



# INDIVIDUALS & SOCIETIES OVERVIEW

## GRADES 9 AND 10

**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 level.

- 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.

iv. 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 implications.

## 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 sense 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 ECONOMICS

Studies production, consumption and distribution of goods and services. You will study which goods and services are produced in society in what quantity and why we produce them this way not another way. You will also understand how these goods and services are distributed among the population. It will especially focus on the role of government in our economy. It will enable you to understand economic policies in a better way. Furthermore, you will be able to develop many skills which will enable you to represent and communicate economic data effectively.

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#### 2.1.4 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 IX and X

An academic year at DBSE consists of two terms. Grade IX and X 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 IX Curriculum Overview

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

Grade IX			
Term 1			
Unit	Content	Duration	Resources
Democratic Polity	<ul style="list-style-type: none"> <li>• What is Democracy?</li> <li>• Electoral Politics: Why Election?</li> <li>• Constitutional Design</li> </ul>	6 weeks	<ul style="list-style-type: none"> <li>• NCERT</li> <li>• Hodder publication</li> </ul>
Population growth and its sustainable development	<ul style="list-style-type: none"> <li>• Population</li> <li>• Determinants of Quality Population</li> <li>• Poverty as a challenge sustainable societies (SDG 1)</li> </ul>	4 weeks	
Revolution and Societies	<ul style="list-style-type: none"> <li>• The French Revolution</li> <li>• 18th century Enlightenment</li> <li>• Beginning of French Revolution</li> <li>• Towards Republic</li> <li>• What continued?</li> <li>• Nazism and the rise of Hitler:</li> </ul>	2 weeks	
Grade IX - Term 2			
Land we live on	<ul style="list-style-type: none"> <li>• India size and Location</li> <li>• Physical features of India</li> <li>• Drainage</li> </ul>	4 weeks	<ul style="list-style-type: none"> <li>• NCERT</li> <li>• Hodder publication</li> </ul>
Ideology and Societies	<ul style="list-style-type: none"> <li>• Socialism in Europe and the Russian revolution</li> <li>• Nazism and the rise of Hitler</li> <li>• Colonialism &amp; Communities on Periphery</li> </ul>	6 weeks	
Human Interactions with Nature	<ul style="list-style-type: none"> <li>• Rural economy and Technology</li> <li>• Climate controls</li> <li>• Natural Vegetation and wildlife</li> </ul>	5 weeks	

## 4.2. Grade X Curriculum Overview

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

Grade X			
Term 1			
Unit	Content	Duration	Resources
From Subjects to Citizens	<ul style="list-style-type: none"> <li>The Rise of Nationalism in Europe</li> <li>Nationalism in India</li> </ul>	5 weeks	<ul style="list-style-type: none"> <li>NCERT (2006). India and Contemporary world-II; Textbook for Class X. New Delhi</li> <li>Beck,R.B., Black,L., Keriger,L.S., Naylor,P.C., Shabaka,D.I.,(2009). World history; patterns of interaction. McDougal Littell</li> <li>Singh. A.I.(2020). The partition of India. NBT</li> <li>NCERT (2006). Contemporary India; Textbook for Class X.</li> <li>NCERT (2006). Democratic Politics-II; Textbook for class 10. New Delhi</li> <li>NCERT (2006) Economics-II; Textbook for class 10. New Delhi</li> </ul>
Resource Management	<ul style="list-style-type: none"> <li>Resource and development</li> <li>Forest and Wildlife Resource</li> <li>Water resources</li> </ul>	3 weeks	
Dilemmas of Development	<ul style="list-style-type: none"> <li>Development</li> <li>Gender, Religion and Caste</li> <li>Money and Credit</li> <li>Sectors of Indian economy</li> </ul>	5 weeks	
Term 2			
Pillars of democracy	<ul style="list-style-type: none"> <li>Power Sharing</li> <li>Federalism</li> <li>Democracy and diversity</li> </ul>	3 weeks	<ul style="list-style-type: none"> <li>NCERT(2006). Democratic Politics-II; Textbook for class 10. New Delhi</li> <li>NCERT(2006) Economics-II; Textbook for class 10. New Delhi</li> <li>NCERT (2006). India and Contemporary world-II; Textbook for Class X. New Delhi</li> </ul>
Production and Industries	<ul style="list-style-type: none"> <li>Agriculture</li> <li>Minerals and Energy Resources</li> <li>Manufacturing Industries</li> <li>Globalization and the Indian Economy</li> </ul>	6 weeks	
Democracy in the 21st century	<ul style="list-style-type: none"> <li>Making of the Global World</li> <li>Lifelines of national economy</li> <li>Political parties</li> <li>The outcome of Democracy</li> <li>Challenges to Democracy</li> </ul>	6 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%)

