

Social Studies 30–2 January 2019

Written-response Assignment II

ASSIGNMENT II

Value: 20% of the total examination mark
 Suggested time: 40–45 minutes
 Suggested word count range: 375 to 900 words

Write a response in which you must interpret **each** of the three sources on pages 6 and 7 and answer **both** questions on page 9.

Source I

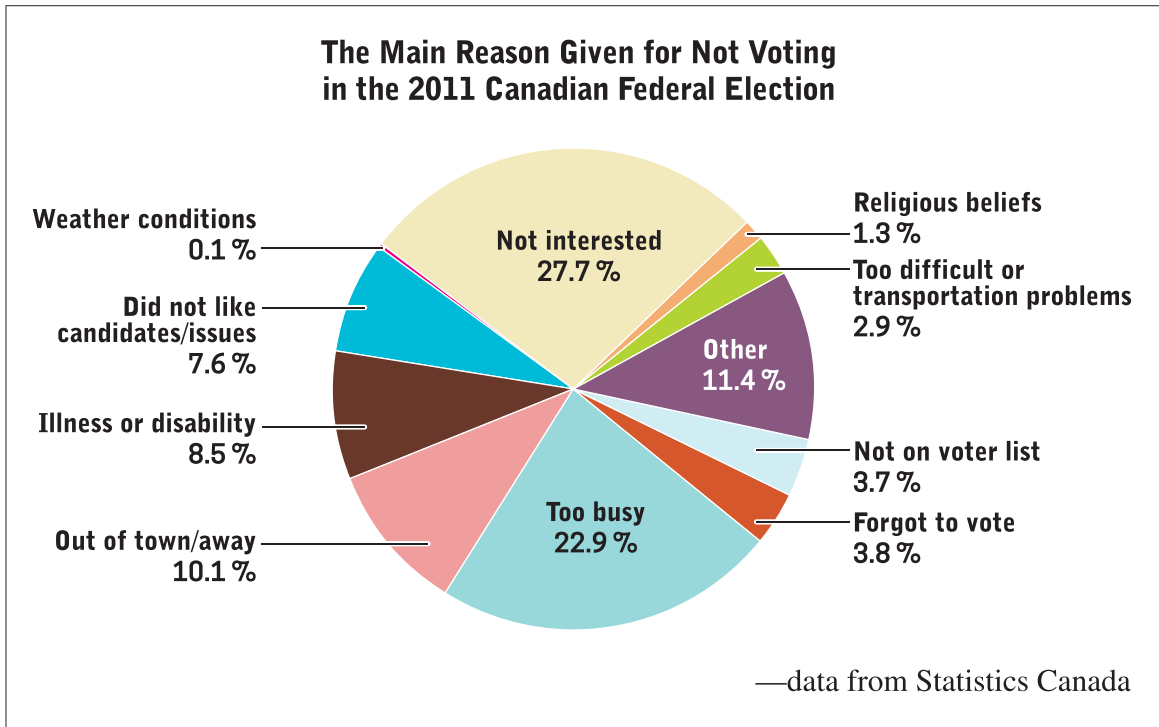


GERARD JULIEN/AFP/Getty Images

ISLAM = PEACE	FOR PEACE AND AGAINST TERRORISM	#not in my name	KEEP CALM. I'M MUSLIM NOT A TERRORIST	NOT IN MY NAME
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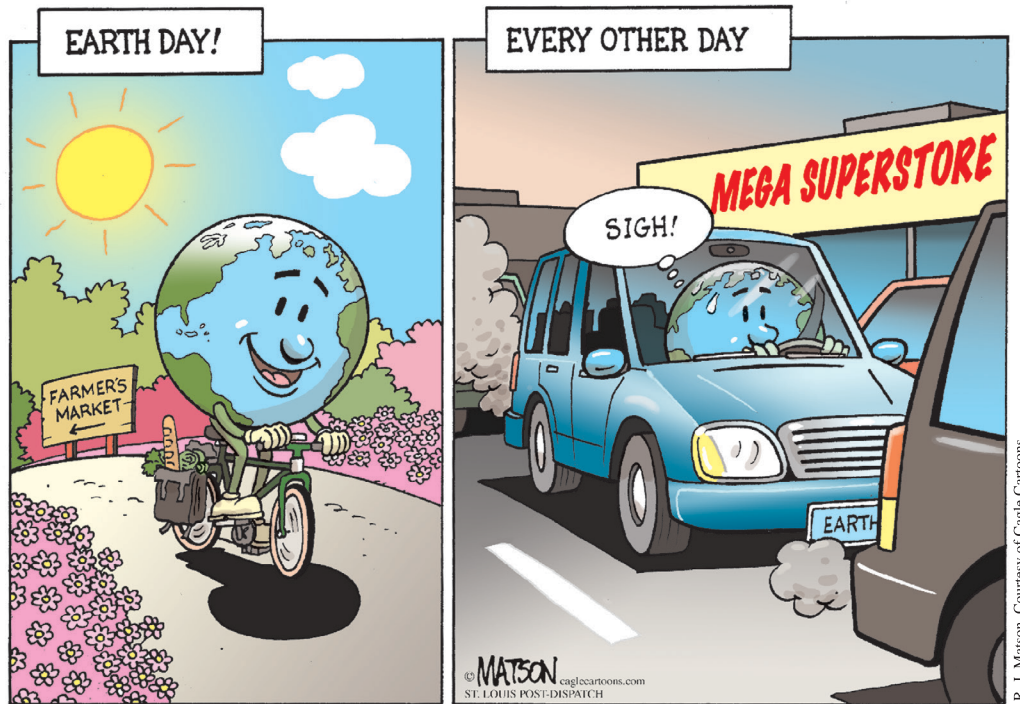
Madrid, Spain, January 11, 2015—Muslim women participate in a rally showing global support for the people of France following terrorist attacks in Paris in January 2015. The signs “#not in my name” and “NO EN MI NOMBRE” refer to a social media campaign by Muslims to condemn Islamic extremism.

Source II



Source II Data from Statistics Canada. “Reasons for Not Voting in the May 2, 2011 Federal Election.” *The Daily*, July 5, 2011. www.statcan.gc.ca/daily-quotidien/110705/dq110705a-eng.htm.

Source III



ASSIGNMENT II

Value: 20% of the total examination mark
Suggested time: 40–45 minutes
Suggested word count range: 375 to 900 words

What does each of the three sources presented on pages 6 and 7 communicate about the role of individuals in society?

AND

Considering the sources presented on pages 6 and 7, what do you think should be the role of individuals in society?

Write a response in which you **must**

- **interpret each** source to **identify** what the source tells you about the role of individuals in society
- **explain** and **defend** your position on what the role of individuals in society should be
- **support** your interpretations and position by referring to the sources and to your understanding of social studies

Reminders for Writing

- **Remember** that you must answer both questions
- **Organize** your response
- **Proofread** your response

Scoring categories and scoring criteria for 2019–2020 Assignment II

INTERPRETATION OF SOURCES (8 marks)

When marking **Interpretation of Sources**, the marker will consider the:

- quality of the interpretation of each source
- quality of evidence drawn from the sources
- quality of evidence drawn from knowledge of social studies
- understanding of the assigned task

