

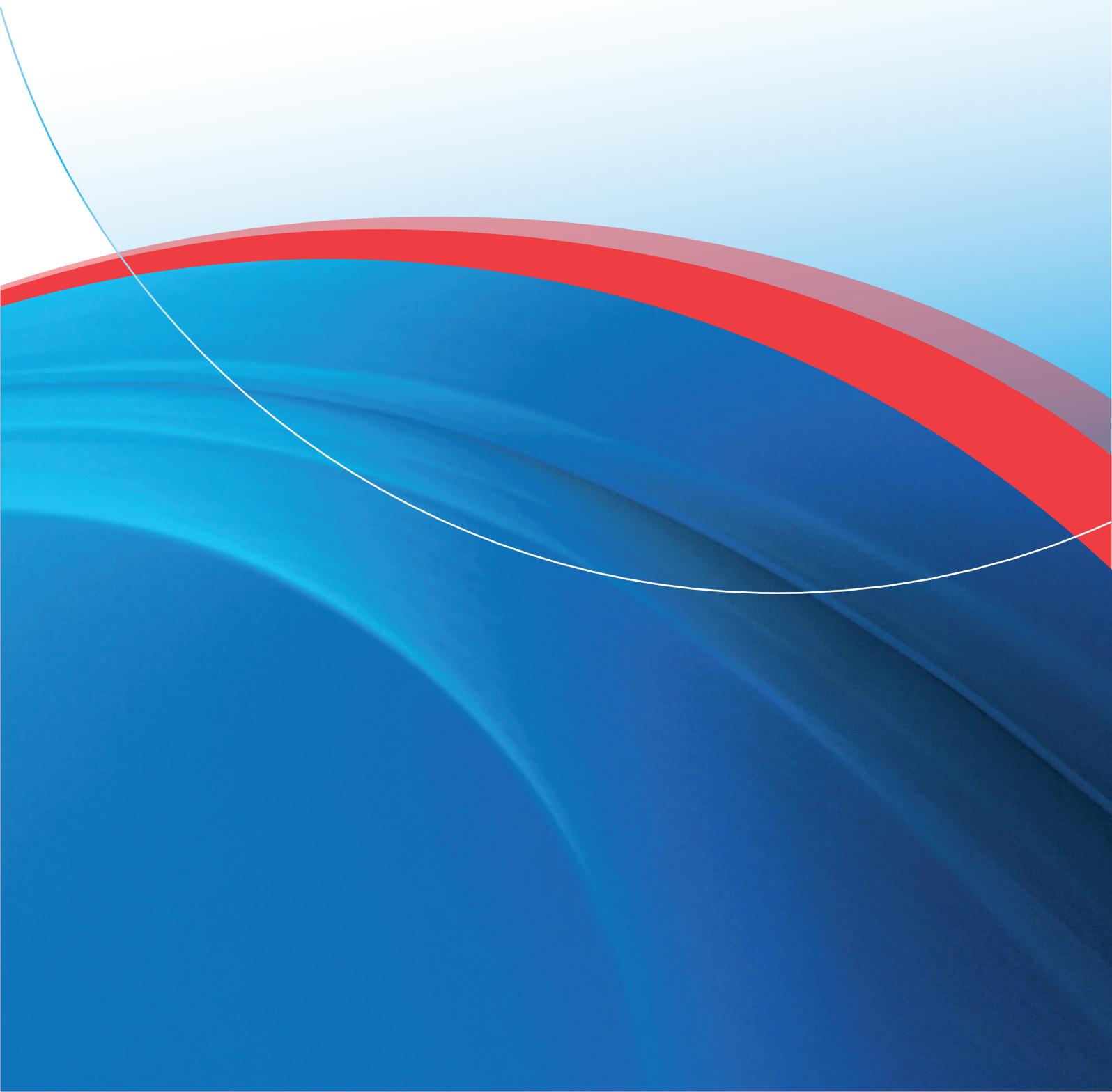


International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

Middle Years Programme

Humanities guide

For use from September 2012/January 2013





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Middle Years Programme Humanities guide

Published February 2012

Published on behalf of the International Baccalaureate Organization, a not-for-profit educational foundation of 15 Route des Morillons, 1218 Le Grand-Saconnex, Geneva, Switzerland by the

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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.

IB learners strive to be:

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

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How to use this guide

This guide is for use from September 2012 or January 2013, depending on the start of the school year, and for first use in final assessment in June 2013 or December 2013.

This document provides the framework for teaching and learning in humanities in the IB Middle Years Programme (MYP) and must be read and used in conjunction with the document *MYP: From principles into practice* (August 2008).

This guide will give both teachers and students clear aims and objectives for MYP humanities. It includes conceptual and skill requirements of the course, in addition to details of final assessment requirements, as well as interim objectives and assessment criteria for years 3 and 1 of the MYP.

IB-produced teacher support material complements this guide and includes assessed pieces of student work.

Acknowledgment

This guide has been produced in collaboration with MYP educators from each of the IB regions, who have been involved in the following ways:

- providing feedback and advice from schools and workshops
- providing verbal and written participation at curriculum review and development meetings
- providing verbal and written comments on draft versions of the guide
- trialling sections of the guide.

The IB wishes to thank the educators and associated schools for generously contributing time and resources to the production of this guide.

Rationale

MYP humanities encourages learners to respect and understand the world around them and equips them with a skills base appropriate for a learner in the 21st century. MYP humanities involves inquiring into historical, contemporary, geographical, political, social, economic, religious, technological and cultural contexts that influence and have an impact on individuals, societies and environments. This encourages learners, both students and teachers, to consider varied local and global contexts. MYP humanities defines itself as incorporating disciplines traditionally found in the humanities, such as history and philosophy, as well as disciplines found in the social sciences, such as economics, geography, sociology and politics. Through the MYP humanities framework, knowledge and conceptual understanding, as well as thinking critically and communication, contribute to the development of the student as a whole.

All subject groups in the MYP share a common foundation through the attributes of the International Baccalaureate (IB) learner profile and with the fundamental concepts of the MYP—holistic learning, intercultural awareness and communication.

MYP humanities can be delivered in different ways:

- as discrete subjects such as geography, history, economics, politics or psychology
- as a course of modules in different humanities subjects
- as an integrated humanities subject group course.

The section in this guide “Humanities course structure and implementation” provides further information about the structure of humanities courses in a school.

MYP humanities within the IB continuum

MYP humanities builds on learning that students experience during their time in the IB Primary Years Programme (PYP). The PYP develops knowledge, conceptual understanding and skills through transdisciplinary units of inquiry, which include social studies. The PYP identifies eight key concepts as significant for transdisciplinary units of inquiry: form, function, causation, change, connection, perspective, responsibility, reflection. Students' experience of exploring these key concepts in the PYP can help prepare them for developing their understanding of the key concepts identified in MYP humanities: change, time/place/space, global interactions and systems.

MYP humanities aims to build on PYP social studies and to challenge students to look beyond their understanding of their immediate time, place and culture. The knowledge component of PYP social studies is arranged into five strands: human systems and economic activities, social organization and culture, continuity and change through time, human and natural environments, and resources and the environment. These strands are concept-driven and are inextricably linked to each other. These five strands can provide useful connections to MYP humanities key concepts and the areas of interaction.

The aims and objectives of MYP humanities provide a bridge to the Diploma Programme subject group 3, individuals and societies. One of the Diploma Programme group 3 aims is to encourage the systematic and critical study of: human experience and behaviour; physical, economic and social environments; and the history and development of social and cultural institutions. Students further develop the capacity to identify, to analyse critically and to evaluate theories, concepts and arguments about the nature and activities of the individual and society. They collect, describe and analyse data used in studies of society, test hypotheses, and interpret complex data and source materials. In MYP humanities, students will have been developing cognitive and procedural skills at age-appropriate levels throughout the programme, while developing their conceptual understanding in humanities.

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, therefore, suggest how the student may be changed by the learning experience.

The aims of the teaching and learning of MYP humanities are to encourage and enable the student to:

- appreciate the range of human and environmental commonalities and diversities
- understand the interactions and interdependence of individuals, societies and environments in different contexts
- understand how both environmental and human systems operate and evolve over time
- identify and develop a concern for human and environmental well-being
- act upon opportunities to be a responsible global citizen
- develop effective inquiry skills to achieve conceptual understanding in humanities.

Objectives: Year 5

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

These objectives relate directly to the assessment criteria found in the “Assessment criteria” sections.

Each objective is elaborated by several bullet-pointed strands. All strands in each objective should be met in each year of the programme, at the appropriate level. Interim objectives are provided for years 3 and 1 in later sections of the guide.

A Knowing and understanding

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

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

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

B Investigating

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

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

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

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

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

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

C Thinking critically

The ability to think critically in humanities is vital in developing a deeper understanding of the subject and its concepts. The objective strands highlighted in “Thinking critically” build on the knowledge-base of humanities and are an integral part of the inquiry cycle. Students should be able to demonstrate these objective strands throughout the humanities course to an increasing level of sophistication.

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

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

D Communicating

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

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

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

- communicate information and ideas using an appropriate style for the audience and purpose
- structure information and ideas in a way that is appropriate to the specified format
- document sources of information using a recognized convention.

Assessment criteria: Year 5

Please note that the assessment criteria in this guide are for first use in **final assessment** in June 2013 or December 2013 depending on the school year.

The following assessment criteria have been established by the IB for humanities in the MYP. All final assessment in the final year of the MYP must be based on these assessment criteria even if schools are not registering students for IB-validated grades and certification.

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

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

The descriptors concentrate on positive achievement, although failure to achieve may be included in the description for the lower levels.

Criterion A: Knowing and understanding

Maximum: 8

Students should be able to:

- use humanities terminology in context
- 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: <ul style="list-style-type: none"> • makes a limited attempt to use some relevant terminology • demonstrates basic knowledge and understanding of content and concepts with simple descriptions and/or examples.
3–4	The student: <ul style="list-style-type: none"> • uses terminology that is accurate and/or appropriate • demonstrates knowledge and understanding of content and concepts through adequate descriptions, explanations or examples.
5–6	The student: <ul style="list-style-type: none"> • uses a range of terminology accurately and appropriately • demonstrates good knowledge and understanding of content and concepts through accurate descriptions, explanations and examples.
7–8	The student: <ul style="list-style-type: none"> • uses a wide range of terminology accurately and appropriately • demonstrates detailed knowledge and understanding of content and concepts through developed and accurate descriptions, explanations and examples.

Command terms and MYP definitions

Use	Apply knowledge or rules to put theory into practice.
Demonstrate	Prove or make clear by reasoning or evidence, illustrating with examples or practical application.

Criterion B: Investigating

Maximum: 8

Students should be able to:

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

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ul style="list-style-type: none"> • formulates a very general research question • formulates and follows a limited action plan to investigate a research question • collects and records limited information not always consistent with the research question • makes a limited attempt to address the research question.
3–4	The student: <ul style="list-style-type: none"> • formulates an adequate research question • formulates and follows a partial action plan to investigate a research question • uses a method or methods to collect and record some information consistent with the research question • partially addresses the research question.
5–6	The student: <ul style="list-style-type: none"> • formulates a clear research question • formulates and follows a satisfactory action plan to investigate a research question • uses methods to collect and record appropriate information consistent with the research question • satisfactorily addresses the research question.
7–8	The student: <ul style="list-style-type: none"> • formulates a clear and focused research question • formulates and follows a detailed action plan to investigate a research question • uses methods accurately to collect and record appropriate and varied information consistent with the research question • effectively addresses the research question.

