

Social Studies 30–1

Examples of the Standards for Students' Writing

From the **January 2018** Diploma Examination

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 2018 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 2018 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 2018 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 2018 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 2018.

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 2018
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



Note: The individual standing at the door is a government official.

Source II



Note: New York, September 2003—This photograph is of a protest organized by the New York Civil Liberties Union (NYCLU) held while United States Attorney General John Ashcroft was promoting security legislation in a speech to law-enforcement personnel.

Source III

The Canadian Charter of Rights and Freedoms guarantees civil liberties to our citizens, but there are challenges inherent in this document. These freedoms allow individuals to pursue beliefs that counter democratic ideals and may threaten the system itself. This reality justifies the security and emergencies legislation that the Government of Canada has at its disposal. Without this protection, our way of life would face continual danger from both internal and external threats.

Social Studies 30–1 January 2018
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 2018 Assignment I Responses Example Scored Satisfactory (S)

The first source is a political cartoon that shows a man and a woman sitting in a cell, with a man in the doorway saying, "Now you're safe from terrorist attacks". There are cameras from every angle pointing at the people sitting down. USA is written on the side of the man's hat. the cartoonist is poking fun at the patriot act that was put in place after terrorist attack of September 11, 2001. The patriot act allowed the government to monitor suspicious individuals and take them into custody. This cartoonist presents a view that, civil liberties should not be taken away. The cartoonist would want to get rid of the patriot act, as they would believe spying on people without a reason to would be illiberal. John Locke the famous philosopher, would most likely agree with the perspective of the cartoonist. This is because Locke believed in natural rights and freedoms, rights that everyone is born with. Locke would disagree with taking away rights from the people for security because it infringes on their natural rights. The cartoonist is saying that the suspension of civil liberties is not acceptable and a government should never take away the rights of an individual.

The second source is a photograph of a protest, in New York. The people that are protesting about the promotion of the security legislation. On the signs of the rotestors, it say "dissent is patriotic". Showing that protesters are protesting because they believe in freedom of speech. This shows that they offer an opinion against the suspension of civil liberties. They would most likely support the stopping of the security legislation. As they would see police action towards the people for no reason a breach in their civil rights. They would advocate for everyone to be able to express themselves as they want, without prejudice on their beliefs. Believing that a dissent opinion in society should be equal to an comforment one.

Social Studies 30–1, January 2018
Assignment I Responses
Example Scored Satisfactory (S) (*continued*)

The final source is a quote about The Canadian Charter of Rights and Freedoms. It explains that the charter of rights and freedoms protects the civil liberties of our citizens but it has a self deprecation flaw. The fact that The Charter protects people that pursue, “counter democratic ideals”. They say by having this flaw society it will face “continual danger”, that is both external and internal. The speaker holds a view, that is for the suspension of civil liberties. In a perfect world the speaker would promote the safety of all all citizen throughout all of society. The speaker would advocate for the government to put in place law that allow for greater security of the people of the country. This ideological belief is similar to the philosopher Thomas Hobbes. Hobbes believed in that the safety and security of society comes first before anything else. This goes hand in hand with the ideological perspective presented in the source. They both advocate for the suspension of civil liberties in order to preserve the security of society. The speaker is saying that we must have the ability protect the security of society from internal and external threats.

All three sources present an opinion to one main theme. To what extent should the government be able to take away the civil liberties for security of society. The cartoon with the cameras pointing at the two people in a closed cell, gives a opinion that when civil liberties should not be taken away for security. The cartoonist believes that civil liberties are sacred and the government should not take them away from anyone. The photograph shows us that the protesters believe that, every opinion is valid and any government actions biased against an ideology is an infringement of rights. The final source gives us a quote that is for the suspension

Social Studies 30–1, January 2018
Assignment I Responses
Example Scored Satisfactory (S) (*continued*)

of civil liberties and the suspension of civil liberties is necessary to ensure the safety and security of society. The two sources that would align the most would be sources one and two as they both are against the suspension of civil liberties. The third source is the one that differs the most, its opinion contrasts the other two as it advocates for the suspension of rights.

page 3 of 3

Social Studies 30–1 January 2018
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>The writer’s interpretation that the cartoonist contends civil liberties should not be removed is straightforward. The writer’s discussion of the cartoonist’s desire “to get rid of the patriot act, as they would believe spying on people without a reason would be illiberal” (p. 1) and that Locke’s belief that this infringes on natural rights demonstrates a generalized understanding of links to liberalism.</p> | S |
| <p>Interpretation of Source II</p> <ul style="list-style-type: none"> • Interpretation of the source is adequate, straightforward, and conventional, demonstrating a generalized understanding of links to liberalism. | <p>The writer demonstrates an adequate interpretation of the source by stating that the protestors are in support of stopping security legislation because it would restrict civil liberties. The writer’s recognition that freedom of speech protects the right to dissent, and that police action in response to peaceful dissent would be inappropriate, demonstrates a generalized link to liberalism.</p> | S |
| <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 is straightforward in their interpretation that protecting a citizen’s ability to pursue ideals that threaten democracy, could endanger Canada’s system of government. The writer adequately interprets the source as being in favour of the suspension of rights and would justify creating laws for greater security. A generalized link to liberalism is established by acknowledging the need to protect society from both domestic and foreign threats.</p> | S |
| <p>Relationships</p> <ul style="list-style-type: none"> • The explanation of relationship(s) is adequate and straightforward. | <p>The writer’s identification of the relationship as to what extent governments will restrict civil liberties to provide security is adequately developed. The writer connects each source back to this common theme in a straightforward manner.</p> | S |

| | | |
|--|--|-----------------|
| <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: “poking fun” (p. 1) and “perfect world” (p. 2).</p> <p>The sentence structure is controlled and straightforward; for example: “The cartoonist believes that civil liberties are sacred and the government should not take them away from anyone” (p. 2).</p> <p>The writing demonstrates basic control of mechanics and grammar is adequately organized.</p> | <p>S</p> |
|--|--|-----------------|

