

Examples of the Standards for Students' Writing

Social Studies 30–1

From the January 2010 Diploma Examination



Government
of Alberta ■

Alberta ■

Freedom To Create. Spirit To Achieve.

This document was written primarily for:

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

Copyright 2010, the Crown in Right of Alberta, as represented by the Minister of Education, Alberta Education, Learner Assessment, 44 Capital Boulevard, 10044 108 Street NW, Edmonton, Alberta T5J 5E6, and its licensors. All rights reserved.

Special permission is granted to **Alberta educators only** to reproduce, for educational purposes and on a non-profit basis, parts of this document that do **not** contain excerpted material.

Excerpted material in this document **shall not** be reproduced without the written permission of the original publisher (see credits, where applicable).

Contents

Acknowledgements	ii
Introduction	1–2
Social Studies 30–1 January 2010 Written-Response Assignments	
Written-Response Assignment I	3–5
Written-Response Assignment II	27
Examples of Students’ Writing with Teachers’ Commentaries	
Social Studies 30–1 January 2010 Assignment I Responses	6–26
Social Studies 30–1 January 2010 Assignment II Responses	28–43
Scoring Criteria	
Social Studies 30–1 January 2010 Assignment I Scoring Criteria	44–46
Social Studies 30–1 January 2010 Assignment II Scoring Criteria	47–51

Acknowledgements

Publication of this document would have been impossible without the permission of the students whose writing is presented. The cooperation of these students has allowed us to continue to define the standards of writing performance expected in connection with diploma examinations and to illustrate approaches taken by students in their writing.

This document includes the valuable contributions of many educators. Sincere thanks and appreciation are extended to the following Standards Confirmers: Lynne Burns, Nancy Dutchik, Dave Fraser, Nathalie Langstaedtler, Debbie MacNaughton, Dan Raitz, Valerie Schuster-Basterash, Ian Wallace, Peter Weigum, and Kenton Zandee.

We gratefully acknowledge the contributions made by members of the Humanities Unit and of the Document Design and Desktop Publishing team of Learner Assessment, Alberta Education.

You can reach us with your comments and questions by e-mail to Dwayne.Girard@gov.ab.ca, Joanna.Romyn@gov.ab.ca, or Tim.Coates@gov.ab.ca

or by regular mail at

Alberta Education
Learner Assessment Branch
6th Floor, 44 Capital Boulevard
10044 108 Street NW
Edmonton, Alberta T5J 5E6

We would be pleased to hear from you.

Introduction

The written responses in this document are examples of Social Studies 30–1 diploma examination writing that received scores of Satisfactory (S), Proficient (Pf), and Excellent (E). These example responses are taken from the January 2010 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 2010 marking session and also as anchored similar example responses that were selected for subsequent marking sessions in 2010. 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 2010 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 Learner Assessment staff during the marking session) reviewed and validated the standards represented by these example papers. Group leaders then used these example papers for training the teachers who marked the written-response sections of the January 2010 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 from 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 2010.

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 inspires students to take risks—to experiment with diction, syntax, and organization as a way to develop an individual style and to engage the reader in ideas that the student has considered.

4. It is essential that you consider each of the examples of student writing within the constraints of the examination situation.

Under examination conditions, students produce first-draft writing. Given more time and access to appropriate resources, students would be expected to produce papers of considerably improved quality, particularly in the dimensions of Communication (Assignment I) and Presentation and Matters of Correctness (Assignment II).

Social Studies 30–1 January 2010
Written-Response Assignment I

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

Assignment I – Sources

Source I

It seems equally logical to me that *individuals* cannot be free if they are beset by fear and insecurity. To my mind the welfare state is simply a state in which people are free to develop their individual capacities, to receive just awards for their talents and to engage in the pursuit of happiness, unburdened by fear of actual hunger, actual homelessness or oppression by reason of race, creed or color.

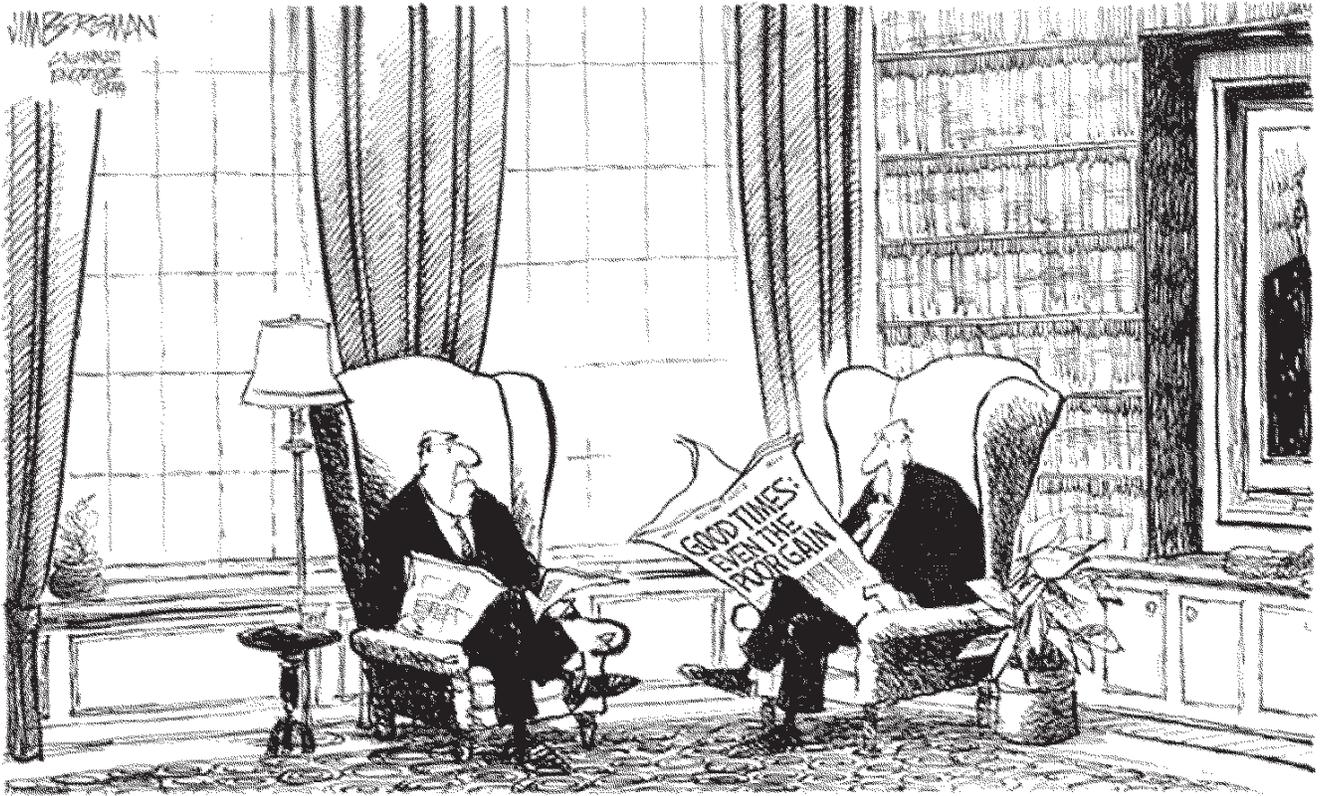
—from *Freedom and the Welfare State*

Source II

Human labor applied to natural resources is the only way to produce food, clothing, shelter, and the amenities; but the Left has no interest in this process, let alone increasing its efficiency. The attention of the Left is focused on taxing producers and subsidizing consumers. Assuming that production occurs by magic, automatically, Socialism has no program except to seize property from the Haves and distribute it to the Have-nots. The guaranteed end result of this is to enforce domestic poverty and spread hunger around the globe.

—from *Vital Speeches of the Day*

Source III



Bergman © 1999 Cincinnati Enquirer.
Reprinted by permission of Universal Press Syndicate. All rights reserved.

- Source I Lehman, Herbert H. In *Freedom and the Welfare State: A Symposium by Oscar R. Ewing, Herbert H. Lehman, George Meany, Walter P. Reuther and others*. Edited by Harry W. Laidler. New York: League for Industrial Democracy, 1950.
- Source II Opitz, Edmund A. "Why Do 'They' Turn to Socialism?" *Vital Speeches of the Day*, December 15, 1975.
- Source III Borgman © 1999 Cincinnati Enquirer. Reprinted by permission of Universal Press Syndicate. All rights reserved.

Social Studies 30–1 January 2010
Written-Response Assignment I

ASSIGNMENT I:
Source Analysis

Value: 15% of the total examination mark
Suggested time: 45 to 60 minutes

Examine all three sources on pages 2 and 3 and complete the following assignment.

