

Social 20-1 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 I



(Rally for Aid)

Source II

“All power within the state, nothing outside the state, nothing against the state.”
Anonymous

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

Paragraph 1- Interpretation and Analysis of Source 1

Identify the Source’s perspective: (nationalist, internationalist, or ultranationalist)

- MUST FIND EVIDENCE IN THE SOURCE TO BACK UP THE PERSPECTIVE

Identify the values associated with the perspective:

- FOR EACH VALUE, GIVE AN EXPLANATION OF WHY

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

- WHAT WAS THE PURPOSE FOR CREATING THIS SOURCE?
- WHAT REACTION WAS THE AUTHOR HOPING FOR WITH THIS SOURCE?

Paragraph 2- Interpretation and Analysis of Source 2

Identify the Source’s perspective: (nationalist, internationalist, or ultranationalist)

- MUST FIND EVIDENCE IN THE SOURCE TO BACK UP THE PERSPECTIVE

Identify the values associated with the perspective:

- FOR EACH VALUE, GIVE AN EXPLANATION OF WHY

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

- WHAT WAS THE PURPOSE FOR CREATING THIS SOURCE?
- WHAT REACTION WAS THE AUTHOR HOPING FOR WITH THIS SOURCE?

Paragraph 3- Identification and relationship

Identify what the main issue/question both sources are connected to:

Identify AND explain two similarities or differences that exist between source 1 and source 2

(Ex. Source 1 may differ or be similar from source 2 in perspective; use evidence contained in each source to explain how you know this is true)

Interpretation of Sources – 5 Marks x 2 = 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 nationalism, internationalism, and ultranationalism 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 nationalism, internationalism, and ultranationalism are accurate, perceptive and comprehensive.
Proficient (Pf) 4	Interpretation of the source is sound, specific and adept. Linkages to the principles of nationalism, internationalism, and ultranationalism are consistent, logical and capably developed.
Satisfactory (S) 3	Interpretation of the source is adequate, straightforward and conventional. Linkages to the principles of nationalism, internationalism, and ultranationalism 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 nationalism, internationalism, and ultranationalism 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 nationalism, internationalism, and ultranationalism 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.