Examples of the Standards for Students’ Writing

Social Studies 30–2

From the January 2011 Diploma Examination

Government of Alberta

Alberta

Freedom To Create. Spirit To Achieve.
This document was written primarily for:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>✓</td>
</tr>
<tr>
<td>Teachers</td>
<td>✓</td>
</tr>
<tr>
<td>Administrators</td>
<td>✓</td>
</tr>
<tr>
<td>Parents</td>
<td>✓</td>
</tr>
<tr>
<td>General Audience</td>
<td>✓</td>
</tr>
<tr>
<td>Others</td>
<td></td>
</tr>
</tbody>
</table>

Copyright 2011, the Crown in Right of Alberta, as represented by the Minister of Education, Alberta Education, Learner Assessment, 44 Capital Boulevard, 10044 108 Street NW, Edmonton, Alberta T5J 5E6, and its licensors. All rights reserved.

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

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

Acknowledgements  

Introduction  

### Written-Response Assignment I
- Assignment  
  - Rubric  
  - Examples of Students’ Writing with Rationales

### Written-Response Assignment II
- Assignment  
  - Rubric  
  - Examples of Students’ Writing with Rationales

### Written-Response Assignment III
- Assignment  
  - Rubric  
  - Examples of Students’ Writing with Rationales
Acknowledgements

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

This document includes the valuable contributions of many educators. Sincere thanks and appreciation are extended to the following Standards Confirmers: Robert Brown, John Davidson, Susan Mills, Kirsten Newman, Corvin Uhrbach, Gordon von Muehldorfer.

We gratefully acknowledge the contributions made by members of the Humanities Unit and of the Document Design and Desktop Publishing team of Learner Assessment, Alberta Education.

You can reach us with your comments and questions by e-mail to Patrick.Roy@gov.ab.ca, Janis.Irwin@gov.ab.ca, or Tim.Coates@gov.ab.ca.

or by regular mail at

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

We would be pleased to hear from you.
Introduction

The written responses in this document are examples of Social Studies 30–2 diploma examination writing that received scores of Satisfactory (S), Proficient (Pf), and Excellent (E). These example responses are taken from the January 2011 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 2011 marking session and also as anchored similar example responses that were selected for subsequent marking sessions in 2011. 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 2011 marking session selected the examples of student papers included here.

During their preparation for the marking session, group leaders (teachers specially selected to assist Learner Assessment 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 2011 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 2011.

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.
Which method(s) used in political systems is/are the most important to maintain a dictatorship?

Write a response in which you must
• identify the method(s) used in political systems that is/are the most important to maintain a dictatorship
• explain why the method(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)

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

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

Excellent
Explanations are deliberate and comprehensive, revealing a perceptive understanding. Support is specific and accurate, and errors, if present, do not detract from the response. A thorough understanding of the assigned task is demonstrated.

Proficient
Explanations are appropriate and purposeful, revealing a clear understanding. Support is relevant and appropriate, but may contain some minor errors. A clear understanding of the assigned task is demonstrated.

Satisfactory
Explanations are general and straightforward, revealing an acceptable understanding. Support is relevant but general, may be incompletely developed, and/or contains errors. An acceptable understanding of the assigned task is demonstrated.

Limited
Explanations are overgeneralized and/or redundant, revealing a confused, though discernible, understanding. Support is superficial, may not be always relevant, and may contain significant errors. An incomplete understanding of the assigned task is demonstrated.

Poor
Explanations are tangential or minimal, revealing a negligible understanding. Support, if present, is incomplete, may be marginally relevant, and contains significant and/or frequent errors. A minimal understanding of the assigned task is demonstrated.

Insufficient
Insufficient is a special category. **It is not an indicator of quality.** It is assigned to responses that are off topic, do not contain a discernible attempt to address the task, or that are too brief to assess in any scoring category.
COMMUNICATION (2 marks)

Focus
When marking Communication, the marker will consider the:

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

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

Excellent
The writing is fluent and purposefully organized. Vocabulary is precise. The writing demonstrates confident control of sentence construction, grammar, and mechanics. Errors, if present, are inconsequential.

Proficient
The writing is logical and clearly organized. Vocabulary is specific. The writing frequently demonstrates effective control of sentence construction, grammar, and mechanics. Errors do not detract from communication.

Satisfactory
The writing is generally clear and functionally organized. Vocabulary is adequate. The writing demonstrates basic control of sentence construction, grammar, and mechanics. Errors do not seriously interfere with communication.

Limited
The writing is uneven and incomplete, but is discernibly organized. Vocabulary is imprecise and/or inappropriate. The writing demonstrates a faltering control of sentence construction, grammar, and mechanics. Errors hinder communication.

Poor
The writing is unclear and disorganized. Vocabulary is ineffective and frequently incorrect. A lack of control of sentence construction, grammar, and mechanics is demonstrated. Errors impede communication.

Insufficient
Insufficient is a special category. It is not an indicator of quality. It is assigned to responses that are off topic, do not contain a discernible attempt to address the task, or that are too brief to assess in any scoring category.
There are many different political systems that are used to maintain a dictatorship. In every dictatorship, the controller uses propaganda to help gain control over a society. Adolf Hitler used many different types of media in Germany. Radio, newspapers, and posters are just a few different forms. Secret police is also an important method in political systems. After the dictator gains control and trust from a society, they have to enforce their new laws by using secret police to put fear into the people of their society. One does not lose power because elections are also important when trying to maintain a dictatorship. Even though when having an election it won't be fair it will make the society feel like their contributing to their government.
### EXAMPLE RESPONSE—Satisfactory

<table>
<thead>
<tr>
<th>SCORING CRITERIA</th>
<th>RATIONALE</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Explanations and Support (S)</strong></td>
<td></td>
<td>S</td>
</tr>
<tr>
<td>• Explanations are general and straightforward, revealing an acceptable understanding.</td>
<td>Explanations are general and straightforward, as seen in “Secret police is also an important method in political systems. After the dictator gains control and trust from a society they have to enforce their new laws by using secret police to put fear into the people of their society.”</td>
<td></td>
</tr>
<tr>
<td>• Support is relevant but general, may be incompletely developed, and/or contains errors.</td>
<td>Support is relevant but general; for example: “Adolf Hitler used many different types of media in Germany. Radio, Newspapers and posters are just a few different forms.”</td>
<td></td>
</tr>
<tr>
<td>• An acceptable understanding of the assigned task is demonstrated.</td>
<td>An acceptable understanding of the assigned task is demonstrated by “Elections are also important when trying to maintain a dictatorship. Even though when having a election it won’t be fair it will Make the society feel like their contributing to their government.”</td>
<td></td>
</tr>
<tr>
<td><strong>Communication of Ideas (S)</strong></td>
<td></td>
<td>S</td>
</tr>
<tr>
<td>• The writing is generally clear and functionally organized.</td>
<td>The writing is generally clear and functionally organized into one paragraph.</td>
<td></td>
</tr>
<tr>
<td>• Vocabulary is adequate.</td>
<td>Vocabulary such as “trust” and “fair” is adequate.</td>
<td></td>
</tr>
<tr>
<td>• The writing demonstrates basic control of sentence construction, grammar, and mechanics.</td>
<td>The student demonstrates basic control of sentence construction, grammar and mechanics, as seen in “There are many different methods in political systems that are used to maintain a dictatorship. In every dictatorship the controller uses propaganda to help gain control over a society.”</td>
<td></td>
</tr>
</tbody>
</table>
Examples of Students’ Writing with Rationales

