

Social Studies 30–1 Examples of the Standards for Students' Writing

From the [January 2019](#) Diploma Examination

This document was written primarily for:

Students	✓
Teachers	✓ of Social Studies 30–1
Administrators	✓
Parents	
General Audience	
Others	

Alberta Education, Government of Alberta

2019–2020

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Please note that if you cannot access one of the direct website links referred to in this document, you can find diploma examination-related materials on the [Alberta Education website](#).

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We would be pleased to hear from you.

Introduction

The written responses in this document are examples of Social Studies 30–1 diploma examination writing that received scores of Satisfactory (S), Proficient (Pf), and Excellent (E). These example responses are taken from the *January 2019 Social Studies 30–1 Diploma Examination*. Along with the commentaries that accompany them, they should help you and your students to understand the standards for Social Studies 30–1 diploma examination writing in relation to the scoring criteria.

The purpose of the example responses is to illustrate the standards that governed the January 2019 marking session. The example responses and the commentaries 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 2019 marking session selected the examples of student papers included here. They also wrote the commentaries that discuss the students’ writing in terms of the scoring criteria.

During their preparation for the marking session, group leaders (teachers specially selected to assist Provincial Assessment Sector staff during the marking session) reviewed and validated the standards represented by these example papers. Group leaders then used these example papers for training the teachers who marked the written-response sections of the *January 2019 Social Studies 30–1 Diploma Examination*.

Cautions

1. The commentaries are brief.

The commentaries 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 of 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 2019. 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 will inspire students to take risks—to experiment with diction, syntax, and organization as a way to develop an individual style and to engage the reader in ideas that the student has considered.

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

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

Social Studies 30–1 January 2019

Written-response Assignment I

Examine all three sources on pages 2 and 3 and complete the assignment on page 5.

Assignment I – Sources

Source I

The following excerpt is from a speech delivered by United States President Lyndon B. Johnson in 1964.

For half a century we called upon unbounded invention and untiring industry to create an order of plenty for all of our people.

The challenge of the next half century is whether we have the wisdom to use that wealth to enrich and elevate our national life, and to advance the quality of our American civilization. ...

The Great Society rests on abundance and liberty for all. It demands an end to poverty and racial injustice, to which we are totally committed in our time. But that is just the beginning.

Source II

Canada's history has seen many human-rights abuses. One appalling example was the century-long effort to assimilate Aboriginal children through the residential school system. In other disturbing programs, in Alberta and British Columbia, many people deemed to have developmental disabilities were forcibly sterilized so that they could not have children. Canadian governments must take responsibility to recognize and atone for these and many other injustices to ensure they are never repeated.

Source I Johnson, Lyndon B. "Remarks at the University of Michigan, May 22, 1964." *Public Papers of the Presidents of the United States: Lyndon B. Johnson, 1963–64*. Book 1. Washington: Office of the Federal Register, National Archives and Records Service, General Services Administration, 1965.

Source III



"A WOMAN IS ENDOWED WITH CERTAIN
INALIENABLE RIGHTS, ALL OF WHICH SHE
MUST FIGHT FOR."

Note: This cartoon was published in 2009.

**ASSIGNMENT I:
Source Interpretation**

**Value: 20% of the total examination mark
Suggested time: 60 to 75 minutes
Suggested word count range: 500 to 1400 words**

Examine all three sources on pages 2 and 3 and complete the following assignment.

Assignment

Examine each source.

Write a response in paragraph form in which you must:

- **interpret** each source to **demonstrate** your understanding of how each source links to liberalism

AND

- **explain** one or more of the relationships that exist among all **three** sources

Reminders for Writing

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

Examples of Students' Writing with Rationales—Satisfactory

Social Studies 30–1, January 2019
Assignment I Responses
Example Scored Satisfactory (S)

The first source is saying that for half a century the United States have been trying to create an "order of plenty" for all of their people. The US president at the time, Lyndon B. Johnson, called the country the "Great Society" and states that they rest on abundance and liberty for all and demands to put a stop to poverty and racial injustice. The first source is implying that the goal of the US for the past half century and for the next half century is to put a stop to all poverty and racial injustice within their nation. The source shows that the former president Lyndon B. Johnson is stating the collectivist plans of the United States for the past half century and what its goals are for the next half century. Johnson talks about the collectivist plans of the US, which is to put the interest of the society above those of the individuals. The source also shows liberal acts of the United States to end poverty and racial injustice that has been served abundantly in the country's past. The liberal acts that the US demonstrated through their plans show that liberalism, which is the belief of a free society with equally free individuals that have rights. People who would most likely oppose the idea in the source are those who are conservatives because they prefer to stay in the legacy of the past and are against any radical changes such as the one being suggested by former United States president Lyndon B. Johnson.

The second source shows a statement that says that throughout Canada's history, injustice was served, and an example of this is how the Canadian government have spent a century trying to put Aboriginal children through the residential school system. By sending Aboriginal children to residential schools, it is somehow teaching them to forget about their heritage and their culture. At the same time, by doing so, it is an act of segregating them from the non-Aboriginal children who go to normal schools. This act of segregating the Aboriginal children from the rest of the other children by sending them to residential schools is also illiberal act in a liberal government. It opposes the view of the liberal government by causing injustice to those who are affected. The source also says

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that there were far more disturbing programs in Alberta and British Columbia where those who have developmental disabilities are forcibly sterilized to prevent them from having children. However, this act of injustice was not failed to be acknowledged by the government of Canada and instead they owned up to the illiberal acts they have made in the past. A person who would most likely oppose the illiberal acts of the former Canada would be John Locke, who not only believed in the idea of democracy, but also believed in the liberal acts inside a liberal democratic government.

The third source shows a cartoon of a woman sitting on a chair and a young girl looking at the woman. The picture comes with a caption saying: "A woman is endowed with certain inalienable rights, all of which she must fight for". The caption shows irony because if women are given rights that cannot and should not be taken away from her then why must she fight for it? The cartoonist is most likely commenting on the irony that women are already given rights yet they must fight to obtain them and use them fully. The cartoonist may also be commenting from the views of a feminist, which are people who advocates for the equality of both sexes. The source is also commenting on the injustice of how men are treated versus how women are treated. Women must fight for the rights they are given yet men do not have to do so. This clearly shows the acts of injustice that is currently happening in our society.

