

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

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

|                   | INTERPRETATION OF SOURCES (40% of WA II)                                                                                                                                                                                                                                                                       | DEFENSE OF POSITION (40% of WA II)                                                                                                                                                                                                                                                                                               | COMMUNICATION (20% of WA II)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| FOCUS             | <p>When marking <i>Interpretation of Sources</i>, the marker should consider the:</p> <ul style="list-style-type: none"><li>• quality of the interpretation of each source</li><li>• quality of evidence drawn from the sources</li><li>• quality of evidence drawn from knowledge of social studies</li></ul> | <p>When marking <i>Defense of Position</i>, the marker should consider the:</p> <ul style="list-style-type: none"><li>• quality of argument(s) selected to support the position taken</li><li>• quality of evidence selected to support position taken</li></ul>                                                                 | <p>When marking <i>Communication</i>, the marker should consider the:</p> <ul style="list-style-type: none"><li>• organization and coherence</li><li>• contribution of stylistic choices to the creation of voice (e.g. sentence variety and word choice)</li><li>• vocabulary (e.g. specificity and accuracy)</li><li>• sentence construction (e.g. clarity, completeness)</li><li>• grammar and mechanics (e.g. consistency of tense, punctuation, spelling, capitalization)</li></ul> <p>Proportion of error to the length and complexity of the response must be applied when awarding a mark for <b>Communication</b>.</p> |
| Excellent<br>E    | Interpretations are insightful and comprehensive. Evidence is specific and accurate and errors, if present, do not detract from the response. The student demonstrates a confident and perceptive understanding of applicable social studies knowledge.                                                        | 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 may 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<br>Pf  | Interpretations are specific and accurate but may not address all sources. Evidence is relevant and appropriate, but may contain some minor factual errors. The student demonstrates a clear understanding of applicable social studies knowledge.                                                             | 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 may 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<br>S | Interpretations are valid but general and may contain minor misconceptions. Evidence is relevant, but general, may be incompletely developed, and/or contains minor errors. The student demonstrates an acceptable understanding of applicable social studies knowledge.                                       | 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 may 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<br>L      | Interpretations are overgeneralized and may contain substantial misconceptions. Evidence is superficial, may not always be relevant, and may contain significant errors. The student demonstrates a confused yet discernible understanding of applicable social studies knowledge.                             | 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 may 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<br>P         | Interpretations are mistaken or irrelevant. Evidence, if present, is incomplete and/or marginally relevant and frequently contains significant errors. The student demonstrates a negligible understanding of applicable social studies knowledge.                                                             | 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 may 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.                                                                                                                                                                                                                                                                                      |
| Zero<br>Z         | Zero is assigned to a response that fails to meet the minimum requirements of the Poor category.<br>A zero may be assigned to one or more categories.                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |