Middle Years Programme

# Individuals and societies guide

For use from September 2014/January 2015

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**Middle Years Programme**
**Individuals and societies guide**

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# IB mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.




# IB learner profile

**The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.**

## As IB learners we strive to be:

### INQUIRERS
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

### KNOWLEDGEABLE
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

### THINKERS
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

### COMMUNICATORS
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

### PRINCIPLED
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

### OPEN-MINDED
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

### CARING
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

### RISK-TAKERS
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

### BALANCED
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

### REFLECTIVE
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

**The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.**

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# Purpose of this guide

This guide is for use from September 2014 or January 2015, depending on the start of the school year.

This document provides the framework for teaching and learning in individuals and societies in the Middle Years Programme (MYP) and must be read and used in conjunction with the document *MYP: From principles into practice* (May 2014), which includes:

- general information about the programme
- the MYP unit planner, with guidance for developing the curriculum that is relevant for all subject groups
- detailed information about approaches to learning
- advice that supports access and inclusion (including accommodations for students with learning support requirements)
- a statement on academic honesty.

In MYP publications, requirements appear in a text box like this one.

## Additional resources

Teacher support materials (TSMs) are available in the programme resource centre (https://resources.ibo.org). The TSM for individuals and societies contains support for developing the written, taught and assessed curriculum. It provides examples of good practice, including subject group overviews, assessment tasks and markschemes, as well as student work with teacher comments.

An optional process of external assessment can lead to **IB MYP course results** for individuals and societies courses, and these results can contribute to the awarding of an **IB MYP certificate**. More information is available in the annual publication Middle Years Programme *Assessment procedures*.

A range of publications that support the MYP is available at the IB store (http://store.ibo.org).

## Acknowledgments

The IB gratefully acknowledges the generous contributions of IB World Schools and the global community of educators who collaborate in the development of the Middle Years Programme.

# Programme model

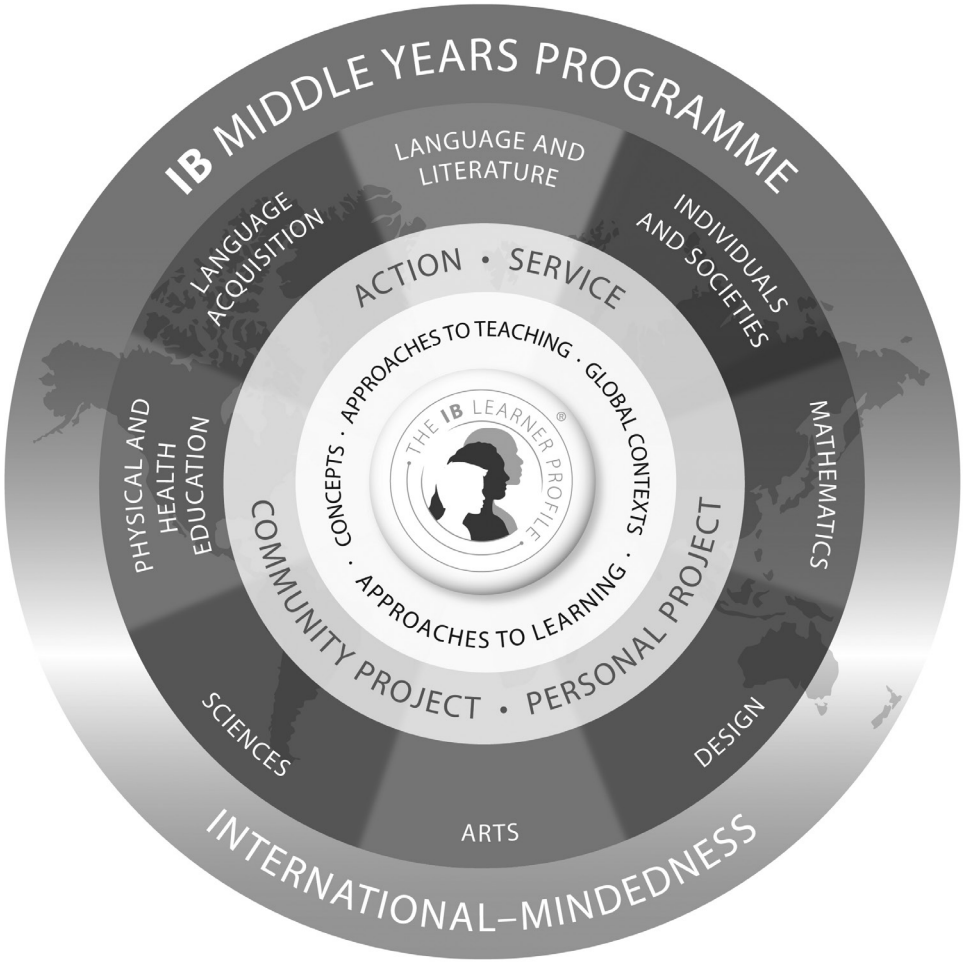



**Figure 1**
*Middle Years Programme model*

The MYP is designed for students aged 11 to 16. It provides a framework of learning that encourages students to become creative, critical and reflective thinkers. The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world. It fosters the development of skills for communication, intercultural understanding and global engagement—essential qualities for young people who are becoming global leaders.

The MYP is flexible enough to accommodate the demands of most national or local curriculums. It builds upon the knowledge, skills and attitudes developed in the IB Primary Years Programme (PYP) and prepares students to meet the academic challenges of the IB Diploma Programme (DP) and the IB Career-related Programme (CP).

The MYP:

- holistically addresses students' intellectual, social, emotional and physical **well-being**
- provides students with opportunities to develop the **knowledge**, **attitudes and skills** they need in order to manage complexity, and take responsible action for the future
- ensures breadth and depth of understanding through study in **eight subject groups**
- requires the study of at least **two languages** to support students in understanding their own cultures and those of others
- empowers students to participate in **service with the community**
- helps to prepare students for **further education**, the **workplace** and a **lifetime of learning**.

# The nature of individuals and societies

MYP individuals and societies encourages learners to respect and understand the world around them and equips them with the necessary skills to inquire into historical, contemporary, geographical, political, social, economic, religious, technological and cultural factors that have an impact on individuals, societies and environments. It encourages learners, both students and teachers, to consider local and global contexts.

MYP individuals and societies incorporates disciplines traditionally studied under the general term "the humanities" (such as history and philosophy), as well as disciplines in the social sciences (such as economics, business management, geography, sociology and political science).

In this subject group, students can engage with exciting, stimulating and personally relevant topics and issues. Many sensitive and personally challenging topics require careful consideration in the context of a safe and responsible learning environment characterized by respect and open-mindedness. The study of individuals and societies helps students to appreciate critically the diversity of human culture, attitudes and beliefs. Courses in this subject group are important for helping students to recognize that content and methodology can be debatable and controversial, and for practising the tolerance of uncertainty.

The IB's approach to individuals and societies includes a strong focus on inquiry and investigation. Students collect, describe and analyse data used in studies of societies; test hypotheses; and learn how to interpret increasingly complex information, including original source material. This focus on real-world examples, research and analysis is an essential aspect of the subject group.

The study of individuals and societies helps students to develop their identities as individuals and as responsible members of local and global communities. These explorations of our common humanity are intrinsically interesting, and disciplines in this subject group are filled with potential for creating in students a lifelong fascination with "the human story" as it continues to evolve in an era of rapid change and increasing interconnectedness. Studies in individuals and societies are essential for developing empathy and international-mindedness, including the idea that "other people, with their differences, can also be right" (IB mission statement).

# Individuals and societies across the IB continuum

The IB continuum of international education provides a progression of learning for students aged 3 to 19. MYP individuals and societies aims to build on what students learn and do in the PYP and other student-centred programmes of primary education, especially students' engagement with social studies. However, there is no prior formal learning required for undertaking the MYP.

MYP individuals and societies courses help specifically to prepare students for the study of DP courses in the individuals and societies group. Furthermore, MYP students are required to undertake rigorous investigations that constitute an important foundation for DP internal assessments.

Figure 2 shows the IB continuum pathways in the study of individuals and societies.

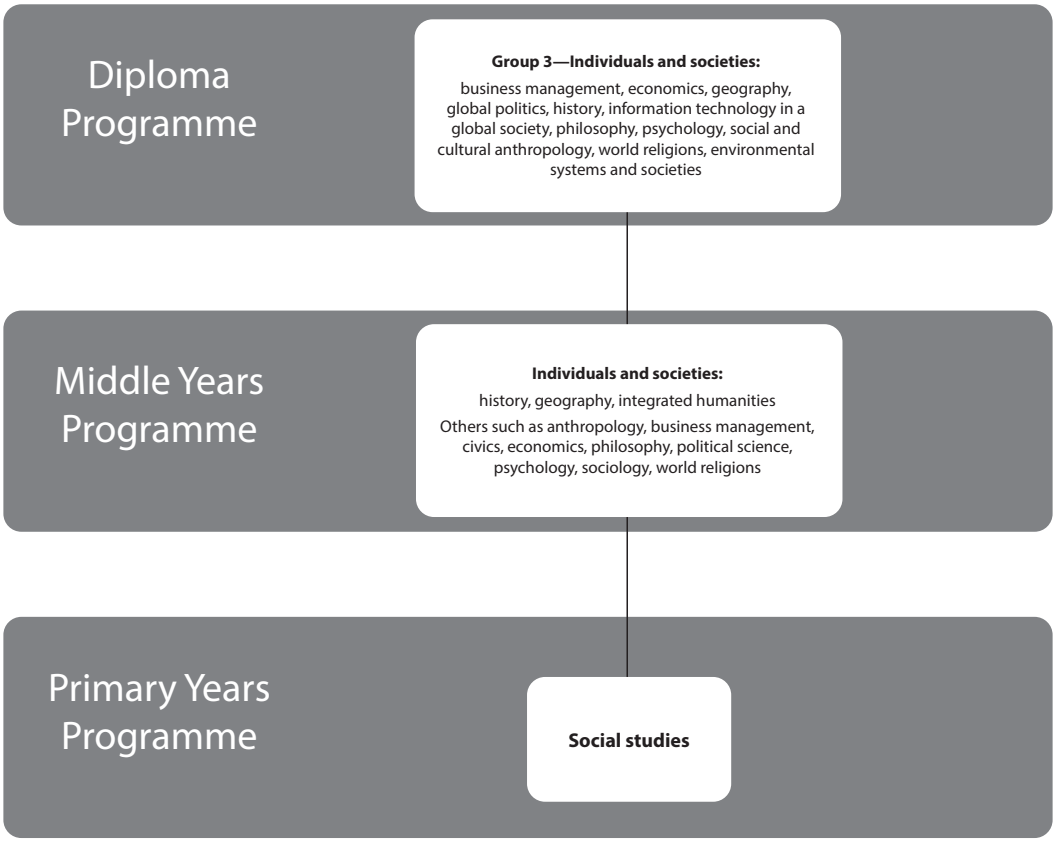



**Figure 2**

*IB continuum pathways in the study of individuals and societies*

MYP individuals and societies also helps to prepare students for overall success in the DP. In the MYP students develop cognitive and procedural skills as well as strong conceptual understandings that support teaching and learning in the DP. Research and investigation skills transfer to the DP's core requirements, including creativity, activity, service (CAS) and the extended essay. The MYP offers many opportunities for students to explore ways of knowing that become a focus of reflection in the DP theory of knowledge (TOK) course. Courses in individuals and societies encompass experimentation and observation, reasoning and

argumentation, the use of primary sources, and data that can be used to propose knowledge claims about human existence and behaviour. In this subject group, MYP students begin to explore these knowledge claims by assessing validity, reliability, credibility, certainty and individual, as well as cultural perspectives.

