

# Individuals and societies assessment criteria: Year 1

## Criterion A: Knowing and understanding

**Maximum: 8**

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.

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>i. <b>recognizes some</b> vocabulary</li> <li>ii. 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>i. <b>uses some</b> vocabulary</li> <li>ii. 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>i. <b>uses considerable relevant</b> vocabulary, <b>often accurately</b></li> <li>ii. 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>i. <b>consistently</b> uses <b>relevant</b> vocabulary <b>accurately</b></li> <li>ii. demonstrates <b>excellent</b> knowledge and understanding of content and concepts through <b>detailed</b> descriptions, explanations and examples.</li> </ol>

## Criterion B: Investigating

### Maximum: 8

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.

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>i. <b>identifies</b> a research question</li> <li>ii. follows an action plan in a <b>limited way</b> to explore a research question</li> <li>iii. <b>collects</b> and <b>records</b> information, to a <b>limited extent</b></li> <li>iv. <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>i. <b>describes</b> the choice of a research question</li> <li>ii. <b>partially</b> follows an action plan to explore a research question</li> <li>iii. <b>uses</b> a method or methods to collect and record <b>some relevant</b> information</li> <li>iv. <b>with guidance</b>, reflects on the research process and results with <b>some</b> depth.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. <b>describes</b> the choice of a research question <b>in detail</b></li> <li>ii. <b>mostly</b> follows an action plan to explore a research question</li> <li>iii. <b>uses</b> method(s) to collect and record <b>often relevant</b> information</li> <li>iv. <b>reflects</b> on the research process and results.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. <b>explains</b> the choice of a research question</li> <li>ii. <b>effectively</b> follows an action plan to explore a research question</li> <li>iii. <b>uses</b> methods to collect and record <b>consistently relevant</b> information</li> <li>iv. <b>thoroughly</b> reflects on the research process and results.</li> </ol>

## Criterion C: Communicating

**Maximum: 8**

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.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ol style="list-style-type: none"> <li>i. communicates information and ideas in a style that is <b>not always</b> clear</li> <li>ii. organizes information and ideas <b>in a limited way</b></li> <li>iii. <b>inconsistently</b> lists sources, not following the task instructions.</li> </ol>
3–4	<p>The student:</p> <ol style="list-style-type: none"> <li>i. communicates information and ideas in a way that is <b>somewhat</b> clear</li> <li>ii. <b>somewhat</b> organizes information and ideas</li> <li>iii. lists sources in a way that <b>sometimes</b> follows the task instructions.</li> </ol>
5–6	<p>The student:</p> <ol style="list-style-type: none"> <li>i. communicates information and ideas in a way that is <b>mostly</b> clear</li> <li>ii. <b>mostly</b> organizes information and ideas</li> <li>iii. lists sources in a way that <b>often</b> follows the task instructions.</li> </ol>
7–8	<p>The student:</p> <ol style="list-style-type: none"> <li>i. communicates information and ideas in a way that is <b>completely</b> clear</li> <li>ii. <b>completely</b> organizes information and ideas <b>effectively</b></li> <li>iii. lists sources in a way that <b>always</b> follows the task instructions.</li> </ol>

## Criterion D: Thinking critically

### Maximum: 8

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.

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

# Individuals and societies assessment criteria: Year 3

## Criterion A: Knowing and understanding

**Maximum: 8**

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.

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>i. makes <b>limited</b> use of terminology</li> <li>ii. 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>i. uses <b>some</b> terminology <b>accurately</b></li> <li>ii. demonstrates <b>satisfactory</b> knowledge and understanding of content and concepts through <b>simple</b> descriptions, explanations and examples.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. uses <b>considerable</b> and <b>relevant</b> terminology <b>accurately</b></li> <li>ii. 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>i. <b>consistently</b> uses <b>a range</b> of terminology <b>accurately</b></li> <li>ii. demonstrates <b>excellent</b> knowledge and understanding of content and concepts through <b>developed</b> and <b>accurate</b> descriptions, explanations and examples.</li> </ol>

## Criterion B: Investigating

### Maximum: 8

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.

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

## Criterion C: Communicating

### Maximum: 8

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.

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

## Criterion D: Thinking critically

### Maximum: 8

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.

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



# Individuals and societies assessment criteria: Year 5

## Criterion A: Knowing and understanding

**Maximum: 8**

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

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

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>i. uses <b>limited</b> relevant terminology</li> <li>ii. demonstrates <b>basic</b> knowledge and understanding of content and concepts with <b>minimal</b> descriptions and/or examples.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. uses <b>some</b> terminology <b>accurately</b> and <b>appropriately</b></li> <li>ii. demonstrates <b>adequate</b> knowledge and understanding of content and concepts through <b>satisfactory</b> descriptions, explanations and examples.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. uses a <b>range</b> of terminology <b>accurately</b> and <b>appropriately</b></li> <li>ii. demonstrates <b>substantial</b> knowledge and understanding of content and concepts through <b>accurate</b> descriptions, explanations and examples.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. <b>consistently</b> uses a <b>wide range</b> of terminology <b>effectively</b></li> <li>ii. demonstrates <b>excellent</b> knowledge and understanding of content and concepts through <b>thorough, accurate</b> descriptions, explanations and examples.</li> </ol>

