks)**

<b>Focus</b>	When marking <i>Exploration and Analysis</i> , the marker will consider the: <ul style="list-style-type: none"> <li>• quality of the exploration of the issue(s)</li> <li>• quality of analysis of various points of view on the issue(s)</li> <li>• understanding of the assigned task</li> </ul>
<b>Excellent</b> <b>E</b>	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.
<b>Proficient</b> <b>Pf</b>	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.
<b>Satisfactory</b> <b>S</b>	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.
<b>Limited</b> <b>L</b>	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.
<b>Poor</b> <b>P</b>	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.
<b>Insufficient</b> <b>INS</b>	Insufficient is a special category. <b>It is not an indicator of quality.</b> It is assigned to responses that are off topic, do not contain a discernible attempt to address the task, or that are too brief to assess in any scoring category.



## DEFENCE OF POSITION (8 marks)

Focus	When marking <i>Defence of Position</i> , the marker will consider the: <ul style="list-style-type: none"><li>• quality of argument(s) selected to support the position taken</li><li>• quality of evidence selected to support the position taken</li><li>• understanding of applicable social studies knowledge and the assigned task</li></ul>
Excellent <b>E</b>	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 <b>Pf</b>	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 <b>S</b>	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 <b>L</b>	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 <b>P</b>	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 <b>INS</b>	Insufficient is a special category. <b>It is not an indicator of quality.</b> It is assigned to responses that are off topic, do not contain a discernible attempt to address the task, or that are too brief to assess in any scoring category.

## COMMUNICATION (4 marks)

<b>Focus</b>	<p>When marking <i>Communication</i>, the marker will consider the:</p> <ul style="list-style-type: none"><li>• organization and coherence</li><li>• contribution of stylistic choices to the creation of voice (e.g., sentence variety, word choice)</li><li>• vocabulary (e.g., specificity, accuracy)</li><li>• sentence construction (e.g., clarity, completeness)</li><li>• grammar and mechanics (e.g., consistency of tense, punctuation, spelling, capitalization)</li></ul> <p>Proportion of error to the length and complexity of the response must be applied when awarding a mark for <i>Communication</i>.</p>
<b>Excellent</b> <b>E</b>	<p>The writing is fluent and purposefully organized. Effective stylistic choices may contribute to the creation of an engaging voice. Vocabulary is precise. The writing demonstrates confident control of sentence construction, grammar, and mechanics. Errors, if present, are inconsequential.</p>
<b>Proficient</b> <b>Pf</b>	<p>The writing is logical and clearly organized. Appropriate stylistic choices may contribute to the creation of a distinct voice. Vocabulary is specific. The writing frequently demonstrates effective control of sentence construction, grammar, and mechanics. Errors do not detract from communication.</p>
<b>Satisfactory</b> <b>S</b>	<p>The writing is generally clear and functionally organized. Basic stylistic choices may contribute to the creation of a voice that is adequate. Vocabulary is adequate. The writing demonstrates basic control of sentence construction, grammar, and mechanics. Errors do not seriously interfere with communication.</p>
<b>Limited</b> <b>L</b>	<p>The writing is uneven and incomplete but is discernibly organized. Awkward stylistic choices may contribute to the creation of an unconvincing and/or inappropriate voice. Vocabulary is imprecise and/or inappropriate. The writing demonstrates a faltering control of sentence construction, grammar, and mechanics. Errors hinder communication.</p>
<b>Poor</b> <b>P</b>	<p>The writing is unclear and disorganized. Ineffective and/or inappropriate stylistic choices may contribute to the creation of an ineffective and/or unsuitable voice. Vocabulary is ineffective and frequently incorrect. A lack of control of sentence construction, grammar, and mechanics is demonstrated. Errors impede communication.</p>
<b>Insufficient</b> <b>INS</b>	<p>Insufficient is a special category. <b>It is not an indicator of quality.</b> It is assigned to responses that are off topic, do not contain a discernible attempt to address the task, or that are too brief to assess in any scoring category.</p>

## Examples of Students' Writing with Rationales

Social Studies 30-2, January 2015  
Assignment III Responses  
Example Scored Satisfactory (S)

Assignment # / Écrit **3**

The first perspective on Canada's government making marijuana possession legal, suggests that it's obviously a horrible idea, because of all ~~things~~ the negative impacts marijuana has on people's lives. Also that decriminalizing it would lead to so much less productivity, intellect, health and motivation to do things. Citizen one's perspective clearly is against the government legalizing marijuana.