Examples of Students' Writing with Rationales

Social Studies 30–1, January 2018 Assignment I Responses Example Scored Proficient (Pf)

Source 1 depicts two normal United States citizens sitting in a room full of surveillance devices, being told that the purpose of this extreme breach of privacy is to keep them safe from terrorists. The cartoon was most likely published after the PATRIOT Act was passed in 2001, due to the extreme actions that the Act allowed, such as phone searches without consent, phone taps used to listen to conversations, holding in custody, without reasonable evidence, being increased from two to seven days, etc. The cartoonist shows a central perspective, showing modern liberal ideals where they believe citizens will generally act with good intentions, based on the placid smiles on the faces of the imprisoned citizens, which indicates they are no threat to society, and conservative ideals due to the cartoonists implication of unwillingness to give up freedom and refusal to endure increased government control. Source 1 depicts the government official claiming the people to be "Safe from terrorist attacks" with a facial expression of conniving and insincerity. This implies that the governments intentions are not purely for the safety of citizens, but they also have ulterior motives. The source is against the idea of surveillance that would eliminate any form of privacy citizens formerly had, shown by the massive exaggeration in the number of video capturing and listening devices placed in the room. The cartoonist implies that an America that trades privacy for security, and has increased government regulations, is a prison due to the loss of freedom, as shown by the prison cell the citizens are forced to sit in. The source also lightly implies that citizens that don't know any better will be exploited by these government regulations, and will suffer because of it, by showing the citizens who are stuck in this jail cell as compliant and happy with their situation.

Source 2 is an image of a group of people protesting against changes to the Bill of Rights that would increase security measures. The protesters are from a group called the New York Civil Liberties Union, which means they are in favour of citizens civil rights and freedoms being

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

protected to prevent any prospective changes to the Bill of Rights that would diminish these rights. The people in the photograph are most likely conservatives due to their pushing for freedom and individuality to prevail. The source implies that more security is not worth giving up any kind of freedom for, and that no changes should be made to the Bill of Rights. This further solidifies the conservative attitude shown, and opposes any kind of change. The signs being held up that say "dissent is patriotic." shows that the subjects believe that their protests to changes to their rights and freedoms show their devotion to the free America they wish to see continue. This also shows right wing ideals because the subjects in the photograph are going as far as protesting in public to keep their ideals in place. The subjects in the source would be completely against a more controlling government, which they are protesting against, and believe that loyalty to their country is enough to disprove that more security measures are necessary.

Source 3 states that the ability for government to reduce the rights and freedoms of Canadian citizens is a necessary part of law due to the Canadian Charter of Rights and Freedoms (CCRF) allowing individuals rights that have the ability to "counter democratic ideals and may threaten the system itself.". This implies that while the author believes that citizens are deserving in having all privileges of the CCRF, they don't believe that all citizens have the ability to make decisions that support the good of the state. This view is liberal in nature, however, it opposes the modern liberal view that people are inherently good. The source supports strict government intervention when necessary to keep society safe from both "internal and external threats", meaning they would not oppose the loss of rights and freedoms if it guaranteed the safety of society. The source believes that internal conflict due to citizens using their power to oppose Canada's liberal democracy is a completely viable threat that must be watched for and contained

Social Studies 30–1, January 2018
Assignment I Responses
Example Scored Proficient (Pf) (continued)

just as an external threat would be, and if that entails the use of emergency legislation, then the government has every right to use that power.

All three sources explore the extent to which government should regulate society, and how it would affect the rights and freedoms of citizens. Sources 1 and 2 are in agreement that any acts that would take away from the freedom that American society is built on should be reevaluated or discarded completely. Sources 1 and 2 both believe that government regulation should be kept to the minimum, and that increasing security should never entail decreasing rights and freedoms. Source 1 contrasts source 2 in the reasoning behind opposition for increased regulation, source 1's rationale being that freedom is completely lost when privacy is taken away, and source 2 justifies their argument by claiming patriotism and freedom discredit the need for added security measures. Source 3 strongly opposes the other two sources in that it is in complete favour of government regulation when necessary, and has no problems with the reduction of rights and freedoms if it will ensure the security of the nation. Source 3 also differs from the other two as it discusses justification for emergency measures, while sources 1 and 2 are not only discussing emergency measures, but day to day breaches of rights and freedoms. Sources 1 and 2 are both responding directly to an event, while source 3 is simply a statement that is unrelated to an incident. Sources 1 and 3 are similar in their central topic of giving up rights and freedoms in exchange for security, but they have dissimilar views on whether it is acceptable (source 3's belief), or completely absurd (source 1's belief).

