MYP Objectives and Assessment Criteria

Individuals and Societies Objectives

A. *Knowing and understanding*

Knowledge and understanding is fundamental to studying individuals and societies subjects and forms the base from which to explore concepts and develop skills. Knowledge is both factual and conceptual and provides the foundation for thinking critically.

At the end of the course, the student should be able to:
   i.   use individuals and societies terminology in context
   ii.   demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples.

B. *Investigating*

The development of investigative skills within the subjects of individuals and societies is an integral part of the inquiry cycle. It enables students to plan and carry out research and/or fieldwork as individuals or in a group.

Students should be able to demonstrate investigative skills throughout the individuals and societies courses to an increasing level of sophistication. The focus is placed on acquiring systematic research skills and processes associated with the craft of each discipline within individuals and societies.

As part of, or during, this process, students might reappraise methods and/or research question(s) and make recommendations for improving the process and act on these where appropriate. This will be part of the formative assessment process and is not explicitly referred to in the objective strands below.

Activities that allow students to develop investigative skills include, but are not limited to research essays, fieldwork investigations, web quests, problem-solving tasks, role plays and group investigations.

At the end of the course, the student should be able to:
   i.   formulate a clear and focused research question
   ii.   formulate and follow an action plan to investigate a research question
   iii.   use methods accurately to collect and record information consistent with the research question
   iv.   effectively address the research question.

C. *Thinking critically*

The ability to think critically within individuals and societies subjects is vital in developing a deeper understanding of the subject and its concepts. The "Thinking critically" objective strands build on the knowledge base of individuals and societies disciplines and are an integral part of the inquiry cycle. Students should be able to demonstrate these objective strands throughout the course to an increasing level of sophistication.

At the end of the course, the student should be able to:
   i.   analyse concepts, events, issues, models and arguments
   ii.   analyse and evaluate a range of sources in terms of origin and purpose, recognizing values and limitations
   iii.   interpret different perspectives and their implications
   iv.   synthesize information in order to make valid, well-supported arguments.

D. *Communicating*

Students should be able to demonstrate the ability to use a variety of media to organize and communicate their factual and conceptual learning. These formats include, but are not limited to: written reports, oral presentations, cartoons, storyboards, maps, diagrams, flow charts, PowerPoint® presentations, podcasts, animations and videos.

Students should be able to demonstrate communication throughout the individuals and societies course to an increasing level of sophistication.

At the end of the course, the student should be able to:
   i.   communicate information and ideas 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.

Individuals and Societies Assessment Criteria

The following assessment criteria have been established by the IB for individuals and societies in the MYP. All assessment in each year of the MYP must be based on the age-appropriate version of these assessment criteria as provided in this section.

Criterion A	Knowing and Understanding	Maximum 8
Criterion B	Investigating	Maximum 8
Criterion C	Thinking critically	Maximum 8
Criterion D	Communicating	Maximum 8

For each assessment criterion, a number of band descriptors are defined. These describe a range of achievement levels with the lowest represented as 0.

Criterion A: Knowing and understanding
Maximum: 8
At the end of the course, the student should be able to:
  i. use individuals and societies terminology in context
  ii. demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples.

Achievement Level	Level Descriptor Year 5
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: • makes a limited attempt to use some relevant terminology • demonstrates basic knowledge and understanding of content and concepts with simple descriptions and/or examples.
3–4	The student: • uses terminology that is accurate and/or appropriate • demonstrates knowledge and understanding of content and concepts through adequate descriptions, explanations or examples.
5–6	The student: • uses a range of terminology accurately and appropriately • demonstrates good knowledge and understanding of content and concepts through accurate descriptions, explanations and examples.
7–8	The student: • uses a wide range of terminology accurately and appropriately • demonstrates detailed knowledge and understanding of content and concepts through developed and accurate descriptions, explanations and examples.

Criterion B: Investigating
Maximum: 8

At the end of the course, the student should be able to:

    i.   formulate a clear and focused research question
    ii.   formulate and follow an action plan to investigate a research question
    iii.   use methods accurately to collect and record information consistent with the research question
    iv.   effectively address the research question.

