

# **Markscheme**

**May 2019**




















**Geography**

**On-screen examination**

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The following are the annotations available to use when marking responses.

Annotation	Explanation	Annotation	Explanation
	Benefit of the doubt		Highlight tool
	Clear knowledge shown		Irrelevant
	Descriptive		On page comment (text box)
	Effective evaluation		Underline tool (can be expanded)
	Excellent use of sources		Seen
	Good analysis		Synthesis
	Good example		Unclear
	Good explanation		Unfinished answer
	Incorrect Point		Vague
	Good Response/Good Point		

### Question 1

**Select** the correct definition for infant mortality rate from the list below.

(1 mark)

Award (1 mark) for “The number of deaths of children under the age of one, for every 1000 live births per year.”

### Question 2a

Using Source A above, **identify** the country with the highest percentage of women in the labour force.

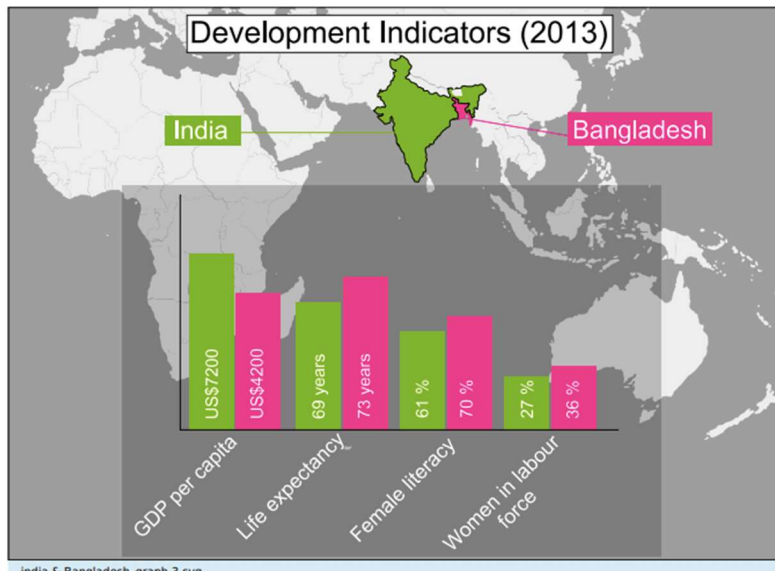
(1 mark)

Award (1 mark) for Bangladesh.

### Question 2b

India has a higher GDP per capita than Bangladesh.

Source A



With reference to the data in Source A above, **explain** why Bangladesh might be more developed than India even though its GDP per capita is lower.

**(4 marks)**

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1–2	The student <b>outlines</b> why Bangladesh might be considered to be more developed than India, even though it has a lower GDP per capita with reference to the data in the table.	<p>The following is an example of a response that would be awarded <b>(1 mark)</b>.</p> <p>A higher percentage of women are educated in Bangladesh.</p> <p>The following is an example of a response that would be awarded <b>(2 marks)</b>.</p> <p>In Bangladesh a higher percentage of women are educated and 9% more women are in the labour force, so there is more equality.</p>
3–4	The student <b>explains</b> why Bangladesh might be considered to be more developed than India, even though it has a lower GDP per capita with reference to the data in the table.	<p>The following is an example of a response that would be awarded <b>(3 marks)</b>.</p> <p>In Bangladesh a higher percentage of women are educated more women are in the labour force. Therefore, Bangladesh is more developed in terms of gender equality. Life expectancy is also longer than in India so health is better. Bangladesh may be more advanced in terms of social progress.</p> <p>The following is an example of a response that would be awarded <b>(4 marks)</b>.</p> <p>In Bangladesh a higher percentage of women are educated and more women are in the labour force. Therefore, Bangladesh is more developed in terms of gender equality. Life expectancy is also 4 years longer than in India. <b>This suggests that people in Bangladesh have more access to clean water and better sanitation. Medical care may also be better. Although India has a higher GDP (per capita) Bangladesh may be more advanced in terms of social and political progress.</b></p> <p><b>Note: Bold indicates difference between 3 and 4 marks</b>  <b>Note: Marks in the 3-4 band are awarded for clear explanation. Accept detailed explanation of one indicator.</b></p>

