



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

From the January 2025 Diploma Examination

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**This document was primarily written for:**

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

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***2024–2025 Social Studies 30–1 Examples of the Standards for Students' Writing***

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# Introduction

The written responses in this document are examples of *Social Studies 30–1 Diploma Examination* writing that received scores of Proficient (Pf) and Excellent (E). These example responses are taken from the *January 2025 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 2025 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 2025 marking session selected the examples of student papers included here. They also wrote the commentaries that discuss the students' writing in terms of the scoring criteria.

During their preparation for the marking session, group leaders (teachers specially selected to assist Provincial Assessment Sector staff during the marking session) reviewed and validated the standards represented by these example papers. Group leaders then used these example papers to train the teachers who marked the written-response sections of the *January 2025 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 2025. 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 and Childcare 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 2025 Writing Assignments

*January 2025*

## *Social Studies 30–1*

### *Part A: Written Response*

*Grade 12 Diploma Examination*

#### *Description*

**Time: 3 hours.** This examination was developed to be completed in 3 hours; however, you may take up to 6 hours to complete the examination, should you need it.

Plan your time carefully.

**Part A: Written Response** consists of two assignments worth 50% of the total Social Studies 30–1 Diploma Examination mark.

**Evaluation:** Your written-response evaluation will be based on the following weightings:

#### **Assignment I: Source Interpretation**

*Value:* 20% of total examination mark

- Interpretation of Sources
- Relationships
- Communication

#### **Assignment II: Position Paper**

*Value:* 30% of total examination mark

- Analysis of Source
- Argumentation
- Evidence
- Communication

*Do not write your name anywhere in the booklet or on your response. Feel free to make handwritten revisions directly on your final response.*

#### *Instructions*

- Complete **both** assignments.
- You may use the following print references:
  - an English and/or a bilingual dictionary
  - a thesaurus
  - an authorized writing handbook
- Space is provided in the booklet for planning.
- It is your responsibility to print out (or handwrite) and staple all of your final written work to the designated pages in the booklet. You must also verify that this has been done correctly. Page 7 illustrates how to attach your final work to the booklet.

#### *Additional Instructions for Students Using Word Processors*

- Format your work using an easy-to-read 12-point font, double space, and use headers and footers as illustrated on page 7.

#### *Additional Instructions for Students Who are Handwriting*

- **Use the paper provided by your school for handwritten work.** Note that there is no paper provided in the booklet for final written work.
- Use blue or black ink for handwritten work.



## Assignment I: Source Interpretation

Value: 20% of the total examination mark

Suggested time: 60 to 75 minutes

Suggested word count range: 500 to 1400 words

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

### Assignment I – Sources

#### Source I

The solution to the quick elimination of deficits is therefore simple. Government spending should be cut. Waiting five or more years to eliminate deficits will burden Canadians with more wasteful government spending, higher government debt, and increased interest payments.

The sooner governments get their fiscal houses in order, the sooner the fiscal room can be created to refocus on improving Canada's ability to attract investment and create jobs. And that should be done by reducing taxes, not increasing government spending.

—Fraser Institute, 2010

#### Source II

*The following excerpt was from a speech by James Flaherty in 2011. At the time, he was a member of the Conservative Party and served as the Minister of Finance for the Government of Canada.*

Canada's Economic Action Plan was designed to fight the effects of the global recession by providing significant stimulus to safeguard jobs and protect families, while making important productive investments to contribute to Canada's long-term economic prosperity. By ensuring that stimulus spending was concentrated over a two-year period, the Government was able to run short-term deficits without jeopardizing Canada's long-term fiscal advantage.

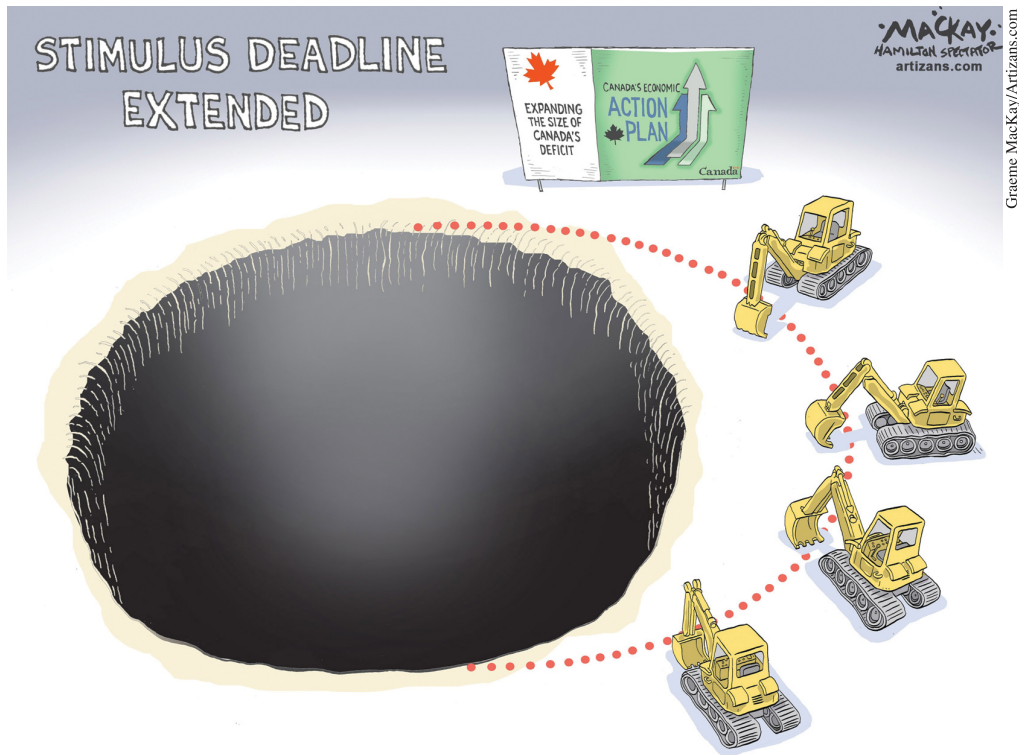
Canada's Economic Action Plan is working. ...