<p>Excellent E</p>	<p>Interpretations are insightful, comprehensive, and address all sources. 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.</p>
<p>Proficient Pf</p>	<p>Interpretations are specific and accurate but may not address all sources. Evidence is relevant and appropriate, but may contain some minor factual errors. The student demonstrates a clear understanding of applicable social studies knowledge and the assigned task.</p>
<p>Satisfactory S</p>	<p>Interpretations are valid but general and may contain minor misconceptions. Interpretations may not address all sources. Evidence is relevant, but general, may be incompletely developed, and/or contains minor errors. The student demonstrates an acceptable understanding of applicable social studies knowledge and the assigned task.</p>
<p>Limited L</p>	<p>Interpretations are overgeneralized and may contain substantial misconceptions. Evidence is superficial, may not always be relevant, and may contain significant errors. The student may demonstrate a confused, yet discernible, understanding of applicable social studies knowledge and the assigned task.</p>
<p>Poor P</p>	<p>Interpretations are mistaken or irrelevant. Evidence, if present, is incomplete and/or marginally relevant and frequently contains significant errors. The student demonstrates a minimal understanding of applicable social studies knowledge and the assigned task.</p>
<p>Zero Z</p>	<p>Zero is assigned to a response that fails to meet the minimum requirements of the Poor category.</p>

DEFENCE OF POSITION (8 marks)

When marking **Defence of Position**, the marker will consider the:

- 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

Excellent E	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.
Proficient Pf	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.
Satisfactory S	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.
Limited L	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.
Poor P	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.
Zero Z	Zero is assigned to a response that fails to meet the minimum requirements of the Poor category.

COMMUNICATION (4 marks)

- When marking **Communication**, the marker will consider the:
- 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 applied when awarding a mark for **Communication**.

Excellent E	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	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	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	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	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.
Zero Z	Zero is assigned to a response that fails to meet the minimum requirements of the Poor category.

Examples of Students' Writing with Rationales—Satisfactory

Social Studies 30–2, January 2019
Assignment II Responses
Example Scored Satisfactory (S)

What is the Role of Individuals in society?

Source I shows muslim Women participating in a rally to show global support for the people of France during the terror attacks in 2015. The signs shown in the source shows that these women are proud to be Muslim but are against the extremist actions taken by terrorists. This source communicates that the role by individuals in society is to show support to those in need, and stand up to what you believe in. The source is promoting muslims, and how their religion is not what is expressed during acts of terror, that create a bad name for other muslims that are productive members of society.

Source II is a chart on different reasons that people didn't vote in 2011 during the federal election. 27.7% of people didn't vote because they had no interest in voting or having a say in who gets elected into the house of commons. This source promotes voting because as younger people start to each eligible voting age, fewer people are going to vote. Most of them saying that they are to busy or are just not interested in voting because the feel that their vote won't matter. The source communicates the role role of individuals in society is to participate in elections, by voting and having a say in who will represent you in the house of commons.

Source III is illustrating the importance of protecting the earth and reducing greenhouse gas emissions. The first illustration shows that on earth day people are conservative with the emissions that they put t, and the earth is overall a cleaner place for that day.

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Whereas the second illustration shows the earth as a dirty place where people are not conservative, and people put everyday activities in front of taken a few extra minutes to consider that emissions they put out. The source is showing that the role of individuals is to protect the earth and be active in reducing emissions to keep the earth clean for a long time.

I feel that the role of Individuals is to be active in government, and particip[ating in elections. Many people complain about what they feel would be best for the country, so I believe that if you have an idea that would benefit the country you should vote, to choose who will represent you on the provincial and even the federal level in government. Also believe that if you want a change to occur, you should run for government so you can make changes that benefit canada. People who don't take an active role in government often complain about issues that they have. If you have issues, you should take an active role in government to get our issues heard, and resolved.

