**Student name:** < >

Social Studies 30-1 **Assignment 1.1: Exploring Beliefs and Values**

**Total marks: 43**

In this three-part assignment, you will review the factors that influence your beliefs and values, consider the primary influences on your own beliefs, and examine various perspectives on beliefs and identity.

Be sure to complete all three parts and proofread your work before you submit it.

**Part One 18 marks**

**Several factors can influence how someone feels or what someone holds as important.**

Your textbook, *Perspectives on Ideologies*, identifies several factors that can influence what people believe and values. After reading **pages 32-46**, complete the chart below. The first one has been completed for you as an example.

|  |  |  |
| --- | --- | --- |
| **Factor**  Use pages 32-46 in your textbook | **Your Explanation of how the factor influences beliefs and values** (In your own words)  **2 marks each** | **Personal Example of how each factor has influenced your beliefs and values.** (In point form)  **1 mark each** |
| **Culture** | A culture is something that pertains to a group of people with similar language and background. The word can be used to describe their values, beliefs, and way of living.  Cultures typically are passed down through families and close knit communities to its members through their food, activities and traditions | * ancestors were Scottish/English pioneers to the Peace country * valued hard work and family life.   this was necessary as we owned  and ran a ranch.   * enjoyed participation in the arts   as it taught us to learn from and  appreciate others.   * were tolerant of other cultures   and learned this by attending  cultural events in the city. |
| **Gender** | < > | * < > |
| **Religion and spirituality** | < > | * < > |
| **Environment** | < > | * < > |
| **Relationship to the land** | < > | * < > |
| **Language** | < > | * < > |
| **Media** | < > | * < > |

**Part Two 10 marks**

From the chart above, choose the **three** factors that have had the **most powerful** influence on your personal beliefs and values.

In one to three paragraphs, explain how each factor has most influenced your beliefs and values *and* how they have shaped your identity, either as an individual or as part of a collective (group). Include specific examples to demonstrate each factor’s influence.

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|  |  |  |
| --- | --- | --- |
| **Scoring Criteria:**  **Paragraph** | **Ideas and Support**  **7.5** | **Communication of Ideas**  **2.5** |
|  | *The student…* | |
| **Excellent** | * provides thoughtful ideas and thorough explanations * uses support that is specific, relevant, and accurate * demonstrates a confident and perceptive understanding of the assigned task   7.5 | * writes fluently; organizes effectively * uses vocabulary that is precise, accurate, and effective * controls confidently sentence construction, grammar, and mechanics     2.5 |
| **Proficient** | * provides meaningful ideas and appropriate explanations * uses support that is relevant and appropriate but which may contain minor errors * demonstrates a proficient and clear understanding of the assigned task   6 | * writes clearly; organizes proficiently * uses vocabulary that is specific, accurate, and appropriate * controls proficiently sentence construction, grammar, and mechanics   2 |
| **Satisfactory** | * provides straightforward ideas and general explanations * uses support that is relevant but general and/or incompletely developed * demonstrates an acceptable understanding of the assigned task   4.5 | * writes generally clearly; organizes functionally * uses vocabulary that is appropriate and generally accurate, but not specific * controls satisfactorily sentence construction, grammar, and mechanics; minor errors do not interfere seriously with communication   1.5 |
| **Limited** | * provides ideas and/or explanations that are limited and over-generalized * uses support that is superficial and may not be always relevant * demonstrates a limited understanding of the assigned task   3 | * writes unevenly and/or incompletely * use vocabulary that is general and/or imprecise and/or inappropriate * has faltering control of sentence construction, grammar, and mechanics   1 |
| **Poor** | * provides ideas and/or explanations that are minimal and/or tangential * uses support, if present, that is superficial, incomplete, and/or marginally relevant * demonstrates a minimal understanding of the assigned task   1.5 | * writes unclearly; disorganized * uses vocabulary that is ineffective and frequently incorrect * lacks control of sentence construction, grammar, and mechanics   0.5 |

**Part Three 15 marks**







Read each of the three sources carefully. Choose **one source** to write about.

