

**Examples of the
Standards for
Students' Writing**

**Social
Studies 30-1**

From the January 2017 Diploma Examination

Alberta  Government

This document was written primarily for:

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

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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 2017 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 2017 marking session; the example responses will also serve as anchors in the selection of the June 2017 marking session example responses. 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 2017 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 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 2017 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 2017.

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 more time and access to appropriate resources, students would be expected to produce papers of considerably improved quality, particularly in the dimension of Communication.

*Social Studies 30–1 January 2017
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



Social Studies 30–1 January 2017
Written-Response Assignment I

ASSIGNMENT I:
Source Interpretation

Value: 20% of the total examination mark
Suggested time: 60 to 75 minutes

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

Social Studies 30–1, January 2017 Assignment I Responses Example Scored Satisfactory (S)

Assignment # 1

Source one contains a political cartoon of Adolph Hitler Speaking to German citizens about restoring honor and freedom to the German people while standing on a cage of people labeled as different freedoms. The implicit message of this cartoon could be about how Hitler used propaganda, indoctrination, and other suppressing tactics to make him look like a greater leader than he was. While using these tactics the civil rights and fundamental freedoms of many were not being met. The author wants to convey and expose the fact that Hitler and Nazi Germany reject the values of Modern Liberalism and embrace those of a fascist authoritarian government. The link to liberalism shown in this cartoon is that certain liberties one would have in a modern liberal government are being suppressed and rejected to better the elitist leader.

Source two is an excerpt from Prime Minister Pierre Trudeau in 1982 about a future Canada that he wants to see. The implicit meaning behind this speech could be based on the strong sense of nationalism in Canada to share and benefit one another for the common good. Trudeau wants to see a diverse, multicultural, bilingual Canada where there is a responsible government allowing the citizens to work towards their full potential whether it be politically, economically or personally. The speaker, Pierre Trudeau wants to deliver the ideological perspective of a right wing modern liberal where the freedoms of the individual are being met and every individual is welcome. He believes in sharing and mutual support where the citizens of Canada can come together to better each other. Trudeau links to liberalism because of his ideological perspectives on the future of Canada as a whole.

Source three is a photograph of a civil rights protest, specifically African American rights, held in Washington August 28, 1963. The implicit meaning behind the source would have to deal

Social Studies 30–1, January 2017
Assignment I Responses
Example Scored Satisfactory (S) (*continued*)

Assignment # 1

with the movements that were started by Rosa Parks, Muhammed Ali, and other black rights activists at the time. During this time period there were many people protesting for civil liberties, freedoms, suffrage, and employment for African Americans. The photographer wants to display the amount of civil movements taking place in the late 1950's through the 60's and even today there are still movements such as this one. For example the current police brutality in the USA is an ongoing problem for both sides because there is a mix of good respectable people in uniforms doing their duty and then there are undertrained young men and women being given the responsibility of a badge. The link to liberalism in this photograph comes from the freedoms that are being fought for that are taken for granted in today's society.

The sources analyzed above can be connected to each other through the need for civil rights to be present in everyone's lives. Source one is about containment and suppression of civil rights. Source two is about a future Canada that holds more freedoms to benefit the common good. Source three is about the fight for freedoms and rights that should be given to everybody. Sources one, two and three relate on terms that the civil rights at the time were not being met to the fullest extent. Sources one and three relate because of the suppression of rights of a certain group of people at the time. Sources two and three relate because of how somebody is working towards a better future containing the civil rights and freedoms that were missing at the time. The sources all portray a need and a desire for civil rights at the time.

Social Studies 30–1 January 2017
Assignment I

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>After a generalized description of the action in the cartoon, the writer interprets Source I adequately when noting correctly that the Hitler rejects the values of modern liberalism and favours authoritarian rule – namely a fascist regime that suppresses civil rights. The writer connects the cartoon to concepts associated with the principles of liberalism that are being suppressed and rejected in order to further the selfish aims of the dictatorial ruler. In doing so, it is understood that the writer generally comprehends that the rule of law does not exist in the setting with the cartoon as the leader is elitist.</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 displays a satisfactory understanding of Source II when discussing Prime Minister Trudeau’s vision for the future of Canada. The writer demonstrates a generalized understanding of the links to liberalism by describing Trudeau’s vision of Canada that is predicated upon the notion of pluralism and collectivist values, while at the same time encouraging individual freedoms in order to benefit the common good. Moreover, the writer acknowledges that these values are only made possible with the direction of a responsible government that allows citizens to work toward their full potential.</p>	<p>S</p>
<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>Despite the fact that the writer doesn’t overtly mention the word illiberal, a generalized understanding of Source III to describe the American government’s treatment of African Americans during the civil rights era is apparent through references to political movements started by such civil libertarians as Rosa Parks and Muhammed Ali. The writer also references the photographer’s motivation being the supposition that these early protests have led to freedoms that are taken for granted in the United States today.</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 appears to present two distinct relationships, but actually only presents one relationship that is extended in a conventional manner. The writer adequately discusses how each source illustrates “the need for civil rights to be present in everyone’s lives” (p. 2), but that relationship is merely elongated when the writer states that “the civil rights at the time were not being met to the fullest extent.” (p. 2) The writer’s omission of the second source in defense of this second relationship addresses the fact that the connection is not complete. Nevertheless, the writer does present one relationship that is clear but not capably developed.</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 writer’s use of vocabulary is a mixture of fluent and generalized language, for example: “implicit” (p. 1) is an appropriate word to use in the context of the writer’s discussion, but it is repeated in all three source analyses.</p> <p>The sentence structure is generally controlled and straightforward, for example: “During this time period there were many people protesting for civil liberties, freedoms, suffrage, and employment for African Americans.” (p. 2)</p> <p>Despite a few minor mechanical and grammatical errors, the writing demonstrates basic control and is adequately organized through the use of a rather formulaic or pedestrian approach that interprets each source and then references how the source links to the principles of liberalism. Although the response may be deemed to be brief in nature, it was viewed as an example of concise, but adequate writing, relative to length and complexity of the paper.</p>	<p>S</p>

Examples of Students' Writing with Rationales

Social Studies 30–1, January 2017 Assignment I Responses Example Scored Proficient (Pf)

