

# Examples of the Standards for Students' Writing

# Social Studies 30–2

From the January 2012 Diploma Examination



Government  
of Alberta ■

Alberta ■

This document was written primarily for:

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

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## *Acknowledgements*

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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 2012 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 2012 marking session and the similar example responses that were selected for subsequent marking sessions in 2012. 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 2012 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 2012 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 2012.

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.

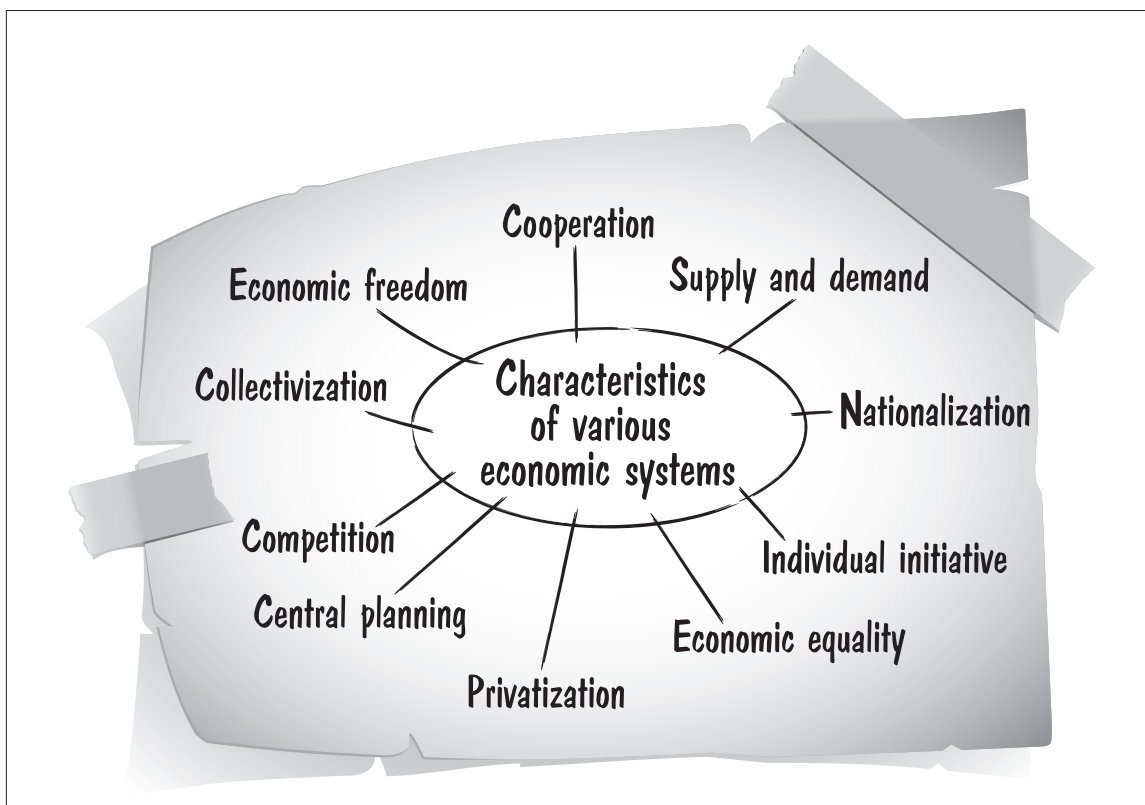
**4. It is essential that you consider each of the examples of student writing within the constraints of the examination situation.**

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 2012*  
*Written-Response Assignment I*

**ASSIGNMENT I**

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



**Which characteristic(s) of economic systems is/are the most important to a command economy?**

Write a response in which you **must**

- **identify** the characteristic(s) of economic systems that is/are the most important to a command economy
- **explain** why the characteristic(s) is/are the most important
- **support** your response using your understanding of social studies

***Reminders for Writing***

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

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

**EXPLANATIONS AND SUPPORT (8 marks)**

<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>	<p>The writing is fluent and purposefully organized. Vocabulary is precise. The writing demonstrates confident control of sentence construction, grammar, and mechanics. Errors, if present, are inconsequential.</p>
<b>Proficient</b> <b>Pf</b>	<p>The writing is logical and clearly organized. Vocabulary is specific. The writing frequently demonstrates effective control of sentence construction, grammar, and mechanics. Errors do not detract from communication.</p>
<b>Satisfactory</b> <b>S</b>	<p>The writing is generally clear and functionally organized. Vocabulary is adequate. The writing demonstrates basic control of sentence construction, grammar, and mechanics. Errors do not seriously interfere with communication.</p>
<b>Limited</b> <b>L</b>	<p>The writing is uneven and incomplete, but is discernibly organized. Vocabulary is imprecise and/or inappropriate. The writing demonstrates a faltering control of sentence construction, grammar, and mechanics. Errors hinder communication.</p>
<b>Poor</b> <b>P</b>	<p>The writing is unclear and disorganized. Vocabulary is ineffective and frequently incorrect. A lack of control of sentence construction, grammar, and mechanics is demonstrated. Errors impede communication.</p>
<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 2012  
Assignment I Responses  
Example Scored Satisfactory (S)

*If you are using a word processor, staple your Assignment I finished work here.  
You may make corrections directly on your printed page(s).*

### **Assignment I**

#### *Written Work*

Many characteristics are essential for a command economy to work. Cooperation is needed because there are no private businesses, and everyone is working for the state. Nationalization is also important because in order for a command economy to work, you can't have any private businesses. Command economies also need economic equality because everyone is supposed to be paid equal amounts of money. Central planning is also key to a command economy because everything needs to be controlled by the state in order for it to work. You also need collectivization for a command economy because there cannot be any private property it has to be owned by the state. All the previous characteristics are essential to a command economy.

