**Grade 10 Humanities – Disparities Assessment**

**Task – Discuss the effectiveness of two different strategies that try to reduce disparities between countries.**

Your response will be in the form of an essay based on research that you conduct. Possible strategies to research include**; Debt Relief, Foreign Aid, Foreign Direct Investment, Export Processing Zones, Remittances, Micro-finance, and the promotion of Free Trade.**

You may include diagrams as part of your answer.

It is expected that a range of appropriate secondary sources will be used during the research stage. Students are expected to include in-text citations along with a reference list based on the APA convention to document these sources.

Where appropriate, students should include relevant examples to support their arguments in the main body of the essay.

The word limit is 1800.



**Essay scaffold**

This scaffold may help you to plan your essay. You may wish to add more paragraphs to the body to strengthen your arguments.

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| **Introduction** | 1. Write the context (What are disparities and why is it important to try to reduce them?) 2. Write your thesis statement (what will your essay show) |
| **First body paragraph**  What is the paragraph about? | Topic sentence:  Evidence or example:  Explanation: |
| **Second body paragraph**  What is the paragraph about?  \*Tip: This paragraph could support the view given in the first one but should use *a different key point.* | Topic sentence:  Evidence or example:  Explanation: |
| **Third body paragraph**  What is the paragraph about?  \*Tip: This paragraph could show the opposite of the first two | Topic sentence:  Evidence or example:  Explanation: |
| **Fourth body paragraph**  What is the paragraph about?  \*Tip: This paragraph could support paragraph 3, but should *use a different key point.* | Topic sentence:  Evidence or example:  Explanation: |
| **Conclusion** | Answer the question by referring to the main points you made. |

**Assessment Criteria – A, C & D**

| Level | A - Knowing & understanding | C - Communicating | D - Thinking critically |
| --- | --- | --- | --- |
| 1-2 | The student:  ii. demonstrates basic knowledge and understanding of content and concepts with minimal descriptions and/or examples. | The student:  ii. structures information and ideas according to the specified format in a limited way  iii. documents sources of information in a limited way. | The student:  ii. summarizes information to a limited extent to make arguments |
| 3-4 | The student:  ii. demonstrates adequate knowledge and understanding of content and concepts through satisfactory descriptions, explanations and examples. | The student:  ii. structures information and ideas in a way that is somewhat appropriate to the specified format  iii. sometimes documents sources of information using a recognized convention. | The student:  ii. summarizes information to make arguments |
| 5-6 | The student:  ii. demonstrates substantial knowledge and understanding of content and concepts through accurate descriptions, explanations and examples. | The student:  ii. structures information and ideas in a way that is mostly appropriate to the specified format  iii. often documents sources of information using a recognized convention. | The student:  ii. synthesizes information to make valid arguments |
| 7-8 | The student:  ii. demonstrates detailed knowledge and understanding of content and concepts through thorough, accurate descriptions, explanations and examples. | The student:  ii. structures information and ideas in a way that is completely appropriate to the specified format  iii. consistently documents sources of information using a recognized convention. | The student:  ii. synthesizes information to make valid, well-supported arguments |