Social Studies 30–2, January 2011
Assignment I Responses
Example Scored Proficient (Pf)

Assignment 1:

There are many fundamental actions that are needed to maintain a dictatorship, some of which the government control, and some which we as citizens have the right to partake in. In a political system that is led by a dictator, censorship limits what we as citizens can view and interpret from sources such as media. For example, if a countries secret police is murdering a certain race and their governments block the media from saying anything about it, how can they get caught? Through censorship the government can restrict and restrain information that they feel could end up hurting them in the long run. As mentioned above, secret police are also another way to reinforce dictatorship. For many years, dictators such as Stalin have been using secret police to go out and eliminate possible threats to their power. With the power of the secret police at hand, everyone must always be cautious in what they say or do, for if they make one mistake, it could end their life. Lastly, indoctrination is a way for a dictator to control its countries youth. Indoctrination is ultimately the brainwashing individuals to believe a certain way. Adolf Hitler is one individual who was responsible for turning Germany’s (mostly male) youth into anti-Jew felons. Through his teachings, he managed to gain the respect and support from all Germans and helped in his near extermination of the Jews. Throughout history, it has been proven time and time again that dictators can and will do what they must in order to become completely dominant whatever the cost may be.
**EXAMPLE RESPONSE—Proficient**

<table>
<thead>
<tr>
<th>SCORING CRITERIA</th>
<th>RATIONALE</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Explanations and Support (Pf)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Explanations are appropriate and purposeful, revealing a clear understanding.</td>
<td>Explanations are appropriate and purposeful, as seen in “In a political system that is led by a dictator, censorship limits what we as citizens can view and interpret from sources such as media. For example, if a country’s secret police is murdering a certain race and their governments block the media from saying anything about it, how can they get caught? Through censorship the government can restrict and restrain information that they feel could end up hurting them in the long run.”</td>
<td>Pf</td>
</tr>
<tr>
<td>• Support is relevant and appropriate, but may contain some minor errors.</td>
<td>Support is relevant and appropriate; for example: “Indoctrination is ultimately the brainwashing individuals to believe a certain way. Adolf Hitler is one individual who was responsible for turning Germany’s (mostly male) youth into anti-Jew felons. Through his teachings, he managed to gain the respect and support from all Germans and helped in his near extermination of the Jews.”</td>
<td></td>
</tr>
<tr>
<td>• A clear understanding of the assigned task is demonstrated.</td>
<td>A clear understanding of the assigned task is demonstrated by “For many years, dictators such as Stalin have been using secret police to go out and eliminate possible threats to their power. With the power of the secret police at hand, everyone must always be cautious in what they say or do, for if they make one mistake, it could end their life.”</td>
<td></td>
</tr>
</tbody>
</table>
## Communication of Ideas (Pf)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• The writing is logical and clearly organized.</td>
<td>The writing is logical and clearly organized within one paragraph.</td>
</tr>
<tr>
<td>• Vocabulary is specific.</td>
<td>Vocabulary such as “long run,” “felons,” and “extermination” is specific.</td>
</tr>
<tr>
<td>• The writing frequently demonstrates effective control of sentence construction, grammar, and mechanics.</td>
<td>The student demonstrates effective control of sentence construction, grammar and mechanics, as seen in “There are many fundamental actions that are needed to maintain a dictatorship, some of which the government control, and some which we as citizens have the right to partake in.”</td>
</tr>
<tr>
<td>• Errors do not detract from communication.</td>
<td></td>
</tr>
</tbody>
</table>

Pf
Examples of Students’ Writing with Rationales

Social Studies 30–2, January 2011
Assignment I Responses
Example Scored Excellent (E)

The three most important methods used in political systems to maintain a dictatorship are propaganda, indoctrination, and secret police. Dictators need their citizens to believe that they are the most capable person for the job and that what they are doing is always good. Hitler stayed in power by his use of indoctrination and secret police. Stalin used propaganda constantly to fool the citizens of his nation, this was the most effective political method for him to stay in power.

In Stalin’s case, we have seen several pictures of him that are completely false. He changed his face to make himself look much more attractive and powerful. Stalin also created posters portraying the benefits of communism in a utopian manner. This motivated the citizens to trust Stalin completely even though in reality he led them to poverty, starvation, and the death of over 30 million people. If the citizens of the USSR had seen the truth about Stalin and communism they would have never let him get into power.

One of Hitler’s greatest talents was his ability to rally the people and convince them to do whatever he wanted. Starting with small groups, he eventually built up an army of Nazis through power of speech, then he got the children. At young ages, children would be instituted into a school where they learned exactly what Hitler wanted them to, how to hate the world, hate the Jews, and believe Hitler was the perfect leader. Hitler’s use of indoctrination earned him an entire army completely dedicated to his efforts.

Another reason no one would defy Hitler was his Secret Police. If anyone spoke out against Hitler, they were soon assassinated by the “brown shirts”. An night named "Night of the Knives” was a
show of the Secret Police’s power when they killed over a thousand men connected to a plan to betray
Hitler. Nazi troops had no choice but to follow Hitler because they had families at home to take care of
and were too scared to speak out. At this point the only way to remove Hitler from power was to stop
the brown shirts which a major reason Hitler stayed in power for so long.

