

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

From the [January 2020](#) 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

2020–2021

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

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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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You can reach us with your comments and questions by e-mail to Dwayne.Girard@gov.ab.ca, Jacquelyn.Stuart@gov.ab.ca, or Deanna.Shostak@gov.ab.ca.

We can also be contacted by regular mail at

Alberta Education
Provincial Assessment Sector
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 30–1 diploma examination writing that received scores of Satisfactory (S), Proficient (Pf), and Excellent (E). These example responses are taken from the *January 2020 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 2020 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 2020 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 to train the teachers who marked the written-response sections of the *January 2020 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 2020. 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 2020

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 greatest triumph of capitalism is that it enables human choice. It establishes the Sovereignty of Human Choice as the principle upon which societies are founded and grow. It provides mechanisms through property rights and the rule of law to ensure that the sovereign choices of one individual do not improperly impinge on the ability of another to exercise her sovereign franchise. In achieving this feat, capitalism creates a social structure that ennobles the human spirit, encourages innovation, and feeds physical needs.

—Roger B. Butters

Source II

We aim to replace the present capitalist system, with its inherent injustice and inhumanity, by a social order from which the domination and exploitation of one class by another will be eliminated, in which economic planning will supersede unregulated private enterprise and competition, and in which genuine democratic self-government, based upon economic equality, will be possible.

—*Regina Manifesto*, 1933

Source I Butters, Roger B. “Teaching the Benefits of Capitalism.” Paper presented at the Free Market Forum, Hillsdale College, MI, September 27–29, 2007.

Source II Co-operative Commonwealth Federation. *Regina Manifesto (Programme of the Co-operative Commonwealth Federation, Adopted at First National Convention Held at Regina, Sask., July, 1933)*.

Source III



Note: This photograph was taken in 2015.

**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 2020
Assignment I Responses
Example Scored Satisfactory (S)

Source number one is a quote by Roger B. Butters on the extent of the role of an individual in a capitalist society. It states capitalism enables 'Sovereignty of Human Choices' such as economical freedom, self-interest, and private property. These are ideas based on individualism, which is the idea that citizens can make their own choices. The citizens within a capitalist society must follow the rule of law to "not improperly impinge on the ability of another to exercise her sovereign franchise". Capitalism was an ideology thought by Adam Smith. Smith wanted a society where citizens had economic freedom and the opportunity to grow based on self-interest. He believed in the invisible hand, which was an idea that when one focuses on their own personal self-interests the society will benefit as a whole. The quote states that capitalism creates a structure that "encourages innovation, and feeds physical needs" which shows the author of the quote believes capitalist societies are better for the growth of a country. Someone who might oppose this idea would be ~~Vladimir~~ Lenin, as he believed in communism and a command economy, which the means of production is planned by the state. Communist societies have no economic freedom or space for self-interest, which opposes the idea of a capitalist society.

Source number two is a quote by Regina Manifesto, from 1933 on the extent to which the government should have a role within economy. The quote talks about the capital system and "its inherent injustice and inhumanity". The source opposes the idea of capitalism and believes that it leads to exploitation of one class by another. In a capitalist society everyone acts on their own self interest, and people only look out for themselves. The

Social Studies 30–1, January 2020
Assignment I Responses
Example Scored Satisfactory (S) (continued)

author of the source believes that a planned economy will "supersede unregulated private enterprise and competition" and economic equality will be possible. The author is most likely a supporter of a communist society where economic freedom is rejected and a command economy is put in place to reach economic equality. A command economy is an economy where all the means of production is planned by the government. The government chooses which goods are being made, how they are made, and how they are priced. The goal of this type of economy is to eliminate class structure and to create economic equality, as well as cooperation to meet the goals of production set by the state. The author supports the idea of a collectivism, which is a type of society that uses cooperation, public property and economic equality. Someone who would appose the author would be John Locke. Locke believed that limited government was key for the succession of a society, and people must have economical freedom to best serve the needs and interests of the society.

Source number three is a photograph taken in 2015, of a protest. The source indicates to what extent individual have a say within their economy. The photograph contains a sign which says "People over banks, people over markets, humanity before profit", which indicates the peoples need for a protest against their current economic structure. In the photo, the person holding the sign is speaking about his cause to the citizens walking on the street which shows it's not just an individual problem but a collective matter. This source puts an emphasis on exploitation of citizens by banks, and need for change. The citizens' self-interest and economic freedom is not being met as the banks care more for profit then their citizens. By protesting, and using the idea of free speech citizens can

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Assignment I Responses
Example Scored Satisfactory (S) (continued)

insure their rights and freedoms are being met and heard by the government. Tommy Douglas would agree with the protest against exploitation of the working class, as he believed in economic equality and the importance of citizens to be protected by the government against exploitation so they can meet their sufficient needs.

The primary relationship between the three sources is to which extent governments should protect citizens from exploitation within their economy. In the first source the author talks about the need for a capitalist society to ensure sovereign choices of an individual. If not for a capitalist society the needs of the people are not met, and exploitation of their rights and freedoms is reached. In the second source the author speaks about replacing a capitalist society and hints at a communist society to ensure "exploitation of one class by another" does not happen. The author mentions that economic planning will bring economic equality within the nation. In source number three, the picture shows the exploitation of the citizens by the banks which is being protested. The citizens want government intervention to ensure their citizens' self-interests are being met.

