

# **Markscheme**

**May 2022**

**Geography**

















**On-screen examination**

30 pages

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

Annotation	Explanation	Shortcut	Annotation	Explanation	Shortcut
	Benefit of the doubt	Alt+5		Irrelevant	
	Clear knowledge shown	Alt+8		On page comment (text box)	Alt+4
	Descriptive			Underline tool (can be expanded)	
	Effective evaluation			Seen	Alt+0
EUOS	Excellent use of sources	Alt+6	*SYN	Synthesis	
	Good analysis			Unclear	Alt+3
	Good example	Alt+7	UA	Unfinished answer	Alt+9
	Good explanation			Vague	
	Incorrect Point	Alt+2			
	Good Response/Good Point	Alt+1			
	Highlight tool				

The following are the command terms used in the exam, along with their definitions as provided in MYP: From Principles into Practice.

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.
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.
Evaluate	Make an appraisal by weighing up the strengths and limitations.
Explain	Give a detailed account including reasons or causes.
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.
Justify	Give valid reasons or evidence to support an answer or conclusion.
Outline	Give a brief account or summary.
Select	Choose from a list or group.
State	Give a specific name, value or other brief answer without explanation or calculation.
Summarize	Abstract a general theme or major point(s).
Synthesize	Combine different ideas in order to create new understanding.
To what extent	Consider the merits or otherwise of an argument or concept. Opinions and conclusions should be presented clearly and supported with appropriate evidence and sound argument.

**Note to all examiners:** The approach used in assessment in the application of assessment criteria is a “best fit” model. The examiner applying an assessment criterion must choose the achievement level that overall best matches the piece of work being marked. It is not necessary for every detailed aspect of an achievement level to be satisfied for that level to be awarded but it must reflect the balance of student achievement against the markband. For example, if student work matches two of the three requirements within a markband but one is seriously lacking, the student should be awarded for the strands that have been met well, but the mark awarded should be at the lower end of the markband to compensate for what is lacking in one strand. If the level of student work spans multiple markbands, compensation depends on the performance in the higher order skills. It is worth noting that the highest level of any given criterion does not represent perfection.

**Note to all examiners:** Examiners should mark positively rewarding what is correct and not take marks away for what is incorrect. Please note that spelling errors should not impact the marks awarded in any part of the examination.

### Question 1

**State** two impacts of the 2004 tsunami in Indonesia.

**(2 marks)**

Answers *may* include:

- Loss of life
- Flooding
- Destruction of houses
- Destruction of infrastructure
- Loss of trees/grass
- Forced migration

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

**Note:** responses do not have to be shown in the source material.

**Question 2**

**Explain** how disparities in income can worsen the impacts of **one** natural disaster.

**(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> how disparities in income can worsen the impact of <b>one</b> natural disaster	<p>The following is an example of the type of response that would be awarded <b>(1 mark)</b>.</p> <p>After an earthquake a low-income family's house might collapse and the family might not be able to afford to repair it.</p> <p><i>A (1 mark) response is likely to be one sentence that hints at a single idea.</i></p>
2	The student <b>outlines</b> how disparities in income can worsen the impacts of <b>one</b> natural disaster	<p>The following is an example of the type of response that would be awarded <b>(2 marks)</b>.</p> <p><b>Many low-income families don't have insurance.</b> After an earthquake <b>their</b> house might collapse and the family might not be able to afford to repair it <b>leading to them staying in an unsafe house.</b></p> <p><i>A (2 mark) response is likely to be a single sentence/idea that is elaborated on; the detail provided will be brief.</i></p>
3	The student <b>describes</b> how disparities in income can worsen the impacts of <b>one</b> natural disaster	<p>The following is an example of the type of response that would be awarded <b>(3 marks)</b>.</p> <p>Many low-income families don't have insurance and after an earthquake, their house might collapse and they must pay to rebuild or repair their homes. The family might not be able to afford this leading to them staying in an unsafe house. <b>This could lead to the family being more vulnerable if there were aftershocks</b></p> <p><i>One way should be considered in detail without any comprehensive reasons given. An example may be used to support the description.</i></p> <p><i>To provide the required level of detail for (3 marks), a short paragraph is likely to be required.</i></p> <p><i>More important than the length of the response is the quality and depth provided.</i></p>
4	The student <b>explains</b> how disparities in income can worsen	<p>The following is an example of the type of response that would be awarded <b>(4 marks)</b>.</p>

	the impacts of <b>one</b> natural disaster	<p>Many low-income families don't have insurance and after an earthquake, their house might collapse and they must pay to rebuild or repair their homes. The family might not be able to afford this leading to them staying in an unsafe house. This could lead to the family being more vulnerable if there were aftershocks <b>as they are at greater risk of the building collapsing and killing or trapping them.</b></p> <p><i>One way should be considered in detail, along with reasoning. An example may be given to support the explanation but is not essential to be awarded (4 marks).</i></p>
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### Question 3