Social Studies 30–1 January 2018
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 is specific in explaining that the surveillance depicted in the cartoon, as a result of the implementation of the PATRIOT Act, had “ulterior motives” (p. 1). The writer adeptly notes that citizens seem compliant, a consequence of the manipulative and controlling environment in which they reside.</p> <p>The writer identifies that America “trades privacy for security” (p. 1), demonstrating a sound understanding of links to liberalism.</p> | <p>Pf</p> |
| <p>Interpretation of Source II</p> <ul style="list-style-type: none"> • Interpretation of the source is logical, specific, and adept, demonstrating a sound understanding of links to liberalism. | <p>The interpretation of the source is logical, recognizing that the citizens protesting are opposed to changes to the Bill of Rights because they would diminish their rights and freedoms. The writer solidifies their interpretation by linking dissent to the protestors’ “devotion to the free America they wish to see continue” (p. 2).</p> <p>The writer associates the people’s right-wing views in the source with supporting the status quo, freedom and individuality, which are principles often associated with American conservatism. These ideas demonstrate a sound understanding of links to liberalism.</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 logically interprets the source as “liberal in nature” (p. 2). The writer’s identification that citizens may represent “a completely viable threat” (p. 2) to Canadian democracy, similar to an external threat, is adept.</p> <p>The writer demonstrates a sound understanding of links to liberalism by identifying that the author of the source believes citizens deserve the privileges of the Canadian Charter of Rights and Freedoms, but these privileges could be used to challenge the “good of the state” (p. 2).</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 statement that the common relationship among the sources was “the extent to which government should regulate society, and how it would affect the rights and freedoms of citizens” (p. 3) is capably developed by the variety of comparisons between the sources. The relationships are purposely developed by relating both the subtle and obvious similarities and differences among the sources.</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>Sentence structure is, for the most part, controlled and effective; for example: “The people in the photograph are most likely conservative due to their pushing for freedom and individuality to prevail. The source implies that more security is not worth giving up any kind of freedom for, and that no changes should be made to the Bill of Rights” (p. 2).</p> <p>The vocabulary is appropriate and specific; for example: “searches without consent” (p. 1), “placid smiles on the faces of the imprisoned citizens” (p. 1), and “entails the use of emergency legislation” (p. 3).</p> | <p>Pf</p> |

Examples of Students' Writing with Rationales

Social Studies 30–1, January 2018 Assignment I Responses Example Scored Excellent (E)

The first source is a political cartoon that depicts two civilians being held in a bunker with a government official standing at the door. The bunker itself could be described as a prison-like cell, as it restricts the civilians from being able to access the world outside; there is only one small window that provides a limited view of outside the room, and the door, when closed, would completely seal them inside, save for the small window at the top. The layout of the room promotes the feelings of imprisonment created by the government through its severe intervention, as does the multiple cameras and microphones within the room. These objects would provide complete surveillance of the citizens to the government, granting it complete control over their lives. This depiction shows that the source disagrees with government intervention and surveillance, as it dramatically shows the citizens as having no privacy or freedom. There is a television in the middle of the room, which depicts that the citizens are getting some access to media information. However, the assumption can be made that this information would be regulated by the government considering the complete physical restraint from the outside world provided by the bunker itself. The government official at the door is saying the words “Now you’re safe from terrorist attacks,” which means that he believes that all this regulation and security over the citizens is justified because, even though they have been denied access to their rights and freedoms, they are protected from possible danger. This source discusses the issues of to what extent the government should interfere within citizen’s lives, and it criticizes increased security by the government by comparing their involvement to being imprisoned, like that of a prisoner in a prison cell. The author of this source takes a classical liberal stance and believes that the government should not intervene, as this would infringe on the core beliefs of the ideology. Classical liberalism promotes ideals of individualism, which believes that the rights and freedoms of everyone should be guaranteed, even during possible

Social Studies 30–1, January 2018
Assignment I Responses
Example Score Excellent (E) (continued)

times of crisis, such as a “terrorist attack.” The source opposes the imposition upon citizen’s civil liberties by the government, as demonstrated in the cartoon, because they would be restricted from pursuing their rights and freedoms that should be guaranteed to each individual.

Source two is a photograph taken of signs at a protest. The protest was organized in New York in 2003 by the New York Civil Liberties Union (NYCLU), which is a union created to help promote and ensure the maintenance of the civil freedoms of the citizens of New York. Because of this, the NYCLU values aspects of individualism. The sign on the left reads “Ashcroft go home! Leave the Bill of Rights alone!” John Ashcroft was the Attorney General at that time, and was promoting security legislation, or increased government intervention in the country to provide security to the citizens, in a speech to law enforcement personnel. He values aspects of collectivism by promoting the possibility of infringing upon the liberties of the individual to promote the good of the collective. This goes against what the people in the NYCLU want, as the citizen’s sign is protesting his promotion of increased security, telling him to leave the Bill of Rights as it is. The Bill of Rights protects the rights and freedoms of the individual, promoting values of individualism, which the source would agree with as it is showing citizens exercising their individual rights by protesting. The holder of the sign believes that there should not be new security legislation because he does not want the rights of the citizens to be infringed on. The sign on the right depicts the words “dissent is patriotic.” This means that he believes by voicing his opinion, his protest helps to contribute to the nation. This person is also saying that the right to dissent may be taken away with increased security legislation, as the legislation may infringe upon their personal liberties, but that it should not be because it helps to improve the country as a whole. The source would disagree with the policies promoted by security legislation, such as infringement on liberties in exchange for security, as that is the issue that the people in the

Social Studies 30–1, January 2018
Assignment I Responses
Example Score Excellent (E) (*continued*)

photograph are protesting. Instead, it believes in the ideological perspectives promoted by classical liberalism, such as individual rights and freedoms, less government intervention in society, and the right to dissent and protest.