Examine each source.
Write a response in paragraph form in which you must:

- **interpret** each source, **explain** the ideological perspective(s) presented in each source, and **discuss** the links between the principles of liberalism and each source

AND

- **identify** and **explain** one or more of the relationships that exist among the three sources

Reminders for Writing

- **Organize** your response
- **Proofread** your response

Examples of Students' Writing with Teachers' Commentaries

Social Studies 30–1, January 2010
Assignment I Responses
Example Scored Satisfactory (S)

Concepts of Liberalism

In source one, it is suggested that individual rights are indeed important, but that these rights are only good if one has freedom from fear. The freedom from fear is provided by the state, known as a welfare state. This relates to concepts of modern liberalism, as individual freedom is important, but so is government involvement. Classical liberalism instead suggests that the state has no place in the lives of its citizens, for any reason.

Source two suggests that the left side of the political spectrum (socialism, or farther left, communism), has no interest in efficiently producing goods. According to this source, the left wing only has interest in taxation, and better lives for the consumers. According to this source, socialism has no concern for the working class. This source is for the concept of liberalism, and shows that government involvement can only lead to failure. It shows that if individuals are left to make their own decisions and given complete freedom, the system would work much better.

Source three suggests that the rich would not be willing to pay taxes in order to benefit the poor. The source seems to agree with modern liberalism to benefit the lower class, but also shows that the rich would not be happy with this. In relation to liberalism, this source agrees with the concepts of modern liberalism, but the characters in the cartoon seem to lean more towards classical liberalism. By showing the views of the

Social Studies 30–1, January 2010
Assignment I Responses
Example Scored Satisfactory (S) (*continued*)

upper class, this source suggests that modern liberalism is a better approach, as it benefits everyone, not just the rich.

Sources one and three have similar viewpoints about liberalism. They both suggest that government involvement is necessary, whereas source three takes a more classical standpoint. In source one it is suggested that government involvement is needed to protect us, and in source two it shows that too much involvement will have catastrophic results. Source two shows that everyone may not be happy with government involvement, but it is necessary to protect the rights of people, as suggested in source one. Also in source one, individuality is stressed as absolutely critical, as it is in source two. However, the ideals in which individualism can exist is very different in the two sources, government involvement to allow individuals to thrive and create, and no government involvement, as it hinders productivity and will ultimately result in global poverty.

page 2 of 2

Social Studies 30–1 January 2010
Assignment I

EXAMPLE RESPONSE—Satisfactory

SCORING CRITERIA	RATIONALE	SCORE
<p>Interpretation of Source I</p> <ul style="list-style-type: none"> • Interpretation and explanation of the source is adequate, straightforward, and conventional. • The discussion of the links to the principles of liberalism is relevant and developed in a generalized fashion. 	<p>The interpretation and explanation of Source I is adequate, straightforward, and conventional, for example, “In source one, it is suggested that individual rights are indeed important, but that these rights are only good if one has freedom from fear” (p. 1). The writer also acknowledges that this “freedom from fear is provided by the state, known as a welfare state” (p. 1).</p> <p>The discussion of the links to the principles of liberalism is relevant and developed in a generalized fashion. When discussing the welfare state, the writer notes that “This relates to concepts of modern liberalism, as individual freedom is important, but so is government involvement” (p. 1). The writer understands that both of these concepts are applicable to the principles of liberalism. Although lacking in elaboration, the student recognizes that “Classical liberalism instead suggests that the state has no place in the lives of its citizens, for any reason” (p. 1).</p>	S
<p>Interpretation of Source II</p>	<p>The writer recognizes the contention that socialism “has no interest in efficiently producing goods” (p. 1), nor does socialism have any “concern for the working class” (p. 1).</p> <p>The recognition that if “individuals are left to make their own decisions and given complete freedom, the system would work much better” (p. 1) is generalized and relevant to the discussion of the links to the principles of liberalism.</p>	S
<p>Interpretation of Source III</p>	<p>The writer interprets from Source III “that the rich would not be willing to pay taxes in order to benefit the poor” (p. 1) and supports that statement with an adequate analysis of modern liberalism and its detractors. The writer makes the distinction between what the individuals in the cartoon are stating, and the cartoonist’s point of view.</p> <p>The writer’s discussion of modern liberalism and its societal benefits is relevant.</p>	S

Assignment I Response—Satisfactory (*continued*)

<p>Identification of Relationships</p> <ul style="list-style-type: none"> • Relationship(s) are generally and adequately identified. • The explanation is straightforward and conventional. 	<p>The relationships are generally and adequately identified by the writer through the presentation of several relationships that exist among the sources, for example, “In source one, it is suggested that government involvement is needed to protect us, and in source two it shows that too much involvement will have catastrophic results” (p. 2).</p> <p>The explanation of the degree of government involvement and individualism inherent in the three sources is straightforward and conventional.</p>	<p>S</p>
<p>Communication</p> <ul style="list-style-type: none"> • Vocabulary is conventional and generalized. • Sentence structure is controlled and straightforward; ideas are adequately organized. • The writing demonstrates basic control of mechanics and grammar. 	<p>The writer correctly differentiates between classical and modern liberalism, however, on balance, the vocabulary is conventional and generalized.</p> <p>Although the final sentence illustrates some syntactical errors, the writer demonstrates basic control of mechanics and grammar.</p>	<p>S</p>

Examples of Students' Writing with Teachers' Commentaries

Social Studies 30–1, January 2010
Assignment I Responses
Example Scored Proficient (Pf)

Economic Perspectives

Each of these three sources discusses the way in which a society should regulate their economy and the classes in which society should be defined. The first source explores the benefits of a welfare capitalist society and the fairness and justice within this ideology, the second source, however, contradicts the benefits of socialism and demonstrates a clear right wing or laissez-faire capitalist point of view. The third source depicts the higher class scorning the idea that all of society should benefit, which represents another right wing perspective on the economic spectrum.

Source one discusses the way in which an individual can truly be free by stating that they cannot be free if they are beset by fear and insecurity. This socialist perspective believes that in order for the individual to be free there needs to be some regulation as to provide equality amongst the people. The source states that a welfare state is simply that of one that provides people with freedom to pursue their individual needs and capacities, and they should receive just awards for their work. To do this they need to be free of any inequality, 'unburdened by fear of actual hunger, actual homelessness or oppression by reason of race, creed or color'. Someone who agrees with this perspective would believe that government regulation is important to ensure that the people have the opportunity to live in a liberal society.

The contradiction of source one appears within source two. Source two suggests that the socialist perspective with the first source is too focused on the equality of all, and not the fairness in earning what you work for, 'Socialism has no program except to seize property from the Haves and distribute it to the Have-nots'. This perspective is that of a laissez-faire capitalist, one who believes in working for yourself and pursuing your own self interest. Source two believes that you need to be as efficient as possible, and to do

Social Studies 30–1, January 2010
Assignment I Responses
Example Scored Proficient (Pf) (*continued*)

that you need a class system in which you can use human labour to reap the rewards of the earth. By spreading the wealth throughout the undeserving, or those who don't work for what they get, this right sided ideologist believes that the end results will be domestic poverty and the spread of hunger around the globe.

Source three enforces the ideas of source two. The cartoon depicts two wealthy citizens reading the paper, which is discussing how it is a good time for the common good of the people. However, the people in the cartoon disagree, for they believe that the economic boom should not benefit everyone. This is more of a supply-side economic perspective, in which the top classes of society should be more prosperous within the economy, for the trickle down effect will benefit all of the people, eventually. This source would agree with source two, in which the people who have worked for greatness shouldn't have to share it with those who have not.

Source two and three are all for the inequality amongst the people, while there motives may be different, source two believing in efficiency while source three stresses hierarchy, as they believe the self-interest is the most important aspect of being an individual. Source one believes that everyone needs the opportunity to be an equal, in order to pursue their own interest and reap their own rewards. While source one is a moderate liberalist perspective, sources two and three are right-winged conservative perspectives. Collectivism is stressed more so within source one, while individualism is the key to the success of perspective two and three.