Notes

- When defining a “clear and focused research question” the following elements can be considered: relevance, manageability, originality, ability to be assessed, of interest to the student and based in the subject. Students are not expected to formulate a research question in all cases that objective B is addressed; this can be supplied by the teacher. However, students must be given opportunities to formulate research questions at some stage during year 5. Research questions might also be formulated at the end of an investigation when students have developed their knowledge of the topic under consideration. The research question might also be formulated as a research statement.
- The action plan refers to the steps and information that the student defines in order to complete the investigation; it does not specifically refer to an essay plan, although this might be included in the overall action plan.
- Methods to collect information include, but are not limited to: selection of sources (type and range); questionnaires; surveys; interviews; observation; experiments; measurement; use of statistics and databases; formulation of questions.
- Methods to record information (electronic or paper), include but are not limited to: note-taking and summarizing; production of tables, graphs, maps, checklists; production of MindMaps®; indexing; creation of visuals such as timelines; production of databases.

Command terms and MYP definitions

Formulate	Express precisely and systematically the relevant concept(s) or argument(s).
Investigate	Observe, study, or make a detailed and systematic examination, in order to establish facts and reach new conclusions.
Use	Apply knowledge or rules to put theory into practice.

Criterion C: Thinking critically

Maximum: 8

Students should be able to:

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

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ul style="list-style-type: none"> • makes a limited attempt to analyse concepts, events, issues, models or arguments • describes some sources in terms of origin and purpose and recognizes some values and limitations • identifies different perspectives • makes connections between information in a limited attempt to make arguments.
3–4	The student: <ul style="list-style-type: none"> • completes a simple analysis of concepts, events, issues, models or arguments • completes a simple analysis and/or evaluation of some sources in terms of origin and purpose, recognizing values and limitations • identifies different perspectives and their implications • makes connections between information to make simple arguments.
5–6	The student: <ul style="list-style-type: none"> • completes a satisfactory analysis of concepts, events, issues, models or arguments • satisfactorily analyses and/or evaluates a range of sources in terms of origin and purpose, recognizing values and limitations • interprets different perspectives and their implications • synthesizes information to make valid arguments.

Achievement level	Level descriptor
7–8	<p>The student:</p> <ul style="list-style-type: none"> • completes a detailed analysis of concepts, events, issues, models or arguments • effectively analyses and evaluates a range of sources in terms of origin and purpose, recognizing values and limitations • thoroughly interprets a range of different perspectives and their implications • synthesizes information to make valid, well-supported arguments.

Command terms and MYP definitions

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.
Describe	Give a detailed account or picture of a situation, event, pattern or process.
Evaluate	Assess the implications and limitations; make judgments about the ideas, works, solutions or methods in relation to selected criteria.
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.
Present	Offer for display, observation, examination or consideration.
Synthesize	Combine different ideas in order to create new understanding.

Criterion D: Communicating

Maximum: 8

Students should be able to:

- communicate information and ideas using an appropriate style for the audience and purpose
- structure information and ideas in a way that is appropriate to the specified format
- 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: <ul style="list-style-type: none"> • communicates information and ideas by attempting in a limited way to use a style that is appropriate to the audience and purpose • makes a limited attempt to structure information and ideas in a way that is appropriate to the specified format • makes a limited attempt to document sources of information.
3–4	The student: <ul style="list-style-type: none"> • communicates information and ideas by using a style that is sometimes appropriate to the audience and purpose • structures information and ideas in a way that is sometimes appropriate to the specified format • sometimes documents sources of information using a recognized convention.
5–6	The student: <ul style="list-style-type: none"> • communicates information and ideas by using a style that is often appropriate to the audience and purpose • structures information and ideas in a way that is often appropriate to the specified format • often documents sources of information using a recognized convention.
7–8	The student: <ul style="list-style-type: none"> • communicates information and ideas effectively by using a style that is consistently appropriate to the audience and purpose • structures information and ideas in a way that is consistently appropriate to the specified format • consistently documents sources of information using a recognized convention.

Notes

- Schools must ensure that there is a set of recognized conventions for students to adhere to when documenting sources. These might be a set of conventions developed by the school.
- When submitting samples for moderation or monitoring of assessment, at least one task must allow students to show evidence of documenting sources according to a recognized convention.

Command term and MYP definition

Document

Credit sources of information used by referencing (or citing) following one 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.

Interim objectives: Year 3

The interim year 3 objectives are for recommended use; however, schools may choose to develop their own objectives based on the year 5 objectives.

A Knowing and understanding

- Use humanities terminology in context
- Demonstrate knowledge and understanding of subject-specific content and concepts, appropriate to the age level, using descriptions, explanations and examples

B Investigating

- Formulate a clear and focused research question
- Follow an action plan to investigate a research question
- Use methods accurately to collect and record information consistent with the research question
- Effectively address the research question

C Thinking critically

- Analyse concepts, events, issues, models and/or arguments
- Analyse and evaluate a range of sources in terms of origin and purpose, recognizing values and limitations
- Recognize different perspectives and their implications
- Make connections between information to make valid, well-supported arguments

D Communicating

- Communicate information and ideas using an appropriate style for the audience and purpose
- Structure information and ideas in a way that is appropriate to the specified format
- Create a list of sources of information according to the task instructions

Interim assessment criteria: Year 3

The interim year 3 assessment criteria are for recommended use; however, schools may choose to develop their own assessment criteria at an age-appropriate level for year 3 based on the year 3 objectives.

Criterion A: Knowing and understanding

Maximum: 8

Students should be able to:

- use humanities terminology in context
- demonstrate knowledge and understanding of subject-specific content and concepts, appropriate to the age level, 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: <ul style="list-style-type: none"> • makes a limited attempt to use some relevant terminology • demonstrates basic knowledge and understanding of content and concepts through some descriptions and/or examples.
3–4	The student: <ul style="list-style-type: none"> • uses some humanities terminology appropriately • demonstrates knowledge and understanding of content and concepts through simple descriptions, explanations and examples.
5–6	The student: <ul style="list-style-type: none"> • uses relevant humanities terminology accurately • demonstrates good knowledge and understanding of content and concepts through descriptions, explanations and examples.
7–8	The student: <ul style="list-style-type: none"> • uses a range of humanities terminology accurately and appropriately • demonstrates detailed knowledge and understanding of content and concepts through thorough descriptions, explanations and examples.

Command terms and MYP definitions

Use

Apply knowledge or rules to put theory into practice.

Demonstrate

Prove or make clear by reasoning or evidence, illustrating with examples or practical application.

Criterion B: Investigating

Maximum: 8

Students should be able to:

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

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ul style="list-style-type: none"> • formulates a very general research question • makes a limited attempt to follow an action plan to investigate a question • collects and records limited information, not always in line with the research question • makes a limited attempt to address the research question.
3–4	The student: <ul style="list-style-type: none"> • formulates an adequate research question • partially follows an action plan to investigate a research question • uses a method or methods to collect and record some information in line with the research question • partially addresses the research question.
5–6	The student: <ul style="list-style-type: none"> • formulates a clear research question • satisfactorily follows an action plan to investigate a research question • uses methods to collect and record appropriate information in line with the research question • satisfactorily addresses the research question.
7–8	The student: <ul style="list-style-type: none"> • formulates a clear and focused research question • follows an action plan effectively to investigate a research question • uses methods accurately to collect and record appropriate and varied information in line with the research question • effectively addresses the research question.

Notes

- When defining a “clear and focused research question” the following elements can be considered: relevance, manageability, originality, ability to be assessed, of interest to the student and based in the subject. Students are not expected to formulate a research question in all cases that objective B is addressed; this can be supplied by the teacher. However, students must be given opportunities to formulate research questions at some stage during year 3. Research questions might also be formulated at the end of an investigation when students have further developed their knowledge of the topic under consideration. The research question might also be formulated as a research statement.
- The action plan refers to the stages that the student follows in order to complete the investigation; it does not specifically refer to an essay plan, although this might be included in the overall action plan.
- Methods to collect information include, but are not limited to: selection of sources (type and range); questionnaires; surveys; interviews; observation; experiments; measurement; use of databases; formulation of questions.
- Methods to record information (electronic or paper), include but are not limited to: note-taking and summarizing; production of tables, graphs, maps, checklists; production of MindMaps®; indexing; creation of visuals such as timelines; production of databases.

Command terms and MYP definitions

Formulate	Express precisely and systematically the relevant concept(s) or argument(s).
Use	Apply knowledge or rules to put theory into practice.
Investigate	Observe, study, or make a detailed and systematic examination, in order to establish facts and reach new conclusions.

Criterion C: Thinking critically

Maximum: 8

Students should be able to:

- analyse concepts, events, issues, models and/or arguments
- analyse and evaluate a range of sources in terms of origin and purpose, recognizing values and limitations
- recognize different perspectives and their implications
- make connections between information to make valid, well-supported arguments.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ul style="list-style-type: none"> • makes a limited attempt to analyse concepts, events, issues, models or arguments • recognizes the origin and purpose of some sources, as well as some values and limitations of sources • identifies different perspectives • makes connections between information in a limited attempt to make simple arguments.
3–4	The student: <ul style="list-style-type: none"> • completes a simple analysis of concepts, events, issues, models or arguments • describes sources in terms of origin and purpose, recognizing values and limitations • identifies different perspectives and suggests some of their implications • makes connections between information to make simple arguments.
5–6	The student: <ul style="list-style-type: none"> • completes a satisfactory analysis of concepts, events, issues, models or arguments • satisfactorily demonstrates an ability to analyse and evaluate sources in terms of origin and purpose, recognizing values and limitations • recognizes different perspectives and their implications • makes connections between information in order to make valid arguments.

Achievement level	Level descriptor
7–8	<p>The student:</p> <ul style="list-style-type: none"> • completes a detailed analysis of concepts, events, issues, models or arguments • effectively analyses and evaluates a range of sources in terms of origin and purpose, recognizing values and limitations • clearly recognizes a range of different perspectives and their implications • makes connections between information to make valid and well-supported arguments.

Command terms and MYP definitions

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	Prove or 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.
Evaluate	Assess the implications and limitations; make judgments about the ideas, works, solutions or methods in relation to selected criteria.
Identify	Provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature.
Recognize	Identify through patterns or features.

Criterion D: Communicating

Maximum: 8

Students should be able to:

- communicate information and ideas using an appropriate style for the audience and purpose
- structure information and ideas in a way that is appropriate to the specified format
- create a list of sources of information according to 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: <ul style="list-style-type: none"> • tries in a limited way to communicate information and ideas in a style that is appropriate to the audience and purpose • tries in a limited way to structure information according to the task instructions • tries in a limited way to create a list of sources of information.
3–4	The student: <ul style="list-style-type: none"> • communicates information and ideas in a style that is sometimes appropriate to the audience and purpose • structures information sometimes according to the task instructions • creates a list of sources of information sometimes according to the task instructions.
5–6	The student: <ul style="list-style-type: none"> • communicates information and ideas in a style that is often appropriate to the audience and purpose • structures information often according to the task instructions • creates a list of sources of information often according to the task instructions.
7–8	The student: <ul style="list-style-type: none"> • communicates information and ideas in a style that is completely appropriate to the audience and purpose • structures information and ideas completely according to the task instructions • creates a list of sources of information according to the task instructions.