**Evaluate** the investigation carried out by the NGO.

**(8 marks)**

**Note: Students do not need to discuss both strengths and limitations of every part of the action plan or map to access full marks. Marks are awarded based on the quality of the response, not the number of strengths or limitations referred to.**

	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 investigation.	<p>The following is an example of the type of response that would be awarded <b>(1 mark)</b>.</p> <p>The investigation collected <b>data from 1.9 million mobile phones.</b></p> <p><i>Only <b>one</b> strength needs to be mentioned to warrant <b>(1 mark)</b>. The quality of the response is what is rewarded, not the number of strengths referred to.</i></p> <p><i>A (1 mark) response can be one sentence that refers to a single strength.</i></p>
2	The student <b>outlines</b> the strength(s) of the investigation.	<p>The following is an example of the type of response that would be awarded <b>(2 marks)</b>.</p> <p>The investigation collected data from 1.9 million mobile phones. <b>This provides a large sample size.</b></p> <p><i>Only <b>one</b> strength needs to be mentioned and elaborated on to warrant (2 marks). The quality of the response is what is rewarded, not the number of strengths referred to.</i></p>

		<p><i>However, if a student outlines 3 or more strengths, they can be awarded 3 marks.</i></p> <p><i>A (2 mark) response is likely to be a single sentence with two clauses or two/three short sentences; the detail provided will be brief.</i></p>
3	The student <b>explains</b> the strength(s) of the investigation.	<p>The following is an example of the type of response that would be awarded <b>(3 marks)</b>.</p> <p>The investigation collected data from 1.9 million mobile phones. This provides a large sample size, <b>which is representative of the population of the Aceh Province.</b></p> <p><i>Only <b>one</b> strength needs to be mentioned and elaborated on in additional detail with reasoning to warrant (3 marks). The quality of the response is what is rewarded, not the number of strengths referred to.</i></p> <p><i>If a student outlines 3 or more strengths, they can be awarded 3 marks.</i></p>



## Limitations

Note: suggesting alternative methods can be interpreted as addressing 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 investigation.	<p>The following is an example of the type of response that would be awarded <b>(1 mark)</b>.</p> <p>There are four districts with no data.</p> <p><i>Only <b>one</b> limitation needs to be mentioned to warrant (1 mark). The quality of the response is what is rewarded, not the number of limitations referred to.</i></p> <p><i>A (1 mark) response can be one sentence that refers to a single limitation.</i></p>
2	The student <b>outlines</b> the limitation(s) of the investigation.	<p>The following is an example of the type of response that would be awarded <b>(2 marks)</b>.</p> <p>There are four districts with no data. <b>The map only gives us a partial picture of where people had to move to.</b></p> <p><i>Only <b>one</b> limitation needs to be mentioned and elaborated on to warrant (2 marks). The quality of the response is what is rewarded, not the number of limitations referred to. However, if a student outlines 3 or more limitations, they can be awarded 3 marks.</i></p> <p><i>A (2 mark) response is likely to be a single sentence with two clauses or two/three short sentences; the detail provided will be brief.</i></p>
3	The student <b>explains</b> the limitation(s) of the investigation.	<p>The following is an example of the type of response that would be awarded <b>(3 marks)</b>.</p> <p>There are four districts with no data. <b>This compromises the reliability of the map and means that we do not have a full understanding of the impact of the tsunami across the whole Province.</b> Therefore, the map only gives us a partial picture of where people had to move to.</p> <p><i>Only <b>one</b> limitation needs to be mentioned and elaborated on in additional detail with reasoning to warrant (3 marks). The quality of the response is what is rewarded, not the number of strengths referred to.</i></p> <p><i>If a student outlines 3 or more limitations, they can be awarded 3 marks.</i></p>

