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Social Studies 30-1

6.2.8 Economic Perspectives on Liberalism Assignment

Total 30 marks

In this unit, you have looked at some of the challenges and opportunities that emerge when principles of liberalism are promoted in an economy.

- Consider the various degrees to which governments promote economic equality or economic freedom in an effort to create and sustain economic prosperity.
- Reflect upon the differing ideological perspectives regarding the extent to which governments should utilize liberal principles to meet the needs of its citizens.

Choose one of the following sources to complete the assignment below:

Source Option A	Source Option B
The welfare state arose out of a misguided desire to achieve greater social equality. As a result, a culture of dependency on the state has emerged. Only in a state that promotes individualism will such dependency be eliminated.	A society based on self-interest and the accumulation of wealth ignores disadvantaged members of the community. The state must take an active role to serve the greater good.

Assignment

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

Write an essay response in which you:

Analyze the source and **demonstrate** an understanding of the ideological perspective reflected in the source.

Establish and **argue** a position in response to the question written above.

Support your position and arguments with **evidence** based on your knowledge and understanding of social studies.



Use the same outline provided in Assignment 1.3.11 to help you complete the assignment. This has been copied below, and is worth 20 marks. This is the same format you should use on Written Assignment #2 Part A of the Diploma Exam.

Part Two: Plan the Position Paper

**This section is
ungraded**

1. ANALYSIS OF SOURCE, I chose Source Option

In your own words, what does the source saying? Based on the statement, what beliefs or values are inherent or implied by this statement? What are the logical outcomes of this point of view for society?

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2. IDEOLOGICAL PERSPECTIVE IN THE SOURCE (for this assignment, primarily discuss economic ideologies covered in Unit Six)

- What is the ideology presented in the statement? Which principles? What leads you to believe that they lean left (collectivist) or right (individualist)?

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3. Identify and explain your POSITION ON THE SOURCE. You do this by answering the assignment question inside the prompt box on page 3. **This question will always be the same for every position paper in Social 30-1. What will change is the source.**

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

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4. List and explain at least 3 reasons for your position on the source. For example, think of the implications or consequences of the statement for society as a whole. How will it help/ society? How has it helped in the past?

a. We should **circle either** reject/embrace the perspective of the source because... < >

b. We should **circle either** reject/embrace the perspective of the source because... < >

c. We should **circle either** reject/embrace the perspective of the source because... < >

5. Include EVIDENCE/EXAMPLES **from the course** to SUPPORT ARGUMENTS & DEFEND POSITION.



SELECT and include at least 1 example from each column to effectively support your position. Overall, you should have a minimum of 3 in depth examples. You can combine your two choices below into one example (if it fits) or, you can use these as two separate examples if they are comprehensive enough.

Select at least one from the list below	Select at least one from the list below
THEORIES...	EVENTS/POLICIES
○ Supply-side economic theory	○ Thatcherism
○ Neo-conservatism	○ Monetarism
○ Demand-side economic theory	○ Reaganomics
○ The “Cradle to Grave” System	○ Recession of 2008
	○ Private vs Public Health Care
	○ Livable Wage



- Use Unit Three Sections 3.2.1 to 3.3.7 as well as Unit Six Sections 6.1.1. to 6.2.8 in the Moodle Course to determine your evidence.
- Find out more about each example using the index of your textbook.



- Evidence is evaluated based on a combination of DEPTH and/or BREADTH (the number) of examples from the course to demonstrate understanding.
- You need to demonstrate an ADEQUATE understanding of course concepts.
- For example, generally referring to Adam Smith as evidence is **not** sufficient at the 30-1 level.

(Remember that any additional case studies or specific evidence used for

research should be cited at the end of your essay and acknowledged in the context of your response.)

1. Pair at least one IN DEPTH example to support your first argument in #4a (previous question).
 - In point form here (but paragraph form in the formal essay) explain how this current events, historical, theoretical evidence/example supports your position as it relates to the source.

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Please make sure to cite your sources for any research you do in APA format in your planning page. Additionally any facts, quotes or studies mentioned should be provided proper crediting in your writing

2. Pair at least one IN DEPTH example to support your second argument in #4b (previous question).

- In point form, explain how this current events, historical, theoretical evidence/example supports your position as it relates to the source.

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3. Pair an example to support your third argument in #4c (previous question).

- In point form, explain how this current events, historical, theoretical evidence/example supports your position as it relates to the source.