Notes

- Schools must ensure that there is a set of recognized conventions for students to adhere to when documenting sources. These might be a set of conventions developed by the school.
- When submitting samples for monitoring of assessment, at least one task must allow students to show evidence of documenting sources according to a recognized convention.

Interim objectives: Year 1

The interim year 1 objectives are for recommended use; however, schools may choose to develop their own objectives based on the year 5 objectives.

A Knowing and understanding

- Use humanities terminology in context
- Show knowledge and understanding of subject-specific content and concepts, appropriate to the age level, using descriptions, explanations and examples

B Investigating

- Choose questions to research
- Follow a simple action plan to investigate a research question
- Use methods accurately to collect and record information consistent with the research question
- Answer the research question

C Thinking critically

- Identify ideas, events, issues or arguments
- Analyse a range of sources in terms of origin and purpose
- Identify different views and their implications
- Make connections between information to give an opinion

D Communicating

- Communicate information and ideas using an appropriate style for the audience and purpose
- Organize information and ideas in a way that is appropriate to the specified format
- Create a list of sources of information that follows the task instructions

Interim assessment criteria: Year 1

The interim year 1 assessment criteria are for recommended use; however, schools may choose to develop their own assessment criteria at an age-appropriate level for year 1 based on the year 1 objectives.

Criterion A: Knowing and understanding

Maximum: 8

Students should be able to:

- use humanities terminology in context
- show knowledge and understanding of subject-specific content and concepts, appropriate to the age level, 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: <ul style="list-style-type: none"> • recognizes some humanities vocabulary • shows basic knowledge and understanding of facts and ideas through some descriptions and/or examples.
3–4	The student: <ul style="list-style-type: none"> • uses some humanities vocabulary • shows knowledge and understanding of facts and ideas through simple descriptions, explanations and examples.
5–6	The student: <ul style="list-style-type: none"> • uses relevant humanities vocabulary often accurately • shows good knowledge and understanding of facts and ideas through descriptions, explanations and examples.
7–8	The student: <ul style="list-style-type: none"> • uses relevant humanities terminology accurately • shows detailed knowledge and understanding of facts and ideas through descriptions, explanations and examples.

Command terms and MYP definitions

Recognize Identify through patterns or features.

Use Apply knowledge or rules to put theory into practice.

Criterion B: Investigating

Maximum: 8

Students should be able to:

- choose questions to research
- follow a simple action plan to investigate a research question
- use methods accurately to collect and record information consistent with the research question
- answer the research question.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ul style="list-style-type: none"> • chooses a question to research • makes a limited attempt to follow a simple plan to answer a research question • makes a limited attempt to collect and record information • makes a limited attempt to answer the research question.
3–4	The student: <ul style="list-style-type: none"> • chooses a question to research • partially follows a simple plan to answer a research question • uses a method or methods to collect and record some information in line with the question • partially answers the question.
5–6	The student: <ul style="list-style-type: none"> • chooses a question to research • satisfactorily follows a simple plan to answer a research question • uses methods to collect and record appropriate information in line with the research question • satisfactorily answers the question.
7–8	The student: <ul style="list-style-type: none"> • chooses a question to research • follows a simple plan completely to answer a research question • uses methods accurately to collect and record appropriate information in line with the research question • completely answers the question.

Command term and MYP definition

Use

Apply knowledge or rules to put theory into practice.

Criterion C: Thinking critically

Maximum: 8

Students should be able to:

- identify ideas, events, issues or arguments
- analyse a range of sources in terms of origin and purpose
- identify different views and their implications
- make connections between information to give an opinion.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ul style="list-style-type: none"> • makes a limited attempt to identify the main points of ideas, events, issues or arguments • identifies the origin and purpose of some sources • identifies some different views • makes connections between information to give limited opinions.
3–4	The student: <ul style="list-style-type: none"> • identifies some main points of ideas, events, issues or arguments • identifies the origin and purpose of sources • identifies some different views and suggests some implications of these • makes connections between information to give simple opinions.
5–6	The student: <ul style="list-style-type: none"> • identifies the main points of ideas, events, issues or arguments • recognizes the origin and purpose of sources • identifies different views and their implications • makes connections between information to give opinions.
7–8	The student: <ul style="list-style-type: none"> • identifies in detail the main points of ideas, events, issues or arguments • analyses a range of sources in terms of origin and purpose • clearly identifies different views and their implications • makes connections between information to give a relevant opinion.

Command terms and MYP definitions

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.
Identify	Provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature.
Recognize	Identify through patterns or features.

Criterion D: Communicating

Maximum: 8

Students should be able to:

- communicate information and ideas using an appropriate style for the audience and purpose
- organize information and ideas in a way that is appropriate to the specified format
- create a list of sources of information 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: <ul style="list-style-type: none"> • tries in a limited way to communicate information in a way that is clear to others • tries in a limited way to organize information and ideas according to the task instructions • makes a limited attempt to list sources of information following the task instructions
3–4	The student: <ul style="list-style-type: none"> • communicates information and ideas in a way that is sometimes clear to others • organizes information sometimes in the order needed for the task • includes a list of sources of information that sometimes follows the task instructions.
5–6	The student: <ul style="list-style-type: none"> • communicates information and ideas in a way that is often clear to others • organizes information often in the order needed for the task • creates a list of the sources of information that often follows the task instructions.
7–8	The student: <ul style="list-style-type: none"> • communicates information and ideas in a way that is clear to others • organizes information completely in the order needed for the task • creates a list of sources of information that follows the task instructions.

Notes

- Schools must ensure that there is a set of recognized conventions for students to adhere to when documenting sources. These might be a set of conventions developed by the school.
- When submitting samples for monitoring of assessment, at least one task must allow students to show evidence of documenting sources according to a recognized convention.

Objective–criteria alignment

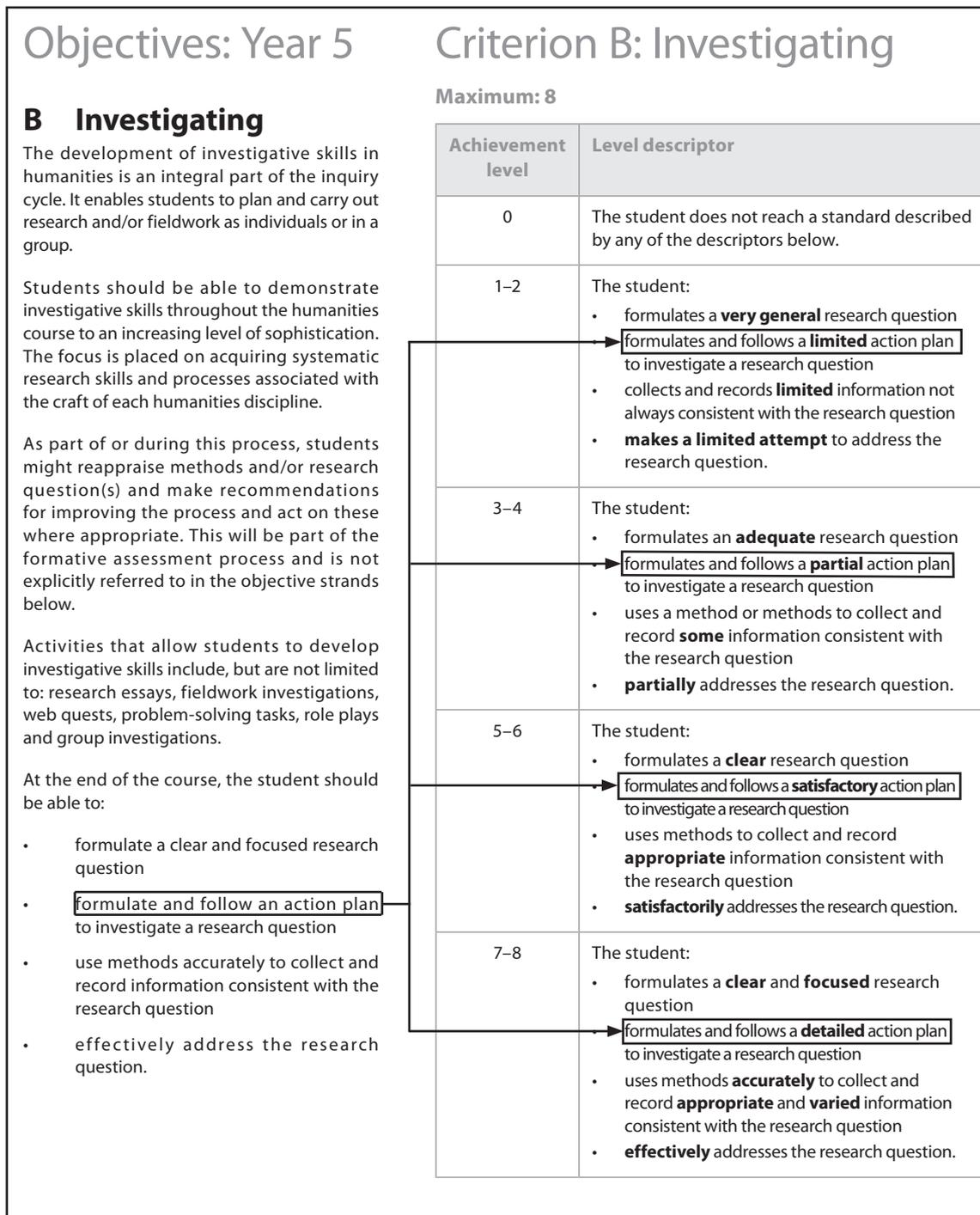


Figure 1

This diagram demonstrates the alignment between the subject objectives and criteria descriptors. In MYP humanities each objective strand is represented at each achievement level, this occurs for all objectives/criteria. As the achievement levels increase, the terms describing the student's achievement against the objective strand become more complex.

Assessment in the MYP

There is no external assessment provided by the IB for the MYP and therefore no formal externally set or marked examinations. All assessment in the MYP is carried out by teachers in participating schools and relies on their professional expertise in making qualitative judgments, as they do every day in the classroom. In line with the general IB assessment philosophy, a norm-referenced approach to assessment is not appropriate to the MYP. Instead, MYP schools must follow a criterion-related approach. This means that students' work must be assessed against defined assessment criteria and not against the work of other students.

The IB moderation and monitoring of assessment procedures ensure that the final judgments made by these teachers all conform to an agreed scale of measurement on common criteria.

It is expected that the procedures for assessment and the MYP assessment criteria are shared with both students and parents as an aid to the learning process.

Using the assessment criteria

The assessment criteria published in this guide correspond to the objectives of this subject group. Assessment criteria have been provided for years 5, 3 and 1 of the MYP. Schools might choose to use year 3 objectives and criteria in year 2 and those for year 5 in year 4; alternatively, specific objectives and assessment criteria for years 2 and 4 can be developed by schools. The objectives and criteria provided for years 3 and 1 are for recommended use; however, schools may wish to develop their own. Schools may also add other criteria, in addition to the MYP criteria, in response to national requirements and report on these internally to parents and students.

All schools **must** use the assessment criteria published in this guide for final assessment in year 5 of the MYP, although local or national requirements may involve other assessment models and criteria as well.

