



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

From the January 2023 Diploma Examination

This document was primarily written for:

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

2023 Social Studies 30–1 Examples of the Standards for Students' Writing

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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 2023 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 2023 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 2023 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 2023 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 2023. 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 2023 Writing Assignments

January 2023

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 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

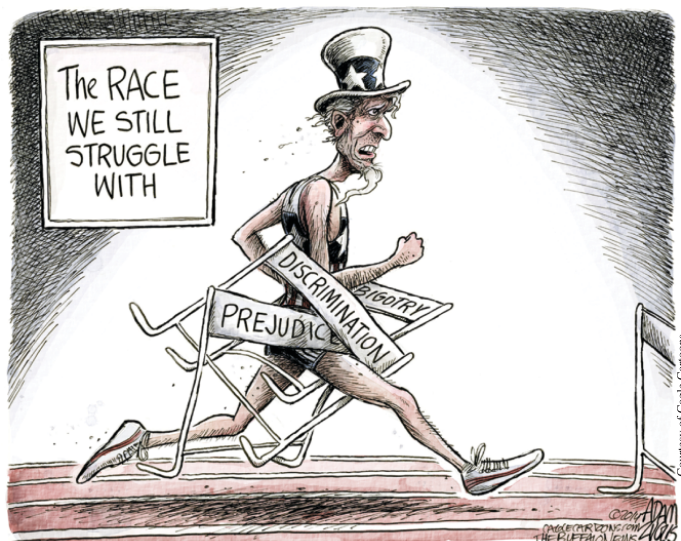
Suggested time: 60 to 75 minutes

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



Source II

Canada's story proves that diversity and inclusion work. Not just as aspirational values, but as a proven path to peace and prosperity.

It hasn't always been easy. We have had stumbles along that path.

We need to recognize that for Indigenous Peoples, the Canadian reality has not been—and is not today—easy, equitable or fair. ...

Like many other nations, Canada faces a constant debate between those who would have us restrict, close ranks, and build walls—and those who remind us that we are who we are precisely because we are open, diverse and inclusive. ...

But let me tell you this. I'm standing here today as Prime Minister of Canada because Canadians rejected the forces that would divide us against ourselves.

—Prime Minister Justin Trudeau, November 26, 2015, London, United Kingdom

Source I Courtesy of Cagle Cartoons

Source II The Office of the Prime Minister. Address by Justin Trudeau. "Diversity is Canada's Strength." London, United Kingdom, November 26, 2015. pm.gc.ca/en/news/speeches/2015/11/26/diversity-canadas-strength.

Source III



—*Woman's Journal*, 1912

Note: The text below the two pictures reads as follows:

**HOW CAN A MOTHER REST CONTENT WITH THIS—
WHEN SUCH CONDITIONS EXIST AS THIS?**

There are thousands of children working in tenements like the one in the picture. There are thousands of children working in mines and mills and factories. Thousands more are being wronged and cheated by society in countless ways. Is not this your business?

Intelligent citizens who cared could change all this—provided always, of course, that they had the power of the ballot.

Do you care? Mothers are responsible for the welfare of children—all children. Do your duty as a mother and demand Votes for Women.

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

Success is the result of individual initiative and self-reliance. Those who lack these qualities are destined to depend on government support.

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 2023

Example Scored Satisfactory (S)

The first source depicts a man that appears to have clothing with an American flag on it, attempting to run a hurdle race while only running straight through the hurdles. There is a caption in the top left corner that reads, "The race we still struggle with." The hurdles are also labelled "Discrimination", "Prejudice", and "Bigotry". In this source the man with the American flag clothing is representing today's modern liberal societies, in particular the United States. While the hurdles that he is running through are common hurdles in today's society that modern liberal countries struggle trying to solve. This is also clearly exemplified by the caption which upholds the belief that these are struggles in today's societies. This source also points out that rather than attempting to jump over these hurdles and come to a solution, modern liberal governments just ignore and run right through them. This shows that supposed modern liberal governments are not doing all they can to ensure diversity in their country and to make all people feel included and is meant to speak against these governments that do not focus on liberal ideas.

The second source is an excerpt from a speech made by Prime Minister Justin Trudeau in 2015. In this source Trudeau refers to Canada's active and ongoing practices that attempt to alleviate discrimination and to promote diversity, peace, and prosperity. Trudeau refers specifically to Indigenous Peoples in this source however, there is still the underlying message of diversity for everyone in Canada. He also speaks about the polarizing debates between people that wish for more restrictions. He then refers to what could be hypothetical walls or poking fun at the idea of Donald Trump's border wall along the American Mexico border. Either way, he is speaking against closure and restriction and wishes for Canada to be diverse and inclusive. Trudeau goes on to mention the people that remind Canadians who they are with their openness and diversity, and finally he mentions that he is standing where he is as the Prime Minister of Canada because Canadians expelled the forces and people that would divide the country rather than bring it together. In terms of liberalism this text aligns perfectly with the ideas of modern liberalism specifically with the ideas of inclusion and diversity for all people within a given country.

The third source is a sort of advertisement in the Woman's Journal from 1912, where the main idea is women in society demanding for their right to vote. The cutout is titled "To the Woman in the Home" which

at the time was the job of every woman to stay home and watch over the house and their children while the man of the household was the breadwinner. There are two pictures in the source, the one on the left is a mother that is holding her young child in her lap with text underneath saying "How can a mother rest content with this-". While the other depicts an entire family of a mother, father, and four young children all working making clothing and has text underneath that says, "When working conditions exist as this?" The caption of this source points out the way that children are treated in society with hard, labor intensive jobs, such as in mines and mills, and the poor work conditions that come along with these jobs. The caption also states that many more children are being wronged by the government and the society that they live in. Then goes on to mention that intelligent citizens could change these practices if only they had the right to vote. Finally, the source goes on to call out to the mothers stating that they are responsible for the well-being of their children, and they must complete their duty as mothers and demand for their right to vote. This source is fighting for the liberal beliefs of individual autonomy by giving women the right to vote. It does this by addressing issues that would reach the mothers in the society to get them to fight for their liberal right to vote by using their right to peaceful protest.

All three sources address the issues of discrimination, prejudice, and bigotry but in different ways. The first source calls out the ignorance of modern liberal governments to address and solve these issues within their societies. The second source is Prime Minister Justin Trudeau speaking about Canada striving to address the issues of discrimination, prejudice, and bigotry by making society open and inclusive for everyone in it. The third source calls out the lack liberalism and the amount of discrimination and prejudice in society towards women, calling them to revolt against it using their liberal rights. While two sources are upholding the ideas of liberalism, those being the second and the third the first goes against it by not addressing the issues and ignoring them.

