

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)	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 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 student demonstrates a confident 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, logical arguments. Evidence is specific and accurate, and errors, if present, do not detract from the response. The student demonstrates a thorough and perceptive understanding of applicable social studies knowledge and the assigned task.	The writing is fluent and purposefully 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 specific and accurate. Analysis is appropriate and purposeful but may contain minor misconceptions. The student 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 appropriate, but may contain some minor factual errors. The student demonstrates a clear understanding of applicable social studies knowledge and the assigned task.	The writing is logical and clearly organized. Appropriate stylistic choices may contribute to the creation of a distinct voice. Vocabulary is specific. The writing frequently demonstrates effective control of sentence construction, grammar, and mechanics. Errors do not detract from communication.
Satisfactory S	Exploration of the issue(s) is valid but general and may contain misconceptions. Analysis is general and straightforward. The student 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 incompletely developed. The evidence may contain errors. The student demonstrates an acceptable understanding of applicable social studies knowledge and the assigned task.	The writing is generally clear and functionally organized. Basic stylistic choices may contribute to the creation of a voice that is adequate. 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 limited and overgeneralized or redundant, but discernible. The student may demonstrate 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 and may not always be relevant. The evidence may contain significant errors. The student demonstrates a confused, yet discernible, understanding of applicable social studies knowledge and the assigned task.	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 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) and the assigned task.	The defence of position taken is difficult to determine or little to no attempt is made to defend it. Evidence, if present, is incomplete and/or marginally relevant. Significant errors in content are frequent. The student demonstrates a minimal understanding of applicable social studies knowledge and the assigned task.	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.
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.		