Although dictators such as Hitler and Stalin were very bad people we can see that there are still
ways for people like them to get into power. Lies, force, and threats are very effective methods of
getting people to do what you want, even if they are immoral. Stalin’s use of propaganda earned him a
long lasting dictatorship and Hitler’s Secret Police and indoctrination led to a very dark future for
Germany. We must learn from these events to never let it happen again.
**EXAMPLE RESPONSE—Excellent**

<table>
<thead>
<tr>
<th>SCORING CRITERIA</th>
<th>RATIONALE</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explanations and Support (E)</td>
<td>Explanations are deliberate and comprehensive, as demonstrated by “Stalin used propaganda constantly to fool the citizens of his nation, this was the most effective political method for him to stay in power. ...If the citizens of the USSR had seen the truth about Stalin and communism they would have never let him get into power.”</td>
<td>E</td>
</tr>
<tr>
<td>• Explanations are deliberate and comprehensive, revealing a perceptive understanding.</td>
<td>Support is specific and accurate, and errors, if present, do not detract from the response.</td>
<td></td>
</tr>
<tr>
<td>• Support is specific and accurate, and errors, if present, do not detract from the response.</td>
<td>A thorough understanding of the assigned task is demonstrated.</td>
<td></td>
</tr>
<tr>
<td>• A thorough understanding of the assigned task is demonstrated.</td>
<td>A thorough understanding of the assigned task is demonstrated by “Lies, force, and threats are very effective methods of getting people to do what you want, even if they are immoral. Stalin’s use of propaganda earned him a long lasting dictatorship and Hitler’s Secret Police and indoctrination led to a very dark future for Germany. We must learn from these events to never let it happen again.”</td>
<td></td>
</tr>
<tr>
<td>Communication of Ideas (E)</td>
<td>The writing is fluent and purposefully organized with an introductory paragraph, supporting paragraphs, and a concluding paragraph.</td>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Vocabulary, such as “portraying,” “completely dedicated,” and “immoral,” is precise.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The student demonstrates confident control of sentence construction, grammar and mechanics, as seen in “One of Hitler’s greatest talents was his ability to rally the people and convince them to do whatever he wanted. Starting with small groups, he eventually built up an army of Nazis through power of speech, then he got the children.”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Errors, such as when the student takes a risk and uses the phrase “utopian manner,” are inconsequential and actually add to the response.</td>
<td></td>
</tr>
</tbody>
</table>
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

London, England, United Kingdom — February 29, 1924

Source I © Bettmann/CORBIS
Source III Mark Brayer/Artizans.com
Source II

Charitable Donations by Level of Household Income in Canada

---

Source III

---

-data from Statistics Canada
What do 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
INTERPRETATION OF SOURCES (8 marks)

Focus

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

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

Excellent

Interpretations are insightful, comprehensive, and address all sources. Evidence is specific and accurate, and errors, if present, do not detract from the response. The student demonstrates a thorough and perceptive understanding of applicable social studies knowledge and the assigned task.

Proficient

Interpretations are specific and accurate but may not address all sources. Evidence is relevant and appropriate, but may contain some minor factual errors. The student demonstrates a clear understanding of applicable social studies knowledge and the assigned task.

Satisfactory

Interpretations are valid but general and may contain minor misconceptions. Interpretations may not address all sources. Evidence is relevant, but general, may be incompletely developed, and/or contains minor errors. The student demonstrates an acceptable understanding of applicable social studies knowledge and the assigned task.

Limited

Interpretations are overgeneralized and may contain substantial misconceptions. Evidence is superficial, may not always be relevant, and may contain significant errors. The student may demonstrate a confused, yet discernible, understanding of applicable social studies knowledge and the assigned task.

Poor

Interpretations are mistaken or irrelevant. Evidence, if present, is incomplete and/or marginally relevant and frequently contains significant errors. The student demonstrates a minimal understanding of applicable social studies knowledge and the assigned task.

Zero

Zero is assigned to a response that fails to meet the minimum requirements of the Poor category.
DEFENCE OF POSITION (8 marks)

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

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

Excellent

E
The defence of position is based on one or more convincing, logical arguments. Evidence is specific and accurate, and errors, if present, do not detract from the response. The student demonstrates a thorough and perceptive understanding of applicable social studies knowledge and the assigned task.

Proficient

Pf
The defence of position is based on one or more sound arguments. Evidence is appropriate, but may contain some minor factual errors. The student demonstrates a clear understanding of applicable social studies knowledge and the assigned task.

Satisfactory

S
The defence of position is based on one or more adequate arguments. Evidence is relevant, but general and/or incompletely developed. The evidence may contain errors. The student demonstrates an acceptable understanding of applicable social studies knowledge and the assigned task.

Limited

L
The defence of position is based on oversimplified assertions and/or questionable logic. Evidence is superficial and may not always be relevant. The evidence may contain significant errors. The student demonstrates a confused, yet discernible, understanding of applicable social studies knowledge and the assigned task.

Poor

P
The defence of position taken is difficult to determine or little to no attempt is made to defend it. Evidence, if present, is incomplete and/or marginally relevant. Significant errors in content are frequent. The student demonstrates a minimal understanding of applicable social studies knowledge and the assigned task.

Zero

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

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

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

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

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

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

Zero is assigned to a response that fails to meet the minimum requirements of the Poor category.
In these three sources, it shows the roles of individuals in society. As an individual, you should have your own rights and freedoms, just like everyone else.

In source one, it shows women walking along the sidewalks in London, England, United Kingdom on February 29, 1924. They are holding signs that say, “Votes for women on the same terms as men.” This source communicates that because they are women, they should be able to vote like the men. The role of the individuals in society should be that everyone has the same rights and freedoms.

In source two, there is a graph that show the charitable donations by level of household income in Canada. This source shows that people who make more money are less generous with their donations. And people with less income are more generous. I think that the role of individuals in society should be that the rich give more, because...
They have more. In my mind, everyone should be equal. So if someone is more higher class than someone else, they should give more to be equal.

In source three, there is a cartoon of a guy who is saying, "Hey, Mr. President, I'm not your ATM!" This cartoon is referring to Angry taxpayers. I think individuals in our country should be paying taxes and not complaining about it. People who aren't very giving should be paying taxes. Cause if you're not going to give to charities, then where do you think they are gonna get their money from? But I also think that people who do give to charities shouldn't have to pay as much taxes as the people who don't. So that's what I think the role of individuals in society should be.

