

Social 10-1 Minor Writing Assignment Guide

Top 20 Tips & Rules for Writing Diploma Written Responses

1. **PLAN! PLAN! PLAN!** If you believe that you can successfully write without planning, you are living in a Dream World.
 - A. **Read the topic carefully. Make sure that you focus on the topic. A common error** is make reference to one entity such as the "the country" or "the government" when the topic is about **all** nations or governments.

For example:

WRONG: It brings stability to **the country**. (Which of the world's 200 + countries are you referring to? What is it?)

RIGHT: **Rule of law** creates stability in **liberal democracies**.

WRONG: **They** help choose people who should **run the country**.

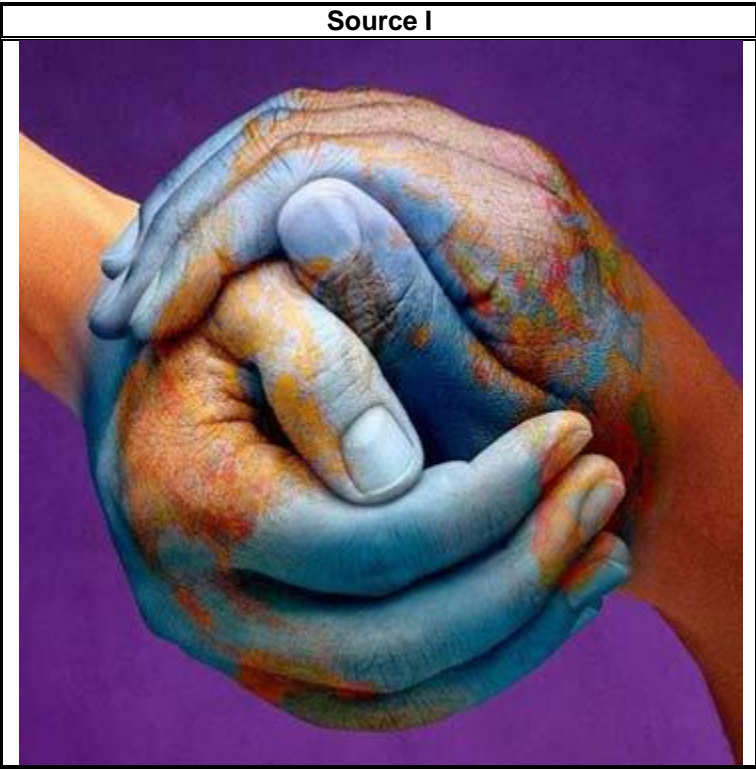
RIGHT: **Elections** allow voters to choose who will **govern in a liberal democracy**.

2. **STICK TO THE FACTS AND EVIDENCE. Opinions and emotions are not facts or evidence.**
 - a. For example: It is not fair when governments treat poor people like dirt. Canadians are happy with their government.
3. **PROOF READ** your essay before handing it in. Spelling and grammar checkers are far from perfect.
4. Your essay **must** be double-spaced in 10 or 12 pt. Arial or Verdana type.
5. As a **RULE of THUMB**, **most students** who write a sentence of more than 14-16 words will **most likely** have written a sentence that is grammatically incorrect.

The appearance of three or more the following errors in your essay will **most likely** result in a Quality of Language and Expression score of 3 or less since they can be easily avoided.

6. **BE SPECIFIC. SAY WHAT YOU MEAN.** Diploma Exam markers cannot read your mind and nor can I.
7. **DO NOT USE FIRST OR SECOND PERSON.** Period. End of Story. That means NO "I", "you", "we", "me", "your," "our," or "us" **EXCEPT** when stating a position. (e.g. I firmly believe that ...)
8. **DO NOT** abbreviate words.
9. **DO NOT** use contractions.
10. **DO NOT** mix past and present tenses.
11. **Avoid at all costs** beginning sentences with vague words such as "It" or "They". **Avoid** the use of "also" to begin a sentence.
12. **DO** refer to a nation or government (singular) as "it" but **NOT** "they" which is plural.
13. **DO NOT** use slang or common expressions to express an idea.
 - For example: **The people were treated like dirt.**
 - **DO USE** formal language. (The people had few if any rights.)
14. **DO NOT** use useless or obvious phrases such as "This paragraph is about...", OR "These case studies show that..." OR "I am going to prove such-and-such and use evidence."
15. **NEVER** state, "I have proven that..." or "This proves that..." **DO** state, "These facts are evidence that/of..."
16. **DO NOT MIX PLURAL and SINGULAR:** "Citizens thought they (plural) were a good leader." **DO WRITE:** "Citizens thought he or she was a good leader."
17. **Avoid the use of the word show** **Do use** words or phrases such as demonstrate, are evidence that/of, and illustrate. ("These facts demonstrate that...")
18. **DO NOT** use or refer to Dictionary definitions. Use your social studies knowledge and definitions.
19. **Get it right** when using "its" and "it's." You will **NEVER USE "it's"** in an essay if you follow these rules because **it is** a contraction.
20. **Get it right** when using "their" and "there".

What perspective(s) do each of the two sources present and what relationship or relationships exist among the sources?



Source II

“If you're totally illiterate and living on one dollar a day, the benefits of globalization never come to you.”

Jimmy Carter (Former President of the United States of America)

Minor Response Planning Worksheet

TITLE: The Title Should Be The Question That You Are Asked To Respond To.

What perspective(s) do each of the two sources present and what relationship or relationships exist among the sources?