All three sources are commenting on to what extent should injustice be tolerated. The first source is commenting on this by saying that it should no longer be welcomed in today's society and it should not be tolerated. The second source is commenting on this by saying that some injustices have been tolerated by the Canadian government for a huge chunk of time yet they have finally put a stop to it. The third source is commenting to this by saying that there are some injustices, such as equal rights and freedoms for both sexes, that are not resolved yet but should not be tolerated any longer. The first and second source are both contrasting against each other because during the time in which Canada

has been serving injustice to its people, the US is trying to serve their people justice. The first and third sources are agreeing with each other because both acknowledge that there must be a stop to all the injustices that are being served and that equal rights and freedoms must be provided. The second and third source are also agreeing with each other by stating that injustices must be put to a stop.

EXAMPLE RESPONSE—Satisfactory

SCORING CRITERIA	RATIONALE	SCORE
<p>Interpretation of Source I</p> <ul style="list-style-type: none"> • Interpretation of the source is adequate, straightforward, and conventional, demonstrating a generalized understanding of links to liberalism. 	<p>The writer’s discussion of President Johnson’s goal of ending poverty and racial intolerance is adequate. The writer’s recognition of the impact of liberalism in the United States is addressed in a straightforward manner.</p> <p>The acknowledgement that conservatives prefer past traditions and are opposed to any radical changes is conventional.</p>	<p>S</p>
<p>Interpretation of Source II</p> <ul style="list-style-type: none"> • Interpretation of the source is adequate, straightforward, and conventional, demonstrating a generalized understanding of links to liberalism. 	<p>The writer demonstrates a straightforward and conventional understanding that the Canadian government has implemented illiberal policies which are an injustice to those affected.</p> <p>The links to liberalism are quite general, acknowledging that these illiberal policies have no place in a liberal democratic government and are a form of segregation.</p>	<p>S</p>

SCORING CRITERIA	RATIONALE	SCORE
<p>Interpretation of Source III</p> <ul style="list-style-type: none"> • Interpretation of the source is adequate, straightforward, and conventional, demonstrating a generalized understanding of links to liberalism. 	<p>The writer adequately interprets the irony found in the source regarding the need for women to fight for inalienable rights. The writer also identifies the feminist perspective in a conventional manner.</p> <p>The writer’s belief that the cartoonist would favour gender equality is straightforward; for example: “The source is also commenting on the injustice of how men are treated versus how women are treated” (p. 2).</p> <p>The response demonstrates a generalized understanding of links to liberalism.</p>	<p>S</p>
<p>Relationships</p> <ul style="list-style-type: none"> • The explanation of relationship(s) is adequate and straightforward. 	<p>The writer identifies the common theme regarding the extent to which injustice should be tolerated. A straightforward relationship between each source and the theme is established. An adequate relationship among the sources is evident.</p>	<p>S</p>
<p>Communication</p> <ul style="list-style-type: none"> • Vocabulary is conventional and generalized. • Sentence structure is controlled and straightforward. • The writing demonstrates basic control of mechanics and grammar and is adequately organized. 	<p>Vocabulary is conventional and generalized; for example: “collectivist” (p. 1) and “feminist” (p. 2).</p> <p>Sentence structure is controlled and straightforward; for example: “The cartoonist is most likely commenting on the irony that women are already given rights yet they must fight to obtain them and use them fully” (p. 2).</p>	<p>S</p>

Examples of Students' Writing with Rationales—Proficient

Social Studies 30–1, January 2019
Assignment I Responses
Example Scored Proficient (Pf)

Throughout the first source, Lyndon B. Johnson discusses the importance of spreading wealth among all citizens, and how the United States failed to do so in the first half of the twentieth century. Johnson states that the United States has countless industries that provide wealth, however, many indifferences led to many people, and even entire races of people being left out of the advancements. Johnson's excerpt clearly defines his modern liberal point of view, through his will and desire to create equal opportunity for all. Within the source, Johnson describes how it is essential for society to improve the quality of life for America as whole, rather than an elite group accumulating most of the wealth. Furthermore, he states that "The Great Society" relies on equal opportunity for all, and the ability for all to generate wealth and improve quality of life. In order to do this, Johnson believes that indifferences of race (African Americans), and poverty must become obsolete. Johnson's beliefs pursue a society based on equal opportunity, despite your race, social status, etcetera. Furthermore, Johnson believes that all should have the same, equal rights and freedoms, not just freedom of opportunity, but human rights as well. It is without doubt that Johnson believes in a modern liberal society, through his belief in liberty for all, and the advancement of everyone in society. The idea portrayed by Johnson of a distributing wealth also depicts a modern liberal view. In order to share the abundance of wealth, it is likely Johnson would support a minimum wage, as well as unions, and other programs that benefit the "everyday worker". Through such programs, workers are protected from being oppressed, and exploited. Such programs now are found in governments which demonstrate modern liberal governments, many of which would be supported by Johnson.

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In source two, the author describes their belief in the necessity of governments to take action to reconcile injustices, and ensure they never happen again. The author of the source pursues a clear view of a modern liberal. Human-right violations have happened many times throughout the course of Canada’s history, and the author believes that it is necessary to take actions against them. One of the author’s examples, the Residential School System—an attempt in Canada to assimilate Aboriginal children—demonstrate how they believe these violations have had terrible effects on large amounts of people. Throughout the source, it is inferred that the author believes that the Residential Schools hindered the development of the Aboriginal society. Through the Residential Schools, Aboriginal children were stripped of their homes, and lost touch with their native culture. This hindered the growth of their society and development. The author continues to recognize the injustice against people deemed to have disabilities, who were sterilized against their will. Furthermore, the author claims that it is detrimental to avoid such human-rights violations again. The author evidently provokes a modern liberal view through their belief of the protection of human rights. The belief of the author that human rights should be protected for all people in Canada, no matter the circumstances, demonstrates the author’s modern liberal view. The modern liberal view of the source is also depicted through the author’s belief that Canada must recognize and reconcile the human-rights they have violated in the past. In conclusion, the author believes that all citizens should receive the same rights, and also receive the same opportunities within society. This protection of rights and freedoms evidently portrays a modern liberal view.