These investments have been effective in shielding Canadians from the worst of the global recession. Over 28,500 projects have been completed or are underway, generating significant employment in local communities and contributing to the creation of about 540,000 jobs across Canada since July 2009.

Source I Veldhuis, Niels, and Charles Lammam. "Talk is Cheap: Cut Spending to Eliminate the Deficit." *Fraser Institute*, May 19, 2010. Modified June 19, 2014.  
[www.fraserinstitute.org](http://www.fraserinstitute.org).

Source II Government of Canada. *The Next Phase of Canada's Economic Action Plan: A Low-tax Plan for Jobs and Growth*. Tabled in the House of Commons by the Honourable James M. Flaherty, P. C., M. P., Minister of Finance, June 6, 2011.  
[www.budget.canada.ca](http://www.budget.canada.ca).

### Source III



**Note:** The sign reads: “EXPANDING THE SIZE OF CANADA’S DEFICIT” and “CANADA’S ECONOMIC ACTION PLAN.” This cartoon was created in 2010.

*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

## Assignment II: Position Paper

Value: 30% of the total examination mark

Suggested time: 90 to 105 minutes

Suggested word count range: 750 to 1600 words

*Analyze the following source and complete the assignment.*

### Source

Democracy is a weak and inefficient system. Only when a country is governed by a powerful leader can it achieve its full potential.

### 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 Teachers' Commentaries

### Social Studies 30–1 Source Interpretation Assignment, January 2025

#### Example Scored Satisfactory (S)

Response unavailable

## Examples of Students' Writing with Teachers' Commentaries

### Social Studies 30–1 Source Interpretation Assignment, January 2025

#### Example Scored Proficient (Pf)

The author of Source I is most likely in favour of the idea that government spending leads to further decline in the economy rather than stimulating it, leading to more right-wing, classical liberalism ideologies. The author presents the solution to economic deficit through the idea of cutting government spending and decreasing taxes which he states will prevent increase in government debt and prevent increased interest payments. When the author states "government spending should be cut" he is most likely referring to the idea of government spending on welfare programs for the citizens, such as providing government jobs. The author believes that a decrease in spending on such programs will allow the economy to rise above deficits efficiently, rather than waiting for the programs to eventually stimulate the economy. The author's idea of decreased government spending and decreased taxation can additionally be related to the idea of Reaganomics where the economic policy leans to allowing the economy to stimulate itself rather than relying on the government to provide a stimulus. Through Reaganomics the idea that less government intervention and less taxation allows for the theory of trickle-down to bring the economy back from deficit instead of the governments direct intervention. This theory outlines the idea that when those who are at the top of the economic pyramid are able to increase their wealth they will then provide help to those lower in the pyramid through jobs and work. This idea can be directly connected to the author's statement that Canada will be able to "...attract investment and create jobs," which relates to the idea of the trickle-down theory providing more jobs for Canadians. The author reinforces his idea through the suggestion of the government to decrease in fiscal policies, referring to those of taxation, and to allow for the development of more economic opportunities for the people rather than directly creating those opportunities. The author criticizes the idea of government provided work for its time consumption when he states it may take "...five or more years..." to implement these government programs and that reducing fiscal policy would more efficiently bring Canada out of deficit.

The position of the Source II presents the idea that government spending on stimulus for the economy has proven to successfully protect jobs and the further success of the Canadian economy. He is most likely in favour of the ideas pertaining to modern liberalism, with the mix

of government intervention during times of deficit and the lessening of government intervention during times of prosperity. The author outlines the idea that government spending during times of recession is required to stimulate the economy to long-term economic prosperity. This idea is similar to that of Keynesian economics where Keynes states that during times of recession the government should increase spending to provide the citizens with the ability to participate in the economy. Keynesian economics also states that the government should decrease fiscal and monetary policy during times of recession to further support individuals in participating in the economy. The author also highlights the idea of "long-term economic prosperity" in opposition to the idea of short term solutions. The author defends this position through stating that the government was evidently able to "...run short-term deficits without jeopardizing Canada's long-term... advantage." He refers to the idea of the short-term deficits as government spending on the people of the country and the results of this short-term spending was greater for the long-term economy of Canada. He states that it did not jeopardize Canada's fiscal policy but rather allowed the taxation in Canada to having an advantage. The author then provides evidence of the immediate effects of "Canada's Economic Plan" which further proves his point of the reality to deficit spending and the long-term gains of the economy through it. He states that in two years the government was able to provide and additional 540, 000 jobs due to the Economic Action Plan which will allow for the increase in participation in the economy. This aligns again with the theory of Keynesian economics which stands for the government to take action to stimulate the economy first, then to allow the economy to resolve the deficit through the provided stimulus.

The cartoonist of Source III presents the idea that deficit spending does not stimulate the economy, but rather drives the economy further into debt. These values can be related to those of more classical liberalism ideologies. The title of the cartoon reads "Stimulus Deadline Extended" and portrays the digging of a deeper hole representing the government debt which stimulus deficit has produced. This can lead to the conclusion that the author is most likely in support of more right-wing ideologies which does not involve government spending, but allows the

economy to recover from times of recession through other methods, such as the decrease in fiscal and monetary policy. These ideas line up with those of Hayek and Friedrich who theorized through more right-wing ideologies, such as the decrease in monetary and fiscal policy, but also the lessened involvement of government spending. Both Friedrich and Hayek opposed the idea of deficit spending which is the basis of Canada's Economic Action Plan. The author is clearly stating his position on the idea of the Economic Action Plan as negative and rather than helping stimulate the economy, it is digging a deeper debt into Canada's economy. The cartoonist portrays the relationship between Canada's Economic Action Plan of deficit spending and the reality of the plan as having already made a significant impact on the economy of Canada. The portrayal of the hole dug into a blank slate can also be seen as representative of where the government investments have gone towards. There are no clear successes portrayed of the Economic Action Plan on the cartoonists image which may be representative of the cartoonist position, reinforcing his belief in the unproductive action of deficit spending. The sign that the cartoonist portrays in the representation of Canada's Economic Plan can be seen as representing the increase of the economy through the deficit spending but juxtaposed to the large hole representing the government debt can be seen as the authors use of exaggeration to portray the reality of the economic plan. Rather than stimulating the economy to increase, it digs a deeper hole in the economy.