The first source demonstrates the irony of the concept of “freedom” amongst citizens in Nazi Germany. When Germany experienced an intense financial crisis and support for the Nazi party spiked largely, Hitler notoriously blamed Jewish people for the financial crisis amongst other national issues. Throughout his campaign, he undermined the Jewish people along with many other diverse groups of German citizens including communists, homosexuals, and other minorities. The source portrays Hitler claiming to have restored freedom when, in reality, he is standing on top of a prison of groups of people and liberal freedoms that he had locked up as part of his building blocks to a successful dictatorship. While restoring the economy and building up a powerful arsenal, Hitler revoked religious, political, and personal freedoms which contrast greatly to the propaganda that he is announcing in the source. When Hitler talks about restoring freedom, he is largely referring to financial freedom amongst white, blonde, obliging German men. This source relates to liberalism by illustrating Hitler as the poster-boy for fascism, the complete opposite of liberalism in any sense. As a reactionary, fascist dictator, Hitler revoked most freedoms from his citizens while somehow convincing them that he was doing the opposite and, instead, gifting them with greater freedom. As he held rallies to convince his people that he was a good and honest man, he was destroying millions of lives and proving to be one of the most destructive leaders to have ever lived. Hitler is commonly used as an example of a dictator who revoked all freedoms and, consequentially, proves to support the exact opposite of liberalism.

Social Studies 30–1, January 2017
Assignment I Responses
Example Scored Proficient (Pf) (continued)

The second source quotes a Canadian Prime Minister claiming to support freedom amongst Canadian people in a much different sense than Hitler. He can be quoted to support Aboriginal ancestry, diverse Canadian culture, bilingualism, and pluralism. The source supports collectivism, the concept of “what is mine is yours”, and mutual respect and support amongst Canadian citizens no matter the race, religion, gender, or sexuality. The second source shows support for all types of personal freedoms, as the prime minister is promising to uphold these personal freedoms instead of changing and revoking them for new types of freedoms. The source shows support for both positive and negative freedoms such as freedom of expression, press, and religion as well as freedom from things such as police brutality, racial profiling, and discrimination. The source relates to liberalism by showing intense modern liberal traits including support for individual and collective freedoms that include but are not limited to the rule of law, political and financial freedom, freedom of peaceful assembly, and many more. It is progressive and supportive of cultural diversities, sitting on a progressive platform of the political spectrum. The second source demonstrates the literal definition of liberalism and portrays strong progressive views of the liberal party of Canada.

The final source displays a picture from the American civil rights movement for the termination of segregation and granting of equal rights for all people of colour. Many political signs displayed in the photograph are controversial and demand reform to societal structure in America. Signage requires the end to aggressive laws enforced by the American government such as segregation of black and white people in schools and churches as well as public transportation and bathrooms along with the end of police brutality and any voting restriction. The source displays a complete lack of freedom for certain minorities being overlooked by the

Social Studies 30–1, January 2017
Assignment I Responses
Example Scored Proficient (Pf) (continued)

American government although these freedoms are being demanded in massive groups across the country. This source pictures real demands in a fairly progressive society that is the need for the end of the lack of collective and individual freedoms amongst marginalized groups. The fight to end segregation was a massive liberal movement that flooded America and relates to liberalism by displaying the fight against the unethical and unequal dystopia that America was. The movement for equal rights amongst people of colour was one of the most well-known liberal progressions in modern society as people know it. It is a historical figure for political and social reform and arguably shaped liberalism as well as the definition of collective and individual freedoms.

The three sources are connected to one another by the discussion of the definition of freedom. In each political situation, freedom is defined and displayed differently, but all sources discuss what it means to be free. In the first source, Hitler clearly has revoked many types of freedoms but still claims that his people are free and thriving more than ever since he came into power. Looking back and clearly recognizing Nazi Germany as a fascist dictatorship, Hitler's time in power was the exact opposite of liberalism, but he still had his nation convinced that they were the most powerful and free of people. In the second source, the literal definition of liberalism is being displayed and practiced. Trudeau promises freedom to his citizens on all accounts, no strings attached. The source displays all types of positive and negative freedoms granted to Canadian citizens in a liberal society. This contrasts greatly to Nazi Germany in what freedom meant to the people and the leaders. While freedom was revoked in Germany just as it is granted in Canada, both nations believed wholeheartedly that they were free and thriving, though both worlds contrast greatly. Somewhere in between, the third source fits into this spectrum

Social Studies 30–1, January 2017
Assignment I Responses
Example Scored Proficient (Pf) *(continued)*

where America in 1963 and before is free in terms of press and expression, but not equal amongst all groups of people. The difference between this marginalized group and Germany's marginalized groups is that one had the freedom to express discontent and protest for reform. The third source shows lack of equality and freedom but is contrasted by the ability to instigate a massive liberal movement that was the civil rights movement. In conclusion, though all sources do not display liberalism and freedom in the same sense, they are all related to such concepts. All three sources experience the discussion of freedom, whether it be in regards to complete individual and collective freedom or total lack thereof.

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Social Studies 30–1 January 2017
Assignment I

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 interpretation is specific and recognizes that when Hitler revoked “most of the freedoms of his citizens” (p. 1) he was rejecting liberalism. The writer’s discussion of the irony in how Hitler restricted freedoms but was able to convince the masses through the use of propaganda that he was restoring freedoms, demonstrates an sound understanding of how this source opposes liberalism. The writer also adeptly notes how the people whose rights he and his political party have trampled on literally and figuratively, provide a platform for a successful dictatorship.</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 is logical is interpreting that Trudeau’s intention to protect individual rights and freedoms while promoting mutual support and sharing relate to modern liberalism, for example: “It is progressive and supportive of cultural diversities, sitting on a progressive platform of the political spectrum.” (p. 2) The second source demonstrates the literal definition of liberalism as Trudeau shows no equivocation of who would be eligible to receive these rights with no conditions.</p> <p>The identification that the government will not arbitrarily take action that could change or revoke existing individual rights and freedoms is adept.</p>	<p>Pf</p>
<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 adept awareness of the illiberal nature of American society is demonstrated by referring to the country as a dystopia where marginalized groups were denied their individual and collective freedoms. Additionally, the writer’s contentions that the event shown in the picture shaped liberalism in the American context, is specific.</p> <p>The writer demonstrates a sound understanding of links to liberalism that in a progressive society, the needs of the marginalized groups would be affirmed.</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’s discussion that the common relationship among the sources is the concept of freedom is capable and purposeful. The writer clearly relates each of the sources to the common theme of freedom and that liberalism reflects both collective and individual freedoms in theory and practice.</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: “revoked all freedoms” (p. 1), “cultural diversities” (p. 2), and “instigate” (p. 4).</p> <p>Sentence structure is controlled and effective, for example: “The fight to end segregation was a massive liberal movement that flooded America and relates to liberalism by displaying the fight against the unethical and unequal dystopia that America was.” (p. 3)</p>	<p>Pf</p>