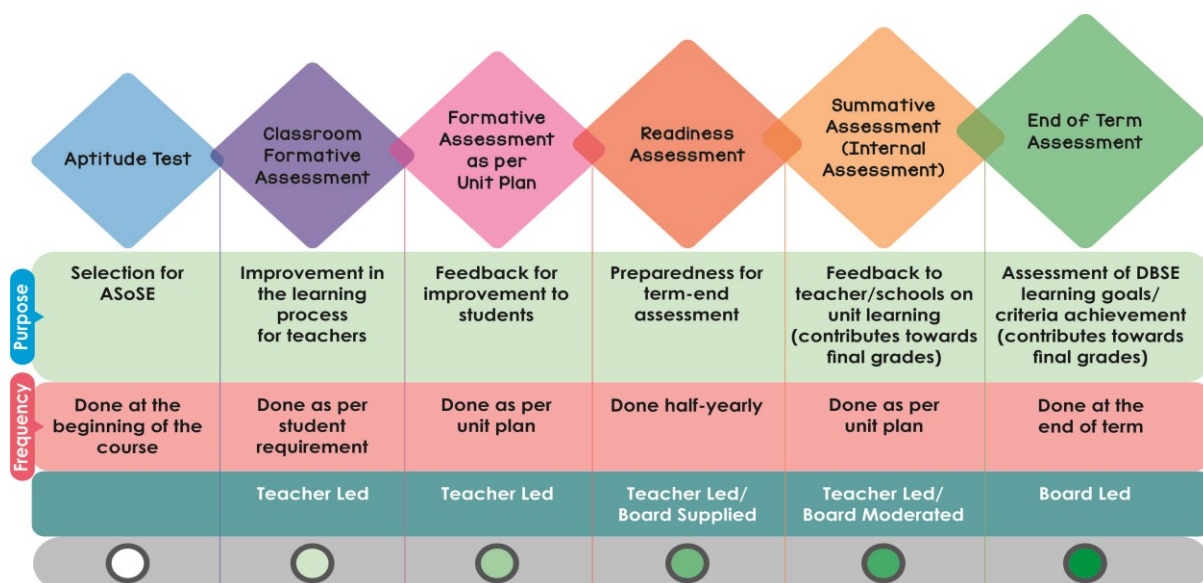
The assessment tasks and methods used in internal assessments provide opportunities for students to show their academic achievements in multiple ways and provide feedback for further enhancement of learning. External assessment tasks are based on curriculum objectives defined for Individuals and societies.

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 will monitor internal 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 3: Grade IX assessment calendar

Unit	Duration		Assessment	Criteria Assessed*	Assessment Strategies
1	4-Jul	12-Aug	IA - Unit 1 Summative	B. Investigating C. Communicating D. Thinking Critically	Project, Investigation, Reporting, Debate, Survey, Essay, MCQ, Note Writing
2	16-Aug	15-Sep	IA - Unit 2 Summative	A. Knowing and Understanding B. Investigating	
3	16-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	30-Nov	IA - Unit 4 Summative	A. Knowing and Understanding B. Investigating D. Thinking Critically	Project, Investigation, Reporting, Debate, Survey, Essay, MCQ, Note Writing
5	1-Dec	25-Jan	IA - Unit 5 Summative	A. Knowing and Understanding B. Investigating D. Thinking Critically	
6	30-Jan	28-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 4: Grade X assessment calendar