After examining the sources, they all be related to the question, to what extent should the government intervene within the economy during times of recession. Source I presents the idea that the government should not spend during times of recession but should still intervene through lowering fiscal policies. Source II presents the idea that governments should intervene in the economy through deficit spending to ensure the long-term prosperity of the economy. Finally, Source III presents the idea that government spending does not stimulate the economy but rather leads to further government debt. Source I and Source III both present similar values on the ideas of classical liberalism, where the focus of the government should not be in the idea of deficit



spending but rather focusing on fiscal and monetary policies. Although the first source may be leaning closer to modern liberalism on a scale of left to right wing ideologies and the third source may be more in support of the government allowing the economy to function without the help of the government. The second source and the third source may find differences in their ideas on how the government should intervene within the economy, but they both mention the idea of the government intervening during times of recession. Both the first and the third source may be seen as negative responses to Canada's Economic Plan which is promoted in source two. Source one and two both touch on the timely effects of Canada's Economic Action Plan where source two highlights the idea of long-term economic prosperity through the ideas of Keynesian economics where source one relates ideas to immediate economic recovery through the ideas of Reaganomics. In conclusion, all three sources present their ideas answering the question to what extent should the government intervene through deficit spending during times of recession.

# Social Studies 30–1 January 2025

## Assignment I: Source Interpretation

### Example Paper—Proficient (Pf)

Scoring Criteria	Rationale	Score
<b>Interpretation of Source I</b> <ul style="list-style-type: none"> <li>Interpretation of the source is logical, specific, and adept, demonstrating a sound understanding of links to liberalism.</li> </ul>	<p>The recognition of the right-wing perspective of the source in connecting trickle-down economic theory to deficit reduction by means of decreased government spending is logical. This is furthered by emphasizing that those at the “top of the economic pyramid” (p. 1) are the ones who will “allow for the development of more economic opportunities for the people rather than directly creating these opportunities” (p. 1).</p> <p>The identification of classical liberalism and how it relates to free-market economic theory demonstrates a sound understanding of links to liberalism.</p>	<b>Proficient</b> <b>Pf</b>
<b>Interpretation of Source II</b> <ul style="list-style-type: none"> <li>Interpretation of the source is logical, specific, and adept, demonstrating a sound understanding of links to liberalism.</li> </ul>	<p>The interpretation that Keynesian economic theory advocates for a government to increase spending during a time of recession and that Canada’s Economic Action Plan has used deficit spending to stimulate the economy is specific. The contention that deficit spending has created the immediate effect of job creation is logically developed.</p> <p>The statement that the “ideas pertaining to modern liberalism, with the mix of government intervention during times of deficit and the lessening of government intervention during times of prosperity” (p. 1–2) demonstrates a sound understanding of links to liberalism.</p>	<b>Proficient</b> <b>Pf</b>
<b>Interpretation of Source III</b> <ul style="list-style-type: none"> <li>Interpretation of the source is logical, specific, and adept, demonstrating a sound understanding of links to liberalism.</li> </ul>	<p>The interpretation that the exaggerated size of the crater is a representation of “the unproductive action of deficit spending” (p. 3) is adept.</p> <p>The interpretation that the classical liberal idea of decreased government spending is in direct opposition to deficit spending and would not be supported by supply-side theorists demonstrates a sound understanding of links to liberalism.</p>	<b>Proficient</b> <b>Pf</b>

Scoring Criteria	Rationale	Score
<b>Relationships</b> <ul style="list-style-type: none"> <li>The explanation of relationship(s) is capable and purposeful.</li> </ul>	<p>The relationship among the sources identified as government intervention during an economic recession is purposeful.</p> <p>The acknowledgment that “Source one and two both touch on the timely effects of Canada’s Economic Action Plan where source two highlights the idea of long-term economic prosperity through the ideas of Keynesian economics where source one relates ideas to immediate economic activity through the ideas of Reaganomics” (p. 4) is capable.</p>	<b>Proficient</b> <b>Pf</b>
<b>Communication</b> <ul style="list-style-type: none"> <li>Vocabulary is appropriate and specific.</li> <li>Sentence structure is controlled and effective.</li> <li>The writing demonstrates capable control of mechanics and grammar and is purposefully organized.</li> </ul>	<p>The vocabulary is appropriate and specific; for example: “Reaganomics” (p. 1) and “juxtaposed” (p. 3).</p> <p>The writing demonstrates controlled and effective sentence structure; for example: “The cartoonist portrays the relationship between Canada’s Economic Action Plan of deficit spending and the reality of the plan as having already made a significant impact on the economy of Canada” (p. 3).</p> <p>The writing demonstrates capable control of mechanics and grammar, and the response is purposefully organized.</p>	<b>Proficient</b> <b>Pf</b>

## Examples of Students' Writing with Teachers' Commentaries

### Social Studies 30–1 Source Interpretation Assignment, January 2025

#### Example Scored Excellent (E)

Source One is a criticism of the government's inability to reduce the Canadian deficit. It suggests that governments should begin the reduction of the deficit immediately by stopping government spending. Furthermore, the halting of government spending would create lesser debt by the government and by extension, lower interest payments for Canadians. The source says that the most beneficial fiscal policy to focus on is the reduction of taxes. Instead of increasing government spending, the source argues that reducing taxes will be more beneficial in the long run by allowing Canadians to get jobs and have more funding. The source wants a return to a more classical liberal economic system where there is less government control over the economy. It suggests that by reducing taxes and having less governmental influence, the economy will be able to return to its prosperous state. Milton Friedman would agree with the source's idea of less taxes, especially those on large corporations. This demonstrates Friedman's idea of monetarism, which is a move to the right on the economic spectrum. If the government imposes less taxes on businesses, then they have more wealth to invest or use to create more jobs. This creates a "trickle-down" effect where money gets redistributed to all classes, even the lowest. The source would say that Friedman is correct, and monetarism is the ideal system for a government to utilize in order to escape its deficits and return to a booming economy. The source would also agree that self-interest should motivate people, instead of relying on government spending. When people work to benefit themselves, they try to find a job so they can gain more capital. The source would say that if people can pay less taxes, then they will have more wealth for themselves, and therefore more money to invest in the economy. The source also addresses the consequences of debt on monetary policies. Monetary policies are slower acting and do not impact Canadians immediately. A notable monetary policy is interest rates. As economies gain more money, interest rates go up in order to slow down the economy. When the government is no longer focused on spending, the money will have to be repaid with interest. The source argues that the interest payments are going to be a negative result of the government's decision to spend more money to escape the recession.