Examples of Students' Writing with Rationales

Social Studies 30–1, January 2017 Assignment I Responses Example Score Excellent (E)

A Matter of Perspective

Source 1 is a political cartoon illustrating Hitler's rule in Nazi Germany, in 1936. In the image, Adolf Hitler stands proudly in front of the German people saying, "In the past three years I have restored honour and freedom to the German people!" Below the ground on which he stands, various sectors of society representing political, economic and social freedoms are physically imprisoned. The text creator is attempting to point out the irony in which Hitler appears to have expanded liberal principles of human freedom, when in reality has only furthered inequality and social destruction. The source perspective is attempting to portray the paradox of the demolition of freedom and equality that come along with strong authoritarian ruling. The perspective of the source is likely one of a modern liberalist, as it critiques the inequality present under Hitler's rule. The political dissidents and religious, ethnic and racial prisoners imprisoned below Hitler's feet represent those not belonging to the pure and elite "Aryan Race". During and preceding World War II, Hitler attempted to revolutionize Germany by removing all supposedly impure individuals from society, including Jews, homosexuals, the disabled and many more, in hopes of establishing a master empire to last thousands of years. These goals strongly oppose liberalist fundamentals of freedom and dignity of the individual and instead promote totalitarian and authoritarian control. The perspective of the source would likely oppose that of Thomas Hobbes, in which liberal rights, freedoms and individualism must be sacrificed to obtain strong leadership and supposed security. By Hitler's false representation of his achievements of equality, the source furthermore explains the use of propaganda and indoctrination, which can be used to undermine the

Social Studies 30–1, January 2017
Assignment I Responses
Example Score Excellent (E) (*continued*)

will of the people in a liberal democracy. Taken together, the abuse of human rights, as well as the apparent misrepresentation of the will of the people shown in the image highlight the text creator's opinion that in order to have social and political freedom, all factions of society must be equally respected and valued.

Source 2 is a quote by former Prime Minister Pierre Trudeau, in 1982. The source indicates that through mutual respect, acceptance and sharing, Canada can be guided to a future of social, political and economic success. The context of the source is likely surrounding the newly approved legislation created by Pierre Trudeau called the Canadian Charter of Rights and Freedoms. This legislation both entrenched Canadian human rights, as well as promoted collective rights for founding nations of Canada, such as First Nations and Francophones. Trudeau's perspective is one closely linked to modern liberalism, as he promotes collective values of diversity and multiculturalism while maintaining individual freedoms and human dignity. Modern liberalism developed as a response to the great inequalities of classical liberalism, such as the abuse of workers and the political inequality of minorities. The source advocates an inclusion into society of those previously marginalized such as "women of aboriginal ancestry" and a renewed focus on social justice in political legislation as opposed to the formations of "barriers" present in many classical liberal. Furthermore, the source continues to say that the role of government must be limited regarding the intrusion of individual rights and freedoms and that an individual must be "Unhindered by the arbitrary actions of governments." This line hints at founding classical liberal principles in which an individual must be free to pursue their self-interest and live how they see fit. Paradoxically, these principles of classical liberalism in which one is free from government regulation often contradict

Social Studies 30–1, January 2017
Assignment I Responses
Example Score Excellent (E) (continued)

modern liberal principles of increase government intrusion on the day to day life on an individual. In reality the source perspective emphasizes a compromise between modern and classical liberalism, in the pursuit of individual liberty, while still maintaining collective responsibility and respect for all people.

The final source is a photo taken in 1963, depicting a march for civil rights in Washington. In the background, signs can be seen displaying messages such as "End Segregation Rules" and "Jobs For All Now!" The civil rights movement, largely spearheaded and accelerated by Dr. Martin Luther King Jr, was a movement of the 1960's, attempting to extend liberal principles of freedom and dignity towards the greater majority of society. The civil liberty activists attempted to break the status quo, in which only certain factions of society, such as white males, had many social, political and economic privileges. The perspective of the source is closely aligned with modern liberalism, as it advocated the extension of liberal principles towards the greater collective. The text creator would support movements such as the extension of collective rights outlined in The Canadian Charter of Rights and Freedoms in source 2 by Pierre Trudeau. The vast masses of protestors in the source highlight the need for change as reflected by the will of the people, and the lack of liberal principles as a guiding force of the 1960's society. An individual in opposition of the source would likely be Adam Smith, or Milton Friedman. These individuals argue that division in society is natural, and provides incentive for individuals to work harder and individually advance their position in society. By incorporating social justice as well as maintaining, freedom and individualistic principles of classical liberalism, modern liberalists argue that an inclusive

Social Studies 30–1, January 2017
Assignment I Responses
Example Score Excellent (E) (*continued*)

and equal society can be developed in which human dignity and liberal progress can be seen.

Collectively, the central issue of concern addressed by all three sources is the extent to which government has and should reflect the collective wellbeing. Source 1, displaying a scene of Hitler's leadership in Nazi Germany, points to the irony sometimes experienced in society in which governments appear to, and claim to, represent freedom of individuals and minorities, but in reality only represent a selected faction of the population. The cartoon discourages authoritarianism, highlighting the danger to the will of the people that such governments can possess. Source 2 is a quote from former Prime Minister Pierre Trudeau, from 1982, in which he describes a pluralistic, collective vision for the future of Canada. This source perspective values modern liberal principles of equality and social justice being extended towards those previously disregarded in society. Source 3 shares a similar modern liberal perspective as source 2, in its depiction of a march for civil rights in Washington, and the world as a whole. To extend civil liberties and political freedoms to the collective can often be a challenge to contemporary liberal societies, as it creates a government vulnerable to criticism and opposition, however all three source perspectives would encourage that to develop a fair and progressive society, liberal principles of equality and freedom, as well as responsible government must be adopted by nations.