The humanities and social sciences focus on the development of critical and creative thinking skills that students can apply in a wide variety of areas of interest and careers. The knowledge, skills and attitudes that students develop in individuals and societies courses provide a meaningful foundation for further study and help to prepare students to work in academia, in non-governmental and governmental organizations, non-profit organizations and business and industry.

Some key career clusters that are associated with disciplines in MYP individuals and societies include:

- economics, finance and financial analysis
- business, management and administration
- education and training
- government and public administration
- law and public safety
- human services
- marketing, sales and service
- international development
- travel and tourism
- cultural affairs
- urban and regional planning
- sustainability, conservation and environmental management.

# Aims

The aims of all MYP subjects 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 individuals 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.

# Objectives

The objectives of any MYP subject group state the specific targets that are set for learning in that subject. They define what the student will be able to accomplish as a result of studying the subject.

The objectives of MYP individuals and societies encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge.

> Schools **must** use the objectives provided in this guide for years 1, 3 and 5 of the programme.

Each objective is elaborated by a number of **strands**; a strand is an aspect or indicator of the learning expectation.

> Subject groups **must** address **all** strands of **all** four objectives **at least twice** in **each year** of the MYP.

These objectives relate directly to the assessment criteria found in the "Assessed curriculum" section of this guide.

## 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:

i. use terminology in context

ii. 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:

i. formulate a clear and focused research question and justify its relevance

ii. formulate and follow an action plan to investigate a research question

iii. use research methods to collect and record 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 arguments

iii. analyse and evaluate a range of sources/data in terms of origin and purpose, examining value and limitations

iv. interpret different perspectives and their implications.

# Planning a progression of learning

Throughout the programme, students should engage with the curriculum and be expected to demonstrate their understanding at increasing levels of sophistication.

| Year 1<br>In order to reach the aims of individuals and societies, students should be able to: | Year 3<br>In order to reach the aims of individuals and societies, students should be able to: | Year 5<br>In order to reach the aims of individuals and societies, students should be able to: |
|---|---|---|
| **Objective A: Knowing and understanding** | | |
| i. use vocabulary in context<br>ii. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples. | i. use a range of terminology in context<br>ii. demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples. | i. use a wide range of terminology in context<br>ii. demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples. |
| **Objective B: Investigating** | | |
| i. explain the choice of a research question<br>ii. follow an action plan to explore a research question<br>iii. collect and record relevant information consistent with the research question<br>iv. reflect on the research process and results. | i. formulate/choose a clear and focused research question, explaining its relevance<br>ii. formulate and follow an action plan to investigate a research question<br>iii. use methods to collect and record relevant information<br>iv. evaluate the research process and results, with guidance. | i. formulate a clear and focused research question and justify its relevance<br>ii. formulate and follow an action plan to investigate a research question<br>iii. use research methods to collect and record appropriate, varied and relevant information<br>iv. evaluate the research process and results. |

| Year 1<br>In order to reach the aims of individuals and societies, students should be able to: | Year 3<br>In order to reach the aims of individuals and societies, students should be able to: | Year 5<br>In order to reach the aims of individuals and societies, students should be able to: |
|---|---|---|
| **Objective C: Communicating** | | |
| i. communicate information and ideas with clarity<br>ii. organize information and ideas effectively for the task<br>iii. list sources of information in a way that follows the task instructions. | i. communicate information and ideas in a way that is appropriate for the audience and purpose<br>ii. structure information and ideas according to the task instructions<br>iii. create a reference list and cite sources of information. | i. communicate information and ideas effectively using an appropriate style for the audience and purpose<br>ii. structure information and ideas in a way that is appropriate to the specified format<br>iii. document sources of information using a recognized convention. |
| **Objective D: Thinking critically** | | |
| i. identify the main points of ideas, events, visual representation or arguments<br>ii. use information to justify an opinion<br>iii. identify and analyse a range of sources/data in terms of origin and purpose<br>iv. identify different views and their implications. | i. analyse concepts, issues, models, visual representation and/or theories<br>ii. summarize information to make valid, well-supported arguments<br>iii. analyse a range of sources/data in terms of origin and purpose, recognizing value and limitations<br>iv. recognize different perspectives and explain their implications. | i. discuss concepts, issues, models, visual representation and theories<br>ii. synthesize information to make valid, well-supported arguments<br>iii. analyse and evaluate a range of sources/data in terms of origin and purpose, examining value and limitations<br>iv. interpret different perspectives and their implications. |

The range of assessed skills, techniques, and concepts, as well as the complexity of their application, must increase as students progress through the programme.

# Interdisciplinary learning

Interdisciplinary teaching and learning builds a connected curriculum that addresses the developmental needs of students in the MYP. It prepares students for further academic study and for life in an increasingly interconnected world.

Interdisciplinary teaching and learning is grounded in individual subjects, but extends disciplinary understanding in ways that are:

- **integrative**—bringing together concepts, skills, or modes of communication from two or more subject groups, disciplines, or established areas of expertise to develop new perspectives or understandings
- **purposeful**—connecting disciplines to solve real-world problems, create products or address complex issues in ways that would have been unlikely through a single approach.

Interdisciplinary learning can and should take place within subjects, and the MYP concepts and global contexts provide the tools for this transfer to take place (though it may not be the central focus). Interdisciplinary units are another opportunity for this, where developing new conceptual understandings using knowledge from multiple disciplines is the central focus of the unit.

Within Interdisciplinary units, the MYP uses concepts and contexts as starting points for meaningful integration and transfer of knowledge across subject groups and disciplines. *Interdisciplinary teaching and learning in the MYP* contains more information, including a detailed process for planning these units, as well as criteria to assesses interdisciplinary understanding.

MYP schools are responsible for engaging students in at least one collaboratively planned interdisciplinary unit for each year of the programme integrating disciplines either within or across subject groups.

MYP individuals and societies offers many opportunities for interdisciplinary teaching and learning within subject units, or as more purposeful interdisciplinary units. Possible interdisciplinary units in this subject group could include inquiries into:

- historical and geographical contexts of discoveries and innovations (science and design)
- political, cultural and social significance of artistic expression (arts)
- statistical analyses and mathematical models of social phenomenon (mathematics).

Authentic interdisciplinary learning often requires critical reflection and detailed collaborative planning. However, teachers and students can also make interdisciplinary connections through spontaneous learning experiences and conversations.

All MYP teachers are responsible for developing meaningful ongoing opportunities for interdisciplinary teaching and learning, both within their disciplines and in the context of interdisciplinary units.

# MYP projects

The MYP community project (for students in years 3 or 4) and MYP personal project (for students in year 5) aim to encourage and enable sustained inquiry that generates new insights and deeper understanding. In these culminating experiences, students develop confidence as principled, lifelong learners. They grow in their ability to consider their own learning, communicate effectively and take pride in their accomplishments.

Courses in individuals and societies help students to develop key approaches to learning (ATL) that lead to success and enjoyment in MYP projects. In this subject group, students have important opportunities to practise ATL skills, especially communication, research, and thinking. Working collaboratively and personal planning are essential aspects of individuals and societies.

From their learning experiences in this subject group, students can find inspiration for their projects. Through their individuals and societies courses students will encounter a diversity of societies, cultures and environments from different times and places, as well as acquire skills that will support their development of the projects.

Individuals and societies offers many opportunities for learning through action. Inspiration from individuals and societies for community projects and personal projects might include inquiries into:

- entrepreneurship, business and economic issues
- propaganda, persuasion and the impact of contemporary social and mass media
- stereotypes, identity, values and cultural adaptation
- local and global challenges in human and natural geography
- the historical development and impact of a significant person, group or idea.

For further information please refer to the *Personal project guide* and the *Community project guide*, which can be found in the programme resource centre under MYP resources.

# Requirements

## Teaching hours

Schools must allocate the teaching hours necessary to meet the requirements of MYP individuals and societies.

> The MYP requires at least 50 hours of teaching time for each subject group in each year of the programme.

In practice, more time is often necessary to meet subject group aims and objectives and to provide for the sustained, concurrent teaching that enables interdisciplinary study.

For students pursuing IB MYP course results that can contribute to the awarding of the IB MYP certificate, individuals and societies courses should include at least 70 teaching hours in each of the final two years of the programme (MYP year 4 and MYP year 5).

## Organizing individuals and societies in the school

In order to give students an opportunity to meet the MYP individuals and societies objectives at the highest level, teachers should plan a balanced curriculum that includes significant content, including the social, cultural, religious and ethnic diversity of the societies they study as well as the role of key individuals in these societies.

- Schools have the opportunity to structure their courses of the MYP subject group individuals and societies to meet local circumstances and curriculum requirements.
- To provide a broad and balanced curriculum, schools should develop individuals and societies courses that involve a range of relevant disciplines.