Source Two is a praise of the government's solution to the global recession through the Economic Action Plan. It explains that the plan was put in place to use government spending to create incentive, so Canadians could remain employed and supporting their families. The plan is supposed to take place over a two-year period to allow Canada to create a manageable deficit, so that when the government spending is no longer required, the money can be made back through taxes or interest rates. The source explains the beneficial results of the Economic Action Plan in the reduction of unemployment through the use of job creation programs. The source demonstrates modern liberalism, a mixed economy with government intervention, in order to protect Canadians from the recession. This is similar to Franklin D. Roosevelt's (FDR) New Deal in the United States of America (USA) following the Great Depression. FDR used Alphabet Agencies to create jobs for Americans suffering unemployment during the global recession. The source would agree with FDR's Alphabet Agencies and argue that in times of economic decline, it is the responsibility of government to kick-start the economy by providing jobs. Furthermore, in order for an economic to boom again, people need to be able to create wealth so they can invest it back into the economy. The source also exemplifies Keynes's theories on government intervention in demand-side economics. In Keynesian economics, government needs to protect its citizens in the boom and bust cycle because there is no way for people to know a recession is coming. The boom and bust cycle explains that periods of economic growth are followed by periods of economic decline. The source would agree with Keynes's theory, and argue that Canada's Economic Action Plan is the government's way to support Canadians during the bust part of the cycle. Since Canadians could not properly prepare for the economic decline, they need assistance to return to a period of economic growth. Source Two would agree with the idea of collective interest, or working together for a common goal. It suggests that in order for Canada's Economic Action Plan to work, Canadians need to be willing to temporarily increase the deficit in the interest of creating jobs for the people. Furthermore, people need to be willing to allow government to increase spending so that the recession cannot get any worse. The source

would say that collective interest is a beneficial principle that unites the people during an economic slump.

Source Three is a criticism of Canada's Economic Action Plan and the government's choice to further the deficit by allowing more government spending. The cartoonist depicts the expansion of Canada's deficit, symbolized by a large hole. Additionally, the source reveals the extension of the use of Canada's Economic Action Plan which means more government spending to save Canada from the recession. The cartoonist shows that increased spending digs a deeper hole for Canada to escape from after the recession, implying the problem is not being solved, it is simply being turned into a new one. The source would disagree with modern liberalism, because it involves too much government involvement in the economy. The use of government during the recession is not proving to be beneficial for Canada's future, as it is creating a large amount of debt. Therefore, the source would disagree with government intervention in the boom and bust cycle. Instead, the cartoonist would agree with Adam Smith's laissez-faire system, where the government remains "hands off". Smith believes that economic systems will regulate themselves, if people are motivated to work. The source would argue that by providing funds during a recession, people lose their motivation to work, which reduces a government's willingness to cut spending. Smith and the source would agree that it causes an increased deficit and does not benefit the people or the country. The source would reject the principle of collective responsibility, where everyone is punished for one member's actions. When individuals do not find employment and allow for government handouts, everyone in society suffers. This is because they are expected to pay taxes and reduce the deficit created by the government in order to support the unmotivated. Further, by punishing those who worked hard for their money, it removes their incentive to keep working. The source would say that collective responsibility is not beneficial in recovering from a recession, because it diminishes people's motivation. In contrast, the source would agree with the principle of economic freedom, and people having control over what they do with their money. The source suggests that when government has

control over people's money, through taxes and spending, it leads to greater problems for the nation. Therefore, by allowing people to have monetary control, the government cannot create massive debt for the country in order to save those who are poor or unemployed. The source would agree that people should have the freedom spend or save, and not be responsible for providing funds for those less off than them.

All three sources address the issue: "To what extent should the government be allowed to increase a country's deficit?". Source One would say that government should not be allowed to worsen a deficit through increased government spending, because there are other changes that can better support the economy and prevent increased debt. Source Two would say that deficits are necessary during times of recession, as long as they are temporary, so that a country's future economy is not harmed. Source Three would say that governments should not be allowed to increase a deficit, because the provisions do not remain temporary, and therefore, too much debt is acquired. All three sources comment on the idea of fiscal policy, economic policies that impact citizens rather quickly. Source One believes that the more beneficial fiscal policy during recessionary times is taxes. Furthermore, it argues that instead of increasing the deficit by increasing spending, reducing taxes will allow citizens more access to wealth which will support them through the bust. Source Two believes that the fiscal policy of government spending is the most beneficial in order to provide citizens access to jobs, and therefore, more wealth. Similarly to Source One, Source Three also rejects the fiscal policy of government spending because it contributes too much debt to a country. Both Source One and Three demonstrate the burden a deficit will have on Canadians. Source One does this by explaining the results of a deficit on people: through increased interest payments as a result of wasteful spending. Source Two does this by illustrating the problem being created. The large hole being dug represents the struggle Canadians are going to have to face to pay off the debt. The sources also deal with the idea of self-interest. Both Sources One and Three agree with the principle of self-interest and its necessity to boost an economy by allowing people to work in the goal of more wealth. In

contrast, Source Two does not believe that self-interest will save Canada from the global recession, and so, government spending is necessary to help the people. Source Two and Three demonstrate a cause and effect relationship. Source Two explains Canada's Economic Action Plan and how a short-term deficit is necessary for Canada's future. Source Three; however, displays that the economic plan will not end in the predetermined time, so Canada is building an even larger deficit that will negatively impact the nation in the long-term.