		<b>Note: A maximum of (3 marks) can be awarded to a response which does not refer to the data in the table.</b>
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### Question 3

Statement of inquiry: Communities work together to bring about change

Research question:: How do microloans improve the lives of women living in extreme poverty in Dhaka, Bangladesh

**Justify** the relevance of the research question to the statement of inquiry.

**(4 marks)**

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student <b>states</b> the relevance of the research question to the statement of inquiry	The following is an example of a response that would be awarded <b>(1 mark)</b> . The research question will investigate how an aid agency can help women improve their own lives with microloans.
2	The student <b>outlines</b> the relevance of the research question to the statement of inquiry	The following is an example of a response that would be awarded <b>(2 marks)</b> . The research question focuses on how an aid agency can help women to improve their own lives. <b>Microloans are one way that an aid agency can bring about change.</b>
3	The student <b>describes</b> the relevance of the research question to the statement of inquiry	The following is an example of a response that would be awarded <b>(3 marks)</b> . The research question focuses on how an aid agency can help women to improve their own lives. <b>Microloans are one way that an aid agency can bring about change.</b> The city of Dhaka is a good location because there are many people living in extreme poverty.

4	The student <b>justifies</b> the relevance of the research question to the statement of inquiry	<p>The following is an example of a response that would be awarded <b>(4 marks)</b>.</p> <p>The research question focuses on how an aid agency can help women to improve their own lives. <b>Microloans are one way that an aid agency can bring about change.</b> The city of Dhaka is a good location because there are many people living in extreme poverty. The research question will investigate how changes in gender equality can help the whole community to improve in the long term</p>
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#### Question 4



**Evaluate** the student's action plan. In your response, you should consider:

- research methodology
- sources of primary and secondary data
- timeframe

**(8 marks)**

**Note: Responses do not need to refer to all three of the above factors to be awarded (3 marks).**

Criterion B1: Limitations		
Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student <b>states</b> the limitation(s) of the action plan.	The following is an example of a response that would be awarded <b>(1 mark)</b> .  More people should have been interviewed.
2	The student <b>outlines</b> the limitation(s) of the action plan	The following is an example of a response that would be awarded <b>(2 marks)</b> .  More people should have been interviewed. <b>The student might find it difficult to find five women who have received microloans from WomanAid and are willing to talk to him.</b>
3	The student <b>explains</b> the limitation(s) of the action plan	The following is an example of a response that would be awarded <b>(3 marks)</b> .  More people should have been interviewed <b>in order to gain a better understanding of how microloans have been used. It is not clear how the student will find five women who have received microloans from WomanAid and are willing to be interviewed. The student only has a week to complete the interviews so there may not be enough time.</b>  <b>Note: In some responses. Improvements are suggested that could implicitly suggest limitations. Credit should be given where possible.</b>



**Note: Responses do not need to refer to all three of the above factors to be awarded (3 marks).**

Criterion B2: Strengths		
Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student <b>states</b> the strength(s) of the action plan.	The following is an example of a response that would be awarded <b>(1 mark)</b> .  The student will use both primary and secondary sources relevant to the investigation.
2	The student <b>outlines</b> the strength(s) of the action plan.	The following is an example of a response that would be awarded <b>(2 marks)</b> .  The student will use both primary and secondary sources relevant to the investigation. <b>The google search should provide further information on the impact of microloans. WomanAid's website should provide reliable statistics on microloans in Dhaka.</b>
3	The student <b>explains</b> the strength(s) of the action plan.	The following is an example of a response that would be awarded <b>(3 marks)</b> .  The student will use both primary and secondary sources. For example, the video is relevant to the investigation <b>because it is about a woman in Dhaka who has used a microloan to improve her life but also her brother's</b> . The google search should provide further information on the impact of microloans. WomanAid's website should provide reliable statistics on microloans in Dhaka. <b>These secondary data sources could support the primary data gathered.</b>

Criterion B3: Appraisal		
Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student provides an appraisal of the action plan.	<p>The following is an example of a response that would be awarded <b>(1 mark)</b>.</p> <p>Overall, the action plan will help to address the research question.</p>
2	The student provides a <b>detailed</b> appraisal of the action plan.	<p>The following is an example of a response that would be awarded <b>(2 marks)</b>.</p> <p>Overall, the action plan will help to address the research question. <b>However, the findings could be improved with more careful time-management and more focused research.</b></p>

### Question 5a

Use the statement of inquiry to **formulate** your own clear and focused research question for an investigation in your local community.