# Appraisal

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student <b>states</b> an appraisal of the investigation.	<p>The following is an example of the type of response that would be awarded <b>(1 mark)</b>.</p> <p>Overall, the investigation was successful.</p> <p><i>For (1 mark), the appraisal statement is likely to be a summary of the strengths and limitations <b>or</b> a brief judgment on the investigative process.</i></p> <p><i>The appraisal can appear anywhere in the response; it does not have to be a concluding statement.</i></p>
2	The student <b>outlines</b> an appraisal of the investigation.	<p>The following is an example of the type of response that would be awarded <b>(2 marks)</b>.</p> <p><b>Although there is some missing data on the map the large amount of data used means that overall the investigation was successful.</b></p> <p><i>The appraisal statement will weigh up both positive and negative points (this may be done implicitly or explicitly) and make an overall judgement on the students' investigative process.</i></p> <p><i>The appraisal can appear anywhere in the response; it does not have to be a concluding statement.</i></p>

#### Question 4a

A Non-Governmental Organisation (NGO) has asked you to investigate the strategies used to manage a natural disaster. The investigation will allow the NGO to evaluate the effectiveness of strategies in different locations.

The statement of inquiry is: *Time, place and space can influence the effectiveness of a community's response to natural disasters.*

With reference to the statement of inquiry, **formulate** a clear and focused research question for your investigation.

**(2 marks)**

**Note: Where the response is a rewording of the SOI no mark can be awarded.**

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student formulates a research question that is <b>either</b> clear <b>or</b> focused <b>and</b> connected to the statement of inquiry.	<p>The following is an example of the type of response that would be awarded <b>(1 mark)</b>.</p> <p>To what extent did Iceland reduce the impacts of volcanic eruptions?</p> <p><i>In the example above, the RQ is clear (you can easily understand the intention of the investigation) and is connected to the statement of inquiry. However, the question lacks focus as it doesn't specify a management strategy or a specific natural disaster.</i></p>
2	The student formulates a research question that is <b>both</b> clear <b>and</b> focused <b>and</b> connected to the statement of inquiry.	<p>The following is an example of the type of response that would be awarded <b>(2 marks)</b>.</p> <p>To what extent did land use zoning in Iceland reduce the impacts of volcanic eruptions?</p> <p><i>In the example above, the RQ is clear (you can easily understand the intention of the investigation) and is connected to the statement of inquiry. The RQ focuses on a location and management strategy so merits 2 marks.</i></p>

**Question 4b**

**Justify** why your research question will help the NGO to achieve their goal.

**(4 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> how the research question will help the NGO to achieve their goal.	<p>The following is an example of the type of response that would be awarded <b>(1 mark)</b>.</p> <p>Land use zoning is used to protect important areas.</p> <p><i>No detail is required. This is likely to be a single sentence response that makes a simple connection between the Sol and the RQ.</i></p>
2	The student <b>outlines</b> how the research question will help the NGO to achieve their goal.	<p>The following is an example of the type of response that would be awarded <b>(2 marks)</b>.</p> <p>Land use zoning is used to protect important areas, <b>particularly residential and areas of economic activity</b>.</p> <p><i>Likely to be a single sentence with two clauses or two/three short sentences that provides brief detail on how the RQ is relevant to the Sol.</i></p>
3	The student <b>describes</b> how the research question will help the NGO to achieve their goal.	<p>The following is an example of the type of response that would be awarded <b>(3 marks)</b>.</p> <p><b>Volcanic eruptions can destroy housing and infrastructure, leading to challenges with economic activity such as farming.</b> Land use zoning is used to protect important areas, particularly residential and areas of economic activity.</p> <p><i>At least one argument/factor should be considered in detail without providing reasoning why the RQ is relevant to the Sol.</i></p> <p><i>To provide the required level of detail for (3 marks), a short paragraph is likely to be required.</i></p> <p><i>More important than the length of the response, is the quality and depth provided.</i></p>

4	The student <b>justifies</b> how the research question will help the NGO to achieve their goal.	<p>The following is an example of the type of response that would be awarded <b>(4 marks)</b>.</p> <p>Volcanic eruptions can destroy housing and infrastructure, leading to challenges with economic activity such as farming. Land use zoning is used to protect important areas, particularly residential and areas of economic activity. <b>By investigating Iceland’s use of this strategy, I can find out how successful their land use zoning was in reducing the impacts of the 2010 volcanic eruption.</b></p> <p><i>At least one argument/factor should be considered in detail, along with reasoning why the RQ is relevant to the Sol.</i></p> <p><i>To provide the required level of detail for (4 marks), a short to mid-length paragraph is likely to be required.</i></p> <p><i>More important than the length of the response, is the quality and depth provided.</i></p>
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#### Question 4c

**List two** methods of collecting primary data that you could use to answer the research question you formulated in part (a).