Unit	Duration		Assessment	Criteria Assessed*	Assessment Strategies
1	4-Apr	15-May	IA - Unit 1 Summative	A. Knowing and Understanding B. Investigating C. Communicating D. Thinking Critically	Project, Investigation, Reporting, Debate, Survey, Essay, MCQ, Note Writing
2	4-July	15-Aug	IA - Unit 2 Summative	A. Knowing and Understanding B. Investigating D. Thinking Critically	
3	15-Aug	30-Sep	IA - Unit 3 Summative	B. Investigating C. Communicating D. Thinking Critically	Project, Investigation, Reporting, Debate, Survey, Essay, MCQ, Note Writing
12 – 24 September			Readiness Assessment	All 4 Criteria	Competency based assessment
10 – 24 October 2022			Term-end 1	All 4 Criteria	Competency based assessment
4	1-Nov	21-Nov	IA - Unit 4 Summative	B. Investigating C. Communicating	Project, Investigation, Reporting, Debate, Survey, Essay, MCQ, Note Writing
6 - 18-Feb 2023			Readiness Assessment	All 4 Criteria	Competency based assessment
5	22-Nov	22-Dec	IA - Unit 5 Summative	B. Investigating D. Thinking Critically	Project, Investigation, Reporting, Debate, Survey, Essay, MCQ, Note Writing
6	16-Jan	28-Feb	IA - Unit 6 Summative	A. Knowing and Understanding B. Investigating	
1 - 20 March 2023			Term-end 2	All 4 Criteria	Competency based assessment

### 5.3. Assessment criterion levels and grades

The Assessment criteria directly relate to the objectives of the curriculum and are used to report student achievement in Individuals and societies. These criteria carry equal weightage for the purpose of reporting.

Within each criterion achievement levels are described to show the various levels of attainment. The level descriptors of an assessment criterion depict clear progression of improvement of skills and competencies. Student level of attainment in a criterion will be reported as a score point ranging from 0 to 8 with 0 showing insufficient evidence to report on the criterion or student has not reached any of the description expected and 8 showing the highest level of attainment of the criterion.

The overall student level attainment in the subject is shown as a numeric grade from 1 to 7. This overall grade point shows how well the student has performed in the subject. The grade descriptions are based on assessment criteria levels.

Criterion level descriptors and over achievement grade descriptors are shown in the tables that follow in this section.

All the assessment tasks used to report students' achievements are based on task specific, hierarchical, and qualitatively defined rubrics based on the defined criteria. 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 5: 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: <ol style="list-style-type: none"> <li data-bbox="405 622 836 651">i. uses limited relevant terminology</li> <li data-bbox="405 667 1423 725">ii. demonstrates basic knowledge and understanding of content and concepts with minimal descriptions and/or examples.</li> </ol>
3-4	The student: <ol style="list-style-type: none"> <li data-bbox="405 808 1066 837">i. uses some terminology accurately and appropriately</li> <li data-bbox="405 853 1423 911">ii. demonstrates adequate knowledge and understanding of content and concepts through satisfactory descriptions, explanations and examples.</li> </ol>
5-6	The student: <ol style="list-style-type: none"> <li data-bbox="405 994 1121 1023">i. uses a range of terminology accurately and appropriately</li> <li data-bbox="405 1039 1423 1097">ii. demonstrates substantial knowledge and understanding of content and concepts through accurate descriptions, explanations and examples.</li> </ol>
7-8	The student: <ol style="list-style-type: none"> <li data-bbox="405 1180 1114 1209">i. consistently uses a wide range of terminology effectively</li> <li data-bbox="405 1225 1423 1283">ii. demonstrates excellent knowledge and understanding of content and concepts through thorough, accurate descriptions, explanations and examples.</li> </ol>

Table 6: 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 7: 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 8: 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 9: 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.