Social Studies 30–1 January 2023

Assignment I: Source Interpretation

Example Paper—Satisfactory (S)

Scoring Criteria	Rationale	Score
Interpretation of Source I <ul style="list-style-type: none"> Interpretation of the source is adequate, straightforward, and conventional, demonstrating a generalized understanding of links to liberalism. 	<p>In interpreting the source, the writer adequately explains how the hurdles represent issues that are obstacles for some citizens in many modern liberal countries. The writer's interpretation that governments today "just ignore and run right through them" (p. 1) is conventional. The understanding that modern liberal governments need to do more to address on-going issues of prejudice and racism reveals a conventional understanding of liberalism.</p>	Satisfactory S
Interpretation of Source II <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 identification that Prime Minister Trudeau's statement "aligns perfectly with the ideas of modern liberalism specifically with the ideas of inclusion and diversity" (p. 1) demonstrates a generalized understanding of links to liberalism. The subsequent explanation of the polarizing debate concerning the restriction of some citizens' rights and "poking fun at the idea of Donald Trump's border wall" (p. 1) is conventional.</p>	Satisfactory S
Interpretation of Source III <ul style="list-style-type: none"> Interpretation of the source is adequate, straightforward, and conventional, demonstrating a generalized understanding of links to liberalism. 	<p>The writer demonstrates a conventional understanding of how women had limited ability to influence government without the right to vote. Statements such as "intelligent citizens could change these practices if only they had the right to vote" (p. 2) reveals a straightforward interpretation. The writer displays an adequate understanding regarding liberal beliefs and women's right to vote.</p>	Satisfactory S

Scoring Criteria	Rationale	Score
Relationships <ul style="list-style-type: none"> The explanation of relationship(s) is adequate and straightforward. 	<p>The writer's explanation of prejudice and bigotry is adequate and straightforward. While it may appear that the writer identifies a second relationship in the final sentence, it is a restatement of the preceding ideas.</p>	Satisfactory S
Communication <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: "openness" (p. 1) and "labor intensive" (p. 2).</p> <p>The sentence structure is controlled and straightforward; for example: "It does this by addressing issues that would reach the mothers in the society to get them to fight for their liberal right to vote by using their right to peaceful protest" (p. 2).</p> <p>The writing demonstrates basic control of mechanics and grammar and is adequately organized.</p>	Satisfactory S

Examples of Students' Writing with Teachers' Commentaries

Social Studies 30–1 Source Interpretation Assignment, January 2023

Example Scored Proficient (PF)

Source one depicts a man struggling to finish a race, but is being held down by hurdles representing societal issues such as discrimination and bigotry. The man represents the United States, shown through his blue striped clothing decorated in large stars. The source is implying the issues that the US struggles with is holding the country back, and preventing it from moving forward. The author of the source is critiquing anti-liberal values, which can be seen in the way they are represented as hurdles; obstacles that must be avoided in order to advance. With this distaste for discriminatory ideals, it can be said that the author supports modern liberal values such as equality and inclusion. Furthermore, in showcasing the man still struggling to run with the hurdles tangled around his feet, the author believes that the US is unable to progress as quickly as it should be due to the inequality in the country. The anti-liberal values in the US have to be dealt with, otherwise the problems will continue to build. The hurdle hidden out of frame represents these future issues, ones that cannot be jumped over until the ones holding the state down are out of the way. Someone who would agree with the author's perspective is Prime Minister Justin Trudeau. The author's negative views of discrimination go along with Trudeau's belief that Canada is strong because of its inclusion. Additionally, previous United States President Obama would agree with the author's perspective on liberalism, as his policies were often those of equality and inclusion.

The second source is a quote from Prime Minister Justin Trudeau, which describes Canada's strength as its diversity. The quote states that while there were issues with establishing and keeping such inclusion, it is because of the country's diversity that Canada is peaceful and open. The source indicates that Canada's prosperity comes from its equality and openness. In

speaking about inclusion and equality in such a positive way, the creator of the source showcases a positive view for liberalism. Specifically, the speaker, through emphasis on diversity in Canada, views individualism as important for the country. A country, in order to achieve peace, should allow individualism so that each person can show their uniqueness. This also achieves an inclusive society, which the source deems important for Canada. Additionally, in referring to the treatment of the Indigenous Peoples in the country as unfair, the speaker shows their rejection of assimilation, which would go against their values of diversity. Due to the country's role as a "melting pot", many citizens of the US would disagree with this source. The United States, while promoting individualism, also promotes the idea of all people becoming Americans. This idea of assimilation goes against the diversity that the speaker upholds.

The third source shows two families; the one on the right looks to be relaxed and comfortable, while the one on the left is busy, with children working alongside the parents. The text underneath claims there are thousands of children being forced to work, and it is a mother's responsibility to care for the health of children, therefore it is the mother's responsibility to demand the right to vote so that they may save the children from such terrible conditions. The author of the source, in directing women to protest for the right to vote, shows strong modern liberal ideals. To be precise, the creator of the source believes in universal suffrage, and provides evidence of this in stating that it is a mother's responsibility to vote in order to provide better care for their children. In stating that children should not be working in mines and mills and whatnot, the author also agrees with the modern liberal belief in workers rights and the welfare state. They also describe children working as being "cheated by society" which further proves

that the author values government regulation in order to prevent companies from employing people too young. Most people living in this day and age would agree with the perspective of this source. The government has laws in place to prevent children working too young, and schooling is often provided through taxes. Universal suffrage is also incredibly more popular today than it was during the time the source was published.

All three sources discuss the same question: To what extent should liberal values be embraced by society. Sources one and two discuss inclusion in society. They both view equality and diversity as values that are important to uphold. While they both share the same view, they showcase how that view is upheld in their own country. Source one is a critique on inequality, and deems that it holds the US back from true progress. Source two, on the other hand, praises diversity and openness, claiming that it is a path to peace and prosperity in Canada. Sources one and three both deal with very different topics, however they both critique inequality and its negative consequences. Source one focuses on prejudice in a society, and claims that it only serves as a hurdle the country has to face in order to progress. Source three, however, deals with inequality in voting in particular. It claims that universal suffrage is the best way to protect the children in a society, and prevent companies from taking advantage of workers. Sources two and three discuss the consequences of inclusion. They both agree that inclusion is a good value to have, however they deem it so for different reasons. Source one views inclusion in a more general way, seeing it as something incredibly important for a country to thrive. However, source two debates the positives of inclusion in voting specifically. Although all three sources depict

liberalism in different circumstances, they all provide a positive perspective. Liberalism and its values are important for the betterment of society as a whole.

