Individuals and Societies

Criterion A: Knowing and understanding

Maximum: 8

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

1. use vocabulary in context
2. demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples.

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| **Achievement Level** | **Level Descriptor** |
| 0 | The student does not reach a standard described by any of the descriptors below |
| 1-2 | The student:   1. makes **limited** use of terminology 2. demonstrates **basic** knowledge and understanding of content and concepts through **limited** descriptions and/or examples. |
| 3-4 | The student:   1. uses **some** vocabulary **accurately** 2. demonstrates **satisfactory** knowledge and understanding of content and concepts through **simple** descriptions, explanations and examples. |
| 5-6 | The student:   1. uses **considerable** and **relevant** vocabulary **accurately** 2. demonstrates **substantial** knowledge and understanding of content and concepts through descriptions, explanations and examples. |
| 7-8 | The student:   1. **consistently** uses **a range** of terminology **accurately** 2. demonstrates **detailed** knowledge and understanding of content and concepts through **developed** and **accurate** descriptions, explanations and examples. |

Criterion B: Investigating

Maximum: 8

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

1. formulate/choose a clear and focused research question, explaining its relevance
2. formulate and follow an action plan to investigate a research question
3. use methods to collect and record relevant information consistent
4. evaluate the process and results of the investigation, with guidance.

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| **Achievement Level** | **Level Descriptor** |
| 0 | The student does not reach a standard described by any of the descriptors below |
| 1-2 | The student:   1. **identifies** a research question that is clear, focused and relevant 2. formulate a **limited** action plan or does not follow a plan 3. **collects** and **records limited** information or **sometimes irrelevant** information 4. with guidance, **reflects** on the research process and results in a **limited** way**.** |
| 3-4 | The student:   1. **formulates/chooses** a research question that is clear and focused and **describes** its relevance 2. formulates and **occasionally** follows a **partial** action plan to investigate a research question 3. **uses** a method or methods to collect and record **some relevant** information 4. with guidance, **reflects** on the research process and results. |
| 5-6 | The student:   1. formulates/chooses a clear and focused research question and describes its relevance in **detail** 2. formulates and **mostly** follows a **sufficiently developed** action plan to investigate a research question 3. usesmethods to collect and record **appropriate relevant** information 4. with guidance, **evaluates** the research process and results. |
| 7-8 | The student:   1. formulates/chooses a **clear** and **focused** research question and **explains** its relevance 2. formulates and **effectively** follows a **consistent** action plan to investigate a research question 3. **uses** methods to collect and record **consistently relevant** information 4. with guidance, provides a **detailed evaluation of** the research process and results. |

Criterion C: Communicating

Maximum: 8

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

1. communicate information and ideas in a way that is appropriate for the audience and purpose
2. structure information and ideas according to the task instructions
3. create a reference list and cite sources of information.

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| **Achievement Level** | **Level Descriptor** |
| 0 | The student does not reach a standard described by any of the descriptors below |
| 1-2 | The student:   1. communicates information and ideas in a style that is **not always** clear 2. organizes information and ideas in a **limited** way 3. lists sources of information **inconsistently**. |
| 3-4 | The student:   1. communicates information and ideas in a way that is **somewhat** clear 2. **somewhat** organizes information and ideas 3. **creates** an **adequate** reference list and **sometimes** cites sources. |
| 5-6 | The student:   1. communicates information and ideas in a style that is **mostly** appropriate to the audience and purpose 2. **mostly** structures information and ideas according to the task instructions 3. **creates** an **adequate** reference list and **usually** cites sources. |
| 7-8 | The student:   1. communicates information and ideas in a style that is **completely** appropriate to the audience and purpose 2. structures information and ideas **completely** according to the task instruction 3. **creates** a **complete** reference list and **always** cites sources. |

Criterion D: Thinking Critically

Maximum: 8

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

1. analyze concepts, issues, models visual representation and/or theories
2. summarize information to make valid, well-supported arguments
3. analyze a range of sources/data in terms of origin and purpose, recognizing values and limitations
4. recognize different perspectives and explain their implications.

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| **Achievement Level** | **Level Descriptor** |
| 0 | The student does not reach a standard described by any of the descriptors below |
| 1-2 | The student:   1. **begins to analyze** concepts, issues, models, visual representation and/or theories in a **limited** way 2. **begins to identify** connections between information to make **simple** arguments 3. **recognizes** the origin and purpose of **few** sources/data as well as **few** values and limitations of sources/data 4. **identifies** different perspectives. |
| 3-4 | The student:   1. completes a **simple analysis** of concepts, issues, models, visual representation and/or theories 2. **summarizes** information to make **some adequate** arguments 3. **analyzes** sources/data in terms of origin and purpose, recognizing **some** values and limitations 4. **recognizes** different prespectives and **suggests** **some** of their implications. |
| 5-6 | The student:   1. completes a **substantial analysis** of concepts, issues, models, visual representation and/or theories 2. **summarizes** information in order to make **usually valid** arguments 3. **analyzes** sources/data in terms of origin and purpose, **usually** recognizing values and limitations 4. **clearly recognizes** different perspectives and **describes most** of their implications. |
| 7-8 | The student:   1. completes a **detailed** analysisof concepts, issues, models, visual representation and/or theories 2. **summarizes** information to make **consistent, well-supported** arguments 3. **effectively analyzes** a **range**  of sources/data in terms of origin and purpose, **consistently** recognizing values and limitations 4. **clearly recognizes** different perspectives and **consistently explains** their implications. |