> The school curriculum must include at least one course from this subject group in each year of the MYP taught concurrently with other required subject groups.

Schools can organize the study of individuals and societies in the MYP as:

- discrete courses focused on individual disciplines
- modular courses that include the study of multiple disciplines, one at a time
- integrated courses that incorporate multiple disciplinary perspectives.

| Type of course | Description | Notes |
|---|---|---|
| Discrete courses focused on individual disciplines | Individuals and societies is taught as one or more discrete courses (for example, history, geography, political science, economics, world religions, philosophy, civics or anthropology).<br><br>Students study one or more disciplines each year (or each specified period of the academic year).<br><br>At the end of each course, students receive grades for their achievement in specific disciplines. | Each discrete course:<br>• uses the required (disciplinary) related concepts<br>• allows students to meet all subject group objectives<br>• contributes to the required teaching hours for the subject group. |
| Modular courses that include the study of multiple disciplines over time | Students study "modules" for a specified period of the academic year. Each module focuses on a single discipline (for example, history, geography, politics, economics, world religions, philosophy, civics or anthropology).<br><br>Each module might be taught by a different teacher, or the same teacher might be responsible for multiple (or all) modules.<br><br>At the end of the course, students receive a single grade for their achievement in individuals and societies. | The whole of the modular course:<br>• uses the required related concepts from each included discipline<br>• allows students to meet all subject group objectives<br>• meets the required teaching hours for the subject group. |

| Type of course | Description | Notes |
|---|---|---|
| Integrated courses that incorporate multiple disciplinary perspectives | Students will study interdisciplinary units that require inquiry from a number of perspectives, bringing together knowledge and conceptual understandings from multiple disciplines within the subject group.<br><br>At the end of the course, students receive a single grade for their achievement in individuals and societies **or** in the specific MYP course in **integrated humanities**.<br><br>Interdisciplinary learning and teaching in the MYP (2021) provides information on developing interdisciplinary units. | Each integrated course:<br>• uses the related concepts from relevant individuals and societies disciplines<br>• allows students to meet all subject group objectives<br>• meets the required teaching hours for the subject group.<br>The MYP course in **integrated humanities**, for IB MYP course results, incorporates conceptual understanding from history, geography and economics, using a required list of related concepts on pages 18–20. |

If a school chooses to report final 1-7 grades to parents, the school can choose whether to report a 1-7 grade for each discipline or whether to report a single 1-7 grade for individuals and societies as a subject group. If a school chooses to report final 1-7 grades for each discipline, then all four subject group objectives must be assessed twice in each discipline.

# Addressing individuals and societies objectives

Objective B (Investigating) focuses on the skills of students in the research process. The strands in the objective follow a logical order that is used during this process. This objective/criterion should always be used with other individuals and societies criteria when used for summative assessment tasks.

MYP students are required to engage in an investigation in individuals and societies in each year of the programme.

For summative assessments, teachers must use objective/criterion B in combination with at least one other individuals and societies objective/criterion.

# Planning the individuals and societies curriculum

IB World Schools are responsible for developing and structuring MYP individuals and societies courses that provide opportunities for students to meet the aims and objectives of the programme. Each school's circumstances, including local and national curriculum requirements, determine the organization of individuals and societies within the school.

MYP standards and practices require schools to facilitate and promote collaborative planning for the purpose of curriculum development and review.

Individuals and societies objectives for years 1 to 5 of the curriculum provide continuity and outline a progression of learning. These objectives guide teachers in making decisions about developmentally appropriate learning experiences, including formative and summative assessments.

As they develop the vertical articulation of individuals and societies over the years of the programme, teachers should plan increasingly complex units of work that encompass multiple objectives. However, within these units, discrete tasks or smaller units of work might concentrate on specific objectives or individual strands.

Individuals and societies courses offer many opportunities to build interdisciplinary connections across the curriculum. Horizontal articulation for each year of the programme should coordinate teaching and learning across courses in individuals and societies, as well as identify shared conceptual understandings and approaches to learning (ATL) that span multiple subject groups and help to create a coherent learning experience for students throughout the year.

# Teaching and learning through inquiry

Inquiry, in the broadest sense, is the process that is used to move to deeper levels of understanding. Inquiry involves speculating, exploring, questioning and connecting. In all IB programmes, inquiry develops curiosity and promotes critical and creative thinking.

The MYP structures sustained inquiry in individuals and societies by developing **conceptual understanding** in **global contexts**. Teachers and students develop a **statement of inquiry** and use **inquiry questions** to explore the subject. Through their inquiry, students develop specific interdisciplinary and disciplinary **approaches to learning** skills.

## Conceptual understanding

A concept is a "big idea"—a principle or notion that is enduring, the significance of which goes beyond particular origins, subject matter or place in time. Concepts represent the vehicle for students' inquiry into the issues and ideas of personal, local and global significance, providing the means by which they can explore the essence individuals and societies.

Concepts have an important place in the structure of knowledge that requires students and teachers to think with increasing complexity as they organize and relate facts and topics.

Concepts express understanding that students take with them into lifelong adventures of learning. They help students to develop principles, generalizations and theories. Students use conceptual understanding as they solve problems, analyse issues, and evaluate decisions that can have an impact on themselves, their communities and the wider world.

> In the MYP, conceptual understanding is framed by prescribed key and related concepts. Teachers must use these concepts to develop the curriculum. Schools may identify and develop additional concepts to meet local circumstances and curriculum requirements.

### Key concepts

Key concepts promote the development of a broad curriculum. They represent big ideas that are both relevant within and across disciplines and subjects. Inquiry into key concepts can facilitate connections between and among:

- courses within the individuals and societies subject group (intra-disciplinary learning)
- other subject groups (interdisciplinary learning).

Table 1 lists the key concepts to be explored across the MYP. The key concepts contributed by the study of individuals and societies are **change**, **global interactions**, **systems** and **time, place and space**.

| | | | |
|---|---|---|---|
| Aesthetics | **Change** | Communication | Communities |
| Connections | Creativity | Culture | Development |
| Form | **Global interactions** | Identity | Logic |
| Perspective | Relationships | **Systems** | **Time, place and space** |

**Table 1**
*MYP key concepts*

These key concepts provide a framework for individuals and societies, informing units of work and helping to organize teaching and learning.

## 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.

## Global interactions

**Global interactions**, as a concept, focuses on the connections between individuals and communities, as well as their relationships with built and natural environments, from the perspective of the world as a whole.

For individuals and societies, global interactions focuses 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.

## 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.

## Time, place and space

The intrinsically linked concept of **time, place and space** refers to the absolute or relative position of people, objects and ideas. Time, place and space focuses 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. *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).

Other key concepts can also be important in individuals and societies. For example, **culture**, **development** and **communities** are among the key concepts that often inform studies in the humanities and social sciences.

## Related concepts

Related concepts promote deep learning. They are grounded in specific disciplines and are useful for exploring key concepts in greater detail. Inquiry into related concepts helps students develop more complex and sophisticated conceptual understanding. Related concepts may arise from the subject matter of a unit or the craft of a subject—its features and processes.

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. Table 2 lists related concepts for the study of individuals and societies. For modular courses, teachers should select the relevant related concepts from the disciplines that are central for each unit. The **definitions** for integrated humanities courses, economics, geography and history are included at the end of this guide (in the appendices). The **definitions** for suggested related concepts for additional disciplines in individuals and societies can be found in the MYP *Individuals and societies teacher support material* (on the programme resource centre). Teachers are not limited to the related concepts listed in this chart and may choose others when planning units, including from other subject groups.

| Related concepts in individuals and societies | | |
|---|---|---|
| **Economics** | | |
| Choice | Consumption | Equity |
| Globalization | Growth | Model |
| Poverty | Power | Resources |
| Scarcity | Sustainability | Trade |
| **Geography** | | |
| Causality (cause and consequence) | Culture | Disparity and equity |
| Diversity | Globalization | Management and intervention |
| Networks | Patterns and trends | Power |
| Processes | Scale | Sustainability |
| **History** | | |
| Causality (cause and consequence) | Civilization | Conflict |
| Cooperation | Culture | Governance |
| Identity | Ideology | Innovation and revolution |
| Interdependence | Perspective | Significance |

| Related concepts in individuals and societies | | |
|---|---|---|
| **Integrated humanities (drawn from economics, geography and history)** | | |
| Causality (cause and consequence) | Choice | Culture |
| Equity | Globalization | Identity |
| Innovation and revolution | Perspective | Power |
| Processes | Resources | Sustainability |
| **Suggested related concepts for additional disciplines in individuals and societies** | | |
| **Business management** | | |
| Causality (cause and consequence) | Competition | Cooperation |
| Culture | Ethics | Globalization |
| Innovation | Leadership | Power |
| Processes | Strategy | Structure |
| **Philosophy** | | |
| Alterity (self and other) | Being and becoming | Belief |
| Causality (cause and consequence) | Human nature | Identity |
| Knowledge | Liberty | Mind/body |
| Objectivity/subjectivity | Personality | Values |
| **Psychology** | | |
| Behaviour | Bond | Cognition |
| Consciousness | Development | Disorder |
| Group | Learning | Mental health |
| Mind | Symptoms | Unconsciousness |
| **Sociology/Anthropology** | | |
| Agency | Community | Culture |
| Identity | Institutions | Meaning |
| Norms | Social interactions | Socialization |
| Social position (roles/status) | Structure | Subjectivity |

| Suggested related concepts for additional disciplines in individuals and societies | | |
|---|---|---|
| **Political science/Civics/Government** | | |
| Authority | Citizenship | Conflict |
| Cooperation | Globalization | Government |
| Ideologies | Integration | Interdependence |
| Leadership | Power | Rights |
| **World religions** | | |
| Authority | Beliefs | Deity |
| Destiny | Doctrines | Morality |
| Religious feelings | Rituals and rites | Sacredness |
| Symbolism | Tradition | Worship |

**Table 2**
*Related concepts in individuals and societies*

# Global contexts for teaching and learning

Global contexts direct learning towards independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning, MYP individuals and societies can develop meaningful explorations of:

- identities and relationships
- orientation in space and time
- personal and cultural expression
- scientific and technical innovation
- globalization and sustainability
- fairness and development.