*Social Studies 30–2 January 2012*  
*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 “Many characteristics are essential for a command economy to work. Cooperation is needed because there are no private businesses, and everyone is working for the state.”</p> <p>Support is relevant, but general; for example, “Central planning is also key to a command economy because everything needs to be controlled by the state in order for it to work.”</p> <p>The student demonstrates an acceptable understanding of the assigned task, as shown in “You also need collectivization for a command economy because there cannot be any private property it has to be owned by the state.”</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 one paragraph.</p> <p>Vocabulary such as “essential,” “private businesses,” and “controlled by the state” is adequate.</p> <p>Basic control of sentence construction, grammar, and mechanics is seen in “Nationalization is also important because in order for a command economy to work, you can’t have any private businesses.”</p> <p>Errors such as “Command economies also need economic equality because everyone is supposed to be paid equal amounts of money.” do not seriously interfere with communication.</p>	<b>S</b>

## *Examples of Students' Writing with Rationales*

Social Studies 30–2, January 2012

Assignment I Responses

Example Scored Proficient (Pf)

A command economy is when the government is involved with the decision making within the system. There are three characteristics that are important to it, cooperation, economic equality, and collectivization.

Cooperation is when everyone helps each other out, and no individuals are left on their own to do their own thing. This is an important characteristic to a command economy because the government is involved and is helping out the factories and the producers. Since everyone is working together, the system is maintained properly and mostly everything is fair with everyone else. Another reason why it is important to a command economy is because there is no competition with anyone else. This is why cooperation is an important characteristic to a command economy.

Another important characteristic that is important to a command economy is economic equality. Economic equality is about how everyone in the system follow by the same rule, no one else is higher than another. This is important because since the government is involved, they make the decisions where everyone stands in the economy. For example, Karl Marx thought that everyone in society should be equal and there should not be a classless society where some people get privileges and others do not. Economic equality is not about competition, it is about being equal with everyone and that they all get the same privileges.

**Social Studies 30–2, January 2012**  
**Assignment I Responses**  
**Example Scored Proficient (Pf) (*continued*)**

**Last characteristic that is important is collectivization. It is important because since a command economy is all about collectivists, it is all about how everyone is in society, through government are all equal. Being part of a command economy like this helps everyone benefit because they all get their share and there is no competition involved. For example, when someone has sold a lot to consumers, the money does not just go to that individual, it is shared with everyone. That is why collectivization is an important characteristic to a command economy.**

**A command economy is when government is involved with the decision making within the system. That is why cooperation, economic equality, and collectivization are important characteristics that help make this system do well.**

page 2 of 2

*Social Studies 30–2 January 2012*  
*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 “A command economy is when the government is involved with the decision making within the system. There are three characteristics that are important to it, cooperation, economic equality, and collectivization.”</p> <p>Support is relevant and appropriate; for example, “Economic equality is about how everyone in the system follow by the same rule, no one else is higher than another. ...For example, Karl Marx thought that everyone in society should be equal and there should not be a classless society where some people get privileges and others do not.”</p> <p>A clear understanding of the assigned task is demonstrated in “Cooperation is when everyone helps each other out, and no individuals are left on their own to do their own thing. This is an important characteristic to a command economy because the government is involved and is helping out the factories and the producers.”</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 logical and clearly organized with an introductory paragraph, supporting paragraphs, and a concluding paragraph.</p> <p>Vocabulary such as “classless society,” “same privileges,” and “collectivists” is specific.</p> <p>The student demonstrates effective control of sentence construction, grammar, and mechanics, as shown in “Since everyone is working together, the system is maintained properly and mostly everything is fair with everyone else.”</p>	<b>Pf</b>



## *Examples of Students' Writing with Rationales*

Social Studies 30–2, January 2012

Assignment I Responses

Example Scored Excellent (E)

### Assignment I

There are many different types of economic systems around the world. There are free markets to command economies. The most important aspects of a command economy are central planning, cooperation, and collectivization.

In the Soviet Union they have a command economy where Stalin heavily used collectivization. Collectivization is when the crops are not grown for one's own self but for the community. Without collectivization in a command economy, there will be a chance of having a free market, where people can invest in certain products that they want to buy. However, in a command economy it is about equality of people, and sharing the resources equally benefits all of the people of the country because then everyone gets a share equally without any unfairness.

A command economy also needs to have cooperation from citizens. This economic system needs cooperation from the citizen's because without cooperation from citizens, the government cannot fulfill all their citizen's needs because then self-interest. A command economy cannot strive when people think of their own needs because then their self-interest overshadows the collective. In a command economy it supports the collective and the cooperation needed allows for the government to do what they need to for their citizen's without conflict. The government ultimately in the end should have the interests of the collective in heart meaning that cooperation from the citizen's is vital.

Moreover, a command economy needs to have central planning. This economic system needs to have central planning because then the government can support the whole collective, instead of them supporting themselves. Central planning is essential because the government needs to focus on supporting the whole of the collective, instead of them supporting themselves.