The cartoon in source three depicts the struggles some face while attempting to hold rights and freedoms. In the cartoon, the cartoonist illustrates how women have certain rights that no others have, however women must fight in order to use those rights. The cartoonist portrays a modern liberal view, as the cartoonist appears to convey the message of disappointment that women must fight in order use their rights. In the source, the cartoonist presents the issue of women having to endure problems when attempting to live out their rights and freedoms. It is reasonable to infer that the cartoonist is presenting the issues dealing with equal wages and opportunities for women, as well as simple rights, such as voting, where women do not have even those rights in some countries. The cartoonist believes that it is necessary for all people to receive the same rights, and that women should not be forced to fight in order to receive those rights. A modern liberal view relates to the cartoonists perspective because of the idea they have about equal rights for all. Modern liberalists believe that all should have the same rights and freedoms, and the cartoonist is depicting such a view in the source. However, the cartoonist also portrays a woman telling a young girl about how women must fight for their rights, and conveys the message that sometimes in order to be equal it may take generations of work. The cartoonist illustrates how when a country does not grant people their rights, it also may lead to disruption in society. In conclusion, the cartoonist believes in the modern liberal values of rights and freedoms, and how even if you do not have the, it is necessary to fight for them.

Taken together, the sources discuss the importance of rights and freedoms, and allowing all people rights and freedoms despite their differences. Lyndon B. Johnson in source one portrays the idea that freedoms and wealth must be shared by all people of

a country, in order for that country to create a higher quality of life for its citizens. The idea of reconciliation of human-rights violations and future protection of those rights depicted in source two demonstrates the theory that the rights and freedoms are necessary in order for a country to flourish. In source three, discusses how unfortunately, sometimes rights are not already granted for a group of people, and people must fight in order to receive those rights. The author of the first source, Johnson, would without doubt agree with the author of source two, as both believe that it is vital for a country to allow rights and freedoms to all people without discrimination. Johnson would also agree with the cartoonist in source three, as they also both believe that individuals must obtain and exercise their human rights in order for a country to succeed. Likewise, the author of source two would also agree with the cartoonist of source three as both believe in the necessity for human rights, and for the opportunity to use those rights.

EXAMPLE RESPONSE—Proficient

SCORING CRITERIA	RATIONALE	SCORE
<p>Interpretation of Source I</p> <ul style="list-style-type: none"> • Interpretation of the source is logical, specific, and adept, demonstrating a sound understanding of links to liberalism. 	<p>The writer’s assertion that President Johnson possessed a modern liberal perspective in terms of wealth distribution and racial equality is logical; for example: “Johnson’s excerpt clearly defines his modern liberal point of view, through his will and desire to create equal opportunity for all” (p. 1).</p> <p>The concepts of equal opportunity and quality of life are repeated, but adeptly interpreted, demonstrating a sound understanding of links to liberalism.</p>	<p>Pf</p>
<p>Interpretation of Source II</p> <ul style="list-style-type: none"> • Interpretation of the source is logical, specific, and adept, demonstrating a sound understanding of links to liberalism. 	<p>The writer’s understanding that the source is discussing the denial of rights by the Canadian government in the past is logical. The writer’s assertion that there has been a loss of culture and mobility rights is specific. They recognize that these abuses have had a long-term impact on the development of Aboriginal society and there is a need for the Canadian government to reconcile for its past injustices.</p> <p>The links to liberalism are adept, referring to the abuse of human rights, exclusion based on race, and equal opportunity within society. This demonstrates a sound understanding of modern liberalism.</p>	<p>Pf</p>

SCORING CRITERIA	RATIONALE	SCORE
<p>Interpretation of Source III</p> <ul style="list-style-type: none"> • Interpretation of the source is logical, specific, and adept, demonstrating a sound understanding of links to liberalism. 	<p>The writer’s interpretation that “It is reasonable to infer that the cartoonist is presenting the issues dealing with equal wages and opportunities for women, as well as simple rights, such as voting, where women do not even have those rights in some countries” (p. 3) is specific, demonstrating a sound understanding of links to liberalism.</p> <p>The writer demonstrates an adept awareness of the modern liberal perspective depicted in the cartoon.</p>	<p>Pf</p>
<p>Relationships</p> <ul style="list-style-type: none"> • The explanation of relationship(s) is capable and purposeful. 	<p>The writer identifies that the common thread among the sources is the “importance of rights and freedoms, and allowing all people rights and freedoms despite their differences” (p. 3). The purposeful discussion of the sources further demonstrates the proficient understanding of the assigned task.</p>	<p>Pf</p>
<p>Communication</p> <ul style="list-style-type: none"> • Vocabulary is appropriate and specific. • Sentence structure is controlled and effective. • The writing demonstrates capable control of mechanics and grammar and is purposefully organized. 	<p>Vocabulary is appropriate and specific; for example: “oppressed” (p. 1), “detrimental” (p. 2), and “reconciliation” (p. 4).</p> <p>Sentence structure is controlled and effective; for example: “Furthermore, he states that ‘The Great Society’ relies on equal opportunity for all, and the ability for all to generate wealth and improve quality of life” (p. 1).</p> <p>The writer demonstrates capable control of mechanics and grammar; for example: “However, the cartoonist also portrays a woman telling a young girl about how women must fight for their rights, and conveys the message that sometimes in order to be equal it may take generations of work” (p. 3).</p>	<p>Pf</p>

Examples of Students' Writing with Rationales—Excellent

Social Studies 30–1, January 2019
Assignment I Responses
Example Scored Excellent (E)

Source one is an excerpt from a speech given by former United States President Lyndon B. Johnson in 1964. In the source, Johnson identifies that for the first half of the twentieth century, the United States had relied on “unbounded invention and untiring industry” to create a wealthy and developed nation. He then continues on to identify the next major challenge that is faced by the American people, this being whether or not they have the foresight to use this wealth that has been accumulated to elevate the quality of life for the entirety of the American people. Johnson carries across a strong modern liberalist perspective when he identifies that the “Great Society,” (presumably the society he envisions the United States to exemplify) demands an end to poverty and racial injustice as well as liberty for all. The modern liberal ideology is one of strong collectivist values, in which all people, no matter their ethnicity or heritage, are able to share in the same rights and freedoms as all those in society. The time frame of the excerpt also shows great significance, as this speech was given during the same time in which the Civil Rights Movement was taking place in the United States. The Civil Rights Movement was a protest movement in which minority groups within the United States worked towards having the same individual liberties and rights extended to them that the majority groups in the nation already enjoyed. Lyndon B. Johnson himself was a strong advocate for this movement as is evident when he stated that the Great Society “demands an end to poverty and racial injustice”. Johnson would become well known for the

progressive legislation that he had passed during his presidency that went towards creating a more socially equal society, something modern liberals advocate for. The source in its entirety represents responses to illiberal actions within a liberal nation, not only through the words spoken by President Johnson regarding the need for equality for all people, but also through the reference to the civil rights movement in which minority groups of the United States made their stand against the injustices they were facing.