Citizen two's opinion is that decriminalizing marijuana possession is very good because it will deter crime and make the government completely responsible for the production of the drug. Therefore since ~~crime~~ crime will decrease drastically, Citizen ~~two~~ two believes that yes the government must decriminalize it. It will basically benefit the country as a whole.

The last citizen's perspective believes that marijuana must only be allowed for medical related matters. Only possession of marijuana must be prescribed by medical professionals.

Assignment # / Écrit 3

only, otherwise it's wrong. He believes that it should be only used for medical purposes and must stay illegal for recreational use, such as parties or criminal activity. He's basically referring to Canada's current policy on this issue, possession of marijuana is illegal but it's only allowed if a medical professional prescribes it for you, for some sort of sickness or condition.

My position on this subject is no. Decriminalizing marijuana would lead to so many just acting lazy, unproductive and totally stupid. Yes making it legal would definitely lower Canada's crime rate, but at the same time it would permit huge amounts of people start using it, since it's legal which is also very bad for society. Impaired judgement, memory loss and lack of focus are terrible, everyone must maintain healthy bodies and healthy lives, marijuana would just be lowering the chances of that ~~happening~~, if it's legalized.

*Social Studies 30–2 January 2015*  
*Assignment III*

**EXAMPLE RESPONSE—Satisfactory**

SCORING CRITERIA	RATIONALE	SCORE
<b>Exploration and Analysis (S)</b> <ul style="list-style-type: none"> <li>• Exploration of the issue(s) is valid but general and may contain misconceptions.</li> <li>• Analysis is general and straightforward.</li> <li>• The student demonstrates an acceptable understanding of various points of view on the issue(s) and the assigned task.</li> </ul>	<p>The student’s valid but general exploration is demonstrated in “The first perspective on Canada’s government making marijuana possession legal, suggests that it’s obviously a horrible idea, because of all the negative impacts marijuana has on people’s lives.”</p> <p>The analysis is general and straightforward; for example, “Citizen two’s opinion is that decriminalizing marijuana possession is very good because it will deter crime and make the government completely responsible for the production of the drug. Therefore since crime will decrease drastically, citizen two believes that yes the government must decriminalize it.”</p> <p>An acceptable understanding of the various points of view is shown in “He’s basically referring to Canada’s current policy on this issue, possession of marijuana is illegal but it’s only allowed if a medical professional prescribes it for you, for some sort of sickness or condition.”</p>	<b>S</b>
<b>Defence of Position (S)</b> <ul style="list-style-type: none"> <li>• The defence of position is based on one or more adequate arguments.</li> <li>• Evidence is relevant, but general and/or incompletely developed.</li> <li>• The evidence may contain errors.</li> <li>• The student demonstrates an acceptable understanding of applicable social studies knowledge and the assigned task.</li> </ul>	<p>The defence of position is based on adequate arguments, such as “My position on this subject is no. Decriminalizing marijuana would lead to so many just acting lazy, unproductive and totally stupid.”</p> <p>Evidence is relevant, but incompletely developed, as seen in “Yes making it legal would definately lower Canada’s crime rate, but at the same time it would permit huge amounts of people start using it, since it’s legal which is also very bad for society.”</p> <p>An acceptable understanding is demonstrated in “Impaired judgement, memory loss and lack of focus are terrible, everyone must maintain healthy bodies and healthy lives, marijuana would just be lowering the chances of that, if it’s legalized.”</p>	<b>S</b>

Assignment III Response—Satisfactory (*continued*)