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>In discussing the source, the writer adequately explains supporting ideas connected to capitalism. The writer’s interpretation of Adam Smith’s belief that the invisible hand and self-interest are “better for the growth of a country” (p. 1) is conventional. The understanding that communist societies have no economic freedom or self-interest, in contrast to capitalist societies, reveals a conventional understanding of capitalism.</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’s interpretation that the author is most likely a supporter of communism because economic freedom is rejected is conventional. The subsequent explanation of a command economy and how government control of the means of production will inevitably lead to economic equality is straightforward.</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 demonstrates a conventional understanding of how citizens within a democracy have rights, such as free speech and the right to protest, which gives them the ability to influence government. The writer displays an adequate understanding of Tommy Douglas supporting economic equality as it relates to this source.</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 explains a common theme of the degree to which governments protect their citizens from economic exploitation. The explanation of the relationship is done without interrelating the sources, revealing an adequate and straightforward understanding of how each source is connected to capitalism.</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>The vocabulary is conventional and generalized; for example: “collectivism” (p. 2) and “protested” (p. 3).</p> <p>The sentence structure is controlled and straightforward; for example: “The government chooses which goods are being made, how they are made, and how they are priced” (p. 2).</p> <p>The writing demonstrates a basic control of mechanics and grammar and is adequately organized.</p>	<p>S</p>

Examples of Students' Writing with Rationales—Proficient

Social Studies 30–1, January 2020
Assignment I Responses
Example Scored Proficient (Pf)

The perspective reflected in Source 1 leans heavily to the right on the economic spectrum as capitalism values human choice. In a more socialist society, choice is limited as there are more publicly owned businesses rather than private ones. Because socialism values equality as the end goal, resources are used to make what is needed by the people, not wanted. Therefore, individuals have a smaller variety of goods to choose from. On the other hand, capitalism has a wide variety of choice. As the author of the source recognizes, this is capitalism's greatest triumph, the source also values individualism and individual rights. The source says it "Establishes the Sovereignty of Human Choice," meaning the people's wants are in control. They get to decide whether something should be produced or not. It is the "Principle upon which societies are founded and grow," because competition in a capitalist society automatically rules out the producers that make goods that are not desired by the people and the best quality products are offered at the lowest prices. The source further goes on to say that rule of law, meaning that the law is same for everybody is provided with capitalism. Because capitalists also value individualism, individuals are free to do what they want, buy what they want or even start a business if they desire because society will treat them equally. Their success will be determined through their own ideas and work ethic. Everyone also has equality of opportunity, meaning anyone can become successful if they are committed and work for it. Finally, the last sentence of the source describes that through capitalism, human spirit is ennobled and innovation is encouraged. This is because in a highly competitive market, a business will only survive if it has innovative ideas that the consumers need. They will also be rewarded for their creativity. Consumers are also happier because they get a wide variety of products at a lower price and they are free to choose what they want. In a socialist society, this would not be possible.

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Assignment I Responses
Example Scored Proficient (Pf) (continued)

Source 2 aims to get rid of the capitalist system, this means they value more modern liberal ideas and socialism. The perspective in the source recognizes that capitalism has its flaws and therefore a more socialist government should be established. It mentions how capitalism leads to the "Domination and exploitation of one class by another." This refers to how in a capitalist society, people are only concerned with their own personal gain and self-interest. Consequently, they will exploit others and go to extreme measures to maximize their profits. In a society like that, the gap between the rich and poor continues to get wider. The rich get richer while the poor get poorer. Essentially, the wealthy people control the lower class which the source wants to eliminate by introducing a planned economy. The source agrees that a planned economy would also control unregulated private enterprise. Private businesses often exploit their workers or cut down on costs in as many ways as they can to maximize profit. They can often become monopolies where there is no price control and the consumers end up facing the negative consequences. In addition, there are also boom and bust cycles in a capitalist society. A planned economy can stop that as they can place rules and regulations on the businesses. The source would agree that it is better to have a steady economy, even if it may not be the best instead of periods of booms and busts where the people end up getting harmed. "Democratic self-government" is also possible because if the wealth of the select few is regulated, they do not hold as much power. Socialism like the source mentions believes in equality of outcome rather than equality of opportunity because no matter where the individual starts, there will be an equal distribution of wealth in society. While equality of opportunity seems fair at first, some people do not always have the same opportunities as others. Their wealth and therefore their education is determined by the family they are born into, a factor they cannot control. As a result, equality of opportunity is not present since they do not receive the same quality of education as someone

Social Studies 30–1, January 2020
Assignment I Responses
Example Scored Proficient (Pf) (continued)

from a wealthier household would receive. The source believes a planned economy is much better than a private one as there is an equal distribution of wealth.

Source 3 depicts a picture where there seems to be protesters holding a sign that says "People over Banks, People over Markets, Humanity before Profit." The perspective of the source is more socialist and they hold a more collective ideology. Supporters of this source would agree that the source is calling out the flaws in capitalism. Private banks control their interest rates which means when they are very low, people take out more loans. However, when a bust in the capitalist economy does eventually arrive, and individuals are unable to pay back their loans, the banks will take possession of their property and belongings. The protesters in the picture are trying to get the attention of the government so they intervene in the economy and regulate businesses to create a more fair distribution of wealth in society. The sign in the picture also recognizes that in an unregulated capitalist society, profit is considered first and then the people. This refers to how business owners in the private sector treat their employees more poorly or cut down on services to make sure they receive the maximum profit. Disparity exists in a private economy because markets and profit are given a greater importance to, than humanity. The protest is being held as a plea for help from the government. Protesters in the picture would agree that in order to control these flaws, the government must intervene and help the majority of the people who do not experience the benefits of capitalism. An economy where businesses are regulated, prices are controlled and there is an equal distribution of wealth are the aims of the protesters in the picture.

All three sources answer the question, to what extent must capitalism be embraced and whether it does more good for the people of a country or more harm. Source 1 believes that through capitalism, competition and choice is created. With competition comes better goods and

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Assignment I Responses
Example Scored Proficient (Pf) (continued)

services at a cheaper cost so capitalism, in fact benefits the people. It also benefits the producers because they will be rewarded for their creativity and hard work. On the contrary, Source 2 believes that a capitalist system should absolutely not be embraced. It leads to disparity and economic inequality, only the top wealthy few benefit from this, not everyone. Similarly, Source 3 would agree that unregulated capitalism should not be embraced, it will only result in the exploitation of workers by the wealthy. They will continue to give profit a greater importance which means the lower classes will face the negative consequence while the select few enjoy the benefits. Supporters of Source 3 and Source 2 would agree with each other as they both have a modern liberal, collective and socialist viewpoint. Both of the sources want a society where there is an equal distribution of wealth. While Source 2 believes this can only be achieved through a planned economy, Source 3 just wants more government intervention to make things more fair. Both Source 2 and 3 would disagree with the perspective reflected in Source 1 as Source 1 only recognizes the advantages of a capitalist economy, not the disadvantages. While Source 1 strives for a market economy, Source 2 wants the opposite. Source 1 would disagree with Source 2 because Source 2 believes in equality of outcome which Source 1 would think is unfair while Source 2 and 3 would believe equality of opportunity does not exist.

