

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

	EXPLORATION AND ANALYSIS (40% of WA III)	DEFENCE OF POSITION (40% of WA III)	COMMUNICATION (20% of WA III)
FOCUS	When marking Exploration and Analysis , the marker will consider the: <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) • understanding of the assigned task 	When marking Defence of Position , the marker will consider the: <ul style="list-style-type: none"> • quality of argument(s) selected to support the position taken • quality of evidence selected to support the position taken • understanding of applicable social studies knowledge and the assigned task 	When marking Communication , the marker will consider the: <ul style="list-style-type: none"> • organization and coherence • contribution of stylistic choices to the creation of voice (e.g., sentence variety, word choice) • vocabulary (e.g., specificity, 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 considered when awarding a mark for Communication .
Excellent E	Exploration of the issue(s) is insightful and comprehensive. Analysis is thoughtful and thorough, and misconceptions, if present, do not detract from the response. The response demonstrates a thorough and perceptive understanding of various points of view on the issue(s) and the assigned task.	The defence of position is based on one or more convincing arguments. Evidence is specific and accurate, and errors, if present, do not detract from the response. The response demonstrates a thorough and perceptive understanding of applicable social studies knowledge and the assigned task.	The writing is fluent and effectively organized. Effective stylistic choices may contribute to the creation of an engaging voice. Vocabulary is precise. The writing demonstrates confident control of sentence construction, grammar, and mechanics. Errors, if present, are inconsequential.
Proficient Pf	Exploration of the issue(s) is sound and capable. Analysis is appropriate and purposeful but may contain minor misconceptions. The response demonstrates a clear understanding of various points of view on the issue(s) and the assigned task.	The defence of position is based on one or more sound arguments. Evidence is relevant and appropriate but may contain minor errors. The response demonstrates a clear understanding of applicable social studies knowledge and the assigned task.	The writing is clear and logically organized. Appropriate stylistic choices may contribute to the creation of a distinct voice. Vocabulary is appropriate. The writing demonstrates capable control of sentence construction, grammar, and mechanics. Errors do not interfere with communication.
Satisfactory S	Exploration of the issue(s) is adequate but general and may contain misconceptions. Analysis is general and straightforward. The response demonstrates an acceptable understanding of various points of view on the issue(s) and the assigned task.	The defence of position is based on one or more adequate arguments. Evidence is relevant but general and/or only partially developed and may contain errors. The response demonstrates an acceptable understanding of applicable social studies knowledge and the assigned task.	The writing is straightforward and functionally organized. Basic stylistic choices may contribute to the creation of an adequate voice. Vocabulary is adequate. 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 incomplete, overgeneralized, and/or redundant, but discernible. The response demonstrates a confused, yet discernible, understanding of various points of view on the issue(s) and the assigned task.	The defence of position is based on oversimplified assertions and/or questionable logic. Evidence is superficial, may not always be relevant, and may contain significant errors. The response demonstrates a confused, yet discernible, understanding of applicable social studies knowledge and the assigned task.	The writing is awkward and uneven but 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 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 response demonstrates a minimal understanding of various points of view on the issue(s) and the assigned task.	The defence of position is difficult to determine or little to no attempt is made to defend the position. Evidence, if present, is minimal, may be marginally relevant, and/or contains significant errors. The response demonstrates a minimal understanding of applicable social studies knowledge and the assigned task.	The writing is unclear and disorganized. Ineffective stylistic choices may contribute to the creation of an unsuitable voice. Vocabulary is ineffective and/or incorrect. The writing demonstrates a lack of control of sentence construction, grammar, and mechanics. Errors impede communication.
Insufficient INS	Insufficient is a special category. It is not an indicator of quality. It is assigned to responses that are off topic, do not contain a discernible attempt to address the task, or are too brief to assess in any scoring category.		