Overall, I think the role of individuals in a capitalist society should be that they all have their own rights and freedoms.
**EXAMPLE RESPONSE—Satisfactory**

<table>
<thead>
<tr>
<th>SCORING CRITERIA</th>
<th>RATIONALE</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interpretations of Sources (S)</strong></td>
<td>Interpretations are valid but general and may contain minor misconceptions.</td>
<td></td>
</tr>
<tr>
<td>• Interpretations are valid but general and may contain minor misconceptions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Interpretations may not address all sources.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Evidence is relevant, but general, may be incompletely developed, and/or contains minor errors.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• The student demonstrates an acceptable understanding of applicable social studies knowledge and the assigned task.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Defence of Position (S)</strong></td>
<td>Examples of adequate arguments used to defend the position taken are seen in “The role of the individuals in society should be that everyone has the same rights and Freedoms” and “I think individuals in our country should be paying taxes and not complaining about it.”</td>
<td></td>
</tr>
<tr>
<td>• The defence of position is based on one or more adequate arguments.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Evidence is relevant, but general and/or incompletely developed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• The evidence may contain errors.</td>
<td>Relevant but general evidence is shown in “I think that the role of individuals in society should be that the rich give more, because they have more.”</td>
<td></td>
</tr>
</tbody>
</table>
### Assignment II Response—Satisfactory (continued)

<table>
<thead>
<tr>
<th>Communication of Ideas (S)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The writing is generally clear and functionally organized.</strong></td>
<td>The writing is generally clear and functionally organized into an introductory paragraph, separate paragraphs to analyze each source and defend their position, and a concluding paragraph.</td>
</tr>
<tr>
<td><strong>Basic stylistic choices may contribute to the creation of a voice that is adequate.</strong></td>
<td>Basic stylistic choices such as “In these three sources, it shows the roles of individuals in society. As an individual, you should have your own rights and Freedoms, just like everyone else” contribute to the creation of a voice that is adequate.</td>
</tr>
<tr>
<td><strong>Vocabulary is adequate.</strong></td>
<td>Vocabulary such as “rights and Freedoms,” “less generous,” and “higher class” are adequate.</td>
</tr>
<tr>
<td><strong>The writing demonstrates basic control of sentence construction, grammar, and mechanics.</strong></td>
<td>Basic control of sentence construction, grammar, and mechanics is demonstrated by “Overall, I think the role of individuals in a Capitalist society should be that they all have their own rights and Freedoms.”</td>
</tr>
<tr>
<td><strong>Errors do not seriously interfere with communication.</strong></td>
<td></td>
</tr>
</tbody>
</table>

- The student demonstrates an acceptable understanding of applicable social studies knowledge and the assigned task.
- An acceptable understanding of applicable social studies knowledge and the assigned task is demonstrated by “But I also think that people who do give to charities shouldn’t have to pay as much taxes as the people who don’t. So that’s what I think the role of individuals in society should be.”
Examples of Students’ Writing with Rationales

Social Studies 30–2, January 2011
Assignment II Responses
Example Scored Proficient (Pf)

Source 1 – This source is showing the fight that women of 1924 put out to gain their rights as equal citizens in this world. The role as individuals in our society is that one needs to stand up and fight when their rights and freedoms are being taken away or ignored for no liable cause. Women have and should always have had the same and equal rights as men, and so I think it show the strength of the women, and the role that they assumed to fight for the equality they deserved. These women and many others like them fought and assumed their roles as equal individuals in society so that they would be treated fairly and equally.

Source 2 – Shown by a simple graph, they are telling us that the poor or less well-off people are more prone to hand out their hard earned money to charitable donations. I think this should show you that the more wealthy people of our country are not showing their true role as an individual in our society. Our role is to help ourselves, but in the same sense to help the people less fortunate then ourselves. We are supposed to work together to create a better environment in which we reside, rather than working only to better ourselves. This to me is a case in which the role of the individual in society should have a greater impact and that people are not assuming their roles in society, they are not doing their part in creating a better, more equal place to live.

Source 3 – This source shows the fight between the tax payers and the government, and how when people feel as if they are being treated unfairly they tend to speak their mind and fight back. I think that this is showing that the role of the individual is to speak up and to voice their opinion when they are being treated unequally. I could agree with the statement though, they are using millions and millions of our tax payer dollars in order to better our military and for such
Examples of Students’ Writing with Rationales

Social Studies 30–2, January 2011
Assignment I Responses
Example Scored Proficient (Pf) (continued)

things that in turn really don’t have an effect or benefit on the individual, when there is roads that
should be fixed, and people who don’t have adequate housing or food.

The role of citizens should be to voice their opinion on issues or concepts they feel are
not right, they should have a say in what we do as a society and they should be treated equally.
We are all in this together and I think that everyone should step up and assume their role in
helping others not simply bettering themselves and I think that everyone should show equal or
the most that they possibly can in contributing to the issues we face.
### EXAMPLE RESPONSE—Proficient

<table>
<thead>
<tr>
<th>SCORING CRITERIA</th>
<th>RATIONALE</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interpretation of Sources (Pf)</strong></td>
<td>Interpreted are specific and accurate but may not address all sources.</td>
<td></td>
</tr>
<tr>
<td>• Evidence is relevant and</td>
<td>Relevant and appropriate evidence is demonstrated by</td>
<td>Pf</td>
</tr>
<tr>
<td>appropriate, but may contain</td>
<td>“Women have and should always have had the same and equal rights as men,</td>
<td></td>
</tr>
<tr>
<td>some minor factual errors.</td>
<td>and so I think it show the strength of the women, and the role that they</td>
<td></td>
</tr>
<tr>
<td></td>
<td>assumed to fight for the equality they deserved. These women and many</td>
<td></td>
</tr>
<tr>
<td></td>
<td>others like them fought and assumed their roles as equal individuals in</td>
<td></td>
</tr>
<tr>
<td></td>
<td>society so that they would be treated fairly and equally.”</td>
<td></td>
</tr>
<tr>
<td>• The student demonstrates a</td>
<td>The student demonstrates a clear understanding of applicable social</td>
<td></td>
</tr>
<tr>
<td>clear understanding of</td>
<td>studies knowledge and the assigned task in “This source is showing the</td>
<td></td>
</tr>
<tr>
<td>applicable social studies</td>
<td>fight that women of 1924 put out to gain their rights as equal citizens in</td>
<td></td>
</tr>
<tr>
<td>knowledge and the assigned</td>
<td>this world” and “Shown by a simple graph, they are telling us that the</td>
<td></td>
</tr>
<tr>
<td>task.</td>
<td>poor or less well-off people are more prone to hand out their hard earned</td>
<td></td>
</tr>
<tr>
<td></td>
<td>money to charitable donations.”</td>
<td></td>
</tr>
<tr>
<td><strong>Defence of Position (Pf)</strong></td>
<td>The defence of position is based on sound arguments, for example: “Our</td>
<td>Pf</td>
</tr>
<tr>
<td>• The defence of position is</td>
<td>role is to help ourselves, but in the same sense to help the people less</td>
<td></td>
</tr>
<tr>
<td>based on one or more sound</td>
<td>fortunate then ourselves. ...This to me is a case in which the role of</td>
<td></td>
</tr>
<tr>
<td>arguments.</td>
<td>the individual in society should have a greater impact and that people</td>
<td></td>
</tr>
<tr>
<td></td>
<td>are not assuming their roles in society, they are not doing their part in</td>
<td></td>
</tr>
<tr>
<td></td>
<td>creating a better, more equal place to live.”</td>
<td></td>
</tr>
</tbody>
</table>
### Assignment II Response—Proficient (*continued*)

