

## REVIEW FOR UNIT ONE TEST - CIVICS

Of course, the best study technique is to devote your energies to our studies in class. To study is to merely review the things we've done, not try to learn them for the first time...!

### **Some major topics to review:**

- What are the key public offices at each level of government and what are their responsibilities?
- What is the political spectrum?
- Where do Canada's parties fit on the spectrum?
- What steps are involved in a bill becoming law?

### **The Test Format:**

- Your test will involve two short essay questions – you choose **one** to answer. While I am interested in hearing your views, you should focus on revealing your knowledge of our unit. Therefore, the more specific evidence and details you can provide, the more successful you will be. Do not assume your reader 'already knows' how politics works in Canada. Explain any processes or structures that you reference in your essay.

Remember that your essay should begin with an introduction, which stresses your main point. Continue with two to three body paragraphs, and then finish with a conclusion.

*Also, remember: see me for extra help, or pop by the Student Learning Centre for some guidance!*

*And YES – you may use any notes you've made this unit...! Just print them off and bring them in with you.*

CRITERIA	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
INTRODUCTION	Well-developed introduction engages the reader and creates interest. Contains detailed background information.	Introduction creates interest and sets the stage for essay.	Introduction adequately explains the background, but may lack detail.	Background details are a random collection of information, unclear, or not related to the topic.
<u>THESIS</u>	Thesis clearly states a significant and compelling position.	Thesis clearly states the position.	Thesis states the position.	Thesis is vague or unclear.
SUPPORTING EVIDENCE	Well-developed main points directly related to the thesis. Supporting examples are concrete and detailed. The narrative is developed with a consistent and effective point-of-view, showing the story in detail.	Three or more main points are related to the thesis, but one may lack details. The narrative shows events from the author's point of view using some details.	Three or more main points are present. The narrative shows the events, but may lack details.	Less than three main points, and/or poor development of ideas. The narrative is undeveloped, and tells rather than shows, the story.
CONCLUSION	Conclusion effectively wraps up and goes beyond restating the thesis.	Conclusion effectively summarizes topics.	Conclusion is recognizable and ties up almost all loose ends.	Conclusion does not summarize main points.
GRAMMAR, SPELLING, PUNCTUATION	Punctuation, spelling, capitalization are correct. No errors.	Punctuation, spelling, capitalization are generally correct, with few errors.	Three to four errors in punctuation, spelling, capitalization.	More than four errors in punctuation, spelling, capitalization
WRITING STYLE	Writing is smooth, skilful, coherent. Sentences are strong and expressive with varied structure. Diction is consistent and words well chosen.	Writing is clear and sentences have varied structure. Diction is consistent.	Writing is clear, but sentences may lack variety. Diction is appropriate.	Writing is confusing, hard to follow. Contains fragments and/or run-on sentences. Inappropriate diction.