

Social Studies 30-2 Diploma Examination Scoring Categories and Criteria

Markers are reminded that students are working under examination conditions, have completed first draft compositions, and are responsible for three writing assignments.

Writing Assignment III (worth 40% of Part A mark)

	EXPLORATION AND ANALYSIS (40% of WA III)	DEFENSE OF POSITION (40% of WA III)	COMMUNICATION (20% of WA III)
FOCUS	When marking <i>Exploration and Analysis</i>, the marker should consider the: • quality of the exploration of the issue(s) • quality of analysis of various points of view on the issue(s)	When marking <i>Defense of Position</i>, the marker should consider the: • quality of argument(s) selected to support the position taken • quality of evidence selected to support position taken	When marking <i>Communication</i>, the marker should consider the: • organization and coherence • contribution of stylistic choices to the creation of voice (e.g. sentence variety and word choice) • vocabulary (e.g. specificity and accuracy) • sentence construction (e.g. clarity, completeness) • grammar and mechanics (e.g. consistency of tense, punctuation, spelling, capitalization) Proportion of error to the length and complexity of the response must be applied when awarding a mark for Communication.
Excellent E	Exploration of the issue(s) is insightful and comprehensive. Analysis is thoughtful and thorough. The student demonstrates a confident and perceptive understanding of various points of view on the issue(s).	The defense of position is based on one or more convincing, logical arguments. Evidence is specific and accurate and errors, if present, do not detract from the response. The student's application of applicable social studies knowledge demonstrates a confident and perceptive understanding.	The writing is fluent and effectively organized. Precise and effective stylistic choices contribute to the creation of a convincing, engaging voice. Vocabulary is precise and effective. The writing demonstrates confident control of sentence construction, grammar, and mechanics. The occurrence of error is rare.
Proficient Pf	Exploration of the issue(s) is specific and accurate. Analysis is appropriate and purposeful. The student demonstrates a clear understanding of various points of view on the issue(s).	The defense of position is based on one or more sound arguments. Evidence is appropriate, but may contain some minor factual errors. The student's application of applicable social studies knowledge demonstrates a clear understanding.	The writing is clearly organized. Appropriate and frequently effective stylistic choices contribute to the creation of a distinct voice. Vocabulary is accurate and appropriate. The writing frequently demonstrates effective control of sentence construction, grammar, and mechanics. The occurrence of error is infrequent.
Satisfactory S	Exploration of the issue(s) is valid but general and may contain minor misconceptions. Analysis is general and straightforward. The student demonstrates an acceptable understanding of various points of view on the issue(s).	The defense of position is based on one or more adequate arguments. Evidence is relevant, but general and/or incompletely developed. The evidence may contain errors. The student's application of applicable social studies knowledge demonstrates an acceptable understanding.	The writing is generally clear and functionally organized. Adequate and basic stylistic choices contribute to the creation of a voice that is matter of fact. Vocabulary is generally accurate, but not specific. The writing demonstrates basic control of sentence construction, grammar, and mechanics. Errors do not seriously interfere with communication.
Limited L	Exploration of the issue(s) is superficial and may contain substantial misconceptions. Analysis is limited and overgeneralized or redundant, but discernible. The student demonstrates a discernible, yet confused understanding of various points of view on the issue(s).	The defense of position is based on simple assertions and/or questionable logic rather than on supportive arguments. Evidence is superficial and may not always be relevant. The evidence may contain significant errors. The student's application of applicable social studies knowledge demonstrates a limited understanding.	The writing is uneven and incomplete but is discernibly organized. Awkward stylistic choices contribute to the creation of an unconvincing and/or inappropriate voice. Vocabulary is imprecise and/or inappropriate. The writing demonstrates a faltering control of sentence construction, grammar, and mechanics. Errors hinder communication.
Poor P	Exploration of the issue(s) is mistaken or irrelevant. Analysis is minimal and/or tangential. The student demonstrates a minimal understanding of various points of view on the issue(s).	The defense of position taken is difficult to determine and/or little or no attempt is made to defend it. Evidence, if present, is incomplete and/or marginally relevant. Significant errors in content are frequent. The student's application of applicable social studies knowledge demonstrates a minimal understanding.	The writing is unclear and disorganized. Ineffective and/or inappropriate stylistic choices contribute to the creation of an ineffective and/or unsuitable voice. Vocabulary is ineffective and frequently incorrect. A lack of control of sentence construction, grammar, and mechanics is demonstrated. Errors impede communication.
Insufficient INS	Insufficient is a special category. It is not an indicator of quality. It should be assigned to papers that are off topic, do not contain a discernible attempt to address the task, or that are too brief to assess in any other scoring category.		