Social Studies 30–1 January 2017
Assignment I

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 perceptively understands the irony “in which Hitler appears to have expanded liberal principles of human freedom, when in reality has only furthered inequality and social destruction” (p. 1) which is fundamental to interpreting the source.</p> <p>The writer’s acknowledgement that supporters of Hitler’s views believe that “individualism must be sacrificed to obtain strong leadership” (p. 1) is insightful especially when coupled with their recognition that the source contradicts those views by espousing that “in order to have social and political freedom, all factions of society must be equally respected and valued.” (p. 2)</p>	E
<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 sophisticated understanding of the complexity of modern liberalism presented in this source by acknowledging the paradox in which “one is free from government regulation” (p. 2) while accepting increased “government intrusion on the day to day life of an individual.” (p. 3)</p> <p>The recognition in the opening paragraph of the source that modern liberalism “promotes collective values of diversity and multiculturalism” (p. 2) is a precise link to liberalism.</p>	E
<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 of the 1960’s civil rights movement as “attempting to extend liberal principles or freedom and dignity towards a greater majority of society” (p. 3) and that this “closely aligns with modern liberalism as it advocates the extension of liberal principles” (p. 3) is precise and sophisticated</p>	E

<p>Relationships</p> <ul style="list-style-type: none"> • The explanation of relationship(s) is perceptive and thorough. 	<p>A perceptive understanding of the relationship among the sources is presented when the writer explains “that to develop a fair and progressive society, liberal principles or equality and freedom, as well as responsible government must be adopted by nations.” (p. 4)</p> <p>The writer chooses to focus on one relationship among all of the sources, but develops it in a thorough manner.</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 vocabulary is precise and deliberately chosen, for example: “entrenched” (p. 2), “factions” (p. 3) and “pluralistic”. (p. 4)</p> <p>The writer demonstrates controlled and sophisticated sentence structure, for example: “In reality the source perspective emphasizes a compromise between modern and classical liberalism, in the pursuit of individual liberty, while still maintaining collective responsibility and respect for all people.” (p. 3)</p> <p>Considering the complexity of the writer’s response, the limited number of errors demonstrates a skillful control of mechanics.</p>	<p>E</p>

Social Studies 30–1 January 2017
Written-Response Assignment II

ASSIGNMENT II:
Position Paper

Value: 30% of the total examination mark
Suggested time: 90 to 105 minutes

Analyze the following source and complete the assignment.

Source

Governments have an obligation to provide support to individuals experiencing immediate or ongoing crises. Without this support, these individuals would be denied the opportunity to improve their well-being.

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

Social Studies 30–1, January 2017 Assignment II Responses Example Scored Satisfactory (S)

Assignment Two

The source is written by someone with ideological perspective of a modern liberal. Modern liberals are proponents of a responsible government that listens to the demands of its citizens. The source believes that governments are obligated to support citizens who are experiencing economic crisis and that if the government does not respond by assisting these individuals that the government is actually taking away the individuals rights to well-being. The author of the source believes that in a crisis such as a recession it is the obligation of the government to respond to the demands of the citizens and to provide a safety net in order to prevent individuals from falling into deeper financial crisis. Blair would be a proponent of the source because he rejects both laissez-faire and socialist approaches to economics and instead suggests that the government take elements from both sides to provide the necessary balance needed in an economy. I agree with the source because I believe that it is the obligation of a government to support citizens in a time of crisis and that to deny these citizens support would in fact take away their right to pursue self interest in order to improve their well-being.

After the economic boom of the roaring 20's came the inevitable bust of the dirty 30's. In the great depression citizens who had formerly wanted the government to keep its hands out of their business were now advocating for the opposite. In order to oblige to the demands of the citizens president Roosevelt proposed a new deal. Roosevelt's new deal consisted of promise to aid, reform, and relieve the country. This was done by implementing social programs which would act as a safety net to support and prevent citizens in economic crisis from falling into a deeper economic depression. These

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Example Scored Satisfactory (S) (*continued*)

programs helped to get citizens back on their feet and gave them a chance to improve their well-being through being able to pursue self interest under the protection of the government. Roosevelt's new deal is an excellent example of a government listening and responding to the demands of citizens based on the current state of the economy. It is the obligation of the government to provide support to citizens when they ask for it, if a government fails to adequately provide support for its citizens it is actually taking away individual's right to self interest to improve their well-being.

On the opposite side of the spectrum is former American President Ronald Reagan who believed in an exclusively laissez-faire economy. Reagan's economic ideas often called 'Reaganomics' rejected the idea of a need for government intervention and instead believed in a trickle-down system, where the majority of the country's wealth was in the hands of an elite few, and these elite few were expected to employ the majority of the country and have their wealth 'trickle-down' to the hands of the middle and lower class. This system proved to be ineffective because the wealth simply was not trickling down, instead the wealthy held onto their wealth and became richer and the middle and lower class lacked opportunity to gain wealth and became poorer. While some were able to pursue self-interest in this system, the majority of citizens were unable to make any economic gain because the elites refused to employ them. In a situation like this the source argues that it is the obligation of the government to intervene and regulate the economy by putting its hands back onto the economy and providing support to those who are caught up in the recession and unable to pull themselves out. By not supporting citizens in economic crisis the government is denying the majority of individuals the opportunity to pursue a better economic life.

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Example Scored Satisfactory (S) (continued)

Former British Prime Minister, Margaret Thatcher also believed in strong right wing economics. Thatcher was a huge supporter of capitalism and believed that almost every business should be privately owned. Once again this system proved to be ineffective because many individuals were not able to pursue self-interest because of the government's lack of support. For some individuals this system allowed them to accumulate wealth; however accumulation of wealth in the hands of few is dangerous because it prevents others from being able to thrive due to lack of opportunity for employment. Because under this system it is up to fellow citizens to provide employment, which can be dangerous. Under Thatcherism even businesses such as utility companies were privatized this allowed for a market with too much uncontrolled competition which resulted in many individuals losing their jobs. Once individuals lost their jobs they would fall into a deep economic recession because of lack of government provided safety nets these individuals had no way of receiving help to get them back onto their feet. If a government cannot support struggling individuals then the government is not doing its job.

