

**Significance of the Issue**

- Does the student recognize the importance of the issue or problem, its complexity, and its significance to citizens and/or residents of Canada?
- Has the student acknowledged that there are alternative viewpoints, perspectives, and/or values regarding the issue or problem that are held by individuals and/or groups whose perceptions conflict with those of the student?

**Personal Judgments**

- Has the student established a meaningful context for the chosen position or proposed solution?
- To what extent are the student's arguments or ideas based on logical reasoning and valid assumptions rather than on uninformed beliefs or unsubstantiated assertions?
- To what extent has the student considered the personal, social, economic, and/or political effect(s), outcome(s), and/or consequence(s) that may stem from adoption of the chosen position or application of the solution advocated?

**Supporting Evidence**

- Does the student select evidence (from the source information provided, from what has been studied in class, or from other valid sources) that is related to the issue or problem at hand?
- Has the student presented verifiable and factually accurate examples that are either examined in detail (depth) or drawn from a number of relevant instances or case studies (breadth)?
- How well has the student established a relationship between the evidence selected and the arguments or ideas presented?

**Clarity of Communication**

- Is the response clearly focused and does the student develop the arguments or ideas so that the reader can follow the student's reasoning from the beginning to the end of the response?
- To what extent does the student demonstrate control of conventions of language, including sentence construction, diction, grammar, and mechanics?

# Grade 9

# Social Studies

# Written Response

# 2009–2010 Scoring Guide

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

	SIGNIFICANCE OF THE ISSUE (5 marks)	PERSONAL JUDGMENTS (10 marks)	SUPPORTING EVIDENCE (10 marks)	CLARITY OF COMMUNICATION (5 marks)
<b>FOCUS</b>	<p>When marking 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>• <b>understanding</b> of the <b>relevance</b> of the <b>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>	<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</b> of the <b>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>	<p>When marking <b>SUPPORTING EVIDENCE</b> appropriate for the Grade 9 Social Studies writing assignment, the marker should consider the quality of</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</b> of the <b>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>	<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</b> control of <b>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>
<b>Excellent</b>  <b>E</b>	<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>	<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.</li> <li>• The student demonstrates an astute awareness of the implications of the position or solution advocated.</li> </ul>	<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>	<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>	<ul style="list-style-type: none"> <li>• The student's understanding of the relevance of the issue is thoughtful.</li> <li>• The student acknowledges alternative viewpoints, perspectives, and/or values in a purposeful manner.</li> </ul>	<ul style="list-style-type: none"> <li>• The student's exploration of the chosen position or proposed solution is sound.</li> <li>• The arguments or ideas presented by the student are considered.</li> <li>• The student demonstrates a sensible awareness of the implications of the position or solution advocated.</li> </ul>	<ul style="list-style-type: none"> <li>• The student has adeptly selected evidence significant to the issue.</li> <li>• The evidence provided is specific and/or elaborated, and contains few, if any, factual errors.</li> <li>• The student has competently incorporated the evidence chosen in order to strengthen arguments or ideas presented.</li> </ul>	<ul style="list-style-type: none"> <li>• The response is clearly focused and coherently developed.</li> <li>• The quality of the writing is sustained because it contains only minor errors in usage and/or mechanics.</li> </ul>
<b>Satisfactory</b>  <b>S</b>	<ul style="list-style-type: none"> <li>• The student's understanding of the relevance of the issue is conventional.</li> <li>• The student acknowledges alternative viewpoints, perspectives, and/or values in a straightforward manner.</li> </ul>	<ul style="list-style-type: none"> <li>• The student's exploration of the chosen position or proposed solution is appropriate.</li> <li>• The arguments or ideas presented by the student are predictable.</li> <li>• The student demonstrates an adequate awareness of the implications of the position or solution advocated.</li> </ul>	<ul style="list-style-type: none"> <li>• The student has generally selected evidence applicable to the issue.</li> <li>• The evidence provided is general and/or narrow in scope, and may contain occasional factual errors.</li> <li>• The student has sufficiently incorporated the evidence chosen in order to support arguments or ideas presented.</li> </ul>	<ul style="list-style-type: none"> <li>• The response is functionally focused and logically developed.</li> <li>• The quality of the writing is acceptable because lapses in usage and/or mechanics do not detract from overall clarity.</li> </ul>
<b>Limited</b>  <b>L</b>	<ul style="list-style-type: none"> <li>• The student's understanding of the relevance of the issue is incomplete.</li> <li>• The student acknowledges alternative viewpoints, perspectives, and/or values in a superficial or ambiguous manner.</li> </ul>	<ul style="list-style-type: none"> <li>• The student's exploration of the chosen position or proposed solution is vague and/or simplistic.</li> <li>• The arguments or ideas presented by the student are imprecise and/or lacking.</li> <li>• The student demonstrates a partial awareness of the implications of the position or solution advocated.</li> </ul>	<ul style="list-style-type: none"> <li>• The student has selected evidence that is trivial or tenuously related to the issue.</li> <li>• 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.</li> <li>• The student has inconsistently incorporated the evidence chosen, which reduces the merit of arguments or ideas presented.</li> </ul>	<ul style="list-style-type: none"> <li>• The response is weakly focused and uncertainly developed.</li> <li>• The quality of the writing is reduced because it contains frequent errors in usage and/or mechanics.</li> </ul>
<b>Poor</b>  <b>P</b>	<ul style="list-style-type: none"> <li>• The student's understanding of the relevance of the issue is minimal.</li> <li>• The student acknowledges alternative viewpoints, perspectives, and/or values in an abrupt or uninformed manner.</li> </ul>	<ul style="list-style-type: none"> <li>• The student's exploration of the chosen position or proposed solution is confused and/or undeveloped.</li> <li>• The arguments or ideas presented by the student are inaccurate and/or overgeneralized.</li> <li>• The student demonstrates a questionable awareness of the implications of the position or solution advocated.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence selected by the student, if present, is ineffective and/or tangentially related to the issue.</li> <li>• The evidence, where provided, is scant, obscure, extraneous, and/or simply copied from the test, and may contain numerous and glaring factual errors.</li> <li>• The student has haphazardly incorporated what evidence has been chosen, which does not validate any arguments or ideas presented.</li> </ul>	<ul style="list-style-type: none"> <li>• The response is largely unfocused and unclearly developed.</li> <li>• The quality of the writing is minimized because it contains numerous and glaring errors in usage and/or mechanics.</li> </ul>
<b>Insufficient</b>  <b>INS</b>	<ul style="list-style-type: none"> <li>• 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>.</li> </ul>	<ul style="list-style-type: none"> <li>• The response has been awarded an <b>INS</b> for <b>Significance of the Issue</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• The response has been awarded an <b>INS</b> for <b>Significance of the Issue</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• The response has been awarded an <b>INS</b> for <b>Significance of the Issue</b>.</li> </ul>

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

September 1, 2009

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**.