Write a **point form outline on the following page** in which you:

**Analyze** the source to **demonstrate** an understanding of the perspective reflected in the source (explain what the source says about the relationship between beliefs and values and your identity)

**Establish** and **argue** both positions in response to the question presented

**Support** your position and arguments by using evidence from your knowledge and understanding of social studies



This task develops specific skills required for Writing Assignment #2 Position Paper on Part A of the Diploma Exam. You will also be using a similar format for all position papers in this course, including Assignment 1.3

**You may include additional bulleted points if necessary in the chart below.**

*See rubric on the following page for how your chart will be evaluated.* **15 marks**

|  |
| --- |
| **Source Selected: Author** < > |
| **Analysis of the source** – *what is the meaning and message of the source regarding beliefs and values?*   * < > * < > |
| **Arguments** *in* *favour* *of* the perspective presented in the source (regarding beliefs and values)   * < > * < > |
| **Arguments** *against the*perspective presented in the source (regarding beliefs and values)   * < > * < > |
| **Your position** on the chosen source. *To what extent do you embrace or agree with the perspective of the source on beliefs and values?* This means explicitly stating your position*. “We should fully* ***embrace or reject or partially*** *embrace the perspective of the source”*   * < > |
| **Why?** Explain your reasoning for choosing this position in the previous section.     * < > |
| **Evidence** *in support of* your argument and position. This can include specific examples from your life and should include at least one current event or historical example.   * < > * < > * < > |

**Part Three Rubric** **/15 marks**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Analysis of Source  (5 marks)** | **Argumentation  (5 marks)** | **Evidence  (5 marks)** |
| **Excellent**  **5** | Analysis of the source is **insightful** and **sophisticated.**  Relationship to the perspective is **comprehensively** demonstrated. | J**udiciously** chosen and developed arguments **convincingly** support the position taken.  Argumentation is **consistent** and **compelling**, demonstrating an **insightful** understanding.  The relationship between the position, argumentation, and perspective presented is **perceptively** developed. | Evidence is **sophisticated** and **deliberately** chosen and t**horoughly** and **comprehensively** discussed, revealing an **insightful** understanding  The relative absence of error is **impressive.** |
| **Proficient**  **4** | Analysis of the source is **sound** and **adept**.  Understanding of the source and its relationship to the perspective is **capably** demonstrated. | **Purposefully** chosen and developed arguments **persuasively** support the position taken.  Argumentation is **logical** and **capably developed**, demonstrating a **sound** understanding.  The relationship between the position taken, argumentation, and the perspective presented is **clearly** developed. | Evidence is **specific** and **purposeful**ly chosen and **capably** and **adeptly** discussed, revealing a **solid** understanding  Evidence may contain some **minor** errors. |
| **Satisfactory**  **3** | Analysis of the source is s**traightforward** and **conventional.**   Understanding of the source and its relationship to the perspective is **adequately demonstrated.** | **Appropriately** chosen and developed argument(s) **generally** support the position taken.  Argumentation is **straightforward** and **conventional,** demonstrating an adequate understanding of the assignment.  The relationship between the position taken, argumentation, and the perspective presented is **generally** developed. | Evidence is **conventional** and **straightforwar**d, discussed in a basic way, revealing an acceptable understanding.  The evidence may contain **minor errors** and/or a **mixture of relevant and extraneous** information. |
| **Limited**  **2** | Analysis of the source is i**ncomplete** or **lacks depth.**  Understanding  of the source and its relationship to the perspective is **superficial** and **lacks development.** | Argumentation is **confusing** and/or largely **unrelated** to the position taken.  Argumentation is **repetitive, contradictory**, **simplistic,** and/or based on **uninformed belief**.  Relationship between the position taken, argumentation, and the perspective presented is **superficially developed**. | Evidence is potentially relevant but is **unfocused** and/or **incompletely developed**, revealing a **superficial** and/or **confused** understanding.  Evidence contains i**naccuracies** and/or **extraneous detail**. |
| **Poor**  **1** | **Minima**l analysis of the source.  Understanding of the source and its relationship to the perspective is **disjointed, inaccurate,** or **vague.** | If arguments are presented, there is **little or no relationship** to the position taken.  Argumentation is **irrelevant** and/or **illogical**.  Relationship between the position taken, argumentation, and the perspective presented is **minimally developed.** | Evidence is either **irrelevant** and/or **inaccurate** with a **minimal** or **scant** discussion, revealing a **lack of understanding**.  The evidence contains **major** and **revealing errors**. |