Social Studies 30–1 January 2023

Assignment I: Source Interpretation

Example Paper—Proficient (Pf)

Scoring Criteria	Rationale	Score
Interpretation of Source I <ul style="list-style-type: none"> Interpretation of the source is logical, specific, and adept, demonstrating a sound understanding of links to liberalism. 	<p>The writer logically recognizes that the point of view in the source is “critiquing anti-liberal values” (p. 1) through the illustration of prejudice, discrimination, and bigotry as hurdles. Furthering that understanding is an adept recognition of the future significance of these challenges, as the writer notes that by “showcasing the man still struggling to run with the hurdles tangled around his feet, the author believes that the US is unable to progress as quickly as it should be due to the inequality in the country” (p. 1).</p>	Proficient Pf
Interpretation of Source II <ul style="list-style-type: none"> Interpretation of the source is logical, specific, and adept, demonstrating a sound understanding of links to liberalism. 	<p>The writer demonstrates a sound understanding of Prime Minister Trudeau’s point of view and its links to liberalism; for example: “The quote states that while there were issues with establishing and keeping such inclusion, it is because of the country’s diversity that Canada is peaceful and open” (p. 1). The writer then continues to develop the liberal value of inclusion as they assert that “A country, in order to achieve peace, should allow individualism so that each person can show their uniqueness” (p. 2). The writer adeptly contrasts the assimilation policies in the United States with the policies in Canada which allow for greater inclusion.</p>	Proficient Pf
Interpretation of Source III <ul style="list-style-type: none"> Interpretation of the source is logical, specific, and adept, demonstrating a sound understanding of links to liberalism. 	<p>The writer’s interpretation that “The author of the source, in directing women to protest for the right to vote, shows strong modern liberal ideals” (p. 2) is specific, demonstrating a sound understanding of links to liberalism. The writer demonstrates an adept awareness of the modern liberal perspective depicted in the visual with the recognition that government regulation is essential to protect children in the workplace</p>	Proficient Pf

Scoring Criteria	Rationale	Score
Relationships <ul style="list-style-type: none"> The explanation of relationship(s) is capable and purposeful. 	<p>The writer identifies a common thread among the sources as an exploration of the question “To what extent should liberal values be embraced by society” (p. 3). The writer capably employs multiple relationships and their connections to inclusion and inequality.</p>	Proficient Pf
Communication <ul style="list-style-type: none"> Vocabulary is appropriate and specific. Sentence structure is controlled and effective. The writing demonstrates capable control of mechanics and grammar and is purposefully organized. 	<p>The vocabulary is appropriate and specific; for example: “discriminatory ideals” (p. 1), “melting pot” (p. 2), and “betterment” (p. 4).</p> <p>The writer demonstrates controlled and effective sentence structure; for example: “Source one views inclusion in a more general way, seeing it as something incredibly important for a country to thrive” (p. 3).</p> <p>The writing demonstrates capable control of mechanics and grammar and is purposefully organized.</p>	Proficient Pf

Examples of Students' Writing with Teachers' Commentaries

Social Studies 30–1 Source Interpretation Assignment, January 2023

Example Scored Excellent (E)

Assignment #1

The first source presented is a political cartoon exploring the extent to which minorities are protected within mainstream western society. Arguing that modern governments actively ignore the fundamental human rights of marginalized demographics, the cartoonist initially depicts Uncle Sam, a classic symbol of both American administration, directly running through multiple hurdles labeled “Bigotry”, “Discrimination”, and “Prejudice”. Metaphorically equating the American system’s handling of societal marginalization to an athlete neglecting, and barging headfirst into obstacles meant to be left over, the illustrator centrally displays the United States government as an administration that ignores, and tolerates the mistreatment of minorities within their influenced nation. Furthermore, the cartoonist depicts Uncle Sam to be looking directly ahead of his path, charging straight towards another obstacle visible in the distance, implying the future violation and ignoring of minority rights to be an inevitability under the modern American system. Finally, the illustrator titles the cartoon as a “Race we still struggle with”, reinforcing the United States administration as ineffective against the combating of social mistreatment towards marginalized communities. Through portraying America, a prime representation of mainstream western political systems, as an administration which actively “struggles” to address societal prejudice against minority rights, the cartoonist implicitly advocates for a rapid reform in attitude from modern western governments regarding bigotry, rejecting the status quo to provide a fundamentally progressive perspective on change. When dissected deeper, by

advocating for resolution towards prejudice and discrimination, the cartoonist provides stark support towards the central liberal principle of “tolerance”. Through both supporting liberal ideologies, and desiring social change against current social environments, the illustrator could ultimately be implied as a modern liberal. Though the cartoon succeeds in addressing the discriminatory flaws within western systems, the source ultimately fails to recognize existing efforts exerted by modern systems to combat discrimination, and portrays administrations as irredeemably oblivious towards existing bigotry, providing an extreme message that is one dimensional in scope.

The second source provided is a quotation discussing the governmental protection of marginalized groups within Western society. Stating Canadian systemic “diversity and inclusion work” as a “proven” path to peace and prosperity, the speaker implicitly argues that the Canadian administration has already achieved basic progress in combating protecting minority rights, recognizing the government as a force which actively provides assistance towards discriminated communities. Addressing that the Canadian system has not achieved complete success in combating prejudice, the speaker explicitly recognizes that forces which enact “restrict[ions]”, and “build walls” between citizens still exist, describing the lives of marginalized demographics such as the “Indigenous peoples” to be “[in]equitable”, and “[un]fair. However, the author ultimately reinforces the Canadian system as fundamentally rooted in the “reject[ion]” of “divid[ing]”, prejudiced ideologies, and states his optimism in Canada being an overarchingly “open”, and “diverse” nation. Through largely praising the current system

as fundamentally inclusive, the author provides support towards the overarching continuation of Canada’s current trajectory; However, the speaker’s recognition of existing injustices within the Canadian system displays a desire for minor reforms to be made within the nation to increase diversity. Therefore, the speaker provides a moderate perspective to systemic change. Ultimately, by establishing the “inclusion” of all demographics as a catalyst towards “peace and prosperity”, the speaker provides stark support towards the increasing of diversity amongst modern society, advocating inclusivity as a cornerstone towards national success, to undeniably advocate for the central liberal principle of tolerance.

