Topic lists for individuals and societies

**Geography**

• Demographics and human movements

• Settlement and urban morphology

• Pioneering and discovery

• Trade, aid and exchange

• Tourism and development

• Atmosphere, weather and climate

• Process and management of land and river or coastal environments

• Process and management of two biomes (aquatic, deserts, forests, grasslands, tundra)

• Impacts and management of resource extraction, production and consumption

• Impacts and management of natural disasters

• Impacts and management of tectonically active areas

• The use and outputs of technology to revolutionize Geography

**Individuals and societies examination blueprint**

 Overview

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

Investigating 40 A 10 B 30

Communicating 30 A 10 C 20

Thinking critically 50 A 10 C 10 D 30

Total 120

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

Sources

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

• Primary/secondary text sources • Static images

• Articles • Photomations

• Journals • Videos

• Blogs • Animations

• Data tables • Maps

• Charts • Graphs

Tools

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

Task details

**Investigating**

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

• formulate and justify research questions

• formulate action plans, or sections of an action plan (identification of media, stakeholders, research methods, sources of information and presentations)

• evaluate the process or results of an investigation.

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

**Communicating**

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

• Creative writing

• Blog

• Article

• Letter

• Presentation

• Poster/infographic

• Speech

**Thinking critically**

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

**Individuals and societies subject-specific grade descriptors Grade Subject-specific descriptor**

**1 The student:**

• demonstrates very limited knowledge and understanding of subject-specific content and concepts

• formulates very limited research questions, which may lead to very limited action plans; collects and records very limited information; evaluates very little of the process and/or results of the investigation

• communicates very limited information and ideas; may document limited sources of information, if any.

**2 The student:**

• demonstrates limited knowledge and understanding of subject-specific content and concepts

• formulates limited research questions, which may lead to limited action plans; collects and records limited information; evaluates little of the process and results of the investigation

• communicates limited information and ideas, using a style and/or format that are very occasionally appropriate to the audience and purpose; documents limited sources of information in an unstructured way.

**3 The student:**

• demonstrates some basic knowledge and understanding of subject-specific content and concepts

• formulates basic research questions, which lead to limited action plans; collects and records basic information; evaluates some of the process and results of the investigation

• communicates basic information and ideas, using a style and/or format that are sometimes appropriate to the audience and purpose; documents sources of information in a confusing or illogical way.

**4 The student:**

• demonstrates adequate knowledge and understanding of subject-specific content and concepts, occasionally using terminology in context

• formulates adequate research questions, which lead to suitable action plans; uses adequate research methods to collect and record information; evaluates the process and results of the investigation, but may lack depth or insight

• communicates information and ideas, using a style and/or format that are appropriate to the audience and purpose; documents sources of information

• analyses some sources with reference to terms of origin, purpose, value and limitation.

**5 The student:**

• demonstrates substantial knowledge and understanding, often using terminology in context

• formulates and follows clear and focused research questions and clear action plans; uses a range of research methods to collect and record relevant information; evaluates the process and results of the investigation

• communicates information and ideas effectively, accurately and appropriately; regularly documents sources of information using a recognized convention; discusses concepts, issues, models, visual representation and theories, and synthesizes information to make valid arguments

• analyses and evaluates a range of sources/data in terms of origin, purpose, value and limitation; interprets different perspectives and some of their implications.

**6 The student:**

• demonstrates clear and detailed knowledge and understanding, regularly using a wide range of terminology in context

• formulates and justifies clear and focused research questions and follows comprehensive action plans; uses a range of research methods to collect and record relevant information; evaluates the process and results of the investigation in detail

• communicates information and ideas effectively, accurately and appropriately; clearly documents sources of information using a recognized convention; discusses concepts, issues, models, visual representation and theories, and synthesizes information to make valid arguments

• analyses and evaluates a range of sources/data in terms of origin, purpose, value and limitation; interprets different perspectives and their implications in some depth.

**7 The student:**

• demonstrates a wide range of knowledge and deep understanding, consistently and effectively using terminology in context

• formulates and justifies clear and focused research questions and follows detailed comprehensive action plans; uses a wide range of research methods to effectively collect and record relevant information; thoroughly evaluates the process and results of the investigation

• communicates information and ideas effectively, accurately and appropriately; consistently and correctly uses recognized conventions to document sources; discusses concepts, issues, models, visual representation and theories in detail, synthesizing information to make valid, well-supported arguments

• thoroughly analyses and evaluates a range of sources/data in terms of origin, purpose, value and limitation; interprets different perspectives and their implications effectively and thoroughly.