

## Individuals & Societies Objectives: Year 1

### Objective A: Knowing and Understanding

At the end of year 1, students should be able to:

- (i) use vocabulary in context
- (ii) demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples.

### Objective B: Investigating

At the end of year 1, students should be able to:

- (i) explain the choice of a research question
- (ii) follow an action plan to explore a research question
- (iii) collect and record relevant information consistent with the research question
- (iv) reflect on the process and results of the investigation.

### Objective C: Communicating

At the end of year 1, students should be able to:

- (i) communicate information and ideas with clarity
- (ii) organize information and ideas effectively for the task
- (iii) list sources of information in a way that follows the task instructions.

### Objective D: Thinking Critically

At the end of year 1, students should be able to:

- (i) identify the main points of ideas, events, visual representation or arguments
- (ii) use information to justify an opinion
- (iii) identify and analyse a range of sources/data in terms of origin and purpose
- (iv) identify different views and their implications.



# Individuals & Societies Assessment Criteria: Year 1

## Criterion A: Knowing and Understanding

Maximum: 8

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1 – 2	The student: <ol style="list-style-type: none"> <li><b>recognizes some</b> vocabulary</li> <li>demonstrates <b>basic</b> knowledge and understanding of content and concepts through <b>limited</b> descriptions and/or examples.</li> </ol>
3 – 4	The student: <ol style="list-style-type: none"> <li><b>uses some</b> vocabulary</li> <li>demonstrates <b>satisfactory</b> knowledge and understanding of content and concepts through <b>simple</b> descriptions, explanations and/or examples.</li> </ol>
5 – 6	The student: <ol style="list-style-type: none"> <li><b>uses considerable relevant</b> vocabulary, <b>often accurately</b></li> <li>demonstrates <b>substantial</b> knowledge and understanding of content and concepts through descriptions, explanations and examples.</li> </ol>
7 – 8	The student: <ol style="list-style-type: none"> <li><b>consistently</b> uses <b>relevant</b> vocabulary <b>accurately</b></li> <li>demonstrates <b>excellent</b> knowledge and understanding of content and concepts through <b>detailed</b> descriptions, explanations and examples.</li> </ol>



# Individuals & Societies Assessment Criteria: Year 1

## Criterion B: Investigating

Maximum: 8

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1 – 2	The student: <ol style="list-style-type: none"> <li><b>identifies</b> a research question</li> <li>follows an action plan in a <b>limited way</b> to explore a research question</li> <li><b>collects</b> and <b>records</b> information, to a <b>limited extent</b></li> <li><b>with guidance</b>, reflects on the research process and results, to a <b>limited extent</b>.</li> </ol>
3 – 4	The student: <ol style="list-style-type: none"> <li><b>describes</b> the choice of a research question</li> <li><b>partially</b> follows an action plan to explore a research question</li> <li><b>uses</b> a method or methods to collect and record <b>some relevant</b> information</li> <li><b>with guidance</b>, reflects on the research process and results with <b>some depth</b>.</li> </ol>
5 – 6	The student: <ol style="list-style-type: none"> <li><b>describes</b> the choice of a research question <b>in detail</b></li> <li><b>mostly</b> follows an action plan to explore a research question</li> <li><b>uses</b> method(s) to collect and record <b>often relevant</b> information</li> <li><b>reflects</b> on the research process and results.</li> </ol>
7 – 8	The student: <ol style="list-style-type: none"> <li><b>explains</b> the choice of a research question</li> <li><b>effectively</b> follows an action plan to explore a research question</li> <li><b>uses</b> methods to collect and record <b>consistently relevant</b> information</li> <li><b>thoroughly</b> reflects on the research process and results.</li> </ol>



# Individuals & Societies Assessment Criteria: Year 1

## Criterion C: Communicating

Maximum: 8

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1 – 2	The student: i. communicates information and ideas in a style that is <b>not always</b> clear ii. organizes information and ideas <b>in a limited way</b> iii. <b>inconsistently</b> lists sources, not following the task instructions.
3 – 4	The student: i. communicates information and ideas in a way that is <b>somewhat</b> clear ii. <b>somewhat</b> organizes information and ideas iii. lists sources in a way that <b>sometimes</b> follows the task instructions.
5 – 6	The student: i. communicates information and ideas in a way that is <b>mostly</b> clear ii. <b>mostly</b> organizes information and ideas iii. lists sources in a way that <b>often</b> follows the task instructions.
7 – 8	The student: i. communicates information and ideas in a way that is <b>completely</b> clear ii. <b>completely</b> organizes information and ideas <b>effectively</b> iii. lists sources in a way that <b>always</b> follows the task instructions.



# Individuals & Societies Assessment Criteria: Year 1

## Criterion D: Thinking Critically

Maximum: 8

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1 – 2	The student: <ol style="list-style-type: none"> <li>identifies the main points of ideas, events, visual representation or arguments <b>to a limited extent</b></li> <li><b>rarely</b> uses information to justify opinions</li> <li>identifies the origin and purpose of <b>limited</b> sources/data</li> <li>identifies <b>some</b> different views.</li> </ol>
3 – 4	The student: <ol style="list-style-type: none"> <li>identifies <b>some</b> main points of ideas, events, visual representation or arguments</li> <li>justifies opinions with <b>some</b> information</li> <li><b>identifies</b> the origin and purpose of sources/data</li> <li>identifies <b>some</b> different views and suggests <b>some</b> of their implications.</li> </ol>
5 – 6	The student: <ol style="list-style-type: none"> <li><b>identifies</b> the main points of ideas, events, visual representation or arguments</li> <li>gives <b>sufficient</b> justification of opinions using information</li> <li>identifies the origin and purpose of a <b>range</b> of sources/data</li> <li>identifies different views and <b>most</b> of their implications.</li> </ol>
7 – 8	The student: <ol style="list-style-type: none"> <li>identifies <b>in detail</b> the main points of ideas, events, visual representation or arguments</li> <li>gives <b>detailed</b> justification of opinions using information</li> <li><b>consistently</b> identifies and <b>analyses a range</b> of sources/data in terms of origin and purpose</li> <li><b>consistently</b> identifies different views and their implications.</li> </ol>