<p><b>Communication of Ideas (S)</b></p> <ul style="list-style-type: none"> <li>• The writing is generally clear and functionally organized.</li> <li>• Basic stylistic choices may contribute to the creation of a voice that is adequate.</li> <li>• Vocabulary is adequate.</li> <li>• The writing demonstrates basic control of sentence construction, grammar, and mechanics.</li> <li>• Errors do not seriously interfere with communication.</li> </ul>	<p>The writing is generally clear and organized into four paragraphs.</p> <p>Basic stylistic choices such as “Decriminalizing marijuana would lead to so many just acting lazy, unproductive and totally stupid.” contribute to a voice that is adequate.</p> <p>Vocabulary is adequate; for example, “horrible idea,” “very good,” “related matters,” and “very bad.”</p> <p>Basic control of sentence construction, grammar, and mechanics is demonstrated in “Only possession of marijuana must be prescribed by medical professionals only, otherwise it’s wrong.”</p> <p>Errors such as “amounts of people start using it” do not seriously interfere with communication.</p>	<p><b>S</b></p>
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## *Examples of Students' Writing with Rationales*

Social Studies 30–2, January 2015  
Assignment III Responses  
Example Scored Proficient (Pf)

### Assignment III

Talk about legalizing marijuana has been passed around for a while now, demanding many individuals for their opinion on the undetermined law. Citizens from different countries, provinces and states have all shared their thoughts on the topic. It will most likely take another couple years before the decision becomes set in stone.

Yes, the government should decriminalize the possession of marijuana because as indicated by Citizen II, the government could gain from it by taxing the marijuana industry. Marijuana is simply a plant, yes if taken too far it could do harm to the body, but so can anything else. It would be no different than taking say Advil or Tylenol for a headache, if you follow instructions and take the correct dosage you will be fine. Also legalizing the possession would open up job opportunities for some, having small business open to sell the drug identical to liquor stores; where only certain ages could purchase a specific portion of the drug. Dealers will be able to make more of a profit from selling it legally as more buyers would arouse, while the government would also be gaining revenue and it would save them the expenses of imposing unnecessary drug laws.

No, the government should not legalize the possession of marijuana due to the fact some people are irresponsible and will take advantage of the drug if it were legal. This could cause more addictions leading individuals to living a less healthy lifestyle. Although the drug is illegal, people continue to use it the only difference is they are not using it in public areas where it could be open to younger children. As suggested by Citizen III, the possession of marijuana for medical purposes is as far as the government should allow. If you take a look at the stats that show which group of individuals are fighting for the legalization of the drug you

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Example Scored Proficient (Pf) (*continued*)

Assignment III

will see that a lot of the people are regular users or ages 16-25 these people simply want it legalized so they can use the drug whenever wherever. They do not want it for medical purposes, they just want it for the high, and that is how it becomes addictive and overused causing unwanted side effects in the future.

I believe that the drug should be legalized. In the world there are much worse things that the government needs to worry about; marijuana I believe should be closer to the bottom of the list. I do understand the reasoning why people would disagree with the legalization of the drug, but who cares really? I mean people are going to use it whether it is legal or not. If marijuana is illegal than alcohol should be as well, more people die from alcohol use than marijuana. Marijuana is just a plant; the government needs to realize that legalizing this drug could potentially help them gain revenue by taxing the users; I mean they already tax us for everything else we do. They need to focus on the bigger things, like how sex offenders are serving a shorter sentence than drug dealers in some cases; those are the things the government should be worrying about, not whether or not a drug that comes from a plant should be legal or illegal.

Whether the government decriminalizes the possession of marijuana or not, people will continue to use it in whatever way they choose. If they perhaps decide to legalize it, then maybe they could bump up the price for smaller amounts. There is always a way to work around a situation, the government and the society just need to figure out how.