Social Studies 30–1 January 2010
Assignment I

EXAMPLE RESPONSE—*Proficient*

SCORING CRITERIA	RATIONALE	SCORE
<p>Interpretation of Source I</p> <ul style="list-style-type: none"> • Interpretation and explanation of the source is sound, specific, and adept. • The discussion of the links to the principles of liberalism is consistent, logical, and capably developed. 	<p>Throughout the interpretation of Source I, the writer adeptly and soundly integrates the identification of the ideological perspective with the principles of liberalism, for example, “This socialist perspective believes that in order for the individual to be free there needs to be some regulation as to provide equality amongst the people. The source states that a welfare state is simply that of one that provides people with freedom to pursue their individual needs and capacities, and they should receive just awards for their work” (p. 1).</p> <p>The links to the principles of liberalism are consistently and capably developed.</p>	<p>Pf</p>
<p>Interpretation of Source II</p>	<p>The writer presents a sound and adept explanation of the necessity of a class system, for example, “By spreading the wealth throughout the undeserving, or those who don’t work for what they get, this right sided ideologist believes that the end results will be domestic poverty and the spread of hunger around the globe” (p. 2).</p> <p>The writer specifically identifies the perspective of Source II, for example, “This perspective is that of a laissez-faire capitalist, one who believes in working for yourself and pursuing your own self interest” (p. 1) and capably develops a link to the principles of liberalism.</p>	<p>Pf</p>
<p>Interpretation of Source III</p>	<p>The interpretation of Source III as a right-wing perspective is sound and specific, for example, “This is more of a supply-side economic perspective, in which the top classes of society should be more prosperous within the economy, for the trickle down effect will benefit all of the people, eventually” (p. 2).</p> <p>A logical link to the principles of liberalism is demonstrated, for example, “The third source depicts the higher class scorning the idea that all of society should benefit, which represents another right wing perspective on the economic spectrum” (p. 1).</p>	<p>Pf</p>

Assignment I Response—Proficient (*continued*)

<p>Identification of Relationships</p> <ul style="list-style-type: none"> • Relationship(s) are clearly and capably identified. • The explanation is appropriate and purposeful. 	<p>The relationships among all three sources are clearly and capably identified throughout the assignment, beginning with the opening sentence, “Each of these three sources discusses the way in which a society should regulate their economy and the classes in which society should be defined” (p. 1).</p> <p>The explanation is appropriate and purposeful, for example, “While source one is a moderate liberalist perspective, sources two and three are right-winged conservative perspectives. Collectivism is stressed more so within source one, while individualism is the key to the success of perspective two and three” (p. 2).</p>	<p>Pf</p>
<p>Communication</p> <ul style="list-style-type: none"> • Vocabulary is appropriate and specific. • Sentence structure is controlled and effective; ideas are purposefully organized. • The writing demonstrates capable control of mechanics and grammar. 	<p>Vocabulary is appropriate and specific, for example, “laissez-faire capitalist” (p. 1), “trickle down effect” (p. 2), “hierarchy” (p. 2), and “reap the rewards” (p. 2).</p> <p>The sentence structure is controlled and effective, for example, “This source would agree with source two, in which the people who have worked for greatness shouldn’t have to share it with those who have not” (p. 2),</p>	<p>Pf</p>

Examples of Students' Writing with Teachers' Commentaries

Social Studies 30–1, January 2010
Assignment I Responses
Example Scored Excellent (E)

Assignment I – Sources

In the first source, the author presents a view that is very compatible with Keynesian economics and Modern Liberalism. He argues that people cannot be truly free to pursue happiness unless the government is there to fund social programs that prevent individuals into falling into debt, hunger and poverty. He makes a reference to capitalism in saying that “individuals” cannot be free unless they accept that government must have some influence upon the market. From this, it can be presumed that the author believes in welfare capitalism, which is essentially capitalism, but with government programs to provide a “safety net” to prevent individuals from falling into debt and poverty. The author also makes reference to the “welfare state” and how he believes that it is the epitome of government models. The welfare state raises taxes when times are good, and pumps money back into the market when times are bad. This helps to moderate the “boom-and-bust” cycle of a regular capitalist economy, and is uniformly in line with the principles promoted by Richard Keynes. This view is opposed to Classical liberalism in that it accepts that there should be some government involvement in the economy, instead of none at all. The author is in favor of capitalism, but more of a regulated capitalism, such as the one promoted by Modern Liberalism.

The author of the speech in source II is criticizing socialism and left-wing ideologies by stating that the focus of these ideologies is to, essentially, take from the rich and give to the poor. The author is clearly of a conservative background in acknowledging the difference in class between the “haves” and “have-nots,” but also in his harsh condemnation of socialism. He regards the socialist ideals as being child-like and impossible by saying that socialists assume that production of goods is occurring

Social Studies 30–1, January 2010
Assignment I Responses
Example Scored Excellent (E) (*continued*)

through “magic.” His conservative view is also apparent in his capitalist ideas of human labor being the only way to produce goods and in his general idea that there is a hierarchical system in place that works well, and that it should not be changed. The author’s promotion of classical liberalism and desire to maintain a traditional economy also prove his conservative leanings. This view is very compatible with Classical liberalism in that it rejects government involvement in the market and rejects its role of taxing producers and offering subsidies to consumers.

The author of Source III seems to be attempting to make a mockery of capitalism in presenting what appear to be two rich men in suits sitting in their well-furnished and elaborate home discussing the news of the latest economic boom. The view of this cartoon seems to be capitalist because the men are questioning the importance of the boom if it is benefiting everyone and if “even the poor” are gaining money. It is conservative and capitalist in that if everyone is benefiting, then nobody wins. Since capitalism is based so much on competition and individualism, it is necessary that there must be a winner and a loser in every situation. If everyone is benefiting, then no one particular person is succeeding and so no specific person, such as the man in the cartoon, is winning. This cartoon relates to classical liberalism in that it is staying true to the values of capitalism by encouraging the success of the individual and promoting the value of self over others.

The relationship between all of the sources is one of government involvement in the economy and the benefits of capitalism. Each source addresses a view on whether or not the government is an important part of running an economy. In source I, classical liberalism is rejected by saying that individuals need government intervention in order to

Social Studies 30–1, January 2010
Assignment I Responses
Example Scored Excellent (E) (*continued*)

appropriately pursue their own personal success and that capitalism should run the market, but with occasional intervention from the government to make the market place a fairer environment (welfare capitalism). In sources II and III, classical liberalism is embraced by conveying that in no way should the government be involved in an economy, and that pure capitalism and private companies should solely run the market. The sources also all address self-interest. In source I, the author is concerned with the pursuit of “happiness” and self-interest in an economy where there is something to fall back on in the form of government-provided social and economic programs; source II embraces self-interest as what prevents the spread of hunger and poverty around the world, and source III promotes self-interest as a necessary part of a capitalist economy and as a policy of very high importance.

page 3 of 3

Social Studies 30–1 January 2010
Assignment I

EXAMPLE RESPONSE—*Excellent*

SCORING CRITERIA	RATIONALE	SCORE
<p>Interpretation of Source I</p> <ul style="list-style-type: none"> • Interpretation and explanation of the source is sophisticated, insightful, and precise. • The discussion of the links to the principles of liberalism is accurate, perceptive, and comprehensively developed. 	<p>The writer accurately interprets the perspective in Source I as “Keynesian economics and Modern Liberalism” (p. 1). The explanation is precise and insightful, for example, “it can be presumed that the author believes in welfare capitalism, which is essentially capitalism, but with government programs” (p. 1). The writer demonstrates insight by explaining that “the author is in favor of capitalism, but more of a regulated capitalism” (p. 1).</p> <p>The discussion of the welfare state and its links to the principles of liberalism is perceptive and comprehensive.</p>	E
<p>Interpretation of Source II</p>	<p>The interpretation of Source II is precise, for example, “The author is clearly of a conservative background in acknowledging the difference in class between the “haves” and “have-nots,” but also in his harsh condemnation of socialism” (p. 1). The explanation is insightful in the writer’s assertion that the author’s perspective is evident “in his general idea that there is a hierarchical system in place that works well, and that it should not be changed” (p. 2).</p> <p>The statement that “This view is very compatible with Classical liberalism in that it rejects government involvement in the market and rejects its role of taxing producers and offering subsidies to consumers” (p. 2) is accurate and perceptive.</p>	E
<p>Interpretation of Source III</p>	<p>The writer precisely interprets the perspective of Source III as “conservative and capitalist” (p. 2) based on the observation of “two rich men in suits sitting in their well-furnished and elaborate home” (p. 2). The explanation of Source III is insightful, for example, the writer asserts that “The author of Source III seems to be attempting to make a mockery of capitalism” (p. 2).</p> <p>Links to the principles of liberalism are comprehensively developed, as reflected in references to “competition and individualism” (p. 2) and “encouraging the success of the individual and promoting the value of self over others” (p. 2).</p>	E

Assignment I Response—Excellent (*continued*)

