

# Examples of the Standards for Students' Writing

# Social Studies 30–1

From the January 2011 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	

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## *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.

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We would be pleased to hear from you.



## ***Introduction***

The written responses in this document are examples of Social Studies 30–1 diploma examination writing that received scores of Satisfactory (S), Proficient (Pf), and Excellent (E). These example responses are taken from the January 2011 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 2011 marking session; the example responses will also serve as anchors in the selection of the June 2011 marking-session example responses. 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 2011 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 2011 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 2011.

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.**

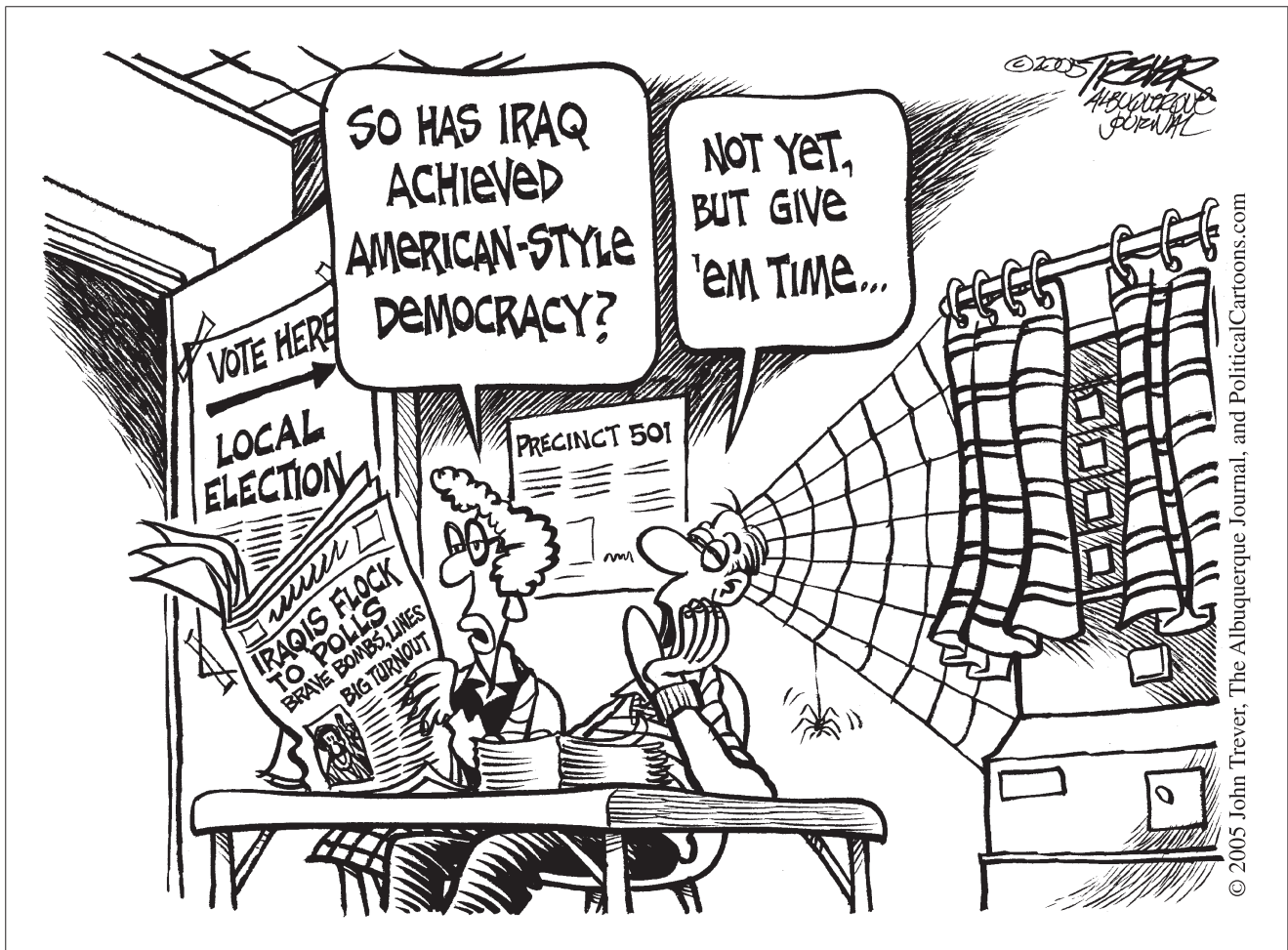
Under examination conditions, students produce first-draft writing. Given more time and access to appropriate resources, students would be expected to produce papers of considerably improved quality, particularly in the dimension of Communication.

*Social Studies 30–1 January 2011  
Written-Response Assignment I*

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

**Assignment I – Sources**

**Source I**



**Note:** In the United States, a precinct is a geographical area that contains a specific number of voters for election purposes.

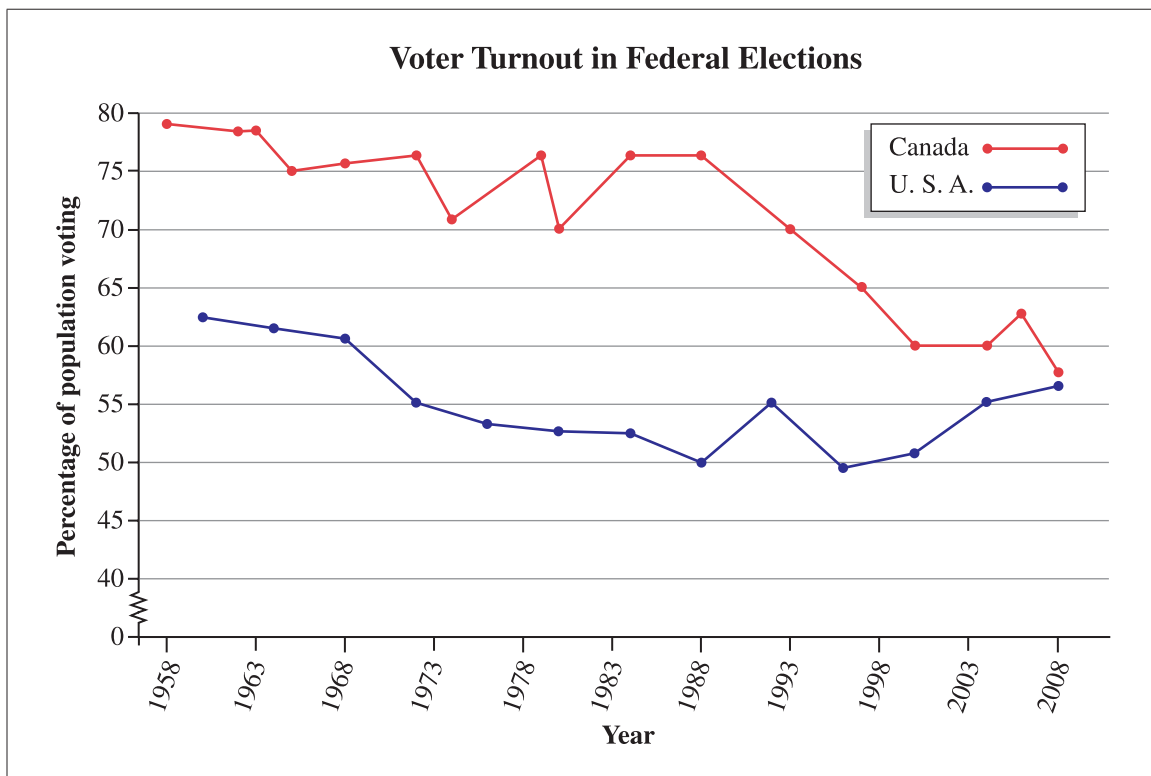
## Source II

Altogether we cannot be too sharp in condemning the absurd notion that geniuses can be born from general elections. In the first place, a nation only produces a real statesman once in a blue moon and not a hundred or more at once; and in the second place, the revulsion of the masses for every outstanding genius is positively instinctive. Sooner will a camel pass through a needle's eye than a great man be 'discovered' by an election.

In world history the man who really rises above the norm of the broad average usually announces himself personally.

