

# 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               | 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 <b>in a limited way</b></li> <li>iii. <b>inconsistently</b> lists sources, not following the task instructions.</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. lists sources in a way that <b>sometimes</b> follows the task instructions.</li> </ol>                     |
| 5–6               | The student: <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               | The student: <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               | The student: <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               | The student: <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               | The student: <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               | The student: <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> |