To conclude government intervention is necessary for individuals to effectively be able to pursue self interest and improve their own personal well-being. However it is also important that the government is not too involved in the economy which would also prevent individuals from being able to improve their economic well-being. This is why the government must listen to its citizens and create a system that fits their needs and provides them with a platform to improve their well-being and act in self interest.

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Assignment II*

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 identifies the ideological perspective of the source as modern liberal. The analysis that follows is conventional including a brief description of what a modern liberal believes in.</p> <p>The writer discusses government intervention in people’s lives and how providing opportunity will enhance their well-being demonstrating a general understanding of the ideological perspective.</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 stated position that, “ The author of the source believes that in a crisis such as a recession is the obligation of the government to respond to the demands of the citizens and to provide a safety net in order to prevent individuals from falling into deeper financial crisis”(p. 1) is generally supported by appropriately chosen and developed arguments.</p> <p>The argument that “Blair would be a proponent of the source because he rejects both laissez faire and socialist approaches to economics and instead suggests that the government take elements from both sides to provide the necessary balance needed in the economy” (p. 1) is conventional and demonstrates an adequate understanding of the assignment.</p>	<p>S</p>

<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 the Great Depression and New Deal is conventional and straightforward.</p> <p>The writer demonstrates a generalized understanding of Reagonomics and Margaret Thatcher’s right wing economic policies. The application of this evidence to the assignment reveals an acceptable understanding of social studies knowledge and its application to the assigned task.</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, for example: “This was done by implementing social programs which would act as a safety net to support and prevent citizens in economic crisis from falling into a deeper economic depression.” (p. 1)</p> <p>The vocabulary is conventional and generalized, for example: “self-interest” (p. 2), and “safety net” (p. 1).</p>	<p>S</p>

Examples of Students' Writing with Rationales

Social Studies 30–1, January 2017 Assignment II Responses Example Scored Proficient (Pf)

The source states that “governments have an obligation to provide support to individuals experiencing immediate or ongoing crises, [and that] without this support, individuals would be denied the opportunity to improve their well-being”. This source would be supportive of government intervention, much like economist John M Keynes. Keynes’ belief is that government intervention is needed in the economy in order to prevent a large boom and bust cycle and to keep the economy flowing. Unlike the belief held by the source and Keynes, economist FA Hayek believed that the government should stay out of the economy and let the people control the market. The source is supportive of government intervention in order to help individuals out of a crisis, and would encourage governments to move away from principles of classical liberalism, and move towards a more modern form of liberalism with increased government involvement. There have been several times when the position presented in this source has ended in a positive result, for example, increased government spending during the Great Depression, increased government regulation during the Industrial Revolution, and social safety net programs such as in Canada’s mixed economy to help individuals out of a crisis. Therefore, the position presented in the source of moving towards increased government involvement and towards modern liberalism, should be fully embraced.

An example of when a government faced an obligation to provide support to individuals experiencing a crisis was around the Great Depression. The Roaring Twenties was a time for prosperity and growth in America. People were buying new things, and enjoying the new luxuries in life, many invested their money in stocks, and continued to invest as stock prices rose, however, in 1929 the stock market crashed, a drought pursued, banks crashed, and a period known as the Great Depression began. Many people suffered hardships, and even lost their homes as the economy continued to crash. President at the time, Herbert Hoover believed that if

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

the government stepped in, people would become reliant on the government and would not be able to “stand on their own feet”. His government worked very much on that of the principles of classical liberalism, and minimal government intervention. Hoover’s belief disagrees completely with that of the source, and the economy and people’s well beings were ultimately denied the opportunity to improve. In the next election, Franklin D Roosevelt became the new President on a modern liberal platform of increased government intervention and spending. As stated in the source, FDR believed that the government had an obligation to provide support to people in order to bring the country out of the Great Depression. He believed that spending and putting money into people’s pockets was like fueling a gas engine to get it started. FDR used Keynes’ idea of spending to help get the economy back on track. FDR’s action of increased government involvement in the economy was able to get America out of a time of crisis and in the end improved the well-being of citizens. FDR’s actions fall completely in line with the position of the source. If the government would not have got involved the economy, as Hoover suggested, America would have continued to be in a depression, and the people’s well-being would not have been improved.

A second time when increased government intervention was needed to improve the well-being of individuals was during the Industrial Revolution in Britain. During this time, many farmers were selling their land and moving to the cities looking for work. Factories and businesses were thriving, along with the bourgeoisie, however, due to little government regulation under a classical liberal government, many workers lived and worked under terrible conditions. There were no regulations regarding minimum wage or working conditions to protect workers, and countless people lived in poverty while the business and factory owners continued to prosper. Workers could not afford to feed themselves on the wages they earned, and many lived in

Social Studies 30–1, January 2017
Assignment II Responses
Example Scored Proficient (Pf) (continued)

rundown homes. It was not until the government stepped in, and provided support to the working class (as supported in the source), that the lives of workers began to improve. Legislation such as the New Poor Law and Mines Act, introduced regulations such as working hours, minimum wages, and laws regarding the employment of women and children. Workers were paid more and could afford things for themselves, thus improving their own well-being. If the government had not have moved away from classical liberalism and passed these laws, workers would have continued to live and work under horrible conditions, and would not have been able to improve their own well-being. In this example the governments support through the form of laws and legislation helped the workers improve their overall well-being, as promoted by in the source.

Government support can also be proactive in order to prevent a crisis. For example, Canada is a country with a mixed economy that supports many of the principles of modern liberalism. The Canadian government does not control the economy completely, but it does provide some welfare programs. If people are in a time of crisis, or are trying to avoid one, the government provides social safety net programs to give them the opportunity to get out of a crisis, and improve their well-being once again. One important social safety net in Canada is Employment Insurance. Employment Insurance is there for people who need it between finding a job. The Canadian government feels it has an obligation to help out its citizens when they are in a time of crisis, and is able to provide support through social safety net programs such as Employment Insurance. As supported by in the source, the government is ensuring it is providing individuals experiencing an immediate or ongoing crisis with the support they need, so they can focus on finding a job again and ultimately improve their well-being. Without programs such as Employment Insurance, many individuals would experience crisis do to job loss and may

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Example Scored Proficient (Pf) (continued)

continue to feel its devastating effects. The source would be fully supportive of the Canadians proactive actions to help and prevent crises.