—from *Mein Kampf*

## Source III



Source II      Hitler, Adolf. *Mein Kampf*. Translated by Ralph Manheim. Boston: Houghton Mifflin Company, 1943.

*Social Studies 30–1 January 2011*  
*Written-Response Assignment I*

**ASSIGNMENT I:**  
**Source Interpretation**

**Value: 20% of the total examination mark**  
**Suggested time: 60 to 75 minutes**

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

**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 all three sources

***Reminders for Writing***

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

## *Examples of Students' Writing with Teachers' Commentaries*

Social Studies 30–1, January 2011

Assignment I Responses

Example Scored Satisfactory (S)

The perspective of this source is from someone who believes that the U.S. does not have enough voter representation. They believe that American style Democracy is failing. They believe this because, the Iraqis have more voters coming to the polls even though they have to risk their lives to do so. The cartoon shows two men, clearly working at a voting station in America. One is reading a news paper that reads, "Iraqis flock to polls." The humour in this cartoon is that the U.S. are trying to share their style of democracy to the Iraqis, when it is clear that their system is working more affectively. One of the men is saying to give it time and their system will be like the U.S. This is saying that after a few years the Iraqis will not take the time to vote, just like the citizens in the U.S. now. This source relates to liberalism because it shows how the people of America are taking the Liberty and Freedom that they are given for granted, while the Iraqis who have almost none are fighting hard and utilizing it.

This source is from the perspective of someone who thinks that elections are a waste of time. He believes that there is no case in which a great leader has been brought into power by an election. This person is probably on the extreme right, or extreme left of the political spectrum, because he states that the only people to rise up and lead a nation to greatness appoint themselves into power. He wants a dictator or fascist ruler to be in charge of the nation. This may be true in some people's opinions that a democracy does not work, but it is proven to give the general public more satisfaction. They feel like they have been a part of the decision process. This relates to liberalism, because this person wants a big part of what makes democracies free to be taken away. Taking away their



Social Studies 30–1, January 2011  
Assignment I Responses  
Example Scored Satisfactory (S) (*continued*)

voting right would be essentially taking away their freedom and equality, the very basis of liberalism.

This source is from the perspective of a person who believes that elections are no longer affective for the U.S. and Canada. Both the U.S. and Canada have had a decrease in voters in the past fifty years. The U.S. has gone down about five percent in this time, while Canada has gone down a staggering twenty percent. This says that maybe the people are not happy with the turnout when they do vote so they have given up voting. The U.S. has recently made a steady increase in the votes, but Canada has been on a downward slide for about twenty years. This makes one think whether people want the system changed, or they just take it for granted. This source relates to liberalism because, it shows how people are not using one of the greatest freedoms that these two countries have to offer.

All of these sources touch upon the topic of whether voting in democracies is useful. All three of the sources make it clear that they do not believe that voting is affective anymore. The first and third sources are both saying that there is not enough voter representation. People seem to be less and less interested in voting in Canada and the U.S. while people in third world countries, such as Iraq are jumping at the opportunity to have a say in their government. Maybe these two great countries have become too spoiled and are just taking this luxury for granted, or it might be because they do not believe that their voice is actually being heard. The second source states a suggestion for what to do instead of having an election. This person wants to have a self appointed leader, a

**Social Studies 30–1, January 2011**  
**Assignment I Responses**  
**Example Scored Satisfactory (S) (*continued*)**

dictator, to run the country. There is no solution that will definitely work, it is clear from these sources that something must be changed.

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***Social Studies 30–1 January 2011***  
***Assignment I***

**EXAMPLE RESPONSE—*Satisfactory***

<b>SCORING CRITERIA</b>	<b>RATIONALE</b>	<b>SCORE</b>
<b>Interpretation of Source I</b> <ul style="list-style-type: none"> <li>• Interpretation and explanation of the source is adequate, straightforward, and conventional.</li> <li>• The links to the principles of liberalism are relevant and developed in a generalized fashion.</li> </ul>	<p>The writer adequately interprets the perspective in the source as “from someone who believes that the U.S. does not have enough voter representation” (p. 1) and “that American style Democracy is failing” (p. 1). The explanation that “after a few years the Iraqis will not take time to vote, just like the citizens in the U.S. now” (p. 1) is adequate.</p> <p>“Liberty and Freedom” (p. 1) are identified as relevant principles of liberalism, and these concepts are developed in a generalized fashion, for example, “the Iraqis who have almost none are fighting hard and utilizing it” (p. 1).</p>	<b>S</b>
<b>Interpretation of Source II</b>	<p>The interpretation that the perspective in the source is “of someone who thinks that elections are a waste of time” (p. 1) and “wants a dictator or fascist ruler” (p. 1) is straightforward. The explanation that the writer of the source “believes that there is no case in which a great leader has been brought into power by an election” (p. 1) is adequate.</p> <p>The assertion that the writer of the source “wants a big part of what make democracies free to be taken away” (p. 1) is relevant. The links to the principles of liberalism are developed in a generalized fashion, for example, democracy “is proven to give the general public more satisfaction” (p. 1).</p>	<b>S</b>
<b>Interpretation of Source III</b>	<p>The writer’s observation that “This source is from the perspective of a person who believes that elections are no longer affective for the U.S. and Canada” (p. 2) is straightforward. The writer’s explanation that “maybe the people are not happy with the turnout when they do vote so they have given up voting” (p. 2) is adequate.</p> <p>The writer’s relevant suggestion that “people are not using one of the greatest freedoms that these two countries have to offer” (p. 2) is developed in a generalized manner.</p>	<b>S</b>
<b>Identification of Relationships</b> <ul style="list-style-type: none"> <li>• Relationship(s) are generally and adequately identified.</li> <li>• The explanation is straightforward and conventional.</li> </ul>	<p>The writer’s observation that “All of these sources touch upon the topic of whether voting in democracies is useful” (p. 2) is adequate.</p> <p>In explaining how “All three of the sources make it clear that they do not believe that voting is affective anymore” (p. 2), the writer generalizes that “people in third world countries, such as Iraq are jumping at the opportunity to have a say in their government” (p. 2). The observation that “Maybe these two great countries have become too spoiled” (p. 2) is conventional.</p>	<b>S</b>

Assignment I Response—Satisfactory (*continued*)

<b>Communication</b> <ul style="list-style-type: none"><li>• Vocabulary is conventional and generalized.</li><li>• Sentence structure is controlled and straightforward</li><li>• The writing demonstrates basic control of mechanics and grammar and is adequately organized.</li></ul>	<p>The use of vocabulary is conventional and generalized, and includes social studies terminology, for example, “dictator” (p. 1) and “fascist” (p. 1).</p> <p>The writer demonstrates controlled and straightforward sentence structure, for example, “This source is from the perspective of someone who thinks that elections are a waste of time” (p. 1).</p>	<b>S</b>
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*Examples of Students' Writing with Teachers' Commentaries*

Social Studies 30–1, January 2011

Assignment I Responses

Example Scored Proficient (Pf)

*Written Work*

The first source is a political source addressing the issue of voter apathy in the United States and the imposition of democratic liberalism in Iraq. The author uses irony to criticize the US; America cannot get its own citizens to vote, and yet they try to enforce democracy on other countries. The term "American-style democracy" only adds to this irony, as the author suggests that American democracy involves voter apathy. This source shows a democratic liberal perspective, and it also addresses the issues that come with a liberal democracy. Voter apathy is a challenge to both classical and modern liberal democracies, because in a political system run by the people, if the people do not vote, the system does not work.

The second source is an excerpt from

*Written Work* political issue that  
Mein Kampf, addressing the ~~is that~~ that  
elections rarely produce true political  
genius; political genius is self-proclaimed.  
The author does not agree with the  
electoral process, and therefore holds  
more of an authoritarian perspective.  
The phrase "man who... rises above the  
norm" shows that the author believes  
that men are not born equal; that  
some men are greater than others.  
This perspective is shared with very  
conservative classical liberals, as  
they believe in the principle of ~~the~~  
status quo. This belief that some men  
are better or superior to others completely  
rejects the principles of modern liberalism,  
where the belief is that all men are  
born equal.