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 recognizes that the perspective inherent in Source I “leans heavily to the right on the economic spectrum” (p. 1). While seemingly pedestrian, this interpretation is supported by logical references to principles associated with capitalism and its underlying links to classical liberalism, such as consumer sovereignty and competition in the marketplace. The writer tackles the various facets of the source and their accompanying principles, demonstrating an adept and sound understanding.</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 logically recognizes that the perspective in the source values “more modern liberal ideas and socialism” (p. 2) because of the inherent pitfalls of capitalism, including the wealth gap that is created, and its monopolistic tendencies. Furthering that understanding is an adept recognition of the fallacies associated with the equality of opportunity purportedly provided in a capitalist system, noting that all people do not enjoy these advantages equally due to socio-economic factors such as education and affluence.</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 demonstrates a sound understanding of the perspective in the source by noting that the sign shows flaws of capitalism, and that the purpose of the protest serves to act “as a plea for help from the government” (p. 3) in order to “regulate businesses to create a more fair distribution of wealth in society” (p. 3).</p> <p>The writer then specifically asserts that the protesters are calling on government to provide an economic climate with regulated businesses, price controls, and a more equitable distribution of wealth in order to mitigate flaws inherent in capitalism.</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 shows a capable understanding of a relationship among all three sources by asking whether capitalism should be embraced, and to what degree it is positive or negative for the citizens of a country. The writer then purposefully discusses the subtle difference between Source II and Source III in terms of the degree of government intervention to create a more equitable society.</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>The vocabulary is appropriate and specific; for example: “equality of opportunity” (p. 1), “equality of outcome” (p. 2), and “private sector” (p. 3).</p> <p>The writer demonstrates controlled and effective sentence structure; for example: “An economy where businesses are regulated, prices are controlled and there is an equal distribution of wealth are the aims of the protestors in the picture” (p. 3).</p> <p>The writing demonstrates capable control of mechanics and grammar and is purposefully organized.</p>	<p>Pf</p>

Examples of Students' Writing with Rationales—Excellent

Social Studies 30–1, January 2020
Assignment I Responses
Example Scored Excellent (E)

The first source is in strong support of classical liberalism. A classically liberal society is one where the people attempt to achieve freedom as a result of distancing themselves from government control. The source encourages a capitalism based economy, where the market and the people are not subject to strict regulations, based on the belief that any issues that may arise will correct themselves over time. In a system such as this, economic freedom is valued above all else, and the government refrains from intervention. The author of the source advocates for a system that reinforces “equality of opportunity”, where they would argue that because choice is an inherent aspect of true freedom, a society can be considered successful when every person has an equal chance to achieve their goals or prosperity. Whether or not that individual achieves those goals in the end is not of concern to the author, because they would argue that the individual had a fair opportunity for success and was able to make a choice about the outcome of their life. The author discusses the rule of law, which states that every member of a society is subject to the same laws, rights, and responsibilities. The author argues that because this equality that is imbued into every member of society it will serve to maintain the freedom of all members, as one’s freedoms cannot legally be impinged on by another. The author also attributes societal growth entirely to the existence of an individualistic mindset within the society. When a society is based upon a profit motive, where one can work hard and improve society while gaining an increase in capital, innovation is one of the key values that is reinforced. The author is stating that innovation is required to in order for a society to flourish, and that innovation cannot exist without capitalism. The author of the source would be a staunch supporter of the ‘harm principle’, which argues that man should be free to express their freedoms as they choose to, so long as they do not encroach on the freedoms of any others in the society. The author states the

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Assignment I Responses
Example Scored Excellent (E) (continued)

natural human spirit is tied together with the ability to innovate and make free choices, and argues that this is only possible when there is as much economic freedom as possible in a society.

The second source is a proponent of modern liberalism, which attempts to achieve freedom through the existence of government. The author argues that a capitalism based system brings along numerous issues that are permanently intertwined within it, and so they would support a complete overhaul of a classically liberal society. The author would raise issue with the existence of poverty and wealth disparity, and would argue that these problems cannot be solved within a capitalist society. As such, the author states that society must be reorganized in order to achieve true freedom. For a society to be truly free, the author would argue that the government has the responsibility to intervene in the economy, in order to establish a social safety net. The social safety net would be a series of policies and programs, such as welfare, that help those in need in a society. In a purely capitalist society, those in need of financial assistance would be left behind to fend for themselves. In a society where people are left behind by the economy, it would only encourage the social class who holds the most financial power to take advantage of the lower classes who are unable to meet their needs. This social safety net is one aspect of ‘equality of outcome’, which is a principle that the author of the source would strongly support. Regardless of where an individual starts in a society, and regardless of the resources or opportunities available to them, the author would believe that the government must step in to ensure that the said individual will have all of their needs met, therefore allowing them to flourish economically. The author encourages economic planning, therefore increasing economic security, as the proper way to run an economy. The author would say that the existence of private enterprise and intense competition only serves to increase the instability of an economy, and that

Social Studies 30–1, January 2020
Assignment I Responses
Example Scored Excellent (E) (continued)

government regulations on business and financial institutions would be required to keep an economy stable, through the maintenance of inflation and unemployment rates. Despite the author's strong support of economic collectivism and socialism, they still are in strong support of political freedom. They argue that a true, genuine democracy can only exist alongside a society with economic equality. The author would raise issue with lobbyists and lobby groups in a capitalistic society, and would argue that due to their monetary influence on the decision making process in the government, those societies cannot be rightly called democratic, or free.