<table>
<thead>
<tr>
<th>Evidence is appropriate, but may contain some minor factual errors.</th>
<th>Appropriate evidence is seen in “I could agree with the statement though, they are using millions and millions of our tax payer dollars in order to better our military and for such things that in turn really don’t have an effect or benefit on the individual, when there is roads that should be fixed, and people who don’t have adequate housing or food.”</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student demonstrates a clear understanding of applicable social studies knowledge and the assigned task.</td>
<td>A clear understanding is demonstrated by “The role of citizens should be to voice their opinion on issues or concepts they feel are not right, they should have a say in what we do as a society and they should be treated equally.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Communication of Ideas (Pf)</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The writing is logical and clearly organized.</td>
<td>The writing is clearly organized into separate paragraphs dealing with each source as well as a concluding paragraph.</td>
</tr>
<tr>
<td>Appropriate stylistic choices may contribute to the creation of a distinct voice.</td>
<td>Appropriate stylistic choices contribute to the creation of a distinct voice; for example: “We are supposed to work together to create a better environment in which we reside, rather than working only to better ourselves.”</td>
</tr>
<tr>
<td>Vocabulary is specific.</td>
<td>Vocabulary, such as “assumed,” “prone,” and “adequate,” is specific.</td>
</tr>
<tr>
<td>The writing frequently demonstrates effective control of sentence construction, grammar, and mechanics.</td>
<td>The writing frequently demonstrates effective control of sentence construction, grammar, and mechanics, as seen in “I think that this is showing that the role of the individual is to speak up and to voice their opinion when they are being treated unequally.”</td>
</tr>
<tr>
<td>Errors do not detract from communication.</td>
<td></td>
</tr>
</tbody>
</table>
Examples of Students’ Writing with Rationales

Social Studies 30–2, January 2011
Assignment II Responses
Example Scored Excellent (E)

An individual’s opinion is sometimes not valued in our society and sometimes we feel we have no voice. In source 1 we see four women protesting equal voting rights for women. These four women are unhappy with how they are second class citizens to men so they take it upon themselves to change this. These individuals banded together to try and change the way they were treated. These women did not just obtain equal rights over night but had to work had to obtain what women have today. Women were eventually given equal voting rights and have since persevered in everyday life. This shows us that if a certain individual or minority has a problem with the way they are treated they can work together to overcome any obstacles and achieve their goal. I believe that individuals or certain minorities should have the right to work together and change the way they are mistreated. In source 2 we see that the level of charitable donations by people tend to decrease when people make more money. A good majority of charitable donations are made by households with low income, and very few are made by a household with a big income. I believe this is because a household with a low income knows the struggles that people go through in everyday life. They themselves have experience financial difficulties and have maybe even depended on a charity to help them through a tough time. Where as a household that has always had enough money isn’t aware of the struggle people go through and would rather spend money on fancy cars or expensive clothes. Individuals have the ability to help one another in their time of need but many of them feel that no one will help them in their time of need. I think it is our responsibility as individuals to take care of one another when we can’t overcome our own obstacles. If I was in debt and unable to feed myself I would greatly appreciate someone lending me some money or someone who made donations to the food bank. We have charity’s so one
individual who's persevering ion their life to help another individual that may be struggling. In source 3 we see a cartoon of a man who is telling the president that he is not an ATM. This individual is upset how the government uses his taxes for things that help only a few individuals instead of the general public. When an individual pays their taxes they expect the money to go towards the communities or the greater good of their country. I can see how an individual would be upset if their government was using their hard earned money to renovate the white house or bail out their buddy from debt. As individuals we should know what are tax money is going towards and has a say where it goes. Individuals have the power to change an aspect of their society or even help out another individual. As individuals I believe it is our duty to take care of one another and progress towards the common good of everyone not just a few select people. Only when we learn to help each other will we all prevail as individuals.
# EXAMPLE RESPONSE—Excellent

<table>
<thead>
<tr>
<th>SCORING CRITERIA</th>
<th>RATIONALE</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interpretation of Sources (E)</strong></td>
<td>Interpretations are insightful and comprehensive; for example: “In source 2 we see that the level of charitable donations by people tend to decrease when people make more money.” Evidence is specific and accurate, as shown in “In source 1 we see four women protesting equal voting rights for women. ...This shows us that if a certain individual or minority has a problem with the way they are treated they can work together to overcome any obstacles and achieve their goal.” A thorough and perceptive understanding of applicable social studies knowledge and the assigned task is demonstrated by “In source 3 we see a cartoon of a man who is telling the president that he is not an ATM. ... When an individual pays their taxes they expect the money to go towards the communities or the greater good of their country.”</td>
<td>E</td>
</tr>
<tr>
<td><strong>Defence of Position (E)</strong></td>
<td>An example of one of the student’s convincing and logical arguments is “I think it is our responsibility as individuals to take care of one another when we can’t overcome our own obstacles. ...We have charity’s so one individual who’s persevering ion their life to help another individual that may be struggling.” Examples of specific and accurate evidence include “I can see how an individual would be upset if their government was using their hard earned money to renovate the white house or bail out their buddy from debt. As individuals we should know what are tax money is going towards and has a say where it goes.”</td>
<td>E</td>
</tr>
</tbody>
</table>

---

31
• The student demonstrates a thorough and perceptive understanding of applicable social studies knowledge and the assigned task.

<table>
<thead>
<tr>
<th>Communication of Ideas (E)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• The writing is fluent and purposefully organized.</td>
<td>A thorough and perceptive understanding is demonstrated by “I believe that individuals or certain minorities should have the right to work together and change the way they are mistreated” and “As individuals I believe it is our duty to take care of one another and progress towards the common good of everyone not just a few select people. Only when we learn to help each other will we all prevail as individuals.”</td>
</tr>
<tr>
<td>• Effective stylistic choices may contribute to the creation of an engaging voice.</td>
<td>The writing is purposefully organized within one paragraph. Effective stylistic choices such as “Where as a household that has always had enough money isn’t aware of the struggle people go through and would rather spend money on fancy cars or expensive clothes” contribute to the creation of an engaging voice.</td>
</tr>
<tr>
<td>• Vocabulary is precise.</td>
<td>Vocabulary is precise; for example: “obtained,” “obstacles,” and “prevail.”</td>
</tr>
<tr>
<td>• The writing demonstrates confident control of sentence construction, grammar, and mechanics.</td>
<td>The writing demonstrates confident control of sentence construction, grammar, and mechanics and any errors are inconsequential. An example is “They themselves have experience financial difficulties and have maybe even depended on a charity to help them through a tough time.”</td>
</tr>
<tr>
<td>• Errors, if present, are inconsequential.</td>
<td></td>
</tr>
</tbody>
</table>
Your local newspaper asked three citizens selected at random to respond to the following question:

Should Canada withdraw its troops from Afghanistan?

