

The Aristotle

- Marking Scheme -

General Quality of Response – Soundness of Argument:

Level 4	Level 3	Level 2	Level 1
A strong, well-articulated position, responding precisely and comprehensively to the topic and the reading, demonstrating excellent understanding and depth of thought; supported by compelling and logically sound arguments, analysis, and examples; anticipates and addresses problems and counter-arguments effectively	A clear position, responding competently and comprehensively to the topic and reading, demonstrating good understanding and some depth of thought; some claims may not be strongly supported, but this only slightly undermines the argument's overall quality; some success in anticipating and addressing problems and counter-arguments	Takes a position, but may not articulate it very clearly; responds in a general way to the topic and reading, showing broad understanding of major issues, but may address some aspects more effectively than others; support of main points is inconsistent, sometimes adequate, sometimes not; minimal anticipation of problems, counter-arguments	Position is unclear, or reflects partial understanding or some distortion of the topic and reading; minimal depth of thought; exhibits faulty logic and/or stereotypical or superficial thinking in some of its supporting arguments, analysis, and examples; little or no effort to anticipate and address problems and counter-arguments

Focus, Organization, and Development:

Level 4	Level 3	Level 2	Level 1
The paper reads very well, exhibiting command of focus, organization and development: its introduction draws the reader into the discussion, which presents a sustained and logical progression of ideas leading to an effective conclusion	The paper reads very well for the most part, showing control of focus, organization, and development, but its elements are not as well-managed as at the command level (e.g. the intro may be ineffective, the argument may not flow consistently, or the conclusion may be weak)	This paper reads well, showing some control of focus, organization, and development; it may rely to some extent on formulaic devices for its introduction, the management of its argument, or its conclusion, and it may wander or shift topics abruptly at times	This paper reads poorly, exhibiting a lack of control of focus and/or weak organizational and developmental patterns: may ramble, be repetitious, hard to follow in places, or locked into an organizational formula

Clarity of Expression:

Level 4	Level 3	Level 2	Level 1
This paper exhibits command of expression (word choice, tone, sentence structure, and sentence sense), grammar, punctuation, and mechanics; no errors, or at most a few minor ones	This paper exhibits control of expression, grammar, punctuation, and mechanics; some minor errors	This paper exhibits some control of expression, grammar, punctuation, and mechanics; may contain numerous errors, but they are not such that they interfere with the reader's understanding	This paper exhibits a lack of control of expression, grammar, punctuation, and mechanics; many and significant errors, some of which interfere with the reader's understanding or require the reader to supply meaning to make the text intelligible

Notes: Font must be 12-point font.

Essay must use double-spacing.

Submissions over 1500 words (including quotations) will be disqualified.

Sources must be referenced or essay will be disqualified.