# Social Studies 30–1 January 2025

## Assignment I: Source Interpretation

### Example Paper—Excellent (E)

Scoring Criteria	Rationale	Score
<b>Interpretation of Source I</b> <ul style="list-style-type: none"> <li>Interpretation of the source is sophisticated, insightful, and precise, demonstrating a perceptive understanding of links to liberalism.</li> </ul>	<p>The writer demonstrates a sophisticated understanding of the theoretical workings of a classical liberal economy and its connections to this source; for example: “The source would also agree that self-interest should motivate people, instead of relying on government spending. When people work to benefit themselves, they try to find a job so they can gain more capital” (p. 1).</p> <p>The acknowledgment that the source “suggests that by reducing taxes and having less governmental influence, the economy will be able to return to its prosperous state” (p. 1) is precise.</p> <p>The writer demonstrates a perceptive understanding of links to liberalism through their discussion of classical liberal economics and Milton Friedman’s ideas in the context of this source.</p>	<b>Excellent</b> <b>E</b>
<b>Interpretation of Source II</b> <ul style="list-style-type: none"> <li>Interpretation of the source is sophisticated, insightful, and precise, demonstrating a perceptive understanding of links to liberalism.</li> </ul>	<p>The recognition that the source is promoting the belief that “it is the responsibility of government to kick-start the economy by providing jobs” (p. 2) such that the citizens are then “able to create wealth so they can invest it back into the economy” (p. 2) is sophisticated and insightful.</p> <p>The writer demonstrates a perceptive understanding of links to liberalism; for example: “The source would agree with Keynes’s theory, and argue that Canada’s Economic Action Plan is the government’s way to support Canadians during the bust part of the cycle” (p. 2).</p>	<b>Excellent</b> <b>E</b>

Scoring Criteria	Rationale	Score
<b>Interpretation of Source III</b> <ul style="list-style-type: none"> <li>Interpretation of the source is sophisticated, insightful, and precise, demonstrating a perceptive understanding of links to liberalism.</li> </ul>	<p>The writer demonstrates a sophisticated and precise interpretation of the source; for example: “by providing funds during a recession, people lose their motivation to work, which reduces a government’s willingness to cut spending” (p. 3) and “The source suggests that when government has control over people’s money, through taxes and spending, it leads to greater problems for the nation” (p. 3–4).</p> <p>The recognition that the source supports free-market economic theories demonstrates a perceptive understanding of links to liberalism.</p>	<b>Excellent</b> <b>E</b>
<b>Relationships</b> <ul style="list-style-type: none"> <li>The explanation of relationship(s) is perceptive and thorough.</li> </ul>	<p>The contention that “All three sources comment on the idea of fiscal policy” (p. 4) is thoroughly explained.</p> <p>The writer perceptively expands the explanation of relationships to include a discussion of self-interest, coupled with acknowledgement of a cause-and-effect relationship.</p>	<b>Excellent</b> <b>E</b>
<b>Communication</b> <ul style="list-style-type: none"> <li>Vocabulary is precise and deliberately chosen.</li> <li>Sentence structure is controlled and sophisticated.</li> <li>The writing demonstrates skillful control of mechanics and grammar and is judiciously organized.</li> </ul>	<p>Vocabulary is precise and deliberately chosen; for example: “money gets redistributed to all classes” (p. 1) and “diminishes people’s motivation” (p. 3).</p> <p>Sentences, such as “The cartoonist shows that increased spending digs a deeper hole for Canada to escape from after the recession, implying the problem is not being solved, it is simply being turned into a new one” (p. 3), demonstrate controlled and sophisticated sentence structure.</p> <p>The writing demonstrates skillful control of mechanics, and the response is judiciously organized.</p>	<b>Excellent</b> <b>E</b>



## Examples of Students' Writing with Teachers' Commentaries

### Social Studies 30–1 Position Paper Assignment, January 2025

#### Example Scored Satisfactory (S)

Response unavailable

# Examples of Students' Writing with Teachers' Commentaries

## Social Studies 30–1 Position Paper Assignment, January 2025

### Example Scored Proficient (Pf)

The source provides an authoritarian ideology. The denial of the existence of redeemable qualities in democracy, minimizing it to a symbol of weakness and inefficiency while simultaneously bolstering the advantages of authoritarian rule is what reveals the ideology. In addition, the source is rather one-dimensional as observable through the use of definitive language as seen through the use of "only" and "is" and it also has a lack of regard for the variables which allow for variation in the effectiveness of both democratic and authoritarian societies. The word 'potential' lacks specificity as historically, 'full potential' has looked different for different leaders, for example, some seek militant superiority, while others national superiority or global ideological shifts. The source states that if a nation is in pursuit of its 'full potential', a strong leader is the only way to go, and reasoning as to why the source believes that can be inferred by observing a primary difference of between a democracy and an authoritarian society: the amount of individuals who have power or who have a say. Comparing the amount of power holding individuals in democracy and authoritarian society shows that the source believes that an individual or small group with consolidated power is the better option. The use of the word inefficient is in regard to the measures which bills and other changes must go through to be put into law and contradictory to that, how easy and swift change can be without all of those hoops to jump through. Due to those reasons, the source rejects liberalism. The source should be embraced to the extent that democracy's strength comes from its civilian participation and without it, it can be weak and inefficient. The source should then be rejected to the extent that when powerful leaders achieve full potential, its existence is often short-lived due to the measures which had to be taken to get there.

The strength of democracy is fully dependent on the participation of its citizens as the government acts in response to the will of the people, and with inadequate participation, only the majority of the minority is accurately represented leaving the rest with a feeling of disconnect with their government possibly resulting from exclusionary acts. With accurate, proportional representation and checks and balances however, citizens are able to form a relationship of

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mutual loyalty and respect strengthening their sense of nationalism and resulting in a strong and efficient nation. Take Canada for example, Canada's liberalism is being challenged by voter apathy. A large part of said apathy is accredited to the feeling of lack of power which is institutionalized through First Past The Post (FPTP) system. In this system all seats of a riding are given to the majority winner of that specific riding rather than having seats given out based on the percentage of total federal votes each party got. If FPTP was removed it would help to eradicate the tyranny of the majority and allow for "smaller" parties to actually have a say. In addition, this would also help combat the risk of becoming bipartite system. With FPTP and non-mandated voting, many individuals become disillusioned with democracy and their will is not proportionally recognized resulting in legislation and actions which cause a feeling of exclusion and through these feeling, a disconnect forms between the government and its people. This disconnect results in a lack of a united front which can manifest into a weak and inefficient system. With proportional voting and more forms of direct voting, governments can fight the root cause of voter apathy and when voters can actually see their vote counting, via seat allocation based on total votes, they will once again build their relationship with the government, a relationship which is based on loyalty, respect and listening. This contract will form a united strong front with national loyalty being a key foundational block. The system will also gain efficiency as it will no longer be plagued by individuals' feelings of indifference and allow the individuals' new-found sense of matter to both drive them and to stand up for their nation. Democracy can be a weak and inefficient society, but the source fails to account for the make-or-break variable which is the participation of people because with the unity which can stem from democracy, a nation can achieve its full potential.