**(2 marks)**

**Note:** a 'clear and focused research' question should include a named time, place or space that is relevant to the concept or context identified in the statement of inquiry.

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student formulates a research question that is <b>either</b> clear or focused <b>and</b> connected to the statement of inquiry	<p>The following is an example of a response that would be awarded <b>(1 marks)</b>.</p> <p>How can we reduce the amount of plastic used?</p> <p>Note: responses which provide a rewording the statement of inquiry should be awarded (0 marks).</p>
2	The student formulates a research question that is <b>both</b> clear and focused <b>and</b> connected to the statement of inquiry. A specific time, place or space is included.	<p>The following are examples of responses that would be awarded <b>(2 marks)</b>.</p> <p>How can my school work with local residents (in a named community) to reduce the amount of plastic waste?</p> <p>To what extent can the NGO 'Care in Action' improve the lives of orphans in Lviv, Ukraine?</p>

**Question 5b**

List **two** relevant stakeholders you would interview for your investigation.

**(2 marks)**

Responses *may* include:

- Headteacher
- Local residents
- Recycling companies
- Industries that produce/use plastic
- Local government official

Accept any valid response. Award (1 mark) per valid response up to a maximum of (2 marks).

**Note: Do not accept vague responses such a ‘Government’ or ‘Government Official’, ‘teenagers’ ‘locals’.**

**Note: When more than two responses are listed examiners should read through them and reward correct answer(s) rather than simply only accepting the first answer given.**

**Question 5c**

Other than interviews, **suggest one** relevant source of primary data for your investigation.

**(1 mark)**

Responses *may* include:

- Questionnaire
- Survey
- Interview
- Litter count
- Environmental quality index

Accept any valid response.

**Question 5d**

**Explain one** challenge you might face when carrying out your investigation.

**(3 marks)**

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student <b>states one</b> challenge they might face when carrying out their investigation	The following is an example of a response that would be awarded <b>(1 marks)</b> .  It would be difficult to find any secondary data.
2	The student <b>outlines one</b> challenge they might face when carrying out their investigation	The following is an example of a response that would be awarded <b>(2 marks)</b> .  It would be difficult to find any secondary data <b>specific to my location</b> .
3	The student <b>explains one</b> challenge they might face when carrying out their investigation	The following is an example of a response that would be awarded <b>(3 marks)</b> .  It would be difficult to find any secondary data specific to my location. <b>As my research is focused on a small area the information available is more likely to be on a national scale.</b>

### Question 6

The tweets from @govkiribati and @Leo2k1 have inspired you to write an article for your school newspaper.

In your article, **explain** why the global community has a responsibility to the people of Kiribati and other societies affected by global climate change.

In your response, you should:

- use information from the sources provided
- use examples from your own knowledge and/or MYP studies.

(18 marks)

Note: the underlined sections indicate reasoning. The *italicised* sections indicate examples. The **emboldened** sections indicate terminology.