The third source is a quote that discusses the protection of democratic ideals within Canada through emergencies legislation. It states that the Canadian Charter of Rights and Freedoms, which entrenches the rights and freedoms of the individual so that they cannot be infringed on, guarantees civil liberties and everyday freedoms to every citizen. It goes on to discuss that there are issues and challenges inherent in the Charter that, through allowing individuals to pursue their beliefs, it also allows for the odd individual to take their beliefs to the extreme. These extremities may go against the beliefs of democracies, and, therefore, may threaten the system and the people under the government. The source states that this possibility justifies the creation of security and emergencies legislation, such as the Emergencies Act and Anti-Terrorism Act, so that the Canadian Government can use them if needed. The belief that these acts are needed demonstrates that the author of the quote would believe that infringement upon individual freedoms is beneficial when promoting the security of the nation. The quote finishes its statement by saying that without these pieces of legislation that provide protection to the nation, Canada's democratic government would face continuous threats from both inside and outside of the country. This statement means that to protect the stability of Canada and its government, the enactment of legislation that infringes on civil liberties must be possible to protect the country and society within it. This source values ideologies of collectivism by wanting to promote the good of society over that of the individual. This is reflected in its support of modern liberalism through the belief that some government intervention will help the country as a whole by promoting the collective, but still allowing the guaranty of civil liberties through

Social Studies 30–1, January 2018
Assignment I Responses
Example Score Excellent (E) (continued)

legislation like the Charter of Rights and Freedoms. In the times of crises and threat, this source would agree with the imposition of security and emergencies legislation to promote safety of the collective.

All three sources have various views on how much government intervention should be allowed in society, as well as if matters of security should be increased during possible times of crises. The first source, which believes that more government intervention is a negative impact on civilians, would agree with the second source, which protests the promotion of increased security. Both sources believe that the government should not intervene in individual's lives, even in the name of security; they believe that 'protection' by the government is actually an infringement on their rights and freedoms. Under the belief that they would lose their liberties, these two sources believe that security should not be increased, even in times of crisis. The first source disagrees with the third source and pictures, in the cartoon, the worst case scenario of the issues being discussed in source three. Source three believes that increased security by the government is justified by providing safety to the people of the nation from possible threats. However, the first source believes that the 'protection' from 'possible threat' is ridiculous, and when security is taken to the extremes, citizens are denied access to privacy and freedoms. The third source partially agrees with the first two sources in that, during normal every day times, civil liberties should be guaranteed under legislation like the Canadian Charter. However, it disagrees with source one and two in that it believes that the government should play a role in promoting security and safety within the country, and to do so, it would need more government intervention. As well, it believes that emergencies legislation that may infringe upon civil liberties should be used in times of crisis, and that it is justified by the possibility of threat; the other two sources, which believe that the infringement upon individual freedoms will negatively

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Assignment I Responses
Example Score Excellent (E) (*continued*)

affect the nation and the people within it, disagree with this. They believe that increased security would restrict their freedom, rather than ensuring it.

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Social Studies 30–1 January 2018
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 recognition that the room depicted in the source “promotes the feelings of imprisonment created by the government through its severe intervention” (p. 1) demonstrates the writer’s perceptive understanding of the source.</p> <p>The writer’s discussion of the government’s ability to regulate information through media and confinement is insightful and sophisticated.</p> <p>The writer’s acknowledgment that the classical liberal perspective on individualism “believes that the rights and freedoms of everyone should be guaranteed, even during possible times of crisis” (p. 1-2) is a precise link to liberalism.</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 an insightful understanding of the source by recognizing that Attorney General John Ashcroft’s goal is to intervene for the purposes of providing security to the citizens.</p> <p>The writer links the ideas of the two main placards from the source in a sophisticated manner when noting that “the right to dissent may be taken away with increased security legislation” (p. 2) and “that is the issue that the people in the photograph are protesting” (p. 2-3).</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 demonstrates an insightful and precise understanding of the source when they suggest that the Charter of Rights and Freedoms allows the opportunity for extremists to “threaten the system” (p. 3) that necessitates the infringement on individual rights to promote “the security of the nation” (p. 3).</p> <p>A perceptive understanding of liberalism is revealed when the writer notes that the source promotes modern liberal values of collective interests.</p> | E |

| | | |
|---|--|-----------------|
| <p>Relationships</p> <ul style="list-style-type: none"> • The explanation of relationship(s) is perceptive and thorough. | <p>The writer thoroughly explains a single overarching theme of intervention for security in society.</p> <p>The writer perceptively relates Source I to Source III, suggesting Source I as a warning of what might happen if Source III is implemented.</p> <p>The writer also demonstrates perceptiveness in the subtle distinction that, for example, “The third source partially agrees with the first two sources in that, during normal every day times, civil liberties should be guaranteed under legislation like the Canadian Charter” (p. 4).</p> | <p>E</p> |
| <p>Communication</p> <ul style="list-style-type: none"> • Vocabulary is precise and deliberately chosen. • Sentence structure is controlled and sophisticated. • The writing demonstrates skillful control of mechanics and grammar and is judiciously organized. | <p>The writer demonstrates precise vocabulary; for example: “this would infringe on the core beliefs of the ideology” (p. 1).</p> <p>The sentence structure is controlled and sophisticated; for example: “It states that the Canadian Charter of Rights and Freedoms, which entrenches the rights and freedoms of the individual so that they cannot be infringed on, guarantees civil liberties and everyday freedoms to every citizen” (p. 3).</p> <p>The writer’s work is judiciously organized throughout.</p> | <p>E</p> |

Social Studies 30–1 January 2018
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

A government involved in the lives of its citizens is crucial to ensure the common good. Without government intervention, self-interest would undermine society.

