



# INDIVIDUALS & SOCIETIES OVERVIEW GRADES VI, VII AND VIII

**Delhi Board of School Education (DBSE)**

**Directorate of Education, Government of National Capital Territory of Delhi**

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## ABBREVIATIONS AND ACRONYMS

ASoSE	Ambedkar School of Specialised Education
DBSE	Delhi Board of School Education
TA	Term-end Assessment
IA	Internal Assessment
IB	International Baccalaureate
IGCSE	International General Certificate of Secondary Education
KP	Knowledge Partners
MYP	Middle Years Programme

## 1. Introduction

### 1.1. Importance of Individuals & Societies as a subject

Living in society mandates social as well as individual action. This subject will help learners to make informed choices with regard to such actions as well as create new courses of action. The subject aims to build a society that resolves its conflicts through rational deliberations, and counters the prejudices and stereotypes, and creates space for more humane, equal and dignified existence for all. The subject will help learners to understand basic concepts through which they can make sense of their experience and develop skills to be critical and constructive citizens.

### 1.2. Vision of Individuals & Societies subject

In the 21<sup>st</sup> century, when all information is available at the fingertips of students, it becomes crucial that students can make sense of this huge amount of information. The process through which such abilities are developed is key to make sense of this information. **History, Geography, Political Science and Economics have constituted the traditional Social Science.** We do not experience reality as separate domains of History, Geography and Political Science rather it is experienced as a whole.

In Individuals and Societies, we intend to explore the world through themes rather than disciplines to bring about a holistic experience. The themes are interdisciplinary in nature which loosen the disciplinary boundaries of subjects. It also caters to the skills through which social scientists study our social world. The subject focuses on the social, economic, political factors that shape individuals and how individuals shape the socio-political and economic institutions. The relation between individuals and society is the core of this subject.

Social Science is a systematic study of society, its structures and responsibilities. The vision with regard to the pedagogy of Social Science, termed as Self, Society and System for DBSE is as follows:-

To develop values and aptitude to become problem solvers in day-to-day life. To achieve this, we propose the following epistemological and pedagogical shift:

- From teacher-centric fixed design to learner centric flexible process.
- Teacher will assume the role of a facilitator, a mentor and a coach. As a facilitator teacher would propel free inquiry, as a mentor he/she will present himself/ herself as a model and as a coach he/ she will help learners magnify their strengths.
- From passive learning to active learning.
- From learning in the classroom to learning in a wider social context.
- From knowledge as given and fixed to knowledge as evolved and created.
- From quantitative and linear assessment to qualitative, spiral and multidimensional assessment

We visualize the dynamic agency of the teacher in the following manner:-

- **To understand and acknowledge the learner as an authentic human being who is as significant as an adult. Understand their existential context while facilitating and supporting learning. Facilitating all learners equally, justly and inclusively.**
- **Emerge as a dynamic facilitator to encourage children to construct knowledge and experiences about society- its issues and possibilities.**
- **Making learning that is inquiry-based and problem-solving-based for creating inclusive possibilities for the people, group and community at the local, national and global levels.**
- **To reconstruct and contextualize the official curriculum in order to cater to the contextual pedagogic needs in the classroom.**

- To situate pedagogic practices along the dynamic global & local context.
- To cultivate democratic disposition, independent thinking, critical consciousness, compassion, creativity and agency to lead the social change with innovation along the principles of equality, justice and inclusion.
- To facilitate teachers to emerge as self-directed learners, resource persons, knowledge creators and agents of social change.

The overall intent is to cultivate a democratic and inquiry-based socio-academic culture in the classroom and in the school for enabling students to emerge as active learners, empowered and emancipated beings in the local, national and global contexts of coexistence.

### 1.3. Aims of Individuals & Societies

The aims of Individuals and Societies as a subject state what a teacher may expect to teach and what a student may expect to experience and learn. These aims suggest how the student may be changed by the learning experience. The aims of MYP Individual and societies are to encourage and enable students to

- Appreciate human and environmental commonalities and diversity.
- Understand the interactions and interdependence of individuals, societies and the environment.
- Understand how both environmental and human systems operate and evolve.
- Identify and develop concern for the well-being of human communities and the natural environment.
- Act as responsible citizens of local and global communities.
- Develop inquiry skills that lead towards conceptual understandings of the relationships between individuals, societies and the environments in which they live.