Teachers must identify a global context for teaching and learning, or develop additional contexts that help students explore the relevance of their inquiry (why it matters).

Many inquiries into individuals and societies focus on orientation in space and time. However, teachers are encouraged to design their courses to offer students opportunities to explore other MYP global contexts in relation to the aims and objectives of the subject group.

# Statements of inquiry

Statements of inquiry set conceptual understanding in a global context in order to frame classroom inquiry and direct purposeful learning. Table 3 shows some possible statements of inquiry for MYP individuals and societies units.

| Statement of inquiry | Key concept<br>Related concepts<br>Global context | Possible project/study |
|---|---|---|
| Personal and social perspectives on the process and effects of globalization reflect local circumstances and values. | • Global interactions<br>• Relationships, power<br>• Globalization and sustainability | Wealth and poverty<br>Globalization movements<br>Cultural imperialism<br>Multinational corporations<br>World Bank and other international financial institutions |
| Nations form alliances to protect their military, cultural and economic interests. | • Systems<br>• Conflict, cooperation<br>• Identities and relationships | Peace and conflict (Pax Romana, British Empire, 20th century wars)<br>International cooperation (League of Nations/United Nations/Arab League)<br>Otto von Bismarck and Adolf Hitler |
| Absolute and relative locations have consequences for human and economic development. | • Time, place and space<br>• Scale, disparity<br>• Fairness and development | Longitude and latitude<br>Global positioning systems<br>Population<br>UN Human Development Index |
| Advances in communication and transportation technology create opportunities and challenges for cultural and ethnic minorities. | • Change<br>• Culture, diversity<br>• Scientific and technical innovation | Social media<br>Advertising<br>Language distribution and classification<br>Human migration |
| Governments, communities and individuals can develop strategies for living in hazardous environments and responding to hazards and disasters over time. | • Global interactions<br>• Sustainability, management and intervention<br>• Orientation in space and time | Rescue, rehabilitation and reconstruction<br>Duty of care<br>Risk assessment |

| Statement of inquiry | Key concept<br>Related concepts<br>Global context | Possible project/study |
|---|---|---|
| Societies can adopt, adapt or resist significant ideas. | • Change<br>• Power, innovation and revolution, significance<br>• Personal and cultural expression | Lenin and Stalin<br>Guerrilla movement and dictatorships<br>Green Revolution<br>Consumer culture<br>Protest movements<br>Political and economic ideologies<br>Significant individuals |

**Table 3**
*Example statements of inquiry*

# Inquiry questions

Teachers and students use statements of inquiry to help them identify factual, conceptual and debatable inquiry questions. Inquiry questions give direction to teaching and learning, and they help to organize and sequence learning experiences.

Table 4 shows some possible inquiry questions for MYP individuals and societies units.

| Factual questions:<br>Remembering facts and topics | Conceptual questions:<br>Analysing big ideas | Debatable questions:<br>Evaluating perspectives and developing theories |
|---|---|---|
| • What were the most important causes of French Revolution?<br>• Who were some significant Enlightenment thinkers, and how did they influence the development of the US Constitution? | • What is the relationship between revolution and violence?<br>• How does revolutionary political change affect ordinary people? | • Can one person change the world?<br>• Are revolutions an inevitable part of human history? |

**Table 4**
*Examples of factual, conceptual and debatable questions*

# Approaches to learning

All MYP units of work offer opportunities for students to develop and practise approaches to learning (ATL) skills. These skills provide valuable support for students working to meet the subject group's aims and objectives.

ATL skills are grouped into five categories that span the IB continuum of international education. IB programmes identify discrete skills in each category that can be introduced, practised and consolidated in the classroom and beyond.

While ATL skills are relevant across all MYP subject groups, teachers may also identify ATL skill indicators especially relevant for, or unique to, a particular subject group or course.

Table 5 suggests some of the indicators that can be important for the study of individuals and societies.

| Category | Skill indicator |
|---|---|
| Thinking skills | Consider ideas from other perspectives and points of view in a debate. |
| Social skills | Seek out criticism and feedback from others, including teachers and peers, and make informed choices about including it in one's work. |
| Communication skills | Use appropriate form of writing for an academic fieldwork report. |
| Self-management skills | Structure information appropriately in an oral presentation. |
| Research skills | Formulate provocative and relevant research questions for an investigation. |

**Table 5**

*Examples of individuals and societies-specific skill indicators*

Well-designed learning engagements and assessments provide rich opportunities for students to practise and demonstrate ATL skills. Each MYP unit explicitly identifies ATL skills around which teaching and learning can focus, and through which students can authentically demonstrate what they are able to do. Formative assessments provide important feedback for developing discrete skills, and many ATL skills support students as they demonstrate their achievements in summative assessments of subject group objectives.

Table 6 lists some specific ATL skills that students can demonstrate through performances of understanding in individuals and societies.

| Approaches to learning |
|---|
| **Self-management (reflection)**: reflect on the strengths and weaknesses of a research method. |
| **Thinking (transfer)**: explore the influence the Industrial Revolution continues to exert in the 21st century. |

**Table 6**

*Examples of individuals and societies demonstrations of ATL skills*

# Subject-specific guidance

## Assessment tasks

Assessment tasks for MYP individuals and societies courses often involve tests or examinations, investigations or research that leads to an extended piece of writing, and a variety of other oral, written and multimedia assignments.

### Assessing Objective B: Investigating

Tasks that allow students to develop investigative skills include, but are not limited to: essays or research papers, fieldwork, web quests, problem-based learning scenarios, and role plays.

When defining a "clear and focused research question" in years 3 and 5 objectives/criteria, the following elements can be considered: relevance; manageability; originality; ability to be assessed; availability of resources; level of student interest; and connection with the discipline or subject group. Students should not work with a research question that is too broad or too vague, too narrow, too difficult or inappropriate. A good research question is one that asks something worth asking and that is answerable within the word/time limit. It should be clear what would count as evidence in relation to the question, and it must be possible to acquire such evidence in the course of the investigation.

Students are not expected to formulate a research question in all cases where objective B is addressed; this can be supplied by the teacher. The research question may also be formulated as a research statement or as several research questions. If a range of questions are provided to the students, the teachers should assess students' rationale for selecting a research question and not the formulation itself. Students in years 3 and 5 are expected to formulate a research question at some point in the academic year.

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 sub 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 thinking tools/visual organizers/Mind Maps®; indexing; creation of visuals, such as timelines; production of databases.

Information sources include, but are not limited to: primary and secondary sources; online and print material; electronic media; multiple perspectives (in terms of cultures, geography, ideologies, identities and eras).

### Assessing Objective C: Communicating

Response formats to communicate learning include, but are not limited to: written reports, oral presentations, cartoons, storyboards, maps, diagrams, flow charts, slide show presentations, podcasts, animations, websites, databases, multimedia, and videos. Visuals refers to maps, diagrams, charts, timelines and tables.

# 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:<br>i. uses **limited** relevant terminology<br>ii. demonstrates **basic** knowledge and understanding of content and concepts with **minimal** descriptions and/or examples. |
| 3–4 | The student:<br>i. uses **some** terminology **accurately** and **appropriately**<br>ii. demonstrates **adequate** knowledge and understanding of content and concepts through **satisfactory** descriptions, explanations and examples. |
| 5–6 | The student:<br>i. uses a range of terminology accurately and appropriately<br>ii. demonstrates **substantial** knowledge and understanding of content and concepts through **accurate** descriptions, explanations and examples. |
| 7–8 | The student:<br>i. **consistently** uses **a wide range** of terminology effectively<br>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*

# Assessment criteria overview

Assessment for individuals and societies courses in all years of the programme is criterion-related, based on four equally weighted assessment criteria.

| | | |
|---|---|---|
| **Criterion A** | Knowing and understanding | **Maximum 8** |
| **Criterion B** | Investigating | **Maximum 8** |
| **Criterion C** | Communicating | **Maximum 8** |
| **Criterion D** | Thinking critically | **Maximum 8** |

Subject groups **must** assess **all** strands of **all** four assessment criteria **at least twice** in **each year** of the MYP.

In the MYP, subject group objectives correspond to assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands that generally represent limited (1–2); adequate (3–4); substantial (5–6); and excellent (7–8) performance. Each band has its own unique descriptor, which teachers use to make "best-fit" judgments about students' progress and achievement.

This guide provides the **required assessment criteria** for years 1, 3 and 5 of MYP individuals and societies. In response to national or local requirements, schools may add criteria and use additional models of assessment. Schools must use the appropriate assessment criteria as published in this guide to report students' final achievement in the programme.

Teachers clarify the expectations for each summative assessment task with direct reference to these assessment criteria. Task-specific clarifications should clearly explain what students are expected to know and do. They might be in the form of:

- a task-specific version of the required assessment criteria
- a face-to-face or virtual classroom discussion
- a detailed task sheet or assignment sheet.