Clarifying published criteria in year 5

During the final year of the programme, the final assessment criteria as published in each subject-group guide must be used when awarding levels. However, specific expectations of students for a given task must still be defined.

Teachers will need to clarify the expectations of any given task with direct reference to the published assessment criteria. For example, in humanities, teachers would need to clarify exactly what the "humanities terminology" (objective A), "concepts, events, issues, models and arguments" (objective C), or "the specified format" (objective D) means in the context of a given assessment task. This might be in the form of:

- a task-specific clarification of the criteria, using the published criteria but with some wording changed to match the task
- an oral discussion of the expectations
- a task sheet that explains the expectations.

It is important that teachers specify the expected outcomes at the beginning of each individual task so that students are aware of what is required.

When clarifying expectations for students, teachers must ensure that they do not alter the standard expected in the published criteria, nor introduce new aspects. When awarding levels in year 5, teachers themselves should always use the published criteria.

Please also see the “Moderation” section of this guide for guidance on what is required as part of background information.

The “best-fit” approach

The best-fit approach relies on teachers using criterion-related assessment practices effectively. When assessing a student’s work, teachers should assess each descriptor strand individually (starting with level 0) until they reach a descriptor that describes an achievement level that the work being assessed has **not** attained. The work is therefore best described by the preceding descriptor. Once this has been completed for each descriptor strand being assessed, an overall picture of the student’s achievement will emerge.

Where it is not clearly evident which overall level descriptor should be awarded, teachers must use their judgment to select the level descriptor that best matches the student’s work overall. The best-fit approach allows teachers to select the achievement level that best describes the piece of work being assessed. It is important to remember when doing so that a student does **not** have to achieve against all of the individual descriptor strands in a band level to be awarded an overall level in that band.

If the work is a strong example of achievement in a band, the teacher should give it the higher achievement level in the band. If the work is a weak example of achievement in that band, the teacher should give it the lower achievement level in the band.

Further guidance

Only whole numbers should be recorded; partial levels, fractions and decimals are not used in MYP assessment.

The levels attributed to the descriptors must not be considered as fixed percentages, nor should it be assumed that there are arithmetical relationships between descriptors. For example, a level 4 performance is not necessarily twice as good as a level 2 performance.

Teachers should not think in terms of a pass or fail boundary for each criterion, or make comparisons with, or conversions to, the IB 1–7 grade scale, but should concentrate on identifying the appropriate descriptor for each assessment criterion.

The highest descriptors do not imply faultless performance, but should be achievable by students in year 5 of the programme. Teachers should therefore not hesitate to use the highest and lowest levels if they are appropriate descriptors for the work being assessed.

A student who attains a high achievement level for one criterion will not necessarily reach high achievement levels for the other criteria. Similarly, a student who attains a low achievement level for one criterion will not necessarily attain low achievement levels for the other criteria.

Teachers should not assume that the results of a group of students being assessed will follow any particular distribution.

Further information on MYP assessment can be found in the document *MYP: From principles into practice* (August 2008) in the section “Assessment”.

Moderation

The following details apply **only** to schools that request **IB-validated grades**.

Please ensure that you also refer to the section “Assessment in the MYP”.

Purpose of moderation

The external moderation procedure in all MYP subjects and the personal project exists to ensure that students from different schools and different countries receive comparable grades for comparable work, and that the same standards apply from year to year.

All MYP assessment is carried out by the students’ own teachers (or by the supervisors in the case of the personal project). The IB moderation procedures ensure that the final tasks set by those teachers are appropriate and that the final judgments made by these teachers all conform to an agreed scale of measurement on common criteria.

To ensure this comparability and conformity, moderation samples submitted to the IB **must** be assessed using the assessment criteria and achievement levels listed in this guide.

Schools that wish to register their students to receive an IB-validated grade in the final year in a humanities subject that is not available on IBIS should contact the IB for advice about the process, by email to ibid@ibo.org.

The submission date for moderation samples is before the end of a school’s academic year. Tasks submitted for moderation are not absolutely final tasks. Schools must continue to make further assessments of students’ work after moderation samples have been submitted, as these later tasks will also contribute towards the student’s final criterion levels total.

For general information on moderation, please see *MYP: From principles into practice (August 2008)*, section “Moderation”.

Teachers should note that there are three distinct steps in the moderation process.

- Step 1: Submission of moderation samples
- Step 2: Submission of criterion levels totals
- Step 3: Award of MYP grades

Step 1: Submission of moderation samples

Schools that request IB-validated grades for their students must register these students following the guidelines in the *MYP Coordinator's handbook*. This includes students who are only eligible for the record of achievement along with those who are also eligible for the MYP certificate.

Each moderation sample must include **four folders of students' work** with each folder representing the work of a single student. The selection of student work should be representative of a range of abilities within the final year group, comprising one comparatively good folder, two folders showing average ability and one comparatively weak folder. Only the work of students registered for IB-validated grades should be submitted. If there are fewer than four students registered, the sample will therefore have fewer than four folders.

Prescribed minimum tasks

There must be **two** judgments **only** for each humanities criterion (A, B, C, D) entered on the moderation coversheet contained in each student folder.

In order to provide two judgments for each criterion, a minimum of two tasks must be submitted and a maximum of three.

All objective strands must be addressed across the examples of tasks that are submitted for moderation.

Options for tasks include:

- a piece of extended writing, approximately 700–1,500 words in length in English, French or Spanish
- a test
- an assignment of choice.

Details follow that provide examples of the type of format that might be used, as well as the combination of options that might be used in order to provide two judgments for each criterion.

Options	Format examples
Extended writing	<ul style="list-style-type: none"> • Fieldwork report • Newsletter • Editorial • Essay • Manifesto • Article • Report
Test Must include paragraph writing and timed, in-class conditions.	<ul style="list-style-type: none"> • Open book test (not ideal for criterion A) • Problem-solving • Data response • Source analysis

Options	Format examples
<p>Assignment</p> <p>Any task that involves the student providing an oral report must be recorded for the purposes of moderation. Supporting materials, notes or a transcript is required. Any recording submitted must not exceed 15 minutes. Those formats indicated with an asterisk (*) will need to include supporting materials.</p>	<ul style="list-style-type: none"> • Web page • Podcast/vodcast • Film/movie/play* • Role play* • Workshop* • PowerPoint® presentation* • A Prezi® presentation* • Lesson plan* • Animation • Database • Blog/journal/scrap book • Microsoft PhotoStory/VoiceThread • Speech* • Brochure/booklet

Examples of how two judgments per criterion could be provided. The crosses (X) in parentheses show where an alternative choice of assessment might be made:

Options	A	B	C	D
Extended writing	X	X	X	X
Test	X		(X)	
Assignment		X	X	X

Options	A	B	C	D
Extended writing 1	X	X	X	X
Test	X		X	
Extended writing 2		X	(X)	X

Options	A	B	C	D
Extended writing 1	X	X	X	X
Extended writing 2	X	X	X	X

Options	A	B	C	D
Extended writing	X	X	X	X
Assignment	X	X	X	X

Notes

- The work in the moderation sample should be taken from the same unit(s) of work for all students, as far as possible.
- Student work submitted for moderation should reflect the types of tasks used for final assessment and must be devised to give students the opportunity to reach the highest descriptors of each criterion.
- In order to help schools with the timing of the preparation of moderation samples, work from the end of year 4 of the programme can be included, provided the final year assessment criteria have been used. The sample must also include work produced in year 5.
- Where students are engaged in collaborative work, they must record their contribution and be assessed on an individual basis; their individual input to the task should be clearly identifiable; evidence of their individual development and the exploration of their ideas must be present in their developmental workbook.
- In law, students retain copyright in work they create themselves, and the school probably retains copyright in the tasks created by teachers. However, when the school submits this work to the IB, students and schools are deemed to be granting the IB a non-exclusive worldwide licence to use the work. Please see the MYP *Coordinator's handbook*, sections F1 and F3 for further information on how this work may be used, and section F4 for the *Student claim of exclusive copyright form*, if needed.

Practical organization of the moderation sample

- The coversheet *Form F3.1* must be used to record the judgments for each criterion in each student's folder.
- Background information should be compiled in an additional folder to the students' folders. It should document details that will be useful to the moderators:
 - the context and expected outcomes of the unit of work
 - time allocation
 - the degree of teacher support
 - the conditions under which the work was completed
 - information about the application of the assessment criteria.

Unit planners must be included in the background information in order to give moderators an idea of the context in which the task was set. The moderator will not make comments about the unit planner.

- Clear and legible copies of work should be submitted in the sample. Original work may be submitted but it is not returned to schools.
- Students are expected to reference sources they use for their work as a matter of course.
- If teachers and students use third-party material as stimuli and/or as part of their tasks, this material must be fully referenced. This will include the title of the source, the author, the publication date, the publisher and, for books only, the ISBN. Examples of third-party material include newspaper and magazine articles, cartoons, videos, movie excerpts, extracts from books, pictures (please check the acknowledgments in the original publication for the original sources), diagrams, graphs, tables, statistics, materials from websites, and so on.

Step 2: Submission of criterion levels totals

Step 1 of the moderation process takes place before the end of most schools' academic year. After submitting moderation samples, teachers should continue to assess students' work until **final assessment**.

After final assessment, teachers should use the procedure described in "Determining the final grade" in *MYP: From principles into practice*, 2008, to arrive at a **criterion levels total** for each student registered for certification.

The MYP coordinator will then enter each registered student's criterion levels total on **IBIS**, and submit this to the IB.

Step 3: Award of MYP grades

Following moderation in each subject, the IB may, where appropriate, apply a moderation factor to the criterion levels totals submitted by a school. Final grades will then be determined by applying grade boundaries to these moderated totals.

Schools will receive notification of the final grades for their students and the IB will also provide a general and a school-specific moderation report for each subject in which students were registered.

The *MYP Coordinator's handbook* provides further guidelines on submitting criterion levels totals in each subject.

Monitoring of assessment

The following details apply to schools **not** requesting IB-validated grades.

Please ensure that you also refer to the sections “Assessment in the MYP” and “Moderation”.

Definition

Monitoring of assessment is a service available to IB World Schools offering the MYP, whereby schools can send samples of assessed student work to the IB to receive feedback from an experienced MYP assessor in the form of a report. This service is subject to a fee.

The aim of assessment monitoring is to provide support and guidance in the implementation and development of the programme with regard to internal assessment procedures and practices. It is not linked to validation of students’ grades, and therefore differs from the process of external moderation. Monitoring of assessment is currently limited to assessment conducted in the final three years of the programme.

Samples for monitoring of assessment in humanities must be submitted in English, French or Spanish, although the samples may be translations into one of these languages.

Details on registering for monitoring of assessment and fees, as well as the latest updated versions of the coversheets, are available in the MYP *Coordinator’s handbook*.

Further information on monitoring of assessment can be found in the document *MYP: From principles into practice* (August 2008), in the section “Monitoring of assessment”. Brief information follows here.

Purpose

There are three reasons why schools send in a monitoring of assessment sample:

1. as a requirement for the school’s programme evaluation visit
2. as a pre-check before sending in samples for moderation
3. to receive guidance on a particular subject.

Choice of tasks for monitoring of assessment

For evaluation visit and general advice

Schools can decide on the types of task they wish to submit for monitoring of assessment for the evaluation visit or for general advice. However, they are recommended to consider the prescribed minimum tasks detailed in the “Moderation” section, as this is designed to give an even spread over the humanities assessment criteria.