The third source is a diagram depicting  
voter turnout in two democratic liberal  
countries, Canada and the United States.  
This political source shows us how over  
time, voter apathy has become a serious  
infliction upon democracy in these two countries.



Written Work

~~the~~ It is clearly shown in Canada, where in the year 1958, just under 80% of the population voted, whereas in 2008, under 60% of the constituents voted. As previously mentioned in source #1, voter apathy challenges both Classical and modern liberalism, ~~whereas founded on the~~ whose entire democratic political structure is based on the participation of the people.

All three sources address the issues and complexities that come with a democracy. Source one and source three's perspectives are most consistent with that of democratic liberalism, where they believe in an electoral process. Both acknowledge the challenge of voter participation and apathy that comes with a democracy. The purpose of an election is to represent the will of the people, but if the people do not vote, it is impossible to represent those people; this issue is expressed in both source 1 and 3. In contrast, source ~~2~~ two's perspective is

Social Studies 30–1, January 2011  
Assignment I Responses  
Example Scored Proficient (Pf) (continued)

Written Work

much more consistent with that of classical conservatism. Edmund Burke, who believed that men are of equal greatness and that the population must be run by an elite or "great man". This source rejects democratic liberalism and is therefore opposed to source one and three. Despite ~~the~~ ~~so~~ the ~~different~~ political differences between the sources, all three ~~comment~~ comment on the issues that arise with a democracy.

***Social Studies 30–1 January 2011***  
***Assignment I***

**EXAMPLE RESPONSE—*Proficient***

<b>SCORING CRITERIA</b>	<b>RATIONALE</b>	<b>SCORE</b>
<b>Interpretation of Source I</b> <ul style="list-style-type: none"> <li>• Interpretation and explanation of the source is sound, specific, and adept.</li> <li>• The links to the principles of liberalism are consistent, logical, and capably developed.</li> </ul>	<p>The writer’s interpretation and explanation that the source “addresses the issues that come with a liberal democracy” (p. 7) is sound. The writer adeptly interprets the cartoonist’s use of irony in linking the “issue of voter apathy in the United States and the imposition of democratic liberalism in Iraq” (p. 7). In addition, the writer adeptly notes the cartoonist’s use of irony is enhanced by the term “‘American – style democracy’” (p. 7).</p> <p>The links to the principles of liberalism are capably developed, for example, “in a political system run by the people, if the people do not vote, the system does not work” (p. 7).</p>	<b>Pf</b>
<b>Interpretation of Source II</b> <ul style="list-style-type: none"> <li>• Interpretation and explanation of the source is sound, specific, and adept.</li> <li>• The links to the principles of liberalism are consistent, logical, and capably developed.</li> </ul>	<p>The writer identifies the authoritarian nature of the source, and is sound and specific in the explanation that “elections rarely produce true political genius; political genius is self-proclaimed” (p. 9). The recognition that “This perspective is shared with very conservative classical liberals” (p. 9) is adept.</p> <p>The links to the principles of liberalism are logical and capably developed, for example, “This belief that some men are better or superior to others completely rejects the principles of modern liberalism, where the belief is that all men are born equal” (p. 9).</p>	<b>Pf</b>
<b>Interpretation of Source III</b> <ul style="list-style-type: none"> <li>• Interpretation and explanation of the source is sound, specific, and adept.</li> <li>• The links to the principles of liberalism are consistent, logical, and capably developed.</li> </ul>	<p>The writer’s interpretation and explanation of the source as a depiction of growing voter apathy in Canada and the United States is sound.</p> <p>The writer’s understanding that “voter apathy challenges both classical and modern liberalism, whose entire democratic political structure is based on the participation of the people” (p. 11) represents a capably developed link to the principles of liberalism.</p>	<b>Pf</b>
<b>Identification of Relationships</b> <ul style="list-style-type: none"> <li>• Relationship(s) are clearly and capably identified.</li> <li>• The explanation is appropriate and purposeful.</li> </ul>	<p>The writer’s recognition of the challenges facing electoral processes in sources I and III regarding voter apathy and voter participation are clearly and capably identified.</p> <p>The explanation of Source II as a rejection of democratic liberalism, and of it being “much more consistent with that of classical conservative” (p. 13) is appropriate and purposeful. The writer’s recognition that all three of the sources represent the complexities in democracies is unconventional but purposeful.</p>	<b>Pf</b>

Assignment I Response—Proficient (*continued*)

<b>Communication</b> <ul style="list-style-type: none"><li>• Vocabulary is appropriate and specific.</li><li>• Sentence structure is controlled and effective.</li><li>• The writing demonstrates capable control of mechanics and grammar and is purposefully organized.</li></ul>	<p>Vocabulary is appropriate and specific, for example, “infliction” (p. 9), “status quo” (p. 9), and “self-proclaimed” (p. 9).</p> <p>Sentence structure is controlled and effective, for example, “The term ‘American-style democracy’ only adds to this irony, as the author suggests that american democracy involves voter apathy” (p. 7).</p> <p>A strength of this paper is its purposeful organization.</p>	<b>Pf</b>
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## *Examples of Students' Writing with Teachers' Commentaries*

Social Studies 30–1, January 2011

Assignment I Responses

Example Scored Excellent (E)

The first source is a political cartoon dealing with the viability and success of modern liberal western democracy. The cartoon presents the perspective that such democracy is ineffective and is crippled largely by apathy. In a democracy, good government is dependent on good citizenship – which means citizens who will make informed decisions and participate in democratic processes. The cartoon suggests that American citizens cannot even be bothered to vote – one of their most basic responsibilities as citizens. The cartoon also depicts one of the public workers who is helping with the ballots reading a paper with a headline about the process of creating democracy in Iraq. Her question, “So Has Iraq achieved American-style democracy?” calls into question the viability or motive for modeling government in a foreign country after democratic system in America that the cartoon suggests is utterly broken. After all, by relinquishing their voice in government, apathetic citizens have given the government much more power to control their lives. The cartoon suggests that these western democracies are therefore possibly not as consistent with the principles of liberalism as is commonly believed – because apathy on the citizen’s part takes away their say in the rights and freedoms they have. In countries like Iraq, citizens are not nearly as apathetic, because they for the first time have an active role to play in how they will be governed. It is their first opportunity to free themselves from the oppression of a ruling elite, and they have not yet become jaded or unappreciative of democracies benefits. The principles of liberalism citizens of western democracies enjoy, however, are being taken for granted.

The second source is an excerpt from Adolph Hitler’s famous autobiography, *Mein Kampf*. In this excerpt, Hitler is providing the perspective that great leaders do not arise from democratic processes. His perspective is consistent with the ‘Great Man Theory’, that a truly great leader will not be elected by the people, for the people are not truly capable of governing

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Social Studies 30–1, January 2011  
Assignment I Responses  
Example Scored Excellent (E) (*continued*)

themselves effectively in the first place. Rather, a great leader will rise by his own conviction because he is the one with the answers and the solutions. Democratic process is useless, in Hitler's perspective, because the people don't know what's good for them, and shouldn't be entrusted with the decision for leadership. In Hitler's perspective, the elite governing body would not have to answer to the people and would take the nation's self interest into its own hands. This perspective is inconsistent with the principles of liberalism – it doesn't empower individuals to give them a say in how they will be governed, and it does not give people the freedom to question their leadership through normal democratic freedoms and processes like freedom of speech and assembly. The source also suggests that the liberal principle of rule of law is not valid because it places an elite body in control of the nation's interests – a body that is not accountable to the people or any other branch of government, and can essentially do whatever it feels is necessary in order to secure the nation's interests.