### 1.4. Objectives of Individuals & Societies subject

The objectives of MYP Individuals & Societies encompass the factual, conceptual, procedural, and metacognitive dimensions of knowledge and these objectives relate directly to the assessment criteria.

**A. Knowing and understanding:** Students develop factual and conceptual knowledge about Individuals and Societies. In order to reach the aims of Individuals and Societies, students should be able to:

- use terminology in context.
- demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations, and examples.

**B. Investigating:** Students develop systematic research skills and processes associated with disciplines in the humanities and social sciences. Students develop successful strategies for investigating independently and in collaboration with others. In order to reach the aims of Individuals and Societies, students should be able to:

- formulate a clear and focused research question and justify its relevance.
- formulate and follow an action plan to investigate a research question.
- use research methods to collect and record relevant information.
- evaluate the process and results of the investigation.

**C. Communicating:** Students develop skills to organize, document and communicate their learning using a variety of media and presentation formats. In order to reach the aims of Individuals and Societies, students 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.

**D. Thinking critically:** Students use critical thinking skills to develop and apply their understanding of Individuals and Societies and the process of investigation. In order to reach the aims of Individuals and Societies, 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, examine value and limitations.
- iv. interpret different perspectives and their implication.

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## 2. Individuals & Societies as a subject

### 2.1 Disciplines in Individuals & Societies

The Individuals and Societies subject group is integrated by a rich array of disciplines and the experience of students within the subject group can be structured in very different ways.

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#### 2.1.1 GEOGRAPHY

Geography is the study of location and the relationship between people and their environment. Under this discipline we study earth and how its varied physical features interact with human societies. It will help you to know geographically significant places and understand the spatial variations. You will be able to explain the key processes that lead to changes in physical and human geographical features. The discipline will help you to develop skills through which you will be able to analyse geographical information, represent and communicate them.

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#### 2.1.2 HISTORY

History is the study of the past. History is used in two different senses - one the event that happened at a particular time and second the reconstruction of the event on basis of sources. Past as an event is only accessible to us only in terms of traces it left in terms of sources. Thus, it is mainly in the second sense that history is related to the past. Apart from studying the past it also studies the methods through which we uncover the past. You will be able to understand how historians construct the past. Furthermore, you will be able to develop skills that will help you to analyse any historical information and figure out the biases in that information; while faced with any historical information you will be in a better position to ask questions to check its authenticity.

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#### 2.1.3 POLITICAL SCIENCE

Political Science is the study of state politics and government. It studies the formal laws and institutions through which a country is governed. It also studies how political parties and people conduct themselves around those laws and how factors like caste, gender, geographical location, class, etc. are important to understand their political behaviour. It will help you to understand that politics is the most important component of change in society. You will in a better position to understand the motives behind any political and social action.



### 3. Key Concepts in Individuals & Societies

#### 3.1. Change

Change is a conversion, transformation, or movement from one form, state or value to another. Inquiry into the concept of change involves understanding and evaluating causes, processes and consequences.

For Individuals and Societies, the concept of change allows examination of the forces that shape the world: past, present and future. The causes and effects of change can be natural and artificial; intentional and unintentional; positive, negative or neutral. The subject group explores the role of Individuals and Societies in shaping change.

#### 3.2. Global Interactions

Global interactions focus on the connections between individuals and communities and their relationships with built and natural environments, from the perspective of the world as a whole. For Individuals and Societies, global interactions focus on the interdependence of the larger human community, including the many ways that people come into conflict with and cooperate with each other, and live together in a highly interconnected world to share finite resources.

#### 3.3. Time, Place and Space

The intrinsically linked concepts of time, place and space refer to the absolute or relative position of people, objects and ideas. Time, place and space focus on how we construct and use our understanding of location (“where” and “when”).

For Individuals and Societies, time is not simply the measurement of years or time periods but is a continuum of significant events of the past, present and future. Place and space are complex concepts, the definitions of which are fluid. The place is socially constructed and can be explored in terms of constraints and opportunities afforded by location. Places have value and meaning defined by humans. Space relates to where and why places and landscapes are located. This concept also includes the social, economic, and political processes that interact through or across space, resulting in patterns and networks arising, such as migration or trade flows. Challenges related to “place and space” can be understood on multiple scales (including local, regional, national and global).

#### 3.4. Systems

Systems are sets of interacting or interdependent components. Systems provide structure and order in human, natural and built environments. Systems can be static or dynamic, simple or complex.