# 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:<br>i. **recognizes some** vocabulary<br>ii. demonstrates **basic** knowledge and understanding of content and concepts through **limited** descriptions and/or examples. |
| 3–4 | The student:<br>i. **uses some** vocabulary<br>ii. demonstrates **satisfactory** knowledge and understanding of content and concepts through **simple** descriptions, explanations and/or examples. |
| 5–6 | The student:<br>i. **uses considerable relevant** vocabulary, **often accurately**<br>ii. demonstrates **substantial** knowledge and understanding of content and concepts through descriptions, explanations and examples. |
| 7–8 | The student:<br>i. **consistently** uses **relevant** vocabulary **accurately**<br>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:<br>i. **identifies** a research question<br>ii. follows an action plan in a **limited way** to explore a research question<br>iii. **collects** and **records** information, to a **limited extent**<br>iv. **with guidance**, reflects on the research process and results, to a **limited extent**. |
| 3–4 | The student:<br>i. **describes** the choice of a research question<br>ii. **partially** follows an action plan to explore a research question<br>iii. **uses** a method or methods to collect and record **some relevant** information<br>iv. **with guidance**, reflects on the research process and results with **some** depth. |
| 5–6 | The student:<br>i. **describes** the choice of a research question **in detail**<br>ii. **mostly** follows an action plan to explore a research question<br>iii. **uses** method(s) to collect and record **often relevant** information<br>iv. **reflects** on the research process and results. |
| 7–8 | The student:<br>i. **explains** the choice of a research question<br>ii. **effectively** follows an action plan to explore a research question<br>iii. **uses** methods to collect and record **consistently relevant** information<br>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 | The student:<br>i. communicates information and ideas in a style that is **not always** clear<br>ii. organizes information and ideas **in a limited way**<br>iii. **inconsistently** lists sources, not following the task instructions. |
| 3–4 | The student:<br>i. communicates information and ideas in a way that is **somewhat** clear<br>ii. **somewhat** organizes information and ideas<br>iii. lists sources in a way that **sometimes** follows the task instructions. |
| 5–6 | The student:<br>i. communicates information and ideas in a way that is **mostly** clear<br>ii. **mostly** organizes information and ideas<br>iii. lists sources in a way that **often** follows the task instructions. |
| 7–8 | The student:<br>i. communicates information and ideas in a way that is **completely** clear<br>ii. **completely** organizes information and ideas **effectively**<br>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 | The student:<br>i. identifies the main points of ideas, events, visual representation or arguments **to a limited extent**<br>ii. **rarely** uses information to justify opinions<br>iii. identifies the origin and purpose of **limited** sources/data<br>iv. identifies **some** different views. |
| 3–4 | The student:<br>i. identifies **some** main points of ideas, events, visual representation or arguments<br>ii. justifies opinions with **some** information<br>iii. **identifies** the origin and purpose of sources/data<br>iv. identifies **some** different views and suggests **some** of their implications. |
| 5–6 | The student:<br>i. **identifies** the main points of ideas, events, visual representation or arguments<br>ii. gives **sufficient** justification of opinions using information<br>iii. identifies the origin and purpose of a **range** of sources/data<br>iv. identifies different views and **most** of their implications. |
| 7–8 | The student:<br>i. identifies **in detail** the main points of ideas, events, visual representation or arguments<br>ii. gives **detailed** justification of opinions using information<br>iii. **consistently** identifies and **analyses a range** of sources/data in terms of origin and purpose<br>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:<br>i. makes **limited** use of terminology<br>ii. demonstrates **basic** knowledge and understanding of content and concepts through **limited** descriptions and/or examples. |
| 3–4 | The student:<br>i. uses **some** terminology **accurately**<br>ii. demonstrates **satisfactory** knowledge and understanding of content and concepts through **simple** descriptions, explanations and examples. |
| 5–6 | The student:<br>i. uses **considerable** and **relevant** terminology **accurately**<br>ii. demonstrates **substantial** knowledge and understanding of content and concepts through descriptions, explanations and examples. |
| 7–8 | The student:<br>i. **consistently** uses **a range** of terminology **accurately**<br>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 | The student:<br>i. **identifies** a research question that is clear, focused and relevant<br>ii. formulates a **limited** action plan or does not follow a plan<br>iii. **collects** and **records limited** or **sometimes irrelevant** information<br>iv. with guidance, **reflects** on the research process and results in a **limited** way. |
| 3–4 | The student:<br>i. **formulates/chooses** a research question that is clear and focused and **describes** its relevance<br>ii. formulates and **occasionally** follows a **partial** action plan to investigate a research question<br>iii. **uses** a method(s) to collect and record **some relevant** information<br>iv. with guidance, **reflects** on the research process and results. |
| 5–6 | The student:<br>i. formulates/chooses a clear and focused research question and **describes** its relevance **in detail**<br>ii. formulates and **mostly** follows a **sufficiently developed** action plan to investigate a research question<br>iii. uses methods to collect and record **appropriate relevant** information<br>iv. with guidance, **evaluates** on the research process and results. |
| 7–8 | The student:<br>i. formulates/chooses a **clear** and **focused** research question and **explains** its relevance<br>ii. formulates and **effectively** follows a **consistent** action plan to investigate a research question<br>iii. uses methods to collect and record **appropriate** and **varied relevant** information<br>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:<br>i. communicates information and ideas in a way that is **not always** appropriate to the audience and purpose<br>ii. organizes information and ideas in a **limited** way<br>iii. **lists** sources of information **inconsistently**. |
| 3–4 | The student:<br>i. communicates information and ideas in a way that is **somewhat** appropriate to the audience and purpose<br>ii. **somewhat** organizes information and ideas<br>iii. **creates** an **adequate** reference list and **sometimes** cites sources. |
| 5–6 | The student:<br>i. communicates information and ideas in a way that is **mostly** appropriate to the audience and purpose<br>ii. **mostly** structures information and ideas according to the task instructions<br>iii. creates an **adequate** reference list and **usually** cites sources. |
| 7–8 | The student:<br>i. communicates information and ideas in a way that is **completely** appropriate to the audience and purpose<br>ii. structures information and ideas **completely** according to the task instructions<br>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 | The student:<br>i. **begins to analyse** concepts, issues, models, visual representation and/or theories in a **limited** way<br>ii. **begins to identify** connections between information to make **simple** arguments<br>iii. **recognizes** the origin and purpose of **few** sources/data as well as **nominal** value and limitations of sources/data<br>iv. **identifies** different perspectives. |
| 3–4 | The student:<br>i. completes a **simple analysis** of concepts, issues, models, visual representation and/or theories<br>ii. **summarizes** information to make **some adequate** arguments<br>iii. **analyses** sources/data in terms of origin and purpose, recognizing **some** value and limitations<br>iv. **recognizes** different perspectives and **suggests some** of their implications. |
| 5–6 | The student:<br>i. completes a **suitable** analysis of concepts, issues, models, visual representation and/or theories<br>ii. **summarizes** information in order to make **usually valid** arguments<br>iii. **analyses** sources/data in terms of origin and purpose, **usually** recognizing value and limitations<br>iv. **clearly recognizes** different perspectives and **describes most** of their implications. |
| 7–8 | The student:<br>i. completes a **detailed** analysis of concepts, issues, models, visual representation and/or theories<br>ii. **summarizes** information to make **consistent**, **well-supported** arguments<br>iii. **effectively analyses** a **range** of sources/data in terms of origin and purpose, **consistently** recognizing value and limitations<br>iv. **clearly recognizes** different perspectives and **consistently explains** their implications. |

# Individuals and societies assessment criteria: Year 5

## Criterion A: Knowing and understanding

**Maximum: 8**

At the end of year 5, students should be able to:

i. use a wide range of terminology in context

ii. demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples.

| Achievement level | Level descriptor |
|---|---|
| 0 | The student **does not** reach a standard described by any of the descriptors below. |
| 1–2 | The student:<br>i. uses **limited** relevant terminology<br>ii. demonstrates **basic** knowledge and understanding of content and concepts with **minimal** descriptions and/or examples. |
| 3–4 | The student:<br>i. uses **some** terminology **accurately** and **appropriately**<br>ii. demonstrates **adequate** knowledge and understanding of content and concepts through **satisfactory** descriptions, explanations and examples. |
| 5–6 | The student:<br>i. uses a **range** of terminology **accurately** and **appropriately**<br>ii. demonstrates **substantial** knowledge and understanding of content and concepts through **accurate** descriptions, explanations and examples. |
| 7–8 | The student:<br>i. **consistently** uses **a wide range** of terminology **effectively**<br>ii. demonstrates **excellent** knowledge and understanding of content and concepts through **thorough**, **accurate** descriptions, explanations and examples. |

# Criterion B: Investigating

**Maximum: 8**

At the end of year 5, students should be able to:

i. formulate a clear and focused research question and justify its relevance

ii. formulate and follow an action plan to investigate a research question

iii. use research methods to collect and record appropriate, varied and relevant information

iv. evaluate the process and results of the investigation.

| Achievement level | Level descriptor |
|---|---|
| 0 | The student **does not** reach a standard described by any of the descriptors below. |
| 1–2 | The student:<br>i. formulates a research question that is clear **or** focused and **describes** its relevance<br>ii. formulates a **limited** action plan to investigate a research question or does not follow a plan<br>iii. collects and records **limited** information, not always consistent with the research question<br>iv. makes a **limited** evaluation of the process and results of the investigation. |
| 3–4 | The student:<br>i. formulates a research question that is **clear** and **focused** and **describes** its relevance in detail<br>ii. formulates and **somewhat** follows a **partial** action plan to investigate a research question<br>iii. uses a research method(s) to collect and record **mostly relevant** information<br>iv. evaluates **some** aspects of the process and results of the investigation. |
| 5–6 | The student:<br>i. formulates a **clear** and **focused** research question and **explains** its relevance<br>ii. formulates and follows a **substantial** action plan to investigate a research question<br>iii. uses research method(s) to collect and record **appropriate**, **relevant** information<br>iv. **evaluates** the process and results of the investigation. |
| 7–8 | The student:<br>i. formulates a **clear** and **focused** research question, thoroughly **justifying** its relevance with appropriate evidence<br>ii. formulates and **effectively** follows a **comprehensive** action plan to investigate a research question<br>iii. uses research methods to collect and record **appropriate**, **varied and relevant** information<br>iv. **thoroughly** evaluates the investigation process and results. |

# Criterion C: Communicating

**Maximum: 8**

At the end of year 5, students should be able to:

i. communicate information and ideas effectively using an appropriate style for the audience and purpose

ii. structure information and ideas in a way that is appropriate to the specified format

iii. document sources of information using a recognized convention.

| Achievement level | Level descriptor |
|---|---|
| 0 | The student **does not** reach a standard described by any of the descriptors below. |
| 1–2 | The student:<br>i. communicates information and ideas in a **limited way**, using a style that is **limited** in its appropriateness to the audience and purpose<br>ii. structures information and ideas according to the specified format in a **limited way**<br>iii. documents sources of information in a **limited way**. |
| 3–4 | The student:<br>i. communicates information and ideas **satisfactorily** by using a style that is **somewhat** appropriate to the audience and purpose<br>ii. structures information and ideas in a way that is **somewhat** appropriate to the specified format<br>iii. **sometimes** documents sources of information using a recognized convention. |
| 5–6 | The student:<br>i. communicates information and ideas **accurately** by using a style that is **mostly** appropriate to the audience and purpose<br>ii. structures information and ideas in a way that is **mostly** appropriate to the specified format<br>iii. **often** documents sources of information using a recognized convention. |
| 7–8 | The student:<br>i. communicates information and ideas **effectively** and **accurately** by using a style that is **completely** appropriate to the audience and purpose<br>ii. structures information and ideas in a way that is **completely** appropriate to the specified format<br>iii. **consistently** documents sources of information using a recognized convention. |

