

Individuals and societies guide

For use from September 2014/January 2015



International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

Alignment of objectives and assessment criteria

In the MYP, assessment is closely aligned with the written and taught curriculum. Each strand from MYP individuals and societies objectives has a corresponding strand in the assessment criteria for this subject group. Figure 3 illustrates this alignment and the increasingly complex demands for student performance at higher achievement levels.

A Knowing and understanding

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 does not reach a standard identified by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> i. uses limited relevant terminology ii. demonstrates basic knowledge and understanding of content and concepts with minimal descriptions and/or examples.
3–4	The student: <ol style="list-style-type: none"> i. uses some terminology accurately and appropriately ii. demonstrates adequate knowledge and understanding of content and concepts through satisfactory descriptions, explanations and examples.
5–6	The student: <ol style="list-style-type: none"> i. uses a range of terminology accurately and appropriately ii. demonstrates substantial knowledge and understanding of content and concepts through accurate descriptions, explanations and examples.
7–8	The student: <ol style="list-style-type: none"> i. consistently uses a wide range of terminology effectively ii. demonstrates excellent knowledge and understanding of content and concepts through thorough, accurate descriptions, explanations and examples.

Figure 3

Individuals and societies objectives and criteria alignment

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 does not reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> i. recognizes some vocabulary ii. demonstrates basic knowledge and understanding of content and concepts through limited descriptions and/or examples.
3–4	The student: <ol style="list-style-type: none"> i. uses some vocabulary ii. demonstrates satisfactory knowledge and understanding of content and concepts through simple descriptions, explanations and/or examples.
5–6	The student: <ol style="list-style-type: none"> i. uses considerable relevant vocabulary, often accurately ii. demonstrates substantial knowledge and understanding of content and concepts through descriptions, explanations and examples.
7–8	The student: <ol style="list-style-type: none"> i. consistently uses relevant vocabulary accurately ii. demonstrates excellent knowledge and understanding of content and concepts through detailed descriptions, explanations and examples.

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 does not reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> i. identifies a research question ii. follows an action plan in a limited way to explore a research question iii. collects and records information, to a limited extent iv. with guidance, reflects on the research process and results, to a limited extent.
3–4	The student: <ol style="list-style-type: none"> i. describes the choice of a research question ii. partially follows an action plan to explore a research question iii. uses a method or methods to collect and record some relevant information iv. with guidance, reflects on the research process and results with some depth.
5–6	The student: <ol style="list-style-type: none"> i. describes the choice of a research question in detail ii. mostly follows an action plan to explore a research question iii. uses method(s) to collect and record often relevant information iv. reflects on the research process and results.
7–8	The student: <ol style="list-style-type: none"> i. explains the choice of a research question ii. effectively follows an action plan to explore a research question iii. uses methods to collect and record consistently relevant information iv. thoroughly reflects on the research process and results.

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

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

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"> i. makes limited use of terminology ii. demonstrates basic knowledge and understanding of content and concepts through limited descriptions and/or examples.
3–4	The student: <ol style="list-style-type: none"> i. uses some terminology accurately ii. demonstrates satisfactory knowledge and understanding of content and concepts through simple descriptions, explanations and examples.
5–6	The student: <ol style="list-style-type: none"> i. uses considerable and relevant terminology accurately ii. demonstrates substantial knowledge and understanding of content and concepts through descriptions, explanations and examples.
7–8	The student: <ol style="list-style-type: none"> i. consistently uses a range of terminology accurately ii. demonstrates excellent knowledge and understanding of content and concepts through developed and accurate descriptions, explanations and examples.

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

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"> i. communicates information and ideas in a way that is not always appropriate to the audience and purpose ii. organizes information and ideas in a limited way iii. lists sources of information inconsistently.
3–4	The student: <ol style="list-style-type: none"> i. communicates information and ideas in a way that is somewhat appropriate to the audience and purpose ii. somewhat organizes information and ideas iii. creates an adequate reference list and sometimes cites sources.
5–6	The student: <ol style="list-style-type: none"> i. communicates information and ideas in a way that is mostly appropriate to the audience and purpose ii. mostly structures information and ideas according to the task instructions iii. creates an adequate reference list and usually cites sources.
7–8	The student: <ol style="list-style-type: none"> i. communicates information and ideas in a way that is completely appropriate to the audience and purpose ii. structures information and ideas completely according to the task instructions iii. creates a complete reference list and always cites sources.

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