Plan Your Response in Point Form

Interpreting (Analyzing) Source 1

Identify the Source's perspective: (pro-globalization or anti-globalization)

Identify the values associated with the perspective (e.g. Free trade)

Identify the purpose and/or message indicated by the source:

Identify examples of individuals, groups or organizations that share this perspective:

Interpreting (Analyzing)Source 2

Identify the Source's perspective: (Pro-globalization or anti-globalization)

Identify the values associated with the perspective (e.g. Free trade)

Identify the purpose and/or message indicated by the source:

Identify examples of individuals, groups or organizations that share this perspective:

Identifying Relationships- Consider the following

Do all the sources SHARE a perspective or are they OPPOSING perspectives?

Do all the sources reveal the conflicting forces that shape/create an issue?

Do all the sources reveal possible solutions to an issue?

Paragraph 1

First/Topic Sentence: Identify the perspective. **For example:** The Source One image reflects the perspective of a(n) _____.

1) Your First/Topic Sentence:

2) Values:

3) Purpose and/or Message (Use two sentences if necessary) :

4) Evidence (Use two sentences if necessary):

5) Concluding Sentence(s) (You may wish to identify examples of individuals, groups or organizations that share this perspective

Your Concluding Sentence or Sentences:

Paragraph 2

First/Topic Sentence: Identify the perspective. **For example:** The Source Two quotation is a statement that indicates the author is most likely holds the views of a(n) _____.

1) Your First/Topic Sentence:

2) Values:

3) Purpose and/or Message (Use two sentences if necessary) :

4) Evidence (Use two sentences if necessary):

5) Concluding Sentence(s) (You may wish to identify examples of individuals, groups or organizations that share this perspective

Your Concluding Sentence or Sentences:

Paragraph 3 – Identifying Relationships

First/Topic Sentence: Identify whether the sources are shared perspectives or opposing perspectives.

1) Your First/Topic Sentence:

2) Identify a similarity or difference (Use two sentences if necessary):

3) Identify another similarity or difference (Use two sentences if necessary):

4) Issue shaped/Created (Use two sentences if necessary):

5) Concluding Sentence(s): Summarize the relationship and/or issues that the sources reflect.

Interpretation of Sources – 5 Marks x2 = 10 Marks

When marking Interpretation of Sources, markers should consider how effectively the student

- Interprets and explains each source to identify perspective(s)
- Explains the linkages between the principles of pro-globalization and anti-globalization for each source

NOTE: Students are expected to address **ALL** sources. Students may present their interpretations and linkages in holistic or linear fashion.

Excellent (E) 5	Interpretation of the source is sophisticated, insightful and precise. Linkages to the principles of pro-globalization and anti-globalization are accurate, perceptive and comprehensive.
Proficient (Pf) 4	Interpretation of the source is sound, specific and adept. Linkages to the principles of pro-globalization and anti-globalization are consistent, logical and capably developed.
Satisfactory (S) 3	Interpretation of the source is adequate, straightforward and conventional. Linkages to the principles of pro-globalization and anti-globalization are relevant and developed in a generalized fashion.
Limited (L) 2	Interpretation of the source is incomplete and/or vague. Linkages to the principles of pro-globalization and anti-globalization may be incomplete, superficial and imprecise.
Poor (P) 1	Interpretation of the source is minimal, inaccurate or simply copied from the source. Linkages to the principles of pro-globalization and anti-globalization are disjointed, irrelevant and demonstrate little or no understanding of the assigned task.

Identification of Relationships – 5 Marks x 2 = 10 Marks

When marking Identification of Relationships, markers should consider how effectively the student

- Identifies and explains the relationship(s) that exist among the sources
- Supports the relationship(s) with evidence drawn from the sources and Social Studies

Excellent (E) 5	Relationship(s) are accurately and perceptively identified and explained. Support is precise and astutely chosen.
Proficient (Pf) 4	Relationship(s) are clearly and capably identified and explained. Support is specific and well chosen, but may contain some minor errors.
Satisfactory (S) 3	Relationship(s) are generally and adequately identified and explained. Support is relevant but may contain some errors and/or extraneous detail.
Limited (L) 2	The identification and explanation of relationship(s) is superficial and of questionable accuracy. Support is simplistic, lacks validity and/or is inappropriately chosen. Errors are significant.
Poor (P) 1	The identification and explanation of relationship(s) is minimal. Support is largely a restatement of the sources, irrelevant and/or absent.

Quality of Communication 5 Marks

When marking Quality of Communication the markers should consider the student's

- Vocabulary (including use of Social Studies terminology)
- Sentence structure and organization
- Mechanics and grammar

Note: Students are expected to use paragraph form for the responses. Consider the proportion of error in terms of the complexity and length of the response.

Excellent (E) 5	Vocabulary is precise and deliberately chosen. Sentence structure is controlled and sophisticated. Ideas are judiciously organized. The writing demonstrates skilful control of mechanics and grammar.
Proficient (Pf) 4	Vocabulary is appropriate and specific. Sentence structure is controlled and effective. Ideas are purposely organized. The writing demonstrates capable control of mechanics and grammar.
Satisfactory (S) 3	Vocabulary is conventional and generalized. Sentence structure is conventional and generalized. Ideas are adequately organized. The writing demonstrates basic control of mechanics and grammar.
Limited (L) 2	Vocabulary is imprecise, simplistic and/or inappropriate. Sentence structure is awkward. Ideas are organized ineffectively. The writing demonstrates a faltering control of mechanics and grammar.
Poor (P) 1	Vocabulary is over generalized and/or inaccurate. Sentence structure is uncontrolled. Organization of ideas is haphazard or lacking. The writing demonstrates a profound lack of control of mechanics and grammar.