<p>Identification of Relationships</p> <ul style="list-style-type: none"> • Relationship(s) are accurately and perceptively identified. • The explanation is thorough and comprehensive. 	<p>The writer accurately identifies three relationships among all the sources, based on “government involvement in the economy” (p. 2), “benefits of capitalism” (p. 2), and “self-interest” (p. 3).</p> <p>The statement that “classical liberalism is embraced” (p. 3) in both sources II and III identifies another relationship, which is then further explained by stating that “pure capitalism and private companies should solely run the market” (p. 3). The writer comprehensively explains that the “sources all address self-interest” (p. 3) by identifying each of the three source’s links to this concept.</p>	<p>E</p>
<p>Communication</p> <ul style="list-style-type: none"> • Vocabulary is precise and deliberately chosen. • Sentence structure is controlled and sophisticated; ideas are judiciously organized. • The writing demonstrates skillful control of mechanics and grammar. 	<p>The writer uses precise vocabulary, for example, “harsh condemnation” (p. 1), “hierarchical system” (p. 2), “conservative leanings” (p. 2), and “mockery” (p. 2).</p> <p>The writer judiciously organizes ideas in a linear fashion and controls sentence structure throughout, for example, “From this, it can be presumed that the author believes in welfare capitalism, which is essentially capitalism, but with government programs to provide a “safety net” to prevent individuals from falling into debt and poverty” (p. 1).</p> <p>Skillful control of mechanics and grammar is evident, for example, “The author of the speech in source II is criticizing socialism and left-wing ideologies by stating that the focus of these ideologies is to, essentially, take from the rich and give to the poor” (p. 1).</p>	<p>E</p>

Examples of Students' Writing with Teachers' Commentaries

Social Studies 30–1, January 2010

Assignment I Responses

Example Scored Satisfactory/Proficient (S/Pf)

The following student's response has been selected to present another approach in completing Assignment I that markers may encounter over the course of the session. The student chose to use an integrated/holistic approach rather than a linear approach in completing Assignment I. The response received a score of Satisfactory in all categories except Communication where a score of Proficient was assigned. The response was deemed to be stronger than the Satisfactory example response.

Examples of Students' Writing with Teachers' Commentaries

Social Studies 30–1, January 2010

Assignment I Responses

Example Scored Satisfactory Proficient (S/Pf)

Assignment I

It is plain to see by looking at these three sources that each has a very different opinion on the distribution of a country's wealth and freedom. Source I displays a very left-winged attitude towards the way a country should be run, whereas II and III seem to believe that a distribution of wealth among every citizen leaves a gross imbalance of justice- the rich give to the poor and undeserving without receiving anything in return. Source I itself is more concerned with the welfare of the people than the economy, however, and makes a very good point as to why the attitudes of Sources II and III only end with a rift between classes.

According to the first source, however, a little government intervention does not restrict freedom- quite simply, it enables citizens to "develop their individual capacities" in a number of ways without the fear of the downfalls of a capitalist or other right-winged economy. They can pursue their dreams without the fear of poverty and oppression. Individuals can rarely reap the benefits of a right-winged economy without some help from the government in the first place. People need a sort of social safety net to be able to comfortably take risks without the fear of failure. Source I clearly supports a welfare socialist state.

Sources II and III, however, seem to believe that the distribution of wealth is unjust and undeserved to company owners/wealthy citizens and those that do not take part in contributing to society, respectively. They believe that people should get what they work for and not have to look out for everyone else in the country- a sort of "every

page 1 of 2

man for himself” mentality. Source II has a good point, in that the “Haves” are constantly giving to the “Have-nots” without any sort of visible recompense, however, this is done with the mentality that the “have-nots” will, in turn, give back to society and not simply waste away what they are given. Of course, this is not always the case, but in most instances of welfare socialist states, distribution of wealth is done in good faith- that people usually know what is best for them. Source II does not see it this way, however, and clearly supports a more right-winged economy.

Source III itself is a rather simple message, one that clearly states that when the poor citizens in society do well, the richer portion of the citizenry does not. The man on the right believes that an economic boom is only considered as such if the rich prosper and the poor stay where they are- that a country’s capital wealth is determined by the rift in the lowest and highest of economic classes. These two men (or at least the more vocal one on the right) feel that if the poor in society prosper, that the rich will be at a disadvantage, somehow.

A common relationship between these three sources is that they are all speaking (whether they are criticizing or supporting) of a left-wing society where everyone is looked after, regardless of financial situation, race, gender, etc. Source I displays a fond attitude towards such a society, whereas II and III believe that a more capitalist, liberal society is the way to go.

Examples of Students' Writing with Teachers' Commentaries

Social Studies 30–1, January 2010

Assignment I Responses

Example Scored Excellent (E)

The following student's response has been selected to present another approach in completing Assignment I that markers may encounter over the course of the session. The student chose to use an integrated/holistic approach rather than a linear approach in completing Assignment I. The response received an Excellent score in all categories. The response was deemed to be higher than mid-basket, yet not so high that other responses could not achieve an Excellent score as well.

Examples of Students' Writing with Teachers' Commentaries

Social Studies 30–1, January 2010
Assignment I Responses
Example Scored Excellent (E)

Assignment I

Concepts of classical liberalism were the response to oppressive autocratic rule. These individualistic values were interested in granting the people more freedom in economic and political areas, as suggested by many philosophers, such as Thomas Hobbes and John Locke. An influential response to the classical liberal theories was that of socialism; the left wing ideology that encourages equality. Source I is an excerpt from *Freedom and the Welfare State*, supportive of socialism. Source II, a paragraph from *Vital Speeches of the Day*, criticises the socialist wealth redistribution methods, and Source III, a political cartoon, questions the nature of socialist theory when considered with respect to the fundamental competition motives of a free market economy.

Classical liberalism encourages competition, self interest, and other individualistic values. The self interest motive is one that drives many to success. Responses to the consequences of the negative effects of this, notably disparity, included the so-called welfare state, named by European countries that introduced programs of redistribution of capital and supported the creation social services to benefit the lower economic class created by the free market system. Source I is suggesting that the capitalist system creates fear and insecurity, which are detrimental in the ability of the individual to function to their best, as shown by the phrase "*individuals* cannot be free if they are beset by fear and insecurity". With elements such as oppression by race or fear of genuine hunger, the perspectives in Source I argue that people will grant a fair chance to achieve success with the security of a welfare state, with the section "the welfare state is simply a state in which people are free to develop their individual capacities". "fear of actual hunger, actual homelessness, or oppression by reason of race, creed, or color" are more issues

Social Studies 30–1, January 2010
Assignment I Responses
Example Scored Excellent (E) (*continued*)

brought up by Source I that the welfare state smoothes out through its social services and interest in equality. Source II contrasts this, questioning the redistribution of wealth among individuals within a socialist system.

The perspectives in source II are pointing out that the capitalist system is based on the fact that economics use principles of human labour and natural resources to create goods and services, with the phrase "human labor applied to natural resources ~~is~~ ^{is the} only way to produce food, clothing, shelter, and the amenities". Critical of the socialist system, it points out how the Left is not concerned with the functioning of such economic happenings, with "the Left has no interest in this process", but rather taking property away from the Haves and giving it to the Have-nots. This is known as wealth distribution; an attempt at equality by taking from the rich and giving to the poor. Implementations of this include progressive taxation and welfare programs; rich pay more taxes that are used for aid programs for the poor. The perspectives in Source II disagree with this and think that the end result is to "enforce domestic poverty and spread hunger around the globe". This is in contrast to Source I; Source I suggested that individuals can only function their best if they have truly no fear of economic insecurity, while Source II suggests that the concept of creating economic security results in detrimental outcomes such as poverty and hunger. Source II is constant with liberal ideas, as it encourages individualist values such as self interest and the profit motive. Source III contains the same perspectives as Source II with regard to socialist ideology.

A large, well decorated posh room is shown with two stylishly dressed men sitting on prestigious armchairs, in source III. These all imply that the men in the chairs are wealthy. The quote at the bottom reveals what these two gentlemen are discussing, "Well

Social Studies 30–1, January 2010
Assignment I Responses
Example Scored Excellent (E) (*continued*)

if the economic boom benefits everyone, what good is it?" This shows that the two gentlemen are not interested in all of humanity, referenced with "everyone". The theories of Thomas Hobbes with regard to human nature being nasty, short, and brutish, coupled with Adam Smith's free market philosophies of competition inform us that these are selfish individuals only concerned with their own economic interests. The fact that the economic boom benefits even the poor is not of worth to these two wealthy people. This is in contrast to socialist theory, which encourages economic security for all, and is constant with classic liberal ideas. The perspectives differ from Source I, which suggests that the principles of equality are beneficial to individuals in society, and constant with Source II, which disagrees with the attempts to reduce disparity in societies. Source III is in favour of economic inequality; if everyone benefits then really we are all still at the same comparative levels to each other, arguing against equality. It suggests that success is based upon being economically better off than other people rather than in absolute terms of wealth, further enforcing the message of competition being key to success.