Criterion A		
Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student demonstrates <b>limited</b> knowledge and understanding by <b>outlining</b> why the global community has a responsibility to the people of Kiribati and other societies affected by global climate change, using <b>minimal</b> examples and <b>limited</b> relevant terminology	<p>The following is an extract from a response that would be awarded <b>(1 mark)</b>.</p> <p>A country such as Kiribati, with <b>low GDP</b>, will struggle to cope with the impacts of global climate change.  Countries, <i>such as Germany</i>, must step up and take responsibility by acting on the decisions made at the <i>conference in Paris</i>.</p>
2–3	The student demonstrates <b>adequate</b> knowledge and understanding by <b>describing</b> why the global community has a responsibility to the people of Kiribati and other societies affected by global climate change, using <b>satisfactory</b> examples and <b>appropriate</b> relevant terminology.	<p>The following is an extract from a response that would be awarded <b>(3 marks)</b>.</p> <p>The people of Kiribati are the <i>world's second lowest emitters of carbon dioxide</i>, yet are impacted by the effects of global climate change the most. A country such as Kiribati, with <b>low GDP</b> (<i>\$1900 per capita</i>) will struggle to cope with the impacts of global climate change. The cost of building defences against coastal erosion is expensive. Kiribati has used <i>rock walls and mangrove planting</i>, which are low-cost solutions, however these may not be enough to protect itself.  The more developed countries, <i>such as Germany</i>, must step up and take responsibility for their actions and help Kiribati by acting on the decisions made at the <i>2015 Climate Change Conference in Paris</i>.</p>

4–5	<p>The student demonstrates <b>substantial</b> knowledge and understanding by <b>explaining</b> why the global community has a responsibility to the people of Kiribati and other societies affected by global climate change, using <b>accurate</b> examples and <b>appropriate</b> relevant terminology</p>	<p>The following is an extract from a response that would be awarded <b>(4 marks)</b>.</p> <p>The people of Kiribati are the <i>world's second lowest emitters of carbon dioxide</i>, yet are impacted by the effects of global climate change the most. A country such as Kiribati, with <b>low GDP</b> (<i>\$1900 per capita</i>) will struggle to cope with the impacts of global climate change. The cost of building defences against coastal erosion is expensive. Kiribati has used <i>rock walls and mangrove planting</i>, which are low-cost solutions, however these may not be enough to protect itself.</p> <p><u>More developed countries, such as Germany and China, produce the most CO<sub>2</sub> and have much higher GDP so have the resources to help Kiribati and other vulnerable societies.</u></p> <p>The more developed countries must step up and take responsibility for their actions and act on the decisions made at the <i>2015 Climate Change Conference in Paris</i>.</p>
6	<p>The student demonstrates <b>detailed</b> knowledge and understanding by <b>thoroughly explaining</b> why the global community has a responsibility to the people of Kiribati and other societies affected by global climate change, using <b>accurate</b> and <b>effective</b> examples and <b>appropriate</b> relevant terminology</p>	<p>The following is an extract from a response that would be awarded <b>(6 marks)</b>.</p> <p>The people of Kiribati are the <i>world's second lowest emitters of carbon dioxide</i>, yet are impacted by the effects of global climate change the most. A country such as Kiribati, with <b>low GDP</b> (<i>\$1900 per capita</i>) and <i>a reliance on coconuts and fish</i> will struggle to cope with the impacts of global climate change. The cost of building effective defences against coastal erosion is expensive. Kiribati has used <i>rock walls and mangrove planting</i>, which are low-cost solutions, however these may not be enough to protect itself from <i>erosion and flooding caused by the increased frequency of storms</i>.</p> <p><u>More developed countries, such as Germany and China, produce the most CO<sub>2</sub> and have much higher GDP. Therefore, they have the resources and should be responsible for contributing to the cost of stronger defences, such as <b>artificial reefs</b>, for Kiribati and other vulnerable societies.</u></p> <p>The more developed countries must step up and take responsibility for their actions and act on the decisions made at the <i>2015 Climate Change Conference in Paris</i>. <i>One of these decisions was to use renewable sources of energy to keep global temperature rise to less than 2 degrees, which is vital because this will help Kiribati and other societies in the long-run.</i></p>

Criterion C1: Format	
Marks	Descriptor
0	The student does not reach a standard described by any of the descriptors below.
1	<p><b>Two</b> of the following features are included:</p> <ul style="list-style-type: none"> <li>• A relevant title</li> <li>• Introduction</li> <li>• A concluding statement</li> </ul>
2	<p><b>Three</b> of the following features are included:</p> <ul style="list-style-type: none"> <li>• A relevant title</li> <li>• Introduction</li> <li>• A concluding statement</li> </ul>

