

# 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 does not 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>detailed</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 does not 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 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	The student: <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	The student: <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	The student: <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 does not reach a standard described by any of the descriptors below.
1–2	The student: <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 in a <b>limited</b> way</li> <li>iii. <b>lists</b> sources of information <b>inconsistently</b>.</li> </ol>
3–4	The student: <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. <b>creates an adequate</b> reference list and <b>sometimes</b> cites sources.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. communicates information and ideas in a style 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	The student: <ol style="list-style-type: none"> <li>i. communicates information and ideas in a style 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 values and limitations
- iv. recognize different perspectives and explain their implications.

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"> <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>few</b> values and limitations of sources/data</li> <li>iv. <b>identifies</b> different perspectives.</li> </ol>
3–4	The student: <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> values and limitations</li> <li>iv. <b>recognizes</b> different perspectives and <b>suggests some</b> of their implications.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. completes a <b>substantial</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 values and limitations</li> <li>iv. <b>clearly recognizes</b> different perspectives and <b>describes most</b> of their implications.</li> </ol>
7–8	The student: <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 values and limitations</li> <li>iv. <b>clearly recognizes</b> different perspectives and <b>consistently explains</b> their implications.</li> </ol>