Classical liberal theories used theories of competition to create a great amount of wealth for many people. Unfortunately, the opposite was ^{also} true, as conditions of poverty and hunger were simultaneously made a reality for some. Socialism is a response to these issues with the free market system; Source I suggests that individuals cannot function to their best without some form of equality created by the governmental system. Source II criticises the method of creating equality, suggesting it results in poverty and hunger, and Source III is showing the nature of humans as selfish and comparative wealth as being important to the individualist due to competition theories. All three sources are linked in

Social Studies 30–1, January 2010
Assignment I Responses
Example Score Excellent (E) (*continued*)

that they address important liberal issues of the delicate balance between competition and economic security in our society today.

page 4 of 4

Social Studies 30–1 January 2010
Written-Response Assignment II

ASSIGNMENT II:
Position Paper

Value: 35% of the total examination mark
Suggested time: 105 to 120 minutes

Analyze the following source and complete the assignment.

Source

Rights and freedoms are essential to a democracy; however, there may be times when a temporary suspension of rights and freedoms is necessary to guarantee the preservation of democracy.

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 and **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, January 2010
Assignment II Responses
Example Scored Satisfactory (S)

Undemocratic to be Democratic

The source given would come from a supporter of a democratic system. A democratic system is based on freedom. Political freedom allows the citizens to engage in politics and have an opinion in the way their country is governed and what decisions that government makes. A democratic system's foundation lies in its rights and freedoms, and its ability to protect those freedoms. Rights and freedoms found in a democratic system include freedom of speech, freedom of assembly, freedom of dissent, and so forth. A democratic system's success is based on its ability to protect these essential rights and freedoms, but this source suggests that there are certain times where these rights and freedoms must be suspended to guarantee the preservation of democracy. Now there are many people who would disagree with this statement but I believe it to be true. We should embrace this ideological perspective, but to a certain extent. If the government is using this increased power to protect democracy then that is a noble cause, but if the government abuses this power or suspends their citizens rights for too long, then they have "gone too far."

Democracy, in my mind, is the best political system, but it does have certain downfalls. One of the most prominent short comings in democracy would be the speed in which the democratic system operates. Democratic elections can take months to complete, but in times of crisis decisions need to be made quickly. In command economies the government has total control. This is a huge advantage when it comes to decision making. Taking command economy ideals and applying them briefly to democratic systems is a way of combating democracies short comings. When a government has more control,

page 1 of 3

Social Studies 30–1, January 2010
Assignment II Responses
Example Scored Satisfactory (S) (*continued*)

informed decisions can be made quickly and come into effect swiftly. These quicker decisions can result in problems being solved quicker and with fewer obstacles.

An example of times when decisions need to be made quickly is in times of war. If all the citizens in a country were to vote on every war time issue then more countless lives would have been lost in the world wars. This is why Canada implemented the “War Measures Act.” This allows the government to suspend people rights and freedoms to protect the well being of the entire community. An example of the War Measures Act being utilized outside of war would be during the F.L.Q. crisis. This crisis was brought upon by a terrorist group in Canada called the F.L.Q. This group kidnapped two government officials and murdered one of them. They also set of bombs all over certain cities. Prime Minister Pierre Trudeau used the War Measures Act to combat this terrorist group not only to save lives but to end the problem quickly.

However, there is a fine line in the balancing act that governments have to perform. A Government can take away too many right and freedoms. For example Canada is not the only Democratic system to take this type of freedom restricting idea. On September 11th, 2002 a terrorist group high jacked three passenger jets and flew two of them into the famous Twin Towers in New York City and one of them into The Pentagon, a United State government intelligence building. This crisis spurred the creation of “The U.S Patriot Act.” This act allows the United States government the ability to legally tap phone lines and filter emails and text messages. This is where, in my mind, the government has gone too far. This act takes away too many rights and freedoms. People no longer have

Social Studies 30–1, January 2010
Assignment II Responses
Example Scored Satisfactory (S) (*continued*)

any privacy. There are times where a government must be undemocratic in order to continue to be democratic, but this crosses the line. The US government is abusing its power. When a government uses its power to control their people it starts to take the form of a command economy.

Winston Churchill once said “Democracy is the worst form of government, except for all those other ones that have been tried.” This quote reveals one very important thing about democracy. Democracy has withstood the test of time. Democracy has done this by changing and evolving with the people who have been loyal to it. Democracy can change to meet the needs of its people, but if you change it to the point where it is no longer democracy, then it will parish along with its loyal followers.

Social Studies 30–1 January 2010
Assignment II

EXAMPLE RESPONSE—Satisfactory

SCORING CRITERIA	RATIONALE	SCORE
<p>Analysis of Source</p> <ul style="list-style-type: none"> • The analysis of the source is straightforward and conventional. • The understanding of the source and its relationship to the ideological perspective(s) is adequately demonstrated. 	<p>The analysis of the source is straightforward and conventional, for example, “A democratic system’s foundation lies in its rights and freedoms, and its ability to protect those freedoms. Rights and freedoms found in a democratic system include freedom of speech, freedom of assembly, freedom of dissent, and so forth” (p. 1).</p> <p>The understanding of the source and its relationship to the ideological perspective is adequately demonstrated, for example, “The source given would come from a supporter of a democratic system. A democratic system is based on freedom. Political freedom allows the citizens to engage in politics and have an opinion in the way their country is governed and what decisions that government makes” (p. 1).</p>	S
<p>Argumentation</p> <ul style="list-style-type: none"> • Appropriately chosen and developed argument(s) generally support the position taken. • 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 position that, “If the government is using this increased power to protect democracy then that is a noble cause, but if the government abuses this power or suspends their citizens rights for too long, then they have “gone too far” (p. 1) is supported by appropriately chosen and developed arguments, for example, “This is where, in my mind, the government has gone too far. This act takes away too many rights and freedoms. People no longer have any privacy” (p. 2-3).</p> <p>The reference regarding the slow pace of electoral and legislative change (p. 1) is straightforward and conventional.</p> <p>The relationship between the position taken, argumentation given, and the ideological perspective presented in the source is generally developed, for example, “There are times where a government must be undemocratic in order to continue to be democratic, but this crosses the line” (p. 3).</p>	S

Assignment II Response—Satisfactory (*continued*)

<p>Evidence</p> <ul style="list-style-type: none"> • Evidence is conventional and straightforward. • The evidence may contain minor errors and/or 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>Evidence is conventional and straightforward, for example, “An example of the War Measures Act being utilized outside of war would be during the F.L.Q. crisis. This crisis was brought upon by a terrorist group in Canada called the F.L.Q. This group kidnapped two government officials and murdered one of them. They also set of bombs all over certain cities. Prime Minister Pierre Trudeau used the War Measures Act to combat this terrorist group not only to save lives but to end the problem quickly” (p. 2).</p> <p>The evidence may contain minor errors, for example, the inappropriate use of the term command economy (p. 1) rather than authoritarian governments.</p> <p>A generalized and basic discussion reveals an acceptable understanding of social studies knowledge and its application to the assignment, for example, “On September 11th, 2002 a terrorist group high jacked three passenger jets and flew two of them into the famous Twin Towers in New York City and one of them into The Pentagon, a United State government intelligence building. This crisis spurred the creation of “The U.S Patriot Act.” (p. 2).</p>	<p style="text-align: center;">S</p>
<p>Presentation</p> <ul style="list-style-type: none"> • The writing is straightforward and functionally organized. • A controlling idea is presented and generally maintained; however, coherence may falter. 	<p>The writing is straightforward and functionally organized, for example, “When a government has more control, informed decisions can be made quickly and come into effect swiftly. These quicker decisions can result in problems being solved quicker and with fewer obstacles” (p. 1-2).</p> <p>A controlling idea is presented and generally maintained, for example, “Democracy can change to meet the needs of its people, but if you change it to the point where it is no longer democracy, then it will parish along with its loyal followers” (p. 3).</p>	<p style="text-align: center;">S</p>
<p>Matters of Correctness</p> <ul style="list-style-type: none"> • The writing demonstrates basic control of sentence structure, grammar, and mechanics. • There may be occasional lapses in control and minor errors; however, the communication remains generally clear. • Vocabulary is conventional and adequate. 	<p>The writing demonstrates basic control of sentence structure, grammar, and mechanics, for example, “A democratic system’s success is based on its ability to protect these essential rights and freedoms, but this source suggests that there are certain times where these rights and freedoms must be suspended to guarantee the preservation of democracy” (p. 1).</p> <p>There were aspects that could indicate a higher level of writing, however the short and choppy sentences and lapses in syntax were more indicative of a satisfactory response.</p>	<p style="text-align: center;">S</p>

Examples of Students' Writing with Teachers' Commentaries

Social Studies 30–1, January 2010
Assignment II Responses
Example Scored Proficient (Pf)

Written Response II

Rights And Freedoms are essential to a democracy; however, there may be times when a temporary suspension of rights and freedoms is necessary to guarantee the preservation of democracy.