Prior to moderation

If the school is requesting monitoring of assessment in preparation for future moderation, the tasks in the following list **must** be included in the sample of assessed student work. These are the required minimum tasks listed in the “Moderation” section.

In order to provide two judgments for each criterion, a minimum of two tasks must be submitted and a maximum of three.

Options for tasks include:

- a piece of extended writing, approximately 700–1,500 words in length in English, French or Spanish
- a test
- an assignment of choice.

Please see the “Moderation” section for further notes and information.

Requirements

All MYP humanities courses must ensure that:

- the MYP unit planning process is followed. This includes the areas of interaction as a central element of humanities curriculum planning, teaching and learning
- students engage in structured learning in accordance with the aims, objectives and conceptual framework found in this guide: the key concepts defined in the section “What are the key concepts in humanities?” are used to structure humanities courses
- students’ work is assessed using the published MYP humanities assessment criteria for final assessment in the final year of the programme
- criterion-related assessment is used to assess student work in years 1–4 using interim objectives and criteria that have been adapted from the final objectives and criteria and are included in this guide
- a minimum teaching time of 50 hours per year applies to the humanities subject group.

It is essential that teachers be allowed the number of teaching hours necessary to meet the requirements of the MYP humanities course. Although the prescribed minimum teaching time in any given year for each subject group is 50 teaching hours, the IB recognizes that, in practice, more than 50 teaching hours per year will be necessary, not only to meet the programme requirements over the five years, but also to allow for the sustained, concurrent teaching of subjects that enables interdisciplinary study.

Humanities course structure and implementation

Schools have the opportunity to structure their humanities courses as best suits their situation. The structure that is selected can vary from year to year of the programme, taking into consideration that, “The schedule or timetable provides a broad and balanced choice of subjects, including at least one subject from each of the eight subject groups, and promotes concurrency of learning” (IB *Programme standards and practices* 2010:15).

To provide a broad experience for students that supports the aims of the MYP, it is preferable that the humanities programme developed in the school involves more than one humanities discipline. The exact structure of this can vary as the examples below illustrate. It is recognized that national requirements may have an impact on the structure of the humanities programme in the school.

Below are examples of how schools might structure their humanities courses. In whichever way a school chooses to organize the humanities course, the “Requirements” stated in the previous section are applicable.

Type of course	Description	Points to be aware of
Discrete humanities subjects or disciplines	<p>Humanities is taught as one or more discrete humanities subjects, such as history, geography, politics, business studies or economics.</p> <p>Students might study just one subject in a given year, or more than one.</p> <p>Each course, however, will last for the whole year.</p> <p>At the end of the course students receive grades for their achievement in each of the distinct subjects that they have studied.</p>	<p>The conceptual framework discussed in the next section is used to structure each discrete course. For example, if students study history and geography concurrently during the academic year, both subjects will use the humanities concepts in order to structure their course.</p> <p>All four objectives are addressed in each subject course.</p>

Type of course	Description	Points to be aware of
Modular humanities course	<p>Students study “modules” for a given period of time, which largely focus on single subjects, such as history, geography or economics.</p> <p>Each module may, or may not, be taught by the same teacher.</p> <p>At the end of the course students receive grades for their achievement in “Humanities”.</p>	<p>The conceptual framework discussed in the next section is used to structure the modular course.</p> <p>Each module might focus on specific concepts or on all of them, as appropriate. However, the full range of concepts must be addressed across all the modules in the course.</p> <p>All four objectives are addressed in each module in the course. For example, if a history module is followed by a geography module, followed by a politics module, students must be given the opportunity to address “Knowing and understanding”, “Investigating”, “Thinking critically” and “Communicating” in each module.</p>
Integrated humanities (within the subject group)	<p>Students will study interdisciplinary humanities units that require issues to be looked at from a number of perspectives and bring together conceptual understandings and knowledge from individual humanities subjects, for example historical, geographical and/or economic.</p> <p>At the end of the course students receive grades for their achievement in “Humanities”.</p>	<p>The conceptual framework discussed in the next section is used to structure the integrated course.</p> <p>All four objectives are addressed across the course.</p> <p>The <i>MYP guide to interdisciplinary teaching and learning</i> (2010) is a useful resource and provides information on developing interdisciplinary units. In the context of an integrated humanities course, the disciplines are all from the humanities subject group.</p>

Developing conceptual understanding through inquiry in humanities

Why is the exploration of concepts essential?

Teaching through concepts allows and encourages teachers to teach beyond the local context and national or cultural boundaries. [Concepts] encourage a broad, generic approach that can encompass many ways of thinking, as well as diverse experiences. Given that the exploration of complex global challenges is an essential element of international education, then approaching those issues through key concepts will provide a breadth of knowledge and insight that will lead to a deeper understanding of the related local issue.

(Fabian 2011: 27)

A universal concept is “a mental construct that is timeless, universal and abstract” (Erickson 2008: 30). These three features highlight the value of concepts in teaching and learning. Their timeless nature allows for connections to be made through time; their universality implies that they can be explored from varied cultural perspectives and the higher level of abstraction beyond facts results in a wide variety of examples being used to illustrate their meaning, thus developing deeper understanding.

Concepts, along with theories, principles and assumptions, are characterized as “big ideas” by Wiggins and McTighe (2005: 70). These “big ideas” are defined as “providing a focusing conceptual ‘lens’ for any study; providing breadth of meaning by connecting and organizing many facts, skills and experiences...; pointing to the heart of expert understanding in the subject; ... [and] applying to many other inquiries and issues over time—‘horizontally’ (across subjects) and ‘vertically’ (through the years in later courses) in the curriculum and out of school”. (Wiggins and McTighe 2005: 69)

In summary, the exploration, and re-exploration, of concepts leads students towards:

- a sense of the essence of each subject area
- an appreciation of ideas that transcend disciplinary boundaries
- an ability to think critically and transfer knowledge.

What are key concepts and significant concepts?

Key concepts are powerful ideas that have relevance within the subject group but also transcend it. An inquiry into key concepts will develop a coherent, in-depth understanding in a particular discipline and facilitate interdisciplinary learning and connections with other subjects. While the key concepts provide breadth to a subject group, the significant concepts provide focus and depth to a unit. They frame the most important ideas for teaching the subject and lead students towards enduring understandings that they should retain in the future.

Key concepts can overlap different significant concepts. The significant concept reflects the key concept in greater specificity and emerges from the discipline.

Upon consideration of the subject-specific content and concepts to be taught in an MYP unit, it is very likely that one big idea or significant concept will emerge. The significant concept identifies the essential or enduring understandings that students should retain in the future and which become the notions and principles that are applied to solve problems and issues relevant to students’ lives.

The significant concept encapsulates the intrinsic value of the disciplinary understanding, giving an answer to the question of why the subject-related content of a unit is being taught. Applying a significant concept to the study of a topic shifts learning to a higher cognitive plane. The significant concepts are the vehicle for students' inquiry into the essential, global, timeless ideas and the means to explore the essence of a subject. The conceptual focus of a unit can be derived from the subject matter of a unit, referred to by Erickson as a "thematic concept", such as freedom or migration, or can be drawn out of the subject's features and processes, such as chronology or interpretation (Erickson 2008).

What are the key concepts in humanities?

Humanities-specific framework

Four key concepts frame humanities in the MYP to form a common foundation for any humanities course:

- Change
- Time/place/space
- Global interactions
- Systems

Students must be provided with opportunities to explore different facets of each of the four key concepts in each year of the programme. As the scope of these concepts is vast, they can be explored at different levels of complexity and using varied content. Some examples of content-related concepts have been provided in the table that follows to highlight how the key concepts can be developed. While the key concepts provide breadth, the content-related concepts provide depth and specificity to the course and help define the significant concept statement for a unit. Related concepts can overlap different humanities key concepts. Using rich and varied content to exemplify concepts through time and place helps to develop students' understanding of concepts.

As such, teachers must ensure that each key concept is the basis for their unit planner at least once in the school year. It is accepted that these are not, in any sense, the only concepts worth exploring in humanities, but they are considered thorough and encompassing enough to be applied to varied situations and contents of the humanities subjects.

Students should be able to develop an understanding of these key concepts at increasing levels of sophistication and abstraction. While students in year 1 may begin by exploring the idea that systems are vital for social organization, in year 5 they should be able to understand the complex nature of the interaction between different systems. While in year 1 they might explore more tangible systems such as the ecosystem, in later years they should analyse more complex, abstract systems like the global market or ideologies.

These key concepts facilitate interdisciplinary connections across humanities subjects as well as with other subject groups.

The way the key concepts link to the significant concepts is explained in the section "The area of interaction, the key concept, the significant concept and the unit question".



Figure 2
Humanities key concepts

What is inquiry?

Inquiry is a central idea in IB pedagogy.

Inquiry, interpreted in the broadest sense, is the process initiated by the student or the teacher that moves the student from their current level of understanding to a new and deeper level of understanding.

(Towards a continuum of international education 2008: 15).

The attributes of the IB learner profile promote inquiry, as do perspectives from the IB on language and learning, the development of intercultural awareness and international-mindedness in learning communities.

With inquiry there is a greater focus on students starting from a position of knowledge—that they already bring knowledge and understanding with them—and there is a reduced emphasis on the teacher being the keeper and transmitter of knowledge. There is an acknowledgment that a collaborative process of creating knowledge takes place in a learning community as recognized in constructivist pedagogy.

Inquiry does not mean a “laissez-faire” approach. Critical components of inquiry are:

- having a clear purpose
- solving a particular problem, explaining a phenomenon (Boix-Mansilla 2010: 14) and
- identifying an “answerable” question (Audet and Jordan (eds) 2005:14).

The personal project in the MYP is the ultimate example of inquiry that students can engage in. This is a project that is student-directed as well as being of personal interest. It begins with a question or statement that the student seeks to answer.

How is inquiry supported in humanities?

The aims for MYP humanities provide broad areas for inquiry. They suggest areas of interest and concern for the humanities disciplines. The conceptual framework indicates concepts of key importance in the humanities disciplines and provides a structure.

The objectives support an inquiry approach that sees the student developing his or her knowledge-base of the humanities, investigating significant questions using appropriate methods, thinking critically about ideas and issues and communicating findings.

With the guidance of the teacher, students become more aware of the specific nature of the humanities disciplines and their processes. What does it mean to be a historian, a geographer or an economist, for example? What contributions do the humanities make to our understanding of the world? What methods do these disciplines use in order to answer their questions? How can students appropriate those methods for themselves in the context of the classroom?

Beginning with the student’s current knowledge-base and experience, subject-specific terminology, concepts and skills are developed during a humanities course.

The areas of interaction and inquiry

Inquiry and critical thinking are not just sets of skills to be taught, they are approaches to teaching that infuse the way a teacher thinks, plans and evaluates. If teaching is focused on facilitating inquiry and critical thinking, it pre-supposes that learning is about questioning and exploring ideas and knowledge rather than memorising and reproducing information. Teaching to the fullest extent possible about concept-based ideas through inquiry and critical thinking leads to more substantial and enduring learning. The inquiry process entails synthesis, analysis and manipulation of knowledge to help learners construct meaning.