*Social Studies 30–2 January 2012*  
*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, as demonstrated in “In the Soviet Union they have a command economy where Stalin heavily used collectivization. Collectivization is when the crops are not grown for one’s own self but for the community. Without collectivization in a command economy, there will be a chance of having a free market, where people can invest in certain products that they want to buy.”</p> <p>The student’s support is specific and accurate; for example, “In a command economy it supports the collective and the cooperation needed allows for the government to do what they need to for their citizen’s without conflict.”</p> <p>A thorough understanding of the assigned task is shown in “This economic system needs to have central planning because then the government can support the whole collective, instead of them supporting themselves.”</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 student’s writing is fluent and purposefully organized into four paragraphs.</p> <p>Vocabulary such as “equality of people,” “overshadows the collective,” “vital,” and “fulfill their needs” is precise.</p> <p>Confident control of sentence construction, grammar, and mechanics is demonstrated in “If the economy is centrally planned, then people can be equal within society, and have the same as everyone else.”</p> <p>Errors, such as “then self-interest,” are inconsequential.</p>	<b>E</b>



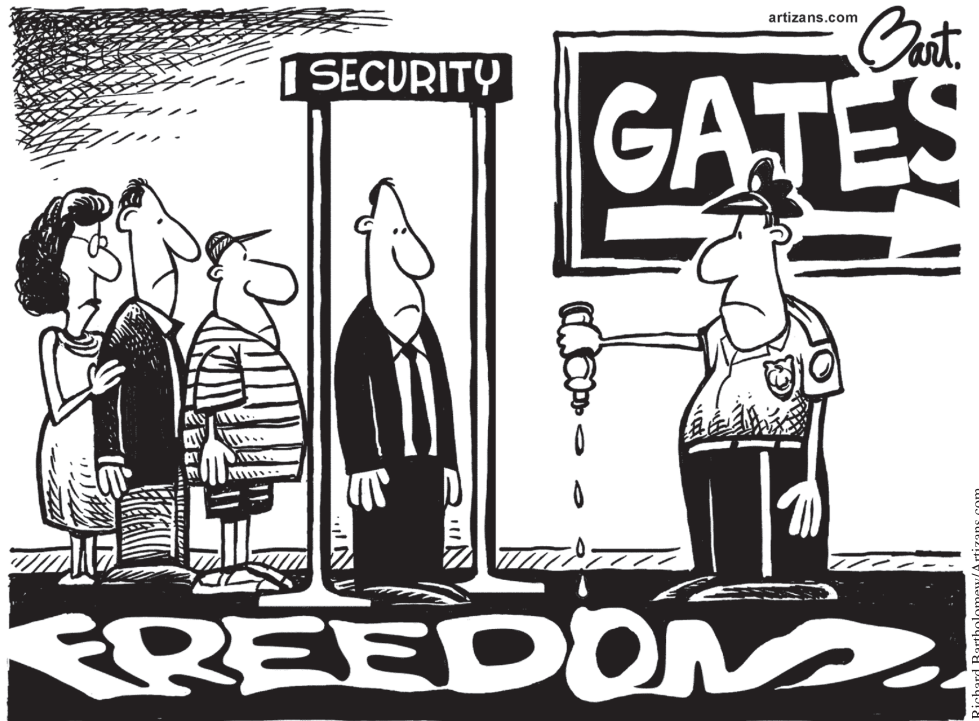
*Social Studies 30–2 January 2012*  
*Written-Response Assignment II*

**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 I     Richard Bartholomew/Artizans.com  
Source II    © Ted Streshinsky/CORBIS  
Source III   © MATTHEW CAVANAUGH/epa/CORBIS

## Source II



© Ted Sreeshinsky/CORBIS

United States National Guard troops surround a Vietnam War protester in California, 1969.

## Source III



© MATTHEW CAVANAUGH/epa/corbis

United States National Guard troops rescue local residents from flooded areas of New Orleans after Hurricane Katrina, 2005.

ASSIGNMENT II

Value: 20% of the total examination mark

Suggested time: 40–45 minutes

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

**AND**

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

Write a response in which you **must**

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

***Reminders for Writing***

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

*Fold and tear along perforation.*

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

**INTERPRETATION OF SOURCES (8 marks)**

<b>Focus</b>	<p>When marking <i>Interpretation of Sources</i>, the marker will consider the:</p> <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>	<p>Interpretations are insightful, comprehensive, and address all sources. Evidence is specific and accurate, and errors, if present, do not detract from the response. The student demonstrates a thorough and perceptive understanding of applicable social studies knowledge and the assigned task.</p>
<b>Proficient</b> <b>Pf</b>	<p>Interpretations are specific and accurate but may not address all sources. Evidence is relevant and appropriate, but may contain some minor factual errors. The student demonstrates a clear understanding of applicable social studies knowledge and the assigned task.</p>
<b>Satisfactory</b> <b>S</b>	<p>Interpretations are valid but general and may contain minor misconceptions. Interpretations may not address all sources. Evidence is relevant, but general, may be incompletely developed, and/or contains minor errors. The student demonstrates an acceptable understanding of applicable social studies knowledge and the assigned task.</p>
<b>Limited</b> <b>L</b>	<p>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.</p>
<b>Poor</b> <b>P</b>	<p>Interpretations are mistaken or irrelevant. Evidence, if present, is incomplete and/or marginally relevant and frequently contains significant errors. The student demonstrates a minimal understanding of applicable social studies knowledge and the assigned task.</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>

## 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)

### Focus

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

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

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

### Excellent

**E**

The writing is fluent and purposefully organized. Effective stylistic choices may contribute to the creation of an engaging voice. Vocabulary is precise. The writing demonstrates confident control of sentence construction, grammar, and mechanics. Errors, if present, are inconsequential.

### Proficient

**Pf**

The writing is logical and clearly organized. Appropriate stylistic choices may contribute to the creation of a distinct voice. Vocabulary is specific. The writing frequently demonstrates effective control of sentence construction, grammar, and mechanics. Errors do not detract from communication.

### Satisfactory

**S**

The writing is generally clear and functionally organized. Basic stylistic choices may contribute to the creation of a voice that is adequate. Vocabulary is adequate. The writing demonstrates basic control of sentence construction, grammar, and mechanics. Errors do not seriously interfere with communication.

### Limited

**L**

The writing is uneven and incomplete but is discernibly organized. Awkward stylistic choices may contribute to the creation of an unconvincing and/or inappropriate voice. Vocabulary is imprecise and/or inappropriate. The writing demonstrates a faltering control of sentence construction, grammar, and mechanics. Errors hinder communication.