# Criterion D: Thinking critically

**Maximum: 8**

At the end of year 5, students should be able to:

i. discuss concepts, issues, models, visual representation and theories

ii. synthesize information to make valid, well-supported arguments

iii. analyse and evaluate a range of sources/data in terms of origin and purpose, examining value and limitations

iv. interpret different perspectives and their implications.

| Achievement level | Level descriptor |
|---|---|
| 0 | The student **does not** reach a standard described by any of the descriptors below. |
| 1–2 | The student:<br>i. **analyses** concepts, issues, models, visual representation and theories to a **limited extent**<br>ii. **summarizes** information to a **limited extent** to make arguments<br>iii. **describes a limited number of** sources/data in terms of origin and purpose and recognizes **nominal** value and limitations<br>iv. **identifies** different perspectives and **minimal** implications. |
| 3–4 | The student:<br>i. **analyses** concepts, issues, models, visual representation and theories<br>ii. **summarizes** information to make arguments<br>iii. **analyses and/or evaluates** sources/data in terms of origin and purpose, recognizing **some** value and limitations<br>iv. **interprets** different perspectives and **some** of their implications. |
| 5–6 | The student:<br>i. **discusses** concepts, issues, models, visual representation and theories<br>ii. **synthesizes** information to make **valid** arguments<br>iii. **effectively analyses** and **evaluates** a **range** of sources/data in terms of origin and purpose, **usually** recognizing value and limitations<br>iv. **interprets** different perspectives and their implications. |
| 7–8 | The student:<br>i. completes a **detailed discussion** of concepts, issues, models, visual representation and theories<br>ii. **synthesizes** information to make **valid, well-supported** arguments<br>iii. **effectively analyses** and **evaluates a range** of sources/data in terms of origin and purpose, **consistently** recognizing value and limitations<br>iv. **thoroughly interprets** a **range** of different perspectives and their implications. |

# MYP eAssessment

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

Optional eAssessment in individuals and societies is offered in geography, history and integrated humanities (economics, geography and history) and is assessed by on-screen examination. This verification of learning assures accurate and consistently applied standards.

Year 5 MYP eAssessment candidates may be registered for one, or more, discrete individuals and societies subjects, or they may register for integrated humanities. A candidate cannot register for an additional discrete individuals and societies subject, such as geography or history, when registered for integrated humanities.

## Topic list

For the purpose of external assessment, the MYP identifies a range of subject-specific topics that constitute one of the variables that authors consider when they create on-screen examinations. These topics are at a lower level of specification than the formal syllabus of a similar subject in the IB Diploma Programme, and they leave considerable leeway for schools to develop their own written curriculum according to MYP requirements.

These topics define the examinable subject matter for MYP on-screen examinations. In their local development of the MYP curriculum, schools are not limited to these topics. This list does not constitute an exclusive IB-approved curriculum for MYP years 4–5.

### Geography

- Changing population: natural increase, structure and migration
- Sustainable management of urban systems and environments
- Globalization: trade, aid, exchange and flows
- Resource management: management of the extraction, production, consumption of natural resources and their security
- Impacts and management of tourism
- Sustainable management of physical processes: river and coastal environments
- Global climate change: causes, consequences, and responses
- Impacts and management of natural disasters
- Impacts and management of tectonically active areas
- Sustainable management of natural environments: characteristics and human impact on aquatic, deserts, forests, grasslands, and Arctic/tundra
- Application of geographic information systems (GIS) to enhance the understanding of geography

**Note**: As for sustainable management of natural environments, at least two biomes should be studied.

## History

- Superpowers, empires and supra-national institutions and organizations
- Peace and conflict
- Significant individuals
- Independence and national identity
- Rights and social protest
- Industrialization, industry and labour
- Globalization: trade, aid, exchange and flows
- Intellectual and ideological movements/developments
- Pioneers, innovators and developers
- Health and medicine
- Individual, household and daily life
- Social, cultural and artistic developments

## Economics

- Scarcity, demand and supply
- Economic agents, their interests and role in the economy: consumers, producers, governments, banks
- Market systems
- Circular flow of income and the business cycle
- Local production and fair trade
- Government's economic and social objectives
- Poverty, inequality and responses
- Conflicts and ethical issues in economics
- Less economically developed (LEDCs), more economically developed (MEDCs), and emerging countries
- Growth and development indicators
- The global economy: global production and economic integration

## Integrated humanities

- Superpowers, empires and supra-national institutions and organizations
- Significant individuals
- Peace and conflict
- Rights and social protest
- Globalization: trade, aid, exchange and flows
- Economic agents, their interests and role in the economy: consumers, producers, governments, banks

- Growth and development indicators
- Industrialization and technological developments
- Changing population: natural increase, structure and migration
- Resource management: management of the extraction, production and consumption of natural resources and their security
- Sustainable management of urban systems and environments
- Sustainable management of natural environments: characteristics and human impacts on aquatic, deserts, forests, grasslands, and Arctic/tundra

**Note**: As for sustainable management of natural environments, at least two biomes should be studied.

# Examination blueprint

MYP on-screen examinations are constructed as a series of tasks that sample, simulate or replicate internal assessment practices. The assessments follow an agreed structure that provides a clear framework for developing each examination. The distribution of marks within each eAssessment may vary by no more than three marks from those displayed in the blueprint.

As part of an ethical assessment model, these assessment blueprints ensure consistency and transparency, and they guarantee a balanced approach in measuring students' achievement with respect to MYP objectives. MYP on-screen examination blueprints document the close connection of large-scale assessment with subject-group objectives, classroom learning engagements and the programme's rigorous internal assessment requirements.

These blueprints enable teachers and students to review the nature and purpose of MYP eAssessment. They provide an important resource for helping students to prepare for on-screen examinations, focusing attention on subject-group criteria and assessment strategies in each subject group.

## Overview

The following table illustrates how on-screen examinations in individuals and societies are structured.

| Task | Marks | Main criteria assessed | Criterion marks |
|---|---|---|---|
| Investigating | 26 | A | 6 |
| | | B | 20 |
| Communicating | 18 | A | 6 |
| | | C | 12 |
| Thinking critically | 36 | A | 8 |
| | | C | 8 |
| | | D | 20 |
| Total | 80 | | |

Please note that the model above is different from that featured in the history pilot examination and the geography and integrated humanities specimen examinations.

# Examination sources, tools and tasks

## Sources

A variety of sources will feature throughout each assessment and could include the following.

- Primary/secondary text sources
- Articles
- Journals
- Blogs
- Data tables
- Maps
- Static images
- Photomations
- Videos
- Animations
- Charts
- Graphs

## Tools

Most questions are answered using a standard text tool set. Other tools to facilitate different response types such as flow charts, graphing tools and data tables are made available as they are required.

## Task details

### Investigating

While it is difficult to replicate an entire investigation within the constraints of the assessment, some of the discrete skills involved in completing the investigating task include:

- formulating and justifying research questions
- formulating action plans, or sections of an action plan (identification of media, stakeholders, research methods, sources of information and presentations)
- evaluating the process or results of an investigation.

Students are also asked to demonstrate knowledge and understanding, either from their course or from information presented in source material.

### Communicating

The communicating task requires students to engage creatively with a given topic or context, presenting information and ideas effectively using an appropriate style for the audience and purpose and in a way that is appropriate to the specified format. Types of response could include:

- creative writing
- blog
- article
- letter
- presentation

- poster/infographic
- speech.

### Thinking critically

The final task assesses students' ability to think about and discuss issues, arguments and perspectives through structured questions culminating in an extended piece of writing. Students are also asked to demonstrate knowledge and understanding, either from their course or from information presented in source material.

## Individuals and societies subject-specific grade descriptors

Subject-specific grade descriptors serve as an important reference in the assessment process. Through careful analysis of subject-group criteria and the general grade descriptors, they have been written to capture and describe in a single descriptor the performance of students at each grade for each MYP subject group.

For on-screen examination subjects, teachers are required to submit predicted grades. When considering predicted grades, teachers should consider their own assessment of students during MYP 4 and the first part of MYP 5 and allowing for subsequent academic development, teachers are asked to predict the outcome of eAssessment for their students with reference to the subject-specific grade descriptors. This prediction helps the IB to check the alignment between teachers' expectations and the IB's assessment outcome and, as such, forms an essential strategy for ensuring reliable results.

Subject-specific grade descriptors are also the main reference used to select grade boundaries for each discipline in each assessment session. During this process, the grade award team compares student performance against descriptors of achievement at grades 2 and 3; 3 and 4; and 6 and 7 (other boundaries are set at equal intervals between these key transitions). The grade award process is able to compensate for variations in challenge between examinations and in standards applied to marking (both between subjects and for a particular subject across sessions) by setting boundaries for each discipline and examination session, with reference to real student work.

