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

From the January 2024 Diploma Examination

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**This document was primarily written for:**

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

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

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You can reach us with your comments and questions by email to [Dwayne.Girard@gov.ab.ca](mailto:Dwayne.Girard@gov.ab.ca), [Nathalie.Langstaedtler@gov.ab.ca](mailto:Nathalie.Langstaedtler@gov.ab.ca), or [Janet.Rockwood@gov.ab.ca](mailto:Janet.Rockwood@gov.ab.ca).

We can also be contacted by regular mail at

Alberta Education  
Provincial Assessment Sector  
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 2024 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 2024 marking session. The example responses and the commentaries were also used to train markers to apply the scoring criteria consistently and to justify their decisions about scores in terms of an individual student's work and the criteria.

These example responses represent a small sample of how students successfully approached the assignments.

## Selection and use of example papers

The teachers on the Standards Confirmation Committee for the January 2024 marking session selected the examples of student papers included here. They also wrote the commentaries that discuss the students' writing in terms of the scoring criteria.

During their preparation for the marking session, group leaders (teachers specially selected to assist Provincial Assessment Sector staff during the marking session) reviewed and validated the standards represented by these example papers. Group leaders then used these example papers to train the teachers who marked the written-response sections of the *January 2024 Social Studies 30–1 Diploma Examination*.

## Cautions

### 1. The commentaries are brief.

The commentaries were written for groups of markers to discuss and then to apply during the marking session. Although brief, they provide a model for relating specific examples of student writing to the details in a specific scoring criterion.

### 2. Neither the scoring guide nor the assignments are meant to limit students to a single organizational or rhetorical approach in completing any diploma examination assignment.

Students must be free to select and organize their materials in a manner that they feel will enable them to best present their ideas. In fact, part of what is being assessed is the final effectiveness of the content, as well as the organizational and rhetorical choices that students make.

The examples of student writing in this document illustrate just a few of the many organizational and rhetorical strategies used successfully by students in January 2024. We strongly recommend that you caution your students that there is no preferred approach to an assignment except the one that best accomplishes the individual student's goal of effectively communicating his or her own ideas about the topic.

We advise you not to draw any conclusions about common patterns of approach taken by students.

**3. The example papers presented in this document must not be used as models for instructional purposes.**

Because these example papers are illustrations only, and because they are example responses to a set topic, students must be cautioned not to memorize the content of any of these assignments and not to use them either when completing classroom assignments or when writing future diploma examinations. Examination markers and staff at Alberta Education take any hint of plagiarism or cheating extremely seriously. The consequences for students are grave.

The approaches taken by students at the standard of excellence are what other students should consider emulating, not their words or ideas. In fact, it is hoped that the variety of approaches presented here will inspire students to take risks—to experiment with diction, syntax, and organization as a way to develop an individual style and to engage the reader in ideas that the student has considered.

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

Under examination conditions, students produce first-draft writing. Given access to additional resources, students would be expected to produce papers of considerably improved quality, particularly in the dimension of Communication.

# Social Studies 30–1 January 2024 Writing Assignments

January 2024

## Social Studies 30–1

### Part A: Written Response

Grade 12 Diploma Examination

#### Description

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

Plan your time carefully.

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

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

#### Assignment I: *Source Interpretation*

*Value:* 20% of total examination mark

- Interpretation of Sources
- Relationships
- Communication

#### Assignment II: *Position Paper*

*Value:* 30% of total examination mark

- Analysis of Source
- Argumentation
- Evidence
- Communication

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

#### Instructions

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

#### Additional Instructions for Students Using Word Processors

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

#### Additional Instructions for Students Who are Handwriting

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



## Assignment I: Source Interpretation

Value: 20% of the total examination mark

Suggested time: 60 to 75 minutes

Suggested word count range: 500 to 1400 words

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

### Assignment I – Sources

#### Source I

When the legislative or executive functionaries act unconstitutionally, they are responsible to the people in their elective capacity. ... I know no safe depository of the ultimate powers of the society, but the people themselves: and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is, not to take it from them, but to inform their discretion by education.

—Thomas Jefferson

#### Source II

The results of many elections in Canada and the United States show that voter apathy is rampant. Voter turnout is often in the 50–60 percent range, with even lower numbers in the younger demographics. As concerning as voter apathy is, of equal concern is the uninformed or misinformed voter. Numerous candidates have won despite running controversial campaigns. It is time to take away the privilege of voting and allow the strong, intellectual leaders of the country to follow their vision for a prosperous future.

Source I Jefferson, Thomas. "Thomas Jefferson to William Charles Jarvis, September 28, 1820." Letter. The Thomas Jefferson Papers at the Library of Congress: Series 1, General Correspondence. 1651 to 1827. [hdl.loc.gov/loc.mss/mtj.mtjbib023901](https://hdl.loc.gov/loc.mss/mtj.mtjbib023901).

**Source III**

**This cartoon is unavailable  
for electronic posting.**

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

### Assignment

**Examine each source.**

***Write a response in paragraph form in which you must:***

- **interpret** each source to **demonstrate** your understanding of how each source links to liberalism

**AND**

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

### ***Reminders for Writing***

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

## Assignment II: Position Paper

Value: 30% of the total examination mark

Suggested time: 90 to 105 minutes

Suggested word count range: 750 to 1600 words

*Analyze the following source and complete the assignment.*

### Source

The desire to achieve economic equality in society is naive and unrealistic. If individuals are to achieve their greatest potential, it is critical that government not interfere in the natural functioning of the economy.

### Assignment

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

*Write an essay in which you must:*

- **analyze** the source to **demonstrate** an understanding of the ideological perspective(s) reflected in the source
- **establish** and **argue** a position in response to the question presented
- **support** your position and arguments by using evidence from your knowledge and understanding of social studies

### *Reminders for Writing*

- **Organize** your essay
- **Proofread** your essay

# Examples of Students' Writing with Teachers' Commentaries

## Social Studies 30–1 Source Interpretation Assignment, January 2024

### Example Scored Satisfactory (S)

#### Assignment #1

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The first source is the quote stated by Thomas Jefferson. In this quote, Jefferson declares that people are the ones that have an impact on legislative and executive functionaries and then the society. Therefore, whenever legislative and executive functionaries act unconstitutionally, it is people themselves that have made that impact. Because of that there are plenty of thinkers that consider the idea of removing voting rights from certain individuals to make sure only wise and educated people can vote. Jefferson thinks that taking away suffrage from people is not going to fix it. The remedy to it is to educate people about their discretion. This stance shows modern liberal views by supporting universal suffrage with no discrimination and that anyone has a right to have an impact on society through the government. Thomas Jefferson believes that democracy is the best for society as long as you educate people so they are capable of making decisions that are benefiting the society and country as a whole. He believes that everyone's voice is important in the government and that the government represents those people.