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 2018 Assignment II Responses Example Scored Satisfactory (S)

The Greatest Good

The source displayed is a collectivist left wing source. It talks about how government involvement in the economy is essential to make sure the common good is preserved. It also states that without help from the government in the economy, the individuals self interest would weaken society as a whole. One person who would disagree with the source is classical liberal Adam Smith. Smith was a believer in Laissez Faire economics, and the invisible hand. Laissez Faire is all about having no government intervention in the economy, and having no rules, and that the invisible hand will guide what people want to buy and what not to. The source presented here should be fully embraced, because of the possibility of exploitation, the benefits of government intervention, and the flaws of self-interest.

In a society that is built around individualism, it becomes a fight to own the most and be the strongest. When you create the mentality of having to be the best, you won't always think of other people, and how they are currently in the economy. When one starts a business with their self-interest only in mind, it harms everyone else around them with their exploitation. People who work under businesses always have the possibility to be exploited. Whether it be not being paid minimum wage, or having them ridiculous hours. Exploitation of the worker is unjust and morally incorrect. This happened all the time back during the industrial revolution, where workers everywhere were being exploited. They were being paid barely enough to survive, they were placed into unsafe working conditions, they had to work for more than twelve hours some

Social Studies 30–1, January 2018
Assignment II Responses
Example Scored Satisfactory (S) (continued)

days and work seven days a week, and even child labour was allowed. The children would be paid far less than the adults, and sometimes be put into even worse conditions. Even though many felt they were being treated unfairly, they could not do anything to change the situation. It was a time that embraced Laissez Faire economics, and if you complained to your boss that you wanted to be paid more or work less hours, they would tell you to find another job. Without a set of laws and regulations, the workers were left helpless with no way to change their current financial situation. Though today we do have a set of laws that protect the workers, exploitation and unfairness still exists. The pay gap between men and women still exists, and in a lot of countries, children are still being put into work for multiple hours a day with the people there having little concern for them. Without having proper government intervention, we keep fueling a fire of exploitation that we are unable to put out.

Government intervention is viewed very negatively with the right wing. However, what they don't know is that it is incredibly beneficial to not only the government but to the people as well. With having the government enter the economy more often, it allows them to help regulate and check for any types of exploitation or other degrees of unfairness. Government intervention also helps create a feeling of trust with its citizens, with them knowing that their worker rights are being insured. The government intervening with the economy is also a positive thing because of their ability to create jobs for the people. For example, when USSR leader Joseph Stalin created the Five Year plans, they helped immensely with the economic state of the Russia at the time. It caused their economy to go from a downslope into a boom. With the industrialization part of the five year plans, it turned Russia from what was known as an agricultural state into an

Social Studies 30–1, January 2018
Assignment II Responses
Example Scored Satisfactory (S) (*continued*)

industrial power. With having government intervention, it ensures that every citizen has a guaranteed chance of success in their life.

Most people with a right wing belief will tell you while self-interest is good. They will say that it “helps create jobs” and “helps the economy grow”. In reality, self-interest is the biggest danger to the economy, and actually does not benefit anyone but the exploiter. Take for instance Reaganomics. When Ronald Reagan was elected as president, he wanted to bring the American economy back into the area of Laissez Faire, by supporting self-interest and less government intervention. He also was a believer in the “trickle down effect” would benefit the economy. His belief was that when the rich spend, the money that they used goes down the “food chain” of the economy, and eventually reaches the poor, thus with everyone benefitting. What happened was the complete opposite. The rich used their self-interest to pursue more wealth, and then when they accumulated it they held onto it and used it in a fashion that gave them more money, and the lower class nothing. It only increased the gap between the lower class and the higher class. Self-interest is also harmful for the environment. When you have a goal set in mind just for yourself and not others, you won’t care what you do in order to make a profit. So if you have a product in mind that will cost the health of the environment, you don’t care about the repercussions. You care about yourself. A big example is again during the Industrial Revolution, where the amount of factories that spew black smoke and harmful chemicals into the air and polluted everything. It happens today still, with businesses cutting down more trees than they need to, or clearing an entire patch of land that was shelter for animals, or dumping harmful

Social Studies 30–1, January 2018
Assignment II Responses
Example Scored Satisfactory (S) *(continued)*

products into the lakes. They don't care about what happens to everyone else. Self-interest is a plague among men that lets them believe that their needs are higher than anyone else's.

In conclusion, government intervention is a concept that furthers society, and benefits all of the citizens in it. It stops exploitation from occurring, is incredibly beneficial to its people, and shows why self-interest is a flaw rather than a helpful idea. Societies that have adopted this belief, and embrace collectivist ideals, have shown to thrive and succeed, rather than others that embrace right wing beliefs and become struggles for economic power.

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Social Studies 30–1 January 2018
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 left wing. The analysis is conventional and straightforward in that it describes the perspective of the source as well as that of those who may oppose it.</p> <p>The writer’s recognition that self-interest can lead to exploitation demonstrates a generalized understanding of the flaws of classical liberalism.</p> | S |
| <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 government intervention benefits society is generally supported by appropriately chosen and developed arguments.</p> <p>The argument “When one starts a business with their self-interest only in mind, it harms everyone else around them with their exploitation” (p. 1) is conventional and demonstrates an adequate understanding of the assignment.</p> <p>The writer’s recognition that “Government intervention also helps create a feeling of trust with its citizens, with them knowing that their worker rights are being insured” (p. 2) is generally developed.</p> | S |

| | | |
|--|--|-----------------|
| <p>Evidence</p> <ul style="list-style-type: none"> • Evidence is conventional and straightforward. • The evidence may contain minor errors and a mixture of relevant and extraneous information. • A generalized and basic discussion reveals an acceptable understanding of social studies knowledge and its application to the assignment. | <p>The writer’s discussion of the Industrial Revolution is conventional and straightforward.</p> <p>The writer demonstrates a generalized and basic understanding in their discussion of Reaganomics and Stalin’s 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: “In a society that is built around individualism, it becomes a fight to own the most and the strongest” (p. 1).</p> <p>The vocabulary is conventional and generalized; for example: “self-interest” (p. 1) and ”Laissez Faire” (p. 2).</p> <p>The word <i>exploitation</i> is appropriate vocabulary in the context of the writer’s discussion, but the repetitive use of this term without variance is sometimes characteristic of a writer at the Satisfactory level.</p> | <p>S</p> |