EXAMPLE RESPONSE—Satisfactory

SCORING CRITERIA	RATIONALE	SCORE
<p>Interpretation of Sources (S)</p> <ul style="list-style-type: none"> • Interpretations are valid but general and may contain minor misconceptions. • Interpretations may not address all sources. • Evidence is relevant, but general, may be incompletely developed, and/or contains minor errors. • The student demonstrates an acceptable understanding of applicable social studies knowledge and the assigned task. 	<p>Interpretations are valid but general, as seen in “The signs shown in the source shows that these women are proud to be Muslim but are against the extremist actions taken by terrorists. This source communicates that the role by individuals in society is to show support to those in need, and stand up to what you believe in.”</p> <p>The student’s evidence is relevant, but general, as seen in “The first illustration shows that on earth day people are conservative with the emissions that they put t, and the earth is overall a cleaner place for that day.” and “The source is showing that the role of individuals is to protect the earth and be active in reducing emissions to keep the earth clean for a long time.”</p> <p>An acceptable understanding of applicable social studies knowledge and the assigned task is demonstrated by “This source promotes voting because as younger people start to each eligible voting age, fewer people are going to vote. Most of them saying that they are to busy or are just not interested in voting because the feel that their vote won’t matter. The source communicates the role role of individuals in society is to participate in elections, by voting and having a say in who will represent you in the house of commons.”</p>	<p>S</p>

SCORING CRITERIA	RATIONALE	SCORE
<ul style="list-style-type: none"> 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. 	<p>Examples of adequate arguments used for defence include “I feel that the role of Individuals is to be active in government, and participating in elections. Many people complain about what they feel would be best for the country, so I believe that if you have an idea that would benefit the country you should vote, to choose who will represent you on the provincial and even the federal level in government.”</p> <p>Relevant but general and incompletely developed evidence is shown in “People who don’t take an active role in government often complain about issues that they have. If you have issues, you should take an active role in government to get our issues heard, and resolved.”</p> <p>An acceptable understanding of applicable social studies knowledge and the assigned task is demonstrated in “Also believe that if you want a change to occur, you should run for government so you can make changes that benefit canada.”</p>	<p>S</p>

SCORING CRITERIA	RATIONALE	SCORE
<p>Communication of Ideas (S)</p> <ul style="list-style-type: none"> • 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. 	<p>The student’s writing is generally clear and functionally organized into four paragraphs.</p> <p>Basic stylistic choices, such as “Many people complain about what they feel would be best for the country, so I believe that if you have an idea that would benefit the country you should vote, to choose who will represent you on the provincial and even the federal level in government,” contribute to the creation of an adequate voice.</p> <p>Vocabulary is adequate, as seen in “promoting,” “everyday activities,” and “active role.”</p> <p>Basic control of sentence construction, grammar, and mechanics is evident in “Source III is illustrating the importance of protecting the earth and reducing greenhouse gas emissions.”</p> <p>Errors, such as “the role role of,” do not seriously interfere with communication.</p>	<p style="text-align: center;">S</p>

Examples of Students' Writing with Rationales—Proficient

Social Studies 30–2, January 2019
Assignment II Responses
Example Scored Proficient (Pf)

In source one we are shown an image from a support rally that took place in Madrid, Spain. The Muslim women shown in the source were supporting those affected by the terrorist attacks in Paris, France in January 2015. By the text written on their posters one would infer that they are not supportive of Islamic extremist behaviour. This source shows that the role of the individual is to be engaged. These women show that it is okay to be passionate when it comes to one's beliefs. They are engaged citizens because even though they are in a different country than where the event happened they are still there ready to stand up for what they believe in and to provide global support. It is important to be an engaged citizen because if you don't speak up on issues that are important to you no change will ever be made, another example of this is the First Nations/Aboriginal movement 'Idle No More'.

In source two we are shown a circle graph with data from Statistics Canada. The data shown provides insight on why Canadians do not participate in federal elections. The largest two categories on the circle graph are 'not interested' at 27.7% and 'too busy' at 22.9%. This is concerning. That means 50.6% of people surveyed didn't vote in the election because they couldn't be bothered to give up twenty minutes of their day for something that only happens every four years. Throughout history and even in some countries today, people had little voice on their country's leadership or where they lie on the social and economic spectrum. Examples of this are, Stalin's USSR, Nazi Germany or North Korea today. This source shows us that it is important to be active citizens in our society. It is important to use our voice and not take for granted the freedoms that we have here in Canada.