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*Assignment III*

***EXAMPLE RESPONSE—Proficient***

SCORING CRITERIA	RATIONALE	SCORE
<b>Exploration and Analysis (Pf)</b> <ul style="list-style-type: none"> <li>• Exploration of the issue(s) is specific and accurate.</li> <li>• Analysis is appropriate and purposeful but may contain minor misconceptions.</li> <li>• The student demonstrates a clear understanding of various points of view on the issue(s) and the assigned task.</li> </ul>	<p>The student’s specific and accurate exploration of the issue is revealed in “Marijuana is simply a plant, yes if taken too far it could do harm to the body, but so can anything else. It would be no different than taking say Advil or Tylenol for a headache, if you follow instructions and take the correct dosage you will be fine.”</p> <p>The analysis is appropriate and purposeful, as evident in “If you take a look at the stats that show which group of individuals are fighting for the legalization of the drug you will see that a lot of the people are regular users or ages 16-25 these people simply want it legalized so they can use the drug whenever wherever. ...and that is how it becomes addictive and overused causing unwanted side effects in the future.”</p> <p>The student demonstrates a clear understanding of various points of view on the issue, as seen in “No, the government should not legalize the possession of marijuana due to the fact some people are irresponsible and will take advantage of the drug if it were legal. This could cause more addictions leading individuals to living a less healthy lifestyle.”</p>	<b>Pf</b>

Assignment III Response—Proficient (*continued*)

<p><b>Defence of Position (Pf)</b></p> <ul style="list-style-type: none"> <li>• The defence of position is based on one or more sound arguments.</li> <li>• Evidence is appropriate, but may contain some minor factual errors.</li> <li>• The student demonstrates a clear understanding of applicable social studies knowledge and the assigned task.</li> </ul>	<p>The student's defence of position is based on sound arguments; for example, "In the world there are much worse things that the government needs to worry about; marijuana I believe should be closer to the bottom of the list." and "I mean people are going to use it whether it is legal or not. If marijuana is illegal than alcohol should be as well".</p> <p>Evidence is appropriate, as seen in "Marijuana is just a plant; the government needs to realize that legalizing this drug could potentially help them gain revenue by taxing the users; I mean they already tax us for everything else we do."</p> <p>A clear understanding of applicable social studies knowledge and the assigned task is demonstrated in "They need to focus on the bigger things, like how sex offenders are serving a shorter sentence than drug dealers in some cases ...not whether or not a drug that comes from a plant should be legal or illegal."</p>	<p><b>Pf</b></p>
<p><b>Communication of Ideas (Pf)</b></p> <ul style="list-style-type: none"> <li>• The writing is logical and clearly organized.</li> <li>• Appropriate stylistic choices may contribute to the creation of a distinct voice.</li> <li>• Vocabulary is specific.</li> <li>• The writing frequently demonstrates effective control of sentence construction, grammar, and mechanics.</li> <li>• Errors do not detract from communication.</li> </ul>	<p>The student's writing is logically and clearly organized into five paragraphs.</p> <p>Appropriate stylistic choices, such as "There is always a way to work around a situation, the government and the society just need to figure out how." contribute to the creation of a distinct voice.</p> <p>Vocabulary such as "undetermined law," "potentially help," and "bump up the price" is specific.</p> <p>The student's writing frequently demonstrates effective control of sentence construction, grammar, and mechanics; for example, "Whether the government decriminalizes the possession of marijuana or not, people will continue to use it in whatever way they choose."</p> <p>Errors such as "more buyers would arouse" do not detract from communication.</p>	<p><b>Pf</b></p>

## *Examples of Students' Writing with Rationales*

Social Studies 30–2, January 2015  
Assignment III Responses  
Example Scored Excellent (E)

### **Assignment: 3**

The subject of marijuana and whether or not it should be acceptable to be legal in society has been a long-standing debate in many countries. Marijuana has many useful purposes in the medical field, however, it is very possible that many people want the legalization of marijuana only for recreational purposes. It is up to the government to take into consideration what will benefit both sides of the issue.