**Citizen I**

Canada should withdraw its troops from Afghanistan because we never should have sent them there in the first place. Canada's involvement was a bad idea for several reasons. First, it has led to tragic consequences for Canadian military personnel. Second, it cost us valuable resources that could have been better used elsewhere. Third, it was an unacceptable interference in the internal affairs of another country. Fourth, and finally, it damaged our reputation as a country that promotes peace. Bring the troops home!

**Citizen II**

The idea of withdrawing our troops from Afghanistan is cowardly and utterly unacceptable! Brave men and women have given their lives, and our country has invested billions in the effort so far. Along with our allies, we have accomplished a great deal. We have destroyed a safe haven for terrorist training and replaced the brutal, undemocratic Taliban-led government with a democracy. Afghanistan's new democratic government is not yet strong enough to resist the savage attacks by Taliban insurgents without our help. To leave now would undo all we have accomplished so far.

**Citizen III**

Canada has done its share of combat in Afghanistan, but we must still play a role in Afghanistan. Our NATO allies, and the Afghan government, are pleading with us to continue to play a role and our reputation as a helpful, caring ally would be at risk if we withdraw now. Canada's troops should stay in Afghanistan and focus on breaking the cycle of poverty and modernizing the country. Over the last 10 years in Afghanistan, Canada has developed infrastructure such as schools, roads, and dams. We have also trained Afghanistan's police and reformed its judicial system. We should continue to make these valuable non-combatant contributions.
Should Canada withdraw its troops from Afghanistan?

Write a response in which you must
• explore the issue of withdrawing the Canadian military from Afghanistan
• 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
EXPLORATION AND ANALYSIS (8 marks)

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

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

Excellent

E

Exploration of the issue(s) is insightful and comprehensive. Analysis is thoughtful and thorough and misconceptions, if present, do not detract from the response. The student demonstrates a confident and perceptive understanding of various points of view on the issue(s) and the assigned task.

Proficient

Pf

Exploration of the issue(s) is specific and accurate. Analysis is appropriate and purposeful but may contain minor misconceptions. The student demonstrates a clear understanding of various points of view on the issue(s) and the assigned task.

Satisfactory

S

Exploration of the issue(s) is valid but general and may contain misconceptions. Analysis is general and straightforward. The student demonstrates an acceptable understanding of various points of view on the issue(s) and the assigned task.

Limited

L

Exploration of the issue(s) is superficial and may contain substantial misconceptions. Analysis is limited and overgeneralized or redundant, but discernible. The student may demonstrate a confused, yet discernible, understanding of various points of view on the issue(s) and the assigned task.

Poor

P

Exploration of the issue(s) is mistaken or irrelevant. Analysis is minimal and/or tangential. The student demonstrates a minimal understanding of various points of view on the issue(s) and the assigned task.

Insufficient

INS

Insufficient is a special category. It is not an indicator of quality. It is assigned to responses that are off topic, do not contain a discernible attempt to address the task, or that are too brief to assess in any scoring category.
DEFENCE OF POSITION (8 marks)

Focus

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

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

Excellent

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

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

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

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

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

Insufficient is a special category. It is *not an indicator of quality*. It is assigned to responses that are off topic, do not contain a discernible attempt to address the task, or that are too brief to assess in any scoring category.
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

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

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

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

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

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

Insufficient

Insufficient is a special category. It is not an indicator of quality. It is assigned to responses that are off topic, do not contain a discernible attempt to address the task, or that are too brief to assess in any scoring category.
Examples of Students’ Writing with Rationales

Social Studies 30–2, January 2011
Assignment III Responses
Example Scored Satisfactory (S)

Should Canada withdraw the troops from Afghanistan? Many people have different opinions as to whether or not to bring the troops home or to keep them there longer. This is for the people to vote on, but ultimately for the government to decide what to do. They are the ones that sent them all there and they are going to be the one who have to get them out.

The first citizen talks about how we should withdraw the troops; bring them home. Also it is very costly to keep them there and it is an interference in the international affairs of another country. Citizen number two says that we should keep the troops in Afghanistan because we have accomplished a great deal of things there. If we keep the troops there, we can accomplish many more things. Plus, we have already spent billions of dollars on the war. Why pull them out now? The last citizen, citizen number three, says that we should keep the troops there. They have done a lot of good deeds there such as build dams, roads and even schools for the children of Afghanistan. We have also properly trained the Afghani police and helped to reform its judicial system.

In my personal opinion I strongly believe that we should bring the troops home. Why should we keep them there any longer than they have to be? They have kept out country safe and secure. They have sacrificed their lives for lives of others that they do not even know. What more could we ask for? They have built roads, schools, dams, helped to properly train the Afghani police and helped to reform their judicial system. I believe that they have done more than enough to help out the people of Afghanistan and we should bring them home to their families who love and miss them. The longer we keep them there, the more lives will be lost.
Once again, I strongly believe that we should pull the troops out of Afghanistan and bring them home to their friends, families and children. I'm sure that if one of your family members was over in Afghanistan fighting the war you would want them to come home too.
### Example Response—Satisfactory

<table>
<thead>
<tr>
<th>SCORING CRITERIA</th>
<th>RATIONALE</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exploration and Analysis (S)</strong></td>
<td>A valid but general exploration of the issue is shown in “Many people have different opinions as to whether or not to bring the troops home or to keep them there longer. This is for the people to vote on, but ultimately for the government to decide what to do. They are the ones that sent them all there and they are going to be the one who have to get them out.”</td>
<td>S</td>
</tr>
<tr>
<td>• Exploration of the issue(s) is valid but general and may contain misconceptions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Analysis is general and straightforward.</td>
<td>The analysis is general and straightforward; for example: “If we keep the troops there, we can accomplish many more things. ...Why pull them out now?”</td>
<td>S</td>
</tr>
<tr>
<td>• The student demonstrates an acceptable understanding of various points of view on the issue(s) and the assigned task.</td>
<td>The student’s selective reiteration of elements of the points of view presented demonstrates an acceptable understanding.</td>
<td></td>
</tr>
<tr>
<td><strong>Defence of Position (S)</strong></td>
<td>The defence of position is based on adequate arguments, such as “In my personal opinion I strongly believe that we should bring the troops home. Why should we keep them there any longer than they have to be?”</td>
<td>S</td>
</tr>
<tr>
<td>• The defence of position is based on one or more adequate arguments.</td>
<td>Evidence is relevant, but general and/or incompletely developed.</td>
<td></td>
</tr>
<tr>
<td>• Evidence is relevant, but general and/or incompletely developed.</td>
<td>Evidence is relevant, but general, as seen in “I believe that they have done more than enough to help out the people of Afghanistan and we should bring them home to their families who love and miss them. The longer we keep them there, the more lives will be lost.”</td>
<td></td>
</tr>
<tr>
<td>• The evidence may contain errors.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• The student demonstrates an acceptable understanding of applicable social studies knowledge and the assigned task.</td>
<td>An acceptable understanding is demonstrated in “I’m sure that if one of your family members was over in Afghanistan fighting the war you would want them to come home too.”</td>
<td></td>
</tr>
</tbody>
</table>
## Assignment III Response—Satisfactory (continued)

