

Individuals & Societies Objectives: Years 2 & 3

Objective A: Knowing and Understanding

At the end of year 3, students should be able to:

- (i) use a range of terminology in context
- (ii) demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples.

Objective B: Investigating

At the end of year 3, students should be able to:

- (i) formulate/choose a clear and focused research question, explaining its relevance
- (ii) formulate and follow an action plan to investigate a research question
- (iii) use methods to collect and record relevant information
- (iv) evaluate the process and results of the investigation, with guidance.

Objective C: Communicating

At the end of year 3, students should be able to:

- (i) communicate information and ideas in a way that is appropriate for the audience and purpose
- (ii) structure information and ideas according to the task instructions
- (iii) create a reference list and cite sources of information.

Criterion D: Thinking Critically

At the end of year 3, students should be able to:

- (i) analyse concepts, issues, models, visual representation and/or theories
- (ii) summarize information to make valid, well-supported arguments
- (iii) analyse a range of sources/data in terms of origin and purpose, recognizing value and limitations
- (iv) recognize different perspectives and explain their implications.



Individuals & Societies Assessment Criteria: Years 2 & 3

Criterion A: Knowing and Understanding

Maximum: 8

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

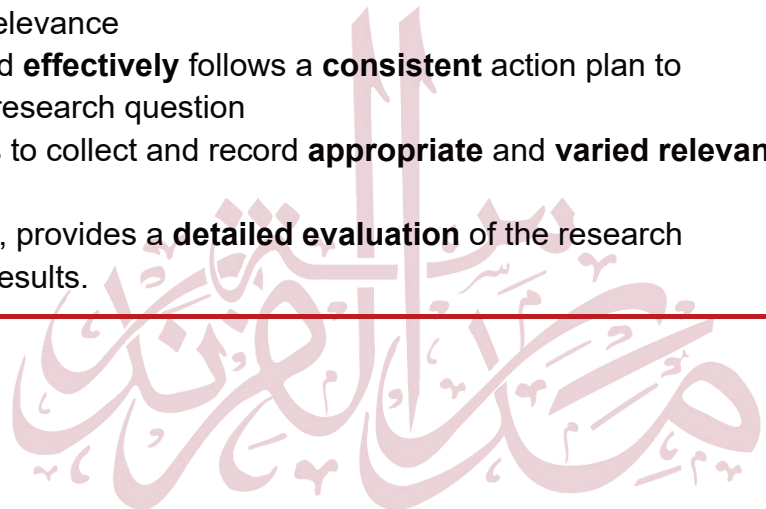


Individuals & Societies Assessment Criteria: Years 2 & 3

Criterion B: Investigating

Maximum: 8

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1 – 2	The student: <ol style="list-style-type: none"> identifies a research question that is clear, focused and relevant formulates a limited action plan or does not follow a plan collects and records limited or sometimes irrelevant information with guidance, reflects on the research process and results in a limited way.
3 – 4	The student: <ol style="list-style-type: none"> formulates/chooses a research question that is clear and focused and describes its relevance formulates and occasionally follows a partial action plan to investigate a research question uses a method(s) to collect and record some relevant information with guidance, reflects on the research process and results.
5 – 6	The student: <ol style="list-style-type: none"> formulates/chooses a clear and focused research question and describes its relevance in detail formulates and mostly follows a sufficiently developed action plan to investigate a research question uses methods to collect and record appropriate relevant information with guidance, evaluates on the research process and results.
7 – 8	The student: <ol style="list-style-type: none"> formulates/chooses a clear and focused research question and explains its relevance formulates and effectively follows a consistent action plan to investigate a research question uses methods to collect and record appropriate and varied relevant information with guidance, provides a detailed evaluation of the research process and results.



Individuals & Societies Assessment Criteria: Years 2 & 3

Criterion C: Communicating

Maximum: 8

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1 – 2	The student: <ol style="list-style-type: none"> communicates information and ideas in a way that is not always appropriate to the audience and purpose organizes information and ideas in a limited way lists sources of information inconsistently.
3 – 4	The student: <ol style="list-style-type: none"> communicates information and ideas in a way that is somewhat appropriate to the audience and purpose somewhat organizes information and ideas creates an adequate reference list and sometimes cites sources.
5 – 6	The student: <ol style="list-style-type: none"> communicates information and ideas in a way that is mostly appropriate to the audience and purpose mostly structures information and ideas according to the task instructions creates an adequate reference list and usually cites sources.
7 – 8	The student: <ol style="list-style-type: none"> communicates information and ideas in a way that is completely appropriate to the audience and purpose structures information and ideas completely according to the task instructions creates a complete reference list and always cites sources.



Individuals & Societies Assessment Criteria: Years 2 & 3

Criterion D: Thinking Critically

Maximum: 8

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1 – 2	<p>The student:</p> <ul style="list-style-type: none"> i. begins to analyse concepts, issues, models, visual representation and/or theories in a limited way ii. begins to identify connections between information to make simple arguments iii. recognizes the origin and purpose of few sources/data as well as nominal value and limitations of sources/data iv. identifies different perspectives.
3 – 4	<p>The student:</p> <ul style="list-style-type: none"> i. completes a simple analysis of concepts, issues, models, visual representation and/or theories ii. summarizes information to make some adequate arguments iii. analyses sources/data in terms of origin and purpose, recognizing some value and limitations iv. recognizes different perspectives and suggests some of their implications.
5 – 6	<p>The student:</p> <ul style="list-style-type: none"> i. completes a suitable analysis of concepts, issues, models, visual representation and/or theories ii. summarizes information in order to make usually valid arguments iii. analyses sources/data in terms of origin and purpose, usually recognizing value and limitations iv. clearly recognizes different perspectives and describes most of their implications.
7 – 8	<p>The student:</p> <ul style="list-style-type: none"> i. completes a detailed analysis of concepts, issues, models, visual representation and/or theories ii. summarizes information to make consistent, well-supported arguments iii. effectively analyses a range of sources/data in terms of origin and purpose, consistently recognizing value and limitations iv. clearly recognizes different perspectives and consistently explains their implications.