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Part Two: Type up the Position Paper into formal essay

30 marks

Assignment

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

Write a written response in which you must:

- **Analyze** the source and **demonstrate** an understanding of the ideological perspective(s) reflected in the source (#1 and 2 in Part Two Planning).
- **Establish** and **argue** a position in response to the question presented (#3-4 in Part Two Planning).
- **Support** your position and arguments by using evidence from your knowledge and understanding of social studies (Use #5 in Part Two Planning).

Organize your response into a minimum of 5 paragraphs from your planning on previous pages.

- **Introductory Paragraph** – Type up #1 and 2 from your planning.
- **Paragraph 2: Clearly state your position on the assignment question and explain why.**
This is based on the assignment question, WHICH WILL ALWAYS BE THE SAME FOR SOCIAL 30-1 POSITION PAPER ESSAYS... *'to what extent should we (as a society) embrace the ideological perspective (what the source believes) in the source?'*
 - *Some students find it easier to include this in the first paragraph. That is fine as long as your first paragraph is not a page long. Otherwise, create a second paragraph.*
- **Paragraph 3**, explain your first argument 4a) from your planning and use supporting evidence 5a) to support your position on the source.
 - At the end of this paragraph, write a transition sentence that explains how this evidence relates back to the source. *As this example (specifically state) demonstrates, we should (not) embrace the source because...*
- **Paragraph 4**, explain your first argument 4b) from your planning and use supporting evidence 5b) to support your position on the source.
 - At the end of this paragraph, write a transition sentence that explains how this evidence relates back to the source. *As this example (specifically state) demonstrates, we should (not) embrace the source because...*
- **Paragraph 5**, explain your first argument 4a) from your planning and use supporting evidence 5a) to support your position on the source.

- At the end of this paragraph, write a transition sentence that explains how this evidence relates back to the source. *As this example (specifically state) demonstrates, we should (not) embrace the source because...*
- **Concluding paragraph**, summarize your answer to the assignment question, whether you embrace or reject the source. Tell the reader why your arguments should be considered superior to the alternative position.
- **Proofread** your response based on the criteria in the following rubric.



Part Three Scoring Criteria

30 marks

	Analysis of Source (6 marks)	Argumentation (8 marks)	Evidence (8 marks)	Communication (8 marks)
Excellent E	Analysis of the source is insightful and sophisticated; a comprehensive understanding of the ideological perspective(s) is demonstrated. Relationship among title, image and quotation is perceptive and thorough. Mark=6	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. Mark=8	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 Mark=8	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. Mark=8
Proficient Pf	Analysis of the source is capable and adept; a sound understanding of the ideological perspective(s) is demonstrated. Relationship among title, image and quotation is capable and purposeful. Mark=4.8	The position established is persuasively supported by purposefully chosen and developed argument(s). The argumentation is logical and capably developed, demonstrating a sound understanding of the assignment. The relationship between the position taken, argumentation, and the ideological perspective presented in the source is clearly developed. Mark=6.4	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. Mark=6.4	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. Mark=6.4
Satisfactory S	Analysis of the source is straightforward and conventional; a generalized understanding of the ideological perspective (s) is demonstrated. Relationship among title, image and quotation is adequate and straightforward. Mark=3.6	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 Mark=4.8	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. Mark=4.8	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. Mark=4.8
Limited L	Analysis of the source is incomplete or lacks depth; a confused understanding of the ideological perspective(s) is demonstrated. Relationship among title, image and quotation is superficial, incomplete,	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	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.	The writing is unclear and disorganized. Control of syntax, mechanics, and grammar is lacking. Vocabulary is overgeneralized and inaccurate. Jarring errors impede communication.

	redundant and of questionable accuracy. Mark=2.4	Mark=3.2	Mark=3.2	Mark=3.2
Poor	The analysis of the source is illogical, tangential, and/or the source is simply copied; a minimal understanding of the ideological perspective(s) is demonstrated. Relationship among title, image and quotation is scant, illogical and tangential. Mark=1.2	The position established has little or no relationship to the source or arguments. The argumentation is irrelevant and illogical. The relationship between the position taken, argumentation, and the ideological perspective presented in the source is minimally developed. Mark=1.6	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. Mark=1.6	The writing is unclear and disorganized. Control of syntax, mechanics, and grammar is lacking. Vocabulary is overgeneralized and inaccurate. Jarring errors impede communication. Mark=1.6