Individuals and Societies

Criterion A: Knowing and understanding

Maximum: 8

At the end of year 5, students should be able to:

1. use a wide range of terminology in context
2. demonstrate knowledge and understanding of subject-specific content and concepts through developed 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. uses **limited** relevant terminology 2. demonstrates **basic** knowledge and understanding of content and concepts with **minimal** descriptions and/or examples. |
| 3-4 | The student:   1. uses **some** terminology **accurately** and **appropriately** 2. demonstrates **adequate** knowledge and understanding of content and concepts through **satisfactory** descriptions, explanations and examples. |
| 5-6 | The student:   1. usesa **range** of terminology **accurately** and **appropriately** 2. demonstrates **substantial** knowledge and understanding of content and concepts through **accurate** descriptions, explanations and examples. |
| 7-8 | The student:   1. **consistently** uses **a wide range** of terminology **effectively** 2. demonstrates **detailed** knowledge and understanding of content and concepts through **thorough, accurate** descriptions, explanations and examples. |

Criterion B: Investigating

Maximum: 8

At the end of year 5, students should be able to:

1. formulate a clear and focused research question and justify its relevance
2. formulate and follow an action plan to investigate a research question
3. use research methods to collect and record appropriate, varied and relevant information
4. evaluate the process and results of the investigation.

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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. formulates a research question that is clear **or**  focused and **describes** its relevance 2. formulates a **limited** action plan to investigate a research question or does not follow a plan 3. collectsandrecords **limited** information, not always consistent with the research questions 4. makes a **limited** evaluation of theprocess and results of the investigation**.** |
| 3-4 | The student:   1. formulates a research question that is **clear** and **focused** and **describes** its relevance in detail 2. formulates and **somewhat** follows a **partial** action plan to investigate a research question 3. usesa research method or methods to collect and record **mostly relevant** information 4. evaluates **some** aspects **of**  the process and results of the investigation. |
| 5-6 | The student:   1. formulates a **clear** and **focused** research question and **explains** its relevance 2. formulates and follows a **substantial** action plan to investigate a research question 3. usesresearchmethods to collect and record **appropriate, relevant** information 4. **evaluates** the research process and results of the investigation. |
| 7-8 | The student:   1. formulates a **clear** and **focused** research question and **justifies** its relevance 2. formulates and **effectively** follows a **comprehensive** action plan to investigate a research question 3. uses research methods to collect and record **appropriate, varied and relevant** information 4. **thoroughly** evaluates the investigation process and results. |

Criterion C: Communicating

Maximum: 8

At the end of year 5, students should be able to:

1. communicate information and ideas effectively using an appropriate style for the audience and purpose
2. structure information and ideas in a way that is appropriate to the specified format
3. document sources of information using a recognized convention.

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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  **limited way**, using a style that is **limited** in its appropriateness to the audience and purpose 2. structures information and ideas according to the specified format in a **limited way** 3. documents sources of information in a **limited way**. |
| 3-4 | The student:   1. communicates information and ideas **satisfactorily**  by using a style that is **somewhat** appropriate to the audience and purpose 2. structures information and ideas in a way that is **somewhat** appropriate to the specified format 3. **sometimes** documents sources of information using a recognized convention. |
| 5-6 | The student:   1. communicates information and ideas accurately by using a style that is **mostly** appropriate to the audience and purpose 2. structures information and ideas in a way that is mostly appropriate to the specified format 3. **often** documents sources of information using a recognized convention. |
| 7-8 | The student:   1. communicates information and ideas effectively and **accurately** by using a style that is **completely** appropriate to the audience and purpose 2. structures information and ideas in a way that is **completely** according to the specified format 3. **consistently** documents sources of information using a recognized convention. |

Criterion D: Thinking Critically

Maximum: 8

At the end of year 5, students should be able to:

1. discuss concepts, issues, models visual representation and theories
2. synthesize information to make valid, well-supported arguments
3. analyze and evaluate a wide range of sources/data in terms of origin and purpose, examining values and limitations
4. interpret different perspectives and 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. **analyzes** concepts, issues, models, visual representation and theories to a **limited** **extent** 2. **summarizes** information to a **limited extent** to make arguments 3. **describes a limited number of** sources/data in terms of origin and purpose and recognizes **few** values and limitations 4. **identifies** different perspectives and **minimal** implications. |
| 3-4 | The student:   1. **analyses** concepts, issues, models, visual representation and theories 2. **summarizes** information to make arguments 3. **analyzes and/or evaluates** sources/data in terms of origin and purpose, recognizing **some** values and limitations 4. **interprets** different perspectives and **some** of their implications. |
| 5-6 | The student:   1. **discusses** concepts, issues, models, visual representation and theories 2. **sunthesizes** information in order to make **valid** arguments 3. **effectively analyzes** and **evaluates a range** of sources/data in terms of origin and purpose, recognizing values and limitations 4. **interprets** different perspectives and their implications. |
| 7-8 | The student:   1. completes a **detailed discussion** of concepts, issues, models, visual representation and/or theories 2. **synthesizes** information to make **valid, well-supported** arguments 3. **effectively analyzes** and **evaluates a** **wide** **range**  of sources/data in terms of origin and purpose, recognizing values and limitations 4. **thoroughly interprets** a **range** ofdifferent perspectives and their implications. |