In source three we are shown a political cartoon. It pokes fun at the fact that we only love and care for our planet on Earth day. This source shows us that each and everyone of us need to be

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more responsible when it comes to the treatment of our planet. We as humans, especially those in prosperous countries, have an awful tendency to take what we have for granted; if we were all more responsible beings and took care of the beautiful planet we have everyone everywhere would be able to reap the rewards.

I believe that we all should strive to be active, engaged and responsible citizens, especially when it comes to one's personal beliefs. I believe that if you care about something strongly you should own it! You should be loud and proud if it is something truly important to you. I also believe that we should not take what we have for granted. We shouldn't take our rights and freedoms for granted, we may have been born with them but many people have to fight for their's everyday. We should be active when it comes to our role in government because we are lucky to have it. Lastly I believe that we should treat our planet with great respect. People today continuously take until there is nothing left, we cannot be greedy. We are destroying our planet so we can benefit from its resources and deem ourselves successful. We only have one earth, we cannot wreck it for selfish economic gain.

EXAMPLE RESPONSE—Proficient

SCORING CRITERIA	RATIONALE	SCORE
<p>Interpretation of Sources (Pf)</p> <ul style="list-style-type: none"> • Interpretations are specific and accurate but may not address all sources. • Evidence is relevant and appropriate, but may contain some minor factual errors. • The student demonstrates a clear understanding of applicable social studies knowledge and the assigned task. 	<p>The student’s interpretations are specific and accurate; for example, “This source shows us that each and everyone of us need to be more responsible when it comes to the treatment of our planet. We as humans, especially those in prosperous countries, have an awful tendency to take what we have for granted; if we were all more responsible beings and took care of the beautiful planet we have everyone everywhere would be able to reap the rewards.”</p> <p>Evidence is relevant and appropriate, as seen in “Throughout history and even in some countries today, people had little voice on their country’s leadership or where they lie on the social and economic spectrum. Examples of this are, Stalin’s USSR, Nazi Germany or North Korea today. This source shows us that it is important to be active citizens in our society. It is important to use our voice and not take for granted the freedoms that we have here in Canada.”</p> <p>The student demonstrates a clear understanding of applicable social studies knowledge and the assigned task in “By the text written on their posters one would infer that they are not supportive of Islamic extremist behaviour. ... It is important to be an engaged citizen because if you don’t speak up on issues that are important to you no change will ever be made, another example of this is the First Nations/Aboriginal movement ‘Idle No More’.”</p>	<p style="text-align: center; font-size: 2em;">Pf</p>

SCORING CRITERIA	RATIONALE	SCORE
<p>Defence of Position (Pf)</p> <ul style="list-style-type: none"> The defence of position is based on one or more adequate 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. 	<p>The defence of position is based on sound arguments, as shown in “We shouldn’t take our rights and freedoms for granted, we may have been born with them but many people have to fight for their’s everyday. We should be active when it comes to our role in government because we are lucky to have it.”</p> <p>Appropriate evidence is seen in “Lastly I believe that we should treat our planet with great respect. People today continuously take until there is nothing left, we cannot be greedy. We are destroying our planet so we can benefit from its resources and deem ourselves successful. We only have one earth, we cannot wreck it for selfish economic gain.”</p> <p>The student demonstrates a clear understanding of applicable social studies knowledge and the assigned task in “I believe that we all should strive to be active, engaged and responsible citizens, especially when it comes to one’s personal beliefs. I believe that if you care about something strongly you should own it! You should be loud and proud if it is something truly important to you.”</p>	<p style="text-align: center;">Pf</p>

