

Teaching and learning through inquiry

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

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

Conceptual understanding

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

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

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

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

Key concepts

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

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

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

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

Table 1
MYP key concepts

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

Change

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

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

Global interactions

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

For individuals and societies, global interactions focuses on the interdependence of the larger human community, including the many ways that people come into conflict with and cooperate with each other, and live together in a highly interconnected world to share finite resources.

Systems

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

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

Time, place and space

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

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

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

Related concepts

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

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

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

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

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

Table 2
Related concepts in individuals and societies

Global contexts for teaching and learning

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

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

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

Many inquiries into individuals and societies concepts naturally focus on location and chronology. However, courses in this subject group should, over time, offer students multiple opportunities to explore all MYP global contexts in relation to the aims and objectives of the subject group.

Related concepts in individuals and societies

Economics	
Related concept	Definition
Choice	<p>Choice involves making a decision between at least two alternatives, knowing that in selecting one item, we will have to go without the other (for example if we buy a camera, we cannot also buy a phone with the same money). Because of scarcity (unlimited needs and wants being met by limited resources) we must make choices about which needs and wants to meet with the resources we have. We break economic choice down into three more specific questions:</p> <ul style="list-style-type: none"> • What products should we make and how much of each product should we produce? • How should we make our products (that is how should we combine our resources to produce goods)? • Who should get the products we make (that is based on which criteria, for example wealth or fairness, should products be distributed)?
Consumption	<p>Consumption is the use of products to satisfy immediate needs and wants. Products that we use to directly meet our needs and wants are called consumer goods (for example, a television meets the desire for entertainment). Alternatives to consumption include investment and conservation. In investment, products are produced and can then be used to make other goods and services, rather than being immediately consumed. In conservation, production is avoided in order to preserve resources. Both investment and conservation allow for the possibility of higher consumption in the future. The proper combination of consumption, investment and conservation is a question for debate.</p>
Equity	<p>Equity involves concerns about fairness and justice. A major issue of equity is that of distribution of an economy's products. Those who have more income and wealth are able to consume more products, and if differences in consumption are large enough, extremes of inequity or unfairness may result. What constitutes a fair or equitable distribution of consumption is a question for debate.</p>
Globalization	<p>As a related concept, globalization encompasses local, national and global repercussions and expectations for our "shrinking" world.</p> <p>Economic globalization is the increasing integration of national economies so that resources, products and information flow more freely across borders. Globalization is an ongoing process that can accelerate, slow down, or even be reversed. Currently, many arrangements exist between countries that increase economic integration to varying degrees (that is various types of trading blocs). Globalization can be slowed or reversed when governments or other groups take actions to limit the movement of resources, products or information across borders. This can happen for many reasons, including but not limited to: war, a desire to protect domestic industries or a desire to collect taxes on imports.</p>

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

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

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

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

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

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

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

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

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

Individuals and societies glossary

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

MYP command terms for individuals and societies

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