Unlike in the first source, the second quote by the anonymous author criticizes universal suffrage and democracy. They state that voter apathy is widespread in Canada and the United States, especially among young people and that is the reason why numerous candidates who run controversial campaigns have won elections. Their remedy is to take away the privilege of universal suffrage so that only strong and wise leaders are able to run the country. Author's views closely align with Edmund Burke's philosophy, how only intellectual and respected individuals are to be given the right to vote, saying that uneducated individuals cannot make wise decisions that would guarantee a prosperous future of the country. Edmund Burke was a conservative and it is safe to assume that the author of the quote also has conservative views

### Assignment #1

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especially because they oppose democratic values and principles. They do not believe that everyone’s voices are important and that decisions made by uneducated people will not bring a prosperous future for the country.

Third source provides a cartoon. It shows two men and a door. Door represents the access to the government but it is highly placed. A man who represents corporations is displayed as a large tall man that has dollar shaped sticks that he is able to walk on in order to reach the door. While the other man who represents people is significantly smaller and is not able to reach the door. The author of the cartoon criticizes corporations and the wealth gap it creates between individuals. Therefore it is safe to assume that the author is also against capitalism since that is an economic ideology that favors corporations the most and creates large wealth gaps. The cartoon itself is a visualization of capitalist government prioritizing its attention to the corporations rather than the people. And because of that, corporations have more voice in the government than the regular people because they won’t bring as much profit like large corporations. Author believes that the capitalist government treats its people unequally and does not allow them to voice their opinions or demands by focusing mainly on the profit.

All these three sources have a common theme of people’s voices and their role in government. The main issue is which individuals should be able to have a voice in the government and impact society. The author of the first source, Thomas Jefferson, believes in universal suffrage and that everyone has the right to have a voice in the government as long as they educate themselves on their discretion. As well as the author of the third source who

Assignment #1

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criticizes the fact that corporations have more rights than regular people because capitalist governments only prioritize voices that will bring profit and they believe that everyone should be heard by the government. On the other hand, the author of the second source criticizes universal suffrage and believes only wise and powerful people have the right to make decisions in the government. They do not believe that all people are equal and have rights to have a voice in the government, saying that uneducated individuals will not make wise decisions. Therefore, each of the sources has its stance on the people's rights and their voices in the government and how those voices should impact the society.

# Social Studies 30–1 January 2024

## Assignment I: Source Interpretation

### Example Paper—Satisfactory (S)

Scoring Criteria	Rationale	Score
<p><b>Interpretation of Source I</b></p> <ul style="list-style-type: none"> <li>Interpretation of the source is adequate, straightforward, and conventional, demonstrating a generalized understanding of links to liberalism.</li> </ul>	<p>The writer’s interpretation that “taking away suffrage from people is not going to fix it” (p. 1) and that “The remedy to it is to educate people about their discretion” (p. 1) is adequate.</p> <p>The writer’s explanation that “democracy is the best for society” (p. 1) and the ideological reference to “modern liberal views” (p. 1) in support of education and “universal suffrage with no discrimination” (p. 1) demonstrates a generalized understanding of links to liberalism.</p>	<p><b>Satisfactory</b></p> <p><b>S</b></p>
<p><b>Interpretation of Source II</b></p> <ul style="list-style-type: none"> <li>Interpretation of the source is adequate, straightforward, and conventional, demonstrating a generalized understanding of links to liberalism.</li> </ul>	<p>The writer’s interpretation that the source “criticizes universal suffrage and democracy” (p. 1) is adequately developed by referencing that “numerous candidates who run controversial campaigns have won elections” (p. 1).</p> <p>The identification that the ideological perspective of the source aligns with those of “Edmund Burke’s philosophy” (p. 1) and, therefore, reflects “conservative views” (p. 1), is straightforward and demonstrates a generalized understanding of links to liberalism.</p>	<p><b>Satisfactory</b></p> <p><b>S</b></p>
<p><b>Interpretation of Source III</b></p> <ul style="list-style-type: none"> <li>Interpretation of the source is adequate, straightforward, and conventional, demonstrating a generalized understanding of links to liberalism.</li> </ul>	<p>The writer adequately identifies that capitalism “creates large wealth gaps” (p. 2). This is followed by a straightforward explanation that a “capitalist government prioritizing its attention to the corporations rather than the people” (p. 2) results in corporations having “more voice in the government than the regular people” (p. 2).</p> <p>The reference to a “capitalist government” (p. 2) demonstrates a generalized understanding of links to liberalism. The first part of the interpretation is mostly descriptive and does not further the writer’s understanding of the source.</p>	<p><b>Satisfactory</b></p> <p><b>S</b></p>



Scoring Criteria	Rationale	Score
<b>Relationships</b> <ul style="list-style-type: none"> <li data-bbox="142 275 529 331">• The explanation of relationship(s) is adequate and straightforward.</li> </ul>	<p>The writer's identification that "a common theme of people's voices and their role in government" (p. 2) is supported by a straightforward explanation of how each source presents those voices. The explanation of how Source I and Source III contrast with the assertion in Source II that "They do not believe all people are equal" (p. 3) is adequate.</p>	<p><b>Satisfactory</b></p> <p><b>S</b></p>
<b>Communication</b> <ul style="list-style-type: none"> <li data-bbox="142 554 488 611">• Vocabulary is conventional and generalized.</li> <li data-bbox="142 648 542 705">• Sentence structure is controlled and straightforward.</li> <li data-bbox="142 810 532 898">• The writing demonstrates basic control of mechanics and grammar and is adequately organized.</li> </ul>	<p>The vocabulary is conventional and generalized; for example: "conservative views" (p. 1) and "large wealth gaps" (p. 2).</p> <p>Sentence structure is controlled and straightforward; for example: "Their remedy is to take away the privilege of universal suffrage so that only strong and wise leaders are able to run the country" (p. 1).</p> <p>The writing demonstrates a basic control of mechanics and grammar and is adequately organized.</p>	<p><b>Satisfactory</b></p> <p><b>S</b></p>

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## Examples of Students' Writing with Teachers' Commentaries