Subject-specific grade descriptors tie eAssessment to criterion-related assessment and to MYP assessment criteria and level descriptors, which put the programme's criterion-related assessment philosophy into practice.

| Grade | Descriptor |
|---|---|
| 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. |

| Grade | Descriptor |
|---|---|
| 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. |

# Related concepts in individuals and societies

| Economics | |
|---|---|
| **Related concept** | **Definition** |
| **Choice** | Choice involves making a decision between at least two alternatives, knowing that in selecting one item, we will have to go without the other (for example if we buy a camera, we cannot also buy a phone with the same money). Because of scarcity (unlimited needs and wants being met by limited resources) we must make choices about which needs and wants to meet with the resources we have. We break economic choice down into three more specific questions:<br>• What products should we make and how much of each product should we produce?<br>• How should we make our products (that is how should we combine our resources to produce goods)?<br>• Who should get the products we make (that is based on which criteria, for example wealth or fairness, should products be distributed)? |
| **Consumption** | Consumption is the use of products to satisfy immediate needs and wants. Products that we use to directly meet our needs and wants are called consumer goods (for example, a television meets the desire for entertainment). Alternatives to consumption include investment and conservation. In investment, products are produced and can then be used to make other goods and services, rather than being immediately consumed. In conservation, production is avoided in order to preserve resources. Both investment and conservation allow for the possibility of higher consumption in the future. The proper combination of consumption, investment and conservation is a question for debate. |
| **Equity** | Equity involves concerns about fairness and justice. A major issue of equity is that of distribution of an economy's products. Those who have more income and wealth are able to consume more products, and if differences in consumption are large enough, extremes of inequity or unfairness may result. What constitutes a fair or equitable distribution of consumption is a question for debate. |
| **Globalization** | As a related concept, globalization encompasses local, national and global repercussions and expectations for our "shrinking" world.<br>Economic globalization is the increasing integration of national economies so that resources, products and information flow more freely across borders. Globalization is an ongoing process that can accelerate, slow down, or even be reversed. Currently, many arrangements exist between countries that increase economic integration to varying degrees (that is various types of trading blocs). Globalization can be slowed or reversed when governments or other groups take actions to limit the movement of resources, products or information across borders. This can happen for many reasons, including but not limited to: war, a desire to protect domestic industries or a desire to collect taxes on imports. |

| Economics | |
|---|---|
| **Related concept** | **Definition** |
| **Growth** | Growth is an increase in the value of all goods and services produced in an economy. It can occur as a result of an increase in the quantity of a society's resources or from more efficient use of existing resources. Whether or not economic growth leads to development (increased well-being for all persons in the economy) depends on what products are produced and how they are distributed. |
| **Model** | Models are simplified simulations of certain aspects of the economy. Models are necessary because the complexity of a real economy makes it difficult to control the necessary variables in order to run experiments. When we construct economic models, we face the challenges of accounting for the complexity of the real economy and the fact that the behaviour of human beings can be unpredictable. |
| **Poverty** | Poverty is a situation in which people are unable to consume at an adequate level. When people cannot meet their basic needs for survival, such as clothing, food and shelter, they are living in poverty. However, some argue that an adequate level of consumption goes beyond basic necessities, and includes things like education and health care. Therefore, the level of consumption below which poverty occurs is a question for debate. |
| **Power** | Power of individuals and of groups can be defined as a capacity to make things happen.<br><br>In economics, power is the ability to make choices about what to produce, how to produce it, and who gets the goods that are produced. Power can be more centralized, as in a command economy where economic choices are made by the government, or monopoly/oligopoly situations where economic choices are made by a few large firms. Power can also be decentralized, as in a free market economy where many firms and consumers share power. |
| **Resources** | Resources are the things we use to make the products that meet our needs and wants. Economists also call them factors of production and place them in four general categories: land, labour, capital and entrepreneurship/management. Entrepreneurs combine land, labour and capital in different ways in order to produce different goods and services. For example, the owner (entrepreneur) of a fruit and vegetable store combines fruits and vegetables (natural resources/land) with the building in which the store is located (capital) and their work and that of their employees (labour) to provide a product to consumers (fruit and vegetables available in a convenient location). |
| **Scarcity** | A good is scarce when the demand for it is greater than the supply at a price of zero. Charging prices for goods helps us address the problem of scarcity. Scarcity arises from the fact that our needs and wants are unlimited, while the resources available to meet those needs and wants are limited. This forces us to choose which wants and needs to satisfy and which not to satisfy. The wants and needs we do not satisfy represent the costs for those that we do. For example, if we choose to use our resources to make televisions rather than books, then the cost of the televisions is the books we could not make after having used our resources on televisions. This economic understanding of cost is often called "opportunity cost". |

| Economics | |
|---|---|
| **Related concept** | **Definition** |
| **Sustainability** | The concept of sustainability implies the notion of living within our means and it is central to an understanding of the nature of interactions between environmental systems and societies.<br><br>Sustainability is a state in which we meet our current needs and wants without hurting the ability of future generations to meet theirs. Sustainability can be enhanced by conserving resources (that is not using them to produce goods), finding ways to produce products more efficiently (that is using fewer resources in production), or discovering new resources. Increased consumption in the present may undermine sustainability unless it occurs through more efficient production that uses fewer resources to produce the same products (for example, the energy needed to heat a home requires large quantities of wood but relatively small quantities of natural gas, making natural gas a more sustainable resource choice for this purpose). |
| **Trade** | Trade is the exchange of goods and services between the various participants in an economy. When people are allowed to trade freely, including across national borders, overall wealth usually grows. However, the gains from this increase in wealth may not be distributed equally. Trade can be limited by various factors including, but not limited to: war and terrorism, natural disasters, government regulations and taxes, control of markets by monopoly firms, and actions by workers such as strikes. |

| Geography | |
|---|---|
| **Related concept** | **Definition** |
| **Causality (cause and consequence)** | Causality is the relationship between cause and effect and the internal and external factors that influence this relationship.<br><br>Geographers understand that behind every geographical phenomenon—be it physical or human—there is an outlying "cause" which leads to an "effect"; the consequence(s) of which can either be known or unknown. Causes can be direct or intervening, and they can be internal and external. Geographers study causality not only as fixed and end points of geographical phenomena, but also in the events and actions that occur in between these points. An example of which is the causality of plate tectonics; geographers analyse the cause and effects of plate tectonics, but also plate tectonic sub-themes such as disaster management and P and S waves. Causality in geography is inherently linked with the key concept of "change" and can exist across a wide spectrum of times, places and spaces, another of the individuals and societies key concepts. |
| **Culture** | Culture helps shape, define and guide civilizations and individuals and it influences the relationship between them and the environment. Cultures are constituted by learned behaviours and values shared by groups and transmitted through socialization. Geographers study cultural traits of places in terms of language, customs, beliefs, dress, images, music, food and technology. Units that explore the related concept of culture could include issues of cultural diffusion, cultural contestation, and the process of consumerism. |
| **Disparity and equity** | Equity involves concerns about fairness and justice. Disparity is the uneven distribution of a given quality, indicator or resource and it can be opposed to the concept of equity. Geography is often the study of the condition or fact of being unequal—recognizing that the world around us has inequality, disproportionate opportunity and discrepancy, which, creates disparity. What causes the gap between those that have and those that have not? What does it mean "to have" and to "have not"? What is the perception of a disparity? As a related concept, disparity should have a degree of scale and harness the essential drivers of disparity: economics, opportunity, access to resources, choices, values and freedom. Inequality might be based on gender, ethnicity, age, location, citizenship and income, among other variables. |
| **Diversity** | The point or aspect by which things differ is critical to the study of geography both in the human and physical senses. Both the human and physical world have differences that intrinsically mesh to create a planet of diversity and a unique world. Places, environments and peoples are diverse. Diversity can be investigated over time and space. The focus could be on physical or cultural diversity. |

| Geography | |
|---|---|
| **Related concept** | **Definition** |
| **Globalization** | As a related concept, globalization encompasses local, national and global repercussions and expectations for our "shrinking" world. It has been characterized by some geographers as a process of time–place convergence and it is characterized by an increasing interdependence among peoples and nations. The cultural, political and economic interconnectedness of the global economy is an undeniable trend that has been amplified by rapid improvements in technology and communication systems. Globalization can be simultaneously positive and negative for people and the natural environment depending on the range of changes that result and the perspective of the analyst. Globalization as a concept has also been questioned by some who have preferred to speak of processes of "westernization", "glocalization" or "mundialization". |
| **Management and intervention** | Management can be defined as the human intervention in both natural and human contexts to achieve desired ends. MYP geography courses should consider the ways in which humans respond to the challenges of managing quantity and quality of resources, as well as the consequences of management. Often we see these as ways of solving problems through finding ways to preserve unique components of our lithosphere (land/waste management), hydrosphere (coastal/water management), biosphere (conservation and animal/plant/agricultural management) and atmosphere (clean air management). Management can be embedded into political geography as a related concept by looking at governance through laws or education to enable better choices. Decision-making and management are dependent on the differences in the balance of power held by different stakeholders (see related concept of power). |
| **Networks** | Networks are interconnected groups or systems. Networks are usually composed of nodes or parts that depend upon each other; when one of these nodes or parts changes it usually affects the other parts. These individual parts of a network usually exist within a measurable hierarchical scale. In geography, the concept of networks can be explored in a vast array of sizes and level of complexity. A network can range from the populations of herbivores within a national park to all of the lakes, aquifers, rivers and streams in the Amazon Basin. Also, networks can be explored at the world systems level with the interaction between the core and the periphery. Geographers understand that most of the processes they study are not isolated phenomena but rather interconnected pieces of a greater network. Networks are intrinsically linked to the key concept of "systems" and they exist across a wide spectrum of times, places and spaces, another of our key concepts. |
| **Patterns and trends** | Patterns are regular arrangements of something in a study area (space or place) and trends are regular arrangements of something over time. Patterns and trends can be established at different levels of analysis or at different scales, from the local to the national and regional, to the global. Patterns and trends can also be used as important tools to help predict and anticipate geographic processes in both human and natural contexts. Patterns and trends in geography are inherently linked to the concept of "systems" and they exist across a wide spectrum of times, places and spaces, another of our key concepts. |

| Geography | |
|---|---|
| **Related concept** | **Definition** |
| **Power** | Power of individuals and of groups can be defined as a capacity to make things happen.<br><br>Within geography, the balance of power can be considered in terms of physical processes, such as the power of erosion versus deposition. The balance of power is also significant in terms of human development and interaction—the relative power of government, transnational corporations, multilevel government organizations, civil society organizations and the rights of individual communities and citizens. MYP geography courses should seek to understand not only how people and environments are interlinked with and within themselves but also how power underpins those relationships.<br><br>The concept of power raises the issue of equity and the rights of different groups, including gender groups, and the rights of indigenous peoples in the competition over resources. Competition in geography is the struggle among conflicting interests. Competition over resources (land, food, timber, water, oil and other energy sources) is central to the study of modern-day geography and it raises the question of the rights to resources and power over them. |
| **Processes** | Processes are measured movements in the physical, human or cultural world to reach particular results or consequences, marking gradual changes in geography. These can have expected or unintended outcomes. This as a related concept is widely applicable across all areas of geography. A process that is particularly important for geographers is that of development. Even though the definition of development is subject to much debate (especially regarding its indicators), it can be understood as a social, economic and political process that enables the rise in the standards of living of the population. |
| **Scale** | Scale represents the proportional relationship between a certain distance on a map and a certain distance on the Earth's surface. Scale as a related concept looks at the local, regional, national and international/global framework that the subject specific content is applicable to. Use of this related concept emphasizes that challenges, problems and ideas can be analysed at one of these scales and/or the interrelation among them. There should be recognition that they do not only happen in situ but also have an effect on each other. |

