

	EXPLORATION AND ANALYSIS (8)	DEFENCE OF POSITION (8)	COMMUNICATION (4)
FOCUS	When marking Exploration and Analysis, the marker considers - 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 considers - 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 considers - organization and coherence - contribution of stylistic choices to the creation of voice (sentence variety and word choice) - vocabulary (specificity and accuracy) - sentence construction (clarity, completeness) - grammar and mechanics (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 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. 8	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. 8	The writing is fluent and effectively organized. Effective stylistic choices may contribute to an engaging voice. Vocabulary is precise. The writing demonstrates confident control of sentence construction, grammar, and mechanics. Errors if present are inconsequential. 4
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) and the assigned task. 6,4	The defence of position is based on one or more sound arguments. Evidence is appropriate, but it may contain some minor factual errors. The student demonstrates a clear understanding of applicable social studies knowledge and the assigned task. 6,4	The writing is logical and clearly organized. Appropriate stylistic choices may contribute to a distinct voice. Vocabulary is specific. The writing frequently demonstrates effective control of sentence construction, grammar, and mechanics. Errors do not detract from communication. 3,2
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) and the assigned task. 4,8	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. 4,8	The writing is generally clear and functionally organized. Basic stylistic choices may contribute to an adequate voice. Vocabulary is adequate. The writing demonstrates basic control of sentence construction, grammar, and mechanics. Errors do not seriously interfere with communication. 2,4
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) and the assigned task. 3,2	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. 3,2	The writing is uneven and incomplete but is discernibly organized. Awkward stylistic choices may contribute to an unconvincing and/or inappropriate voice. The vocabulary is imprecise and/or inappropriate. The writing demonstrates a faltering control of sentence construction, grammar, and mechanics. Errors hinder communication. 1,6
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. 1,6	The defence 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 demonstrates a minimal understanding of applicable social studies knowledge and the assigned task. 1,6	The writing is unclear and disorganized. Ineffective and/or inappropriate stylistic choices may contribute to 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. 8
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.		