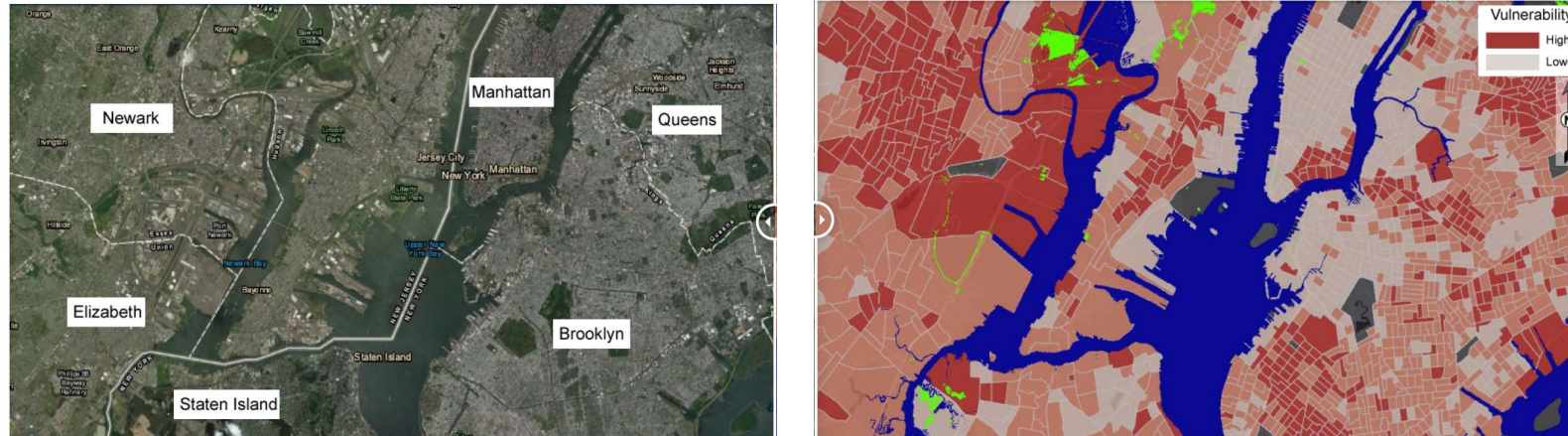


Criterion C2: Communicating information and ideas		
Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1–2	The student communicates information and ideas using a style and language that are rarely <b>appropriate</b> for a student newspaper article	The style of writing is rarely consistent with what would be expected in a student newspaper article.  Language is rarely clear or appropriate.
3–4	The student communicates information and ideas using a style and language that are <b>occasionally appropriate</b> for a student newspaper article.	The style of writing is mainly consistent with what would be expected in a student newspaper article.  Language is mainly clear and appropriate.
5–6	The student communicates information and ideas using a style and language that are <b>consistently appropriate</b> for a student newspaper article.	The style of writing is completely consistent with what would be expected in student newspaper article.  Language is clear and completely appropriate.

Criterion C3: Organizational structure		
Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student structures the article in a way that is <b>rarely</b> effective and appropriate to the audience and purpose	Ideas <b>rarely</b> build on each other in a logical manner.
2	The student structures the article in a way that is <b>occasionally</b> effective and appropriate to the audience and purpose	Ideas <b>occasionally</b> build on each other in a logical manner.
3	The student structures the article in a way that is <b>mainly</b> effective and appropriate to the audience and purpose	Ideas <b>frequently</b> build on each other in a logical manner.
4	The student structures the article in a way that is <b>consistently</b> effective and appropriate to the audience and purpose	Ideas build on each other in a <b>consistently</b> clear and logical manner.