The third source displayed is a political cartoon criticizing capitalist governmental powers for exploiting vulnerable individuals. Featuring contrasting pictures of a noticeably content, wealthy mother tending to her children, which was established as the idyllic state of all “home[s]”, and the picture of an impoverished household, including children, working on textiles, a common occurrence during the industrial revolution, the author establishes the “conditions” of an industrialized society to be massively destructive on the quality of lives for working families. Below the picture, the illustrator states that “thousands of children...are being wronged and cheated by society in countless ways”, criticizing the government as facilitators of child labour, while establishing the industrial system as fundamentally exploitative towards its most vulnerable citizens. The cartoon is described to be written in 1912, which was during the height of the industrial revolution; During the aforementioned time period, western

countries operated under the Laissez Fairre economic system, which enforced little government regulations on businesses. Motivated solely by profit, factories often employed children as cheap labour, driving entire families to work in heavy industry to maximize business gains. Therefore, by critiquing the labour exploitation which comes with an unregulated capitalist society, the illustrator provides a stark message against the profit motive, valuing communal human welfare over the individual operation of business, to provide a fundamentally collectivist message. Additionally establishing that mothers are responsible for the “welfare” of “all” children, the artist encourages women to “demand” the right to vote, and pressure the government into imposing regulations on child labour. Primarily, by establishing that individuals have an obligation to care for unrelated strangers, the illustrator implies that the communal welfare of surrounding citizens holds significance towards individual life, and thus deeper advances their collectivist stance. Furthermore, through expressing the desire to pressure the government into abolishing economic exploitation through the “power of the ballot”, the cartoonist displays a willingness to promote social progress through peaceful, legal means, therefore holding a liberal attitude towards change. Ultimately, by both promoting the notion of individuals having responsibility towards collective welfare, and advocating for the pressuring of governments into regulating capitalism to perserve of human rights, the author offers a democratic-socialist perspective towards the protection of vulnerable individuals within a governmental system.

Fundamentally, all three sources serve to explore the effectiveness of western systemic forces in protecting minority rights, and vulnerable individuals. The first source provides a one dimensional viewpoint, depicting governments as solely oblivious and unreacting towards prejudice and discrimination. The second source offers a moderate quotation recognizing the administrative system as overwhelmingly rooted in “divers[ity] and inclusiv[eness]”, while admitting that reforms could be made to improve the “equity” and “fairness” of the system in question. The third source displays a collectivist poster depicting the ruling system as fundamentally exploitative, while encouraging individuals to utilize democratic means to pressure governments into improving communal welfare. The first and second source diverge in stance, with the first source recognizing governments as apathetic towards social discrimination, in a manner similar to how the athlete is apathetic towards the obstacles ahead, and the third source arguing that “diversity and inclusion” have already been largely “proven” and achieved within Western governmental systems. The first and third source align in perspective, with both sources agreeing that western administrations will not care for minority rights naturally. However, while the third source provides a solution to solving abuses to human rights through the “power of the ballot”, the first source simply conveys the government’s “struggles” with discrimination and prejudice without further elaboration. The second and third source contrast in their view on the western system, with the second source referring to the liberal political administration as “open, diverse, and inclusive”, and the third source exposing liberal societies to be wronging “thousands” of people with the profit motive and capitalism.

Social Studies 30–1 January 2023

Assignment I: Source Interpretation

Example Paper—Excellent (E)

Scoring Criteria	Rationale	Score
Interpretation of Source I <ul style="list-style-type: none"> Interpretation of the source is sophisticated, insightful, and precise, demonstrating a perceptive understanding of links to liberalism. 	<p>The writer perceptively identifies the metaphor of the athlete “barging headfirst into obstacles” (p. 1) as past and continued mistreatment of marginalized minorities within the United States. The interpretation is enhanced by identifying that this will continue to occur in the future because the United States is “charging straight towards another obstacle” (p. 1). Additionally, the recognition that the cartoon’s title reinforces that the government’s actions have been ineffective is insightful.</p> <p>The interpretation that “rejecting the status quo to provide a fundamentally progressive perspective on change” (p. 1) demonstrates a perceptive understanding of the links to liberalism. Furthermore, the acknowledgement that the source fails to identify that democracies do attempt to address these issues is sophisticated.</p>	Excellent E
Interpretation of Source II <ul style="list-style-type: none"> Interpretation of the source is sophisticated, insightful, and precise, demonstrating a perceptive understanding of links to liberalism. 	<p>The writer’s identification that “the Canadian system has not achieved complete success in combating prejudice” (p. 2) but that Prime Minister Trudeau “provides support towards the overarching continuation of Canada’s current trajectory” (p. 3) is precise.</p> <p>While not overtly stated, the writer makes perceptive links to liberalism in several ways. This is shown through the recognition that the Canadian government advocates “inclusivity as a cornerstone towards national success” (p. 3). Additionally, the writer demonstrates a nuanced understanding when identifying that minor changes are part of a liberal system.</p>	Excellent E

Scoring Criteria	Rationale	Score
Interpretation of Source III <ul style="list-style-type: none"> Interpretation of the source is sophisticated, insightful, and precise, demonstrating a perceptive understanding of links to liberalism. 	<p>The writer demonstrates a sophisticated understanding of the exploitive society created by industrialization in the past and the impact on the human condition, particularly for child labourers. The interpretation that it is an individual's responsibility to advocate for the welfare of others is precise.</p> <p>The discussion of the significance of the role of individuals to be able to participate in the democratic process to influence governments to "promote social progress" (p. 4) and protect rights is perceptive.</p>	Excellent E
Relationships <ul style="list-style-type: none"> The explanation of relationship(s) is perceptive and thorough. 	<p>The writer's discussion that the relationship among the sources explores "the effectiveness of western systemic forces in protecting minority rights, and vulnerable individuals" (p. 5) is perceptive.</p> <p>The writer not only identifies commonalities between each source but also thoroughly acknowledges where each diverge from one another in relation to the common theme.</p>	Excellent E
Communication <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>Vocabulary such as "Metaphorically equating" (p. 1), "cornerstone" (p. 3), "communal welfare" (p. 4), and "apathetic" (p. 5) is precise and deliberately chosen.</p> <p>The writer demonstrates controlled and sophisticated sentence structure; for example: "Therefore, by critiquing the labour exploitation which comes with an unregulated capitalist society, the illustrator provides a stark message against the profit motive, valuing communal human welfare over the individual operation of business, to provide a fundamentally collectivist message" (p. 4).</p> <p>The writer demonstrates skillful control of mechanics and grammar and the response is judiciously organized.</p>	Excellent E

Examples of Students' Writing with Teachers' Commentaries

Social Studies 30–1 Position Paper Assignment, January 2023

Example Scored Satisfactory (S)

Assignment #2: Position Paper

Success is the result of individual initiative and self-reliance. Those who lack these qualities are destined to depend on government support.