Source two is an excerpt from an unknown speaker that identifies different human rights abuses that have occurred in Canada throughout the nation's history. The source discusses different illiberal actions such as the attempted assimilation of Aboriginal children through the residential school system, as well as the forced sterilization of the developmentally disabled in both the provinces of Alberta and British Columbia. The Speaker makes their disdain for such actions clear when they state that the "Canadian governments must take responsibility to recognize and atone for these and many other injustices to ensure they are never repeated." The illiberal actions cited by the speaker in the source are examples of one of the threats to a liberal society identified by philosopher John Stuart Mill. Mill was an advocate for individual rights and freedoms, but identified that even within a society where such rights and freedoms existed, minority groups may still be affected by what he refers to as the Tyranny of the Majority. Mill stated that within society, it is likely that a majority group will amass a large amount of power that will give them the ability to manipulate minority groups, often forcing such minority groups to conform to the beliefs and values of the majority. This

situation is evident in the sources recognition of the assimilatory practices of the residential school system in which the majority population in Canada, mostly those of European descent, forced aboriginal children to abandon their own beliefs and values and adopt those of the majority. The perspective of the speaker of the source would likely line up with the ideologies of Mill as they condemned such illiberal practices. The modern liberal views of the speaker of the source are also quite clear through such condemnation of these actions as the modern liberalist ideology is characterized by its support for multiculturalism as well as its respect for rights and freedoms of all individuals.

Source three is a political cartoon in which an adult woman is speaking to a younger girl (likely her daughter), with the statement "A woman is endowed with certain inalienable rights, all of which she must fight for" written underneath. The irony in the source is seen through this written portion underneath the image, as it is a play on a common quote that is often referred to as the foundation of many classical liberal philosophies, except instead of the traditional phrasing that refers to the rights of man, the quote in the source refers specifically to the rights of women. It should be recognized that in most writings and legislation, although only referring to the rights of "man," this is used as an all encompassing phrase that includes all people, of all genders. While this is meant to be the case when such legislations are created, the problem the source identifies is that of the discrimination and inequality that women have faced historically and even in the present day, just because of their gender. The problem of gender discrimination identified in the source shows the modern liberalistic views of the creator of the

source. One of the main characterizing qualities of the modern liberalist ideology that is exemplified by the view of the source is the equality that the ideology promotes. The values of modern liberalism that promote the equality of all groups within a society is evident through the sources mention of the inalienable rights that woman specifically have as well. The views of the speaker also line up with the views of philosopher John Stuart Mill, much like the last source. While many Classical Liberal philosophers advocate for rights and freedoms, Mill went even further in a sense by advocating against the common view that women and other minority groups were of lower standing in society. Mill believed that if given equal opportunities, such minority groups would be able to contribute just as much as the majority towards the betterment of society. So while Mill is often referenced under the umbrella of Classical Liberal philosophers, his progressive view points lend themselves nicely to the modern liberalist perspective on equality carried across by the source and its creator.

Taken altogether, the three sources identify various illiberal practices that have taken place in liberal societies and the modern liberalist responses to such actions. The excerpt from source one identifies a challenge faced by all liberal democracies; the actuality of having liberty for all people within a society. This problem relates to both source two and three, both of which describe various illiberal practices impacting equal rights and freedoms within a liberal society. Although source one does not reference it outright, the reference to the civil rights movement can be extrapolated using the date of the quote. Each source represents the problem of Tyranny of the Majority theorized by Mill, that is the

manipulation of the minority that may be undertaken by the majority, undermining the founding principles of civil liberties in a liberal society. Source one references a lack of liberty for minority groups within a society while also speaking towards the poverty and racial injustice faced by minority groups in society. Source two discusses the illiberal practices of the residential school system and forced sterilization programs for the developmentally disabled that occurred in Canada. Finally, source three identifies an issue with principles of liberalism, in which those may not be treated equally based on gender or ethnicity. Source one and two share another similarity in the way that both refer to the government's responsibility in the preservations of the rights of all groups within a society. This is seen as source three states the government's responsibility to make sure such illiberal actions do not take place again, while source three is showing a government official using his platform to advocate against such illiberal practices taking place. While all sources touch on different illiberal actions within a liberal society they all relate to the same overlying issue of equality and respect for individual's right and freedoms within a liberal society and the adherence to modern liberalistic ideals that must be achieved.

EXAMPLE RESPONSE—Excellent

SCORING CRITERIA	RATIONALE	SCORE
<p>Interpretation of Source I</p> <ul style="list-style-type: none"> • Interpretation of the source is sophisticated, insightful, and precise, demonstrating a perceptive understanding of links to liberalism. 	<p>The writer demonstrates a sophisticated interpretation of President Johnson’s progressive legislation targeting the need for greater social equality.</p> <p>The writer perceptively describes how President Johnson is responding to “illiberal actions within a liberal nation” (p. 2) and precisely links it to the civil rights movement against the injustice they were facing.</p>	<p>E</p>
<p>Interpretation of Source II</p> <ul style="list-style-type: none"> • Interpretation of the source is sophisticated, insightful, and precise, demonstrating a perceptive understanding of links to liberalism. 	<p>The writer demonstrates an insightful interpretation of the source by revealing Mill’s recognition that when societies protect rights and freedoms, the majority may restrict the rights of minorities.</p> <p>The writer perceptively pursues this idea by linking Mill’s beliefs to the illiberal actions taken by the Canadian government.</p>	<p>E</p>
<p>Interpretation of Source III</p> <ul style="list-style-type: none"> • Interpretation of the source is sophisticated, insightful, and precise, demonstrating a perceptive understanding of links to liberalism. 	<p>The writer demonstrates precision by recognizing that although Mill was a classical liberal, his progressive views regarding equality align with the modern liberal views presented in the cartoon.</p> <p>The recognition of the discrimination and inequality that women have historically faced reveals a perceptive understanding of the problems of historical liberalism that endure to the present day.</p>	<p>E</p>