The third source is a graph comparing data of the voter turnout in federal elections in Canada to the same data in the U.S.A. over a period of the last fifty year. The overall trend in both pieces of data is that voter turnout is declining, though it has risen slightly in the past decade in the United States. This source presents the perspective that democracy is clearly growing ineffective as time passes, because it is failing to engage the interest of the citizens it depends upon. It is suggesting that citizens are increasingly unaware or apathetic towards their responsibility to how they are governed. It suggests that increasingly, the principles of liberalism in North America are being taken for granted. Citizens do not see the benefit of engaging in democratic process, because they cannot imagine having their individual rights or freedoms taken away, or not having equality under the law. The source suggests that the rights and

Social Studies 30–1, January 2011  
Assignment I Responses  
Example Scored Excellent (E) (*continued*)

freedoms that are inherent to liberal democracies require greater accompanying responsibilities and duties than what citizens realize.

All three of these sources are interconnected in that they all present perspectives to the fundamental question, “To what extent is democracy a viable form of government?” The first source suggests that democracy is crippled by apathy and that citizens must have experienced a more authoritarian regime in order to for them to truly participate and appreciate the value of democracy. The second source completely rejects liberal democracy by suggesting it is not viable at all. It presents the perspective that citizens are not capable of making informed, smart decisions at all, and should have no say in how they are governed. The third source presents the perspective that democracy requires a higher level of participation and interest from its citizens if it is to be an effective form of government. In this respect, source one presents a very similar perspective to the third source – they both agree that after a time, it is easy to take the benefits of democracy for granted. All three sources also deal with the importance of the principles of liberalism in society. The first source suggests that principles like individual rights and freedoms and rule of law must be first taken away for them to be truly valued in society (or they must be fought for). The second source suggests that these principles are unimportant and should be given up to a ruling elite that will place greater importance on security. It also suggests that rule of law should not apply in society. The third source, similar to the first, shows that the longer time goes by, the more citizens take the principles of liberalism for granted. All three sources are in agreement that as they are in western countries today, liberal democracies are not as effective as they could be. However, source one and three still suggest that liberalism and democracy form the best form of government in spite of their flaws. The second source, on the other hand, rejects

**Social Studies 30–1, January 2011**  
**Assignment I Responses**  
**Example Scored Excellent (E) (*continued*)**

**liberalism and democracy, preferring to adopt an authoritarian, fascist form of government instead.**

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***Social Studies 30–1 January 2011***  
***Assignment I***

**EXAMPLE RESPONSE—*Excellent***

<b>SCORING CRITERIA</b>	<b>RATIONALE</b>	<b>SCORE</b>
<b>Interpretation of Source I</b> <ul style="list-style-type: none"> <li>• Interpretation and explanation of the source is sophisticated, insightful, and precise.</li> <li>• The links to the principles of liberalism are accurate, perceptive, and comprehensively developed.</li> </ul>	<p>The writer precisely identifies the perspective of the source as “modern liberal western democracy” (p. 1) and insightfully questions the potential “viability” (p. 1) of such a system by noting that “democracy is ineffective and is crippled largely by apathy” (p. 1).</p> <p>The links to the principles of liberalism are accurate, perceptive, and comprehensively developed, for example, “The cartoon suggests that these western democracies are therefore possibly not as consistent with the principles of liberalism as is commonly believed – because apathy on the citizen’s part takes away their say in the rights and freedoms they have” (p. 1).</p>	<b>E</b>
<b>Interpretation of Source II</b>	<p>The writer demonstrates sophistication and insight by identifying the source’s perspective “that great leaders do not arise from democratic processes” (p. 1) and substantiates this interpretation by thoroughly explaining the “ ‘Great Man Theory’ ” (p. 1).</p> <p>The writer perceptively recognizes that the perspective of the source is “inconsistent with the principles of liberalism” (p. 2) and accurately identifies “freedom to question their leadership through normal democratic freedoms” (p. 2), “freedom of speech and assembly” (p. 2), and “rule of law” (p. 2) as links to the principles of liberalism to develop a comprehensive response.</p>	<b>E</b>
<b>Interpretation of Source III</b>	<p>The writer precisely interprets the source’s perspective that “democracy is clearly growing ineffective as time passes, because it is failing to engage the interest of the citizens it depends upon” (p. 2). The explanation of the source is sophisticated and insightful, for example, “Citizens do not see the benefit of engaging in democratic process, because they cannot imagine having their individual rights or freedoms taken away, or not having equality under the law” (p. 2).</p> <p>The links to the principles of liberalism, embedded throughout, are perceptive, for example, “The source suggests that the rights and freedoms that are inherent to liberal democracies require greater accompanying responsibilities and duties than what citizens realize” (p. 2-3).</p>	<b>E</b>

Assignment I Response—Excellent (*continued*)

<p><b>Identification of Relationships</b></p> <ul style="list-style-type: none"> <li>• Relationship(s) are accurately and perceptively identified.</li> <li>• The explanation is thorough and comprehensive.</li> </ul>	<p>The writer perceptively identifies two distinct relationships, namely, the issue of the viability of democracy threatened by a declining rate of citizen participation and “the importance of the principles of liberalism in society” (p. 3).</p> <p>The writer thoroughly and comprehensively explains these relationships in asserting that “democracy is crippled by apathy” (p. 3) and “rule of law must first be taken away for them to be truly valued in society” (p. 3).</p>	<p><b>E</b></p>
<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Vocabulary is precise and deliberately chosen.</li> <li>• Sentence structure is controlled and sophisticated.</li> <li>• The writing demonstrates skillful control of mechanics and grammar and is judiciously organized.</li> </ul>	<p>The writer’s use of vocabulary, for example, “relinquishing” (p. 1), “jaded” (p. 1), and “empower” (p. 2), is precise and deliberately chosen.</p> <p>Sentence structure is controlled and sophisticated, for example, “In this respect, source one presents a very similar perspective to the third source – they both agree that after a time, it is easy to take the benefits of democracy for granted” (p. 3).</p>	<p><b>E</b></p>

*Social Studies 30–1 January 2011*  
*Written-Response Assignment II*

**ASSIGNMENT II:**  
**Position Paper**

**Value: 30% of the total examination mark**  
**Suggested time: 90 to 105 minutes**

*Analyze the following source and complete the assignment.*

**Source**

No country should seek to extend its policy over any other country or people; rather, every country should be left free to pursue its own goals. Every country should be unrestricted, secure, and confident in pursuing these goals, regardless of the country's size or strength.

**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 2011

Assignment II Responses

Example Scored Satisfactory (S)

The writer of this source is on the right wing of the spectrum. He/she believes that countries have the right to pursue their own goals and that no country should impose their policy onto another country. I know that the writer is on the right side because he/she believes in freedom. A philosopher that would agree with this source is John Locke because he believed that people are rational and can make their own decisions. I agree with this source because I believe that everyone should have the right to make their own decisions and to pursue their own goals but only to a certain extent. I think that sometimes people need a push or could use the help. The issue raised in this source is to what extent we should impose our ideologies/beliefs onto another country. The dilemma raised from the issue is if we don't impose onto a country that is not doing well, they could fail. However, if we do impose, that is taking away their right to choose. These countries should be given the right to choose, however, if there is a crisis and they need help, then we should offer it to them. Then it is still their choice whether or not to accept the help. In this essay, I will use the Cuban Missile Crisis, Truman doctrine, and Berlin Blockade as examples to show why we should not impose our beliefs on other countries.

No country should impose their ideology/beliefs on any other country unless that country seeks out for help. An example of where a country should not have intervened is the Cuban Missile Crisis. Cuba and the U.S.A. had a pretty good relationship with trading and importing/exporting goods. However, a new leader came into power and changed Cuba into a socialist economy. The President of the United States of America was not happy because he



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Assignment II Responses  
Example Scored Satisfactory (S) (*continued*)

didn't want any kind of form of communism. So a revolution began to occur. The President got together a bunch of military soldiers together and was going to invade Cuba in order to overthrow the leader and put a new one in his place. The President believed that the Cuban government would not be able to stop them if he also got the planes/jets. However, when the military arrived on ships into Cuba, the planes never came. The people on land couldn't fight the battle themselves and were all thrown into jail. Cuba's leader was so mad that he phoned the Soviet Union for help. The Soviet Union said that they could provide missiles and set them up in Cuba that could destroy most of the U.S.A. However, the U.S.A. had missiles set up that could hit Moscow. Cuba had a big advantage over them because they could easily hit most of the U.S.A. while the United States of America could only hit one place. However, Cuba did not launch the missiles and so the U.S.A. avoided a really big crisis. The United States should not have invaded Cuba. They should have left them alone to become socialist. Most of the United States could have been lost just because they did not agree with the ideology that Cuba wanted. The source says that every country should be left free to pursue its own goals. The U.S.A. did not and they luckily avoided a huge crisis.