The third source is in support of modern liberalism, and is harshly critical of the neo-conservative policies that have been implemented over the last decades. Neo-conservative policies are a return to the classical liberal policies of the past, which encourage freedom apart from the government. The neo-conservative policies encourage the government to step away from the economy, and the deregulation of the market and financial institutions. These policies were implemented in an attempt to stimulate the economy and reduce the growing debts, however the author is criticizing how they have worked in practice. The author would state that the intense motivation that has been placed on individual profit and success has had a profound effect on the wellbeing of the public. The sign states that the 'people' as a group, should be regarded with higher importance than the businesses or individuals in a society, which is indicative of the authors collectivism based mindset. The author of the source would argue for more economic security in the society, as they would say that the freedoms granted by the government for the banks and businesses has resulted in a drastic downturn in quality of life for the general public. The author believes that the government must take it upon themselves to reintroduce themselves into the economy, and introduce regulations on corporations for the good of the public. They would state that freedom of the corporations, and those with profit-driven

Social Studies 30–1, January 2020
Assignment I Responses
Example Scored Excellent (E) (continued)

interests, does not equal to freedom of the society, and would argue that a fully capitalist society where the emphasis is based on the individual's sole success cannot be a modern liberal society, because freedom, a core value of liberalism, is not available to those who require it.

When considered together, all three sources can be considered an attempt to answer the question: to what extent should governments encourage either collectivism or individualism in an economy? The first source says that it is a government's responsibility to encourage individualism, and states that this is the only way for a society to be successful. The author of the source believes that it is the government's job to ensure and maintain freedom through laws and policies, and that the government must ensure that they do not interfere in the economy, as it is human nature to desire innovation and growth. They believe that the government is not required for success other than for the implementation and enforcement of laws that protect the individual freedoms. The author of the second source would argue that the government must strive to develop economic collectivism in an extreme sense. They believe that a capitalist society is naturally corrupt and that it is the government's responsibility to remove the injustices of society that come along with distinct classes and economic disparity. They believe that an economy can only experience success through intensive economic planning, and that political freedom will stem from this as well. The author of the third source believes that it is the government's job to limit the extent of the individualistic mindsets in society, because when it becomes too unregulated and unchecked, the general public will suffer. They are not calling for complete collectivism but believe that the government must take it upon themselves to maintain a balance and make sure the individual policies do not go too far. The first and second source take opposite ends of the spectrum, where the first source says that individualism leads to true freedom, and the second source says that collectivism and equality leads to true freedom. Despite their

Social Studies 30–1, January 2020
Assignment I Responses
Example Scored Excellent (E) (continued)

differing approaches to the issue, they both have the same goal, which is to encourage liberal values in a society. The first and third source would disagree on the amount of individualism that should be encouraged, where the first source calls for complete individualism because it will result in the greatest amount of success for the society, while the third source is calling for a government imposed limit on individualism based policies because they are resulting in undue hardships for the people. The second and third source both present a more collectivism based perspective, however the first source is calling for a complete overhaul of society and absolute government-mandated equality. The third source is merely calling for more government intervention in the economy to ensure fairness, and does not indicate that they would like to morph society into something new. Both the second and third sources can be considered resultant effects of what could possibly happen should the society presented in source one be encouraged, and socialist policies are often a reaction to strongly capitalist economies. Despite all these differences, all three sources are in the pursuit of freedom through various forms and various means.

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 insightfully explores how classical liberal principles promote individualism, choice, and opportunity.</p> <p>The writer’s understanding that the “natural human spirit is tied together with the ability to innovate and make free choices” (p. 2) demonstrates a perceptive link to liberalism.</p> <p>The writer’s discussion of the harm principle further demonstrates a sophisticated interpretation of classical liberalism.</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>An insightful understanding of the source’s connection between economic and political power is presented when the writer states that “a true, genuine democracy can only exist alongside a society with economic equality” (p. 3).</p> <p>The writer demonstrates a perceptive understanding that modern liberalism “attempts to achieve freedom through the existences of government” (p. 2).</p> <p>The explanation of the concept of equality of outcome and its relationship to the source demonstrates a sophisticated understanding of modern liberalism.</p>	<p>E</p>

SCORING CRITERIA	RATIONALE	SCORE
<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’s explanation that the source is “harshly critical of the neo-conservative policies that have been implemented over the last decades” (p. 3) demonstrates a sophisticated interpretation.</p> <p>The writer insightfully states “The author believes that the government must take it upon themselves to reintroduce themselves into the economy, and introduce regulations on corporations for the good of the public” (p. 4).</p> <p>The writer demonstrates a perceptive understanding of the links to liberalism; for example: “that a fully capitalist society where the emphasis is based on the individual’s sole success cannot be a modern liberal society, because freedom, a core value of liberalism, is not available to those who require it” (p. 4).</p>	<p>E</p>
<p>Relationships</p> <ul style="list-style-type: none"> • The explanation of relationship(s) is perceptive and thorough. 	<p>The writer provides a thorough explanation of how each source links to the theme of “collectivism or individualism” (p. 4) incorporating a perceptive understanding that while the second source is calling for a “complete overhaul of society” (p. 5), the third source is “merely calling for more government intervention in the economy to ensure fairness” (p. 5).</p> <p>The discussion that “all three sources are in the pursuit of freedom through various forms” (p. 5) is perceptively developed.</p>	<p>E</p>

SCORING CRITERIA	RATIONALE	SCORE
<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 writer uses precise and deliberately chosen vocabulary, such as “imbued” (p. 1), “staunch” (p. 1), “encroach” (p. 1), “profound” (p. 3), and “disparity” (p. 4).</p> <p>The writer demonstrates controlled and sophisticated sentence structure; for example: “The author of the source advocates for a system that reinforces ‘equality of opportunity’, where they would argue that because choice is an inherent aspect of true freedom, a society can be considered successful when every person has an equal chance to achieve their goals or prosperity” (p. 1).</p> <p>Considering the length and complexity of the response, the limited number of errors demonstrates skillful control of mechanics and grammar.</p>	<p>E</p>

Social Studies 30–1 January 2020

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

The strength of a country is best achieved through its citizens. A country dominated by a powerful leadership is destined for failure.