To what extent should we embrace the ideological perspective(s) reflected in the source?

Liberalism is a collection of ideologies that support's human rights, democracy, individualism and the decentralisation away from authoritarian rule. The issue that the source reflects is: should a liberal society ever use illiberal practices to safeguard such a democracy. In the source the author states their perspective that "there may be times when a temporary suspension of rights and freedoms in necessary." A support of such a sentiment would argue that, illiberal acts should be used to protect the majority of a population when threatened with events that could destabilise the government and have a negative affect on its people, like, terrorism, natural disasters, etc. An opposing perspective to the previous one is, can a liberal government truly be liberal if they infringe on the rights and freedoms of their people in order to protect itself? Someone with such a perspective would argue that rights should be guaranteed regardless of the situation and that acts such as terrorism should not be meet with equally damaging policies as that is precisely what a terrorist wants. People fear the suspension of their rights because they do not want their government turning into authoritarian regimes. This being said, using illiberal policies is a necessary evil when combating those who hold none of the value we place on human lives, and in times when it is necessary to move parts of the population out of the path of a natural disaster. When done correctly the suspension of rights and freedoms can be met with support and enacted with respect. Yes their with likely always be situations where such policies are abused, however, these instances are far outweighed by the lives that can be saved and the preservation of the liberal society^{ies} we hold so dear. ~~As~~^{Also} well, the beauty of liberal society^A is that after all is said and

Social Studies 30–1, January 2010
Assignment II Responses
Example Scored Proficient (Pf) *(continued)*

done during an event the government in question can be held accountable for any abuses suffered during that period.

In order to maintain the rights and freedoms we enjoy in a world of people that do not all have them, sacrifices must sometimes be made to ensure lasting continuation of them. If an invasion of ones privacy is what is necessary to ensure their and others security it should be done. In liberal nations our leaders love the rights and freedoms we have as much as we do so when they must suspend them they do so with respect and the utmost assurance that they will be returned as soon as possible and not abuse. An example where legalisation was used to combat a threat against democracy successfully was the War Measures Act, enacted in 1970 during the Front de Liberation Québécois (FLQ) crisis by Prime Minister Trudeau. Also know as the October crisis the FLQ took two parliament members hostage. The Canadian government had to act decisively to prevent the destabilization of Canada's democratic system. In an unprecedented response Trudeau moved the Canadian military into Quebec be means of the War Measure's Act. Some main things the Act allowed for were the abilities to, search private property without a written warrant, detain individuals suspected of terrorism and suppress the media from reporting events or taking video/pictures. By suppressing the media the Canada government stopped the FLQ's message from spreading and causing civil unrest. The Prime Minster was successfully able to respond to the crisis and then lift the suspension of peoples rights and freedoms.

Sometimes the only way to fight extremism is with extremism. When an enemy can not be reasoned with and is determined to negatively affect a nations people in any way, the nation must take whatever means necessary to combat them. This highly controversial piece of

Social Studies 30–1, January 2010
Assignment II Responses
Example Scored Proficient (Pf) (continued)

legislation was brought in by the infamous George W. Bush shortly after the events of the 9/11 terrorists attack organized by Osama Bin Laden. The U.S.A Patriot Act is still in use years later by the new peoples champion Barack Obama for one reason, it is necessary. People criticize this because of its wide sweeping power and many cases of abuse. Though not perfect by far this Act has stopped countless attempted terrorist acts and even more that have not be publicized. Many people disagree with the methods used by this Act to combat terrorism and this is how it should be. The people should be a system of checks and balances holding the government accountable when they have taken it to far. As history has prove with the general will of society wants something the government in power must meet their needs or step aside to be replaced. The people can improve how their nation deals with terrorism by making their voices be heard through voting, power of the purse and other such methods. The people know how much they are willing to sacrifice in the name of security and the government should reflect that.

A governments sole purpose is to meet the needs of the people, if the people want security and the preservation of their rights then the government should use policies to reflect that. It is up to the people to actively participate in the democratic process so that their opinions will be reflected when dealing with difficult situations. The inherent properties of a democracy allows it to do what's essential to guard itself while maintaining our rights and freedoms that our forefathers fought for and that we shall continue to fight to for.

Social Studies 30–1 January 2010
Assignment I

EXAMPLE RESPONSE—*Proficient*

SCORING CRITERIA	RATIONALE	SCORE
<p>Analysis of Source</p> <ul style="list-style-type: none"> • The analysis of the source is sound and adept. • The understanding of the source and its relationship to the ideological perspective(s) is capably demonstrated. 	<p>The analysis of the source is sound and adept and the understanding of the source and its relationship to the ideological perspective is capably demonstrated, for example, “The issue that the source reflects is: should a liberal society ever use illiberal practices to safeguard such a democracy. In the source the author states their perspective that “there may be times when a temporary suspension of rights and freedoms in necessary.” A support of such a sentiment would argue that, illiberal acts should be used to protect the majority of a population when threatened with events that could destabilise the government and have a negative affect on its people, like, terrorism, natural disasters, etc. An opposing perspective to the previous one is, can a liberal government truly be liberal if they infringe on the rights and freedoms of their people in order to protect itself” (p. 1)?</p>	<p>Pf</p>
<p>Argumentation</p> <ul style="list-style-type: none"> • Purposefully chosen and developed argument(s) persuasively support the position taken. • 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>Purposefully chosen and developed arguments based on accountability and necessity persuasively support the writer’s position that governments must provide security for citizens.</p> <p>The argumentation is logical and capably developed, demonstrating a sound understanding of the assignment, for example, “Sometimes the only way to fight extremism is with extremism. When an enemy can not be reasoned with and is determined to negatively affect a nations people in any way, the nation must take whatever means necessary to combat them” (p. 2).</p> <p>The relationship between the position taken, argumentation given, and the ideological perspective presented in the source is clearly developed, for example, “In liberal nations our leaders love the rights and freedoms we have as much as we do so when they must suspend them they do so with respect and the utmost assurance that they will be returned as soon as possible and not abuse” (p. 2).</p>	<p>Pf</p>

Assignment I Response—Proficient (*continued*)

<p>Evidence</p> <ul style="list-style-type: none"> • Evidence is specific and purposeful. • Evidence may contain some minor errors. • A capable and adept discussion of evidence reveals a solid understanding of social studies knowledge and its application to the assignment. 	<p>The evidence is specific and purposeful with the examples of the use of the War Measures Act during the October Crisis and the PATRIOT Act.</p> <p>Although the evidence does contain some minor errors such as, “By suppressing the media the Canada government stopped the FLQ’s message from spreading and causing civil unrest” (p. 2), the discussion of evidence reveals a solid understanding of social studies knowledge and its application to the assignment.</p>	<p>Pf</p>
<p>Presentation</p> <ul style="list-style-type: none"> • The writing is clear and purposefully organized. • A controlling idea is coherently sustained and presented. 	<p>The writing is clear and purposefully organized with the controlling idea, “This being said, using illiberal policies is a necessary evil when combating those who hold none of the value we place on human lives, and in times when it is necessary to move parts of the population out of the path of a natural disaster” (p. 1) is coherently sustained and presented.</p>	<p>Pf</p>
<p>Matters of Correctness</p> <ul style="list-style-type: none"> • The writing demonstrates capable control of sentence structure, grammar, and mechanics. • Minor errors in language do not impede communication. • Vocabulary is appropriate and specific. 	<p>The writing demonstrates capable control of sentence structure, grammar, and mechanics, for example, “The inherent properties of a democracy allows it to do what’s essential to guard itself while maintaining our rights and freedoms that our forefathers fought for and that we shall continue to fight to for” (p. 3).</p> <p>Minor errors in language, for example, “In an unprecedented response Trudeau moved the Canadian military into Quebec be means of the War Measure’s Act” (p. 2), do not impede communication.</p> <p>The vocabulary is appropriate and specific, for example, use of the terms “illiberal” (p. 1), “destabilise” (p. 1), and “checks and balances” (p. 3).</p>	<p>Pf</p>