### Social Studies 30–1 Source Interpretation Assignment, January 2024

#### Example Scored Proficient (Pf)

Source one develops a perspective on liberalism through the use of a quote by Thomas Jefferson. The quote essentially states the government is held responsible by the people, that this is the only true way to hold the government responsible. It also notes that if the people are believed to not have the ability to make appropriate responses to, and interact properly with, the government, then the issue must be solved via education, rather than taking away the ability to exercise control over their government. This develops a perspective on liberalism by speaking on the importance of the people's ability to interact with the government. Jefferson brings forth the perspective that the representatives must be held responsible by their electors, calling for democratic system in which citizens have the individual right to hold their government accountable. This aligns with the principles of liberalism, as it calls for democracy, individual rights and freedoms, and rule of law. The importance of a democratic system is represented in this source by specifying the role of the people in controlling and managing their government, and the role of the government as a representation of the will of the people. Jefferson implies the role of Individual rights and freedoms in the way a nation is run by insisting that the people's role as supervisor of government action is guaranteed, pointing towards an individual right to government intervention, which is a key component of liberalism. Finally, the source developer's perspective on rule of law by declaring that the government and its representatives must be held accountable for their actions by the people, and therefore no one is free from criticism and punishment for poor actions.

Source two develops its perspective on liberalism through its view on democracy. Source two is an anti democratic statement, calling for the stripping of the people's ability to vote, due to the increase in voter apathy and fear of uninformed or misinformed votes. This source brings up contemporary evidence in order to criticize the Canadian and American democratic system, such as voter turnout rates being low, and the election of "controversial" candidates. It takes a Hobbes-like perspective on government, believing that the people are incapable of effectively participating in government, and therefore electoral power should be put in the hands of "strong intellectual leaders" who would be inherently superior in this role to the people. This relates to liberalism as it develops a perspective on democracy, a core aspect of liberalism. Democracy and the right to vote are essential to a liberalist ideology, as it is built on the aspects of nation states being determined by the people. Instead of supporting this ideology, the source relate to liberalism by taking an anti-liberalist view on the people's role in government, supporting a plutocratic system, where the government is run by a few intellectually superior individuals, rather than guaranteeing all individuals the right to government intervention.

Source three is a political cartoon, which develops its perspective on liberalism by examining the relationship between corporations and the democratic system. Source three depicts a man, labeled people, unable to reach a door marked access to government, while man, labeled corporations, walks on stilts made of money, and is able to reach the door. This represents a criticism of politics, that states that the people do not have access to the government, while corporations can have their interests taken

into account by the government, due to their funds. Essentially the cartoon states that there is an imbalance of political power created within our democracy created by corporations accumulation of wealth, and therefore economic inequality. This relates to liberalism because it explores the relationship between two principal components of liberalism, being business owners' and corporations' ability to accumulate wealth and pursue their self interest under free market capitalism, and the people interacting with the government. Source three criticizes the priorities of liberalism, by examining how due to the free market guaranteeing that corporations have ability grow their wealth regardless of how much they have in comparison to the average citizen, and the pursuit of self interest through money being the main priority of a capitalist economy, corporations have an advantage in ability to access government by leveraging their wealth to politicians and the government's interest money. Source three essentially creates a perspective that inspects whether free market capitalism, an aspect of liberalism, can coexist with free and fair democracy, another aspect of liberalism.

All Three sources relate to each other by examining the role and ability of the people to interact with the government. Source one does this by examining the role of people as supervisors to the government. It claims that the people are the only "safe depository of the ultimate powers of the society" and therefore must maintain their role as the ones who keep the government accountable, regardless of circumstance. Source two examines the role of the people in government, and denies the perspective that people should be guaranteed a vote on how their nation-state is run. Source two believes that the people should not have the right to vote, and therefore takes a stance

of to what degree individual citizens should interact with the government. Source three has a perspective on the same issue of to what degree individuals should interact with the government, as it brings forth the idea that they are being denied equal ability to do this in comparison to corporations. Source three illustrates that the people are not being given the same access to government that corporations are, and therefore they should have a larger role in interacting with the government. All of the sources take a stance on the question of how much say the people should have in how their government should run.

# Social Studies 30–1 January 2024

## Assignment I: Source Interpretation

### Example Paper—Proficient (Pf)

Scoring Criteria	Rationale	Score
<p><b>Interpretation of Source I</b></p> <ul style="list-style-type: none"> <li>Interpretation of the source is logical, specific, and adept, demonstrating a sound understanding of links to liberalism.</li> </ul>	<p>The writer’s interpretation that “the representatives must be held responsible by their electors” (p. 1) is specific. This is furthered by an adept discussion of how a citizen’s role is to act as a “supervisor of government action” (p. 1).</p> <p>The recognition that “the role of the government as a representation of the will of the people” (p. 1) demonstrates a sound understanding of links to liberalism.</p>	<p><b>Proficient</b></p> <p><b>Pf</b></p>
<p><b>Interpretation of Source II</b></p> <ul style="list-style-type: none"> <li>Interpretation of the source is logical, specific, and adept, demonstrating a sound understanding of links to liberalism.</li> </ul>	<p>The identification that the source “takes a Hobbes-like perspective on government” (p. 2) is specific.</p> <p>Additionally, the writer demonstrates a sound understanding of links to liberalism when acknowledging “an anti-liberalist view on the people’s role in government, supporting a plutocratic system, where the government is run by a few intellectually superior individuals” (p. 2).</p>	<p><b>Proficient</b></p> <p><b>Pf</b></p>
<p><b>Interpretation of Source III</b></p> <ul style="list-style-type: none"> <li>Interpretation of the source is logical, specific, and adept, demonstrating a sound understanding of links to liberalism.</li> </ul>	<p>The writer’s interpretation that “the people do not have access to the government, while corporations can have their interests taken into account by the government, due to their funds” (pp. 2–3) is adept.</p> <p>The writer logically identifies “the relationship between corporations and the democratic system” (p. 2).</p> <p>Furthermore, “whether free market capitalism, an aspect of liberalism, can coexist with free and fair democracy” (p. 3) demonstrates a sound understanding of links to liberalism.</p>	<p><b>Proficient</b></p> <p><b>Pf</b></p>