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 2020
Assignment II Responses
Example Scored Satisfactory (S)

Throughout history, there have been many different types of leaders. Some were strong, and some were weak. A few leaders have created amazing societies, and their values are still being used and expressed to this day. Other leaders have failed at creating the perfect society, and in modern times, we learn about their mistakes so we don't repeat them. In this source, the author states that "The strength of our country is best achieved through its citizens. A country dominated by a powerful leadership is destined for failure". The author is expressing a Socialist viewpoint, as well as Liberal values. They are explaining that the citizens truly are the heart of the country. The author knows that if the citizens aren't happy and properly thriving, the entire country will crumble. The leader is there to make executive decisions that will benefit the society as a whole, not just the leader himself. If the leader completely takes over and abuses their power, the country will fail in becoming a strong superpower. Some people may agree with the author of this source. These people believe that the power of a country stems from the citizens, and the only way for a country to become great, is if the citizens are thriving. Others may completely disagree with the opinions expressed by the author. These people may believe that the leader is the face of a country, they are the ultimate ruler, and the country can only succeed strictly under a strong leader's rule. Both views can be expressed, but, the author is completely correct in saying that the strength of the country is achieved through its citizens, and that a country dominated by a powerful leader is destined for failure. This is because the citizens are the base of a country. The country as a whole cannot do well in socially advancing if there is a strong leader using old, traditional techniques to control their citizens. Also, the country cannot survive if the leader is making choices that may start disputes, or even wars within the country, or with other countries. Lastly, a country, or community, cannot thrive if the leader is oppressing its citizens, and not providing rights that they want or need.

First of all, a country is unable to be a great superpower if the leader is using old techniques to control its citizens. Using these old techniques holds back the society to advance socially, economically, and politically. A case study that exemplifies this statement is the leader Kim Jong Un, the current leader of North Korea. Kim Jong Un is a strong leader, who has complete control over his citizens. He rules the exact same way that his father, Kim Jong Il, ruled before him. Yes, they both have provided strong leadership, but this has held the entire country back from advancing to the point that most other countries have. Kim Jong Un uses old tactics, traditional tactics to rule over his people. He has entirely brainwashed his citizens into believing that he is the one divine leader. The lack of individual personalities within the North Korean citizens has led them to act as if the entire nation is one person. They have not become strong

enough to fight for themselves and what they could possibly believe in, because they are only there for their leader and what he says or believes in. As a result of his complete control, the country lacks a truly strong military, and the ability to advance to a more modern form of politics, economics, or socialism.

Secondly, a country cannot thrive if the leader is making decisions that causes disputes within the country, or even wars with other countries. Adolf Hitler is a prime example of a leader who abused his power, and caused both disputes and wars. First of all, Hitler discriminated against an entire group of people within the German population, solely because of their Jewish religion. The mass genocide he committed in attempt to rid Germany of Jewish people ruined their country. There was no power to the people anymore. Hitler also introduced rules that all citizens, Jewish or not, had to follow. These included rules such as no same sex relationships, and no mixed religion relationships. He stripped his people of all individuality and power, which was one of the first steps to Germany losing power. This time also included disputes between Germany and other countries, such as Britain. A leaders complete control over their citizens can very easily lead to wars with countries who think differently. How is the country as a whole supposed to thrive and survive if the leader is the only face of the country? A country needs to have the will of the people, to work together and make their country great.

Last of all, a country, or community, is unable to do well if their strong leader is oppressing its citizens, and not providing rights the citizens want or need. The FLQ Crisis in Quebec can be used as an example for this. The citizens of Quebec were not receiving rights that they have been wanting and needing for years. They requested separatism, individualism. Their provincial government would not provide them with that, and eventually, the citizens found the strength to get themselves out of underneath the rule, and attack the leaders who were oppressing them. Violence may not always be the answer, but Quebec has been strongly thriving ever since they received the rights they needed so badly. Another prime example of this would be cases of enemy aliens and Japanese internment during WW2. Enemy aliens are people whose ethnicity belonged to a country that was at war with the country they lived in. Like Japanese Americans living in the United States during WW2, after the bombing of Pearl Harbour. Yes, American citizens were extremely strong, and the country was/is a great superpower, but the society was in pieces. If the government/citizens didn't oppress the Japanese Americans to the point where they were thrown into internment camps, the country could have been way stronger, and possibly way more advanced than it is now. Focussing on punishing those who are not truly guilty, brings a country backwards, and weakens the society as a whole.

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Assignment II Responses
Example Scored Satisfactory (S) (continued)

Overall, there have been many events throughout history that can prove that a country's true power is achieved through its citizens. They all exemplify how a country dominated by powerful leadership is always destined for failure in one shape or form, big or small. If a strong leader is using old techniques to control their people, the country will lose its ability to properly advance in many ways, such as economically, politically, socially, etc.. If a leader is expressing and forcing a controversial standpoint onto its citizens, there is a large chance they will create disputes and wars. This will overall lead to the country crumbling and falling until they completely fail. Once a leader convinces its citizens to oppress others based off of small details like religion or race, the collective community is gone, weakening the strength of the citizens. There is no way that a country is able to be a superpower if they are being controlled, oppressed, and forced into war because of a single, selfish ultimate leader.

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 demonstrates a general understanding of the ideological perspective of the source by stating that “The author knows that if the citizens aren’t happy and properly thriving, the entire country will crumble” (p. 1).</p> <p>The writer’s identification of those who would agree and disagree with the perspective of the source demonstrates a conventional and straightforward analysis. Although the opening paragraph is of noticeable length, it contains a generalized introduction, analysis of the source, and aspects of argumentation.</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 of embracing the source is generally supported by appropriately chosen arguments.</p> <p>The argument that “the strength of the country is achieved through its citizens, and that a country dominated by a powerful leader is destined for failure” (p. 1) demonstrates an adequate understanding of the assignment.</p> <p>Argumentation is straightforward, as demonstrated by the statement that “a country cannot thrive if the leader is making decisions that causes disputes within the country” (p. 2). The relationship between the position taken and argumentation is generally developed as the writer maintains that “a countries true power is achieved through its citizens” (p. 3).</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 use of evidence is conventional and straightforward. The explanation of Germany not thriving under Hitler is generalized.</p> <p>A basic discussion of authoritarianism in North Korea, along with the difficulty of upholding human rights during a crisis in Canada and the United States, 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>Vocabulary is conventional and straightforward; for example: “one divine leader” (p.1), “internment camps” (p. 2), and “oppressed” (p. 3).</p> <p>The writer's control of syntax and grammar is adequate; for example: “If a leader is expressing and forcing a controversial standpoint onto its citizens, there is a large chance they will create disputes and wars” (p. 3).</p> <p>The communication is generally clear but there are occasional lapses in control; for example: “They requested separatism, individualism” (p. 2).</p>	<p>S</p>