Why should wealth not be kept and is instead spent towards funding others? The source's author suggests that individuals who rely on government funding are not capable of self-reliance and initiative. The author likely does not support social welfare and prefers something closer to laissez-faire capitalism. The source supports classical liberalism as one of its core values is private property. Adam Smith, the founder of capitalism would likely agree with this source and suggest hard work and innovation will be able to provide people with enough income. Workers within the Industrial Revolution would probably be against this source citing that despite their hard work they were not given fair wages therefore unable to be self-reliant.

Supporters of the source would cite that those who were able to be innovative should naturally gain more capital which would be regarded as successful. Those who oppose the source would say that since not everyone starts on equal footing it's unfair to say that success is only a result of initiative and self-reliance. Ultimately the source should be rejected because of examples such as the Industrial Revolution and the Great Depression. In which workers were cruelly treated with nothing to protect them and that even those who had many talents if not lucky enough could not fend for themselves.

The government should be involved in economics to prevent the exploitation of workers. The Industrial Revolution was the closest example of laissez-faire capitalism we have; an economy with no government intervention and an economy closely associated with classical liberalism. Those who were fortunate and wealthy before the Industrial Revolution built factories where workers were exploited. Workers were paid in pennies and worked in incredibly unsafe conditions. Child labour was all too common as household could not survive off of two working adults alone. During these times the limbs of children would be caught in machinery and torn off, they were never compensated and could never work again. Having any sort of illness could result in families without dinner for weeks. The government at the time had not put in place any laws to protect workers. There were no minimum safety requirements or laws on how many hours employers would be limited to forcing labor upon their workers. Without any way to protect themselves while still being able to feed themselves workers could only continue to work in their terrible conditions. Displaying that without any sort of rules or regulation imposed by the government workers can only wait to be exploited by their employers. And that unlike how the source claims without the government workers were not able to take initiative or be self-sufficient. In the end workers had to band together and in order to ask for the government to intervene and put in regulations. This is the workers rejecting classical liberalism and embracing modern liberalism.

In times of crisis without government even those who are self-reliant and take initiative cannot achieve success. During the Great Depression many Americans were unemployed, not because they didn't have skill but because their employers couldn't

afford them anymore. Highly skilled workers are usually paid large sums and that simply was not achievable for a majority of business owners during the Great Depression. As a result many of these workers who took initiative in bettering themselves still could barely afford to feed themselves. Therefore the government had to step in with the New Deal that supplied Americans with jobs and offered social welfare. This is an example of the government practicing modern liberalism. By starting to offer social services and funding those less fortunate. It was through this that America was able to recover from the Great Depression. Demonstrating that even those who take initiative and would usually be self reliant have times when they depend on the government.

In conclusion success is not a direct cause of an individual's self-reliance but oftentimes if they had accumulated wealth, not necessarily from the individual's efforts. Those who rely on government support can take initiative and still not be successful. Classical liberalism has proven to be harmful toward all workers and those less fortunate. It was through modern liberalism that societies were able to recover from the Industrial Revolution and the Great Depression. Therefore we should not embrace the ideology of this source.

Social Studies 30–1 January 2023

Assignment II: Position Paper

Example Paper—Satisfactory (S)

Scoring Criteria	Rationale	Score
Analysis of Source <ul style="list-style-type: none"> The analysis of the source is conventional and straightforward; a generalized understanding of the ideological perspective(s) is demonstrated. 	<p>The writer demonstrates a conventional and straightforward analysis by identifying those who would agree and disagree with the ideological perspective of the source.</p> <p>The writer demonstrates a general understanding of the ideological perspective of the source by stating that “The author likely does not support social welfare and prefers something closer to laissez-faire capitalism” (p. 1).</p>	Satisfactory S
Argumentation <ul style="list-style-type: none"> The position established is generally supported by appropriately chosen and developed argument(s). The argumentation is straightforward and conventional, demonstrating an adequate understanding of the assignment. The relationship between the position taken, argumentation, and the ideological perspective presented in the source is generally developed. 	<p>The writer’s position that “Ultimately the source should be rejected because of examples such as the Industrial Revolution and the Great Depression” (p. 1) is generally supported by appropriately chosen arguments.</p> <p>The argument that “In times of crisis without government even those who are self-reliant and take initiative cannot achieve success” (p. 2) demonstrates an adequate understanding of the assignment.</p> <p>The relationship between the position taken and argumentation is generally developed as the writer maintains that “Those who rely on government support can take initiative and still not be successful” (p. 3).</p>	Satisfactory S
Evidence <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 treatment of the Industrial Revolution and the Great Depression is conventional and straightforward.</p> <p>A generalized discussion of the exploitation of workers and the New Deal demonstrates an acceptable understanding of social studies content and its application to the assignment.</p>	Satisfactory S

Scoring Criteria	Rationale	Score
Communication <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 with an introduction, body, and conclusion.</p> <p>Vocabulary is conventional and straightforward; for example: “Child labour” (p. 2), “rules or regulation” (p. 2), and “modern liberalism” (p. 3).</p> <p>The communication is generally clear despite occasional lapses in control; for example: “In which workers were cruelly treated with nothing to protect them and that even those who had many talents if not lucky enough could not fend for themselves” (p. 1).</p>	<p>Satisfactory</p> <p>S</p>

Examples of Students' Writing with Teachers' Commentaries

Social Studies 30–1 Position Paper Assignment, January 2023

Example Scored Proficient (Pf)

The desire to be successful is a trait that every person has. To live a comfortable life free from the stress and the worries of life. The source highlights this importance of success in an individuals life and how it is essential to achieve this standard of success that exists within society. The author of the source goes on to explain how only such success is achievable through ones display of hard-work and self-reliance. The source explains how through these ideas of individualism and the focus of the individual, success is guaranteed to become of ones efforts. It is only through these attributes will one be able to attain the success that all strive for. Following this idea, the source also explains how those who lack these qualities will ultimately turn to rely, instead of on themselves but rather, the government who provides support for citizens in need. The author implies that by one relying on the government for assistance, one will not be able to reach the standard of success that others have through gritting their teeth. The implication that those who rely on government support cannot be successful in life follows the authors ideology of individualism and how seeking this support is the failure of labor. Those whose ideology would align with the source if the former president of the United States of America, Herbert Hoover. Hoover believed that through the hard work of the individual, one would be able to reach the success that they so desired. As long as they held their own in the face of adversity, they would come out accomplished. Hoover thought that the assistance of government intervention was a policy that ruined the initiative and the character of individuals and would garner them incapable of reaching success. He focused on the ideas of classical liberalism and, like the source,