Scoring Criteria	Rationale	Score
<b>Relationships</b> <ul style="list-style-type: none"> <li data-bbox="142 275 529 331">• The explanation of relationship(s) is capable and purposeful.</li> </ul>	<p data-bbox="581 275 1211 365">The writer purposely identifies a common thread in “the role and ability of the people to interact with the government” (p. 3).</p> <p data-bbox="581 394 1211 575">The writer expands on this capably with qualifying statements; for example: “Source three has a perspective on the same issue of to what degree individuals should interact with the government, as it brings forth the idea that they are being denied equal ability to do this in comparison to corporations” (p. 4).</p>	<p data-bbox="1273 338 1399 365"><b>Proficient</b></p> <p data-bbox="1273 390 1354 453"><b>Pf</b></p>
<b>Communication</b> <ul style="list-style-type: none"> <li data-bbox="142 667 477 724">• Vocabulary is appropriate and specific.</li> <li data-bbox="142 762 542 819">• Sentence structure is controlled and effective.</li> <li data-bbox="142 921 532 1012">• The writing demonstrates capable control of mechanics and grammar and is purposefully organized.</li> </ul>	<p data-bbox="581 667 1211 724">The vocabulary is appropriate and specific; for example: “accountable” (p. 1) and “contemporary” (p. 2).</p> <p data-bbox="581 762 1211 884">The writer demonstrates controlled and effective sentence structure; for example: “This aligns with the principles of liberalism, as it calls for democracy, individual rights and freedoms, and rule of law” (p. 1).</p> <p data-bbox="581 921 1211 982">The writing demonstrates capable control of mechanics and grammar, and the response is purposefully organized.</p>	<p data-bbox="1273 758 1399 785"><b>Proficient</b></p> <p data-bbox="1273 806 1354 869"><b>Pf</b></p>

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## Examples of Students' Writing with Teachers' Commentaries

### Social Studies 30–1 Source Interpretation Assignment, January 2024

#### Example Scored Excellent (E)

##### Assignment #1

The first source is a quotation from Thomas Jefferson and discusses the inherent need for the power to lie within the people. He examines the responsibility that representatives have to the people they govern, and their subsequent duty to behave constitutionally. To ensure that the best possible choices are made in government, the source advocates that education is the best tool to accomplish this and that it better aligns with the best interest of society than removing their ability to exercise democratic rights. Education is preferred by the source due to its ability to facilitate a more informed public, that could then make decisions for themselves in confidence. This implies that it is necessary for citizens to feel that they have the ability to participate in the decision-making process, as they are ultimately who it affects. Concentration of power has been shown to lead to greed, and the neglect of citizen livelihood. The source aims to convey the idea that when decisions for an entire nation are decided upon by a comparatively small governing body, power becomes concentrated and can spiral into a dictatorship, the abuse of power, and deprivation of civil liberties from the people. By recognizing the power of the legislative and executive branches of government, the source demonstrates how dangerous the potential is for the people to not be involved and leave the decisions and laws to be made by a governing body who, being human just as everyone else, would be subject to inclinations of self-interest. This could hence lead to the exploitation and mistreatment of citizens, and due to this the source is firm in its belief that this must not be allowed to transpire. Therefore, Jefferson is saying that in order to guarantee the protection of their rights and freedoms, citizens must be the ones ultimately in control and not allow their liberation to be compromised.



In the second source, issues of voter apathy and uninformed voters are used as a tool to argue against the public’s participation in the decision making process. The source calls voting a “privilege” and states that it is much more appropriate for such power to lie in the hands of capable individuals whose intellect allows them to perceive what is best for society. By this, the source is reasoning that due to the unfulfillment of civil responsibility, the rights that go hand in hand must also be removed. By transferring this right to a selection of knowledgeable individuals, the source feels that the responsibility to be informed about the activities of government which one partakes in would be more dutifully attended to. The source additionally emphasizes that the challenge is on the rise, as the younger demographic is even more prone to voter apathy and indifference towards political issues that arise. By making mention to this, the source implies that something needs to be done right away, as the problem is only worsening. Notably, the source calls out Canada and the USA for these problems, suggesting the removal of democratic rights without analyzing any of the deeper problems that may be the root of the issue. Due to this, a more one dimensional take is provided by the source and it therefore resorts to more extreme measures to resolve the problem being presented. As liberal, democratic nation-states, this obviously would be a considerable transition for both Canada and the USA, but the source maintains that due to the already significant lack of involvement of citizens in electoral processes, it is necessary to revoke this right to ensure rational decision making and ultimately the greater good of society.

The third source is a political cartoon which illustrates the inequality between the average citizen and profitable corporations which can use their affluence to impact government decisions. A

vault, entitled “Access to gov’t” articulates the difficulty required for citizen’s voices to make a difference to the people that represent them. Furthering this idea, the height with which the vault is placed increases its inaccessibility to the people and advances the idea of the government’s indifference to making themselves easier to communicate with. Corporations, however, are represented by a man with a larger figure than that of the citizen, suggesting a sort of gluttony, and walking on stilts which allow him to more easily gain access to the vault. This is due to the financial power of large companies, illustrated by the stilts being in the shape of dollar symbols. Looking more in depth, the man representing the people stands in the path that the corporations will take to reach the vault, and it can be inferred that he may very well get trampled over. The man on stilts is so focused on the vault that he does not take into account the effects of his movements, which metaphorically equates to how corporations often look over and take advantage of the people, being driven solely by power and profit motives. This leads to problems with ethics, as the corporations are portrayed to tend not to concern themselves with the ramifications that their business endeavors have on the lives of individuals; simply because doing so is not profitable. In this way, the source is able to articulate how the accumulation of tremendous wealth in corporations negatively impacts the average citizen, and how the government’s tolerance enables this limiting of democratic rights. The source demonstrates how governments become less concerned with the needs of their citizens and more willing to meet the needs of large corporations, who have something to give them in return for their favors. This can result in society feeling ignored by their governments and give them the impression that trying to fix the issue is an insurmountable task, as shown by the look of discouragement on the citizen’s face in the cartoon. In this way, the source exemplifies how the correspondence of governments

with corporations limits the ability of people to take part in democratic processes and feel as though their opinions are heard by their representatives, which compromises liberal ideals. Quite simply, what the cartoon is saying is that money will always hold power and demand the attention sought by those in possession of it.