(Fabian 2011: 29)

The areas of interaction provide contexts through which teachers and students:

- consider teaching and learning
- approach the disciplines, and
- establish connections across disciplines.

The areas of interaction provide a framework for student inquiry (*MYP: From principles into practice* 2008: 21). They are organizing elements that strengthen and extend student awareness and understanding through meaningful exploration of global challenges. All teachers share the responsibility of using the areas of interaction as a focus for their units of work.

In conjunction with the significant concept, the area of interaction focuses the direction of the inquiry, although it does not preclude other questions being raised that relate to other areas of interaction. The area of interaction will direct the nature of questions that are raised and ultimately answered by students.

The process of inquiring into the subject content through the different perspectives or contexts of the areas of interaction enables students to develop a deeper understanding of the subject as well as the dimensions of the areas of interaction. Through this inquiry cycle of understanding and awareness, reflection and action, students engage in reflection and metacognition, which can lead them from academic knowledge to thoughtful action, helping to develop positive attitudes and a sense of personal and social responsibility.

Using critical literacy skills and critical thinking to reflect on and evaluate newly constructed learning, the student gains a broader or different perspective, a wider or deeper understanding and an expanded identity. This aspect is crucial for developing qualities such as international-mindedness.

The area of interaction, the key concept, the significant concept and the unit question

The scaffolding and sequencing of conceptual understanding should be explicitly and systematically planned by teachers to ensure that the area of interaction and the significant concept connect. To provide meaningful learning experiences, teachers should ensure that the MYP unit question gives students scope for inquiry into the issues and themes within the content. The area of interaction will then provide a focus for teacher-directed and student-initiated inquiry.

When planning a unit, the unit question is a starting point for inquiry; however, more questions will be generated during a unit that are part of the inquiry process. Are students able to formulate their own questions? Do they know what makes a good question in the discipline? Is the question relevant and engaging—linked to students' prior knowledge and experience as well as current circumstances; of interest to the students, and involving them actively in their own learning? Is it feasible to inquire into this question during the duration of the unit? Are the resources available?

The table below illustrates some possible ways in which areas of interaction, the key concepts and the significant concept connect.

Topic	Focus provided by area of interaction	Key concept	Significant concept(s) for unit	Unit question
Rainforests (year 1)	Health and social education: How do we live in relation to each other? How do our actions have an impact on others?	Global interactions	Local actions can have global impacts.	How do our actions have an impact on others?
Rainforests (year 3)	Environments: How are natural environments changing and what impact does this have?	Systems	If we remove one part of a system , the whole is eventually disrupted.	What makes a system work?
Rainforests (year 5)	Human ingenuity: How do we make decisions about what we value? How does what we value change over time?	Time, place, space	The value that natural resources have for groups are socially and historically contingent and it is likely to find great variation across time and place . Different nations and groups have economic interest over both the preservation and exploitation of these natural resources.	How do we measure the value of a place?

The document *MYP: From principles into practice* (August 2008), in the section “The areas of interaction”, provides further information relating to the dimensions of each area of interaction, the inquiry cycle, planning units of work and focusing relevant content through the areas of interaction.

Special educational needs in the MYP

The MYP serves a critical stage in students' learning and development, which is closely related to personal and emotional well-being and can have a huge impact on motivation and academic learning. At a time when many students are struggling with identity and self-esteem issues, the MYP is crucial in supporting students during a vulnerable time in their education. Teachers will find that students will have come from a variety of backgrounds and have a range of academic, physical and other needs. Some of the students may have a recognized, diagnosed special educational need (SEN); other students may have special needs that have not yet been diagnosed. Examples of these special needs include:

- specific learning issues (such as dyslexia, dysgraphia and dyscalculia)
- language and communication disorders (such as aphasia, dysphasia and articulation issues, information processing)
- social, emotional and behavioural issues (such as attention deficit disorder (ADD), Asperger's syndrome)
- physical issues affecting mobility
- sensory issues (such as visual or hearing issues)
- medical conditions (such as asthma, cancer, epilepsy, irritable bowel syndrome (IBS) and diabetes)
- mental health conditions (such as depression, eating disorders, obsessive-compulsive disorders and anxiety)
- gifted and talented students—twice exceptional, high functioning with specific learning issues.

It is important, therefore, that procedures and processes are put in place in good time to support students as they pass through the MYP. This may involve:

- differentiating the curriculum
- using particular strategies and scaffolding to access the content in some subject areas
- using assistive technology.

Flexibility within the programme, particularly in the first two years, allows students to explore their particular learning style and skills, maximizing their potential. The caring and safe environment of an IB World School encourages them to explore issues related to themselves and the wider community within which they live. It allows them to make significant connections within learning communities, which enhances all aspects of their growth, encompassing their social, emotional and academic development. In this way, the MYP can establish a sound foundation in preparation for their further learning and beyond.

As schools attempt to implement the MYP in an inclusive way, teachers will be designing learning experiences that will allow all students, including those who have special educational needs, to meet some or all of the objectives in each subject group. By differentiating their teaching practices, teachers will provide all students with opportunities to reach these goals. Differentiated teaching aims to maximize students' potential and allows them to demonstrate their learning in different ways. Inclusion and differentiation are more likely to be successful where there is a culture of collaboration that encourages and supports inquiry and problem-solving. Inclusion is an unending process of increasing learning through participatory

activities for all students. It is an ideal to which schools can aspire but which is never fully reached. Inclusion happens, however, as soon as the process of increasing participation is started (Booth and Ainscow 2007). Thus, it is differentiation in practice.

As IB World Schools differ from each other in ways such as size, facilities and resources, so the provisions for students with special educational needs may differ from one school to another. However, any particular provisions made for students must be documented by the school, as these will form an important part of the curriculum planning and will be considered during the programme evaluation process.

The IB is committed to ensuring that mainstream students with a special assessment need, disability or difficulty have equality of access to the curriculum and have effective support to enable them to achieve their desired outcomes. Technology plays a major role in learning for all students, but even more so for those who face challenges regarding access and equal opportunities. Much of the assistive hardware and software currently available will enable students with far more complex learning needs to access wide-ranging educational programmes. This is evident already in the increased number of complex cases the IB now advises on, in conjunction with school support and commitment.

Arrangements such as extra time to complete tasks, using the computer with spell checker, or using software to read and record points of view are all valuable strategies that may lead to special arrangements being granted during assessment. Within the MYP the only time there needs to be a formal application for exemption from all or part of an assessment component is with regard to physical issues that may prevent a student from completing some aspect of a subject or fulfilling all the requirements of the course.

Further advice and information is available in the MYP *Coordinator's handbook*, or by contacting the IB Answers at ibid@ibo.org.

The role of language across the curriculum

The need to communicate is instinctive, and the development of language is fundamental to that need. Language supports and enhances our thinking and understanding and is integral to exploring and sustaining personal development and identity. Our individual ways of talking, thinking and expressing ourselves are further developed through the process of socialization. By communicating society's expectations, language is a strong enculturating force that shapes particular interactions. In this way, we develop a cultural identity.

Language shapes our thinking, and specific patterns of dialogue and discourse help develop certain kinds of learning and cognitive processes. Language thus plays a vital role in the construction of meaning and provides an intellectual framework to support conceptual development. Language skills are imperative for the development of critical literacy and multiliteracy skills and thus linked to empowerment through success in school and subsequently society. The role of language is valued in developing critical thinking, which is essential for the cultivation of intercultural awareness and international-mindedness.

All MYP teachers are language teachers

A threshold level of proficiency in cognitive academic language is essential for students to be able to participate and engage successfully in the MYP. Cummins (2007) proposes that the four dimensions of teaching that are particularly important in ensuring learner participation and promoting engagement are:

- to activate prior understanding and build background knowledge
- to scaffold meaning
- to extend language
- to affirm identity.

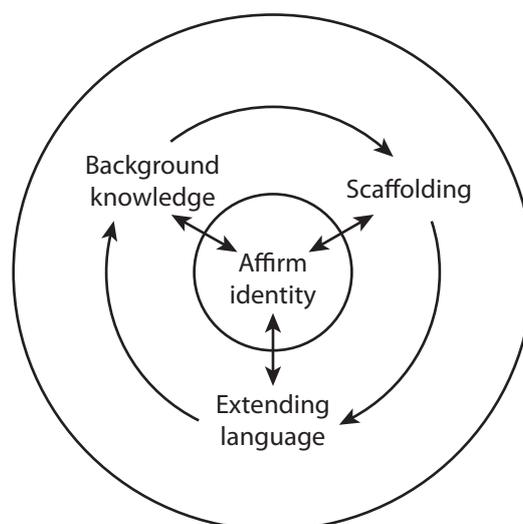


Figure 3

The language and learning cycle of good practice (based on the work of Jim Cummins, 2007)

The MYP stresses the fundamental importance of communication—verbal and non-verbal—in ensuring this participation and engagement, and in realizing the aims of the programme. A good command of expression in all its forms is fundamental to learning. In some MYP subject groups, communication is both an objective and an assessment criterion, and it is one of the fundamental concepts, as it supports understanding and allows student reflection and expression.

The IB learner profile describes a “communicator” as someone who can understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. Students should be able to use language with clarity, precision and effect to communicate their ideas and understanding. Furthermore, language is integral to exploring and sustaining:

- personal development
- cultural identity, and
- intercultural understanding.

As well as being the major medium of social and academic communication, language is tightly linked to cognitive growth as it is the way in which knowledge and understanding is negotiated and constructed. Articulating thoughts using speech in a variety of ways is part of the process of internalizing meaning. All MYP teachers are therefore seen as language teachers.

Approaches to learning and communication skills

Teaching students how to learn effectively should be the ultimate goal of all IB World Schools. All teachers in a school have a responsibility to ensure that students acquire the skills and the confidence to take ownership of their own learning. Learning how to learn—to question and evaluate information critically, and to seek out and explore the links between subjects—is as important as the content of the subject disciplines themselves. Teachers must:

- be aware that students may not have the necessary skills and knowledge to be successful learners, and
- explicitly teach a range of learning skills and strategies including communication skills.

This needs to be done in an agreed way that takes into account the context of the school and the specific needs of the students. It is important that teachers make explicit to students that the generic tools for learning are applicable to all areas of study, in addition to those that are subject-specific skills.

Communication skills may include the following (see the IB publication *Making the PYP happen: A curriculum framework for international primary education* December 2009: 22).

- Interpersonal skills—group dynamics, listening attentively, non-verbal cues, empathy, conflict resolution and leading others
- Formal writing skills—research, writing essays and reports
- Presentation skills—appropriate use of ICT; speaking to an audience
- Literacy skills—reading strategies; using and interpreting a range of content-specific terminology; being informed and informing others (including the use of a variety of media)
- Listening skills—following directions; listening to others; comprehending information
- Speaking clearly—giving oral reports to small and large groups; expressing ideas clearly and logically; stating opinions
- Reading a variety of sources—for information and pleasure; comprehending what has been read; making inferences and drawing conclusions

- Writing skills—summaries and reports; recording information and observations; taking notes and paraphrasing; keeping a journal or record
- Viewing skills—interpreting and analysing visuals and multimedia; understanding the ways in which images and language interact to convey ideas, values and beliefs; making informed choices about personal viewing experiences
- Presenting skills—constructing visuals and multimedia for a range of purposes and audiences; communicating information and ideas through a variety of visual media; using appropriate technology for effective presentation and representation
- Non-verbal communication—recognizing the meaning of visual and kinesthetic communication; recognizing and creating signs; interpreting and utilizing symbols.

