

Grade 9 – Market Economy/Consumerism Written Response

**Your task:**

Consider the following three sources and write one paragraph **for each source** explaining what point the source is making, and comment on whether or not you agree and why. Lastly, in a single paragraph, respond to the following question: *Considering all three sources, and other examples from class, should the American government continue to have limited involvement in the economy?* (Four paragraphs total).

Source I



Source II



I work hard for my money and I should be allowed to decide what to do with it! If I decide I want to buy new things every week, then I should be able to. I'm helping others by shopping because it provides jobs for people at businesses. By choosing what I will buy, I influence what the companies are going to make. I am glad that I live in a country where I am free to make my own decisions.

Source III

"We must resist the idea that market forces are the best deciders of our nation's fate. We have seen, time and again, that consumers often only consider their own self-interest when making purchases, and at times the government must intervene to ensure citizens are protected from the very choices they value so highly."

-Economist

## Grade 9 Social Studies – Written Response 2009–2010 Scoring Guide

FOCUS	SIGNIFICANCE OF THE ISSUE (6 marks)	PERSONAL JUDGMENTS (10 marks)	SUPPORTING EVIDENCE (10 marks)	CLARITY OF COMMUNICATION (6 marks)
<b>Excellent</b> <b>E</b>	<p>When making the discussion of the <b>SIGNIFICANCE OF THE ISSUE</b> appropriate for the Grade 9 Social Studies writing assignment, the marker should consider the quality of the student's</p> <ul style="list-style-type: none"> <li>understanding of the <b>relevance of the issue</b> to citizenship, identity and/or quality of life in Canada</li> <li><b>acknowledgement</b> of alternative <b>viewpoints, perspectives, and/or values</b></li> </ul> <p>Skills and Processes: 9.S.1, 9.S.4, 9.S.8, 9.S.9*            Cross-references to specific <b>Skills and Processes</b> outcomes in the Grade 9 Social Studies Program of Studies (2007)</p> <ul style="list-style-type: none"> <li>The student's understanding of the relevance of the issue is insightful.</li> <li>The student acknowledges alternative viewpoints, perspectives, and/or values in a deliberate manner.</li> </ul>	<p>When marking <b>PERSONAL JUDGMENTS</b> appropriate for the Grade 9 Social Studies writing assignment, the marker should consider the quality of the student's</p> <ul style="list-style-type: none"> <li>exploration of the <b>chosen position or proposed solution</b> regarding the issue or problem</li> <li><b>arguments</b> related to the position or <b>ideas</b> regarding the solution presented</li> <li><b>awareness of the implications</b> of the position or solution advocated</li> </ul> <p>Skills and Processes: 9.S.1, 9.S.2, 9.S.3, 9.S.4, 9.S.8*            Cross-references to specific <b>Skills and Processes</b> outcomes in the Grade 9 Social Studies Program of Studies (2007)</p> <ul style="list-style-type: none"> <li>The student's exploration of the chosen position or proposed solution is perceptive.</li> <li>The arguments or ideas presented by the student are convincing, and essentially free of factual errors.</li> <li>The student demonstrates an astute awareness of the implications of the position or solution advocated.</li> </ul>	<p>When marking <b>SUPPORTING EVIDENCE</b> appropriate for the Grade 9 Social Studies writing assignment, the marker should consider the quality of the student's</p> <ul style="list-style-type: none"> <li>the student's <b>selection of evidence</b> relative to the issue</li> <li>the <b>depth, breadth, and accuracy of the evidence</b> provided</li> <li>the student's <b>integration and application of evidence</b> to the arguments or ideas presented</li> </ul> <p>Skills and Processes: 9.S.1, 9.S.2, 9.S.3, 9.S.4, 9.S.8*            Cross-references to specific <b>Skills and Processes</b> outcomes in the Grade 9 Social Studies Program of Studies (2007)</p> <ul style="list-style-type: none"> <li>The student has judiciously selected evidence pertinent to the issue.</li> <li>The evidence provided is precise and/or comprehensive, and essentially free of factual errors.</li> <li>The student has skillfully incorporated the evidence chosen in order to reinforce arguments or ideas presented.</li> </ul>	<p>When marking <b>CLARITY OF COMMUNICATION</b> appropriate for the Grade 9 Social Studies writing assignment, the marker should consider the quality of the student's</p> <ul style="list-style-type: none"> <li><b>organization and development</b> of the response</li> <li><b>correct and effective control of mechanics</b> (e.g., spelling, punctuation, capitalization) and <b>usage</b> (e.g., social studies terminology, subject-verb/pronoun-antecedent agreement, pronoun reference)</li> </ul> <p><b>Proportion of error to length and complexity of response must be considered.</b></p> <p>Skills and Processes: 9.S.8*            Cross-reference to a specific <b>Skills and Processes</b> outcome in the Grade 9 Social Studies Program of Studies (2007)</p> <ul style="list-style-type: none"> <li>The response is effectively focused and fluently developed.</li> <li>The quality of the writing is enhanced because it is essentially free of errors in usage and/or mechanics.</li> </ul>