Achievement Level	Level Descriptor Year 5
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: • formulates a very general research question • formulates and follows a limited action plan to investigate a research question • collects and records limited information, not always consistent with the research question • makes a limited attempt to address the research question.
3–4	The student: • formulates an adequate research question • formulates and follows a partial action plan to investigate a research question • uses a method or methods to collect and record some information consistent with the research question • partially addresses the research question.
5–6	The student: • formulates a clear research question • formulates and follows a satisfactory action plan to investigate a research question • uses methods to collect and record appropriate information consistent with the research question • satisfactorily addresses the research question.
7–8	The student: • formulates a clear and focused research question • formulates and follows a detailed action plan to investigate a research question • uses methods accurately to collect and record appropriate and varied information consistent with the research question • effectively addresses the research question.

Notes

When defining a "clear and focused research question", the following elements can be considered: relevance; manageability; originality; ability to be assessed; of interest to the student; and based in the subject. Students are not expected to formulate a research question in all cases where objective B is addressed; this can be supplied by the teacher. However, students must be given opportunities to formulate research questions at some stage during year 5. Research questions may also be formulated at the end of an investigation when students have developed their knowledge of the topic under consideration. The research question may also be formulated as a research statement.

The action plan refers to the steps and information that the student defines in order to complete the investigation; it does not specifically refer to an essay plan, although this may be included in the overall action plan.

Methods to collect information include, but are not limited to: selection of sources (type and range); questionnaires; surveys; interviews; observation; experiments; measurement; use of statistics and databases; formulation of questions.

Methods to record information (electronic or paper), include, but are not limited to: note taking and summarizing; production of tables, graphs, maps, checklists; production of MindMaps®; indexing; creation of visuals, such as timelines; production of databases.

Criterion C: Thinking critically
Maximum: 8

At the end of the course, the student should be able to:

    i.   analyse concepts, events, issues, models and arguments
    ii.   analyse and evaluate a range of sources in terms of origin and purpose, recognizing values   and limitations
    iii.   interpret different perspectives and their implications
    iv.   synthesize information in order to make valid, well-supported arguments.

Achievement Level	Level Descriptor Year 5
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: • makes a limited attempt to analyse concepts, events, issues, models or arguments • describes some sources in terms of origin and purpose and recognizes some values and limitations • identifies different perspectives • makes connections between information in a limited attempt to make arguments.
3–4	The student: • completes a simple analysis of concepts, events, issues, models or arguments • completes a simple analysis and/or evaluation of some sources in terms of origin and purpose, recognizing values and limitations • identifies different perspectives and their implications • makes connections between information to make simple arguments.
5–6	The student: • completes a satisfactory analysis of concepts, events, issues, models or arguments • satisfactorily analyses and/or evaluates a range of sources in terms of origin and purpose, recognizing values and limitations • interprets different perspectives and their implications • synthesizes information to make valid arguments.
7–8	The student: • completes a detailed analysis of concepts, events, issues, models or arguments • effectively analyses and evaluates a range of sources in terms of origin and purpose, recognizing values and limitations • thoroughly interprets a range of different perspectives and their implications • synthesizes information to make valid, well-supported arguments.

Criterion D: Communicating
Maximum: 8

At the end of the course, the student should be able to:

    i.   communicate information and ideas 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 conventions

Achievement Level	Level Descriptor Year 5
0	The student does not reach a standard described by any of the descriptors below.
1—2	The student: • communicates information and ideas in a limited way, using a style that is limited in its appropriateness to the audience and purpose • makes a limited attempt to structure information and ideas in a way that is appropriate to the specified format • makes a limited attempt to document sources of information.
3—4	The student: • communicates information and ideas by using a style that is sometimes appropriate to the audience and purpose • structures information and ideas in a way that is sometimes appropriate to the specified format • sometimes documents sources of information using a recognized convention.
5—6	The student: • communicates information and ideas by using a style that is often appropriate to the audience and purpose • structures information and ideas in a way that is often appropriate to the specified format • often documents sources of information using a recognized convention.
7—8	The student: • communicates information and ideas effectively by using a style that is consistently appropriate to the audience and purpose • structures information and ideas in a way that is consistently appropriate to the specified format • consistently documents sources of information using a recognized convention.

Notes

Note: Schools must ensure that there is a set of recognized conventions for students to adhere to when documenting sources. These might be a set of conventions developed by the school.