All MYP teachers are responsible for ensuring their students have the opportunity to improve their communication skills through their subject-specific courses. They should ensure that students:

- can use the necessary communication tools, and
- have multiple ways and opportunities to communicate their understanding.

The role of the librarian in the MYP

Librarians in IB World Schools offering the MYP play a vital role in collaborative curriculum development and implementation. It is important for librarians to familiarize themselves with all key MYP curriculum documents including the following.

- *MYP: From principles into practice* (August 2008)
- MYP subject-group and personal project guides
- *MYP: A guide to interdisciplinary teaching and learning* (May 2010)

Librarians have an overall view of the curriculum and, in particular, of students' information literacy needs and lifelong learning skills development. It is also important to involve librarians in:

- unit planning
- resourcing units
- planning for and mapping ATL (approaches to learning) skills
- promotion of academic honesty (including such skills as referencing).

Unit planning and resourcing

Librarians can play several roles and become involved in the whole process of unit planning. As resource experts, librarians can help teachers to plan for the resources students will use in their learning experiences (see the "Resources" section of the unit planner). Librarians' knowledge of resources and of students' skill development is also helpful in assisting teachers with the planning for assessment tasks. The fact that interdisciplinary teaching demands space, support and a collaborative climate makes working together with other teachers and the librarian especially beneficial.

ATL skills development

Librarians' expertise in ATL (approaches to learning) skills makes them a vital asset in planning for the integration of these skills into the curriculum. Librarians can work with teachers to ensure the vertical and horizontal planning for the use of ATL skills in all subjects. The planning of ATL skill areas can then be used to integrate them into unit plans. Librarians are also valuable in helping teachers to develop inquiry skills across the curriculum. Inquiry goes beyond research skills and delves deeper into critical thinking, creativity and collaborative skills. A librarian should have a strong understanding of inquiry; this can strengthen unit planning as well as horizontal and vertical planning.

The librarian's role in teaching

The librarian's role can be seen as one that goes beyond the library or media centre. Librarians can be a valuable resource in planning, but also in team or shared teaching. As a result of collaborative planning, librarians can be involved in co-teaching lessons where students are learning information literacy skills in the context of their units. An emphasis on how students use information (for example, through critical thinking, synthesis and forming opinions) is vital and is central to inquiry. Collaborative teaching with the librarian need not be restricted to the library but can take place in any learning spaces within the school.

Resourcing the curriculum

The librarian plays a vital role in working with teachers to ensure that the curriculum is supported with a variety of current, relevant resources that meet subject aims and objectives. Librarians should also ensure that the school is supplied with resources that reflect the variety of student learning styles and interests, as well as the language profiles of the student body. After being involved in the initial planning stages, and following discussions with teachers about students' needs, librarians can help to select resources that support student learning and allow students to move quickly through the locating phase into working with information and gaining deeper understanding. This can be achieved by preparing resource lists that include print materials, websites, videos and other relevant resources to be placed on class wiki or blog pages.

Information and communication technology

Information and communication technology (ICT) involves the use of computers, online applications and communications facilities in teaching and learning activities. The use of ICT extends to all teaching and learning in every subject across the curriculum. The effective use of ICT is an approaches to learning (ATL) skill. Schools must ensure that a whole-school approach is in place to allow students to develop information technology literacy and become competent users of computers.

Depending upon the school's resources, ICT should be used whenever appropriate as:

- a means of expanding students' knowledge of the world in which they live
- a channel for developing conceptual understandings and skills
- a powerful communication tool.

ICT provides a wide range of resources and applications for teachers to explore in order to enhance teaching and learning. When planning a unit of work, teachers can consider setting one or more of the following expectations for the students:

Possible ICT expectations for students

ATL skill area	Student learning expectations could include:	Key questions for use with MYP units of work
Communication	<ul style="list-style-type: none"> • Literacy—including reading strategies, using and interpreting a range of content-specific terminology • Being informed—including the use of a variety of media • Informing others—including presentation skills using a variety of media 	<p>What communication tools do I use?</p> <p>Which ways of communicating do I need to improve on?</p> <p>How can I better communicate my understanding?</p>

ATL skill area	Student learning expectations could include:	Key questions for use with MYP units of work
Information literacy	<ul style="list-style-type: none"> • Accessing information—including researching from a variety of sources using a range of technologies, identifying primary and secondary sources • Selecting and organizing information—including identifying points of view, bias and weaknesses, using primary and secondary sources, making connections between a variety of resources • Referencing—including the use of citing, footnotes and referencing of sources, respecting the concept of intellectual property rights 	<p>How can I access information?</p> <p>How do I know if the information is reliable?</p> <p>What will I do with this information?</p>

Teachers may wish to include the use of one or more of the following ICT applications in their humanities course:

<ul style="list-style-type: none"> • Databases and spreadsheets • Graph plotter software • Dynamic geometry software • Computer algebra systems • Programming languages • Subject content-specific software • Graphic display calculators (GDC) • Internet search engines to source materials • Research using CD-ROMs • Word processing or desktop publishing 	<ul style="list-style-type: none"> • Graphic organizers • Presentations (PowerPoint®, Prezi®) • Use of computer-aided design (CAD) • Simulations and virtual re-enactments • Games as learning tools/facilitators • Language learning software/CDs • Assistive/adaptive technology • Video and video editing • Podcasts/MP3s/audio files • Video conferencing
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In most cases, technology teachers are given responsibility for providing students with the teaching and learning experiences to help them develop ICT literacy. The teaching of ICT skills should not be confused with, or take the place of, a computer technology course.

Academic honesty

Developing an academic honesty policy is a requirement for IB World Schools offering the MYP. During the programme, students will develop their understanding of the requirements for and practices of academic honesty, which is an aspect of the MYP humanities objectives, as well as being included in approaches to learning.

The essential aspect of academic honesty is that the student acknowledges the contributions of others in the completion of work and does not misrepresent work as his or her own when it is not. Students will gather information and ideas from various sources and will select what is most relevant and reliable for the completion of projects. When producing reports or essays, students must acknowledge these sources. If teachers and students use third-party material as stimuli and/or as part of any of their tasks this material must be fully referenced. This will include:

- the title of the source
- the author
- the publication date
- the publisher, and
- the ISBN (for books only).

Examples of third-party material include newspaper and magazine articles, cartoons, audio and video recordings, movie excerpts, extracts from books, pictures (please check the acknowledgments in the original publication for the original sources), diagrams, graphs, tables, statistics, materials from websites.

Referencing conventions

There are various internationally recognized referencing conventions. Many of these are based on the Harvard author–date system, for example, the American Psychological Association (APA) or Modern Language Association (MLA) referencing conventions. Others use an author–number system, such as the Vancouver referencing convention. It is left to schools to choose the convention that suits their context.

Many schools produce referencing guides for their students specifying expectations and giving examples of how to paraphrase, quote and reference work by producing a list of references or a bibliography.

References must be given whenever someone else’s work is quoted or summarized. References are appropriate for many different sources, including books, e-books, magazines, journals, newspapers, emails, internet sites and interviews.

A reference provides all the information needed to find the source material. References must be cited because they acknowledge the sources used, and enable the reader to consult the work and verify the data presented.

What is a bibliography?

A bibliography is an alphabetical list of every source used to research the humanities task.

What is a list of references?

A list of references is an alphabetical list of only those sources that are cited in the task report or essay.

What is a citation?

A citation is an indication of where information has been obtained and has a full reference at the end of a report or essay. The way sources are cited varies with the particular referencing convention that has been chosen. For example, with the author–date system, page numbers should be given as well as the author–date when quoting printed material. If the material is paraphrased, only the author–date will be given.

What are appendices?

Appendices are additional materials that students include at the end of a report or essay in order to support the main text. The appendices could include secondary information that may be of interest.

For example, if the student has produced a questionnaire, which has been described and analysed in the report or essay, he or she could include one or two completed questionnaires as examples in an appendix. It would not be necessary to include all completed questionnaires.

Objective overview

MYP year 5 Students should be able to:	MYP year 3 Students should be able to:	MYP year 1 Students should be able to:
A. Knowing and understanding		
<ul style="list-style-type: none"> • use humanities terminology in context • demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples. 	<ul style="list-style-type: none"> • use humanities terminology in context • demonstrate knowledge and understanding of subject-specific content and concepts, appropriate to the age level, using descriptions, explanations and examples 	<ul style="list-style-type: none"> • use humanities terminology in context • show knowledge and understanding of subject-specific content and concepts, appropriate to the age level, using descriptions, explanations and examples.
B. Investigating		
<ul style="list-style-type: none"> • formulate a clear and focused research question • formulate and follow an action plan to investigate a research question • use methods accurately to collect and record information consistent with the research question • effectively address the research question. 	<ul style="list-style-type: none"> • formulate a clear and focused research question • follow an action plan to investigate a research question • use methods accurately to collect and record information consistent with the research question • effectively address the research question. 	<ul style="list-style-type: none"> • choose questions to research • follow a simple action plan to investigate a research question • use methods accurately to collect and record information consistent with the research question • answer the research question.
C. Thinking critically		
<ul style="list-style-type: none"> • analyse concepts, events, issues, models and arguments • analyse and evaluate a range of sources in terms of origin and purpose, recognizing values and limitations • interpret different perspectives and their implications • synthesize information in order to make valid, well-supported arguments. 	<ul style="list-style-type: none"> • analyse concepts, events, issues, models and/or arguments • evaluate and analyse a range of sources in terms of origin and purpose, recognizing values and limitations • recognize different perspectives and their implications • make connections between information to make valid, well-supported arguments. 	<ul style="list-style-type: none"> • identify ideas, events, issues or arguments • analyse a range of sources in terms of origin and purpose • identify different views and their implications • make connections between information to give an opinion.

MYP year 5 Students should be able to:	MYP year 3 Students should be able to:	MYP year 1 Students should be able to:
D. Communicating		
<ul style="list-style-type: none"> • communicate information and ideas using an appropriate style for the audience and purpose • structure information and ideas in a way that is appropriate to the specified format • document sources of information using a recognized convention. 	<ul style="list-style-type: none"> • communicate information and ideas using an appropriate style for the audience and purpose • structure information and ideas in a way that is appropriate to the specified format • create a list of sources of information according to the task instructions. 	<ul style="list-style-type: none"> • communicate information and ideas using an appropriate style for the audience and purpose • organize information and ideas in a way that is appropriate to the specified format • create a list of sources of information that follows the task instructions.