SCORING CRITERIA	RATIONALE	SCORE
<p>Relationships</p> <ul style="list-style-type: none"> The explanation of relationship(s) is perceptive and thorough. 	<p>The overarching theme regarding modern liberal responses to illiberal practices is thoroughly developed.</p> <p>The writer perceptively acknowledges how manipulation of minority groups by the majority resulted in “Tyranny of the Majority” (p. 4).</p>	<p>E</p>
<p>Communication</p> <ul style="list-style-type: none"> Vocabulary is precise and deliberately chosen. Sentence structure is controlled and sophisticated. The writing demonstrates skillful control of mechanics and grammar and is judiciously organized. 	<p>The use of vocabulary (for example: “foresight” (p. 1), “condemnation” (p. 3), and “extrapolated” (p. 4)) is deliberately chosen.</p> <p>The sentence structure is controlled and sophisticated; for example: “So while Mill is often referenced under the umbrella of Classical Liberal philosophers, his progressive view points lend themselves nicely to the modern liberalist perspective on equality carried across by the source and its creator” (p. 4).</p>	<p>E</p>

Social Studies 30–1 January 2019

Written-response Assignment II

ASSIGNMENT II:
Position Paper

Value: 30% of the total examination mark
Suggested time: 90 to 105 minutes
Suggested word count range: 750 to 1600 words

Analyze the following source and complete the assignment.

Source

Individuals have a responsibility to participate in the democratic process. Without their active participation, the country would be vulnerable to abuse of power.

Assignment

To what extent should we embrace the ideological perspective(s) reflected in the source?

Write an essay in which you must:

- **analyze** the source to **demonstrate** an understanding of the ideological perspective(s) reflected in the source
- **establish** and **argue** a position in response to the question presented
- **support** your position and arguments by using evidence from your knowledge and understanding of social studies

Reminders for Writing

- **Organize** your essay
- **Proofread** your essay

Examples of Students' Writing with Rationales—Satisfactory

Social Studies 30–1, January 2019
Assignment II Responses
Example Scored Satisfactory (S)

In the source the issue being presented would be the responsibility people have in a democratic society to vote and express their opinions and without their active participation it leaves a country vulnerable to abuse of power. The ideology would be that of modern liberalism as it believes in the right to a democracy and active participation from its people. A leading thinker of this would be Winston Churchill as he believed in a democratic process that involves the participation of its people. He believed in this system at a time where fascist and communist states were on the rise and growing quickly but he still believed in the right to a equal and fair society where the citizens decide what is right for a country and their people. Someone who would disagree with this view would be Joseph Stalin. Stalin believed in a communist state and although he did believe in a classless society he killed millions and millions of his own people who opposed this view and went against the soviet union as they were expressing their ideas and beliefs.

This source should be embraced to a full extent as it has been seen throughout history the importance of active participation in a democracy. This can be seen through the abuse of power in a government, the importance of active participation and the success of a democracy.

Firstly it has been seen time and time again the abuse of power the government uses when not having a democracy. This is shown through the Nazi Regime and the Soviet Union. The abuse of power is very presently seen with the rise of the Nazi party as Adolf Hitler abused the power of government to influence the people of Germany of the “evil” present in the German society which he believed was the Jewish Community. While using his position of influence and power he got the German society to believe that the Jewish people were the problem and they started exterminating the “pest’s” as they were called. After Adolf’s defeat he managed to kill

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tens of millions of people in a span of a few years all because of his position of power and his ability to influence his society of a non-present problem and or threat. Furthermore another time in recent history that abuse of powers has been present is the Soviet Union. The Soviet Union was a communist government in Russia that was led by leader Joseph Stalin. Stalin used his position of power and influence to make people fear speaking out against his government which resulted in no active participation. Stalin also like hitler killed millions of his own people because they didn't have a right to a peaceful protest and or freedom of speech which is rights we take for granted in democratic societies. It is clearly shown the consequences that arise from the abuse of power in a government.

Secondly the importance of active participation in society has been shown throughout history many times. This is shown as it lets people protest peacefully and keep the government in check. Firstly active participation in a government allows people to be up to date with recent current events and protest against current political debates if necessary. One example of protests in history would be the civil rights movement. The civil rights movement was a protest by the African American community in the United States to demand equal rights and status in the American community. They took to the streets to protest being leaded by Martin Luther King who revolutionized the way people saw the African American population and made people realize the importance of coming together as a community to accept every race and gender in America. Lastly active participation is important in a democracy as it keeps the government in check. In Canada the citizens elect the government party to run the country and if this party was to act in disagreeance of the people, Canadian's can express their frustration and opinions on the government which in turn keeps the parties in check as they are looking to get re-elected in years

to come so they need to keep Canadian's happy and listen to their views and ideas. It is clearly shown the importance active participation has in a government as it keeps the government in check and gives people the freedom to protest.

Lastly throughout history it has been shown the success democracy has in a government. This has been seen through Sweden's cradle to grave theory and the rights and freedoms a democracy brings. Firstly the success in democracy has been shown through Sweden's cradle to grave theory. In Sweden it is believed that the government should help its people from the time of birth till their last breath. Sweden helps its citizens by providing free healthcare, old age pensions, work benefits, maternity leave and many more. Furthermore because of this it allows the citizens of Sweden to have an amazing quality of life and a much longer life than the average person as their life expectancy is at about 78 years. Secondly the success of democracy can be credited to the rights and freedoms it allows its citizens to have. In Canada there is the Charter of Rights and Freedoms which states our essential and fundamental rights and freedoms in a democracy. These rights and freedoms allow citizens to have the freedom of speech, freedom of religion, right to a peaceful protest and many more. From these essential rights and freedoms it also allows Canadians to have a great quality of life and to keep the government and its people in check.

In conclusion it can be seen that individuals have a responsibility to participate in the democratic process to help keep the governments in check and to insure the essential rights and freedoms given to its people in a democratic state.