<table>
<thead>
<tr>
<th>The writing is generally clear and functionally organized.</th>
<th>The writing is generally clear and functionally organized into an introductory paragraph followed by supporting paragraphs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic stylistic choices may contribute to the creation of a voice that is adequate.</td>
<td>Basic stylistic choices as seen in “They have sacrificed their lives for lives of others that they do not even know. What more could we ask for?” combined with the student’s cautious reliance on the material provided contribute to the creation of an adequate voice.</td>
</tr>
<tr>
<td>Vocabulary is adequate.</td>
<td>Vocabulary is adequate; for example: “good deeds” and “safe and secure.”</td>
</tr>
<tr>
<td>The writing demonstrates basic control of sentence construction, grammar, and mechanics.</td>
<td>Basic control is demonstrated in “Once again, I strongly believe that we should pull the troops out of Afghanistan and bring them home to their friends, families and children.”</td>
</tr>
<tr>
<td>Errors do not seriously interfere with communication.</td>
<td></td>
</tr>
</tbody>
</table>
Dear Editor,

I am going to be discussing the issue of whether Canada should withdraw its troops from Afghanistan. For many years now Canada has been sending troops over to Afghanistan to help the country and the people. They go over there to modernize the country and provide and protect for the people in need.

There are consequences for the troops that go over there to help though; their lives are risked every day that they are in Afghanistan. Some people would say just for that reason that we should withdraw our troops. They believe that risking our citizen’s lives is not worth it to help a country that obviously has people that do not want our help. It is said that we are interfering with Afghanistan’s own issues and that we should leave them to deal with it.

There is also the idea that we should absolutely not withdraw our troops. The men and women that go over to Afghanistan want to help and know the risks they are taking when they go over there. There is no way we could take them away now, we have put billions of money into helping the country and we are succeeding. If we were to withdraw our troops the people that needed and wanted our help would be left stranded with no help or organization to things. All our work that we have put into that country would have been a waste of time.

Lastly there is the opinion that Canada has already done a great deal for Afghanistan. We have trained police and helped build things for them such as schools and roads that would not have been there without our help. We also provide healthcare for them which is greatly needed;
we have taken away poverty and focused on making the country a better place for many people to live. We should continue these actions in non-combatant ways and focus on keeping the peace that we have created.

My position on this issue would be to keep the troops over in Afghanistan. The people need our help and even though there are actions against us for example roadside bombs we will hopefully one day have created a peace that leaves the country modernized. There is a new democratic government that would be unable to survive without the support from Canada. There government needs to be shown how to keep the country under control. If we were to just leave now everything that we have created and all the people that we have helped would have just been a waste of our time and money. Afghanistan will be taken over by the Taliban and things will be back to the way they were. We cannot give up hope of demolishing squalor and creating a peaceful country for these people to live in.

There are many different views on whether or not to bring back the troops from Afghanistan. If we bring them back we will be protecting the lives of the troops but we will be leaving the thousands of people in Afghanistan that want out help stranded. We must continue to help these people and believe that one day there will be peace in their country and they can all live feeling safe and protected like many Canadian citizens do.

Sincerely, Grade 12 student
**EXAMPLE RESPONSE—Proficient**

<table>
<thead>
<tr>
<th>SCORING CRITERIA</th>
<th>RATIONALE</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exploration and Analysis (Pf)</strong></td>
<td>Exploration of the issue(s) is specific and accurate.</td>
<td></td>
</tr>
<tr>
<td>• Exploration of the issue(s) is specific and accurate.</td>
<td>Exploration of the issue is specific and accurate; for example: “For many years now Canada has been sending troops over to Afghanistan to help the country and the people. ... There are consequences for the troops that go over there to help though; their lives are risked every day that they are in Afghanistan.”</td>
<td><strong>Pf</strong></td>
</tr>
<tr>
<td>• Analysis is appropriate and purposeful but may contain minor misconceptions.</td>
<td>An appropriate and purposeful analysis is shown in “They believe that risking our citizen’s lives is not worth it to help a country that obviously has people that do not want our help.” and “The men and women that go over to Afghanistan want to help and know the risks they are taking when they go over there.”</td>
<td></td>
</tr>
<tr>
<td>• The student demonstrates a clear understanding of various points of view on the issue(s) and the assigned task.</td>
<td>A clear understanding of the issue is demonstrated in “We also provide healthcare for them which is greatly needed; we have taken away poverty and focused on making the country a better place for many people to live.”</td>
<td></td>
</tr>
<tr>
<td><strong>Defence of Position (Pf)</strong></td>
<td>The defence of position is based on one or more sound arguments.</td>
<td></td>
</tr>
<tr>
<td>• The defence of position is based on one or more sound arguments.</td>
<td>The defence of position is based on sound arguments; for example: “My position on this issue would be to keep the troops over in Afghanistan. The people their need our help and even though there are actions against us for example roadside bombs we will hopefully one day have created a peace that leaves the country modernized.”</td>
<td><strong>Pf</strong></td>
</tr>
<tr>
<td>• Evidence is appropriate, but may contain some minor factual errors.</td>
<td>Appropriate evidence is seen in “There government needs to be shown how to keep the country under control. If we were to just leave now everything that we have created and all the people that we have helped would have just been a waste of our time and money.”</td>
<td></td>
</tr>
<tr>
<td>• The student demonstrates a clear understanding of applicable social studies knowledge and the assigned task.</td>
<td>The student’s clear understanding is shown in the last two sentences of the response.</td>
<td></td>
</tr>
<tr>
<td>Communication of Ideas (Pf)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>• The writing is logical and clearly organized.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Appropriate stylistic choices may contribute to the creation of a distinct voice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Vocabulary is specific.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• The writing frequently demonstrates effective control of sentence construction, grammar, and mechanics.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Errors do not detract from communication.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The writing is logically organized into an introductory paragraph, followed by three paragraphs that each focus on a distinct point of view, and two paragraphs that defend the student’s position.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate stylistic choices, for example, “We cannot give up hope of demolishing squalor and creating a peaceful country for these people to live in” contribute to the creation of a distinct voice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary is specific, as seen in “stranded” and “roadside bombs.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The writing frequently demonstrates effective control of sentence structure, grammar, and mechanics, for example: “We should continue these actions in non-combatant ways and focus on keeping the peace that we have created.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Errors such as “They go over there to modernize the country and provide and protect for the people in need” do not detract from communication.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Pf
Canada's involvement with the U.N. and NATO has significantly contributed positively to the events in Afghanistan. The objective to establish a democratic government was successful and though we lost many military personnel, they died in service to their partnering country. Not only have courageous Canadians died, but Canada as a whole has already contributed billions of dollars to the effort. As a hospitable country, Canada has given more then can be replaced, and it has shown beneficial results so far.