Every country should be left alone to pursue their goals and interests and should not be imposed upon unless needed. An example of where this did not happen is the Berlin Blockade. France, Britain, the U.S.A., and the USSR each had a zone inside Berlin that was called an occupation zone. Berlin was split into four occupation zones with the USSR having the biggest zone. The USSR was communist. France, Britain, and the United States were not. Stalin was hoping that a domino theory would come into effect, if one becomes communist, they all will. However, that was not happening. So Stalin got mad and decided to blockade them from the

Social Studies 30–1, January 2011  
Assignment II Responses  
Example Scored Satisfactory (S) (*continued*)

rest of the world. All routes and roads were blocked off so those places had no access to food or anything that they would need to survive. Stalin thought that this would get them to become communist just so that they wouldn't suffer. However, the President of the United States heard about this and began airlifting supplies into these places in order to keep communism from spreading. So Stalin's efforts meant nothing. In this example, two countries intervened; the U.S.A. and USSR. However, the U.S.A. helped those zones to keep their own beliefs and way of government, even though that wasn't the intentional thought of why the United States of America intervened. The source says how countries should be left alone when pursuing their goals and beliefs. My example shows why they should be left alone. The USSR should not have been trying to impose communism onto the other zones because it cost a lot of money and never worked.

All countries should be left alone to pursue their own ideologies and beliefs without having to worry about getting imposed on unless they really do need it. My last example is the Truman Doctrine. The Truman Doctrine happened when President Truman was completely against communism and wanted to do everything in his power to stop the spread of it. President Truman would give anybody money at no matter what cost to keep them anti-communist. It was for "containment of communism." This example ties into the example I used in paragraph 3; the Berlin Blockade. President Truman was the president at that time and was the one who was behind airlifting supplies to those zones. It helped the zones out and also helped stop the spread of communism. This example supports my thesis because it shows how sometimes the countries need to be imposed upon in order to keep what they had in the first place. The source says, "No country should seek to extend its policy over any other country or

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**Assignment II Responses**  
**Example Scored Satisfactory (S) (*continued*)**

people; rather, every country should be left free to pursue its own goals.” This example shows how there needs to be a balance between it.

Only if a country seeks for help should we impose our beliefs on them. John Stuart Mill would be a philosopher who would agree with my thesis and my examples because he agreed with Locke to the point where people are rational, yet he also believes that people can make mistakes and if something does fail, the government should be there to intervene and make things right. I used the examples of the Cuban Missile Crises, the Berlin Blockade, and the Truman Doctrine to show how countries should not impose unless they need it.

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*Assignment II*

**EXAMPLE RESPONSE—*Satisfactory***

SCORING CRITERIA	RATIONALE	SCORE
<b>Analysis of Source</b> <ul style="list-style-type: none"> <li>The critical analysis of the source is straightforward and conventional.</li> <li>The understanding of the source and its relationship to an ideological perspective is adequately demonstrated.</li> </ul>	<p>The critical analysis of the source is straightforward and conventional, for example, “A philosopher that would agree with this source is John Locke because he believed that people are rational and can make their own decisions” (p. 1). The critical analysis is further discussed as the writer recognizes a dilemma that arises when one is imposing an ideology on a country while at the same time taking away its right to choose.</p> <p>The understanding of the source and its relationship to an ideological perspective is adequately demonstrated, for example, “The writer of this source is on the right wing of the spectrum. He/she believes that countries have the right to pursue their own goals and that no country should impose their policy onto another country. I know that the writer is on the right side because he/she believes in freedom” (p. 1).</p>	<b>S</b>
<b>Argumentation</b> <ul style="list-style-type: none"> <li>The position established is generally supported by appropriately chosen and developed argument(s).</li> <li>The argumentation is straightforward and conventional, demonstrating an adequate understanding of the assignment.</li> <li>The relationship between the position taken, argumentation, and the ideological perspective presented in the source is generally developed.</li> </ul>	<p>The position that, “These countries should be given the right to choose, however, if there is a crisis and they need help, then we should offer it to them” (p. 1) is generally supported by appropriately chosen and developed arguments.</p> <p>The argumentation is straightforward and conventional, demonstrating an adequate understanding of the assignment. Each paragraph starts out with the argument that no country should be imposed upon unless asked, and then concludes with a reference to the source that reinforces a generally developed relationship between the position taken, argumentation, and the ideological perspective presented in the source.</p>	<b>S</b>

Assignment II Response—Satisfactory (*continued*)

<p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>• Evidence is conventional and straightforward.</li> <li>• The evidence may contain minor errors and a mixture of relevant and extraneous information.</li> <li>• A generalized and basic discussion reveals an acceptable understanding of social studies knowledge and its application to the assignment.</li> </ul>	<p>Evidence is conventional and straightforward, for example, “My example shows why they should be left alone. The USSR should not have been trying to impose communism onto the other zones because it cost a lot of money and never worked” (p. 3).</p> <p>Although the evidence contains a variety of relevant information, for the most part it is conventional.</p> <p>A generalized discussion of the Cold War including the Cuban Missile Crisis, the Berlin Blockade, and the Truman Doctrine reveals an acceptable understanding of social studies knowledge and its application to the assignment.</p>	<p><b>S</b></p>
<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• The writing is straightforward and functionally organized.</li> <li>• Control of syntax, mechanics, and grammar is adequate.</li> <li>• Vocabulary is conventional and generalized.</li> <li>• There may be occasional lapses in control and minor errors; however, the communication remains generally clear.</li> </ul>	<p>The writing is straightforward and functionally organized, for example, “Cuba had a big advantage over them because they could easily hit most of the U.S.A. while the United States of America could only hit one place” (p. 2).</p> <p>Control of syntax, mechanics, and grammar is adequate.</p> <p>Vocabulary is conventional and generalized. The writer demonstrates a casual fluency that contributes to the generality of the communication, for example, “Cuba’s leader was so mad that he phoned the Soviet Union for help” (p. 2), and “However, Cuba did not launch the missiles and so the U.S.A. avoided a really big crisis” (p. 2)</p>	<p><b>S</b></p>



## *Examples of Students' Writing with Teachers' Commentaries*

Social Studies 30–1, January 2011  
Assignment II Responses  
Example Scored Proficient (Pf)

The sources ideological perspective is that countries should not seek to impose their ideologies onto other countries, no matter how small or "weak" they are. These smaller countries should have the same rights and freedoms as larger counties do to pursue their own goals, on their own terms without interference from other, larger countries. The source states that smaller countries that have less "strength" then say, the United States should be left alone and should feel safe and secure to have their own ideology without having these "stronger" countries to impose their ideologies on them. Countries that are left alone to pursue their own goals will have happier citizens and less military interference from other countries. They will also have a more stable economy because they do not have to spend money on things such as buildings that have been destroyed due to a bombing from another county trying to impose their ideology on them. Larger counties that try to enforce their ideology on a smaller countries that completely different views will have a hard time changing the smaller countries ways, considering they have been running their country the same way for generations they would think "why should we change now?" Countries that have tried to impose their ideology on another country, more often than not, send their military into that country. They also often bring aid to the civilians of these countries, as they try to impose their ideology on them. When one country starts to impose their ideology on a smaller county, usually more large countries will contribute and help aid them in this cause. Because of the military involvement and the terror and havoc that can be brought onto a small country because a larger one is trying to enforce their ideology onto them, I believe that the ideological perspective in the source should be embraced to a great extent.