For Individuals and Societies, systems thinking provides a powerful tool for understanding both natural and human environments, and the role of individuals within them. Social and natural systems rely on a state of equilibrium and are vulnerable to change from internal and external forces.

## 4. Individuals & Societies curriculum overview for grades VI, VII and VIII

An academic year at DBSE consists of two terms. Grade VI, VII and VIII curriculum is clustered into 6 units. These units are delivered in two terms of an academic year. Unit names, content, duration and the learning resources are provided in the subsequent sections.

### 4.1. Grade VI Curriculum overview

Table 1: Unit names, content, duration and the learning resources in grade VI units

Grade VI			
Term 1			
Unit	Content	Duration	Resources
Our Environment	<ul style="list-style-type: none"> <li>• Introduction to Environment,</li> <li>• Our surroundings, importance, and changes in it.</li> <li>• Introduction to domains of earth- Hydrosphere,</li> <li>• Lithosphere -Major Landforms of the earth, Atmosphere, Biosphere,</li> <li>• Interaction between humans, plants, and animals in ecosystem,</li> <li>• Food chain, Save the Earth</li> </ul>	5 weeks	NCERT book Children history book
Sources for knowing the Evolution of Human Civilization	<ul style="list-style-type: none"> <li>• How can we know about the past</li> <li>• Past and Pasts,</li> <li>• Chronology and sources, Paleolithic, Mesolithic and Neolithic;</li> <li>• Settled life, Urbanisation-Harrappa, Janpadas, Mahajanpadas,</li> <li>• New ideas, sources to know history.</li> </ul>	4 weeks	
Celebration of diversity	<ul style="list-style-type: none"> <li>• Diversity</li> <li>• Unity in Diversity,</li> <li>• Discrimination</li> <li>• Striving for Equality</li> </ul>	3 weeks	
Term 2			
Land we live on	<ul style="list-style-type: none"> <li>• Solar System</li> <li>• Satellite, Natural and Human made</li> <li>• The Earth in Solar System</li> <li>• Motions of the earth</li> <li>• Globe- latitude and longitude</li> <li>• Maps</li> </ul>	6 weeks	NCERT book
Our Government	<ul style="list-style-type: none"> <li>• What is government?</li> <li>• Why do we need a government?</li> <li>• Features and various functions of government</li> <li>• Local government - MCD , NDMC, Board, Panchayati raj (Gram Panchayat)</li> <li>• Role of government in our life</li> </ul>	5 weeks	
Our Delhi	<ul style="list-style-type: none"> <li>• Delhi and its cultural heritage</li> <li>• Economical, geographical and historical Features.</li> <li>• Exploring Delhi</li> </ul>	4 weeks	

#### 4.2. Grade VII Curriculum overview

Table 2: Unit names, content, duration and the learning resources in grade VII units

Grade VII			
Term 1			
Unit	Content	Duration	Resources
Our Earth and its Concerns	<ul style="list-style-type: none"> <li>• Components of environment - Natural and Human Environment,</li> <li>• Inside our Earth</li> <li>• Our Changing Earth</li> <li>• Formation of landforms</li> <li>• Air, Water, Disaster and Calamities</li> </ul>	5 weeks	NCERT book
Our government and Equality	<ul style="list-style-type: none"> <li>• Role of government with special reference to Health</li> <li>• How state government works</li> <li>• Formation of State Legislature</li> <li>• Understanding Equality in a Democracy with special reference to Gender</li> <li>• Struggle for equality and Women empowerment.</li> </ul>	4 weeks	
Sources of History, Dynasties and Rulers	<ul style="list-style-type: none"> <li>• Tracing History through 1000 years (750 CE to 1750 CE)</li> <li>• Political Landscape from 750 to 1200 CE.</li> </ul>	2 weeks	

Term 2			
Interrelationship between climatic region and human life	Climatic regions & Human life: Life in tropical, sub-tropical regions, temperate grasslands, hot and cold deserts	4 weeks	NCERT book
Media & Financial Literacy	<ul style="list-style-type: none"> <li>• Role of Media in Democracy &amp; Educating masses</li> <li>• Understanding advertising</li> <li>• Financial Literacy: Consumer and consumption (consumer, market, shops and shopping)</li> </ul>	4 weeks	
Society, Economy and Culture	<ul style="list-style-type: none"> <li>• Delhi Sultanate</li> <li>• Mughal Empire</li> <li>• Urban life</li> <li>• Different social groups</li> <li>• Architecture</li> <li>• Culture &amp; Religion.</li> </ul>	5 weeks	

