

# A Supported Opinion Essay on Conflict

## The Task

Students were required to produce a written supported opinion essay about a conflict that they believe might affect their future. They were to identify an audience that they believe needs to learn about the conflict. The purpose for writing was to persuade the intended audience to accept the expressed opinion. The essay was to consider the causes and consequences of the conflict and/or an effective solution to it and to include supporting evidence drawn from a variety of sources.

To self-monitor their work, students were encouraged to participate in prewriting activities and to use feedback from peers and teachers.

Worksheets were provided to help students review the stages of the writing process and review different types of evidence. Copies of the worksheets are included in the Teacher Package, reproduced on pages 39–45 of this document.

## Expectations

This task gave students the opportunity to demonstrate achievement of the following selected expectations from three strands: Literature Studies and Reading, Writing, and Language.

*Students will:*

1. provide an introduction, body, and conclusion in written reports and short essays. [The task focused on the short essay.];

2. analyse information, ideas, and elements in texts to make inferences about meaning;
3. use specific evidence from a text to support opinions and judgements;
4. structure expository paragraphs using a topic sentence, supporting sentences to develop the topic, connecting words to link the sentences, and a concluding sentence;
5. use a single controlling idea and connecting words to structure a series of paragraphs;
6. select words and phrases appropriate to informal and formal styles, to suit the purpose and intended audience of oral and written work;
7. edit and proofread their own and others' writing, identifying and correcting errors according to the requirements for grammar, usage, spelling, and punctuation listed on pages 13 and 14 of the curriculum policy document;
8. identify sources of ideas, information, and quotations in writing and independent research projects.

## Prior Knowledge and Skills

To complete this task, students were expected to have some knowledge or skills relating to the following:

- identifying main ideas and supporting details in literary and informational texts;
- stating an opinion and supporting it with specific evidence from a text;

- making judgements and drawing conclusions about ideas in written materials on the basis of evidence;
- organizing ideas and information in paragraph and essay format;
- using the stages of the writing process;
- using a dictionary and a thesaurus when writing;
- contributing and working constructively in groups;
- comparing their work against task-specific rubrics.

*For information on the process used to prepare students for the task, and on the materials and resources required, see the Teacher Package, reproduced on pages 39–45 of this document.*

**Task Rubric – A Supported Opinion Essay on Conflict**

<b>Expectations*</b>	<b>Criteria</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>Knowledge/Understanding</b>					
<b>The student:</b>					
1	<ul style="list-style-type: none"> <li>– demonstrates knowledge/understanding of the structural elements of essay form (introduction, body, conclusion)</li> </ul>	<ul style="list-style-type: none"> <li>– demonstrates limited knowledge/understanding of the structural elements of the essay form</li> </ul>	<ul style="list-style-type: none"> <li>– demonstrates some knowledge/understanding of the structural elements of the essay form</li> </ul>	<ul style="list-style-type: none"> <li>– demonstrates considerable knowledge/understanding of the structural elements of the essay form</li> </ul>	<ul style="list-style-type: none"> <li>– demonstrates thorough knowledge/understanding of the structural elements of the essay form</li> </ul>
<b>Thinking/Inquiry</b>					
<b>The student:</b>					
2, 3	<ul style="list-style-type: none"> <li>– analyses the significance of one or more aspects of conflict (causes, consequences, solutions)</li> <li>– supports an opinion with specific, relevant evidence</li> </ul>	<ul style="list-style-type: none"> <li>– expresses an opinion, giving a superficial and/or sketchy account of the significance of one or more aspects of a conflict</li> <li>– presents evidence that is limited in specificity and relevance</li> </ul>	<ul style="list-style-type: none"> <li>– expresses an opinion, giving a plausible but incomplete account of the significance of one or more aspects of a conflict</li> <li>– presents evidence that shows some specificity and relevance</li> </ul>	<ul style="list-style-type: none"> <li>– expresses an opinion, giving a perceptive and complete account of the significance of one or more aspects of a conflict</li> <li>– presents evidence that shows considerable specificity and relevance</li> </ul>	<ul style="list-style-type: none"> <li>– expresses an opinion, giving a thorough and insightful account of the significance of one or more aspects of a conflict</li> <li>– presents evidence that shows extensive specificity and relevance and that is often compelling</li> </ul>
<b>Communication</b>					
<b>The student:</b>					
4, 5, 6	<ul style="list-style-type: none"> <li>– uses paragraph elements effectively (topic sentence, supporting sentences, connecting words, concluding sentence)</li> <li>– uses a single controlling idea and effective connecting words</li> <li>– uses words/phrases appropriate to the purpose, audience, and style</li> </ul>	<ul style="list-style-type: none"> <li>– uses elements with limited effectiveness</li> <li>– uses several ideas, and connecting words that are limited in effectiveness</li> <li>– uses words/phrases with limited appropriateness</li> </ul>	<ul style="list-style-type: none"> <li>– uses elements with some effectiveness</li> <li>– uses a few ideas, and connecting words that are somewhat effective</li> <li>– uses words/phrases with some appropriateness</li> </ul>	<ul style="list-style-type: none"> <li>– uses elements with considerable effectiveness</li> <li>– uses a single idea, and connecting words that are generally effective</li> <li>– uses words/phrases with considerable appropriateness</li> </ul>	<ul style="list-style-type: none"> <li>– uses elements with a high degree of effectiveness</li> <li>– uses a single idea, and connecting words that are highly effective</li> <li>– uses words/phrases with a high degree of appropriateness</li> </ul>

Expectations*	Criteria	Level 1	Level 2	Level 3	Level 4
<b>Application</b>	<b>The student:</b>				
7, 8	<ul style="list-style-type: none"> <li>– uses required language conventions (spelling, punctuation, grammar) accurately and effectively</li> <li>– identifies sources of direct and indirect quotations and borrowed ideas and information</li> </ul>	<ul style="list-style-type: none"> <li>– uses language conventions with limited accuracy and effectiveness</li> <li>– identifies a few sources with limited accuracy</li> </ul>	<ul style="list-style-type: none"> <li>– uses language conventions with some accuracy and effectiveness</li> <li>– identifies some sources with some accuracy</li> </ul>	<ul style="list-style-type: none"> <li>– uses language conventions with considerable accuracy and effectiveness</li> <li>– identifies most sources with considerable accuracy</li> </ul>	<ul style="list-style-type: none"> <li>– uses language conventions with a high degree of accuracy and effectiveness</li> <li>– identifies all or almost all sources with a high degree of accuracy</li> </ul>

\* The expectations that correspond to the numbers given in this chart are listed on page 12.

*Note:* A student whose overall achievement at the end of a course is below level 1 (that is, below 50%) will not obtain a credit for the course.