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Assignment II Responses  
Example Scored Proficient (Pf) (*continued*)

Through 1955 to 1975 Vietnam and the United States went to war over differing ideological perspectives. Vietnam embraced communism while America wanted to stop the spread of communism to other countries. The United States quickly took military action against Vietnam. This resulted in massive deaths on both sides. Citizens of Vietnam were terrified for their lives, and due to Agent Orange many generations of Vietnamese people are disfigured. This demonstrates how imposing an ideology can be taken to extreme measures and can leave scars on the citizens of the smaller country for years and years to come. People in America even started to doubt the war efforts in Vietnam and began to question why the United States were doing this. This illustrates how even the larger countries own people begin to question imposing ideologies onto another country. In the end America eventually signed an agreement in Geneva and left Vietnam. This left North and South Vietnam to fight against each other. Eventually one side surrendered and the country became united under communist regime. This shows how unsuccessful the United States were in imposing their ideology on Vietnam because it ended up being a communist country anyway. Because of this people on both sides were killed for basically no reason. It also illustrates how this sort of enforcement can leave a country in ruins, and its citizens with physical and mental scars for the rest of their lives, without accomplishing anything. This is why smaller countries like Vietnam should be left alone to evolve and pursue their goals by themselves while other countries respect that and save their time, money, and military uses for a more beneficial cause.

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Assignment II Responses  
Example Scored Proficient (Pf) *(continued)*

In 2003 the United States of America invaded Iraq in search of Sudan Husain and the Weapons of Mass Destruction that he was supposedly hiding. Husain was eventually captured and killed, but no Weapons of Mass Destruction were found. With the leader of the country dead, America felt the need to stay and try to impose their ideology onto the country. Civil war broke out due to all the minorities in the country that were no longer being repressed. Countless lives have been lost and I believe many more are still to come. This shows that if the United States would have just left Iraq alone these people would not have died, along with American soldiers, and the country would have continued to pursue its own goals in relative peace. Because of the fact that no hidden weapons were found (which was one of America's main reasons for invading) this invasion seems, like in Vietnam, almost pointless. Iraq now has basically no government structure what so ever and the United States now have to spend hundreds of thousands of dollars on keeping military forces in Iraq to try to stabilize it for as long as anyone can tell. The people of Iraq are also fighting against the United States, which shows that they do not want them in their country and that it will be very difficult to impose America's ideology of democracy on the country because it doesn't want to embrace it. This example again demonstrates how imposing an ideology can have huge consequences. It also shows that it can lead to years and years of having stay in the country and spend money on military while the smaller country doesn't even want them there. This demonstrates that countries like this should be left alone to deal with things in their own way.

When settlers first came to Canada they came across many different groups of Aborigines, living peaceful happy lives, already living on the land. Settlers wanted more and more land as many more people began to move to Canada. Because of this treaties were signed, usually with



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Assignment II Responses  
Example Scored Proficient (Pf) (*continued*)

resentment from the Aboriginals, but they knew that they would not stand a chance fighting. Eventually the settlers believed that they needed to “solve the Indian problem” and tried to assimilate them into the rest of society. This included sending young Aboriginal children to Residential Schools and forcing their ideology onto them. These children were forced to speak a different language and almost all of them were abused in some way, some children even died. The Schools were eventually shut down but the memory of them is still fresh in the minds of those who were there and their children. Aboriginals now have a deep mistrust for the government. The government has made a formal apology and has tried to compensate the Aboriginals poor treatment with benefits that the rest Canadian’s citizens do not get. This helped to ease some of the tension but Aboriginals are still very upset about the way they were treated. When the White Paper came out, which Pierre Trudeau created and was an effort to try to get Aboriginals to live lives the way all other citizens in Canada were, Aboriginals around Canada were appalled and saw this as another attempt to assimilate them. They came up with the Red Paper which was a counter to the White Paper. In the end the White Paper was never accepted. This demonstrates how, even though the White Paper was trying to help them, Aboriginals are still deeply upset by and suspicious of the government because of its attempt to impose its ideology onto them. This also illustrates how imposing an ideology onto something can fail and how long it can take for the victim, in this case Aboriginals, to trust the imposer again. There are still many issues between Aboriginals and the government today. This demonstrates how imposing an ideology onto a country or a group of people does not work and can leave distrust between the two sides and trauma for the victims for years and years to come.

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Assignment II Responses  
Example Scored Proficient (Pf) (*continued*)

The ideological perspective presented in the source should be embraced to a great extent due to the fact that trying to impose an ideology onto another smaller country, or group of people, rarely works. The United States' war with Vietnam and its invasion of Iraq show us how imposing their ideology has not worked and countless people have died for it. When the government tried to assimilate Aborigines, this also did not go well. It will take many generations for Aborigines to start trusting the government again. In the end these impositions did not achieve changing their targets ideology, which was their main goal. This shows that countries and people should be left alone to pursue their own goals and be able to go about it feeling safe and secure. Larger "bullies" should leave these countries and people alone and spend their time and money on problems in their own country, which will allow their and other citizens around the globe live happier more successful lives.

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*Assignment II*

**EXAMPLE RESPONSE—*Proficient***

SCORING CRITERIA	RATIONALE	SCORE
<b>Analysis of Source</b> <ul style="list-style-type: none"> <li>The critical analysis of the source is sound and adept.</li> <li>The understanding of the source and its relationship to an ideological perspective is capably demonstrated.</li> </ul>	<p>The analysis of the source is initiated in the first paragraph; however, it is through the body of the paper that the writer capably demonstrates a sound understanding of the source.</p> <p>The writer’s analysis of the source is capably developed throughout the response as is seen in the choice of evidence and its application to the source.</p>	<b>Pf</b>
<b>Argumentation</b> <ul style="list-style-type: none"> <li>The position established is persuasively supported by purposefully chosen and developed argument(s).</li> <li>The argumentation is logical and capably developed, demonstrating a sound understanding of the assignment.</li> <li>The relationship between the position taken, argumentation, and the ideological perspective presented in the source is clearly developed.</li> </ul>	<p>The position is persuasively supported by purposefully chosen and developed arguments, for example, “This demonstrates how imposing an ideology onto a country or a group of people does not work and can leave distrust between the two sides and trauma for the victims for years and years to come” (p. 4).</p> <p>The argumentation is logical and capably developed, demonstrating a sound understanding of the assignment, for example, “This example again demonstrates how imposing an ideology can have huge consequences. It also shows that it can lead to years and years of having stay in the country and spend money on military while the smaller country doesn’t even want them there. This demonstrates that counties like this should be left alone to deal with things in their own way” (p. 3).</p> <p>The relationship between the position taken, argumentation, and ideological perspective presented in the source is clearly developed, for example, “The ideological perspective presented in the source should be embraced to a great extend due to the fact that trying to impose an ideology onto another smaller country, or group of people, rarely works” (p. 5).</p>	<b>Pf</b>

Assignment II Response—Proficient (*continued*)

<p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>• Evidence is specific and purposeful.</li> <li>• Evidence may contain some minor errors.</li> <li>• A capable and adept discussion of evidence reveals a solid understanding of social studies knowledge and its application to the assignment.</li> </ul>	<p>The discussion of the imposition of liberalism on First Nations People in Canada and the American involvement in Vietnam and Iraq reveals a solid understanding of social studies knowledge and its application to the assignment.</p> <p>The evidence is specific and purposefully chosen to support the writer’s position, for example, “Aboriginals are still deeply upset by and suspicious of the government because of its attempt to impose its ideology onto them. This also illustrates how imposing an ideology onto something can fail and how long it can take for the victim, in this case Aboriginals, to trust the imposer again” (p. 4).</p>	<p><b>Pf</b></p>
<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• The writing is clear and purposefully organized.</li> <li>• Control of syntax, mechanics, and grammar is capable.</li> <li>• Vocabulary is appropriate and specific.</li> <li>• Minor errors in language do not impede communication.</li> </ul>	<p>The writing is clear and purposefully organized. The writer has capable control of syntax, mechanics, and grammar.</p> <p>Vocabulary is appropriate and specific, for example, “When the White Paper came out, which Pierre Trudeau created and was an effort to try to get Aboriginals to live lives the way all other citizens in Canada were, Aboriginals around Canada were appalled and saw this as another attempt to assimilate them” (p. 4).</p> <p>Minor errors in language do not impede communication, for example, “In the end these impositions did not archive changing their targets ideology, which was their main goal” (p. 5).</p>	<p><b>Pf</b></p>

## *Examples of Students' Writing with Teachers' Commentaries*

Social Studies 30–1, January 2011

Assignment II Responses

Example Scored Excellent (E)

Nations have always extended their foreign policy over other nations and nation states for various reasons, often to gain wealth or power, or for the spread of their own ideology. The perspective presented in the source is that it is unacceptable in all circumstances to extend foreign policy into the affairs of other nations in this way. On one side of the issue, it could be argued that the perspective presented in the source is right, that in order to preserve the principles of liberalism, nations must ultimately be free to act in their own self interest and pursue their full potential. Alternatively, it could be argued that the perspective in the source must not be embraced; under certain circumstances, nation's policies must interfere in the affairs of other nations in order defend and preserve their own ideology against a foreign threat. Ultimately, we must embrace the ideological perspective presented in the source to the extent that nations are free to pursue their own self interest, but not at the cost of compromising the rights and freedoms of other nations.