#### 4.3. Grade VIII Curriculum overview

Table 3: Unit names, content, duration and the learning resources in grade VIII units

Grade VIII			
Term 1			
Unit	Content	Duration	Resources
Sustainable world	<ul style="list-style-type: none"> <li>Resources; Human Resources; Biotic Resources; Abiotic resources, Land, Soil, Water, Natural Vegetation &amp; wildlife</li> <li>Types of resources, conservation.</li> <li>Abiotic and biotic resources.</li> <li>Meaning of human resource</li> <li>Factors affecting distribution of population</li> <li>population composition and change</li> </ul>	5 weeks	NCERT book
Public Facilities	<ul style="list-style-type: none"> <li>Water &amp; Electricity</li> <li>Public Transport</li> <li>Health and Education with reference to Delhi</li> </ul>	4 weeks	
Civilization and culture	Tracing History through 1000 years(750 CE to 1750 CE), Political Landscape from 750 to 1200 CE.		
Term 2			
Scientific innovations affecting human lives	Women, Caste and Reform; Our tribes with context to Marginalization	3 weeks	NCERT book
Indian polity	<ul style="list-style-type: none"> <li>Agriculture; Minerals and industries;</li> <li><b>Financial Literacy:- Production and Investment</b> - Producer, Production, Production and Investment, Organization, Family Budget</li> </ul>	4 weeks	
Movement, Revolution and Society	Judiciary; Parliament; Constitution	3 weeks	

## 5. Assessment overview

DBSE approach to assessment and reporting is based on the IB specified assessment criteria and grades. Criterion based assessments enable students to self-monitor and build self-belief as they can see the evidence of the progress they are making over time. Students can track their progress using level descriptors, they can clearly understand how their work can be improved over time.

The four core criteria assessed in Individuals & Societies are:

- Criterion A – Knowing and understanding
- Criterion B – Investigating
- Criterion C – Communicating
- Criterion D – Thinking Critically

DBSE promotes multiple ways of assessing students. There are three types of assessments conducted at DBSE schools throughout a learning period.

**Assessment for learning:** It is the process of gathering and interpreting evidence for use by students and teachers to know where the students are on their learning pathway, decide where they need to go and how best to get there. The teacher plays a supportive role wherein the student responses in the assessment tasks are analysed to help students progress on their learning pathway. Consequently, it is important that these assessments must always be accompanied by feedback and feed-forward mechanisms to enable deep learning and help improve teaching. Example tasks include homework, classwork, class tests, assignments, projects, etc. The assessments should provide the right amount of challenge to students based on learning levels so that appropriate feedback can be provided.

**Assessment of learning:** It takes place at key points in the learning cycle, such as at the end of a learning period, e.g. a term, to measure if students have achieved the learning objectives. Example tasks include exams, final projects, essays, etc. The primary purpose is to assess what students can do at a point in time to understand their readiness to move to the next stage of education.

**Assessment as learning:** Students are provided with opportunities to monitor their own progress, self-assess and reflect on their learning. Example tasks include self-assessment, peer assessment, student portfolio, etc.

The assessment tasks and methods used in internal assessment are criterion related, student-centric and provide feedback for further enhancement of learning. There are two types of assessments used for reporting student performance.

- Internal assessments (IA) (20%)
- Term-end assessments (TA) (80%)