Examples of Students' Writing with Rationales

Social Studies 30–1, January 2018 Assignment II Responses Example Scored Proficient (Pf)

The Benefits of Government Intervention

The source provided would support the principles associated with that of a collectivist, and the idea of government intervention for the benefit of society. This is proved by the source when it says “a government involved in the lives of its citizens is crucial to ensure the common good.” Some fundamental concepts of collectivism the source would support would include cooperation among individuals, economic equality through the introduction of social welfare programs and minimum wage laws, and collective interest to ensure each individual is provided with the basic necessities and ability to live a prosperous life. The source opposes the concept of self-interest by saying that without government intervention, it would “undermine society.” Based on this statement, it can be inferred that the source believes that selfishness is at the core of basic human nature, and that individuals require the guidance of government for society to properly function. Philosopher Thomas Hobbes would be a perfect example of someone who would agree with this idea of human nature, and the necessity for government intervention. While a government should not have complete control over its citizens, there have been many instances throughout history that have proven how an increase in the role of the government in society has actually improved the day to day lives of citizens. Examples of such instances could include the Industrial Revolution, President Franklin D. Roosevelt and his New Deal, and the functionality of modern day Canadian society.

The Industrial Revolution began in the 18th century in Great Britain, and was a push from a primarily agricultural society to one built on modern industrialization. This

Social Studies 30–1, January 2018
Assignment II Responses
Example Scored Proficient (Pf) (continued)

change brought about the existence of a new class of people filled with factory owners, bankers, and lawyers called the Nouveau Riche, or newly rich, who benefitted greatly from the shift in society. However, this created a large gap between the rich and the poor; the rich continued to prosper, while the poor, such as the mass amount of people who worked in factories, only fell further and further into economic turmoil. Factory workers slaved through long work days in horrid conditions for a measly amount of pay. Society at the time was also built on the ideals of classical liberalism, which supports little to no government intervention and economic freedom – meaning it was the responsibility of the individual to get themselves out of any debt or poverty they had stumbled into. Outraged by the mistreatment of these workers and what little was done to help them, groups of individuals formed new ideologies based on the promotion of worker’s rights and economic equality, such as the Luddites and Chartists. The retaliation by these groups made supporters of classical liberalism and laissez-faire economics review their principles. A shift towards a welfare state was made by introducing new legislation involving worker’s rights including limited working hours, minimum age, and the development of pension programs. Because of these new laws, those who had been previously overworked for little pay were now able provide for themselves. This introduction of increased government involvement aided in the lives of many citizens, and benefitted society as a whole. This example proves the source correct by demonstrating how an increase in government involvement ensured the common good of citizens.

Life in the roaring twenties was one of great prosperity for many people. It was the first time many had money to spend, and the production and consumption rates of

Social Studies 30–1, January 2018
Assignment II Responses
Example Scored Proficient (Pf) (continued)

products skyrocketed. The economy was based on a free market and the forces of supply and demand. People began to invest their money in the stock market, and for a while it seemed as though there was no coming down from the high. However, this vision of a lavish life style became distorted with the crash of the stock market in October of 1929, which thus sparked the beginning of the Great Depression. Millions were left in complete economic turmoil, and were swimming in debt it seemed was impossible to get out of. John Maynard Keynes evaluated the forces of supply and demand, and concluded that there would always be booms and busts in the economy, but that there was a way to control the severity of these highs and lows. He proposed that during times of inflation, governments should increase taxation and limit government spending, and vice versa during bust periods. American president Franklin D. Roosevelt put Keynes' theory into action with a series of programs under a document he called the New Deal. These programs were meant to aid multiple groups of people in diverse situations during times of busts. It was with Keynes' idea and his New Deal that FDR was able to get the vast majority of his country back on their feet and out of the economic turmoil brought with the Great Depression. This example again proves the perspective behind the source by showing how government intervention in a society can help an economy out of an extreme hardship, and improve the everyday lives of citizens.

Canada is a perfect modern day example of how government intervention in various aspects of society can serve the common good of the country. For example, Canada has multiple services aimed towards the betterment of the whole, such as minimum wage laws, pensions, and universal health care. All of these forms of legislation improve the quality of day to day lives of citizens. Canada also has collective

Social Studies 30–1, January 2018
Assignment II Responses
Example Scored Proficient (Pf) (*continued*)

rights, such as Aboriginal and Francophone rights, entrenched in their constitution to ensure the equal and fair treatment of all citizens, and to create a more harmonious society. Canada has legislation put in place, such as the Emergencies Act, to protect the country's citizens from both internal and external threats. This act defines an emergency situation as either a military threat, a natural disaster, or a pandemic. In the event of a crisis, the act allows the government of Canada to implement temporary laws surrounding the emergency, with the approval of parliament. This means that the government is still taking precise action to protect its citizens, but is also doing so out of the interest of the people. Canada demonstrates how government involvement in certain aspects of society can majorly improve the quality of life of its citizens, and protect their collective interest and common good.