Assessment criteria overview

Criterion A: Knowing and understanding

Achievement level	Year 5 assessment criteria	Year 3 assessment criteria	Year 1 assessment criteria
0	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ul style="list-style-type: none"> • makes a limited attempt to use some relevant terminology • demonstrates basic knowledge and understanding of content and concepts with simple descriptions and/or examples. 	The student: <ul style="list-style-type: none"> • makes a limited attempt to use some relevant terminology • demonstrates basic knowledge and understanding of content and concepts through some descriptions and/or examples. 	The student: <ul style="list-style-type: none"> • recognizes some humanities vocabulary • shows basic knowledge and understanding of facts and ideas through some descriptions and/or examples.
3–4	The student: <ul style="list-style-type: none"> • uses terminology that is accurate and/or appropriate • demonstrates knowledge and understanding of content and concepts through adequate descriptions, explanations or examples. 	The student: <ul style="list-style-type: none"> • uses some humanities terminology appropriately • demonstrates knowledge and understanding of content and concepts through simple descriptions, explanations and examples. 	The student: <ul style="list-style-type: none"> • uses some humanities vocabulary • shows knowledge and understanding of facts and ideas through simple descriptions, explanations and examples.
5–6	The student: <ul style="list-style-type: none"> • uses a range of terminology accurately and appropriately • demonstrates good knowledge and understanding of content and concepts through accurate descriptions, explanations and examples. 	The student: <ul style="list-style-type: none"> • uses relevant humanities terminology accurately • demonstrates good knowledge and understanding of content and concepts through descriptions, explanations and examples. 	The student: <ul style="list-style-type: none"> • uses relevant humanities vocabulary often accurately • shows good knowledge and understanding of facts and ideas through descriptions, explanations and examples.

Achievement level	Year 5 assessment criteria	Year 3 assessment criteria	Year 1 assessment criteria
7–8	<p>The student:</p> <ul style="list-style-type: none"> uses a wide range of terminology accurately and appropriately demonstrates detailed knowledge and understanding of content and concepts through developed and accurate descriptions, explanations and examples. 	<p>The student:</p> <ul style="list-style-type: none"> uses a range of humanities terminology accurately and appropriately demonstrates detailed knowledge and understanding of content and concepts through thorough descriptions, explanations and examples. 	<p>The student:</p> <ul style="list-style-type: none"> uses relevant humanities terminology accurately shows detailed knowledge and understanding of facts and ideas through descriptions, explanations and examples.

Criterion B: Investigating

Achievement level	Year 5 assessment criteria	Year 3 assessment criteria	Year 1 assessment criteria
0	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ul style="list-style-type: none"> formulates a very general research question formulates and follows a limited action plan to investigate a research question collects and records limited information not always consistent with the research question makes a limited attempt to address the research question. 	<p>The student:</p> <ul style="list-style-type: none"> formulates a very general research question makes a limited attempt to follow an action plan to investigate a question collects and records limited information, not always in line with the research question makes a limited attempt to address the research question. 	<p>The student:</p> <ul style="list-style-type: none"> chooses a question to research makes a limited attempt to follow a simple plan to answer a research question makes a limited attempt to collect and record information makes a limited attempt to answer the research question.
3–4	<p>The student:</p> <ul style="list-style-type: none"> formulates an adequate research question formulates and follows a partial action plan to investigate a research question uses a method or methods to collect and record some information consistent with the research question partially addresses the research question. 	<p>The student:</p> <ul style="list-style-type: none"> formulates an adequate research question partially follows an action plan to investigate a research question uses a method or methods to collect and record some information in line with the research question partially addresses the research question. 	<p>The student:</p> <ul style="list-style-type: none"> chooses a question to research partially follows a simple plan to answer a research question uses a method or methods to collect and record some information in line with the question partially answers the question.
5–6	<p>The student:</p> <ul style="list-style-type: none"> formulates a clear research question formulates and follows a satisfactory action plan to investigate a research question uses methods to collect and record appropriate information consistent with the research question satisfactorily addresses the research question. 	<p>The student:</p> <ul style="list-style-type: none"> formulates a clear research question satisfactorily follows an action plan to investigate a research question uses methods to collect and record appropriate information in line with the research question satisfactorily addresses the research question. 	<p>The student:</p> <ul style="list-style-type: none"> chooses a question to research satisfactorily follows a simple plan to answer a research question uses methods to collect and record appropriate information in line with the research question satisfactorily answers the question.

Achievement level	Year 5 assessment criteria	Year 3 assessment criteria	Year 1 assessment criteria
7–8	<p>The student:</p> <ul style="list-style-type: none"> formulates a clear and focused research question formulates and follows a detailed action plan to investigate a research question uses methods accurately to collect and record appropriate and varied information consistent with the research question effectively addresses the research question. 	<p>The student:</p> <ul style="list-style-type: none"> formulates a clear and focused research question follows an action plan effectively to investigate a research question uses methods accurately to collect and record appropriate and varied information in line with the research question effectively addresses the research question. 	<p>The student:</p> <ul style="list-style-type: none"> chooses a question to research follows a simple plan completely to answer a research question uses methods accurately to collect and record appropriate information in line with the research question completely answers the question.

Criterion C: Thinking critically

Achievement level	Year 5 assessment criteria	Year 3 assessment criteria	Year 1 assessment criteria
0	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ul style="list-style-type: none"> • makes a limited attempt to analyse concepts, events, issues, models or arguments • describes some sources in terms of origin and purpose and recognizes some values and limitations • identifies different perspectives • makes connections between information in a limited attempt to make arguments. 	<p>The student:</p> <ul style="list-style-type: none"> • makes a limited attempt to analyse concepts, events, issues, models or arguments • recognizes the origin and purpose of some sources as well as some values and limitations of sources • identifies different perspectives • makes connections between information in a limited attempt to make simple arguments. 	<p>The student:</p> <ul style="list-style-type: none"> • makes a limited attempt to identify the main points of ideas, events, issues or arguments • identifies the origin and purpose of some sources • identifies some different views • makes connections between information to give limited opinions.
3–4	<p>The student:</p> <ul style="list-style-type: none"> • completes a simple analysis of concepts, events, issues, models or arguments • completes a simple analysis and/or evaluation of some sources in terms of origin and purpose, recognizing values and limitations • identifies different perspectives and their implications • makes connections between information to make simple arguments. 	<p>The student:</p> <ul style="list-style-type: none"> • completes a simple analysis of concepts, events, issues, models or arguments • describes sources in terms of origin and purpose, recognizing values and limitations • identifies different perspectives and suggests some of their implications • makes connections between information to make simple arguments. 	<p>The student:</p> <ul style="list-style-type: none"> • identifies some main points of ideas, events, issues or arguments • identifies the origin and purpose of sources • identifies some different views and suggests some implications of these • makes connections between information to give simple opinions.

Achievement level	Year 5 assessment criteria	Year 3 assessment criteria	Year 1 assessment criteria
5–6	The student: <ul style="list-style-type: none"> • completes a satisfactory analysis of concepts, events, issues, models or arguments • satisfactorily analyses and/or evaluates a range of sources in terms of origin and purpose, recognizing values and limitations • interprets different perspectives and their implications • synthesizes information to make valid arguments. 	The student: <ul style="list-style-type: none"> • completes a satisfactory analysis of concepts, events, issues, models or arguments • satisfactorily demonstrates an ability to analyse and evaluate sources in terms of origin and purpose, recognizing values and limitations • recognizes different perspectives and their implications • makes connections between information in order to make valid arguments. 	The student: <ul style="list-style-type: none"> • identifies the main points of ideas, events, issues or arguments • recognizes the origin and purpose of sources • identifies different views and their implications • makes connections between information to give opinions.
7–8	The student: <ul style="list-style-type: none"> • completes a detailed analysis of concepts, events, issues, models or arguments • effectively analyses and evaluates a range of sources in terms of origin and purpose, recognizing values and limitations • thoroughly interprets a range of different perspectives and their implications • synthesizes information to make valid, well-supported arguments. 	The student: <ul style="list-style-type: none"> • completes a detailed analysis of concepts, events, issues, models or arguments • effectively analyses and evaluates a range of sources in terms of origin and purpose, recognizing values and limitations • clearly recognizes a range of different perspectives and their implications • makes connections between information to make valid, well-supported arguments. 	The student: <ul style="list-style-type: none"> • identifies in detail the main points of ideas, events, issues or arguments • analyses a range of sources in terms of origin and purpose • clearly identifies different views and their implications • makes connections between information to give a relevant opinion.

Criterion D: Communicating

Achievement level	Year 5 assessment criteria	Year 3 assessment criteria	Year 1 assessment criteria
0	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ul style="list-style-type: none"> communicates information and ideas by attempting in a limited way to use a style that is appropriate to the audience and purpose makes a limited attempt to structure information and ideas in a way that is appropriate to the specified format makes a limited attempt to document sources of information. 	<p>The student:</p> <ul style="list-style-type: none"> tries in a limited way to communicate information and ideas in a style that is appropriate to the audience and purpose tries in a limited way to structure information according to the task instructions tries in a limited way to create a list of sources of information. 	<p>The student:</p> <ul style="list-style-type: none"> tries in a limited way to communicate information in a way that is clear to others tries in a limited way to organize information and ideas according to the task instructions makes a limited attempt to list sources of information following the task instructions.
3–4	<p>The student:</p> <ul style="list-style-type: none"> communicates information and ideas by using a style that is sometimes appropriate to the audience and purpose structures information and ideas in a way that is sometimes appropriate to the specified format sometimes documents sources of information using a recognized convention. 	<p>The student:</p> <ul style="list-style-type: none"> communicates information and ideas in a style that is sometimes appropriate to the audience and purpose structures information sometimes according to the task instructions creates a list of sources of information sometimes according to the task instructions. 	<p>The student:</p> <ul style="list-style-type: none"> communicates information and ideas in a way that is sometimes clear to others organizes information sometimes in the order needed for the task includes a list of sources of information that sometimes follows the task instructions.
5–6	<p>The student:</p> <ul style="list-style-type: none"> communicates information and ideas by using a style that is often appropriate to the audience and purpose structures information and ideas in a way that is often appropriate to the specified format often documents sources of information using a recognized convention. 	<p>The student:</p> <ul style="list-style-type: none"> communicates information and ideas in a style that is often appropriate to the audience and purpose structures information often according to the task instructions creates a list of sources of information often according to the task instructions. 	<p>The student:</p> <ul style="list-style-type: none"> communicates information and ideas in a way that is often clear to others organizes information often in the order needed for the task creates a list of the sources of information that often follows the task instructions.

Achievement level	Year 5 assessment criteria	Year 3 assessment criteria	Year 1 assessment criteria
7–8	<p>The student:</p> <ul style="list-style-type: none"> communicates information and ideas effectively by using a style that is consistently appropriate to the audience and purpose structures information and ideas in a way that is consistently appropriate to the specified format consistently documents sources of information using a recognized convention. 	<p>The student:</p> <ul style="list-style-type: none"> communicates information and ideas in a style that is completely appropriate to the audience and purpose structures information and ideas completely according to the task instructions creates a list of sources of information according to the task instructions. 	<p>The student:</p> <ul style="list-style-type: none"> communicates information and ideas in a way that is clear to others organizes information completely in the order needed for the task creates a list of sources of information that follows the task instructions.

Humanities glossary

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	Prove or 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.
Document	Credit sources of information used by referencing (or citing) following one 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	Assess the implications and limitations; make judgments about the ideas, works, solutions or methods in relation to selected criteria.
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.
Key concept	Key concepts are powerful ideas that have relevance within the subject group but also transcend it. Students must explore and re-explore key concepts in order to develop a coherent, in-depth understanding.
Module	A component in a humanities course that contributes to the complete course for the academic year. Several modules make up a humanities course. A module may include one or more unit of work.
Present	Offer for display, observation, examination or consideration.
Recognize	Identify through patterns or features.
Synthesize	Combine different ideas in order to create new understanding.
Use	Apply knowledge or rules to put theory into practice.

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