## Question 7

**Describe** the pattern of vulnerability due to sea level rise shown on the map in Source D



(3 marks)

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student <b>states</b> the pattern of vulnerability due to sea level rise with reference to the map in Source D.	The following is an example of a response that would be awarded <b>(1 mark)</b> . Newark has high vulnerability. Manhattan has low vulnerability
2	The student <b>outlines</b> the pattern of vulnerability due to sea level rise with reference to the map in Source D.	The following is an example of a response that would be awarded <b>(2 marks)</b> . <b>Newark has the largest area with high vulnerability. Manhattan has the lowest vulnerability.</b>
3	The student <b>describes</b> the pattern of vulnerability due to sea level rise with reference to the map in Source D.	The following is an example of a response that would be awarded <b>(3 marks)</b> . Newark has the largest area with high vulnerability, <b>and this extends inland. There are also high levels of vulnerability in Brooklyn, particularly in the south-west.</b> Manhattan has the largest area with low vulnerability. Some areas have high levels of vulnerability even though they are inland.

		<p><b>Note: For 3 marks, expect clear reference to areas of high and low vulnerability and the relative extent.</b></p> <p><b>Note: Credit responses that recognise anomalies.</b></p>
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### Question 8

**Analyse** Source D with reference to its strengths and limitations.

**(6 marks)**

**Note: a maximum of (4 marks) can be awarded if only strengths or limitations are considered.**

**Note: When a response includes, for example, a description of strengths but only states limitations, apply 'best fit'.**

Mark	Descriptor	Note
<b>0</b>	The student does not achieve a standard described by any of the descriptors given below.	
<b>1</b>	The student provides a limited analysis of Source D by <b>stating</b> strengths or limitations	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>The map has been produced by the NOAA, which is a respected scientific organization.</p>
<b>2-3</b>	The student provides an analysis of Source D by <b>outlining</b> strengths <b>or</b> limitations with a conclusion	<p>The following is an example of the type of response that would be awarded (3 marks).</p> <p>The map has been produced by the NOAA, which is a respected scientific organization. <b>They use the most recent data available so we know that it is up-to-date and reliable and we can see which areas are most at risk. Overall, the map is beneficial as it shows areas of vulnerability.</b></p> <p><b>Note: A response that outlines strengths and states weaknesses should be awarded 3 marks.</b></p> <p><b>Note: If one strength and one weakness is stated, award 2 marks.</b></p>
<b>4-5</b>	The student provides an analysis of Source D by <b>outlining</b> strengths <b>and</b> limitations with a conclusion	<p>The following is an example of the type of response that would be awarded (4 marks).</p> <p>The map has been produced by the NOAA, which is a respected scientific organization. <b>They use the most recent data available so we know that it is up-to-date and reliable and we can see which areas are most at risk.</b></p>

		<p><b>The map does not show the factors that have contributed to an area being categorized as high or low vulnerability. Overall, the map is beneficial as it shows areas of vulnerability in New York.</b></p> <p><b>Note: A description of one + outline of the other with no conclusion should be awarded (5 marks).</b></p>
6	<p>The student provides a detailed analysis of Source D by <b>describing</b> strengths <b>and</b> limitations with a conclusion</p>	<p>The following is an example of the type of response that would be awarded (6 marks).</p> <p>The map has been produced by the NOAA, which is a respected scientific organization. They use the most recent data available so we know that it is up-to-date and reliable and we can see which areas are most at risk. <b>This will enable communities to manage the risk.</b></p> <p>The map does not show the factors that have contributed to an area being categorized as high or low vulnerability <b>such as average income of its community or its population density</b>. There is also a lack of detail as we don't know how much the sea level will rise to put these areas at risk.</p> <p>Overall, the map is beneficial as it shows areas of vulnerability in New York and the surrounding areas.</p> <p><b>Note: A response can only be awarded (6 marks) if strengths and limitations are described with a conclusion.</b></p>