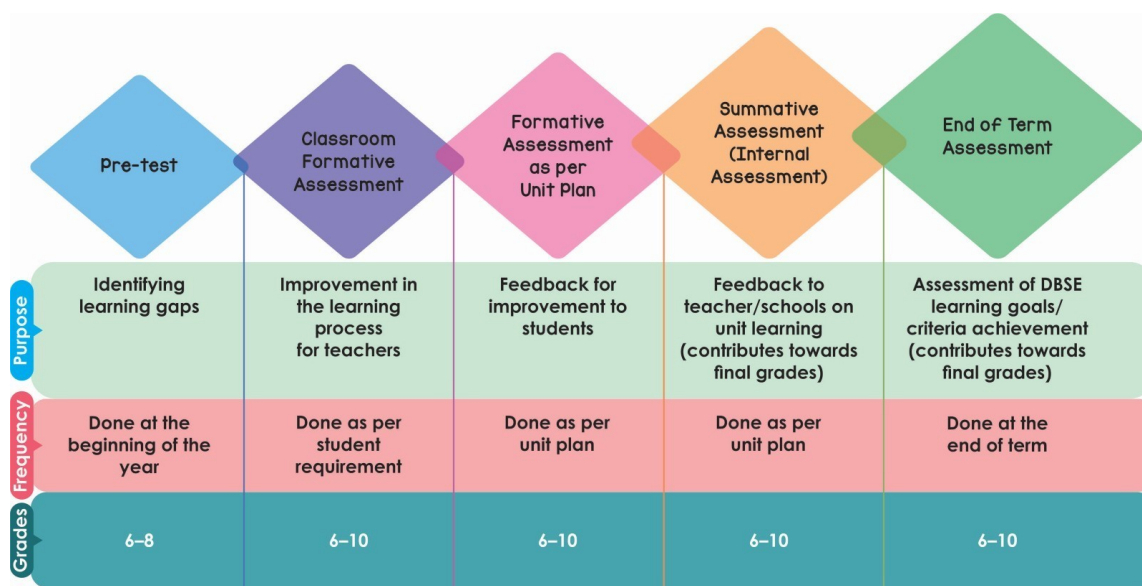
The assessment tasks and methods used in internal assessments provide opportunities for students to show their academic achievements in multiple ways and provide feedback for further enhancement of learning. External assessment tasks are based on curriculum objectives defined for Individuals and Societies.

DBSE assessments used for reporting for grades 9 & 10 can be school-led and/or board-led. School-led assessments are based on an item pool provided by DBSE and Board-led assessments are developed and administered by DBSE. In grade 10, DBSE monitor internal assessments and readiness assessments. Term-end assessments are conducted by DBSE.

## 5.1. Assessment structure

Global best practices suggest a multifaceted assessment structure. That is, students should be assessed in multiple ways and at multiple times without increasing the workload of teachers or students, to the extent possible. A schematic representation of the DBSE assessment structure is presented below:

Figure 1: Assessments in DBSE



## 5.2. Assessment calendar

The assessment calendar for internal and external assessments for academic year 2022- 23 grade 9 assessments is given below.

Table 4: Grade VI Assessment calendar

Unit	Duration		Assessment	Criteria Assessed	Assessment Strategies
1	4-Jul	6-Aug	IA - Unit 1 Summative	B. Investigating C. Communicating D. Thinking Critically	<ul style="list-style-type: none"> <li>Projects</li> <li>Presentations</li> <li>creating something new from waste material</li> <li>Scrapbook</li> </ul>
2	8-Aug	9-Sep	IA - Unit 2 Summative	A. Knowing and Understanding B. Investigating D. Thinking Critically	
3	12-Sep	30-Sep	IA - Unit 3 Summative	B. Investigating C. Communicating	
<b>10 – 24 October 2022</b>			<b>Term-end 1</b>	<b>All 4 Criteria</b>	<b>Competency based assessment</b>
4	1-Nov	10-Dec	IA - Unit 4 Summative	A. Knowing and Understanding B. Investigating D. Thinking Critically	Projects presentation
5	11-Dec	30-Jan	IA - Unit 5 Summative	B. Investigating C. Communicating	
6	31-Jan	24-Feb	IA - Unit 6 Summative	B. Investigating C. Communicating D. Thinking Critically	
<b>1 - 20 March 2023</b>			<b>Term-end 2</b>	<b>All 4 Criteria</b>	<b>Competency based assessment</b>

Table 5: Grade VII Assessment calendar

Unit	Duration		Assessment	Criteria Assessed	Assessment Strategies
1	4-Jul	17-Aug	IA - Unit 1 Summative	A. Knowing & Understanding B. Investigating	Projects presentation
2	18-Aug	15 Sept	IA - Unit 2 Summative	B. Investigating C. Communicating D. Thinking Critically	
3	16 Sept	30-Sep	IA - Unit 3 Summative	A. Knowing & Understanding B. Investigating	
<b>10 – 24 October 2022</b>			<b>Term-end 1</b>	<b>All 4 Criteria</b>	<b>Competency based assessment</b>
4	1-Nov	29-Nov	IA - Unit 4 Summative	A. Knowing & Understanding B. Investigating	Projects presentation
5	30-Nov	28-Dec	IA - Unit 5 Summative	B. Investigating C. Communicating	
6	29-Dec	24-Feb	IA - Unit 6 Summative	B. Investigating C. Communicating D. Thinking Critically	
<b>1 - 20 March 2023</b>			<b>Term-end 2</b>	<b>All 4 Criteria</b>	<b>Competency based assessment</b>