SCORING CRITERIA	RATIONALE	SCORE
<p>Communication of Ideas (Pf)</p> <p>The writing is logical and clearly organized.</p> <p>Appropriate stylistic choices may contribute to the creation of a distinct voice.</p> <p>Vocabulary is specific.</p> <ul style="list-style-type: none"> • The writing frequently demonstrates effective control of sentence construction, grammar, and mechanics. • Errors do not detract from communication. 	<p>The student’s writing is logically and clearly organized into four paragraphs.</p> <p>Appropriate stylistic choices contribute to the creation of a distinct voice; for example, “I believe that if you care about something strongly you should own it! You should be loud and proud if it is something truly important to you.”</p> <p>Vocabulary is specific, as seen in “insight,” “social and economic spectrum,” and “continuously.”</p> <p>The student’s writing frequently demonstrates effective control of sentence construction, grammar, and mechanics, as seen in “That means 50.6% of people surveyed didn’t vote in the election because they couldn’t be bothered to give up twenty minutes of their day for something that only happens every four years.”</p> <p>Errors such as “everyday” do not detract from communication.</p>	<p>Pf</p>

Examples of Students' Writing with Rationales—Excellent

Social Studies 30–2, January 2019
Assignment II Responses
Example Scored Excellent (E)

In source one, there is an image of Muslim women participation in a rally taking place in Madrid following the terrorist attacks in Paris in the January of 2015. In the image they are holding up posters and signs with quotes like “ISLAM=PEACE”, “#not in my name”, and so on. Clearly these women are protesting the stereotype that “all Muslims are terrorists” and are condemning Islamic extremism. It is evident that the source is suggesting that the role of individuals in society is to exercise their right to voice their opinion when they desire change. These women are trying to get their message across that their religion is one of peace and does not support the acts of terrorism made by Islamic extremists. Another example of this would be the civil rights movement in the US. People of the African American community protested and fought for their right to not only be treated as equals but to be treated as human which is similar to how these women are fighting to be seen as humans of peace rather than terrorists.

I believe the role of the individual in the source is to come together as a collective to fight for peace and equality. The women in the source are fulfilling their societal role by showing global support for the people of France following the Paris terrorist attacks while at the same time informing the world that Islam is a peaceful religion and most Muslims are not terrorists and should not be treated as such. I think what these women are doing is so very important because it is crushing stereotypes and negative labels while promoting world peace. It is no different than the Black Lives Matter movement where the black community

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came together to fight against violence and hate directed towards African Americans who just want peace and equality.

In the second source, there is a circle diagram titled “the main reason given for not voting in the 2011 Canadian Federal election”. The colored graph shows the different percentages for each reason Canadians did not vote in this specific election, not interested being the highest percentage. The source is clearly stating that the role of the individual is to participate in elections and stay up to date and engaged in political matters. As seen in the source, this is not the case considering 27.7% of people did not vote out of sheer disinterest, 3.8% forgot to vote, and 22.9% were too busy clearly implying that Canadians need to be pushed more when it comes to fulfilling their duties and roles as individual Canadian citizens. Relating to the Charter of Rights and Freedoms that gives Canadians the right to vote and have a voice in Canadian politics the source implies that there needs to be a bigger effort made by Canadians to participate in their duties.

I strongly believe that role of the individual is to participate in all elections, stay informed and up to date on political matters, and exercise their right to have an input of opinion on how the country is governed. It is super important that everyone votes so that the country can elect someone who will work in the best interest of the majority and can answer to the needs of what most of the population wants. The apathy shown by Canadians in the source is unacceptable and a change needs to be made for the good of society. I think Canada should

either find better ways to encourage people to participate and engage in elections and or make voting mandatory all together. An example of a way they could encourage individuals to vote would be to keep them informed and engaged starting at a young age and promoting elections and such in schools to keep them interested.

The third source is a cartoon picture split in half, one side labeled 'earth day!' and the other labeled "every other day". The image on the left is a cartoon of the globe riding a bike on a sunny day through a field of healthy trees and flowers. The image on the right is of the same globe driving a car on a smoggy day with a little speech bubble of the globe sighing. The source is criticizing the hypocrisy of individuals when it comes to environmental issues. Clearly The source is suggesting that the role of the individual is to take certain measures to insure the preservation of the environment which is obviously not the case in the cartoon. An example of this hypocrisy would be the environmental minister of Canada who is constantly pushing for Canadians to emit less yet drives a car to work everyday emitting harmful gases himself.