**(2 marks)**

Answers *may* include:

- Interviews
- Questionnaires
- Surveys

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

#### Question 4d

**Explain** why **one** of the primary data sources in 4(c) would help your investigation.

**(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> how one of the primary data sources would help their investigation.	<p>The following is an example of the type of response that would be awarded <b>(1 mark)</b>.</p> <p>A survey of people impacted would help me to count how many people know what to do in an earthquake.</p>

		<i>A (1 mark) response is likely to be one sentence that hints at a single impact.</i>
2	The student <b>outlines</b> how one of the primary data sources would help their investigation.	<p>The following is an example of the type of response that would be awarded <b>(2 marks)</b>.</p> <p>A survey of people impacted would help me to count how many people know what to do <b>because of the government's strategies</b> in an earthquake.</p> <p><i>A (2 mark) response is likely to be a single sentence with a single benefit that is elaborated on; the detail provided will be brief.</i></p>
3	The student <b>describes</b> how one of the primary data sources would help their investigation.	<p>The following is an example of the type of response that would be awarded <b>(3 marks)</b>.</p> <p>A survey of people impacted would help me to count how many people know what to do because of the government's strategies in an earthquake. <b>It would be good to know how many people are aware of the plans to answer my research question.</b></p> <p><i>One benefit should be considered in detail without any comprehensive reasons given. An example may be used to support the description.</i></p> <p><i>To provide the required level of detail for (3 marks), a short paragraph is likely to be required.</i></p> <p><i>More important than the length of the response is the quality and depth provided.</i></p>
4	The student <b>explains</b> how one of the primary data sources would help their investigation.	<p>The following is an example of the type of response that would be awarded <b>(4 marks)</b>.</p> <p>A survey of people impacted would help me to count how many people know what to do because of the government's strategies in an earthquake. It would be good to know how many people are aware of the plans to answer my research question <b>so that I can evaluate the impact of the strategies on the community.</b></p> <p><i>One benefit should be considered in detail, along with reasons. An example may be given to support the explanation but is not essential to be awarded (4 marks).</i></p>

### Question 5

You are a popular travel blogger who has many online followers.

You decide to write a blog post to **explain** the positive **and** negative impacts of tourism on the culture of **one** community.

In your blog post, you **must**:

- include a relevant title and sub-headings
- explain **at least one** positive **and at least one** negative impact of tourism on the culture of one community
- conclude with advice for future travelers.

**(18 marks)**

#### Criterion A: Knowing and understanding (6 marks)

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student demonstrates <b>limited</b> knowledge and understanding by <b>outlining</b> the <b>positive or negative</b> impact of tourism on local cultures, using <b>limited</b> examples and <b>limited</b> relevant terminology.	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p><b><u>Positive impacts of tourism on culture</u></b>            Tourism has revitalised the culture of host communities in Nepal. When I was in the Old Town, traditional local arts and craft are celebrated.</p> <p><b><u>Final thoughts</u></b>            My mantra is: People before pictures. Be willing to miss “the shot”.</p> <ul style="list-style-type: none"> <li>• <i>Responses are likely to be brief, with little detail.</i></li> </ul>

		<ul style="list-style-type: none"> <li>• <i>There is requirement to include an example but the lack of one does not mean the student cannot be awarded (1 mark).</i></li> <li>• <i>A concluding statement may not be included in a response at this level. (1 mark) can still be awarded in this case if the quality of the response is sufficient.</i></li> <li>• <i>Terminology may be limited in terms of accuracy and/or frequency.</i></li> </ul>
2–3	<p>The student demonstrates <b>adequate</b> knowledge and understanding by <b>describing</b> the <b>positive and negative</b> impacts of tourism on local cultures, using <b>satisfactory</b> examples and <b>appropriate</b> relevant terminology.</p>	<p>The following is an example of the type of response that would be awarded (3 marks).</p> <p><b>Positive impacts of tourism on culture</b>          Tourism has revitalised the culture of host communities in Nepal. <b>They display their customs and traditions for tourists.</b> When I was in the Old Town, traditional local arts and craft were celebrated. <b>The skills required for these would have been lost otherwise.</b></p> <p><b>Negative impacts of tourism on culture</b>  <b>When locals entertain tourists, they often have to adapt to tourists' needs, attitudes and values.</b> The traditional fashion, behaviour, and lifestyle of teenagers from mountain communities have been severely affected by tourism.</p> <p><b>Final thoughts</b>  <b>Traveling should always be approached from a place of respect for local communities.</b> My mantra is: People before pictures. Be willing to miss “the shot”.</p> <ul style="list-style-type: none"> <li>• <i>It should be evident that the student has knowledge of the impacts of tourism on local cultures and they should be able to call on relevant example(s) to support their point(s) but these examples might be lacking in detail or not be the most appropriate.</i></li> <li>• <i>There is likely to be little or no reasoning provided in the response i.e. there may be some reasoning provided but the examples/terminology/detail in the response</i></li> </ul>