The three sources connect to each other primarily in how they relate to liberalism and the ability of citizens to influence government decisions. The first source is of the opinion that it is absolutely necessary to have the power remain in the hands of the people, because when governments hold too much power they cannot be prevented from acting unconstitutionally or compromising the people's rights. The second source provides a drastically contrasting view, calling on the democratic right to vote to be revoked from citizens due to their evident lack of interest and knowledge on the weighty decisions being made. The third source illustrates the way in which large corporations can play into the equation, with the power of their wealth making it hard for citizens to find ways to influence the decisions being made by their governments. The first and second sources each examine the dilemma of who should hold decision making power in society, ultimately coming to polar opposite conclusions. While the second source suggests that power be transferred away from the people and to a body of more intellectually minded individuals, the first advocates the criticality of keeping the people in control and provides education as an alternative answer to combatting the lack of common understanding of democratic processes and decisions. The second and third sources relate in how they discuss the discouragement of citizens in democratic processes, but diverge in that while the third source delves into the reasons behind this behavior, the second source hones in only to the direct

impacts and neglects to get to the root of the issue. In the second source's interpretation of voter apathy, it responds by suggesting the annihilation of the voter's role altogether instead of treating the source of the issue, which the third source accomplishes by calling on the government to stop giving corporations the platform to affect decisions, especially when it comes at the expense of the citizen's ability to do so. The first and final sources relate in their discussion of the impacts of power being taken away from the people, and the government's ability to act immorally in such circumstances. While they are largely in alignment, the sources do differ in that while the first source focuses on why the people must hold the power and how to best maintain it, the third source gives more insight into causation for its loss and the consequential effects by introducing the factor of large corporations and how they influence government. Together, the sources' examinations of the civil rights and responsibilities of the people relate to the question of the extent to which citizens should hold power in government decision making.

# Social Studies 30–1 January 2024

## Assignment I: Source Interpretation

### Example Paper—Excellent (E)

Scoring Criteria	Rationale	Score
<b>Interpretation of Source I</b> <ul style="list-style-type: none"> <li>Interpretation of the source is sophisticated, insightful, and precise, demonstrating a perceptive understanding of links to liberalism.</li> </ul>	<p>The interpretation that education leads to an informed public that has “the ability to participate in the decision-making process, as they are ultimately who it affects” (p. 1) is precise. The writer further recognizes that education is integral for citizens to hold the government accountable and “behave constitutionally” (p. 1).</p> <p>The writer demonstrates a perceptive understanding of links to liberalism through a nuanced discussion of the potential risks of a “Concentration of power” (p. 1), including the “spiral into a dictatorship, the abuse of power, and deprivation of civil liberties” (p. 1). The recognition that establishing an informed population can mitigate these dangers is insightful.</p>	<p><b>Excellent</b></p> <p><b>E</b></p>
<b>Interpretation of Source II</b> <ul style="list-style-type: none"> <li>Interpretation of the source is sophisticated, insightful, and precise, demonstrating a perceptive understanding of links to liberalism.</li> </ul>	<p>The interpretation demonstrates a perceptive understanding that when civic responsibilities are neglected through “voter apathy and indifference towards political issues” (p. 2), a consequence is “transferring this right to a selection of knowledgeable individuals” (p. 2). Furthermore, the writer demonstrates precision by recognizing that the source advocates for a “considerable transition” (p. 2) in existing democracies to ensure that issues are “dutifully attended to” (p. 2).</p> <p>The discussion that further analysis is needed “of the deeper problems” (p. 2) that exist in the democracies of Canada and the United States before removing voting rights is sophisticated.</p>	<p><b>Excellent</b></p> <p><b>E</b></p>

Scoring Criteria	Rationale	Score
<b>Interpretation of Source III</b>	<p>The identification that corporations “can use their affluence to impact government decisions” (p. 2) while citizens cannot access “the people that represent them” (p. 3) is precise. This is furthered by the acknowledgement that governments do this because they receive benefits from corporations. Additionally, the writer perceptively interprets that corporations’ pursuit of profits, coupled with tolerance from the government, can result in the rights of citizens being “trampled” (p. 3).</p> <p>The discussion that the democratic rights of people is limited when governments favour corporations is sophisticated.</p>	<b>Excellent</b> <b>E</b>
<b>Relationships</b>	<p>The writer perceptively recognizes that all three sources relate to the extent to which individuals are able to influence the government and acknowledges the “dilemma of who should hold decision making power in society” (p. 4).</p> <p>The explanation of who should have influence in democracies is thorough; for example: “the sources do differ in that while the first source focuses on why the people must hold the power and how to best maintain it, the third source gives more insight into causation for its loss and the consequential effects” (p. 5).</p>	<b>Excellent</b> <b>E</b>
<b>Communication</b>	<p>Vocabulary is precise and deliberately chosen; for example: “civil responsibility” (p. 2) and “insurmountable task” (p. 3).</p> <p>Sentence structure is controlled and sophisticated; for example: “By recognizing the power of the legislative and executive branches of government, the source demonstrates how dangerous the potential is for the people to not be involved and leave the decisions and laws to be made by a governing body who, being human just as everyone else, would be subject to inclinations of self-interest” (p. 1).</p> <p>The writing demonstrates skillful control of mechanics and grammar and is judiciously organized.</p>	<b>Excellent</b> <b>E</b>



## Examples of Students' Writing with Teachers' Commentaries

**Social Studies 30–1 Position Paper Assignment, January 2024**

**Example Scored Satisfactory (S) — Response unavailable.**

Response unavailable.

# Examples of Students' Writing with Teachers' Commentaries

## Social Studies 30–1 Position Paper Assignment, January 2024

### Example Scored Proficient (Pf)

#### Assignment #2

“The desire to achieve economic equality in society is naïve and unrealistic.” This quotation is indicating that it is impossible to achieve economic equality. It questions the philosophies of Karl Marx and Communism, as it indicates that equally dividing wealth for each member in a classless society doesn’t benefit all. A lazy, unmotivated individual in a Communist state, would get the same income as a hardworking and productive person. This characteristic of a collectivist state can lead to a lack of motivation amongst all individuals, as individuals don’t have the spark to work hard if their income is going to be distributed anyway. The second part of the source states, “If individuals are to achieve their greatest potential, it is critical that the government not interfere in the natural functioning of the economy.” This quotation is suggesting that individuals are more prone to success when the government isn’t interfering in the economy. This belief is aligned with the philosophy of Adam Smith. Adam Smith believed that fluctuations in the economically can be “naturally” fixed by the “invisible hand”. His philosophies fit onto the right side of the political spectrum as he believed that individuals are responsible for themselves, because when individuals are responsible for themselves, they are more innovative and they work harder, leading to more success. However, this is not always true. There are countless incidents in history where capitalism led to the downfall of society, as there is for socialism. Having a balance between the level of government interference involved in a society is ideal, as it maintains the issues that could potentially go wrong with an extreme level of socialism as well as capitalism. Therefore, the ideological perspective reflected in this source should only be partially embraced.