| Geography | |
|---|---|
| **Related concept** | **Definition** |
| **Sustainability** | The concept of sustainability implies the notion of living within our means and it is central to an understanding of the nature of interactions between environmental systems and societies. It can be defined as the use of global resources at a rate that allows natural regeneration and minimizes damage to the environment (DP *Environmental systems and societies guide* [January 2008]).<br><br>The use of resources (physical, human, cultural) in geography is the foundation for many topics relating to depletion or damage (both temporal and permanent) of the resource and its carrying capacity. Concepts such as "carrying capacity", "ecological footprint" and "natural capital" are enmeshed in the related concept of sustainability.<br><br>Following the DP *Environmental systems and societies guide* (January 2008):<br><br>Carrying capacity can be defined as "the maximum number of a species or 'load' that can be sustainably supported by a given environment".<br><br>Ecological footprint can be defined as "the area of land and water required to support a defined human population at a given standard of living".<br><br>Natural capital can be defined as "a term sometimes used by economists for natural resources that, if appropriately managed, can produce a 'natural income' of goods and services". |

| History | |
|---|---|
| **Related concept** | **Definition** |
| **Causality (cause and consequence)** | Causality is the relationship between cause and effect and the internal and external factors that influence this relationship.<br><br>In history, a cause is something that gives rise to an action, event, phenomenon, or condition. A consequence is a result or an effect of an action, phenomenon or condition. Causes and consequences are often examined together in relation to a specific event, phenomenon or time period, particularly over the "short term" and "long term". The problem of "multiple causality" has also been central to historiography. |
| **Civilization** | Civilization is a concept used to describe forms of social organization that are usually large, complex and have achieved a certain level of urbanization and cultural development. To become a civilization, a society usually undergoes a series of change processes, which lead to social development and organization in the society. Even though the concept of civilization was originally associated with a greater degree of advancement or development of a social organization, this relationship has been questioned by some historians for containing an overt value judgment. |
| **Conflict** | Conflict can develop from inequalities in distribution of power and may manifest itself in many forms: protracted disagreements or arguments; prolonged armed struggles; clashes of opposing feelings or needs; serious incompatibilities between two or more opinions, principles, or interests. Historians study conflict between individuals and societies over time and across place and space, and they also examine how conflicts can be sources of continuity and catalysts for change. |
| **Cooperation** | Cooperation is the action or process of individuals or societies working together towards the same end. Historians examine the cooperation between societies, individuals, and environments in order to determine the positive, negative, short-term, and long-term factors that define/derive a historical event or process. Cooperation can be a catalyst for change or continuity. Cooperation between actors implies certain levels of responsibility. |
| **Culture** | Culture encompasses a range of unique experiences, behaviours, customs and ways of knowing within human communities throughout history. Culture is usually transmitted from generation to generation and it affects the way people perceive their world and the way they behave. Culture can be dynamic or static and is often examined by historians in relation to the time, place and space of historical events, processes or developments. Historians often examine changes in culture in order to make comparisons between the past and the present. Culture is a system. |

| History | |
|---|---|
| **Related concept** | **Definition** |
| **Governance** | Governance refers to mechanisms and processes that regulate authority in a given organization. It can apply to state and non-state institutions. Throughout time, people have organized governments in order to meet the needs of communities and individuals. Groups have created institutions and processes that have many forms and functions. Monarchies, republics, tribes, parliaments, presidents, dictators: these and other patterns of rule express a range of human values and reflect varied understandings of history and culture. At the heart of governance are questions about the distribution of resources, the making of laws, and the balance of power between individuals and the communities in which they live. Democratic governments are accountable to the people who choose them. |
| **Identity** | Identity is the combination of the values, beliefs and experiences that define, shape and inform who we are, our perspectives and how we behave as individuals, communities, societies and cultures. Identity shapes historical processes and interpretations. Identity is shaped by external and internal influences and it is relational (the notion of "we" as opposed to "them"). This concept refers to how both individual and group perceptions of the self, form, evolve and are expressed. From a historical perspective, identity can be examined as a cause or consequence of an event, idea or process. Additionally, the notion of citizenship appears as a politically and historically relevant form of identification on the part of peoples. |
| **Ideology** | An ideology is a system of ideas and ideals, which can form the basis of political or economic theories, policies and actions. Ideologies usually encompass systematic arrangements of premises and assertions that are used to interpret the world and make normative assertions about how it should be organized. Ideologies can evolve and change over time in order to meet the needs of a group of people or a society. Ideologies can be derived from the place and space in which a group of people or a society is located. Ideologies can evolve into political, economic or social systems and these systems can impact humans in a variety of ways. For example, through the definition of certain rights and responsibilities. |
| **Innovation and revolution** | Innovation incorporates the understanding of processes that drive change and invention.<br><br>In history, this concept looks at the process of generating new ideas, events, movements, products or solutions through the alteration, transformation, reorganization, restructuring, rearrangement, or renovation of existing ideas, events, movements, products or solutions. Innovation involves individuals and societies because they use their capacity to create, contrive and initiate a capacity that can lead to both positive and negative consequences in the short term and the long term. |

| History | |
|---|---|
| **Related concept** | **Definition** |
| **Interdependence** | Interdependence is the state of two or more individuals, groups or societies being reliant on each other. This mutual dependence is often derived from a need for individuals, groups or societies to grow, develop, change and/or advance. Interdependence can lead to a variety of results, both positive and negative. These results can be the same or different for the parties involved in the interdependent relationship. As well, these results can change depending on the time period and location in which the individuals, groups and/or societies exist. Relations of interdependence are not necessarily horizontal. Historiography can also study processes of dependency, domination and power between peoples or nations. |
| **Perspective** | Perspective is a concept of a different nature as it is more clearly related to the craft of the discipline. Perspective is the way someone looks at something taking into consideration all of the things that have happened with that thing in the past and the relationship between the viewer and the thing in the past being viewed. For historians, perspective implies a need for understanding different sides of an event. |
| **Significance** | Significance is a concept of a different nature as it is more clearly related to the craft of the discipline. It refers to the quality of having great value taking into account the historical context. Historical context is the political, social, cultural, and economic setting for a particular idea or event. In order to better understand something from history, we must look at its context—those things that surround it in time and place and that give it its meaning or value. In this way, we can gain, among other things, a sense of how unique or ordinary an event or idea seems to be in comparison to other events and ideas. |

# Individuals and societies glossary

| Term | Definition |
|---|---|
| **Action plan** | Steps and information that the student defines in order to complete the investigation. The plan might include stages such as: identifying sub-questions; defining methods to be used in the investigation; defining sources of information; a plan for the main stages for the investigation that can summarize the above information. There is flexibility in the process, and students can revise their plans depending on their findings during the investigation. |
| **Bibliography** | A list of the important sources used to undertake a task. |
| **Exemplify** | Represent with an example. |
| **Module** | A component in an individuals and societies course that contributes to the complete course for the academic year. Several modules make up an individuals and societies course. A module may include one or more unit of work. |
| **Recognize** | Identify through patterns or features. |
| **Reflect** | Think about deeply; consider. |
| **Research methods** | The series of systematic steps necessary to search for pertinent information on a specific topic. Research methods to collect information will vary according to the individuals and societies discipline being studied. Research methods include, but are not limited to: selection of sources (type and range); questionnaires; surveys; interviews; observation; experiments; measurement; collection and analysis of quantitative data; formulation of questions. |
| **Research question** | The methodological point of departure of an investigation, guiding the scope and nature of the research. Clear and focused research questions consider: relevance; manageability; originality; ability to be assessed; availability of resources; level of student interest; and connection with the discipline or subject group. Research questions can be formulated as general statements or as distinct lines of inquiry. |

# MYP command terms for individuals and societies

| Command term | Definition |
|---|---|
| **Analyse** | Break down in order to bring out the essential elements or structure. (To identify parts and relationships, and to interpret information to reach conclusions.) |
| **Demonstrate** | Make clear by reasoning or evidence, illustrating with examples or practical application. |
| **Describe** | Give a detailed account or picture of a situation, event, pattern or process. |
| **Discuss** | Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence. |
| **Document** | Credit sources of information used by referencing (or citing) following a recognized referencing system. References should be included in the text and also at the end of the piece of work in a reference list or bibliography. |
| **Evaluate** | Make an appraisal by weighing up the strengths and limitations. |
| **Explain** | Give a detailed account including reasons or causes (see also "Justify"). |
| **Explore** | Undertake a systematic process of discovery. |
| **Formulate** | Express precisely and systematically the relevant concept(s) or argument(s). |
| **Identify** | Provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature. |
| **Interpret** | Use knowledge and understanding to recognize trends and draw conclusions from given information. |
| **Investigate** | Observe, study or make a detailed and systematic examination, in order to establish facts and reach new conclusions. |
| **Justify** | Give valid reasons or evidence to support an answer or conclusion (see also "Explain"). |
| **List** | Give a sequence of brief answers with no explanation. |
| **Summarize** | Abstract a general theme or major point(s). |
| **Synthesize** | Combine different ideas in order to create new understanding. |
| **Use** | Apply knowledge or rules to put theory into practice. |

On-screen examinations in individuals and societies will draw from the full list of MYP command terms that is available in *MYP: From principles into practice*.

# Selected reading

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# Updates to the publication

This section outlines the updates made to this publication over the past two years. The changes are ordered from the most recent to the oldest updates. Minor spelling and typographical corrections are not listed.

## Corrections for April 2023

### Appendices

#### "Related concepts in individuals and societies"

Alignment of language with other IB documentation.

In line with the IB's diversity, equity and inclusion statement, the term "his or her" has been replaced with "their" in the definition of "Resources" in the "Economics" section.