Examples of Students' Writing with Rationales—Proficient

Social Studies 30–1, January 2020
Assignment II Responses
Example Scored Proficient (Pf)

Every country around the world has a leader different from the next. There are leaders placed on the right side of the political spectrum in which their ideologies revolve around the belief of individualism, while there are also leaders placed on the left side on the spectrum who believe in the ideology of collectivism. Those who are placed around the centre of the spectrum tend to have a blended ideology and worldview. The source states that rather than a country falling under the rule of powerful leadership, the citizens must be the strength of the country. This strength of the citizens is seen through their control in the decision making processes such as the right to vote in elections. In a liberal democracy citizens are granted civil liberties; in Canada these rights are entrenched in the nation's constitution through the Canadian Charter of Rights and Freedoms. In contrast to the strength of citizens the source mentions that some countries are dominated by a "powerful leadership" rather than its citizens. These instances of powerful leadership are often seen as an authoritarian regime. These leaders are desperate to be in control and will do anything to stay in control of the citizens of their country. Totalitarian leaders will use techniques of indoctrination in order to get people to follow them, to the point of brainwashing to have the people believe in certain ideologies that match their leader's. These types of leaders will also use secret police to instil fear in their people limiting any opposition to their rule. In these states the people have no say and are often subject to mistreatment and a poor quality of life.

The source displays liberalism as a complex issue. While the source holds the position that in a state with a powerful authoritarian leader there will be ultimate failure within the state

Social Studies 30–1, January 2020
Assignment II Responses
Example Scored Proficient (Pf) (continued)

due to the leader's need for control, others may believe that there must only be a small party of powerful people to lead a country as they have the belief that people need to be given specific direction in their roles in the state and, essentially, be controlled. The perspective presented in the source must be fully embraced due to the ideas that authoritarianism very often results in many internal conflicts and safety concerns for citizens, while citizen participation in a country results in government accountability, but the acts of illiberalism sometimes present in democratic states through the withholding of rights can result in mistrust towards the government.

There have been many situations in history that have shown the consequences of an authoritarian regime. This kind of leadership in a state often results in failure of the leader but not before physical as well as emotional trauma for the citizens. An example of this would be the Holodomor and Stalin's totalitarian leadership. Not only was the Holodomor a genocide of Ukrainian people, it was a conscious effort to starve these people in order for Stalin to keep his control. Ultimately it was an attempt to eliminate a perceived threat and keep his power over his people. Another example of failed authoritarian leadership is Hitler's Nazi Germany and the event of the Holocaust. Hitler rose to power after WWI when Germany was in need of hope in the midst of being blamed for the cause of the war. He was able to gain support from the Germans by using the Jewish people as scapegoats for the citizens to blame instead of themselves. He took away the rights and freedoms of the Jewish people living in Germany, severely mistreating and dehumanizing them. Sending these people off to internment camps, millions of Jewish people were executed. During the Holocaust, Hitler used the techniques of indoctrination and secret police to alter people's beliefs to fit his as well as scare people against opposing him. In both the Holodomor and the Holocaust millions of people were affected. They

Social Studies 30–1, January 2020
Assignment II Responses
Example Scored Proficient (Pf) (continued)

were put in danger and not protected from their country's internal conflict as their leaders were so caught up in attempting to maintain their control rather than keeping their citizens protected.

In contrast to totalitarianism there are many countries in the world that are liberal democracies. In a liberal democracy the citizens are the strength of the country by participating in decision making and having a say in the government's actions through universal suffrage and regular elections. The government runs through a representative democracy where those in power are voted in by the citizens. This keeps the government accountable to the citizens and prevents one person, or an elite few, from gaining too much power. When the citizens are in charge of their decisions they have protected rights, one of the many differences between dictatorships and democracies. Governments in a liberal democracy have constitutions put in place to protect civil liberties. In Canada, the Canadian Charter of Rights and Freedoms is entrenched in the constitution to ensure the protection of all rights and freedoms of citizens. Without seven provinces making up fifty percent of the population the constitution can not be altered. This keeps the people of the country working together to keep everyone safe and prosperous. Not only is the government accountable to the citizens, but it also works to keep itself accountable. Governments that have more than one branch have the ability to separate the powers of authority within the system. This works to keep the balance of internal affairs. An example of this is the checks and balances system that the government system in the United States of America has in place.

The problem with liberal democracies comes when acts of illiberalism take place. In a democratic state people expect to have their rights protected, but there are certain times when a government is able to withhold the rights of the citizens. This is often done in times of crisis

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Assignment II Responses
Example Scored Proficient (Pf) (continued)

when the government feels the need to control a situation by taking extreme measures. The difference in when a state with a dictator takes these measures is that there are no rights in the first place to take away, so in a democratic state people do not agree that this is the right thing to do seeing as they are used to having their rights and freedoms protected. In Canada the War Measures Act, now known as the Emergency Measures Act, has been used on some occasions for the government to seize control of a dangerous situation. An example of the War Measures Act being used is during the October Crisis where members of the FLQ kidnapped politicians in order to get attention for their cause. The use of the War Measures Act suspended certain rights, such as the right to a fair trial, and allowed the Canadian government to arrest people from the FLQ organization without trial, sometimes based on suspicion alone. Another example of the War Measures Act being enacted was during the Japanese Internment at a time where Canadians were weary of the Japanese people. The Canadian government decided to intern Japanese-Canadians, moving the people inland in British Columbia. The citizens had their possessions and homes taken away from them and were interned in camps, with some deported. These actions were in direct violation of the right to live and move freely within Canada, but the Canadian government used the excuse that it was all to protect the Japanese-Canadians. In a democratic state the government must follow the idea that the country's strength is with its citizens or mistrust forms toward the government.