		<p><i>is not sufficient enough to warrant a mark in the higher band then a mark in this band should be awarded (see best-fit guidance at the start of the document).</i></p> <ul style="list-style-type: none"> <li>• <i>Terminology used should be accurately used in the correct context.</i></li> </ul>
4–5	<p>The student demonstrates <b>substantial</b> knowledge and understanding by <b>explaining</b> the <b>positive and negative</b> impacts of tourism on local cultures, using <b>accurate</b> examples and <b>appropriate</b> relevant terminology.</p>	<p>The following is an example of the type of response that would be awarded (4 marks).</p> <p><b><u>Positive impacts of tourism on culture</u></b>          Tourism has revitalised the culture of host communities in Nepal. They display their customs and traditions for tourists. When I was in the Old Town, traditional local arts and craft were celebrated. <b>This is important because</b> the skills required for these could have been lost <b>without demand from tourism</b>.</p> <p><b><u>Negative impacts of tourism on culture</u></b>          When locals entertain tourists, they often have to adapt to tourists' needs, attitudes and values. <b>This could lead to some ignoring their own culture and adopting the cultural traits of the tourists.</b> The traditional fashion, behaviour, and lifestyle of teenagers from mountain communities have been severely affected by tourism. <b>The elders are totally against this because, with the influence of tourists, young Nepalese will lose their cultural identity.</b></p> <p><b><u>Final thoughts</u></b>          Traveling should always be approached from a place of respect for local communities. My mantra is: People before pictures. Be willing to miss “the shot”.</p> <ul style="list-style-type: none"> <li>• <i>At this level, students need to demonstrate good understanding of the impacts of tourism on local cultures by providing a detailed response to the question.</i></li> <li>• <i>The student should call on appropriate example(s) that support their point(s).</i></li> <li>• <i>There may be some reasoning provided but if the examples/terminology/detail in the response are not sufficient to warrant a mark in the higher band then a mark in this band should be awarded (see best-fit guidance at the start of the document).</i></li> <li>• <i>Terminology used should be accurately and effectively used in the correct context.</i></li> </ul>

6	<p>The student demonstrates <b>detailed</b> knowledge and understanding by <b>thoroughly explaining</b> the <b>positive and negative</b> impacts of tourism on local cultures, using <b>accurate</b> and <b>effective</b> examples and <b>appropriate</b> relevant terminology.</p>	<p>The following is an example of the type of response that would be awarded (6 marks).</p> <p><b><u>Positive impacts of tourism on culture</u></b>          Tourism has revitalised the culture of host communities in Nepal as they display their customs and traditions for tourists. When I was in the Old Town in <b>Kathmandu</b>, traditional local arts and craft were celebrated. This is important because the skills required for these could have been lost <b>without the demand from tourism. To attract tourists, they prepare traditional foods and entertain the crowd with unique performances and rituals. This empowers communities and strengthens their cultural values.</b></p> <p><b><u>Negative impacts of tourism on culture</u></b>          When locals entertain tourists, they often have to adapt to tourists' needs, attitudes and values. Ultimately this could lead to some ignoring their own culture and adopting the cultural traits of the tourists. <b>In the Pokhara-Ghandruk community in Nepal</b>, the traditional fashion, behaviour, and lifestyle of teenagers from mountain communities have been severely affected by tourism. The elders are totally against this <b>and worry about the cultural change from tourism</b> because, with the influence of tourists, young Nepalese will lose their cultural identity.</p> <p><b><u>Final thoughts</u></b>          Traveling should always be approached from a place of respect for local communities. My mantra is: People before pictures. Be willing to miss "the shot". <b>Tourism has the power to preserve or destroy cultural identities – make the right choice.</b></p> <ul style="list-style-type: none"> <li>• <i>The response should be very detailed and provide clear reasoning, making use of example(s). However, comprehensive understanding of the impacts of tourism on local cultures should be included.</i></li> <li>• <i>The student may have demonstrated an excellent understanding, however this does not mean that the response must be perfect or the best example of a response you have seen; there are multiple ways of demonstrating ability and quite different responses may be awarded the same mark.</i></li> <li>• <i>Terminology used should be accurately and effectively used in the correct context.</i></li> </ul>
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**C1: Format (2 marks)**