First of all, it is sometimes necessary for nations to adopt policies that will block another nation's pursuit of a goal in order to defend the liberal principles that nation was built upon. Specifically, a foreign nation's goal cannot compromise the individual right and freedoms or the security of another nation. The allied forces during World War II, for example, had to defend their liberal principles against the principles of the encroaching axis forces, led by Nazi Germany. The principles adopted by Germany were part of an ideology called fascism, which rejected liberal principles like rule of law and equality of opportunity. According to fascism, law only applied to a pure elite, and excluded people that were not considered to be of 'pure' German ancestry, like Jews. A country such as Nazi Germany, which was expanding throughout Europe with the ultimate goal of eradicating people who did not share the same blood or ideology as them, could not be allowed to pursue its goals unrestricted. In this case, it was necessary for

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Assignment II Responses  
Example Scored Excellent (E) (*continued*)

another group of nations to stop this goal from being reached. A more contemporary example is the United Nations' force present in Afghanistan. After the 9/11 attacks on the World Trade Centre in the United States, it was deemed that the Taliban government in Afghanistan was supporting Al Qaeda, an extremist terrorist group. Given that the attacks were directed against members of liberal western nations, and that they clearly compromised the right to life and security of those members, it was deemed necessary to intervene in Afghanistan's affairs by toppling the Taliban's regime. Members of extremist groups cannot be left unrestricted to pursue their goals if their goals infringe upon individual rights and freedoms. "The tree of liberty must be watered with blood" every once and a while, because if liberal principles are not fought for, it is easy to become complacent and inappreciative of them. This makes it easy for groups whose ideology rejects liberalism to take those principles away. As a result it is sometimes necessary for countries to adopt policies that restrict ability of other nations to pursue their self interest, in order to protect individual rights to life and security and to uphold rule of law.

In most other circumstances, however, when liberal principles are not being compromised, impeding the self interest of another nation goes against the principles of liberalism themselves. Extending policy over a nation that poses no threat to you means you are failing to uphold their equality of opportunity. Canada's historical treatment of First Nations peoples of Canada, for example, was unacceptable, as our ideology was forced upon them which left them unable to achieve their traditional goals and lead their traditional lives. The Canadian government achieved this by implementing residential schools, where First Nations children were obliged to attend. There, they were indoctrinated with our foreign ideology and instilled with the importance of principles like private property and pursuing self interest. These principles were contrary to the First Nations traditional values which included the importance of



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Assignment II Responses  
Example Scored Excellent (E) (*continued*)

community and respect for the Earth. The effort by the government to stop First Nations from pursuing their traditional lifestyle left generations of aboriginals unable to fully function in either their traditional society or the one that was forced upon them. The consequences of the government's interference can still be felt today, when First Nations people still struggle to balance the goals of their unique nation with the interests of the Canadian government. The negative effects of extending policies over weaker nations have not only been felt in Canada; China too has imposed its will on its neighbors, including Tibet and Taiwan. The communist government of China, while it has in recent years had to adopt more liberal practices in response to international pressure, and as a means of achieving economic prosperity, still very much holds Tibet and Taiwan under its thumb. Taiwan is unable to act in its own self interest to the full extent. Any dealings with the U.S.A. for example, can be perceived as an attempt to revolt or gain autonomy from China. Taiwan cannot therefore have a military comparable to free nations that can ensure national security, and it is not free to engage in trade with whoever it wants. Tibet on the other hand has been oppressed by China for decades and cannot achieve the political and religious freedom a normal nation-state would have. The extent of China's control over the policies of foreign nations is illiberal and irresponsible. In an increasingly globalized world, nations must be free to pursue their own goals, or it is only a matter of time before one nation feels forced into conflict to secure their freedom, or a liberal power, like the United States considers the oppression unacceptable and engages in conflict. The practice of extending policy over countries, preventing them from achieving their goals is in itself illiberal and leads to conflict and dispute.

Finally, the perspective in the source must be embraced to an extent because when countries use policy over other countries as a means of spreading and solidifying their

Social Studies 30–1, January 2011  
Assignment II Responses  
Example Scored Excellent (E) (*continued*)

perspective, they gain a dangerous amount of power. When nations, for example, intend to increase their global sphere of influence, the result can be circumstances similar to those of the Cold War. When the former Soviet Union and the United States emerged as superpowers from WWII, they soon began propping up communist and democratic governments, respectively, elsewhere in the world. This was a means of spreading their ideology and influence over the world, and though it did not result in an open hot war between the two countries, it led to the Vietnam War, a proxy war fought between communist aligned North Vietnam and democratically aligned South Vietnam. More alarmingly, it led to the Cuban Missile Crisis. When the USSR's sphere of influence reached as far as Cuba, it began a show of brinkmanship between the United States and the Soviet Union. Both nations were in possession of nuclear weapons, and both nations had missiles aimed at the other country. Before the situation was defused, there was a very real possibility of nuclear war between the two nations. The crisis was a result of the threat both nations felt when they began extending their foreign policy over other nations. They were essentially scared of the power the other nation was amassing. The escalation of the Cold War to nearly the point of nuclear war shows the importance leaving nations to the pursuit of their own goals. When a nation becomes that influential throughout the world, they have far too much power, because their ideological perspective becomes pervasive, to the exclusion of other perspectives. The Soviet Union did not tolerate a democratic liberal perspective in nations under its influence – after Hungary ousted the communist government through revolution during the Cold War, for example, the Soviet Union used force to crush the Hungarian opposition. When there is only tolerance for one perspective, in other words, it becomes easy to reject liberal principles to enforce that perspective. This can easily be done through the effective use of indoctrination of youth and propaganda. That is the difference

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Assignment II Responses  
Example Scored Excellent (E) (*continued*)

between a liberal country like Canada where the rights of all individuals must be respected, and a country like Nazi Germany, where only the rights of people sharing the Nazi perspective must be respected. There must be multiple perspectives that call into question the validity of the dominant perspective, to keep it in check, like in a multiparty democracy versus a one-party state. Nations must be left to pursue their own goals, develop their own ideologies and embrace their own perspectives. When countries extend their policies into the affairs of other countries in order to dominate and spread their ideology, they gain power that allows them to reject liberal principles.

The ideological perspective in the source, that countries must be unrestricted to pursue their own goals, should be embraced because it is consistent with freedoms and liberal principles and because it allows for the growth and development of a globe with multiple perspectives, but cannot be embraced when a nation's security or individual rights and freedoms are being compromised. In most circumstances, nations should be left to pursue their own self interest, but when liberal principles must be defended, it may become necessary to interfere with the goals of foreign nations. Perhaps when the world achieves a true harmony of global perspectives, it will be possible to embrace this perspective to a greater extent, but in today's world, the unrestricted goals of one country too often compromise the security and freedoms of other nations.