Historically, powerful leaders have achieved full potential, or at least great strides towards it, but more often than not, that success is short-lived. The limited timeline of authoritarian governments is often due to their unchecked power and how they then abuse their power to limit the rights of their citizens and eradicate those who are perceived to be 'standing in their way' and

this is often excused by the fact that it's 'in favour of achieving the nation's full potential'. As time progresses, discourse spreads throughout the nation as people get increasingly tired of having their rights constantly stripped away and get tired of living in fear. It is this discontent which sparks revolution across the nation either until the empire falls or a new leader brings reform. For example, the USSR while under Stalin grew into an oppressive, authoritarian regime-which was paradoxical to its identity as a communist party. In authentic communism there is a radical overthrow and tyranny of the proletariat but soon after replaced by a classless stateless society, but the USSR decided that maintaining a powerful leader was the way to go. While collectivizing farms in pursuit of rapid industrialization, Stalin resulted to sending the Kulaks (Ukrainian farmers) to Gulags which were a form of concentration camps. It was then revealed that anyone deemed a threat to communism would be sent to Gulags as well. Freedom of opinion was essentially criminalized. It was an incredibly oppressive regime which functioned off of fear and terror and both aggressive expansionary and containment policies such as the Berlin Wall, Berlin blockade and further on the Brezhnev Doctrine which gave the USSR authority to intervene in any eastern European country that was seen as having a threat to communism. As time passed, more revolutions sparked such as the Hungarian revolution and Prague spring. Eventually the Brezhnev Doctrine was disabled and countries were pulling out of the USSR until the official collapse in 1991. The USSR did take grand strides towards their full-potential with regard to ideological expansion and industrialization but a critical aspect of their downfall, was the civilians which made up the empire. While throughout the course of the USSR, the regime had expected fluctuations such as the de-stalinization and creation of the KGB, it was still in no way a society which reflected the will of the people as the government primarily listened to their own agenda. A country can achieve its full potential under a powerful leader but so often is it the regimes which brought them to their full potential then will be the reason it cannot be sustained. The authoritarian regime provides an impression that the nation is a united front but due to the fact that its unity is built on fear, cracks begin to form within the foundation which ultimately results in instability bringing the whole thing down.

The source argues that democracy is an unproductive, weak society compared to its opposing authoritarian society where under a strong limited government can lead the nation to its peak. The source fails to realize that people are at the base of each of these societies which is why the source should be partially embraced due to the fact that democracy can be weak without adequate participation. The source should also be partially rejected in the sense that it is the civilians who often cause short lifespans of authoritarian governments due to the regimes which these limited governments use to reach their full potential. So it is true that they can reach their full potential, it is just often not long-lived. This source should then only be embraced partially as democratic systems can be weak without participation, but a democracy can also be strong if they are structured in a way which emphasizes citizen involvement. In a democratic society, ideally one without FPTP, the nation is strong and efficient due to the grounds on which its built. It's built on respect, unity and a feeling of value whereas authoritarian governments, ones which reject liberalism, often times fail, because they're built on ego, coercion and fear. That is why democracy better stand the tests of time; the foundation is stronger.

# Social Studies 30–1 January 2025

## Assignment II: Position Paper

### Example Paper—Proficient (Pf)

Scoring Criteria	Rationale	Score
<b>Analysis of Source</b> <ul style="list-style-type: none"> <li>The analysis of the source is is capable and adept; a sound understanding of the ideological perspective(s) is demonstrated.</li> </ul>	<p>The writer capably identifies that the source is a rejection of liberal democracy and supportive of authoritarian rule.</p> <p>A sound understanding of the ideological perspective of the source is demonstrated when the writer compares how authoritarian and democratic societies would address issues related to pursuing full potential, reducing inefficiency, and increasing strength in their respective societies.</p>	<b>Proficient</b> <b>Pf</b>
<b>Argumentation</b> <ul style="list-style-type: none"> <li>The position established is persuasively supported by purposefully chosen and developed argument(s).</li> <li>The argumentation is logical and capably developed, demonstrating a sound understanding of the assignment.</li> <li>The relationship between the position taken, argumentation, and the ideological perspective presented in the source is clearly developed.</li> </ul>	<p>The writer's position that the ideological perspective reflected in the source should be rejected to the extent that powerful leadership in authoritarian societies is often "short-lived" (p. 1) is purposefully developed.</p> <p>The writer's persuasive argument that "the source fails to account for the make-or-break variable which is the participation of people because with the unity which can stem from democracy, a nation can achieve its full potential" (p. 2) demonstrates a sound understanding of the assignment.</p> <p>The writer develops a clear relationship between the arguments and the source by linking powerful leadership to strength and efficiency throughout the response.</p>	<b>Proficient</b> <b>Pf</b>