The source promotes increased government involvement and support to individuals experiencing an immediate or ongoing crisis. In addition, the source believes that the government has an obligation to help these individuals in order to give them the opportunity to improve their well-being. It can be concluded that the source would be supportive of governments moving away from classical liberal principles, and towards more modern liberal principles such as the FDR government increasing spending during the Great Depression, increased government regulation during the Industrial Revolution, and social safety net programs such as in Canada's mixed economy to help individuals out of a crisis. It is evident that in all of these examples, increased government support to individuals in need helped to benefit and ultimately improve the well-being of individuals as promoted by the source, therefore the position presented in the source should be fully embraced.

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Assignment II*

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 identifies the perspective that government intervention is required to help individuals during a crisis.</p> <p>The writer is adept in recognizing the alternative perspective presented in the source. A sound understanding of the principles of both classical liberalism and modern liberalism is demonstrated by stating how governments are encouraged to move to increased involvement in order to provide an opportunity for individuals to improve their well-being.</p>	Pf
<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’s position that modern liberalism allows for increased government involvement to help individuals in crisis is purposefully developed.</p> <p>The writer’s argument that government action can be proactive is logical. The exploration of various responses to crises, such as government action and legislation, is capably developed and demonstrates a sound understanding of the assignment.</p> <p>The writer demonstrates a clear relationship between arguments and the source by linking government action and the support provided to individuals in both immediate and on-going crises.</p>	Pf

<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 use of the Great Depression, the Industrial Revolution, and social programs as evidence is specific and purposeful.</p> <p>The writer’s assertion that legislation introduced during the Industrial Revolution represented a movement away from classical liberalism is capably developed. The discussion of Roosevelt’s response to the Great Depression reveals a solid understanding of social studies knowledge 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 writer demonstrates a capable control of syntax, mechanics, and grammar, for example: “There were no regulations regarding minimum wage or working conditions to protect workers, and countless people lived in poverty while the business and factory owners continued to prosper” (p. 2).</p> <p>Vocabulary is appropriate and specific, for example: “platform” (p. 2), “bourgeoisie” (p. 2), and “proactive” (p. 3).</p>	<p>Pf</p>

Examples of Students' Writing with Rationales

Social Studies 30–1, January 2017 Assignment II Responses Example Scored Excellent (E)

Throughout time, governments have struggled with the extent to which how much their policies and actions should interfere within the economy of the nation. This source supports a modern liberal perspective where the government is present within the economy, but only for the citizens that require aid. The author of this source believes that it is the responsibility of the government to create a welfare state where disadvantaged citizens have an economic safety net to support them during times of crisis. The source states that without government interference to assist individuals, it denies them an attempt to enhance their well-being. The ideas presented within the source are consistent with the beliefs of those that support modern liberalism; those who support modern liberalism believe that the government should have some involvement within the economy but not be prominent enough that it harms people who do not require government help. These individuals are able to act in their own self-interest, due to their economic freedom, in an attempt to further their economic well-being. The economic system within a modern liberal democracy includes a market that is run through principles of supply and demand, where competition is a deciding factor in regards to prices. This market system allows individuals to maintain their economic freedom without the government interfering, while still providing aid to the disadvantaged citizens that require government assistance. Liberal thinker, John Maynard Keynes would support this idea of a mixed economy; believing that government intervention is necessary to have a successful market. Keynes supported counter cyclical government action, believing that the only time it was necessary for the government to involve themselves in the economy was during times of crises, when

Social Studies 30–1, January 2017
Assignment II Responses
Example Score Excellent (E) (continued)

citizens required aid. After careful consideration and analysis of the source, I, too, agree with the perspective displayed throughout the source; believing that the only time government involvement within the economy is justified is during times of crises with the intention that citizens are then able to improve their economic well-being.

Too little government involvement has proven to be detrimental to people's economic well-being during one of the greatest economic depressions the world has ever seen, during the 1930's. A free market system, with little to no government involvement, has proven extremities of the business cycle; with booms being greatly prosperous, but busts becoming economically crippling. Before the depression however, during the 1920's, the economy was experiencing an immensely successful boom. Unemployment rates were at an all time low, the stock market was rising and people were, generally, doing very well economically. The stock market was doing incredibly well and this caused many citizens, within the USA, to further invest and buy stocks; which further increased the prosperity of the stock market. It seemed as though the principles of classical liberalism, of self-interest and economic freedom, were benefitting everyone; but this free market system created an immense income disparity between citizens. During this time, the wealthiest ten percent of the population was earning forty-nine percent of the country's total income. With no government to provide support, this income disparity continued. Despite this, people were still genuinely successful within the free market economy; this however, came to an end. In October of 1929, the stock market crashed and people began panic-selling their stocks in an attempt to make a profit. Many people during the 20's had over-extended their credit and were unable to pay back loans when the banks called them in, causing them to go bankrupt. Bank runs,

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

where too many people attempt to withdraw money from the bank at the same time, caused banks to also go bankrupt, which in turn, caused businesses who had borrowed money to go bankrupt as well. The free market was experiencing a harsh turn of the business cycle and began to fall into an economic depression. Unemployment rates were at an all time high of twenty-five percent and people were doing incredibly poor economically. Government aid was unavailable due to the fact that the free market called for as little government intervention as possible; without the government to provide support during this ongoing crisis, individuals were unable to improve their economic well-being. During this time, it was made evident that a free market economy did not best benefit the citizens and it was made evident that government intervention to provide support was crucial if citizens were going to have the economic opportunity to recover from this event.