Having excessive government involvement in society, can lead to the downfall of the economy. This can be seen with Joseph Stalin and the Holodomor. To help USSR recover from



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the impacts of the world war, Vladimir Lenin was forced to turn away from the communist ideologies he was governing the nation, and instead, he was forced to introduce the New Economic Policy (NEP). This succeeded in helping Russia recover and allowed the country to advance in many ways, especially economically. However, when Josef Stalin raised to power, he abolished the NEP and went back to governing the country based on communist and socialist beliefs. He forced the entire nation to focus on agriculture and implemented strict communist and socialist measures and goals known as the Five-Year Plans. These measures retrogressed the nation heavily, and the nation fell into a great famine, which spread to Ukraine known as the Holodomor. This case study demonstrates the cruciality needed to have a balance between both ideological perspectives. If Stalin didn't abolish the NEP and allowed some government interference, the famine could have been avoided and the nation could have progressed. This shows that excessive government interference in an economy can lead to the destruction of the economy and can have everlasting impacts.

Similarly, not having government interference in society, can also lead to the downfall of the economy. Prior to the 1930s, America was run by capitalist ideals which ultimately led to the Great Depression. Franklin Delanor Roosevelt was forced to interfere in the market (which was previously unregulated), to recover the economic state of the economy. He instituted the New Deal (based on Keynesian Economics) which was a series of projects including construction, tree-planting, and so forth, that provided several Americans with full employment. He also introduced bank deposit insurance, funding for the arts, as well as stock market regulation. This drastically helped America get back on track and recover from the downturns of the economy. This example again, suggests the cruciality for there to be a good balance between government

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regulation in an economy. Deregulated markets caused America to experience the effects of the Great Depression heavily. This is why it is crucial to have government incentives and programs in play, so that during times of economic boom (prosperity), governments can tax individuals more, and during times of economic bust (downfall), governments can use the excessive money to mitigate the effects of a recession. This again, can only be done by having a balance of government intervention in the economy.

The degree to which the government should be involved in an economy can vary depending on the circumstance. Canada, a modern liberal economy, is a great example of a nation that effectively balances the interference of socialist and capitalist beliefs. Canada still allows for individualism and innovation, but also has in place safety nets, social welfare programs, and implements progressive taxation which allows it to not experience economic downturns as much as a fully socialist or capitalist country. For example, Canada has free healthcare, which was championed by Tommy Douglas, that allows individuals to have access to healthcare in case something was to happen. An individual can only “achieve their greatest potential” as mentioned in the source, if they have good health and are able to work. However, the state of an individual’s health is not always in their hands. A person could get hit by a drunk driver and may have to take a year and half off work to recover. If this person were to get hit in America, where individuals are fully responsible for their own fate, they would have a hefty medical bill to pay. However, if they were to get hit in Canada, they would have access to free-health care which could ease up the process of recovery and the financial burden they experience. In a nutshell, the economic state of a nation is heavily dependent on its citizens. If the citizens can consume, then the market will keep on running. However, if they can’t, that’s

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when the economy experiences downturns. A modern liberal economy, such as Canada, is protected from economic fluctuations because of this balance.

In summary, the source is correct in its belief that economic equality can't be completely achieved. However, it is incorrect in its belief that individuals are to achieve their greatest potential, if the "government [does not] interfere in the natural functioning of the economy." This is because if there is no government involvement in society then during times of economic pitfalls, individuals who are already struggling financially can't participate in the market. This can eventually, lead to many crises as consumers stop consuming and investors stop investing. Furthermore, if there is too much government involvement in society, then individuals get robbed a culture of innovation which can hinder a nation from advancing in society and finding more efficient and effective ways of producing goods, which can ultimately save a lot of money. Therefore, the ideological perspective mentioned in the source should only be partially embraced, because economic systems and their impacts are complex, making it favorable for all if there is a balance between socialist and capitalist characteristics.

# Social Studies 30–1 January 2024

## Assignment II: Position Paper

### Example Paper—Proficient (Pf)

Scoring Criteria	Rationale	Score
<p><b>Analysis of Source</b></p> <ul style="list-style-type: none"> <li>The analysis of the source is capable and adept; a sound understanding of the ideological perspective(s) is demonstrated.</li> </ul>	<p>The writer demonstrates a capable understanding of liberalism by linking communism, as promoted by Karl Marx, with a decline in motivation, and then contrasts these ideas with the economic liberal philosophy of Adam Smith.</p> <p>The writer’s adept recognition that “This characteristic of a collectivist state can lead to a lack of motivation amongst all individuals, as individuals don’t have the spark to work hard if their income is going to be distributed anyway” (p. 1) is supported with the acknowledgement that “when individuals are responsible for themselves, they are more innovative and they work harder, leading to more success” (p. 1).</p>	<p><b>Proficient</b></p> <p><b>Pf</b></p>
<p><b>Argumentation</b></p> <ul style="list-style-type: none"> <li>The position established is persuasively supported by purposefully chosen and developed argument(s).</li> <li>The argumentation is logical and capably developed, demonstrating a sound understanding of the assignment.</li> <li>The relationship between the position taken, argumentation, and the ideological perspective presented in the source is clearly developed.</li> </ul>	<p>The writer’s nuanced position that “the ideological perspective mentioned in the source should only be partially embraced, because economic systems and their impacts are complex, making it favorable for all if there is a balance between socialist and capitalist characteristics” (p. 4) is purposefully chosen and developed.</p> <p>The writer logically and capably develops the related positions that “Having excessive government involvement in society, can lead to the downfall of the economy” (p. 1) and “Similarly, not having government interference in society, can also lead to the downfall of the economy” (p. 2).</p> <p>The relationship between the position taken, argumentation, and the ideological perspective presented in the source is clearly developed at the end of each paragraph.</p>	<p><b>Proficient</b></p> <p><b>Pf</b></p>