The source's perspective on how government involvement can ensure the common good of its citizens can be proved through historical events such as the Industrial Revolution, Franklin D. Roosevelt's New Deal, and modern day Canada. Each of these examples demonstrates how government intervention in situations such as the implementation of collective rights, or aid during times of economic turmoil, can greatly improve the quality of lives of citizens.

*Social Studies 30–1 January 2018
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 recognizes the collectivist nature of the source by noting its cooperative tendencies that strive for “economic equality through the introduction of social welfare programs and minimum wage laws” (p. 1), resulting in citizens living a “prosperous life” (p. 1).</p> <p>Aside from this acknowledgement, the writer makes the adept extension that “the source believes that selfishness is at the core of basic human nature, and that individuals require the guidance of government for society to properly function” (p. 1) and references Hobbes’ support for “the necessity for government intervention” (p. 1).</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’s position that “government should not have complete control” (p. 1) but should have an increased role to improve “the day to day lives of citizens” (p. 1) is capably supported by references to the Industrial Revolution, Franklin Delano Roosevelt and the New Deal, and contemporary Canada.</p> <p>The relationship between the position taken, argumentation, and the ideological perspective presented in the source is clearly developed, as illustrated by the writer’s purposeful connection of arguments back to the thesis.</p> | <p>Pf</p> |

| | | |
|---|--|------------------|
| <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’s treatment concerning the reactions to the Industrial Revolution that led to the “shift towards a welfare state” (p. 2) as evidenced by the introduction of “new legislation involving worker’s rights” (p. 2) is purposeful.</p> <p>A capable discussion of the nuances of the Emergencies Act in Canada 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: “Canada also has collective rights, such as Aboriginal and Francophone rights, entrenched in their constitution to ensure the equal and fair treatment of all citizens, and to create a more harmonious society” (p. 3-4).</p> <p>Vocabulary is appropriate and specific; for example: “Nouveau Riche” (p. 2), “measly” (p. 2), and “turmoil” (p. 3).</p> | <p>Pf</p> |

Examples of Students' Writing with Rationales

Social Studies 30–1, January 2018 Assignment II Responses Example Score Excellent (E)

The success of a liberal democracy is often determined by how it chooses to walk the fine lines between capitalist and socialist policies. Neither extreme is sustainable in the long run, and it is up to governments to decide how to balance a nation's economy between the two. On one hand, capitalist policies as theorized by Adam Smith (the father of Capitalism), create a system where the government only seeks to maintain law and order within the state, and allows for an economy where individuals are free to pursue goals of self-interest, with an emphasis being placed on self-reliance and competition within the marketplace. The downfall of a purely capitalist state however, is that wealth disparity between the rich and the poor increases with time, unregulated self-interest comes into inevitable conflict, and as there are a lack of social assistance programs in place, individuals on the lowest rungs of the socio-economic ladder begin to suffer. Moreover, the lack of a safety net does not bode well for private enterprises, as should they begin to fail, the government is unable to provide financial aid. This is evidenced by the failure of the President Hoover's Republican Government to aid individuals during the Great Depression of 1929, in addition to the failure of trickle-down economics and the laissez-faire stance that his government adopted. On the other hand, socialist policies as theorized by Karl Marx aim to create a classless, egalitarian system, and the source seems to favor this system, as government intervention is at its highest, with the needs of state being given higher priority than the needs of the individual. This system also has its downfalls, as governments tend to overstep their boundaries and infringe upon the rights of citizens, and are almost always willing to further the needs of state at the expense of the individual. This is proven through the case of the Stalin's 5-Year Plans and the Holodomor, through which the deaths of 3 million Ukrainians were caused by a man-made genocide-starvation. As such, the perspective presented in the source should be

Social Studies 30–1, January 2018
Assignment II Responses
Example Scored Excellent (E) (continued)

altered to the extent that government intervention does not interfere with the fundamental democratic rights of individuals, and allows for a system where the pursuit of self-interest is allowed to coexist with partial government regulation of the economy, so as to prevent either self-interest or complete government intervention from undermining each other.

To illustrate the failures of purely capitalist motives, consider the early years of the 1929 Great Depression and the Republican Government's response to a bust within the business cycle. For much of the late 20's, it was common for individuals to live out the 'American Dream' by borrowing money and investing within the stock market. It became increasingly common for individuals to go into debt to finance their lifestyles, and only 20% of American citizens had savings that they could fall back on. It should be noted that banks during this era were localized and unregulated by the federal governments, and were often independently run. And while the stock market crash did not directly cause the the Great Depression, it certainly added to the problem by placing pressure on these localized banks. As a result, most banks froze credit and called in their loans, which lead to mass deflation. In light of this, Hoover's strategy was to follow a laissez-faire approach and let the economy right itself. However, with the lack of government assistance and social welfare programs in place, many individuals began to suffer as they had no savings to rely on, and criticized the government for their hands-off response. Eventually, Hoover did decide to act, and followed a trickle-down economics system where massive subsidies were given to business, creating tax havens for the rich. This only served to widen the economic disparity between the wealthy and the poor, and Hoover's response only served to prolong the depression period. Just as the perspective behind the source advocates for

Social Studies 30–1, January 2018
Assignment II Responses
Example Score Excellent (E) (continued)

government intervention, had Hoover's government followed a more 'hands-on' approach and used Keynes' economic theories of fiscal and monetary policies, the economy would have seen far more stability and a shorter depression period.