Table 6: Grade VIII Assessment calendar

Unit	Duration		Assessment	Criteria Assessed	Assessment Strategies
1	4-Jul	6-Aug	IA - Unit 1 Summative	All 4 Criteria	Projects presentation
2	8-Aug	9-Sep	IA - Unit 2 Summative	All 4 Criteria	
3	12-Sep	30-Sep	IA - Unit 3 Summative	All 4 Criteria	
<b>10 – 24 October 2022</b>			<b>Term-end 1</b>	<b>All 4 Criteria</b>	<b>Competency based assessment</b>
4	1-Nov	3-Dec	IA - Unit 4 Summative	All 4 Criteria	Projects presentation
5	5-Dec	21-Jan	IA - Unit 5 Summative	All 4 Criteria	
6	23-Jan	24-Feb	IA - Unit 6 Summative	All 4 Criteria	
<b>1 - 20 March 2023</b>			<b>Term-end 2</b>	<b>All 4 Criteria</b>	<b>Competency based assessment</b>

### 5.3. Assessment levels and grades

The Assessment Criteria directly relate to the Objectives of the curriculum and carry equal weightage. The student achievement levels will be reported as a number grade as done in IB with an associated description.

The grade descriptions are based on assessment criteria levels. The level descriptors of an assessment criterion depict clear progression of improvement of skills and competencies for a learning period.

All the assessment tasks used to report students' achievements are based on task specific, hierarchical, and qualitatively defined rubrics. The categories used in rubrics represent increasing quality or sophistication of response to a task. They provide a basis for evaluating and recording students' responses to an assessment task. A rubric makes assessment expectations transparent.

In order to show the degree of competence in each criterion, fine grained descriptions of various levels are used. These descriptions indicate the progression of achievement in each criterion. IB Individuals and Societies criteria levels and grade descriptions are given in the following tables

Table 7: Criterion A: Knowing and understanding

Levels	Level Description
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: 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: 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: 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: 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.



Table 8: Criterion B: Investigating

Levels	Level Description
0	The student does not reach a standard described by any of the descriptors below.
1-2	<p>The student:</p> <ul style="list-style-type: none"> <li>i. formulates a research question that is clear or focused and describes its relevance</li> <li>ii. formulates a limited action plan to investigate a research question or does not follow a plan</li> <li>iii. collects and records limited information, not always consistent with the research question</li> <li>iv. makes a limited evaluation of the process and results of the investigation.</li> </ul>
3-4	<p>The student:</p> <ul style="list-style-type: none"> <li>i. formulates a research question that is clear and focused and describes its relevance in detail</li> <li>ii. formulates and somewhat follows a partial action plan to investigate a research question</li> <li>iii. uses a research method(s) to collect and record mostly relevant information</li> <li>iv. evaluates some aspects of the process and results of the investigation.</li> </ul>
5-6	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. formulates a clear and focused research question and explains its relevance</li> <li>ii. formulates and follows a substantial action plan to investigate a research question</li> <li>iii. uses research method(s) to collect and record appropriate, relevant information</li> <li>iv. evaluates the process and results of the investigation.</li> </ul>
7-8	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. formulates a clear and focused research question, thoroughly justifying its relevance with appropriate evidence</li> <li>ii. formulates and effectively follows a comprehensive action plan to investigate a research question</li> <li>iii. uses research methods to collect and record appropriate, varied and relevant information</li> <li>iv. thoroughly evaluates the investigation process and results.</li> </ul>

