

Writing Assignment I (worth 20% of Part A mark)

FOCUS

	EXPLANATIONS AND SUPPORT (80% of WA I)	COMMUNICATION (20% of WA I)
	When marking Explanations and Support , the marker should consider the: <ul style="list-style-type: none"> • quality of explanations • selection and quality of support 	When marking Communication , the marker should consider the: <ul style="list-style-type: none"> • organization and coherence • 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	Explanations are thorough and comprehensive revealing a perceptive understanding. Support is specific and accurate and errors, if present, do not detract from the response.	The writing is fluent and effectively organized. Vocabulary is precise and effective. The writing demonstrates confident control of sentence construction, grammar, and mechanics. The occurrence of error is rare.
Proficient Pf	Explanations are appropriate and purposeful revealing a clear understanding. Support is relevant and appropriate, but may contain some minor errors.	The writing is clearly organized. 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	Explanations are general and straightforward revealing an acceptable understanding. Support is relevant but general, may be incompletely developed, and/or contains errors.	The writing is generally clear and functionally organized. 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	Explanations are overgeneralized and/or redundant revealing a confused, though discernible, understanding. Support is superficial, may not always be relevant, and may contain significant errors.	The writing is uneven and incomplete but is discernibly organized. Vocabulary is imprecise and/or inappropriate. The writing demonstrates a faltering control of sentence construction, grammar, and mechanics. Errors hinder communication.
Poor P	Explanations are tangential or minimal revealing a negligible understanding. Support, if present, is incomplete, may be marginally relevant, and contains significant and/or frequent errors.	The writing is unclear and disorganized. 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.

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)

FOCUS	INTERPRETATION OF SOURCES (40% of WA II)	DEFENSE OF POSITION (40% of WA II)	COMMUNICATION (20% of WA II)
	<p>When marking <i>Interpretation of Sources</i>, the marker should consider the:</p> <ul style="list-style-type: none"> • quality of the interpretation of each source • quality of evidence drawn from the sources • quality of evidence drawn from knowledge of social studies 	<p>When marking <i>Defense of Position</i>, the marker should consider the:</p> <ul style="list-style-type: none"> • quality of argument(s) selected to support the position taken • quality of evidence selected to support position taken 	<p>When marking <i>Communication</i>, the marker should consider the:</p> <ul style="list-style-type: none"> • 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) <p>Proportion of error to the length and complexity of the response must be applied when awarding a mark for Communication.</p>
Excellent E	<p>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.</p>	<p>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.</p>	<p>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.</p>
Proficient Pf	<p>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.</p>	<p>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.</p>	<p>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.</p>
Satisfactory S	<p>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.</p>	<p>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.</p>	<p>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.</p>
Limited L	<p>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.</p>	<p>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.</p>	<p>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.</p>
Poor P	<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.</p>	<p>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.</p>	<p>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.</p>

**Zero
Z**

Zero is assigned to a response that fails to meet the minimum requirements of the Poor category.
A zero may be assigned to one or more categories.

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

FOCUS

Excellent
E

Proficient
Pf

Satisfactory
S

Limited
L

Poor
P

Insufficient
INS

EXPLORATION AND ANALYSIS (40% of WA III)	DEFENSE OF POSITION (40% of WA III)	COMMUNICATION (20% of WA III)
<p>When marking <i>Exploration and Analysis</i>, the marker should consider the:</p> <ul style="list-style-type: none"> • quality of the exploration of the issue(s) • quality of analysis of various points of view on the issue(s) 	<p>When marking <i>Defense of Position</i>, the marker should consider the:</p> <ul style="list-style-type: none"> • quality of argument(s) selected to support the position taken • quality of evidence selected to support position taken 	<p>When marking <i>Communication</i>, the marker should consider the:</p> <ul style="list-style-type: none"> • 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) <p>Proportion of error to the length and complexity of the response must be applied when awarding a mark for Communication.</p>
<p>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).</p>	<p>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.</p>	<p>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.</p>
<p>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).</p>	<p>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.</p>	<p>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.</p>
<p>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).</p>	<p>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.</p>	<p>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.</p>
<p>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).</p>	<p>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.</p>	<p>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.</p>
<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).</p>	<p>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.</p>	<p>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.</p>

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Social Studies 30-2 Draft Blueprint – Part A Written Response

	Description of Skills Assessed	Description of Assignments	Weightings
Assignment I	Demonstrate understanding and apply the skill of evaluation to Social Studies knowledge*	Students will respond to an assigned task by demonstrating understanding of Social Studies.	Total of 10 Marks Explanations and Support - 8/10 Communication - 2/10
Assignment II	Demonstrate the skills of interpreting, evaluating and synthesizing through the application of Social Studies knowledge*	Students will interpret each of three sources presented and use the details from these sources and their understanding of Social Studies to defend a position.	Total of 20 marks Interpretation of Sources – 8/20 Defense of Position – 8/20 Communication – 4/20
Assignment III	Demonstrate the skills of analyzing, evaluating and synthesizing through the application of Social Studies knowledge*	Students will explore an issue and analyze two to four points of view on the issue that are presented. Students will create a response that explains and supports their point of view on the issue.	Total of 20 marks Exploration and Analysis - 8/20 Defense of Position - 8/20 Communication - 4/20

*Knowledge includes ideas, information, and concepts identified in the Social Studies 30-2 Program of Studies (2005)