**Question 9 – Criterion D**

**Explain** why other people who live in New York City might disagree with this perspective.

**(3 marks)**

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student <b>states</b> why other people who live in New York City might disagree with this perspective.	<p>The following is an example that would be awarded <b>(1 mark)</b>.</p> <p>New York was flooded by Hurricane Sandy and this could happen again.</p> <p><b>Note: Generalised statements that make no reference to New York City should be awarded (0 marks). For example, statements about the world changing due to climate change.</b></p>
2	The student <b>outlines</b> why other people who live in New York City might disagree with this perspective.	<p>The following is an example that would be awarded <b>(2 marks)</b>.</p> <p>Other people might think that the impacts of sea level rise will not be a long time in the future <b>because we can see evidence of it happening now</b>. For example, New York was flooded by Hurricane Sandy and this could happen again. <b>Although it is expensive to manage floods, it would cost even more to repair the damage.</b></p>
3	The student <b>explains</b> why other people who live in New York City might disagree with this perspective.	<p>The following is an example that would be awarded <b>(3 marks)</b>.</p> <p>Other people might think that the impacts of sea level rise will not be a long time in the future <i>because we can see evidence of it happening now. For example, New York was flooded by Hurricane Sandy.</i> Although it is expensive to manage floods, it would cost even more to repair the damage <i>to the city's business and residential areas. Lives could also be in danger from flooding.</i></p> <p><b>Note: Expect reference to NYC for (3 marks). Generalised explanations that can be connected to New York City should be awarded (2 marks), for example, if the <i>italicised</i> parts are not included in the response above.</b></p>

### Question 10

In a well-structured essay, respond to the following question.

**To what extent** should sustainability be a key factor in managing river **and/or** coastal processes?

In your essay, you should:

- use appropriate geographical terms
- use examples from your MYP studies to support your arguments.

**(24 marks)**

The table below shows **criterion A and criterion D**.

In the indicative content in the Notes column below, the *italicised text* indicates the level of *contextual and conceptual understanding (Criterion A)* required for each mark band. The underlined text indicates the level of *discussion and synthesis (Criterion D)* required for each mark band.

When marking, best fit for each criterion applies separately therefore a candidate can achieve different marks for each criterion.

Marks	<u>Descriptor for Criterion A</u>	Notes	Descriptor for Criterion D
0	The student does not achieve a standard described by any of the descriptors given below.		The student does not achieve a standard described by any of the descriptors given below.
1–2	The student demonstrates <b>limited</b> contextual and conceptual understanding in <b>an outline</b> , using <b>minimal</b> examples and <b>limited</b> relevant terminology	<p>The following is an extract from the type of response that would be awarded <b>2</b> marks.</p> <p><i>‘Sustainability is an important factor to consider when managing river flooding. The Three Gorges Dam is an example of a strategy that is designed to manage flooding. <u>This dam was needed because millions of people were put at risk by flooding. It is important to understand the effects of the dam, such as impacts on water quality.</u>’</i></p>	The student provides a <b>basic analysis</b> that <b>summarizes</b> information to a <b>limited extent</b> to make arguments about <i>the extent</i> to which sustainability should be a key factor in managing change in river/coastal environments.
3–4	The student demonstrates <b>adequate</b> contextual and conceptual understanding in a <b>description</b> , using <b>satisfactory</b> examples	<p>The following is an extract from the type of response that would be awarded <b>4</b> marks.</p> <p><i>‘Sustainability is an important factor to consider when managing river flooding. The Three Gorges Dam in China is an example of a hard engineering strategy that is designed to manage flooding. <u>This dam</u></i></p>	The student provides an <b>analysis</b> that <b>summarizes</b> information to make <b>clear</b> arguments about <i>the extent</i> to which sustainability should be a key factor in managing change in river/coastal environments