EXAMPLE RESPONSE—Satisfactory

SCORING CRITERIA	RATIONALE	SCORE
<p>Analysis of Source</p> <ul style="list-style-type: none"> The analysis of the source is conventional and straightforward; a generalized understanding of the ideological perspective(s) is demonstrated 	<p>The writer recognizes the ideological perspective of the source as modern liberal. The writer analyzes the source in a conventional manner by comparing democracy with dictatorships along with individuals associated with each.</p>	<p>S</p>
<p>Argumentation</p> <ul style="list-style-type: none"> The position established is generally supported by appropriately chosen and developed argument(s) The argumentation is straightforward and conventional, demonstrating an adequate understanding of the assignment. The relationship between the position taken, argumentation, and the ideological perspective presented in the source is generally developed. 	<p>The writer’s position, embracing the source to the full extent, is generally supported by appropriately chosen arguments.</p> <p>The argument that “the importance of active participation in society has been shown throughout history many times” (p. 2) demonstrates an adequate understanding of the assignment. Argumentation is straightforward, as demonstrated by the writer’s assertion that “It is clearly shown the consequences that arise from the abuse of power in a government” (p. 2).</p> <p>The relationship between the position taken and argumentation is generally developed as it returns to the importance of individuals participating in the democratic process.</p>	<p>S</p>

SCORING CRITERIA	RATIONALE	SCORE
<p>Evidence</p> <ul style="list-style-type: none"> • Evidence is conventional and straightforward. • The evidence may contain minor errors and a mixture of relevant and extraneous information. • A generalized and basic discussion reveals an acceptable understanding of social studies knowledge and its application to the assignment. 	<p>The writer's discussion of case studies, including the Nazi regime and the Soviet Union, is conventional and straightforward.</p> <p>There is a mixture of relevant and extraneous information as demonstrated by the use of Sweden's cradle-to-grave approach.</p> <p>The civil rights movement evidence reveals an acceptable understanding of social studies knowledge and its application to the assignment.</p>	<p>S</p>
<p>Communication</p> <ul style="list-style-type: none"> • The writing is straightforward and functionally organized. • Control of syntax, mechanics, and grammar is adequate. • Vocabulary is conventional and generalized. • There may be occasional lapses in control and minor errors; however, the communication remains generally clear. 	<p>The writing is straightforward and functionally organized.</p> <p>Control of syntax, mechanics, and grammar is adequate; for example: "In Canada there is the Charter of Rights and Freedoms which states our essential and fundamental rights and freedoms in a democracy" (p. 3) .</p> <p>Vocabulary is characteristic of a Satisfactory response; for example: "leading thinker: (p. 1), "killed millions and millions" (p. 1), "government in check" (p. 2), and "great quality of life" (p. 3).</p>	<p>S</p>

Examples of Students' Writing with Rationales—Proficient

Social Studies 30–1, January 2019
Assignment II Responses
Example Scored Proficient (Pf)

The given source emphasizes the impact of democratic processes. The democratic processes would refer to the ways in which people voice their opinions to the government. That can be done through voting, through the press, and through peaceful protest among other ways. That way, democracy helps to promote the liberal values of individual rights and freedoms such as the freedom of speech. The message of the source is that people engaged in democratic processes help to prevent governments from abusing their power. In other words, actively participating in the democratic processes prevents the stripping away the liberal values individual rights and freedoms of citizens by government institutions. In this way, this source shows support of the idea that the government should function on the consent of the governed. Hence, liberal philosophers such as John Locke would support this statement, as he was in favour of a government that operated on the consent of the governed and believed that a government is illegitimate if it does not meet the needs of its citizens. The United States is among those countries that has remained a democracy, allowing for proportional representation and things such as referendums and petitions as a way for people to voice their concerns as part of a democracy. The evidence provided in this paper will show that the statement is, to a large extent, correct in claiming that people actively engaging in their democratic processes prevents a nation from becoming vulnerable to the abuse of power. with the way these democratic processes have helped brought reform, and how some countries fail to protect people's individual rights and freedoms when such democratic process are not allowed.

People have used the democratic processes to bring forth much needed reform to institutions who have abused their power. The United States government has, in its history, failed to protect the individual rights and freedoms of its own citizens, particularly minorities. In the 1950s and 1960s, African Americans were unfairly discriminated against in areas of housing,

education and businesses. African Americans were not allowed to have careers in education, law or pharmacy. They were not allowed in restaurants and cafes where white Americans sat. The unrest from the discrimination grew among the African American population, and soon the Civil Rights Movement would be established, led by Martin Luther King Jr. They performed peaceful protests and marches to the state capital of Montgomery to demand that African Americans be granted the right to vote and live free of the discrimination. It was through these democratic processes, through their peaceful protests, and the recognition of those protests through the press that drove governments to recognize the abuse of power committed by different institutions. It drove them to create new, stricter legislation that pushed for racial equality and allowed more black people to register as voters so they can get more deeply involved in their country's democratic processes to elect leaders that helped meet their needs. This demonstrates how when people choose to actively participate in democratic processes can help end the existing abuses of power committed and encourage positive reform.

When people are not allowed to engage in democratic processes, they are often left to live under authoritarian rule that has little concern over the individual rights and freedoms of its people. When Hitler consolidated his power in Nazi Germany in the 1930s, he under his rule made sure that none of the democratic processes of free press and multiple political parties would be allowed so that he could do whatever he wanted. He would order anyone accused of being Jewish, communist, or a sympathizer of either, to be killed. He would not allow reports of those killings get to the press. Instead, he created a Ministry of Propaganda that helped to prevent publishing any news reports that exposed Hitler in a negative light. This allowed Hitler to abuse his power over the people in his nation, and he made no room for any protest against his wishes. All of this illustrates how in the absence of people engaging in democratic processes, regimes

can abuse their power to hurt and unfairly hold back anyone they wish, giving more reliability to the given source statement.

Nonetheless, people engaging in democratic processes themselves can lead to their own country becoming vulnerable to the abuse of power. This was especially true in the German elections of 1932. By 1932, Hitler and other Nazis had gained the support of a significant amount of the German people, particularly the working class. This was a factor in how the Nazis were able to consolidate power. Their consolidation of power helped Hitler to become the ruler of Germany and turn the country into a single-party state, with controlled participation, suppression of the press, the killing of anyone accused to be communist, and the eventual systemic genocide of Jewish people. The people of Germany helped the Nazis gain power through the democratic process of voting. This shows that people's engagement in the democratic processes can still lead to authoritarian regimes that abuse their power and can take away people's individual rights and freedoms and civil liberties by oppressing anyone that disagrees with their rule. This somewhat lessens the credibility of the given source that declares people engaging in democratic processes prevents countries from being vulnerable to abuse of power.

No system of government has been fully effective in preventing corruption and abuses of power to take place. However, democracies seem to be relatively the more effective in protecting people's individual rights and freedoms than authoritarian regimes. Democratic process allow people to voice their concerns and challenge the way their governments function. They help prompt governments to create new legislation to help expand rights and freedoms to everyone, regardless of class, race, or religion. However, people's engagement in the democratic processes can sometimes fail in protecting people's civil liberties, as they did in the case of 1930s Germany. Overall, people engaging with the democratic processes of their country has largely

Social Studies 30–1, January 2019
Assignment II Responses
Example Scored Proficient (Pf) (continued)

shown to be effective in preventing abuses of power from taking place in different institutions, as seen in the Civil Rights Movement era. That is why the given source is largely accurate in stating that people's active participation in the democratic processes helps keep society safe and productive by preventing institutions from erasing the liberal principles of individual rights and freedoms, and in turn saving a country from abuse of power.