Scoring Criteria	Rationale	Score
<b>Evidence</b> <ul style="list-style-type: none"> <li data-bbox="142 268 545 296">• Evidence is specific and purposeful..</li> <li data-bbox="142 401 526 457">• Evidence may contain some minor errors.</li> <li data-bbox="142 590 545 743">• A capable and adept discussion of evidence reveals a solid understanding of social studies knowledge and its application to the assignment.</li> </ul>	<p>The writer’s discussion of the fiscal and monetary measures employed by the Roosevelt administration to “mitigate the effects of a recession” (p. 3) is purposeful.</p> <p>The writer’s exploration of the negative consequences of excessive government interference under Stalin, combined with the negative consequences of not enough interference in the United States prior to the 1930s, results in a capable discussion of the downfall of economic policies.</p> <p>The writer’s recognition that in Canada’s modern liberal economy, “An individual can only ‘achieve their greatest potential’ as mentioned in the source, if they have good health and are able to work” (p. 3), is adept.</p>	<b>Proficient</b> <b>Pf</b>
<b>Communication</b> <ul style="list-style-type: none"> <li data-bbox="142 835 545 892">• The writing is clear and purposefully organized.</li> <li data-bbox="142 932 526 989">• Control of syntax, mechanics, and grammar is capable.</li> <li data-bbox="142 1121 480 1178">• Vocabulary is appropriate and specific.</li> <li data-bbox="142 1218 496 1274">• Minor errors in language do not impede communication.</li> </ul>	<p>The writing is clear and purposefully organized.</p> <p>The writer demonstrates capable control of syntax, mechanics and grammar; for example: “If Stalin didn’t abolish the NEP and allowed some government interference, the famine could have been avoided and the nation could have progressed” (p. 2).</p> <p>Vocabulary is appropriate and specific; for example: “progressive taxation” (p. 3) and “culture of innovation” (p. 4).</p> <p>Minor errors do not impede the communication.</p>	<b>Proficient</b> <b>Pf</b>

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# Examples of Students' Writing with Teachers' Commentaries

## Social Studies 30–1 Position Paper Assignment, January 2024

### Example Scored Excellent (E)

#### Assignment #2

During the Enlightenment, economist Adam Smith wrote his influential book, "The Wealth of Nations", to promote the economic system of laissez-faire capitalism. This new form of economy was a rejection of mercantilism because of the inability for individuals to acquire their own wealth, as all earnings would be collected by the government. A key aspect of classical liberalism is the value of individual self-interest, where an individual is believed to be capable of making rational decisions based on human reason. In Adam Smith's philosophy, he promoted the "invisible hand" theory, which related the natural tendency of individuals to make decisions for their own self-interest, and how those decisions would work to stimulate the economy. Supply and demand relies on the choices of consumers and business owners to create a balanced flow of goods and services, which allows the economy to constantly improve. Another aspect of classical liberal economics is the principle of economic freedom, provided on the basis of human reason and self-interest. Government intervention in the economy is highly criticized by classical liberals and the source because it inhibits the true economic freedom and achievement of self-interest. Smith also endorsed the necessity of competition in an economy because it would allow companies to innovate products, improving the quality for consumers and lowering prices. The principle of economic freedom for consumers to purchase the best products would further inspire companies to improve over their competition, and the cycle would continue to provide prosperity and innovation for society. The source would agree that the ability for individuals to have economic freedom, self-interest, and competition are essential to the prosperity of an economy; therefore, the source likely follows the ideology of classical liberal economics.

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In contrast to unregulated capitalism, economic equality is a prominent principle of modern liberalism, socialism, and communism. Degrees to which certain ideologies wish to achieve economic equality vary greatly; modern liberalism and socialism may use progressive taxation or universal basic income to provide a basis of wealth for its citizens, whereas communism advocates for completely equal distribution of wealth between all members of society. The economic regulations of a modern liberal government are beneficial to the overall wellbeing of its citizens, but the extreme ends of having too much or too little regulation on the economy can be incredibly dangerous to society.

Laissez-faire capitalism is the classical liberal economic approach of allowing the economy to guide itself with an “invisible hand”. Economic freedom, competition, and self-interest are all critical components to the formula of laissez-faire. The source explains the opinion of a classical liberal because they believe that the prosperity of the individual and overall economy is best achieved with the freedom from government involvement. During the Industrial Revolution, when unregulated capitalism was in full effect, there certainly was a great production of wealth from rapid economic growth. However, a failure of the theory of classical liberal economics and the source argument is that unregulated capitalism causes high amounts wealth inequality, overcrowded living conditions, pollution, child labour, and lack of workers protections. As cities grew in population during the Industrial Revolution in Britain and America, workers faced terrible and unsafe working conditions, long hours, and low wages, all due to the fact that the government was not involved in regulating the economy. Suffering of the

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working class for the prosperity of a wealthy few is in no way a perfect system, and definitely limits the “greatest potential” for individuals to achieve. Although the theory of a low regulated economy sounds beneficial, it does not account for the inequality and injustice that will grow under the system. Ronald Reagan's neoliberal approach to economic issues in America in the 1980's, such as inflation and unemployment, stripped away the needed government regulations on taxes, workers rights, and income equality. Trickle-down economics or supply-side economics practiced by Reagan were overall terrible for the well-being of the working class, only benefitting the wealthiest members of society. Wealth inequality in America, which was very prominent during the Industrial Revolution, grew tremendously during the period of Reaganomics because of Reagan's tax cuts to corporations. Deregulating the economy became a major component of Reagan's economic practices because it was an attempt to return to classical liberal economics during the Industrial Revolution. Cuts to social programs followed as the government shrank its interference in the lives of citizens, but this lowered the needed services and social safety programs. Laissez-faire and neoliberalism as economic practices harm the well-being of the working class. Even with the prosperity that is achieved through low regulations on economies, governments have a responsibility to fight the injustice and inequality capitalism causes.

Opposite to laissez-faire capitalism, a command economy is also harmful to the prosperity of individuals because it inhibits the ability to pursue even modest amounts of individual economic freedom. A centralized economy is fully planned by the government, meaning that everything is regulated and chosen by the government



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instead of individuals. Economic equality under the theory of communism promotes that all members of society should achieve exactly equal amounts of income. However, this system is highly implausible to work in practice because individuals would have little to no incentive to work and contribute to the economy. Like the source states, the economic equality aspect communism believes in is unrealistic, as competition and freedom are needed in at least some way to promote individuals to achieve their potentials. During Vladimir Lenin's leadership in Russia, he and the Bolsheviks took over after the revolution in 1917. The switch to a communist economy was unrealistic because it limited all economic freedom of individuals under the principle of economic equality. Lenin's introduction of his "New Economic Policy" allowed minor capitalist reforms to the command economy, providing an example of why eliminating all economic freedom, self-interest, and competition is harmful to an economy. The extreme strive for "economic equality" used by communist leaders is an inefficient approach to improving the lives of citizens, because although a command economy may eliminate the harmful aspects of capitalism, it also eliminates the positive aspects.