Scoring Criteria	Rationale	Score
<b>Evidence</b> <ul style="list-style-type: none"> <li>Evidence is specific and purposeful.</li> <li>Evidence may contain some minor errors.</li> <li>A capable and adept discussion of evidence reveals a solid understanding of social studies knowledge and its application to the assignment.</li> </ul>	<p>The writer purposefully compares the issue of voter apathy associated with Canada's first-past-the-post system to the benefits of proportional representation.</p> <p>The adept discussion of the Soviet Union under Stalin, the Berlin Wall, and the Brezhnev Doctrine reveals a solid understanding of social studies knowledge and its application to the assignment.</p>	<b>Proficient</b> <b>Pf</b>
<b>Communication</b> <ul style="list-style-type: none"> <li>The writing is clear and purposefully organized.</li> <li>Control of syntax, mechanics, and grammar is capable.</li> <li>Vocabulary is appropriate and specific.</li> <li>Minor errors in language do not impede communication.</li> </ul>	<p>The writing is purposefully organized, with argumentation presented at the beginning and end of each paragraph.</p> <p>The writing demonstrates capable control of syntax, mechanics, and grammar; for example: "It's built on respect, unity and a feeling of value whereas authoritarian governments, ones which reject liberalism, often times fail, because they're built on ego, coercion and fear" (p. 4).</p> <p>Vocabulary is appropriate and specific; for example: "consolidated" (p. 1), "eradicate" (p. 2), "de-stalinization" (p. 3), and "regimes" (p. 3).</p> <p>Relative to the complexity and length of the assignment, minor errors do not impede communication.</p>	<b>Proficient</b> <b>Pf</b>

# Examples of Students' Writing with Teachers' Commentaries

## Social Studies 30–1 Position Paper Assignment, January 2025

### Example Scored Excellent (E)

#### Assignment #2

Democratic systems embody weak political principles that do not serve to further national goals, straying away from true government priorities. When a nation allows every individual a voice, even those who are uneducated or under-qualified, it is impossible to guarantee that decisions are genuinely made for the benefit of society. Having a sole powerful leader ensures that maximal efficiency is achieved, and minimizes indecisiveness in how a country is run. The source presents a dictatorship versus democracy conflict, questioning whether political power should be held in the hands of all or one. The speaker's political perspective supports a dictatorship, stating that "democracy is a weak and inefficient system". Due to the principles of universal suffrage and allowing everyone a voice in government, decision-making through democratic systems can be a lengthy and convoluted process. Conflicting beliefs make it difficult for choices to be made in the interest of all, causing disputes between different groups regarding who should benefit more. The source states that a country is only able to achieve its full potential when governed by a powerful leader, embracing a dictatorial governing style. A sole, all-powerful leader would make decisions for the collective, embracing the principle of national unity and ensuring that decision-making is as effective as possible. Supporters of the source's perspective would include communists and fascists such as Stalin, Mussolini, Kim Jong-un, and Hitler. They would practice controlled participation, the use of terror and force, and indoctrination. Opponents of the source include democratic socialists, democratic capitalists, neoliberals, and modern liberals such as Barack Obama, Justin Trudeau, Margaret Thatcher, and Tony Blair. They would support individuals having fundamental freedoms such as the right to vote, the right to protest, and freedom of speech. Critics of the speaker's perspective would argue that embracing democratic values allows for more individual liberties and the increased accountability of government. Opponents of the source's perspective would state that when power is in the hands of the people instead of a powerful leader, greater equality and progress can be achieved in society, particularly for marginalized groups. Supporters of the speaker's ideological belief would state that uneducated members of the population cannot make informed

decisions for the majority and therefore should not have a voice in decision-making. Proponents of the source's perspective would also argue that having a powerful leader increases efficacy in governing and promotes national unity, allowing for a country to achieve its full potential. After examining both sides of the issue, it is apparent that the ideological perspective presented in the source should not be embraced. Democracy allows for individuals to have control over their lives, and enables a country to achieve its full potential as a collective.

Embracing democratic practices allows citizens to have more individual rights and the increased accountability of government. Through a democracy, citizens can protect their fundamental liberties such as the freedom of speech, right to vote, and the freedom of movement. If their rights are being oppressed, citizens can utilize their freedom to protest and protect their basic democratic liberties. People are able to keep the government accountable for their guaranteed rights, and rise against the government if it acts in undemocratic ways. A recent example of citizens protesting against undemocratic actions would be in South Korea. President Yoon Suk Yeol declared martial law in South Korea, claiming it was a response to communist threats from North Korea. Martial law allows the military full power, and gives them the right to implement curfews and issue arrests without a warrant. South Korean citizens felt that their fundamental freedoms were being suppressed, such as the freedom of movement through which a curfew would limit. Citizens then used their right to protest to get past the military blockade in front of the National Assembly building, allowing 190 lawmakers to enter and overturn President Yoon's martial law ruling. South Koreans were able to hold their government accountable when undemocratic practices were enforced, leading to the resignation and impeachment of President Yoon. They were able to protect their rights through the freedoms guaranteed to them by a democratic system such as the right to protest and freedom of speech. Additionally, democratic countries are more stable and stronger than their dictatorial counterparts, particularly economically. Democratic South Korea's GDP as of 2023 was 1.713 trillion USD, compared to communist North Korea's GDP of 29.6 billion USD in 2023. Countries that embrace democratic

practices have trade and competition, stimulating the economy. Through competition, countries have access to more goods and industries are driven to consistently develop better products. This increases the standard of living for individuals and the continual progression towards a stronger and more efficient country. A large reason why the North Korean economy lacks compared to the South Korea is due to their protectionist mentality and scarce interaction with other countries. North Korean citizens have a lower standard of living, and many face inhumane treatment through the communist regime. This shows how North Korea is not achieving its full potential as a country despite being governed by a powerful leader. Democratic governments are also able to keep themselves accountable, as demonstrated through the system of checks and balances utilized in the United States. The system of checks and balances ensures that no branch of the government holds excessive power, and that all branches make political decisions responsibly. Branches hold each other accountable, and have the power to override undemocratic rulings. Both Congress and the executive branch including the President have the power to veto bills. The judicial branch holds other branches accountable by ensuring that approved laws fall within the constitution and do not infringe upon the fundamental freedoms of citizens. The legislative branch confirms that appointments made to positions of power by the President are justified, and that the executive branch does not abuse its power. The system of checks and balances was demonstrated during the 1973 War Powers Resolution, which limited the amount of power the President had to wage war. President Nixon vetoed the bill, but Congress overruled his decision since the bill ensured that the President and executive branch did not have extreme power regarding decisions affecting all citizens. Efficiency is also increased within decision-making, as all branches collaborate towards a common goal. Through this democratic system, a country can collectively strive to achieve its full potential, making sure that decisions are made responsibly regarding the population. The government is held accountable by itself as well as individuals, leading to a stronger and more efficient nation.