Examples of Students' Writing with Teachers' Commentaries

Social Studies 30–1, January 2010
Assignment II Responses
Example Scored Excellent (E)

At what point and at what cost would you be willing to give up your rights and freedoms? Sometimes, doing exactly that is necessary in order to preserve the democracy that our society so values. This source explicitly demonstrates appreciation for the individual within a democracy. However, it states, sometimes the things that characterize our individuality are at stake and must be surrendered in order for future preservation. This shows a temporary rejection of the principles of liberalism, but one that is necessary in order to keep liberalism alive. Though this is an apparent paradox, it is sensible when one considers that the liberal principles that democracy is based on may be completely discarded if rights and freedoms were not temporarily suspended. The perspective demonstrated in the source is appropriate on some imperative clauses – it must be temporary, it must reflect informed and responsible decisions on the behalf of the government, and it must contribute to the betterment of all citizens within the democracy. If all of these conditions are met, the liberal democracy will be preserved and the rights and freedoms will be reinstated. These are the essential goals of any sacrifice of liberty.

In this source, the key word is “temporary” – that is, any changes which are instituted in the name of preserving democracy must not continue indefinitely. An example of the violation of this principle occurred prior to World War II, when Adolf Hitler and his Nazi Party were in power in Germany. In 1933, Hitler introduced the Enabling Act, which dissolved any political parties other than the Nazi Party in the nation of Germany, making Germany a one-party state. The Enabling Act also allowed Hitler to pass legislation without the approval of the Reichstag (the representatives of the people of Germany). This destroyed the power of the German

Social Studies 30–1, January 2010
Assignment II Responses
Example Scored Excellent (E) (*continued*)

citizens and essentially created a dictatorship for Hitler to manipulate to his advantage, which he did. The Enabling Act was originally designed to be monitored by a “sunset period” of four years – that is, it was supposed to be a temporary measure, and the government would revert back to its previous state after four years. However, with no one to oppose him, Hitler was able to continually implement the Enabling Act after the four-year period had passed, and intended to do so when he instituted his Thousand-Year Reich. Not only did this violate the “temporary” clause, it was meant to undermine the rights and freedoms of all German citizens. Hitler blatantly and completely rejected any principles of liberalism. Conversely, a good example of the appropriate invocation of such provisions is demonstrated by the War Measures Act of the Canadian Government, which has only been put into use three times in the government’s history. All three times, it has been impermanent and the rights of citizens were only suspended until the government deemed that the danger had passed.

While the War Measures Act has been implemented only three times, the Canadian Government has also not been responsible for judging the appropriate times. This is another condition that the suspension of rights and freedoms depends upon. In order for it to be justified, the government of a country must make informed and responsible decisions regarding when its citizens’ rights and freedoms may be taken away. During World War II, the Canadian government made a negligent choice. The War Measures Act was applied in order to breach the rights of certain Canadian citizens and immigrants – specifically, the Japanese. Although other people of various origins were also violated, the government mainly targeted

Social Studies 30–1, January 2010
Assignment II Responses
Example Scored Excellent (E) (*continued*)

the Japanese. Anyone who was suspected to have Japanese ancestors or heritage was placed in an internment camp, and the government took control of their possessions and property. The government even went so far as to imprison anyone who they considered as having a Japanese appearance - people with Chinese, Korean, and Taiwanese features were detained as well. The government justified its actions by informing the Canadian public that these citizens were dangerous to their national security. Although the Japanese were part of the Axis powers in World War II, the Canadian government unnecessarily blamed and harmed innocent people. In this instance, the Canadian government rejected the principles of liberalism by using scapegoating techniques to focus any negative attentions of its citizens on. On the other hand, the Canadian government has recently made conscientious decisions regarding the rights of its people by increasing airport security. In light of the September 11, 2001 terrorist attacks on the United States, as well as other airline terrorist attacks throughout various parts of the world, this has been a responsible decision. It is justified for the government to decrease citizens' rights temporarily while in the airport in order to promote a safer democracy where we can remain free to exercise our other rights and freedoms.

One more thing governments must ensure is that any suspension of rights and freedoms must be conducive to the betterment of all citizens. A supreme abuse of this circumstance occurred in Hitler's rule of Germany through the Enabling Act. When Hitler began his totalitarian rule, he professed to his desire of the improvement of the German nation. However, he also conveyed a pure hatred for some of the people within this exact nation - most prominently, the Jews, but also

Social Studies 30–1, January 2010
Assignment I Responses
Example Scored Excellent (E) (*continued*)

the homosexuals and the gypsies, among others. Although Hitler stressed his aspiration to make Germany the most powerful country in the world, he wanted to do this by eliminating some people he considered to be undesirable. Hitler rejected the principles of liberalism by denying the equality and rights of all peoples - instead, he specified that some people were innately better than others. He purposefully destroyed the democracy within his own country, and did not meet the specifications of the suspension of rights and freedoms. When this occurs, the governments must be aiming to reinstate the rights of all citizens as soon as the opportunity presents itself.

The rejection of principles of liberalism is sometimes justified. When a danger threatens the structure or standards of a democracy, the government may be forced to deny its citizens their independence in order to hastily regain the rights for all of its peoples. The government must be responsible in their assessment of the situation and their actions that follow, in order to validate any denial of liberalism that may occur. The steps that a government takes during times of crisis for its country are simply a means to an end. That end is the preservation of democracy for all peoples, the only thing which justifies a brief, fair, and appropriate suppression of liberalism within a country.

Social Studies 30–1 January 2010
Assignment II

EXAMPLE RESPONSE—*Excellent*

SCORING CRITERIA	RATIONALE	SCORE
<p>Analysis of Source</p> <ul style="list-style-type: none"> • The analysis of the source is insightful and sophisticated. • The understanding of the source and its relationship to the ideological perspective(s) is comprehensively demonstrated. 	<p>The analysis of the source is insightful and sophisticated, for example, “This source explicitly demonstrates appreciation for the individual within a democracy. However, it states, sometimes the things that characterize our individuality are at stake and must be surrendered in order for future preservation” (p. 1).</p> <p>The understanding of the source and its relationship to the ideological perspective is comprehensively demonstrated, for example, “In this source, the key word is “temporary” – that is, any changes which are instituted in the name of preserving democracy must not continue indefinitely” (p. 1). The writer clearly understands the nuances of the ideological perspective in the source.</p>	E
<p>Argumentation</p> <ul style="list-style-type: none"> • Judiciously chosen and developed argument(s) convincingly support the position taken. • 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>Judiciously chosen and developed arguments support the position that “The perspective demonstrated in the source is appropriate on some imperative clauses – it must be temporary, it must reflect informed and responsible decisions on the behalf of the government, and it must contribute to the betterment of all citizens within the democracy. If all of these conditions are met, the liberal democracy will be preserved and the rights and freedoms will be reinstated” (p. 1).</p> <p>The argumentation is consistent and compelling, demonstrating an insightful understanding of the assignment, for example, “In order for it to be justified, the government of a country must make informed and responsible decisions regarding when its citizens’ rights and freedoms may be taken away” (p. 2).</p> <p>The relationship between the position taken, argumentation given, and the ideological perspective presented in the source is perceptively developed, for example, “The steps that a government takes during times of crisis for its country are simply a means to an end. That end is the preservation of democracy for all peoples, the only thing which justifies a brief, fair, and appropriate suppression of liberalism within a country” (p. 4).</p>	E

Assignment I Response—Excellent (*continued*)