Citizen one's take on the issue is that decriminalizing marijuana will lead to others taking advantage of using marijuana for recreational purposes because the penalties are so relaxed. Her viewpoint is against allowing the laws to become less harsh, as it will only increase the amount of people that include drugs in their lives, therefore meaning less productive lives due to the side effects drug have to offer. As the amount of people that intake drugs increase, the productivity level of society decreases, and the economic stability of the society would then fluctuate. In turn, by decreasing the amount of law enforcement on drugs, the idea would only backfire and send society into an instable economy. As not all citizens would be consuming drugs for recreational use, it would impact the other citizens negatively as they would be surrounded by marijuana users, therefore splitting society apart. Citizen one believes that health, motivation and production will slowly deteriorate if the government chooses to go through with the decriminalization of owning marijuana. As a democracy, it is in Canada's best interests to be able to reflect the values of individuals. However, if these values negatively impact the nation and economic standing of the country, then the government cannot help but choose the latter; not to go through with such a decision.

Citizen two believes that while taking down the law enforcement a notch may be useful, the government isn't going far enough to ensure that most to all of the citizens of society will be considered when making this decision. He believes that it would be much better to go through

Social Studies 30–2, January 2015  
Assignment III Responses  
Example Scored Excellent (E) (*continued*)

Assignment: 3

with legalizing marijuana altogether. Doing so would allow the government to benefit by making a profit off of these by making the marijuana business public. Many citizens would be happily oblige to pay the amount that is offered by businesses, and these citizens can relax knowing they will not be arrested for purchasing legal marijuana. The private business is what criminals have been partaking in, selling drugs under-the-table to the people that want it. They in turn make a profit, while the amount of shady business doings increases because many people want to purchase marijuana for recreational purposes. By incorporating the legalization of marijuana into society, the government would be able to save money on having to create drug laws, and housing “criminals” because they had bought marijuana in a black market. However, a black market is one of the few ways people are able to get their hands on these drugs, forming an abundant source of crime in society. It can be ensured that marijuana will be sold clean, not laced if sold by government-regulated businesses. The government is also able to regulate the amount of marijuana purchased by each individual, ensuring that nobody passes the limit. This would eliminate a hefty amount of crime present in society, if not all of it, by opening up resources for citizens to gain access to their wants. The citizens would be satisfied with their values being taken into account by the government, they can purchase marijuana freely without worry of crime being taken into their personal records.

Citizen three takes a medical viewpoint on the issue. He disagrees that not reinforcing laws on marijuana possession for other purposes than medical will not benefit society in any way. Believing that marijuana possession for medical use should be allowed by all means, that is as tolerable as the government should be with the possession of marijuana. Doctors have the ultimate say on the drugs, how much of a dosage will nurse a person back to health, and how much could kill a person. As these doctors are highly trained to deal with drugs and understand

Social Studies 30–2, January 2015  
Assignment III Responses  
Example Scored Excellent (E) (*continued*)

Assignment: 3

their properties and dangers, they should be allowed access to the drugs without intervention of the government. Citizen three sees that marijuana, while it has its' recreational purposes, is just another drug that can be used along with the multiple other drugs available to doctors.

My perspective matches up with citizen two's view on what actions the government should take when dealing with marijuana distribution and law enforcement in society. I also agree with the legalization of marijuana, as it would be safe to purchase and available to the citizens that are in search of the drug. The amount of crime would greatly decrease in terms of marijuana, specifically, being sold in a black market, and the amount of people that would be arrested for illegally buying marijuana would probably be zero. Medical marijuana or recreational marijuana, it would be available to everyone at a limited amount depending on the usage. Citizen one believes that reinforcing the law on anyone who has possession of marijuana is the right thing to do, but it does not address what could help to be more beneficial to society, as illegal dealings of marijuana would still be done. Citizen three believes that marijuana should only be allowed to be available to doctors because they have the proper knowledge of how to use it and that it is for the health factor of society. While this is useful, it also does not look at the problem that is when marijuana is sold illegally. I believe that the legalization of marijuana would benefit both the government and the citizens, as the government would not only gain a profit, but would also protect law-abiding citizens from the harsh penalties of what would have been illegal marijuana possession.