### Poor

**P**

The writing is unclear and disorganized. Ineffective and/or inappropriate stylistic choices may contribute to the creation of an ineffective and/or unsuitable voice. Vocabulary is ineffective and frequently incorrect. A lack of control of sentence construction, grammar, and mechanics is demonstrated. Errors impede communication.

### Zero

**Z**

Zero is assigned to a response that fails to meet the minimum requirements of the Poor category.



## *Examples of Students' Writing with Rationales*

Social Studies 30–2, January 2012  
Assignment II Responses  
Example Scored Satisfactory (S)

### **Assignment II**

#### *Written Work*

In Source 1, the main thing that I get from the cartoon is that sometimes to insure a better & national security you have to give up some freedoms. Some people want more national security, well you will have to sacrifice ~~your freedom~~ some of your rights and freedoms to do so. This tells me that the role of government in this society is more stricted and not afraid to take away some rights and freedoms for more national security.

In Source 2, armed troops surround a vietnam war protester. This source tells me that the role in government can sometimes be a false one, a role that they made you believe but is not true. That protester has a right to free speech and instead of that what does she get? Guns in her face from the United States National Guard troops.

Social Studies 30–2, January 2012  
Assignment II Responses  
Example Scored Satisfactory (S) (continued)

Source 3 is a lot different from source 1 and 2 because it has to deal more of a collectivist viewpoint. In source 3 the government is helping its citizens that are in need. This role of government would be a collectivist one in where it would help its people and try fight against poverty.

What do I think the role of government in society be? I think it should be more like the role in source 3. A government that look out for our best interests, not what they want but what we want. The government should always lend a hand to those in need and to those in poverty.



*Social Studies 30–2 January 2012*  
*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 “In Source 1, the main thing that a get from the cartoon is that sometimes to insure a better national security you have to give up some freedoms. Some people want more national security, will you will have to sacrifice some of your rights and freedoms to do so.”</p> <p>The student’s evidence is relevant, but general, and incompletely developed; for example, “In source 3 the government is helping its citizens that are in need. This role of government would be a collectivist one in where it would help its people and try fight agaisnt poverty.”</p> <p>An acceptable understanding of applicable social studies knowledge and the assigned task is demonstrated by “This tells me that the role of government in this society is more stricted and not afriad to take away some rights and freedoms for more national secuirty.”</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 to defend the position taken are seen in “That protester has a right to free speech and instead of that what does she get? Guns in her face from the United States Natianal Guard Troops.”</p> <p>Relevant but general and incompletely developed evidence is shown in “What do I think the role of government in society be? I think it should be more like the role in source 3. A government that look out for our best interests, not what they wont but what we want.”</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 “Source 3 is alot different from source 1 and 2 because it has to deal more of a collectivist viewpoint.”</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 four paragraphs.</p> <p>Basic stylistic choices such as “The government should always leand a hand to those in need and to those in poverty.” contribute to a voice that is adequate.</p> <p>Vocabulary such as “rights and freedoms” and “best interests” is adequate.</p> <p>Basic control of sentence construction, grammar, and mechanics is evident in “This source tells me that the role in government can sometimes be a false one, a role that they made you believe but is not true.”</p>	<p><b>S</b></p>

## *Examples of Students' Writing with Rationales*

Social Studies 30–2, January 2012  
Assignment II Responses  
Example Scored Proficient (Pf)

### **Assignment II**

#### *Written Work*

The role of government is very important in society. Since the role of government is so important, there has to be limits to what it can and can't do. These limits have to be enforced so that citizens have safety and prosperity without getting their freedoms taken away. Source One brings this concept out quite clearly.

In Source One there is a cartoon showing how the people's freedoms dissipate as more restrictions and regulations are implemented. This cartoon shows how the government is taking

Social Studies 30–2, January 2012  
Assignment II Responses  
Example Scored Proficient (Pf) *(continued)*

Assignment II

*Written Work*

away more and more of our freedom as it is putting more laws and regulations in place. Source one is implying that the government is there to help but that it is taking things too far and therefore restricting the freedoms of a democracy. Similar ideas are shown in Source two. Source two has a very similar idea shown as Source one. In Source two there are soldiers surrounding a young female protestor with guns as if thinking that they really needed 20 soldiers to control or arrest a young protestor. This shows how the government takes things too far sometimes. All that would have been necessary

Social Studies 30–2, January 2012  
Assignment II Responses  
Example Scored Proficient (Pf) *(continued)*

Assignment II

Written Work

is two police officers. Source three shows a more effect of the army being brought in.

The third source shows how the government brought about a positive solution. In source three there are army trucks transporting victims of a Hurricane to a safer location to live. This is an example of the right role of government in society.

The role of government is very important in society. Even though there are times when it goes too far or not far enough. I think the role of government should be to protect and help the citizens without taking away their freedoms.