During the Great Depression, Franklin D. Roosevelt's Keynesian economic policies demonstrated the value of government involvement in the economy. Economist J. Keynes believed that the natural "boom and bust" cycle of an economy could be minimized in severity with the role of the government. During times of prosperity, the government would increase taxes and lower government spending on services, as citizens would be able to pay for services themselves. This system is called demand-side economics because government spending during a recession provides

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money to consumers, who create demand which stimulates the economy. When Franklin D. Roosevelt became president during the Great Depression, the economy was in a period of low income and therefore low spending, which only worsened the situation. Using Keynes' ideas, FDR created policies to increase the amount of money in the pockets of citizens. Franklin D. Roosevelt's "New Deal" introduced policies for a system of a welfare state. The American government would provide jobs to citizens through the Alphabet Agencies, protect unions under the Wagner Act, and introduce rules for minimum wage and workers rights in the Fair Labour Standards Act. The impact of FDR's regulations on the American economy showed that the implementation of a welfare state and modern liberalism was an important and beneficial tactic to approaching economics. Governments should implement similar programs to keep the wellness of its citizens high, instead of completely focusing on economic prosperity or complete equality. Progressive taxation is a system of collecting differing percentages of income from people with different amounts of wealth. This is a form of economic equality where a middle ground approach can best benefit society. If the wealthiest members of society have the highest percentage of taxes, that tax revenue can be used by the government to implement services such as education, healthcare, and other social programs. Even with government regulation, economic freedom can still be a part of the economy, but the socialist approach will provide all members of society with the basic services to meet their needs.

The source argues the interference of government will cause damage to the "invisible-hand" force which naturally drives the economy. Economic freedom,

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self-interest, and competition are all aspects of laissez-faire capitalism promoted famously by Adam Smith in his book "*The Wealth of Nations*". Modern liberalism and socialism have economic practices that oppose the view of the source, but address the unspoken negative impacts of an unregulated economy such as pollution and child labour. The economic practices of the Industrial Revolution and neoliberal politicians in the 1980's demonstrate how economic prosperity is not always the most important factor of a healthy economy, as factors such as wealth inequality and well-being of citizens are equally important to address. Government should have a role in a countries to support its citizens while also allowing for some economic freedom.

# Social Studies 30–1 January 2024

## Assignment II: Position Paper

### Example Paper—Excellent (E)

Scoring Criteria	Rationale	Score
<p><b>Analysis of Source</b></p> <ul style="list-style-type: none"> <li>The analysis of the source is insightful and sophisticated; a comprehensive understanding of the ideological perspective(s) is demonstrated.</li> </ul>	<p>The writer demonstrates a sophisticated analysis of the source in their understanding of key aspects of classical liberalism and Smith’s economic theory that freedom from government intervention allows for greater prosperity and greater opportunity for innovation.</p> <p>The writer’s insightful analysis is furthered by the precise contrasting of the methodology employed by interventionist governments to create greater economic equality; for example: “Degrees to which certain ideologies wish to achieve economic equality vary greatly; modern liberalism and socialism may use progressive taxation or universal basic income to provide a basis of wealth for its citizens, whereas communism advocates for completely equal distribution of wealth between all members of society” (p. 2).</p> <p>The writer demonstrates a comprehensive understanding of the laissez-faire capitalist perspective of the source.</p>	<p><b>Excellent</b></p> <p><b>E</b></p>
<p><b>Argumentation</b></p> <ul style="list-style-type: none"> <li>The position established is convincingly supported by judiciously chosen and developed argument(s).</li> <li>The argumentation is consistent and compelling, demonstrating an insightful understanding of the assignment.</li> <li>The relationship between the position taken, argumentation, and the ideological perspective presented in the source is perceptively developed.</li> </ul>	<p>The writer’s position that “The economic regulations of a modern liberal government are beneficial to the overall wellbeing of its citizens, but the extreme ends of having too much or too little regulation on the economy can be incredibly dangerous to society” (p. 2) is supported by judiciously chosen and developed arguments.</p> <p>The argument that unregulated capitalism can create vast wealth and rapid economic growth while also creating “wealth inequality, overcrowded living conditions, pollution, child labour, and lack of workers protections” (p. 2) reveals a perceptive relationship between the position taken and the ideological perspective.</p> <p>The writer effectively embeds related concepts of success and government support throughout their argumentation, demonstrating a perceptive relationship between position, argumentation, and ideological perspective presented in the source.</p>	<p><b>Excellent</b></p> <p><b>E</b></p>

Scoring Criteria	Rationale	Score
<b>Evidence</b> <ul style="list-style-type: none"> <li data-bbox="142 268 477 327">• Evidence is sophisticated and deliberately chosen.</li> <li data-bbox="142 491 485 550">• The relative absence of error is impressive.</li> <li data-bbox="142 588 506 743">• A thorough and comprehensive discussion of evidence reveals an insightful understanding of social studies knowledge and its application to the assignment.</li> </ul>	<p data-bbox="581 268 1224 453">The writer’s choice of evidence is sophisticated and deliberately chosen; for example: “Ronald Reagan’s neoliberal approach to economic issues in America in the 1980’s, such as inflation and unemployment, stripped away the needed government regulations on taxes, workers rights, and income equality” (p. 3).</p> <p data-bbox="581 588 1224 743">A thorough discussion of Lenin’s justification for using the New Economic Policy and specific actions taken by Roosevelt as part of the New Deal reveal an insightful understanding of social studies knowledge and its application to the assignment.</p>	<p data-bbox="1273 422 1393 449"><b>Excellent</b></p> <p data-bbox="1273 474 1325 533"><b>E</b></p>
<b>Communication</b> <ul style="list-style-type: none"> <li data-bbox="142 833 459 926">• The writing is fluent, skillfully structured, and judiciously organized.</li> <li data-bbox="142 1056 522 1115">• Control of syntax, mechanics, and grammar is sophisticated.</li> <li data-bbox="142 1152 435 1211">• Vocabulary is precise and deliberately chosen.</li> <li data-bbox="142 1278 487 1337">• The relative absence of error is impressive.</li> </ul>	<p data-bbox="581 833 1224 1018">The writing is fluent, skillfully structured, and judiciously organized; for example: “Lenin’s introduction of his ‘New Economic Policy’ allowed minor capitalist reforms to the command economy, providing an example of why eliminating all economic freedom, self-interest, and competition is harmful to an economy” (p. 4).</p> <p data-bbox="581 1152 1224 1245">Vocabulary is precise and deliberately chosen; for example: “endorsed” (p. 1), “neoliberalism” (p. 3), and “implausible” (p. 4).</p> <p data-bbox="581 1278 1224 1337">The relative absence of error compared to the complexity and length of the response is impressive.</p>	<p data-bbox="1273 1001 1393 1029"><b>Excellent</b></p> <p data-bbox="1273 1054 1325 1113"><b>E</b></p>