Table 9: Criterion C: Communicating

Levels	Level Description
0	The student does not reach a standard described by any of the descriptors below.
1-2	<p>The student:</p> <ul style="list-style-type: none"> <li>i. communicates information and ideas in a limited way, using a style that is limited in its appropriateness to the audience and purpose</li> <li>ii. structures information and ideas according to the specified format in a limited way</li> <li>iii. documents sources of information in a limited way</li> </ul>
3-4	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. communicates information and ideas satisfactorily by using a style that is somewhat appropriate to the audience and purpose</li> <li>ii. structures information and ideas in a way that is somewhat appropriate to the specified format</li> <li>iii. sometimes documents sources of information using a recognized convention.</li> </ul>
5-6	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. communicates information and ideas accurately by using a style that is mostly appropriate to the audience and purpose</li> <li>ii. structures information and ideas in a way that is mostly appropriate to the specified format</li> <li>iii. often documents sources of information using a recognized convention</li> </ul>
7-8	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. communicates information and ideas effectively and accurately by using a style that is completely appropriate to the audience and purpose</li> <li>ii. structures information and ideas in a way that is completely appropriate to the specified format</li> <li>iii. consistently documents sources of information using a recognized convention.</li> </ul>

Table 10: Criterion D: Thinking Critically

Levels	Level Description
0	The student does not reach a standard described by any of the descriptors below.
1-2	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. analyses concepts, issues, models, visual representation and theories to a limited extent</li> <li>ii. summarizes information to a limited extent to make arguments</li> <li>iii. describes a limited number of sources/data in terms of origin and purpose and recognizes nominal value and limitations</li> <li>iv. identifies different perspectives and minimal implications.</li> </ul>
3-4	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. analyses concepts, issues, models, visual representation and theories</li> <li>ii. summarizes information to make arguments</li> <li>iii. analyses and/or evaluates sources/data in terms of origin and purpose, recognizing some value and limitations</li> <li>iv. interprets different perspectives and some of their implications.</li> </ul>
5-6	<p>The student:</p> <ul style="list-style-type: none"> <li>i. discusses concepts, issues, models, visual representation and theories</li> <li>ii. synthesizes information to make valid arguments</li> <li>iii. effectively analyses and evaluates a range of sources/data in terms of origin and purpose, usually recognizing value and limitations</li> <li>iv. interprets different perspectives and their implications.</li> </ul>
7-8	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. completes a detailed discussion of concepts, issues, models, visual representation and theories</li> <li>ii. synthesizes information to make valid, well-supported arguments</li> <li>iii. effectively analyses and evaluates a range of sources/data in terms of origin and purpose, consistently recognizing value and limitations</li> <li>iv. thoroughly interprets a range of different perspectives and their implications.</li> </ul>

Table 11: Description of Grade points

Grade	Grade Description
7	Produces high-quality, frequently insightful work. Communicates comprehensive, nuanced understanding of individuals and societies concepts, contexts and terminology. Consistently demonstrates sophisticated critical and creative thinking to synthesize and evaluate information and make valid, well-supported arguments. Frequently transfers knowledge and applies skills, with independence and expertise, in a variety of complex classroom and real-world situations.
6	Produces high-quality, occasionally insightful work. Communicates extensive understanding of individuals and societies concepts, contexts and terminology. Demonstrates critical and creative thinking, frequently with sophistication to synthesize and evaluate information and make valid, well-supported arguments. Transfers knowledge and applies skills, often with independence, in a variety of familiar and unfamiliar classroom and real-world situations.
5	Produces generally high-quality work. Communicates good understanding of individuals and societies concepts, contexts and terminology. Demonstrates critical and creative thinking, sometimes with sophistication, to synthesize and evaluate information and make valid, well-supported arguments. Usually transfers knowledge and applies skills, with some independence, in familiar classroom and real-world situations.
4	Produces good-quality work. Communicates basic understanding of most individuals and societies concepts, contexts and terminology with few misunderstandings and minor gaps. Often demonstrates critical and creative thinking to synthesize and evaluate information and make valid, well-supported arguments. Transfers some knowledge and applies some skills in familiar classroom situations, but requires support in unfamiliar situations.
3	Produces work of an acceptable quality. Communicates basic understanding of many individuals and societies concepts, contexts and terminology, with occasional significant misunderstandings or gaps. Begins to demonstrate some critical and creative thinking to synthesize and evaluate information to make valid, well supported arguments. Begins to transfer knowledge and apply skills, requiring support even in familiar classroom situations.
2	Produces work of limited quality. Communicates limited understanding of some individuals and societies concepts, contexts and terminology with significant gaps in understanding. Demonstrates limited evidence of critical or creative thinking. Limited evidence of transfer of knowledge and application of skills.
1	Produces work of a very limited quality. Conveys many significant misunderstandings or lacks understanding of most individuals and societies concepts or contexts. Very rarely demonstrates evidence of critical or creative thinking. Very inflexible, rarely shows evidence of knowledge or skills.