*Social Studies 30–2 January 2012*  
*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, “In Source One there is a cartoon showing how the people’s freedoms dissipate as more restrictions and regulations are implemented. This cartoon shows how the government is taking away more and more of our freedom as it is putting more laws and regulations in place.”</p> <p>Relevant and appropriate evidence is demonstrated in “Source one is implying that the government is there to help but that it is taking things too far and therefore restricting the freedoms of a democracy.”</p> <p>The student demonstrates a clear understanding of applicable social studies knowledge and the assigned task in “In Source two there are soldiers surrounding a young female protestor with guns as if thinking that they really needed 20 soldiers to control or arrest a young protestor.”</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 “Since the role of government is so important, there has to be limits to what it can and can’t do. These limits have to be enforced so that citizens have safety and prosperity without getting their freedoms taken away.”</p>	<b>Pf</b>
<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 “This shows how the government takes things too far sometimes. All that would have been necessary is two police officers.”</p> <p>The student demonstrates a clear understanding of applicable social studies knowledge and the assigned task in “The role of government is very important in society. Eventhough there are times when it goes too far or not far enough. I think the role of government should be to protect and help the citizens without taking away their freedoms.”</p>	<b>Pf</b>

Assignment II Response—Proficient (*continued*)

<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 clearly organized with an introductory paragraph, supporting paragraphs, and a concluding paragraph.</p> <p>Appropriate stylistic choices contribute to the creation of a distinct voice; for example, “The third source shows how the government brought about a positive solution.”</p> <p>Vocabulary such as “freedoms dissipate,” “regulations are implemented,” and “implying” is specific.</p> <p>The student’s writing frequently demonstrates effective control of sentence construction, grammar, and mechanics, as demonstrated in “In source three there are army trucks transporting victims of a Hurricane to a safer location to live.”</p>	<p><b>Pf</b></p>
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## *Examples of Students' Writing with Rationales*

Social Studies 30–2, January 2012  
Assignment II Responses  
Example Scored Excellent (E)

### Writing Assignment II

In source one, the political cartoon illustrates four citizens lining up to cross a security check by the security guard who is holding a bottle upside down with the contents of the bottle spilling on the floor spelling out freedom. The illustration portrays that the security of the collective is more important than the freedom of individuals as demonstrated in the source. Therefore the role of the government in source one depicts that during a time of crisis or for the greater good and safety of the collective, the security of society will be above the freedom of individuals. This demonstrates why the security checks in airports are highly maintained because of the incident of the 9-11 terrorist acts, which brought upon the disregard of freedom and rights for the safety of the collective.

In source two, the illustration demonstrates the United States National Guard troops surrounding a female Vietnam War protester in California during the year of 1969. The illustration demonstrates that the individual has the right to protest, which is why the individual is protesting against the Vietnam War. The individual has the right to protest as long as it does not go out of control or violent such as what Gandhi had done with his peaceful protest for the independence of India. However, unlike the result of Gandhi's protest, the peaceful protester is being surrounded by the United States National Guard troops. The illustration depicts that the United States National Guard troops is not allowing the peaceful protester to continue protesting against the Vietnam War. Thus, revealing that the role of the government of 1969 is to halt protests that are against the Vietnam War because the government's role is to support the Vietnam War.

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**Social Studies 30–2, January 2012**  
**Assignment II Responses**  
**Example Scored Excellent (E) (*continued*)**

In source three, the illustration reveals the United States National Guard troops rescue of local residents from the flooded areas of New Orleans after Hurricane Katrina during the year of 2005. The illustration exhibits the residents of New Orleans being driven and carried away by large military trucks to safety from the effects of Hurricane Katrina. This act of rescue of the local residents from New Orleans demonstrates that the role of the government is the priority of safety, security and rescue of individuals during a time of crisis or natural disasters such as the Hurricane Katrina in 2005. These priorities of safety, security, and rescue were also seen in many natural disasters that have occurred over the course of years such as the tsunami in Japan recently with acts such as the evacuation to safe shelters and rescue of individuals who were affected by the Tsunami.

The role of the government in society should be of liberalism such as the nation, Canada. In source one, the security of the collective is more important than the freedom of the individual, which demonstrates the importance of life, which supports Canadian liberalism. In Canada, we as well exhibit the priority of security of the collective over the freedom of the individual because Canadian liberalism believes that the lives and wellbeing of our nation should be above the freedom of individuals as depicted in source one. In source two, the role of the government should allow the peaceful protester to continue to protest in what the individual believes in, because our Canadian liberalism allows individuals the freedom of expression in ways such as the peaceful protest that was demonstrated. Therefore, the government's role in source two was not what society needs because in Canada, as long as the protest stays peaceful, we are allowed to

**Social Studies 30–2, January 2012**  
**Assignment II Responses**  
**Example Scored Excellent (E) (*continued*)**

continue to protest. In source three, Canadian liberalism also supports the priority of safety and rescue of individuals in a time of crisis or natural disasters demonstrated in the source. This is why the role of the government should be of liberalism because it creates a stable nation such as Canada that knows when we should have our rights and freedoms as individuals and when we should prioritize security over these rights and freedoms of individuals for the collective of society.

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*Social Studies 30–2 January 2012*  
*Assignment II*