The perspective that a country's strength is achieved through its citizens rather than because of domination by a powerful leader should be embraced due to the idea that an authoritarian government will end in internal conflicts while a nation based around its citizens

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Assignment II Responses
Example Scored Proficient (Pf) (continued)

lends itself to the opportunity of government accountability, but at the risk of aspects of illiberalism. A government must be willing to lead through its citizens in order to succeed.

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 acknowledges the contrast between the right to vote and the techniques of indoctrination as a justification for the source’s ideological perspective.</p> <p>The writer’s juxtaposition of individualism and collectivism indicates a sound understanding that “The source displays liberalism as a complex issue” (p. 1) throughout the source. The student adeptly compares the civil liberties connected to the Canadian Charter of Rights and Freedoms with the restrictions of authoritarianism.</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 logically identifies the hazards inherent in an authoritarian system as creating the potential for internal unrest and insecurity. Although the writer fully accepts the perspective of the source, they purposefully acknowledge the potential for “mistrust towards the government” (p. 2) should “acts of illiberalism” (p. 2) occur.</p> <p>The writer consistently argues that rights and freedoms need to be upheld by recognizing that the failure to do so can endanger citizens, incite internal conflict, and provoke citizen unrest.</p> <p>The writer demonstrates a clear relationship between the argument and the source by linking government accountability to the stability of the state.</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 writer purposefully compares the leadership techniques of Stalin and Hitler to highlight the impact on citizens when a leader attempts to maintain control.</p> <p>The discussion of the role of the citizen in a liberal democracy is capably developed through the exploration of representative democracy as foundational to government accountability.</p> <p>The writer demonstrates a solid understanding of the War Measures Act and its illiberal use in both the October Crisis and the internment of Japanese Canadians.</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 writer purposefully organizes the response using a clear and consistent format.</p> <p>The writer demonstrates capable control of mechanics; for example: “This keeps the government accountable to the citizens and prevents one person, or an elite few, from gaining too much power” (p. 3).</p> <p>Vocabulary is appropriate and specific; for example: “indoctrination” (p. 1), “dehumanizing” (p. 2), “universal suffrage” (p. 3), and “interned” (p. 4).</p>	<p>Pf</p>

Examples of Students' Writing with Rationales—Excellent

Social Studies 30–1, January 2020
Assignment II Responses
Example Scored Excellent (E)

"The strength of a country is best achieved through its citizens. A country dominated by a powerful leadership is destined for failure."

The source suggests that in order to achieve success, emphasis must be placed on the citizens of a country, rather than the leadership in place. By using the words "strength," this represents the idea of both political and economic success: things which serve to help a country together. This also shows that the source advocates for a more democratic government rather than something resembling a dictatorship, as exemplified through the use of "powerful leadership is destined for failure." This line also implies that under leadership with no citizen involvement, countries are bound to fail at some point, democratically or otherwise. The source then, also quantifies the importance placed on the rights and freedoms of the individual rather than a controlled government force dictating how individuals should think and act. An individual whose ideas might have inspired this way of thinking is John Locke, who argued that in order for success, those who lead have to "govern at the consent of the governed." This supports the involvement of individuals in the decision-making process, on the basis of accountability and input, rather than central planning and a lack of individual freedom under a totalitarian dictatorship. Critics of the source would argue that strong leadership is beneficial for a country due to heightened security based upon ideas of conformity, and the idea that citizens may sometimes abuse their freedoms otherwise. Advocates of the source would argue that citizens are needed to hold the government accountable, spur sociopolitical and economic change, and ensure that a level of efficiency and growth is attained. Taken

together, it becomes clear that rights and opinions of citizens are necessary, but powerful leadership may be required in certain situations if the interest of citizens are kept in mind.

Arguably, "powerful leadership" is integral in ensuring that a country does not experience major internal violence due to citizen dissent and provides economic equality and stability. It is also necessary to combat the downfalls of citizen involvement. Firstly, if citizens are left to their own devices and allowed multiple rights and freedoms, certain individuals abuse this if there is limited government control. Sirhan Sirhan, the man who assassinated Senator Robert Kennedy during his Presidential campaign, exemplifies this idea. He was upset with the Senator's support towards Israel after the Six-Day War, and therefore decided to publicly display his dissent in a violent manner. Dictatorships such as North Korea are not born witness to such blatant displays of civil disobedience, as rights and freedoms of citizens are limited, and indoctrination allows for a collective national idea to take form. The government is so strong that citizens are unlikely to go against it. Alternatively, in Canada, which has many rights and freedoms, President Pierre Trudeau needed to crack down on citizens by temporarily removing their civil liberties during the FLQ crisis, during which two politicians-James Cross and Pierre Laporte-were kidnapped by the Front de Liberation. In this situation, his use of executive action through the War Measures Act helped prevent Quebec separatist movement and bring back unity. Actions such as these help to prevent internal dissidence and outright displays of violent dissent, which only serve to weaken a country's unity. Secondly, a large amount of economic control is essential in curbing the monopolistic and inequitable actions caused by citizen involvement in a free market. President Theodore Roosevelt and Congress passed the Sherman Antitrust Act of 1890, which prevented the formations

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Assignment II Responses
Example Scored Excellent (E) (continued)

of monopolies and outlawed unfair practices such as price-fixing and limited the actions of "robber barons." Economic actions taken, which undermined actions by citizens, allowed for a higher amount of equity and an assurance that individuals would not be able to abuse their economic liberty. Due to these reasons, it can be argued that countries dominated by "powerful leadership" are necessary to ensure unity and strength within, and to ensure that the country experiences economic equality and does not have large amounts of economic disparity.