	and <b>appropriate</b> relevant terminology	<i><u>was needed because millions of people were put at risk by flooding. It is important to understand the environmental implications of hard engineering strategies such as those caused by the Three Gorges Dam. For example, toxic pollution was released from factories drowned during construction of the dam. Sustainability should have been considered more carefully before constructing the dam.</u></i>	
5–6	The student demonstrates <b>substantial</b> contextual and conceptual understanding in an <b>explanation</b> , using <b>accurate</b> examples and <b>appropriate</b> relevant terminology	<p>The following is an extract from the type of response that would be awarded <b>5</b> marks.</p> <p><i>‘Sustainability is an important factor to consider when managing river flooding. The Three Gorges Dam in China is an example of a hard engineering strategy that is designed to manage flooding. <u>This dam was needed because millions of people were put at risk by flooding. It is important to understand the long term environmental implications of hard engineering strategies such as those caused by the Three Gorges Dam. For example, toxic pollution was released from factories drowned during construction of the dam and this has reduced water quality in the reservoir. Sustainability should have been considered more carefully before constructing the dam to ensure sustainable access to drinking water and water for agriculture.</u></i>’</p>	The student provides a <b>discussion</b> that <b>synthesizes</b> information to make <b>clear</b> arguments about <i>the extent</i> to which sustainability should be a key factor in managing change in river/coastal environments
7–8	<p>The student demonstrates <b>detailed</b> contextual and conceptual understanding in a <b>thorough explanation</b>, using <b>accurate</b> and <b>effective</b> examples and <b>appropriate</b> relevant terminology</p> <p><b>Note: examples can include references to both physical and human processes, such as overfishing but can only receive full credit if they are named/located. General reference</b></p>	<p>The following is an extract from the type of response that would be awarded <b>7</b> marks.</p> <p><i>‘Sustainability acknowledges the importance of meeting the needs of the present generation without compromising the ability of future generations to meet their own needs. This is an important factor to consider when managing river flooding. The Three Gorges Dam in China is an example of a hard engineering strategy that is designed to manage flooding on the Yangtze River. <u>This dam was needed because millions of people were put at risk by flooding. It is important to understand the long term environmental implications of hard engineering strategies such as those caused by the Three Gorges Dam. For example, in the reservoir, toxic pollution was released from factories drowned during construction of the dam and this has reduced water quality. This pollution has led to eutrophication throughout the basin. Sustainability should have been considered more carefully before constructing the dam to balance potential implications such as</u></i></p>	The student provides a <b>detailed discussion</b> that <b>synthesizes</b> information to make <b>clear</b> and <b>well-supported</b> arguments about <i>the extent</i> to which sustainability should be a key factor in managing change in river/coastal environments



	<p><b>to processes would achieve no more than 4 marks.</b></p>	<p><u>sustainable access to drinking water and water for agriculture with the need for flood management.</u></p> <p><u>In conclusion, sustainability is a key factor when considering management of rivers. Sometimes, when there is a considerable threat to lives and property, hard management might be the best short-term solution. But critics of the Three Gorges Dam have argued that it would have been more cost effective and sustainable to build a number of smaller dams along the Yangtse River. We must think about not only our generation but of future generations too.</u></p> <p><b>Note: To be awarded [8 marks] this response might provide more specific detail on the impacts on water quality or name places that have been affected.'</b></p>	
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Criterion C1: Format	
Marks	Descriptor
0	The student does not achieve a standard described by any of the descriptors given below.
1	<p><b>Two</b> of the following elements are included:</p> <ul style="list-style-type: none"> <li>• introduction</li> <li>• main body of text</li> <li>• conclusion</li> </ul> <p><b>Note: The elements must appear as separate paragraphs</b></p>
2	<p><b>Three</b> of the following elements are included:</p> <ul style="list-style-type: none"> <li>• introduction</li> <li>• main body of text</li> <li>• conclusion</li> </ul> <p><b>Note: The elements must appear as separate paragraphs.</b></p>

Criterion C2: communicating information and ideas		
Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The style and language used are <b>rarely appropriate</b> to the audience and purpose of informing	The style of writing is rarely consistent with what would be expected in an essay.
2	The style and language used are <b>occasionally appropriate</b> to the audience and purpose of informing	The style of writing is not always consistent. It may appear to be more informal in style than expected in an essay, for example using first person.
3	The style and language used are <b>consistently appropriate</b> to the audience and purpose of informing	The style of writing is consistent with what would be expected in an essay. Language is formal and clear.

Criterion C3: Organizational structure		
Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The organization structure is <b>rarely effective</b>	Ideas sometimes build on each other in a logical manner.
2	The organizational structure is <b>occasionally effective</b> .	Paragraphs/ideas build on each other in a mainly logical manner.
3	The organizational structure is <b>consistently effective</b>	Paragraphs and ideas build on each other in consistently clear and logical manner.