**EXAMPLE RESPONSE—Excellent**

SCORING CRITERIA	RATIONALE	SCORE
<b>Interpretation of Sources (E)</b> <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 “In source one, the political cartoon illustrates four citizens lining up to cross a security check by the security guard who is holding a bottle upside down with the contents of the bottle spilling on the floor spelling out freedom. The illustration portrays that the security of the collective is more important than the freedom of individuals as demonstrated in the source.”</p> <p>Evidence is specific and accurate, as seen in “This act of rescue of the local residents from New Orleans demonstrates that the role of the government is the priority of safety, security and rescue of individuals during a time of crisis or natural disasters such as the Hurricane Katrina in 2005. These priorities of safety, security, and rescue were also seen in many natural disasters that have occurred over the course of years such as the tsunami in Japan recently with acts such as the evacuation to safe shelters and rescue of individuals who were affected by the Tsunami.”</p> <p>A perceptive understanding of applicable social studies knowledge and the assigned task is seen in the second paragraph as the student contrasts the government’s reaction with the Vietnam War protests and the Gandhi-led protests for the independence of India.</p>	<b>E</b>
<b>Defence of Position (E)</b> <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 one or more convincing, logical arguments; for example, “The role of the government in society should be of liberalism such as the nation, Canada. In source one, the security of the collective is more important than the freedom of the individual, which demonstrates the importance of life, which supports Canadian liberalism.”</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>The student’s evidence is specific and accurate, as seen in “In source two, the role of the government should allow the peaceful protester to continue to protest in what the individual believes in, because our Canadian liberalism allows individuals the freedom of expression in ways such as the peaceful protest that was demonstrated. Therefore, the government’s role in source two was not what society needs because in Canada, as long as the protest stays peaceful, we are allowed to continue to protest.”</p> <p>A thorough and perceptive understanding of applicable social studies knowledge and the assigned task is evident in “This is why the role of the government should be of liberalism because it creates a stable nation such as Canada that knows when we should have our rights and freedoms as individuals and when we should prioritize security over these rights and freedoms of individuals for the collective of society.”</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 purposefully organized into four paragraphs.</p> <p>Effective stylistic choices contribute to the creation of an engaging voice; for example, “However, unlike the result of Gandhi’s protest, the peaceful protester is being surrounded by the United States National Guard troops.”</p> <p>Examples of precise vocabulary can be found in “disregard of freedom,” “halt protests,” “Canadian liberalism,” and “prioritize security.”</p> <p>The student’s writing demonstrates confident control of sentence construction, grammar, and mechanics, as seen in “Therefore the role of the government in source one depicts that during a time of crisis or for the greater good and safety of the collective, the security of society will be above the freedom of individuals.”</p>	<p><b>E</b></p>



***Social Studies 30–2 January 2012***  
***Written-Response Assignment III***

**ASSIGNMENT III**

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

Your local newspaper asked three citizens selected at random to respond to the following question:

**Should the Canadian health-care system be privatized?**

**Citizen I**



The Canadian public health-care system was created on the basis of equity. Canadians should have equal access to health care regardless of their place of residence or income level. It is partially due to this equal access that Canadians have one of the longest life expectancies in the world. Privatizing the health-care industry would ultimately create a health-care system in which those with the ability to pay would receive better care. Those who cannot afford to pay for medical services would suffer.

**Citizen II**



It is time for the health-care system in Canada to be privatized. The current public system is inefficient in its use of time and money. Privatizing medical services allows competition into the industry, which would improve the quality of health care. Patients would be able to choose what services they are willing to pay for and avoid unnecessary, costly procedures. Taxpayers would no longer have to support those who abuse the system by seeking medical attention for minor ailments. A user-pays private health-care system would ensure that only those who truly need medical attention would seek treatment.

**Citizen III**



There is room within the Canadian health-care system for both public and private-enterprise medical services. By retaining the publicly funded services, universal access to health care would be preserved. This would guarantee that all Canadians would be given medical attention when necessary. By allowing private medical centres to operate, we would give people the opportunity to spend money to speed up access to treatment or to pursue medical alternatives not covered by the publicly funded system. Health care in Canada would be strengthened by blending public and private health-care systems.

### ASSIGNMENT III

Value: 20% of the total examination mark

Suggested time: 40–45 minutes

#### Should the Canadian health-care system be privatized?

Write a response in which you **must**

- **explore** the issue of privatizing the Canadian health-care system
- **analyze** various points of view on the issue
- **explain** and **defend** your position on the issue
- **support** your point of view using your understanding of social studies

#### *Reminders for Writing*

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

**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)

<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>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 (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 2012**

## Assignment III Responses

### Example Scored Satisfactory (S)

## Assignment III

### Written Work

Written Work

Privatizing <sup>the</sup> health-care system in Canada would be a mistake. Each of the speakers give very valid and strong reasons why they do, and do not think the Canadian health-care system should be privatized. Citizen I ~~is~~ states he thinks the health-care system should stay the same. Citizen II is the complete opposite, and thinks it should be completely privatized. Then lastley, Citizen III thinks it should be a blend of the two health-care systems. I strongly agree with Citizen I on this issue.

Citizen I is all for our healthcare system in Canada. He believes ~~the~~ the system is based on equality and fairness. You get equal access to health-care regardless of what financial situation you are in. It is proven that with our system the life ~~exp~~~~e~~~~n~~~~c~~~~i~~~~e~~~~s~~~~i~~~~e~~~~s~~~~i~~~~e~~~~s~~ expectancies are greater. Also it would be very unfair if become privatized. On the other hand Citizen II believes privatization is the way it should be. She believes that our way now is inefficient and a waste of money. She thinks the privatization will allow competition

also

Continued

Social Studies 30–2, January 2012  
Assignment III Responses  
Example Scored Satisfactory (S) (continued)

Assignment III

Written Work

which will allow for improved quality of health-care. ~~The~~ The tax payers would no longer have to support those who abuse the system. Lastly Citizen III thinks it should be ~~strengthened~~ strengthened by blending both systems. He thinks it would guarantee that all Canadians would be given medical attention when necessary. With the addition of private it would speed up access to treatment.

Although each of these people make very good points, the most logical to me would be Citizen II. Our country is about fairness and equality. If we switched our health-care system to privatization, it would quickly go down hill. Privatization in my opinion is selfish, only the wealthy can get good service, which is completely unfair. Our society today gives everyone the equality to gain that good health-care that is provided to us.

Our country is solely based on equality if we take that away and privatize our health-care system our equality will be gone. It is completely unfair if someone ~~is~~ needs healthcare and are not provided it because they do not have the

Social Studies 30–2, January 2012  
Assignment III Responses  
Example Scored Satisfactory (S) (*continued*)

**Assignment III**

*Written Work*

money to support the cost of it. IF you can not afford health care, in my opinion it is shameful if your country cannot stand behind you and provide it for you. Like Citizen T said "The Canadian health-care system was created on the basis of equality," that is how our health-care is, and that is how it should stay.