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**EXAMPLE RESPONSE—*Excellent***

SCORING CRITERIA	RATIONALE	SCORE
<b>Analysis of Source</b> <ul style="list-style-type: none"> <li>The critical analysis of the source is insightful and sophisticated.</li> <li>The understanding of the source and its relationship to an ideological perspective is comprehensively demonstrated.</li> </ul>	<p>The critical analysis of the source is insightful and sophisticated. The writer deconstructs the source throughout the response in the discussion of each piece of evidence.</p> <p>The understanding of the source and its relationship to an ideological perspective is comprehensively demonstrated, for example, “On one side of the issue, it could be argued that the perspective presented in the source is right, that in order to preserve the principles of liberalism, nations must ultimately be free to act in their own self interest and pursue their full potential. Alternatively, it could be argued that the perspective in the source must not be embraced; under certain circumstances, nation’s policies must interfere in the affairs of other nations in order defend and preserve their own ideology against a foreign threat” (p. 1).</p>	<b>E</b>
<b>Argumentation</b> <ul style="list-style-type: none"> <li>The position established is convincingly supported by judiciously chosen and developed argument(s).</li> <li>The argumentation is consistent and compelling, demonstrating an insightful understanding of the assignment.</li> <li>The relationship between the position taken, argumentation, and the ideological perspective presented in the source is perceptively developed.</li> </ul>	<p>The position that, “Ultimately, we must embrace the ideological perspective presented in the source to the extent that nations are free to pursue their own self interest, but not at the cost of compromising the rights and freedoms of other nations” (p. 1), is convincingly supported by judiciously chosen and developed arguments, for example, “First of all, it is sometimes necessary for nations to adopt policies that will block another nation’s pursuit of a goal in order to defend the liberal principles that nation was built upon” (p. 1).</p> <p>The relationship between the position taken, argumentation, and the ideological perspective presented in the source is perceptively developed, for example, “In most other circumstances, however, when liberal principles are not being compromised, impeding the self interest of another nation goes against the principles of liberalism themselves” (p. 2).</p>	<b>E</b>



Assignment II Response—Excellent (*continued*)

<p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>• Evidence is sophisticated and deliberately chosen.</li> <li>• The relative absence of error is impressive.</li> <li>• A thorough and comprehensive discussion of evidence reveals an insightful understanding of social studies knowledge and its application to the assignment.</li> </ul>	<p>Evidence is sophisticated and deliberately chosen, for example, “Canada’s historical treatment of First Nations peoples of Canada, for example, was unacceptable, as our ideology was forced upon them which left them unable to achieve their traditional goals and lead their traditional lives. The Canadian government achieved this by implementing residential schools, where First Nations children were obliged to attend. There, they were indoctrinated with our foreign ideology and instilled with the importance of principles like private property and pursuing self interest” (p. 2).</p> <p>The relative absence of error is impressive. The inappropriate use of the term “illiberal” in reference to China’s actions in Tibet and Taiwan is a relatively minor error considering the length and complexity of the response. The extensive use of a wide range of examples demonstrates the writer’s sophisticated application of social studies knowledge.</p>	<p><b>E</b></p>
<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• The writing is fluent, skillfully structured, and judiciously organized.</li> <li>• Control of syntax, mechanics, and grammar is sophisticated.</li> <li>• Vocabulary is precise and deliberately chosen.</li> <li>• The relative absence of error is impressive.</li> </ul>	<p>The writing is fluent, skillfully structured, and judiciously organized, for example, “The effort by the government to stop First Nations from pursuing their traditional lifestyle left generations of aboriginals unable to fully function in either their traditional society or the one that was forced upon them” (p. 3).</p> <p>Control of syntax, mechanics, and grammar is sophisticated, for example, “Perhaps when the world achieves a true harmony of global perspectives, it will be possible to embrace this perspective to a greater extent, but in today’s world, the unrestricted goals of one country too often compromise the security and freedoms of other nations” (p. 5).</p>	<p><b>E</b></p>



## ***Scoring Categories and Scoring Criteria for 2011 Assignment I***

### **INTERPRETATION OF SOURCES (12 marks)**

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

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

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

#### **Excellent**

**E**

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

#### **Proficient**

**Pf**

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

#### **Satisfactory**

**S**

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

#### **Limited**

**L**

Interpretation and explanation of the source is confused, vague, and simplistic. 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 simply copied from the source. The links to the principles of liberalism are disjointed, irrelevant, and demonstrate 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**.

**Note:** When “and” is used in the marking criteria as part of a list of descriptors, it is important to note that the writing may contain one or more of the descriptors listed. This applies to both Assignment I and Assignment II.

### IDENTIFICATION OF RELATIONSHIPS (6 marks)

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

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

**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, illogical, and of questionable accuracy. The explanation is confusing, overgeneralized, and redundant.

**Poor**

**P**

The identification of relationship(s) is minimal. The explanation is tangential and scant.

**Zero**

**Z**

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

## COMMUNICATION (2 marks)

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

- vocabulary
- sentence structure
- mechanics, grammar, and organization

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

**Excellent**

**E**

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

**Proficient**

**Pf**

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

**Satisfactory**

**S**

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

**Limited**

**L**

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

**Poor**

**P**

Vocabulary is overgeneralized and inaccurate. Sentence structure is uncontrolled. The writing demonstrates a profound lack of control of mechanics and grammar, and is haphazardly organized.

**Zero**

**Z**

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

## ***Scoring Categories and Scoring Criteria for 2011 Assignment II***

### **ANALYSIS OF SOURCE (6 marks)**

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

- critically analyzes the source
- demonstrates an understanding of the source and its relationship to an ideological perspective

**Note:** Students may demonstrate their understanding of an ideological perspective in one part of their essay, or demonstrate their understanding of an ideological perspective throughout.

**Excellent**

**E**

The critical analysis of the source is insightful and sophisticated. The understanding of the source and its relationship to an ideological perspective is comprehensively demonstrated.

**Proficient**

**Pf**

The critical analysis of the source is sound and adept. The understanding of the source and its relationship to an ideological perspective is capably demonstrated.

**Satisfactory**

**S**

The critical analysis of the source is straightforward and conventional. The understanding of the source and its relationship to an ideological perspective is adequately demonstrated.

**Limited**

**L**

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

**Poor**

**P**

There is minimal critical analysis of the source and/or the source is simply copied. The understanding of the source and its relationship to an ideological perspective is disjointed, inaccurate, and 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 (8 marks)

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

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

**Note:** DO NOT evaluate evidence in this category.

### Excellent

**E**

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

### Proficient

**Pf**

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

### Satisfactory

**S**

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

### Limited

**L**

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

### Poor

**P**

The position established has little or no relationship to the source or argument(s). The argumentation is irrelevant and illogical. The relationship between the position taken, argumentation, and the ideological perspective presented in the source is minimally developed.

### Insufficient

**INS**

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



### **EVIDENCE (8 marks)**

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

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

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

#### **Excellent**

**E**

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

#### **Proficient**

**Pf**

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

#### **Satisfactory**

**S**

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

#### **Limited**

**L**

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

#### **Poor**

**P**

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

#### **Insufficient**

**INS**

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

## COMMUNICATION (8 marks)

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

- fluency and essay organization
- syntax, mechanics, and grammar
- use of vocabulary and social studies terminology

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

**Excellent**  
**E**

The writing is fluent, skillfully structured, and judiciously organized. Control of syntax, mechanics, and grammar is sophisticated. Vocabulary is precise and deliberately chosen. The relative absence of error is impressive.

**Proficient**  
**Pf**

The writing is clear and purposefully organized. Control of syntax, mechanics, and grammar is capable. Vocabulary is appropriate and specific. Minor errors in language do not impede communication.

**Satisfactory**  
**S**

The writing is straightforward and functionally organized. Control of syntax, mechanics, and grammar is adequate. Vocabulary is conventional and generalized. There may be occasional lapses in control and minor errors; however, the communication remains generally clear.

**Limited**  
**L**

The writing is awkward and lacks organization. Control of syntax, mechanics, and grammar is inconsistent. Vocabulary is imprecise, simplistic, and inappropriate. Errors obscure the clarity of communication.

**Poor**  
**P**

The writing is unclear and disorganized. Control of syntax, mechanics, and grammar is lacking. Vocabulary is overgeneralized and inaccurate. Jarring errors impede communication.

**Insufficient**  
**INS**

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