Withdrawing the troops from Afghanistan is what citizen one believes Canada should do. She thinks that it was not Canada's responsibility to be involved, that our resources could have been spent in other areas. Also, she thinks that Canada's reputation as being a peaceful country is now torn. In response to her judging Canada's reputation as being destroyed, I disagree. Canada is a country that encourages peace, and by being in Afghanistan we are showing our support to the world. The bombing of the Twin Towers on 9/11 was not only a threat to the United States, it was a invasion upon the freedom of the entire world. To not join in and accept our global responsibility to help would be to stand back and watch a partially innocent Afghanistan be governed by the Taliban who assisted the terrorist group in the bombing.
Citizen two and three both agree that it is Canada’s responsibility to have our troops remain in Afghanistan until their society is stable. In contrast though, citizen two feels that Canadian troops should still be in combat, while citizen three believes there are important non-combatant areas the troops can help with. One of these areas is the overwhelming poverty that so unfortunately aids in Afghanistan’s poor economy. On top of that, Canadian troops could continue to build up Afghanistan’s infrastructure by building schools and roads. Citizen two would see it from another angle. He thinks that if Canadian troops are pulled out now, that previous Taliban supporters will direct harmful and devastating attacks to destroy the democracy that has been imposed there.

As a whole, Canada should still play a role in Afghanistan. I agree with citizen three in terms of what the Canadian troops should be doing there. Canada has lost enough troops to violence and there is a slimier chance of death in the activities that come with the modernizing of the country. I believe that Canadian citizens should continue to participate by contributing to Afghanistan in humanitarian ways. By leaving the troops to train Afghanistan police and help break the cycle of poverty and disease we are maintaining our Canadian reputation to, as Citizen one mentions, promote peace.
### SCORING CRITERIA

<table>
<thead>
<tr>
<th>Exploration and Analysis (E)</th>
<th>RATIONALE</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Exploration of the issue(s) is insightful and comprehensive.</td>
<td>The exploration of the issue is insightful and comprehensive; for example: “Canada’s involvement with the U.N. and NATO has significantly contributed positively to the events in Afghanistan. The objective to establish a democratic government was successful and though we lost many military personnel, they died in service to their partnering country. ... Canada has given more then can be replaced, and it has shown beneficial results so far.”</td>
<td>E</td>
</tr>
<tr>
<td>• Analysis is thoughtful and thorough and misconceptions, if present, do not detract from the response.</td>
<td>The student’s thoughtful and thorough analysis is demonstrated in nuanced statements such as “In contrast though, citizen two feels that Canadian troops should still be in combat, while citizen three believes there are important non-combatant areas the troops can help with. One of these areas is the overwhelming poverty that so unfortunately aids in Afghanistan’s poor economy.”</td>
<td>E</td>
</tr>
<tr>
<td>• The student demonstrates a confident and perceptive understanding of various points of view on the issue(s) and the assigned task.</td>
<td>A confident and perceptive understanding of various points of view is shown in “Citizen two would see it from another angle. He thinks that if Canadian troops are pulled out now, that previous Taliban supporters will direct harmful and devastating attacks to destroy the democracy that has been imposed there.”</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Defence of Position (E)</th>
<th>RATIONALE</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The defence of position is based on one or more convincing, logical arguments.</td>
<td>The defence of position is based on convincing, logical arguments; for example: “I believe that Canadian citizens should continue to participate by contributing to Afghanistan in humanitarian ways. By leaving the troops to train Afghanistan police and help break the cycle of poverty and disease we are maintaining our Canadian reputation to, as Citizen one mentions, promote peace.”</td>
<td>E</td>
</tr>
</tbody>
</table>
Assignment III Response—Excellent (continued)

<table>
<thead>
<tr>
<th>Evidence is specific and accurate, and errors, if present, do not detract from the response.</th>
<th>Specific and accurate evidence is shown in the student’s discussion of the origin of the conflict with Afghanistan and the statement that “To not join in and accept our global responsibility to help would be to stand back and watch a partially innocent Afghanistan be governed by the Taliban who assisted the terrorist group in the bombing.”</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student demonstrates a thorough and perceptive understanding of applicable social studies knowledge and the assigned task.</td>
<td>The student demonstrates a thorough and perceptive understanding, as seen in “The bombing of the Twin Towers on 9/11 was not only a threat to the United States, it was a invasion upon the freedom of the entire world.”</td>
</tr>
</tbody>
</table>

**Communication of Ideas (E)**

<table>
<thead>
<tr>
<th>The writing is fluent and purposefully organized.</th>
<th>The writing is fluent and purposefully organized into an introductory paragraph and three supporting paragraphs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective stylistic choices may contribute to the creation of an engaging voice.</td>
<td>An engaging voice is demonstrated in stylistic choices such as “Not only have courageous Canadians died, but Canada as a whole has already contributed billions of dollars to the effort.”</td>
</tr>
<tr>
<td>Vocabulary is precise.</td>
<td>Vocabulary is precise; for example: “objective,” “global responsibility,” and “humanitarian.”</td>
</tr>
<tr>
<td>The writing demonstrates confident control of sentence construction, grammar, and mechanics.</td>
<td>Confident control of sentence construction, grammar, and mechanics is demonstrated by “Canada is a country that encourages peace, and by being in Afghanistan we are showing our support to the world.”</td>
</tr>
<tr>
<td>Errors, if present, are inconsequential.</td>
<td></td>
</tr>
</tbody>
</table>
Copies of the examination are available from the

LRC (Learning Resources Centre)
12360 142 Street NW
Edmonton, AB T5L 4X9

Telephone: (780) 427-2767
Fax: (780) 422-9750
E-mail: lrccustserv@gov.ab.ca
Website: www.lrc.education.gov.ab.ca