EXAMPLE RESPONSE—Proficient

SCORING CRITERIA	RATIONALE	SCORE
<p>Analysis of Source</p> <ul style="list-style-type: none"> The analysis of the source is capable and adept; a sound understanding of the ideological perspective(s) is demonstrated. 	<p>The writer capably demonstrates an understanding of the ideological perspective in the source by linking it to the ideas of John Locke and the democratic ideal of ruling by the consent of the people.</p> <p>A sound understanding of the role individuals play through active and engaged citizenship to prevent an abuse of power is maintained in the response.</p>	<p>Pf</p>
<p>Argumentation</p> <ul style="list-style-type: none"> The position established is persuasively supported by purposefully chosen and developed argument(s). The argumentation is logical and capably developed, demonstrating a sound understanding of the assignment. The relationship between the position taken, argumentation, and the ideological perspective presented in the source is clearly developed. 	<p>The writer presents a persuasive argument that “People have used the democratic processes to bring forth much needed reform to institutions who have abused their power” (p. 1).</p> <p>The writer logically follows that argument by presenting the alternative situation where “in the absence of people engaging in the democratic processes, regimes can abuse their power to hurt and unfairly hold back anyone they wish” (pp. 2-3).</p> <p>The writer’s contention that sometimes even democracies fail to protect citizens’ rights demonstrates a sound understanding.</p> <p>A clear relationship between the position, argumentation, and the ideological perspective is sustained.</p>	<p>Pf</p>

SCORING CRITERIA	RATIONALE	SCORE
<p>Evidence</p> <ul style="list-style-type: none"> • Evidence is specific and purposeful. • Evidence may contain some minor errors. • A capable and adept discussion of evidence reveals a solid understanding of social studies knowledge and its application to the assignment. 	<p>The evidence presented regarding the civil rights movement and the conditions in Nazi Germany is specific and purposeful. The acknowledgement of the march on Montgomery, the identification of Germany’s single-party state, and the recognition that Hitler came to power largely through popular support exemplify this understanding.</p> <p>The writer’s recognition that it was not just Jews who were victimized by the Nazis, but that other vulnerable groups suffered in the absence of an engaged citizenry, demonstrates a solid understanding of social studies and its application to the assignment.</p>	<p>Pf</p>
<p>Communication</p> <ul style="list-style-type: none"> • The writing is clear and purposefully organized. • Control of syntax, mechanics, and grammar is capable. • Vocabulary is appropriate and specific. • Minor errors in language do not impede communication. 	<p>The response is purposefully organized, with argumentation presented at the start of paragraphs and concluding sentences used at the end of paragraphs.</p> <p>Control of syntax and mechanics is capable; for example: “However, people’s engagement in the democratic processes can sometimes fail in protecting people’s civil liberties, as they did in the case of 1930s Germany” (p. 3).</p> <p>Vocabulary is consistently appropriate and specific; for example: “illegitimate” (p. 1), “consolidation of power” (p. 3), and “credibility” (p. 3).</p>	<p>Pf</p>

Examples of Students' Writing with Rationales—Excellent

Social Studies 30–1, January 2019
Assignment II Responses
Example Scored Excellent (E)

The author of the Source expresses a view congruent with the classical liberal philosophy. In supporting an individual's "responsibility to participate in the democratic process," the Source supports the individual's right to vote. Further, by suggesting democratic participation is necessary to prevent "abuse of power," the author of the Source promotes the idea of accountable government, and the viability of a government led by the will of the people. The Enlightenment philosopher John Locke would support these statements, as he believed that a government's power is derived from the will of its citizens, which is expressed by voting. He also asserted that a government's function is to protect its citizen's rights, and should be held accountable for actions that counteract the protection of these rights, and that a government acting against the needs of the people should be abolished. Other Enlightenment thinkers like Baron de Montesquieu would similarly support the statement on the basis that informed participation is necessary for the functioning of a democracy, though it should be noted that philosophers of the time also tended to only support the individual and democratic rights of white men, which has led to inequality and abuses of power in the past. Thomas Hobbes would disagree with the ideology supported by the Source. Unlike the classical liberals, who believed that people are fundamentally rational and capable of making well-informed decisions, Hobbes believed that human nature is inherently selfish and that human decisions reflect this. Rather than allowing people to vote (as everyone would make decisions based on self-interest, thus destabilizing the country), Hobbes would advocate for a strong ruler to instead make decisions for the country, ensuring security at the cost of the strong leader's potential abuses of power and citizen's limited freedoms. The ideological perspective reflected in the Source should be

embraced fully; to ensure that government is accountable and serving the interests of its citizens, individuals must uphold their "responsibility to participate in the democratic process."

When the government interferes with an individual's ability to "participate in the democratic process" by restricting who may be elected, though individuals are still able to participate in a democratic process, they are not participating actively. Government policies such as controlled participation or the one-party state are restrictions to "active participation," making countries "vulnerable to abuse of power." Under Stalin's authoritarian leadership in the Soviet Union, voting was limited to representatives from the communist party that Stalin had selected and approved of--though voter turnout was quite high under his rule, all candidates elected represented Stalin's interests rather than the people's. This lack of opposition within the government and the inability for citizens to express dissent toward the regime caused many abuses of power during Stalin's rule. One of the deadliest events in which Stalin abused his power to maintain control of his regime occurred from 1932 to 1933 in the Ukraine. Following the collectivization of agriculture and expulsion of the kulaks from the Ukraine, farmers in the Soviet Union were not able to keep any of the crops they produced on collectivized land--all crops were redistributed across the USSR by the state, and some of it returned to them after redistribution. As a result of protesters of collectivization burning crops, the expulsion of the kulaks, who had more wealth and better equipment than the average farmer, and unfavourable weather conditions, an unexpected and devastating famine struck the Ukraine, the "breadbasket of Europe." The crops that still were being produced in the area were redistributed to urban areas to support industrial growth. Under Stalin's orders, in an attempt to control the dissent of farmers in the area, they were denied food. Though international aid offered to send crops to the Ukraine, Stalin declined to accept it. In this engineered genocide, an estimated 3 million people died

between 1923 and 1933, and citizens of the Soviet Union were powerless to prevent it. Without means of dissenting Stalin's regime or selecting representatives who would further their interest through "the democratic process", citizens fell victim to their leader's widespread "abuse of power." Because of controlled participation in the state's democracy, the Soviet Union was especially "vulnerable to abuse of power," as citizens were unable to exercise their democratic responsibilities.