*Social Studies 30–2 January 2012*  
*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 “He believes the system is based on equality and fairness. You get equal access to health-care regardless of what financial situation you are in.”</p> <p>The analysis is general and straightforward; for example, “Lastely Citizen III thinks it should be strengthened by blending both systems. He thinks it would guarantee that all Canadians would be given medical attention when neccessary. With the addition of private it would speed up access to treatment.”</p> <p>An acceptable understanding of various points of view is shown in “Citizen I states he thinks the health-care system should stay the same. Citizen II is the complete opposite, and thinks it should be completely privatized. Then lastley, Citizn III thinks it should be a blend of the two health-care systems.”</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 student’s defence of position is based on adequate arguments, such as “If you can not afford health care, in my opinion it is shameful if your country cannot stand behind you and provide it for you.”</p> <p>Evidence is relevant, but general, as seen in “It is completetly unfair if someone needs health-care and are not provided it because they do not have the money to support the cost of it.”</p> <p>An acceptable understanding is demonstrated in “Our country is about fairness and equality. If we switched our health-care system to privatization, it would quickly go down hill. Privatization in my opinion is selfish, only the wealthy can get good service, which is completely unfair.”</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 functionally organized into four paragraphs.</p> <p>Basic stylistic choices, as seen in “Each of the speakers give very valid and strong reasons why they do, and do not think the Canadian health-care system should be privatized.” contribute to the creation of an adequate voice.</p> <p>Vocabulary is adequate; for example, “good points,” “go down hill,” and “completely unfair.”</p> <p>Basic control of sentence construction, grammar, and mechanics is demonstrated in “Like Citizen I said ‘The Canadian health-care system was created on the basis of equality,’ that is how our health-care is, and that is how it should stay.”</p> <p>Errors, such as “ineffecient” and “completetly” 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 2012  
Assignment III Responses  
Example Scored Proficient (Pf)

### Assignment three

This is an ongoing debate that has been questioned for years. Do we want to keep things the way they are? Do we want to follow the ideas of citizen two and just privatize everything so it's quicker but will cost you directly. Or should we dabble in both and try to get it so those with money pay and those who don't wait in line. Should we go to a welfare state or private when it comes to our doctoring needs?

Citizen one feels that the health-care system should be free and government funded. This way everyone is treated equally and everyone get the help that they need, not only how much money they have. He believes that impartiality was the base for our whole health care program. He doesn't want to see our health care become privatized like the United States. The idea that more money will get you in fast and allow you to receive better treatment is only the good side. You shouldn't forget those who don't have the money will suffer. This can lead from any one form refugees to retired people. Low income or fixed income if health-care isn't covered we will force people to start work or work longer into their life just to live.

Should the Canadian health-care system be privatized? Citizen two sure believes so; her biggest debate is the current system is inefficient in its use of money and time. She feels that we need to get rid of the government intervention, and privatize the whole operation this way there will be competition. This way people will get to choose who they go with. And if they have to pay for it they can avoid paying for costly and unnecessary procedures. Tax payers would no longer have to carry the burden of those who abuse the system. This idea of paying for it yourself would lead to those who only really need medical attention would seek it.

**Social Studies 30–2, January 2012**  
**Assignment III Responses**  
**Example Scored Proficient (Pf) (*continued*)**

The middle ground of these other two citizens is citizen three. He feels that there is room for both privatized and public health-care in Canada. He feels the way to strengthen the healthcare system is those in a hurry pay for what they need. If you can wait or don't have the money you can use the public system. But with those using the private route it would speed up the public system making it better for everyone.

We really need to keep our health-care public. Not to the point of a welfare state, but an increase in taxes would speed up the whole health-care system. That's what we really need is more speed, that would keep the people who believe privatization is better content and those who like public health-care would enjoy it more. Canada has one of the highest life expectancy rates that mean we are doing a good job when it comes to doctoring needs.

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*Social Studies 30–2 January 2012*  
*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>Exploration of the issue is specific and accurate; for example, “This is an ongoing debate that has been questioned for years. Do we want to keep things the way they are? Do we want to follow the ideas of citizen two and just privatize everything so it’s quicker but will cost you directly. Or should we dabble in both and try to get it so those with money pay and those who don’t wait in line. Should we go to a welfare state or private when it comes to our doctoring needs?”</p> <p>The student’s analysis is appropriate and purposeful, as evident in “The middle ground of these other two citizens is citizen three. He feels that there is room for both privatized and public health-care in Canada. He feels the way to strengthen the healthcare system is those in a hurry pay for what they need. If you can wait or don’t have the money you can use the public system.”</p> <p>The student demonstrates a clear understanding of various points of view on the issue, as seen in “Should the Canadian health-care system be privatized? Citizen two sure believes so; her biggest debate is the current system is inefficient in its use of money and time.”</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, "The idea that more money will get you in fast and allow you to receive better treatment is only the good side. You shouldn't forget those who don't have the money will suffer. This can lead from any one form refugees to retired people. Low income or fixed income if health-care isn't covered we will force people to start work or work longer into their life just to live."</p> <p>Evidence is appropriate, as seen in "We really need to keep our health-care public. Not to the point of a welfare state, but an increase in taxes would speed up the whole health-care system. That's what we really need is more speed, that would keep the people who believe privatization is better content and those who like public health-care would enjoy it more."</p> <p>A clear understanding of applicable social studies knowledge and the assigned task is demonstrated in "But with those using the private route it would speed up the public system making it better for everyone."</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 logical and clearly organized into five paragraphs.</p> <p>Appropriate stylistic choices, such as "Tax payers would no longer have to carry the burden of those who abuse the system." contribute to the creation of a distinct voice.</p> <p>Vocabulary is specific, as seen in "impartiality" and "government intervention."</p> <p>The student's writing frequently demonstrates effective control of sentence construction, grammar, and mechanics; for example, "Citizen one feels that the health-care system should be free and government funded."</p> <p>Errors such as "Canada has one of the highest life expectancy rates that mean we are doing a good job when it comes to doctoring needs." do not detract from communication.</p>	<p><b>Pf</b></p>