<b>Proficient</b> <b>Pf</b>	<p>The student's understanding of the relevance of the issue is thoughtful.</p> <p>The student acknowledges alternative viewpoints, perspectives, and/or values in a straightforward manner.</p>	<p>The student's exploration of the chosen position or proposed solution is appropriate.</p> <p>The arguments or ideas presented by the student are considered.</p> <p>The student demonstrates a sensible awareness of the implications of the position or solution advocated.</p>	<p>The student has adeptly selected evidence significant to the issue.</p> <p>The evidence provided is specific and/or narrow in scope, and may contain occasional factual errors.</p> <p>The student has competently incorporated the evidence chosen in order to strengthen arguments or ideas presented.</p>	<p>The response is clearly focused and coherently developed.</p> <p>The quality of the writing is sustained because it contains only minor errors in usage and/or mechanics.</p>
<b>Satisfactory</b> <b>S</b>	<p>The student's understanding of the relevance of the issue is conventional.</p> <p>The student acknowledges alternative viewpoints, perspectives, and/or values in a straightforward manner.</p>	<p>The student's exploration of the chosen position or proposed solution is appropriate.</p> <p>The arguments or ideas presented by the student are predictable.</p> <p>The student demonstrates an adequate awareness of the implications of the position or solution advocated.</p>	<p>The student has generally selected evidence applicable to the issue.</p> <p>The evidence provided is general and/or narrow in scope, and may contain occasional factual errors.</p> <p>The student has sufficiently incorporated the evidence chosen in order to support arguments or ideas presented.</p>	<p>The response is functionally focused and logically developed.</p> <p>The quality of the writing is acceptable because lapses in usage and/or mechanics do not detract from overall clarity.</p>
<b>Limited</b> <b>L</b>	<p>The student's understanding of the relevance of the issue is incomplete.</p> <p>The student acknowledges alternative viewpoints, perspectives, and/or values in a superficial or ambiguous manner.</p>	<p>The student's exploration of the chosen position or proposed solution is vague and/or simplistic.</p> <p>The arguments or ideas presented by the student are imprecise and/or lacking.</p> <p>The student demonstrates a partial awareness of the implications of the position or solution advocated.</p>	<p>The student has selected evidence that is trivial or tenuously related to the issue.</p> <p>The evidence provided is inexact, contradictory, and/or mere reiteration of information studied or content contained in the test, and may contain frequent factual errors.</p> <p>The student has inconsistently incorporated the evidence chosen, which reduces the merit of arguments or ideas presented.</p>	<p>The response is weakly focused and uncertainly developed.</p> <p>The quality of the writing is reduced because it contains frequent errors in usage and/or mechanics.</p>
<b>Poor</b> <b>P</b>	<p>The student's understanding of the relevance of the issue is minimal.</p> <p>The student acknowledges alternative viewpoints, perspectives, and/or values in an abrupt or uninformed manner.</p>	<p>The student's exploration of the chosen position or proposed solution is confused and/or undeveloped.</p> <p>The arguments or ideas presented by the student are inaccurate and/or overgeneralized.</p> <p>The student demonstrates a questionable awareness of the implications of the position or solution advocated.</p>	<p>Evidence selected by the student, if present, is ineffective and/or tangentially related to the issue.</p> <p>The evidence, where provided, is scant, obscure, extraneous, and/or simply copied from the test, and may contain numerous and glaring factual errors.</p> <p>The student has haphazardly incorporated what evidence has been chosen, which does not validate any arguments or ideas presented.</p>	<p>The response is largely unfocused and unclearly developed.</p> <p>The quality of the writing is minimized because it contains numerous and glaring errors in usage and/or mechanics.</p>
<b>Insufficient</b> <b>INS</b>	<p>The marker can discern no evidence of an attempt to address the task presented in the assignment, or the student has written so little that it is not possible to assess <b>Significance of the Issue</b>.</p>	<p>The response has been awarded an <b>INS</b> for <b>Significance of the Issue</b>.</p>	<p>The response has been awarded an <b>INS</b> for <b>Significance of the Issue</b>.</p>	<p>The response has been awarded an <b>INS</b> for <b>Significance of the Issue</b>.</p>

**Note:** Personal Judgments and Supporting Evidence are weighted to be worth twice as much as the other scoring categories.

Student work must address the task presented in the assignment. Responses that are completely unrelated to the issue presented in the writing assignment will be awarded a score of **Insufficient**.