

# 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	The student: <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	The student: <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	The student: <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	The student: <ol style="list-style-type: none"> <li>i. formulates a <b>clear</b> and <b>focused</b> research question and <b>justifies</b> its relevance</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	The student: <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	The student: <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	The student: <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	The student: <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	The student: <ul 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> </ul>
3–4	The student: <ul 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> </ul>
5–6	The student: <ul 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> </ul>
7–8	The student: <ul 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> </ul>

## eAssessment

Students seeking **IB MYP course results** for MYP individuals and societies courses complete an on-screen examination in which they can demonstrate their achievement of subject group objectives. Successful results can contribute to students' attainment of the **IB MYP certificate**.

This verification of learning assures accurate and consistently applied standards, as set forth in the *Guide to MYP eAssessment*.