<p>Evidence</p> <ul style="list-style-type: none"> • Evidence is sophisticated and deliberately chosen. • The relative absence of error is impressive. • A thorough and comprehensive discussion of evidence reveals an insightful understanding of social studies knowledge and its application to the assignment. 	<p>Evidence is sophisticated and deliberately chosen, for example, “The Enabling Act was originally designed to be monitored by a “sunset period” of four years – that is, it was supposed to be a temporary measure, and the government would revert back to its previous state after four years” (p. 2).</p> <p>A thorough and comprehensive discussion of evidence reveals an insightful understanding of social studies knowledge and its application to the assignment, for example, “Conversely, a good example of the appropriate invocation of such provisions is demonstrated by the War Measures Act of the Canadian Government, which has only been put into use three times in the government’s history. All three times, it has been impermanent and the rights of citizens were only suspended until the government deemed that the danger had passed” (p. 2).</p>	<p>E</p>
<p>Presentation</p> <ul style="list-style-type: none"> • The writing is fluent, skillfully structured, and judiciously organized. • A controlling idea is effectively sustained and integrated. 	<p>The writing is fluent, skillfully structured, and judiciously organized, for example, “Hitler rejected the principles of liberalism by denying the equality and rights of all peoples – instead, he specified that some people were innately better than others” (p. 4).</p> <p>A controlling idea is effectively sustained and integrated throughout the response, for example, “The government must be responsible in their assessment of the situation and their actions that follow, in order to validate any denial of liberalism that may occur” (p. 4).</p>	<p>E</p>
<p>Matters of Correctness</p> <ul style="list-style-type: none"> • The writing demonstrates skillful control of sentence structure, grammar, and mechanics. • The relative absence of error is impressive. • Vocabulary is precise and deliberately chosen. 	<p>The writing demonstrates skillful control of sentence structure, grammar, and mechanics, for example, “Though this is an apparent paradox, it is sensible when one considers that the liberal principles that democracy is based on may be completely discarded if rights and freedoms were not temporarily suspended” (p. 1).</p> <p>Vocabulary is precise and deliberately chosen, for example, “sacrifice of liberty” (p. 1), “Thousand-Year Reich” (p. 2), and “scapegoating techniques” (p. 3).</p>	<p>E</p>

Scoring Categories and Scoring Criteria for 2010 Assignment I

INTERPRETATION OF SOURCES (7.5 marks)

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

- interprets and explains each source to identify an ideological perspective(s)
- discusses links between the principles of liberalism and each source

Note: Students are expected to address **all** three sources. Students may present their interpretations and discussion of links to liberalism in either a holistic or linear fashion.

Excellent

E

Interpretation and explanation of the source is sophisticated, insightful, and precise. The discussion of the links to the principles of liberalism is accurate, perceptive, and comprehensively developed.

Proficient

Pf

Interpretation and explanation of the source is sound, specific, and adept. The discussion of the links to the principles of liberalism is consistent, logical, and capably developed.

Satisfactory

S

Interpretation and explanation of the source is adequate, straightforward, and conventional. The discussion of the links to the principles of liberalism is relevant and developed in a generalized fashion.

Limited

L

Interpretation and explanation of the source is incomplete, confused, and/or vague. The discussion of the links to the principles of liberalism may be incomplete, superficial, and imprecise.

Poor

P

Interpretation and explanation of the source is minimal, inaccurate and/or simply copied from the source. The discussion of the links to the principles of liberalism is disjointed, irrelevant, and demonstrates little or no understanding of the assigned task.

Zero

Z

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

IDENTIFICATION OF RELATIONSHIPS (5 marks)

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

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

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

Excellent E	Relationship(s) are accurately and perceptively identified. The explanation is thorough and comprehensive.
Proficient Pf	Relationship(s) are clearly and capably identified. The explanation is appropriate and purposeful.
Satisfactory S	Relationship(s) are generally and adequately identified. The explanation is straightforward and conventional.
Limited L	The identification of relationship(s) is superficial and of questionable accuracy. The explanation is confusing, overgeneralized, and/or redundant.
Poor P	The identification of relationship(s) is minimal. The explanation is tangential and/or incomplete.
Zero Z	Zero is assigned to a response that fails to meet the minimum requirements of Poor .

COMMUNICATION (2.5 marks)

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

- vocabulary
- sentence structure and organization
- mechanics and grammar

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

Excellent
E

Vocabulary is precise and deliberately chosen. Sentence structure is controlled and sophisticated; ideas are judiciously organized. The writing demonstrates skillful control of mechanics and grammar.

Proficient
Pf

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

Satisfactory
S

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

Limited
L

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

Poor
P

Vocabulary is overgeneralized and/or inaccurate. Sentence structure is uncontrolled; organization of ideas is haphazard and/or lacking. The writing demonstrates a profound lack of control of mechanics and grammar.

Zero
Z

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

Scoring Categories and Scoring Criteria for 2010 Assignment II

ANALYSIS OF SOURCE (5 marks)

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

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

Note: Students may discuss the ideological perspective(s) in one part of their essay, or their discussion of the ideological perspective(s) may be embedded throughout.

Excellent

E

The analysis of the source is insightful and sophisticated. The understanding of the source and its relationship to the ideological perspective(s) is comprehensively demonstrated.

Proficient

Pf

The analysis of the source is sound and adept. The understanding of the source and its relationship to the ideological perspective(s) is capably demonstrated.

Satisfactory

S

The analysis of the source is straightforward and conventional. The understanding of the source and its relationship to the ideological perspective(s) is adequately demonstrated.

Limited

L

The analysis of the source is incomplete or lacks depth. The understanding of the source and its relationship to the ideological perspective(s) is superficial and lacks development.

Poor

P

There is minimal analysis of the source. The understanding of the source and its relationship to the ideological perspective(s) is disjointed, inaccurate, or vague.

Insufficient

INS

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

ARGUMENTATION (10 marks)

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

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

Note: DO NOT evaluate evidence in this category.

Excellent

E

Judiciously chosen and developed argument(s) convincingly support the position taken. The argumentation is consistent and compelling, demonstrating an insightful understanding of the assignment. The relationship between the position taken, argumentation, and the ideological perspective presented in the source is perceptively developed.

Proficient

Pf

Purposefully chosen and developed argument(s) persuasively support the position taken. The argumentation is logical and capably developed, demonstrating a sound understanding of the assignment. The relationship between the position taken, argumentation, and the ideological perspective presented in the source is clearly developed.

Satisfactory

S

Appropriately chosen and developed argument(s) generally support the position taken. The argumentation is straightforward and conventional, demonstrating an adequate understanding of the assignment. The relationship between the position taken, argumentation, and the ideological perspective presented in the source is generally developed.

Limited

L

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

Poor

P

If arguments are presented, there is little or no relationship to the position taken. The argumentation is irrelevant and/or illogical. The relationship between the position taken, argumentation, and the ideological perspective presented in the source is minimally developed.

Insufficient

INS

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

EVIDENCE (10 marks)

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

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

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

Excellent

E

Evidence is sophisticated and deliberately chosen. The relative absence of error is impressive. A thorough and comprehensive discussion of evidence reveals an insightful understanding of social studies knowledge and its application to the assignment.

Proficient

Pf

Evidence is specific and purposeful. Evidence may contain some minor errors. A capable and adept discussion of evidence reveals a solid understanding of social studies knowledge and its application to the assignment.

Satisfactory

S

Evidence is conventional and straightforward. The evidence may contain minor errors and/or a mixture of relevant and extraneous information. A generalized and basic discussion reveals an acceptable understanding of social studies knowledge and its application to the assignment.

Limited

L

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

Poor

P

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

Insufficient

INS

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

PRESENTATION (5 marks)

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

- organizes the essay
- maintains a controlling idea

Note: Consider the total impression of the response relative to its complexity and length.

Excellent

E

The writing is fluent, skillfully structured, and judiciously organized. A controlling idea is effectively sustained and integrated.

Proficient

Pf

The writing is clear and purposefully organized. A controlling idea is coherently sustained and presented.

Satisfactory

S

The writing is straightforward and functionally organized. A controlling idea is presented and generally maintained; however, coherence may falter.

Limited

L

The writing is awkward and lacks organization. A controlling idea is inconsistently maintained.

Poor

P

The writing is unclear and disorganized. A controlling idea is difficult to discern or is absent.

Insufficient

INS

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

MATTERS OF CORRECTNESS (5 marks)

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

- sentence structure
- mechanics and grammar
- use of vocabulary and social studies terminology

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

Excellent

E

The writing demonstrates skillful control of sentence structure, grammar, and mechanics. The relative absence of error is impressive. Vocabulary is precise and deliberately chosen.

Proficient

Pf

The writing demonstrates capable control of sentence structure, grammar, and mechanics. Minor errors in language do not impede communication. Vocabulary is appropriate and specific.

Satisfactory

S

The writing demonstrates basic control of sentence structure, grammar, and mechanics. There may be occasional lapses in control and minor errors; however, the communication remains generally clear. Vocabulary is conventional and adequate.

Limited

L

The writing demonstrates faltering control of sentence structure, grammar, and mechanics. Errors obscure the clarity of communication. Vocabulary is imprecise, simplistic, and/or inappropriate.

Poor

P

The writing demonstrates lack of control of sentence structure, grammar, and mechanics. Jarring errors impede communication. Vocabulary is overgeneralized and/or inaccurate.

Insufficient

INS

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