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sought the importance of the individual. Contrastingly, John Maynard Keynes, an economic philosopher believed that government intervention was an important and an essential in providing those who are troubled the means to get back on their feet. In times of recession, Keynes thought that the government should increase their spending while lowering taxes and interest rates. In turn, in times of prosperity, the government should decrease their spending and increase taxes and interest rates in order to control the threat of inflation. The source should be rejected to the extent that while it reigns true that initiative and self-reliance are key attributes in becoming successful, government support acts as a way to provide people who are troubled with the environment, resources, and rehabilitation in which fosters those characteristics leading to individuals who can match the success of those who didn't have to turn to government support.

When individuals are focused on the ideals of individualism and self-dependence, success becomes evidence of that drive. In the age of the Industrial Revolution, when classical liberalism was embraced by all, the ideas of individualism became a measure of ones ability to be successful. By focusing on oneself and encouraging entrepreneurship, those individuals eventually found themselves surrounded by wealth and capital. A new class of wealthy merchants were born which further strengthened the idea of this hard work leads to success. The instance of the Industrial revolution embraces the source as it proves how individualistic characteristics will lead one to success and how without those specific qualities, a lucrative life is unachievable.

There are often times when factors affecting the economy become out of the individuals control. In these times, even those who achieved success through their own means will ultimately fall victim to the unpredictable will of the market. Due to the age of the Industrial Revolution, many people gained riches and success through the concepts of classical liberalism and the focus of individualism. A new class was born called the nouveau riche--the new rich--which was a result of this dominant ideology in the industrial revolution. However, due to the overwhelming amount of wealth that was accumulated during this time, many eager people began to invest into stocks. When these stocks eventually flatlined, this led to a panic among investors to collect their money. All of this was happening in a small time frame which could not be kept up with by the bank leading to bank runs in which the banks did not have enough money to pay out all of these people. Investors piled up debts and businesses could no longer afford to pay their workers and many were laid off. These factors all led up to an intense recession through 1929 to 1939 called the Great Depression, in which everyone felt the effects of. Paired with the natural disasters that were hitting the US causing farms to be destroyed, the people were all suffering. The US. president at the time, Herbert Hoover, with his ideology of classical liberalism and individualism, asked the citizens to work harder and promised all would be fine. He asked businesses and communities to volunteer their work in a sacrifice to stimulate the economy as well. Hoover refused to enact any form of government intervention for the sake of the US citizens and as a result, the effects of the Great Depression only worsened. No amount of initiative would reverse the

impact that the recession had on the people. Regardless of an individual's efforts or self-reliance, the Great Depression's impact was far too detrimental to allow one to recover on their own. The case of the recession within the US shows how the source should be rejected in the idea that success is not guaranteed through self-dependence and initiative alone. The economy is unpredictable for the majority and thus, there should be significant intervention as a means of combatting the downturn which would ultimately help individuals reach a standard of success.

With an effective government who offers policies of support, an environment where people are encouraged to find initiatives and become individuals capable of relying on themselves is curated. After former president Herbert Hoover's failed attempt at bringing the US out of the depression, Franklin D. Roosevelt, who came into office after Hoover, enacted his plan called the New Deal. Inspired by the ideas of John Maynard Keynes, in 1933, Roosevelt created the New Deal which was based on his idea of how to bring people out of times of recessions. He initiated the three R's which were relief, reform, and recovery. Roosevelt saw the importance of providing fast relief to the already suffering and doubtful population. He did so by creating social programs that aimed at getting people back to work. This gave people a sense of stability and would lessen the panic of the public. His second step was to give power back to the businesses. This took the form of creating policies in which prices for goods such as agricultural goods were raised in order to stimulate the economy. Lastly, Roosevelt sought after recovery. Through these points of actions taken in the

New Deal, recovery from the depression would be achieved. The success of Roosevelt's New Deal proved that with an effective government who provides support for the people, individuals are able to get back on their feet and begin anew with new initiatives and drives for success. Roosevelt's New Deal shows a rejection of the source as it proves that those who are in need of government support will eventually reach success as well so long as the government is reliable and effective.

Overall, while the source is not wrong in claiming that there are specific individualistic qualities that contribute to one's rank of success, the criticism of government support and the implication that those who are in need of it cannot reach the same level of success as those who don't, is narrow-minded. Through the rejection shown by the results of the Great Depression and the New Deal, although the source may be correct in times like the Industrial Revolution, the message of the source is classist and should be rejected to that extent.

Social Studies 30–1 January 2023

Assignment II: Position Paper

Example Paper—Proficient (Pf)

Scoring Criteria	Rationale	Score
Analysis of Source <ul style="list-style-type: none"> The analysis of the source is is capable and adept; a sound understanding of the ideological perspective(s) is demonstrated. 	<p>The writer capably demonstrates an understanding of the ideological perspective of the source by linking classical liberal ideas supported by Herbert Hoover with contrasting ideas about government intervention promoted by John Maynard Keynes.</p> <p>The writer adeptly recognizes that the “criticism of government support and the implication that those who are in need of it cannot reach the same level of success as those who don’t, is narrow-minded” (p. 5).</p>	Proficient Pf
Argumentation <ul style="list-style-type: none"> The position established is persuasively supported by purposefully chosen and developed argument(s). The argumentation is logical and capably developed, demonstrating a sound understanding of the assignment. The relationship between the position taken, argumentation, and the ideological perspective presented in the source is clearly developed. 	<p>The writer presents a persuasive argument that “There are often times when factors affecting the economy become out of the individuals control. In these times, even those who achieved success through their own means will ultimately fall victim to the unpredictable will of the market” (p. 3), demonstrating a sound understanding of the assignment.</p> <p>The writer logically and capably develops the position that initiative and self-reliance are “key attributes” (p. 2), and also acknowledges that sometimes people need government support to achieve success.</p> <p>The relationship between the position taken, argumentation, and the ideological perspective presented in the source is clearly developed in each paragraph.</p>	Proficient Pf
Evidence <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 use of evidence to compare President Hoover’s refusal to provide support during the Great Depression on page 2 with Roosevelt’s “relief, reform, and recovery” (p. 4) is specific and purposeful.</p> <p>A capable discussion of the Industrial Revolution, Great Depression and the New Deal reveals a solid understanding of social studies and its application to the assignment.</p>	Proficient Pf