In direct contrast to this however, when governments seek to have complete control over the economy in the name of 'common good', they almost always tend to infringe on fundamental human rights and freedoms, and seek economic prosperity at the expense of the populace. As mentioned earlier, one such instance of this is during Stalin's totalitarian control of the USSR, and the genocide-famine he created within Ukraine. Foregoing Lenin's New Economic Plan, Stalin decided that massive industrialization was the only way that the USSR could defend itself against detestable capitalist policies, and created the five-year plans in hopes to match the industrial revolution of the West. In addition to this, it should be noted that at the time, Ukraine was considered to be the breadbasket of Europe as it supplied almost all of Europe with grain. Stalin, having recognized this, felt that should he gain control of Ukraine, it would help put him at the forefront of the world's playing field. As a result, he forcefully collectivized Ukrainian farms, and used brute military force to quell any opposition. He placed huge production quotas on the farmers, and any individual who opposed his plans were tortured and/or executed. This mass collectivization in turn, led to the deaths of 28,000 individuals at the height of the famine, with the total number of deaths being estimated at 3 million. This man-made genocide famine then, is but one example of how individuals begin to suffer when governments choose to consolidate their control and overstep boundaries while claiming to better the economy.

Social Studies 30–1, January 2018
Assignment II Responses
Example Score Excellent (E) (continued)

However, in light of the failures of purely capitalist and socialist economies, when governments choose to merge policies and balance between the two extremes, the economy is able to flourish and individuals benefit from having a safety net and the opportunity to pursue self-interests available to them. One such example of this is Roosevelt's Democrat government policies following the failures of the Hoover administration. Once in office, Roosevelt instituted several reform programs with an emphasis being placed on Relief, Recovery, and Reform. Using Keynes' economic theory in addition with with fiscal and monetary policies to regulate the economy, Roosevelt created several social assistance programs, such as the National Housing Act and the Social Security Act, in addition to the many other alphabet programs that exist to this day. In doing so, Roosevelt redefined the role of government towards the people, and moved America from a classic libertarian stance to one that adopted a modern liberalist approach. He gave the responsibility of regulating banks over to the federal government to prevent a mass credit freeze from occurring again, and by creating a safety net and instituting social assistance programs, Roosevelt's Democrat government was able to help shorten the socio-economic class divide between the rich and the poor. Although it was WWII that helped bring America out of its depression period, Roosevelt's hand-on approach prevented the economy from stagnating any further, and provided those on the lowest rungs of the economic ladder with financial assistance to tide them through. This goes to show that governments need to be involved and regulate the economy to a certain extent, and provide opportunities for individuals to pursue self-interest, while having partial control over the economy.

Social Studies 30–1, January 2018
Assignment II Responses
Example Score Excellent (E) (continued)

As stated earlier, neither extreme remains sustainable in the long-term run, and governments need to be able to find stable ground in between balancing capitalist and socialist policies, so as to help grow the economy. While the source is correct in saying that without any government intervention, self-interests would only create conflict, extreme regulation of the economy only serves to hinder economic progress, and often comes at the cost of fundamental rights and freedoms. As examined earlier, Stalin took complete control over the economy by creating a totalitarian dictatorship, and as a result, caused the deaths of countless Ukrainian individuals who were powerless to oppose him in any way. In comparison to this, a complete laissez-faire approach as adopted by the Hoover administration did not serve the common good either, as individuals on the lowest rungs of the socio-economic ladder suffered the brunt of the depression period. Therefore, should governments adopt a modern liberal stance and provide individuals with the opportunity to pursue goals in self-interest while partially regulating the economy, it is possible to see a nation's economy flourish, as when individuals are driven by self-interest that is regulated to a certain extent, they not only benefit themselves, but also the collective as a whole.

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Social Studies 30–1 January 2018
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>In the discussion of governments overstepping their boundaries, the writer insightfully acknowledges that “As such, the perspective presented in the source should be altered to the extent that government intervention does not interfere with the fundamental democratic rights of individuals, and allows for a system where the pursuit of self-interest is allowed to coexist with partial government regulation of the economy, so as to prevent either self-interest or complete government intervention from undermining each other” (p. 1-2).</p> <p>A comprehensive understanding of the source is reflected with an analysis of both capitalist and socialist perspectives. This is further enhanced through sophisticated links acknowledging the strengths and challenges to both systems; for example: “Moreover, the lack of a safety net does not bode well for private enterprises, as should they begin to fail, the government is unable to provide financial aid” (p. 1).</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 modern liberalism is convincingly supported throughout the response.</p> <p>The writer’s astute recognition that Roosevelt alone was not responsible for bringing an end to the Great Depression but that his “hand-on approach prevented the economy from stagnating any further” (p. 4) is insightful.</p> <p>The writer effectively embeds related concepts of the source, such as the need for government intervention to create greater stability, throughout their argumentation. At the end of each paragraph, the writer’s compelling arguments are effectively tied to the evidence chosen.</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 contrast between Hoover and Roosevelt and their respective policies when dealing with the Great Depression, and the discussion of Stalin’s economic policies and effects on the Soviet Union, demonstrate a sophisticated and deliberate choice of evidence.</p> <p>An insightful understanding of social studies knowledge is revealed when the writer acknowledges the shift in the role of government in society; for example: “In doing so, Roosevelt redefined the role of government towards the people, and moved America from a classic libertarian stance to one that adopted a modern liberalist approach” (p. 4).</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: “Foregoing Lenin’s New Economic Plan, Stalin decided that massive industrialization was the only way that the USSR could defend itself against detestable capitalist policies, and created five-year plans in hopes to match the industrial revolution of the West” (p. 3).</p> <p>Vocabulary is precise and deliberately chosen, for example: “does not bode well” (p. 1), “egalitarian system” (p. 1), “quell” (p. 3), and “classic libertarian stance” (p. 4).</p> | <p>E</p> |

Scoring Categories and Scoring Criteria for 2018 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.