## Criterion B: Investigating

### Maximum: 8

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

- i. formulate a clear and focused research question and justify its relevance
- ii. formulate and follow an action plan to investigate a research question
- iii. use research methods to collect and record appropriate, varied and relevant information
- iv. evaluate the process and results of the investigation.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ol style="list-style-type: none"> <li>i. formulates a research question that is clear <b>or</b> focused and <b>describes</b> its relevance</li> <li>ii. formulates a <b>limited</b> action plan to investigate a research question or does not follow a plan</li> <li>iii. collects and records <b>limited</b> information, not always consistent with the research question</li> <li>iv. makes a <b>limited</b> evaluation of the process and results of the investigation.</li> </ol>
3–4	<p>The student:</p> <ol style="list-style-type: none"> <li>i. formulates a research question that is <b>clear</b> and <b>focused</b> and <b>describes</b> its relevance in detail</li> <li>ii. formulates and <b>somewhat</b> follows a <b>partial</b> action plan to investigate a research question</li> <li>iii. uses a research method(s) to collect and record <b>mostly relevant</b> information</li> <li>iv. evaluates <b>some</b> aspects of the process and results of the investigation.</li> </ol>
5–6	<p>The student:</p> <ol style="list-style-type: none"> <li>i. formulates a <b>clear</b> and <b>focused</b> research question and <b>explains</b> its relevance</li> <li>ii. formulates and follows a <b>substantial</b> action plan to investigate a research question</li> <li>iii. uses research method(s) to collect and record <b>appropriate, relevant</b> information</li> <li>iv. <b>evaluates</b> the process and results of the investigation.</li> </ol>
7–8	<p>The student:</p> <ol style="list-style-type: none"> <li>i. formulates a <b>clear</b> and <b>focused</b> research question, thoroughly <b>justifying</b> its relevance with appropriate evidence</li> <li>ii. formulates and <b>effectively</b> follows a <b>comprehensive</b> action plan to investigate a research question</li> <li>iii. uses research methods to collect and record <b>appropriate, varied and relevant</b> information</li> <li>iv. <b>thoroughly</b> evaluates the investigation process and results.</li> </ol>

## Criterion C: Communicating

### Maximum: 8

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

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

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ol style="list-style-type: none"> <li>i. communicates information and ideas in a <b>limited way</b>, using a style that is <b>limited</b> in its appropriateness to the audience and purpose</li> <li>ii. structures information and ideas according to the specified format in a <b>limited way</b></li> <li>iii. documents sources of information in a <b>limited way</b>.</li> </ol>
3–4	<p>The student:</p> <ol style="list-style-type: none"> <li>i. communicates information and ideas <b>satisfactorily</b> by using a style that is <b>somewhat</b> appropriate to the audience and purpose</li> <li>ii. structures information and ideas in a way that is <b>somewhat</b> appropriate to the specified format</li> <li>iii. <b>sometimes</b> documents sources of information using a recognized convention.</li> </ol>
5–6	<p>The student:</p> <ol style="list-style-type: none"> <li>i. communicates information and ideas <b>accurately</b> by using a style that is <b>mostly</b> appropriate to the audience and purpose</li> <li>ii. structures information and ideas in a way that is <b>mostly</b> appropriate to the specified format</li> <li>iii. <b>often</b> documents sources of information using a recognized convention.</li> </ol>
7–8	<p>The student:</p> <ol style="list-style-type: none"> <li>i. communicates information and ideas <b>effectively</b> and <b>accurately</b> by using a style that is <b>completely</b> appropriate to the audience and purpose</li> <li>ii. structures information and ideas in a way that is <b>completely</b> appropriate to the specified format</li> <li>iii. <b>consistently</b> documents sources of information using a recognized convention.</li> </ol>

## Criterion D: Thinking critically

### Maximum: 8

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

- i. discuss concepts, issues, models, visual representation and theories
- ii. synthesize information to make valid, well-supported arguments
- iii. analyse and evaluate a range of sources/data in terms of origin and purpose, examining value and limitations
- iv. interpret different perspectives and their implications.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ol style="list-style-type: none"> <li>i. <b>analyses</b> concepts, issues, models, visual representation and theories to a <b>limited extent</b></li> <li>ii. <b>summarizes</b> information to a <b>limited extent</b> to make arguments</li> <li>iii. <b>describes a limited number of</b> sources/data in terms of origin and purpose and recognizes <b>nominal</b> value and limitations</li> <li>iv. <b>identifies</b> different perspectives and <b>minimal</b> implications.</li> </ol>
3–4	<p>The student:</p> <ol style="list-style-type: none"> <li>i. <b>analyses</b> concepts, issues, models, visual representation and theories</li> <li>ii. <b>summarizes</b> information to make arguments</li> <li>iii. <b>analyses and/or evaluates</b> sources/data in terms of origin and purpose, recognizing <b>some</b> value and limitations</li> <li>iv. <b>interprets</b> different perspectives and <b>some</b> of their implications.</li> </ol>
5–6	<p>The student:</p> <ol style="list-style-type: none"> <li>i. <b>discusses</b> concepts, issues, models, visual representation and theories</li> <li>ii. <b>synthesizes</b> information to make <b>valid</b> arguments</li> <li>iii. <b>effectively analyses</b> and <b>evaluates a range</b> of sources/data in terms of origin and purpose, <b>usually</b> recognizing value and limitations</li> <li>iv. <b>interprets</b> different perspectives and their implications.</li> </ol>
7–8	<p>The student:</p> <ol style="list-style-type: none"> <li>i. completes a <b>detailed discussion</b> of concepts, issues, models, visual representation and theories</li> <li>ii. <b>synthesizes</b> information to make <b>valid, well-supported</b> arguments</li> <li>iii. <b>effectively analyses</b> and <b>evaluates a range</b> of sources/data in terms of origin and purpose, <b>consistently</b> recognizing value and limitations</li> <li>iv. <b>thoroughly interprets</b> a <b>range</b> of different perspectives and their implications.</li> </ol>