Alternatively, when individuals are granted the ability to exercise their democratic responsibility, a country becomes less "vulnerable to abuse of power." By extending universal suffrage, a government is giving all citizens an opportunity to actively participate in the decision-making process, leading to governments that more accurately represent the interests of a people and are therefore less likely to ignore the people's interest in favour of self-interest. For a large portion of the 20th century, South Africa's government supported policies of racial segregation known as apartheid. Under apartheid, black people and other non-whites in South Africa were not enfranchised, could not live, work, or be educated in certain places, and had other social limitations placed upon them. As a result of this, standard of living and quality of life varied vastly between people of different races in South Africa. People of colour had much higher infant mortality and poverty rates, teacher-to-student ratios of sixty-to-one as opposed to twenty-to-one for white citizens, more limited access to healthcare, and no ability to change these conditions through "the democratic process" as they had no vote, even though they comprised the vast majority of the population. As a result, people turned to acts of civil disobedience to convey their dissent of apartheid, but the government quelled these demonstrations with harsh measures, resulting in many civilian deaths because of excessive police force. Measures taken became more extreme, such as bombings of government buildings. Political prisoners, such as

Nelson Mandela, leader of the African National Congress until his arrest in 1962, were taken and held until the end of apartheid in the early 1990s. No longer restricted by the discriminatory laws which suppressed their ability "to participate in the democratic process," people of colour in South Africa were able to vote, and elected Nelson Mandela in the country's first truly free election. Though inequalities still linger, the government is held accountable to address these inequalities as all individuals are able to vote and select representatives who will advocate for their needs. Through "their active participation, the country" is less vulnerable to leadership that serves its own interest before its citizens'.

The ideological perspective expressed in the Source should be fully embraced. Individuals are responsible "to participate in the democratic process" to ensure the government elected is accountable to its citizens and acts in its citizen's interests rather than their own. The Source supports the individualist principles of democratic rights and rule of law, and the ideological principles of consent of the governed and the will of the people, both associated with classical liberalism. John Locke would support this Source, as he believed a government's power was granted by the will of the people, and that protecting citizen's rights (including democratic rights) was an essential function of government. However, philosopher Thomas Hobbes would disagree: as a supporter of the absolute monarchy, Thomas Hobbes believed that people are ultimately selfish and incapable of making decisions that will ensure stability. He asserted that people should not participate "in the democratic process" at all, as citizens give up their freedoms for security when joining society ruled by a leader with absolute power, the freedom to participate in the decision-making process of their country included. The ideas expressed in the Source have shaped the policies of many nations informed by classical liberalism, but though

Social Studies 30–1, January 2019
Assignment II Responses
Example Scored Excellent (E) (continued)

intended to protect against the "abuse of power," some interpretations of "active participation" have not succeeded in preventing these abuses.

EXAMPLE RESPONSE—Excellent

SCORING CRITERIA	RATIONALE	SCORE
<p>Analysis of Source</p> <ul style="list-style-type: none"> The analysis of the source is insightful and sophisticated; a comprehensive understanding of the ideological perspective(s) is demonstrated. 	<p>The writer’s discussion concerning relevant liberal thinkers’ assertions that governments “should be held accountable for actions that counteract the protection of these rights, and that a government acting against the needs of the people should be abolished” (p. 1) is comprehensively developed.</p> <p>The writer demonstrates a sophisticated understanding by recognizing that Enlightenment thinkers generally supported citizenship rights but only for a limited portion of the population.</p>	<p>E</p>
<p>Argumentation</p> <ul style="list-style-type: none"> The position established is convincingly supported by judiciously chosen and developed argument(s). The argumentation is consistent and compelling, demonstrating an insightful understanding of the assignment. The relationship between the position taken, argumentation, and the ideological perspective presented in the source is perceptively developed. 	<p>The writer’s position that authoritarian regimes place restrictions on eligible candidates and limit the citizens’ ability to actively participate is judiciously supported by a discussion of controlled participation in the USSR.</p> <p>The writer consistently argues that “By extending universal suffrage, a government is giving all citizens an opportunity to actively participate in the decision-making process” (p. 3).</p> <p>The writer consistently supports the established position through a discussion of the relationship between the ability to dissent and the accountability of the government. The writer perceptively concludes that “though intended to protect against the “abuse of power,” some interpretations of “active participation” have not succeeded in preventing these abuses” (pp. 4-5).</p>	<p>E</p>

SCORING CRITERIA	RATIONALE	SCORE
<p>Evidence</p> <ul style="list-style-type: none"> • Evidence is sophisticated and deliberately chosen. • The relative absence of error is impressive. • A thorough and comprehensive discussion of evidence reveals an insightful understanding of social studies knowledge and its application to the assignment. 	<p>The writer's selection of evidence reflects a sophisticated understanding of social studies knowledge.</p> <p>The thorough and comprehensive discussion of both controlled participation and reactions to dissent within the USSR, contrasted with the effectiveness of dissent in eliminating "discriminatory laws" (p. 4) in South Africa, is sophisticated.</p> <p>The student insightfully notes that although "inequalities still linger, the government is held accountable" (p. 4) through the representative government in South Africa.</p>	<p>E</p>
<p>Communication</p> <ul style="list-style-type: none"> • The writing is fluent, skillfully structured, and judiciously organized. • Control of syntax, mechanics, and grammar is sophisticated. • Vocabulary is precise and deliberately chosen. • The relative absence of error is impressive. 	<p>The writing is skillfully structured and judiciously organized.</p> <p>The writer's control of syntax and grammar is sophisticated; for example: "As a result, people turned to acts of civil disobedience to convey their dissent of apartheid, but the government quelled these demonstrations with harsh measures, resulting in many civilian deaths because of excessive police force" (p. 3).</p> <p>Vocabulary is precise and deliberately chosen; for example: "destabilizing" (p. 1), "expulsion" (p. 2), "engineered genocide" (p. 2), "comprised" (p. 3), and "linger" (p. 4).</p>	<p>E</p>