Scoring Criteria	Rationale	Score
Communication <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 writing is purposefully organized, with the argumentation presented in the topic sentence of each paragraph and reiterated in each concluding sentence.</p> <p>The writer demonstrates capable control of syntax, mechanics and grammar; for example: “Hoover believed that through the hard work of the individual, one would be able to reach the success that they so desired” (p. 1).</p> <p>Vocabulary is appropriate and specific; for example: “adversity” (p. 1), “entrepreneurship” (p. 2), “lucrative” (p. 2), “nouveau-riche” (p. 3), “detrimental” (p. 4), “stimulate” (p. 4), and “anew” (p. 5).</p> <p>Minor errors do not impede the communication.</p>	<p>Proficient</p> <p>Pf</p>

Examples of Students' Writing with Teachers' Commentaries

Social Studies 30–1 Position Paper Assignment, January 2023

Example Scored Excellent (E)

Self-reliance and individualism are the cornerstones of capitalism. They allow for a system that grants equality of opportunity to every individual. Philosophers like John Locke emphasized that individuals must control their own destinies, and the amount of effort they put in shall dictate what they get out of life. The source's perspective mirrors this ideology. Success is the result of individual initiative. People should be responsible for their actions and can only blame themselves when things go wrong. Classical Liberalism permits a society where any person can thrive as the benefits of a free market trickle down to each and every individual. Adam Smith's theorized "Invisible Hand" regulates an economy to the will of the people flawlessly, allowing for the dominance of demanded products, while filtering out unwanted ones. This level of consumerism is impossible in any other system. Individuals who lack effort and self-reliance will have to depend on government support. From the source's perspective, this is only right since they are the ones who chose the actions that destined themselves for failure. Any socialist would completely disagree with this way of thinking. Those who rely on government support may indeed just be lazy or lack initiative, but there are more factors at play than just individual effort. A free market can allow for intense greed and exploitation that anchors certain individuals to lower classes no matter how much they try to escape their fates.

Unregulated markets allow for the wealthy to gain an unprecedented amount of income. The top 1% of the United States hold more equity than the entire lower class. Millions of people, all working as hard as they can, may only have the combined income of one person who sits lavishly at the top. Socialism isn't perfect either though, as it restricts innovation and can drive the most productive individuals out of a country. Karl Marx, co-writer of *The Communist Manifesto*, is wrong in believing that wealth should be equally divided between all members of a society. Those who put in extra initiative and maintain a higher self-reliance DO deserve more than the lazy and unmotivated. The government does have an obligation to support the less fortunate, but to a degree that is in between Socialist and Capitalist ideologies. The source should be partially embraced, individual initiative and self-reliance play a part in determining success, but governments should also provide enough support to equalize the playing field. Modern Liberalism displays the best of both worlds and this idea is demonstrated through the pitfalls of the Industrial Revolution, the failure of far-left ideologies, and the benefits of a welfare state like that of Canada.

The Industrial Revolution is the perfect example of classical liberalism's dilemma. On one hand, it advanced the world to an unparalleled degree, the likes of which had never been seen before, but it also allowed for widespread exploitation, which prevented many individuals from reaching success. Prior to this innovative period of history, individualism was practically nonexistent. Absolutism was the dominant ideology. The belief of Thomas Hobbes represents the world at the time. Individuals were worthless, and they required security in order to properly live their lives. This line of thinking led to the monarchical systems that dominated much of history prior to the Industrial Revolution. Philosophers like John Locke began to question the system that limited their freedom, and the enlightenment led to a boom in individuality that kick-started the birth of liberalism. Eventually some countries turned to free market economies like Britain and the USA. This allowed them to advance unbelievably fast, but without regulation, greed took over. Factory owners employed intense long working hours, child labour and pitiful wages. Workers had no governmental support to depend on, and couldn't amass the resources to live comfortably. The wealth divide grew extremely quick. Cities grew slums, and the quality of life for workers was unbearably bad. Classical liberalism promotes everyone as equals, and focuses on the premise that individual effort dictates success. During the Industrial revolution, this equality was nonexistent. Without regulation, lower classes were living illiberally in a liberal society. There was no way for them to succeed, no matter what they did. This is where the source is wrong. Those who require government support cannot solely be blamed as lacking of initiative. Governments must be proactive in granting each individual equality of outcome. The shift from Classical liberalism to Modern Liberalism fixed many of the issues the Industrial Revolution brought, while keeping the benefits competition and consumerism bring. Policies like the Sherman Anti-Trust Act split up monopolies and allowed Capitalism's competition to drive the American economy forward, until deregulation derailed the economy through the Great Depression. People were taking loans to invest, and when the market crashed and banks demanded their money, the American economy collapsed. Franklin Delano Roosevelt managed to get the country back on track through The New Deal, which introduced industry standards and public works projects that reinvigorated the economy. He employed the philosophy of John Maynard Keynes to prevent recessions. This functioned by increasing taxes and lowering government spending during times of prosperity. When the economy turned towards a

recession, taxes would be cut and government spending would increase to pull out of the dip. America's shift towards the left improved the living conditions of the majority tremendously, and contradicts the sources' idea that government support was only for those who lacked initiative. It instead showed that when regulations were introduced, more individuals could reach prosperity as the exploitation of capitalism was the reason for their earlier shortcomings.