Conversely, citizen involvement is necessary to enact positive change within a country and to hold governments accountable for their actions. Civil Rights movements in the United States of America are key indicators of how ~~citizens'~~ ^{citizens'} voices help shape society. Events such as the March on Washington and the Little Rock 9 in Arkansas were integral in the development of the Civil Rights Act of 1964. The Little Rock 9 was a group of African American students who were testing out the effects of the Brown v. Board ruling, which found it unconstitutional to have segregated schools. Although they faced backlash, they began the integration of African American students into previously all-White schools and helped further the Civil Rights movement peacefully in order to enact government-based change. Government officials such as President John F. Kennedy at the time, were influenced by the actions of citizens such as Martin Luther King Jr., and all dissent-based actions culminated in the passing of the Act following JFK's assassination. This promoted an increased sense of unity in a previously divided country, and led to more diversity and a wider acceptance based on race. Additionally, democratic processes that include citizens, such as the use of representation by

Social Studies 30–1, January 2020
Assignment II Responses
Example Scored Excellent (E) (continued)

population and elected representatives, help involve their voices and decrease levels of voter apathy. This allows citizens to have a direct way of helping impart ideas to the government, which can impact decision-making and allow for more success in the long run. Other implementations in place, such as lobby groups, also give citizens a voice and help hold the government accountable by suggesting ideas and advocating for changes and improvements. This ensures that decisions made by the government reflect the citizen's needs, thereby helping eliminate sources of violent dissent and disagreement. Another example of this idea is through journalist Edward R. Murrow, who helped take down Senator Joseph McCarthy for his actions during the Red Scare in America, brought on by the fear of communism during the Cold War. He highlighted the illiberal actions of McCarthy's public trials and sentences, merely based on assumption, and used his right to freedom of speech to help the United States. In this way, involvement of citizens is essential for promoting a democratic system where rights and freedoms are protected and championed for, and where government is held accountable for their actions.

Additionally, citizens are necessary for helping countries experience economic growth, rather than decay, under the leadership of a single leader or oligarchy. For example, the increased amount of individual economic freedom during the Industrial Revolution helped Great Britain experience an "extraordinary leap forward in civilization." (Stephen Gardiner) This heightened level of involvement with citizens in the economy led to large rural to urban influxes of people, and a higher level of efficiency in the workplace. The overall standard of living improved, which helped the country improve its economic strength. Furthermore, under Lenin's practices of war time communism, Russia experienced a drop in economic success. There were food and coal

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Assignment II Responses
Example Scored Excellent (E) (continued)

shortages due to collective principles of economic control-the idea that each person only received as much as they needed- and workers were not motivated, as they were provided with no incentive. The New Economic Plan (NEP), was essential in providing more freedoms to citizens, and by introducing private building incentive, which helped spur economic growth and restore Russia to its pre-war economic state. With the increased amount of citizen involvement in the economy, Russia was able to pull itself out of the wartime slump and become more efficient in order to even keep up with the West. Because of citizen involvement in the economy, rather than central planning under a single leader, countries are able to improve their levels of economic strength and development and avoid imminent economic "failure."

After taking both perspectives into consideration, it can be decided that the best choice of governance for a country is one that involves a democratic form of leadership that can be powerful when needed, but always remains accountable to the citizens. Although countries who have strictly "powerful leadership" are relatively stable internally, dissent by citizens is needed to enact positive change in regard to human rights and the protection of fundamental freedoms. Countries may appear to be strong, but strength can also be defined by the quality of life and standard of living, which is sometimes unattainable under leadership without involvement of citizens. Democracy, then, loses its place, and provides Dictatorship with the opportunity to form, severely oppressing citizens and allowing for no government accountability. "Failure," then, can be determined to be the loss of rights and freedoms. Likewise, although tight control in economic matters in a country can strengthen the economy, the competition and drive

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Assignment II Responses
Example Scored Excellent (E) (continued)

supplied by citizen involvement in a limited free market is essential in fostering economic growth. Leadership in the form of government intervention is needed only to act as a regulatory force and to provide structure; otherwise, under severe control, countries such as Russia, would have collapsed due to lack of economic incentive and growth in industry. Because of both sociopolitical and economic reasons, the true type of leadership that improves the "strength of a country" is one that is centralized, powerful in situations where citizens' need protection, yet always attentive to the voice and rights of the citizens. It is in this balance that modern democracies have found more success than heavily controlled dictatorships, as country development and growth is seen as continually improving due to allowance of citizen involvement.

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>An insightful analysis of the source is presented through the writer’s understanding that “It is in this balance that modern democracies have found more success than heavily controlled dictatorships, as country development and growth is seen as continually improving due to allowance of citizen involvement” (p. 12).</p> <p>The writer’s recognition that a country’s strength is determined by leadership that is “powerful in situations” (p. 12) to protect citizens while being “attentive to the voice and rights of the citizens” (p. 12) is sophisticated.</p> <p>The writer demonstrates a comprehensive understanding that the source’s ideological perspective advocates democratic liberalism.</p>	<p>E</p>

SCORING CRITERIA	RATIONALE	SCORE
<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 "Taken together, it becomes clear that rights and opinions of citizens are necessary, but powerful leadership may be required in certain situations if the interest of citizens are kept in mind" (pp. 7-8) is convincingly supported by judiciously chosen and developed arguments.</p> <p>The consistent argumentation that "Although countries who have strictly 'powerful leadership' are relatively stable internally, dissent by citizens is needed to enact positive change in regard to human rights and the protection of fundamental freedoms" (p. 11) demonstrates an insightful understanding of the assignment.</p> <p>The writer perceptively develops the relationship between position, argumentation, and the ideological perspective presented in the source.</p>	<p>E</p>
<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 has deliberately chosen a breadth of evidence, such as the temporary removal of civil liberties during the October Crisis, antitrust legislation under Roosevelt, the illiberal actions of McCarthy, and economic incentives under Lenin's New Economic Policy.</p> <p>A comprehensive discussion of the civil rights movement in the United States demonstrates depth, which along with the breadth of evidence reveals an insightful understanding of social studies knowledge and its application to the assignment.</p>	<p>E</p>

SCORING CRITERIA	RATIONALE	SCORE
<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 fluent and skillfully structured; for example: “Advocates of the source would argue that citizens are needed to hold the government accountable, spur sociopolitical and economic change, and ensure that a level of efficiency and growth is attained” (p. 7).</p> <p>Control of syntax, mechanics, and grammar is sophisticated; for example: “Economic actions taken, which undermined actions by citizens, allowed for a higher amount of equity and an assurance that individuals would not be able to abuse their economic liberty” (p. 9).</p> <p>Vocabulary is precise and deliberately chosen; for example: “blatant displays of civil disobedience” (p. 8), “dissent-based actions culminated” (p. 9), and “urban influxes of people” (p. 10).</p>	<p style="text-align: center;">E</p>