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***Social Studies 30–2 January 2015***  
***Assignment III***

***EXAMPLE RESPONSE—Excellent***

SCORING CRITERIA	RATIONALE	SCORE
<p><b>Exploration and Analysis (E)</b></p> <ul style="list-style-type: none"> <li>• Exploration of the issue(s) is insightful and comprehensive.</li> <li>• Analysis is thoughtful and thorough and misconceptions, if present, do not detract from the response.</li> <li>• The student demonstrates a confident and perceptive understanding of various points of view on the issue(s) and the assigned task.</li> </ul>	<p>The exploration of the issue is insightful; for example, “Marijuana has many useful purposes in the medical field, however, it is very possible that many people want the legalization of marijuana only for recreational purposes. It is up to the government to take into consideration what will benefit both sides of the issue.” and “As a democracy, it is in Canada’s best interests to be able to reflect the values of individuals. ...then the government cannot help but choose the latter; not to go through with such a decision.”</p> <p>The student’s thoughtful and thorough analysis is demonstrated in “By incorporating the legalization of marijuana into society, the government would be able to save money on having to create drug laws, and housing ‘criminals’ because they had bought marijuana in a black market.” and “Doctors have the ultimate say on the drugs, how much of a dosage will nurse a person back to health, and how much could kill a person. As these doctors are highly trained to deal with drugs and understand their properties and dangers, they should be allowed access to the drugs without intervention of the government.”</p> <p>A confident and perceptive understanding of the various points of view on the issue is shown in “Her viewpoint is against allowing the laws to become less harsh, ...As the amount of people that intake drugs increase, the productivity level of society decreases, and the economic stability of the society would then fluctuate.”</p>	<p><b>E</b></p>
<p><b>Defence of Position (E)</b></p> <ul style="list-style-type: none"> <li>• The defence of position is based on one or more convincing, logical arguments.</li> </ul>	<p>The student’s defence of position is based on convincing arguments; for example, “Medical marijuana or recreational marijuana, it would be available to everyone at a limited amount depending on the usage. Citizen one believes that reinforcing the law on anyone who has possession of marijuana is the right thing to do, but it does not address what could help to be more beneficial to society, as illegal dealings of marijuana would still be done.”</p> <p style="text-align: right;"><i>(continued)</i></p>	<p><b>E</b></p>

Assignment III Response—Excellent (*continued*)

<ul style="list-style-type: none"> <li>• Evidence is specific and accurate, and errors, if present, do not detract from the response.</li> <li>• The student demonstrates a thorough and perceptive understanding of applicable social studies knowledge and the assigned task.</li> </ul>	<p>Specific and accurate evidence is shown in “I also agree with the legalization of marijuana, as it would be safe to purchase and available to the citizens that are in search of the drug. The amount of crime would greatly decrease in terms of marijuana, specifically, being sold in a black market, and the amount of people that would be arrested for illegally buying marijuana would probably be zero.”</p> <p>The student demonstrates a thorough and perceptive understanding of applicable social studies knowledge and the assigned task, as seen in “While this is useful, it also does not look at the problem that is when marijuana is sold illegally. I believe that the legalization of marijuana would benefit both the government and the citizens, as the government would not only gain a profit, but would also protect law-abiding citizens from the harsh penalties of what would have been illegal marijuana possession.”</p>	<p><b>E</b></p>
<p><b>Communication of Ideas (E)</b></p> <ul style="list-style-type: none"> <li>• The writing is fluent and purposefully organized.</li> <li>• Effective stylistic choices may contribute to the creation of an engaging voice.</li> <li>• Vocabulary is precise.</li> <li>• The writing demonstrates confident control of sentence construction, grammar, and mechanics.</li> <li>• Errors, if present, are inconsequential.</li> </ul>	<p>The student’s writing is fluent and purposefully organized into five paragraphs.</p> <p>An engaging voice is evident in stylistic choices such as “The private business is what criminals have been partaking in, selling drugs under-the-table to the people that want it.”</p> <p>Vocabulary such as “fluctuate,” “deteriorate,” and “tolerable” is precise.</p> <p>Confident control of sentence construction, grammar and mechanics is demonstrated in “As not all citizens would be consuming drugs for recreational use, it would impact the other citizens negatively as they would be surrounded by marijuana users, therefore splitting society apart.”</p> <p>Errors such as “Many citizens would be happily oblige to pay” are inconsequential.</p>	<p><b>E</b></p>