Although America's turn to the left proved to be crucial in the countries' success, other historical evidence paints a much different picture. Ideologies of Socialism and Communism can be just as, if not more disastrous than Capitalism. Russia was also a monarchical state, quite like Britain. Instead of adopting a classical liberalism philosophy, the country instead turned to Communism. The monarchical Tsar was overthrown, and a communist dictatorship was introduced. The Soviet Union began to form and the pitfalls of communism were soon prevalent. Innovation becomes nonexistent when the state owns the means of production. There is no competition of consumer goods, and no drive for improvement when everything is made by the same entity. Those with self-reliance and innovation left or endured making the same wages as their unmotivated counterparts. The success mentioned in the source is unachievable for individuals living under Communism. Although it is not truly just to perceive an Authoritarian Communist state as an example of Communism, there is no other real alternative as every historical Communist country results in greedy leaders who don't employ communist principles properly. This is because complete government control will never work, as that much power for one body will not function long term. Once a leader like Joseph Stalin gets hold of communist countries reigns, the result can be disastrous. The Holodomor resulted in the deaths of an estimated 3.5-7 million Ukrainians. This genocide was orchestrated by Stalin to squash the Ukrainian drive for sovereignty and more freedom. Stalin deliberately starved Ukraine to get his point across. His other policies such as the Five-Year Plans involved prioritizing industrial prowess instead of taking care of his people. This resulted in many more deaths due to famine but allowed the Soviet Union to become the Industrial superpower that rivalled the United States throughout the Cold War. This example only strengthens the case for a modern liberal society as in order to rival the USA, Stalin had to starve millions. Socialism carries the same inefficient principles of communism, to a lesser extent. Innovation is

limited, and those with self-reliance and initiative either have their talents suppressed by strict economic regulations, or they can leave. Socialism requires large bureaucracies, which don't always properly demonstrate the will of the people. Modern Liberalism is the best system to ensure individuals can exercise their innovation and initiative, and also aid in providing a better chance for each member of a society.

As stated, Modern Liberalism is the best approach to guide a country to prosperity, and Canada is a thriving example of this principle. Canada perfectly balances the best of both Capitalism and Socialism to become a leading welfare state in the world. Aspects of Socialism exist in Canadian society, through universal health care and education, and progressive taxation. Liberal principles of equality should also theoretically support the idea of free health care. In the United States, paying thousands in medical bills for a human requirement goes against the values of liberalism. Why would a society driven in favour of equality result in the deaths of the poor because they can't afford their required medical needs? This relates back to the initial problem with Capitalism, it allows greed to flourish. An American who can't afford cancer treatment is in no way lacking self-reliance or initiative like the source suggests, they are instead just failed by the system in which they live. Progressive taxation helps prevent the enormous wealth divide capitalism can amass, without stifling innovation or economic freedom to the same degree as a socialist regime. Tommy Douglas can be credited for much of Canada's more left leaning policies as he was the one who really pushed for such legislation. The differences he made are what really sets Canada apart from the USA. Being in a welfare state allows those in lower classes to still exercise the initiative and innovation they possess, when they may have been unable to do so in America. Additionally, Canada still harnesses the benefits of competition and consumerism that Capitalism provides, but with regulations in place that prevent disasters like the 2008 Financial Crisis. Corporate greed once again destroyed the American economy in 2008, as millions refinanced their houses after being misled. Eventually all the lies and debts piled up and the stock market crashed. Canada regulates its economy by monitoring cash flow and setting regulations to prevent such a disaster. Obviously they still felt the effects of the world's largest economy and their main trading partner going defunct, but it wasn't to the same extent as the USA. Had the USA regulated its free market, the crisis would have been averted. Moreover, welfare states provide opportunities to the less privileged, something a

conventional Classical Liberal country does not do. Canada also has specific rights granted to minority groups like Francophones and Indigenous peoples entrenched in The Charter of Rights and Freedoms. These rights protect the autonomy and culture of the aforementioned groups, and are a form of reconciliation for past wrongdoings the government has committed. By recognizing that not everyone has the same equality of opportunity, Canada is effectively levelling the field instead of labelling those who struggle as lazy and lacking of initiative, like the source does. Protecting minorities is key in ensuring liberal principles can properly apply to everyone in a country.

In summary, the source should be partially embraced. It is correct in its assumption that success results from individual initiative and self-reliance. Where it goes wrong is in the surmise that those who require government support lack these qualities. A welfare state that employs modern liberalism principles within its ranks is the best way to run a country. This conclusion can be found by looking at historical examples of both far right and far left societal failures, as well as examining a properly ran welfare state like that of Canada. Modern liberalism intrinsically harnesses the principles of liberalism in a way that provides true equality. Equality cannot exist if there are ulterior factors that diminish the ability of members within a society. A modern liberal society that provides the proper balance of left and right leaning initiatives is the best way to ensure individuals can best reach success.

Social Studies 30–1 January 2023

Assignment II: Position Paper

Example Paper—Excellent (E)

Scoring Criteria	Rationale	Score
Analysis of Source <ul style="list-style-type: none"> The analysis of the source is insightful and sophisticated; a comprehensive understanding of the ideological perspective(s) is demonstrated. 	<p>The writer insightfully acknowledges that in a capitalist system self-reliance and individualism “grants equality of opportunity to every individual” (p. 1) and that “governments should also provide enough support to equalize the playing field” (p. 1).</p> <p>The writer’s analysis throughout the response consistently demonstrates a comprehensive understanding of the classical liberal, socialist and modern liberal perspectives reflected in the source.</p>	Excellent E
Argumentation <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 modern liberalism is convincingly supported throughout the response.</p> <p>The writer consistently argues that success results from individual initiative and self-reliance; for example: “Governments must be proactive in granting each individual equality of outcome” (p. 2), demonstrating an insightful understanding of the assignment.</p> <p>The writer effectively embeds related concepts of success and government support throughout their argumentation, demonstrating a perceptive relationship between position, argumentation and ideological perspective presented in the source.</p>	Excellent E

Scoring Criteria	Rationale	Score
Evidence <ul style="list-style-type: none"> Evidence is sophisticated and deliberately chosen. The relative absence of error is impressive. A thorough and comprehensive discussion of evidence reveals an insightful understanding of social studies knowledge and its application to the assignment. 	<p>The writer's use of historical and contemporary evidence reflects a sophisticated understanding of social studies knowledge. Specifically, their use of historical examples along with a discussion of health-care and the 2008 financial crisis is deliberately chosen.</p> <p>The writer insightfully acknowledges the importance of government support by contrasting policies during the Great Depression with the suppression of individual initiative in Communist Russia.</p>	Excellent E
Communication <ul style="list-style-type: none"> The writing is fluent, skillfully structured, and judiciously organized. Control of syntax, mechanics, and grammar is sophisticated. Vocabulary is precise and deliberately chosen. The relative absence of error is impressive. 	<p>The writing is fluent, skillfully structured, and judiciously organized.</p> <p>Vocabulary is precise and deliberately chosen; for example: "consumerism" (p. 1), "lavishly" (p. 1) "unparalleled" (p. 2), "amass" (p. 2), "equality of outcome" (p. 2), "prevalent" (p. 3), "bureaucracies" (p. 4), "defunct" (p. 4), and "intrinsically" (p. 5).</p> <p>The relative absence of error compared to the complexity and length of the response is impressive.</p>	Excellent E