I believe the role of the individual in the source should be to take personal action to help preserve the environment. Living in a place such as Canada it is necessary to heat our homes and drive our vehicles, especially in the winter time but that does not mean small actions should not be made to emit less. I believe it is our duty to do everything we can in order to protect our environment so that we can preserve the earth long enough for generations after us to experience its

beauty. An example of this would be the World Wildlife Protection Organization, who aims at preserving and protecting wildlife from over hunting and habitat destruction.

EXAMPLE RESPONSE—Excellent

SCORING CRITERIA	RATIONALE	SCORE
<p>Interpretation of Sources (E)</p> <ul style="list-style-type: none"> • Interpretations are insightful, comprehensive, and address all sources. • 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. 	<p>The student’s interpretations are insightful and comprehensive, as seen in “The source is criticizing the hypocrisy of individuals when it comes to environmental issues. ...An example of this hypocrisy would be the environmental minister of Canada who is constantly pushing for Canadians to emit less yet drives a car to work everyday emitting harmful gases himself.”</p> <p>Evidence is specific and accurate, as demonstrated in “It is evident that the source is suggesting that the role of individuals in society is to exercise their right to voice their opinion when they desire change. ...Another example of this would be the civil rights movement in the US. People of the African American community protested and fought for their right to not only be treated as equals but to be treated as human which is similar to how these women are fighting to be seen as humans of peace rather than terrorists.”</p> <p>A perceptive understanding of applicable social studies knowledge and the assigned task is demonstrated in “The source is clearly stating that the role of the individual is to participate in elections and stay up to date and engaged in political matters.” and “Relating to the Charter of Rights and Freedoms that gives Canadians the right to vote and have a voice in Canadian politics the source implies that there needs to be a bigger effort made by Canadians to participate in their duties.”</p>	<p>E</p>

SCORING CRITERIA	RATIONALE	SCORE
<p>Defence of Position (E)</p> <ul style="list-style-type: none"> 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. 	<p>The defence of position is based on convincing and logical arguments, as seen in “The women in the source are fulfilling their societal role by showing global support for the people of France following the Paris terrorist attacks while at the same time informing the world that Islam is a peaceful religion and most Muslims are not terrorists and should not be treated as such. ...It is no different than the Black Lives Matter movement where the black community came together to fight against violence and hate directed towards African Americans who just want peace and equality.”</p> <p>Evidence is specific and accurate, as seen in “Living in a place such as Canada it is necessary to heat our homes and drives our vehicles, especially in the winter time but that does not mean small actions should not be mad to emit less.”</p> <p>A thorough and perceptive understanding of the applicable social studies knowledge and the assigned task is evident in “I strongly believe that the role of the individual is to participate in all elections, stay informed and up to date on political matters, and exercise their right to have an input of opinion on how the country is governed. ... The apathy shown by Canadians in the source is unacceptable and a change needs to be made for the good of society.”</p>	<p style="text-align: center;">E</p>

SCORING CRITERIA	RATIONALE	SCORE
<p>Communication of Ideas (E)</p> <ul style="list-style-type: none"> • 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. 	<p>The writing is fluent and purposely organized into six paragraphs.</p> <p>Effective stylistic choices contribute to the creation of an engaging voice, as seen in “I think what these women are doing is so very important because it is crushing stereotypes and negative labels while promoting world peace.”</p> <p>Precise vocabulary is seen in “exercise their right” and “hypocrisy.”</p> <p>The student’s writing demonstrates confident control of sentence construction, grammar, and mechanics; for example, “Clearly these women are protesting the stereotype that ‘all Muslims are terrorists’ and are condemning Islamic extremism.”</p> <p>Errors, such as “belive,” are inconsequential.</p>	<p>E</p>