## *Examples of Students' Writing with Rationales*

### **Social Studies 30–2, January 2012 Assignment III Responses Example Scored Excellent (E)**

#### **Assignment 3**

Privatization of the Canadian health-care system has been the topic of debate ever since Tommy Douglas succeeded in getting us universal health-care. Citizen 1 apposes privatization of health-care services in Canada, arguing that it will hurt the poorest people. While Citizen 2 strongly believes that privatization is the way to go and that it will improve health. Citizen 3 believes that we can have both, and that it would greatly benefit Canadians to have the choice. I agree with Citizen 3 that this would be the most efficient way to deal with health-care in Canada.

Citizen 1 states that the public health-care system was created on equity. He believes that all should have equal access to health care regardless of place of residence or income, I strongly agree with this. Citizen 1 attributes Canada's high ranking life expectancy to our universal health-care system. In his opinion, privatization would discriminate against those who cannot afford private care, while not affecting more affluent people, punishing the poor for being poor. I would have to agree with Citizen 1, the reason Tommy Douglas perused his dream of universal health-care was so that the poor would not suffer.

Citizen 2 believes that now is the time for privatized health-care in Canada. She believes that our current system is inefficient in its use of both time and money. She believes that competition among health care providers would improve general quality of health. Citizen 2 states that patients would be able to choose what services they are willing to pay for to avoid unnecessary and costly procedures. She believes that people abuse the system by seeking medical attention for minor ailments, that a user-pay system would ensure only those who truly need medical attention would seek it. I would have to strongly disagree with this citizen. I believe that she is very biased, and does not even consider that many people cannot afford day-



**Social Studies 30–2, January 2012**  
**Assignment III Responses**  
**Example Scored Excellent (E) (*continued*)**

**Assignment 3**

to-day life let alone paying for medical expenses. I agree that the quality of health would go up, because all the poor sick people would die. Having a private system not only discriminates against people with lower incomes, it can kill people for simply not having money.

Citizen 3 believes that we can find a middle ground. He believes that we could have both systems, those who can afford to may go to a private health care professional, while those who cannot can still seek medical treatment. Citizen 3's method ensures that ALL Canadians have access to the medical treatment they need, while saving the system money. By having a private sector as well he states that we then have the opportunity to spend money to speed up access to treatment or pursue medical alternatives not covered by public health-care. He believes, as do I, that blending the two systems would strengthen the health care system as well as bring the general health up. I completely agree with this citizen and believe that this is the only solution to our health-care crisis.

Health-care does not have to be a one way street. Citizen 3 points out that there is room for both systems and that blending the two would be much more efficient. Citizen 2 believes that privatization is the only way to go, and that it would improve the health quality of Canadians as well as deter people from seeking medical treatment who do not necessarily need it. While citizen 1 believes that we should stick to the status quo and keep the whole health-care system public to ensure everybody has access to adequate medical attention. I agree with Citizen 3, I would thoroughly enjoy seeing the two health-care systems blended. I believe that it would be the most beneficial thing to hit health-care since Tommy Douglas.



*Social Studies 30–2 January 2012*  
*Assignment III*

***EXAMPLE RESPONSE—Excellent***

SCORING CRITERIA	RATIONALE	SCORE
<b>Exploration and Analysis (E)</b> <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, “Privatization of the Canadian health-care system has been the topic of debate ever since Tommy Douglas succeeded in getting us universal health-care.”</p> <p>The student’s thoughtful and thorough analysis is demonstrated in “Citizen 1 attributes Canada’s high ranking life expectancy to our universal health-care system. In his opinion, privatization would discriminate against those who cannot afford private care, while not affecting more affluent people, punishing the poor for being poor.”</p> <p>A confident and perceptive understanding of various points of view on the issue is shown in “Citizen 3 believes that we can find a middle ground. He believes that we could have both systems, those who can afford to may go to a private health care professional, while those who cannot can still seek medical treatment. Citizen 3’s method ensures that ALL Canadians have access to the medical treatment they need, while saving the system money.”</p>	<b>E</b>
<b>Defence of Position (E)</b> <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, “By having a private sector as well he states that we then have the opportunity to spend money to speed up access to treatment or pursue medical alternatives not covered by public health-care. He believes, as do I, that blending the two systems would strengthen the health care system as well as bring the general health up. I completely agree with this citizen and believe that this is the only solution to our health-care crisis.”</p>	<b>E</b>

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 believe that she is very biased, and does not even consider that many people cannot afford day-to-day life let alone paying for medical expenses. I agree that the quality of health would go up, because all the poor sick people would die. Having a private system not only discriminates against people with lower incomes, it can kill people for simply not having money.”</p> <p>The student demonstrates a thorough and perceptive understanding of applicable social studies knowledge and the assigned task, as demonstrated in “Health-care does not have to be a one way street. Citizen 3 points out that there is room for both systems and that blending the two would be much more efficient.”</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 “I believe that it would be the most beneficial thing to hit health-care since Tommy Douglas.”</p> <p>The student’s vocabulary is precise; for example, “discriminate against,” “affluent,” “status quo,” and “thoroughly.”</p> <p>The student’s writing demonstrates confident control of sentence construction, grammar, and mechanics, as seen in “She believes that competition among health care providers would improve general quality of health.”</p> <p>Errors, such as “apposes” and “perused,” are inconsequential.</p>	<p><b>E</b></p>

Copies of the examination are available from the

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