Another extremity of government involvement is the communist economic system of absolute government intervention within the economy. When communism was theorized by Karl Marx, he dreamed of a spontaneous revolution in which the proletariat, the workers, rose up against the bourgeoisie, the rich, and created an economic system where everyone was completely equal within their society. This form of economic system sounds like the perfect panacea to solve all economic inequalities; the problem, however, was that when communism came to be in the USSR under Joseph Stalin's rule, the classless, completely equal society that Marx's intended, was not a reality. Authoritarian ruler, Stalin, attempted to stimulate the economy of the USSR through multiple five-year plans in an attempt to industrialize the nation. One of the attempts to stimulate the economy was the creation of collective farms; Stalin publicized

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Example Score Excellent (E) (continued)

farm land and set unrealistic quotas for the Kulaks, Ukrainian farmers, to make. These unrealistic goals, in turn, caused workers to lie about production rates and amounts and thus led to a small amount of grain actually being produced. People within the USSR were doing incredibly poor economically and many citizens could not afford what little grain there was, which ultimately led to wide spread starvation. The collectivization of these farms led to a controlled genocide of the Kulaks; de-Kulakization was the result of the Great Famine where approximately seven million Ukrainians died in just one year. This proves that complete government support is not always most beneficial, all of the time, whether it be times of crisis or not. The USSR's form of communism unfortunately created a hierarchy of an elite, wealthy few at the top, and an immense group of poor citizens at the bottom. These elitists chose jobs and set wages for all of the citizens of the USSR, which resulted in a poor economic reality for the majority of citizens within the nation. Therefore, it is evident that complete government intervention is not beneficial to individuals; and that government involvement should only occur during times of crisis when the government is able to provide the opportunity to improve their well-being.

Extremities of too little, or too much, government involvement have proved to be unbeneficial to citizens of a nation, and therefore, suggest that some government involvement, only during times of crisis, is necessary for the benefit of the citizens. Roosevelt's New Deal is an example of government involvement that came at a time of ongoing crisis within the United States. Roosevelt was elected into presidency in 1933, during the Great Depression, when citizens were in desperate need of aid to improve their well-being. Roosevelt focused on relieving citizens economic disparity, reforming

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Example Score Excellent (E) (*continued*)

the banking system, and ultimately, recovering from the Great Depression. He did this through implementing policies that stimulated the economy by creating jobs through public works spending. He also created the Federal Deposit Insurance Corporation which insured individual deposits and made it so that the banks could no longer take advantage of one's money, the way they did during the 1920's. Roosevelt created the ABC laws and a welfare state which created a safety net that provided assistance for the elderly and disabled. The president intervened in the economy through the regulation of publicly traded stocks so that the extreme stock market crash of October 1929, hopefully, would not happen again. Ultimately, Roosevelt's obligation for government intervention during this time of extreme crisis and economic depression helped to pull the country out of the Great Depression. The government involvement through the policies he implemented led to the creation of modern liberalism and also, helped to calm the unforgiving harshness of the free market business cycle. Therefore, it is evident that the government providing support during times of crisis is most beneficial to citizens than either a government with too little, or too much, permanent involvement.

After analyzing the beliefs and ideologies present throughout the source, I agree with the source in the sense that it is the obligation of the government to provide support during times of crisis, ultimately supplying individuals with the opportunity to further their well-being. This had been made evident through disproving the validity of an economic government that has an insignificant involvement in the economy; the Great Depression was a time of extreme economic hardship due to the lack of government intervention to provide support during times of crisis, prohibiting people from the aid necessary to

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

improve their well-being. A government that involves themselves in the economy permanently, instead of just when experiencing immediate or ongoing crisis, has also proved to be an extreme that is ultimately harmful to a citizen's well-being. Stalin's form of communism within the USSR and the complete control of citizen's economic realities verified that complete government intervention leads to low economic opportunities that put all citizens at a disadvantage, harming their well-being. Therefore, it is evident that a government that solely intervenes during times of widespread, or individual, crisis is most beneficial to citizens. Roosevelt's New Deal was implemented during a time of wide spread crisis and the policies that came about because of it ultimately provided individuals with the support, such as a safety net, that granted them the opportunity that improved their well-being and helped to pull a country out of an extreme depression. Ultimately though, governments have struggled and will continue to struggle throughout time on the extent to which their government's economic policies and actions should be involved within the economy.

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Assignment II*

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 insightfully acknowledges that, “The ideas presented within the source are consistent with the beliefs of those that support modern liberalism; those who support modern liberalism believe that the government should have some involvement within the economy but not be prominent enough that it harms people who do not require government help” (p. 1).</p> <p>A comprehensive understanding of the source is seen throughout the response and the relationship to opportunity improving well-being and the dimensions of crises are insightfully demonstrated.</p> <p>Sophisticated links to various elements of government intervention are analysed throughout the response. For example, the writer discusses the implications of government intervention in non-crisis times and the subsequent results. (i.e. communism)</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 regarding the ideological perspective of the source is clearly stated and convincingly developed throughout the response. At the end of each paragraph, the writer’s compelling arguments are effectively tied into the evidence previously developed. The argument that complete government involvement is detrimental, as in the case of the Soviet Union and that intervention should only occur during a time of crisis, is insightful.</p> <p>The writer effectively threads related concepts of the source throughout their argumentation, demonstrating a perceptive relationship between position, argumentation, and ideological perspective.</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 discussion of the free market and the Great Depression demonstrates a sophisticated and deliberate choice of evidence to support the position that a lack of government intervention can be detrimental.</p> <p>An insightful understanding of social studies is revealed when the writer acknowledges the difference between Marxist theory and the practice of Stalinism. Additionally, the insight is maintained when the writer acknowledges that, “It seemed as though the principles of classical liberalism, of self-interest and economic freedom, were benefitting everyone; but this free market created an immense income disparity between citizens” (p. 2).</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. The writer’s fluent communication is consistent throughout the paper, for example: “Roosevelt’s New Deal is an example of government involvement that came at a time of ongoing crisis within the United States” (p. 4).</p> <p>Vocabulary is precise and deliberately chosen, for example: “detrimental” (p. 2), “income disparity” (p. 2), “panacea” (p. 3), and “hierarchy of an elite” (p. 4).</p>	<p>E</p>

Scoring Categories and Scoring Criteria for 2017 Assignment I

INTERPRETATION OF SOURCES (12 marks)

When marking *Interpretation of Sources*, markers should consider how effectively the student

- interprets each source to demonstrate an understanding of how each source links to liberalism

Note: Students are expected to address **all** three sources.

Excellent

E

Interpretation of the source is sophisticated, insightful, and precise, demonstrating a perceptive understanding of links to liberalism.

Proficient

Pf

Interpretation of the source is logical, specific, and adept, demonstrating a sound understanding of links to liberalism.

Satisfactory

S

Interpretation of the source is adequate, straightforward, and conventional, demonstrating a generalized understanding of links to liberalism.

Limited

L

Interpretation of the source is incomplete, vague, and simplistic, demonstrating a confused understanding of links to liberalism.