When power is in the hands of the people instead of a powerful leader, greater equality and progress can be achieved societally, particularly for marginalized groups. Through the freedom of speech and freedom to protest, marginalized groups can advocate for equal rights, leading to a more balanced and representative society. Social injustices can be brought to light and resolved, and disadvantaged individuals can achieve a higher standard of living. The women's suffrage movement demonstrates how a marginalized group in society was able to gain greater representation in government and successfully attain equal rights to their male counterparts. Through their right to protest given to them by the democratic system, women were able to come together and campaign for equality. A demonstration of women practicing their freedom of protest was the 1848 Seneca Falls Convention where over 300 women gathered in New York to protest and discuss women's suffrage. They advocated for equal rights and an increased role in decision-making. The Declaration of Sentiments was also written during the convention, and was an instrumental part for future protests that eventually lead to women gaining the right to vote in 1920. More voices were heard in politics, leading to a stronger and more representative government, and women were able to contribute to the development of the country. New Zealand was the first country to grant women's suffrage, where they saw increased development and efficiency in healthcare, education and social welfare after women were given an input. Increased representation in government means that decisions could be made in benefit of more individuals, unlocking greater potential for countries. Another example of a marginalized group coming together to practice their democratic liberties would be the US Civil Rights Movement that took place during the 1950s and 1960s. African Americans protested for their right to equal education, right to vote, and to have equal liberties. Through demonstrations such as the 1963 March on Washington for Jobs and Freedom, African Americans were effectively able to gain the right to vote. They also achieved equal workplace treatment like being able to use the same washrooms and water fountains, as well as attend the same schools. African American females were also an essential part of the American space race, driving innovation and offering new perspectives that allowed the US to solidify its title as a global superpower. When marginalized groups are given a voice in government, more people are represented in decision-making,

leading to a more inclusive and effective society. Democracy acts as a pathway for underrepresented groups to gain power, and their contributions allow for the growth of a stronger nation.

The source presented an ideological perspective that supported dictatorships and having a single leader hold all power in decision-making. The speaker believed that democracy was a weak and inefficient system of government, and that democracy hindered nations from reaching its full potential. Opponents of the perspective would state that democracy allows for more individual rights and the increased accountability of government, as well as greater progress towards equality in society. Proponents of the source's perspective would state that not all individuals are qualified to make decisions for the majority, and that efficacy is increased when one powerful leader is in charge. After considering both sides of the argument, it is clear that democracy should be embraced for greater representation in government and a stronger nation altogether.

# Social Studies 30–1 January 2025

## Assignment II: Position Paper

### Example Paper—Excellent (E)

Scoring Criteria	Rationale	Score
<b>Analysis of Source</b> <ul style="list-style-type: none"> <li>The analysis of the source is insightful and sophisticated; a comprehensive understanding of the ideological perspective(s) is demonstrated.</li> </ul>	<p>The writer demonstrates insightful analysis of the flaws within democracy by identifying that individuals may be “uneducated or under-qualified” (p. 1) and inefficiencies can result in “a lengthy and convoluted process” (p. 1).</p> <p>The recognition that societies with “a sole powerful leader ensures that maximal efficiency is achieved, and minimizes indecisiveness” (p. 1) is sophisticated.</p> <p>The identification of a variety of political and historical figures in the context of an analysis of several supporting and opposing ideological perspectives is sophisticated. This is furthered by a discussion as to why supporters and opponents hold those positions, demonstrating a comprehensive understanding of the ideological perspective of the source.</p>	<b>Excellent</b> <b>E</b>
<b>Argumentation</b> <ul style="list-style-type: none"> <li>The position established is convincingly supported by judiciously chosen and developed argument(s).</li> <li>The argumentation is consistent and compelling, demonstrating an insightful understanding of the assignment.</li> <li>The relationship between the position taken, argumentation, and the ideological perspective presented in the source is perceptively developed.</li> </ul>	<p>The writer's position that democracy “enables a country to achieve its full potential as a collective” (p. 2) is judiciously chosen.</p> <p>By developing arguments that contrast democratic and undemocratic governments and actions, such as martial law and check and balances, the writer consistently argues that “Embracing democratic practices allows citizens to have more individual rights and the increased accountability of government” (p. 2).</p> <p>The argument that “When power is in the hands of the people instead of a powerful leader, greater equality and progress can be achieved societally, particularly for marginalized groups” (p. 4) is perceptively developed to support the position taken in relation to the ideological position reflected in the source.</p>	<b>Excellent</b> <b>E</b>

Scoring Criteria	Rationale	Score
<b>Evidence</b> <ul style="list-style-type: none"> <li>Evidence is sophisticated and deliberately chosen.</li> <li>The relative absence of error is impressive.</li> <li>A thorough and comprehensive discussion of evidence reveals an insightful understanding of social studies knowledge and its application to the assignment.</li> </ul>	<p>Evidence throughout the response, coupled with deliberately chosen details is sophisticated. An example is the discussion of government accountability and its consequences in South Korea that are contrasted with the lack thereof in North Korea.</p> <p>The relative absence of error across a breadth of evidence is impressive; for example: how civic action across marginalized groups led to greater representation in government decision making.</p>	<b>Excellent</b> <b>E</b>
<b>Communication</b> <ul style="list-style-type: none"> <li>The writing is fluent, skillfully structured, and judiciously organized.</li> <li>Control of syntax, mechanics, and grammar is sophisticated.</li> <li>Vocabulary is precise and deliberately chosen.</li> <li>The relative absence of error is impressive.</li> </ul>	<p>The writing is fluent and skillfully structured; for example: “Additionally, democratic countries are more stable and stronger than their dictatorial counterparts, particularly economically” (p. 2) and “Social injustices can be brought to light and resolved, and disadvantaged individuals can achieve a higher standard of living” (p. 4).</p> <p>Vocabulary is precise and deliberately chosen; for example: “neoliberals” (p. 1), “resignation and impeachment” (p. 2), “protectionist mentality” (p. 3), “marginalized” (p. 4), and “efficacy” (p. 5).</p> <p>The relative absence of error compared to the complexity and length of the response is impressive.</p>	<b>Excellent</b> <b>E</b>