Poor

P

Interpretation of the source is scant, inaccurate, and irrelevant, and/or the source is copied, demonstrating little or no understanding of links to liberalism.

Zero

Z

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

Note: When “*and*” is used in the marking criteria as part of a list of descriptors, it is important to note that the writing may contain one or more of the descriptors listed. This applies to both Assignment I and Assignment II.

RELATIONSHIPS (6 marks)

When marking *Relationships*, markers should consider how effectively the student

- explains the relationship(s) that exist **among** all sources

Note: Students may explain the relationship(s) in one part of the response or the explanation of relationship(s) may be embedded.

The explanation of relationship(s) is perceptive and thorough.

Excellent

E

Proficient

Pf

The explanation of relationship(s) is capable and purposeful.

Satisfactory

S

The explanation of relationship(s) is adequate and straightforward.

Limited

L

The explanation of relationship(s) is superficial, incomplete, redundant, and of questionable accuracy.

Poor

P

The explanation of relationship(s) is scant, illogical, and tangential.

Zero

Z

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

COMMUNICATION (2 marks)

When marking *Communication*, markers should consider how effectively the student communicates, including control of

- vocabulary
- sentence structure
- mechanics, grammar, and organization

Note: Students are expected to use paragraph form for the response. Consider the proportion of error in terms of the complexity and length of the response for the assigned task.

Excellent
E

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.

Proficient
Pf

Vocabulary is appropriate and specific. Sentence structure is controlled and effective. The writing demonstrates capable control of mechanics and grammar and is purposefully organized.

Satisfactory
S

Vocabulary is conventional and generalized. Sentence structure is controlled and straightforward. The writing demonstrates basic control of mechanics and grammar and is adequately organized.

Limited
L

Vocabulary is imprecise, simplistic, and inappropriate. Sentence structure is awkward. The writing demonstrates a faltering control of mechanics and grammar and is ineffectively organized.

Poor
P

Vocabulary is overgeneralized and inaccurate. Sentence structure is uncontrolled. The writing demonstrates a profound lack of control of mechanics and grammar and is haphazardly organized.

Zero
Z

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

Scoring Categories and Scoring Criteria for 2017 Assignment II

ANALYSIS OF SOURCE (6 marks)

When marking *Analysis of Source*, markers should consider how effectively the student

- analyzes the source to demonstrate an understanding of ideological perspective(s) reflected in the source

Note: Students may demonstrate their understanding of an ideological perspective(s) in one part of their essay or demonstrate their understanding of an ideological perspective(s) throughout.

Excellent

E

The analysis of the source is insightful and sophisticated; a comprehensive understanding of the ideological perspective(s) is demonstrated.

Proficient

Pf

The analysis of the source is capable and adept; a sound understanding of the ideological perspective(s) is demonstrated.

Satisfactory

S

The analysis of the source is conventional and straightforward; a generalized understanding of the ideological perspective(s) is demonstrated.

Limited

L

The analysis of the source is incomplete and lacks depth; a confused understanding of the ideological perspective(s) is demonstrated.

Poor

P

The analysis of the source is illogical, tangential, and/or the source is simply copied; a minimal understanding of the ideological perspective(s) is demonstrated.

Insufficient

INS

Insufficient is a special category. **It is not an indicator of quality.** It is assigned to responses that do not contain a discernible attempt to address the assignment or responses that are too brief to assess in one or more scoring categories.

ARGUMENTATION (8 marks)

When marking *Argumentation*, markers should consider how effectively the student

- establishes a position
- develops one or more arguments based on logic and reason
- establishes a relationship between position taken, argumentation, and the ideological perspective presented in the source.

Note: DO NOT evaluate evidence in this category.

Excellent

E

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.

Proficient

Pf

The position established is persuasively supported by purposely 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.

Satisfactory

S

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.

Limited

L

The position established is confusing and largely unrelated to the argument(s). The argumentation is repetitive, contradictory, simplistic, and based on uninformed belief. The relationship between the position taken, argumentation, and the ideological perspective presented in the source is superficially developed.

Poor

P

The position established has little or no relationship to the source or argument(s). The argumentation is irrelevant and illogical. The relationship between the position taken, argumentation, and the ideological perspective presented in the source is minimally developed.

Insufficient

INS

Insufficient is a special category. **It is not an indicator of quality.** It is assigned to responses that do not contain a discernible attempt to address the assignment or responses that are too brief to assess in one or more scoring categories.

EVIDENCE (8 marks)

When marking *Evidence*, markers should consider how effectively the student uses evidence that

- is relevant and accurate
- reflects depth and/or breadth

Note: Evidence from social studies may include a theoretical, historical, contemporary, and/or current events discussion.

Excellent

E

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.

Proficient

Pf

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.

Satisfactory

S

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.

Limited

L

Evidence is potentially relevant but is unfocused and incompletely developed. The evidence contains inaccuracies and extraneous detail. The discussion reveals a superficial and confused understanding of social studies knowledge and its application to the assignment.

Poor

P

Evidence is irrelevant and inaccurate. The evidence contains major and revealing errors. A minimal or scant discussion reveals a lack of understanding of social studies knowledge and its application to the assignment.

Insufficient

INS

Insufficient is a special category. **It is not an indicator of quality.** It is assigned to responses that do not contain a discernible attempt to address the assignment or responses that are too brief to assess in one or more scoring categories.

COMMUNICATION (8 marks)

When marking *Communication*, markers should consider the effectiveness of the student's

- fluency and essay organization
- syntax, mechanics, and grammar
- use of vocabulary and social studies terminology

Note: Consider the proportion of error in relation to the complexity and length of the response to the assigned task.

Excellent

E

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.

Proficient

Pf

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.

Satisfactory

S

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.

Limited

L

The writing is awkward and lacks organization. Control of syntax, mechanics, and grammar is inconsistent. Vocabulary is imprecise, simplistic, and inappropriate. Errors obscure the clarity of communication.

Poor

P

The writing is unclear and disorganized. Control of syntax, mechanics, and grammar is lacking. Vocabulary is overgeneralized and inaccurate. Jarring errors impede communication.

Insufficient

INS

Insufficient is a special category. **It is not an indicator of quality.** It is assigned to responses that do not contain a discernible attempt to address the assignment or responses that are too brief to assess in one or more scoring categories.