C1: format <i>Note: The elements must appear as separate paragraphs. If this is not the case (0 marks) should be awarded.</i>	
Marks	Descriptor
0	The student does not achieve a standard described by any of the descriptors given below.
1	<b>Two</b> of the following elements are included: heading/title, sub-headings, advice to future travellers
2	<b>Three</b> of the following elements are included: heading/title, sub-headings, advice to future travellers

**C2: Communication information and ideas (6 marks)**

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1–2	The student communicates information and ideas using a style and language that are <b>rarely appropriate</b> to the format of a blog post for an audience of tourists and purpose of explaining.	<ul style="list-style-type: none"> <li>• Language is <b>rarely clear</b> or <b>appropriate</b> to what would be expected in a blog post. The text reads more formally e.g. like an essay.</li> <li>• Language is <b>basic/simple</b> and doesn't engage the audience effectively.</li> <li>• Text may be <b>extremely short</b> so that not enough evidence is available to award a higher level.</li> </ul>

3–4	<p>The student communicates information and ideas using a style and language that are <b>occasionally appropriate</b> to the format of a blog post for an audience of tourists and purpose of explaining.</p>	<ul style="list-style-type: none"> <li>• Language is <b>clear</b> and <b>appropriate</b> to what would be expected in a blog post.</li> <li>• The text reads <b>at times</b> more formally e.g. like an essay and at times like a blog post, for example by the use of informal language or first-person. (A blog post that is written more like an essay is likely to be awarded (3 marks). If it is written more like a blog post, it is likely to be awarded (4 marks). Best-fit should always be applied.)</li> <li>• <b>Some</b> language features such as rhetorical questions, concise sentences and emotive vocabulary are used to engage the audience.</li> </ul>
5–6	<p>The student communicates information and ideas using a style and language that are <b>consistently appropriate</b> to the format of a blog post for an audience of tourists and purpose of explaining.</p>	<ul style="list-style-type: none"> <li>• Language is <b>clear</b> and <b>completely appropriate</b> to what would be expected in a blog post.</li> <li>• The text reads like a blog post <b>throughout</b>, for example by the use of informal language or first-person.</li> <li>• Language features such as rhetorical questions, concise sentences and emotive vocabulary are <b>often</b> used to engage the audience.</li> </ul>

**C3: Organizational structure (4 marks)**

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student structures information and ideas in a way that is <b>rarely effective</b> and <b>appropriate</b> to the audience of tourists and purpose of explaining.	<ul style="list-style-type: none"> <li>• Ideas <b>rarely</b> build on each other in a logical manner.</li> <li>• The student <b>rarely</b> uses effective transitions within sentences and/or between sentences and/or paragraphs to show relationships between ideas.</li> </ul>
2	The student structures information and ideas in a way that is <b>occasionally effective</b> and <b>appropriate</b> to the audience of tourists and purpose of explaining.	<ul style="list-style-type: none"> <li>• Ideas <b>occasionally</b> build on each other in a logical manner.</li> <li>• The student <b>sometimes</b> uses effective transitions within sentences and/or between sentences and/or paragraphs to show relationships between ideas.</li> </ul>
3	The student structures information and ideas in a way that is <b>mainly effective</b> and <b>appropriate</b> to the audience of tourists and the purpose of explaining.	<ul style="list-style-type: none"> <li>• Ideas <b>frequently</b> build on each other in a logical manner.</li> <li>• The student <b>often</b> uses effective transitions within sentences and/or between sentences and/or paragraphs to show relationships between ideas.</li> </ul>
4	The student structures information and ideas in a way that is <b>consistently effective</b> and <b>appropriate</b> to the audience of tourists and the purpose of explaining.	<ul style="list-style-type: none"> <li>• Ideas <b>consistently</b> build on each other in a <b>clear</b> and logical manner.</li> <li>• The student <b>always</b> uses effective transitions within sentences and/or between sentences and/or paragraphs to show relationships between ideas.</li> </ul>

**Question 6a**

**Select** the correct answer to complete the sentence below.

Jordan's water extraction is sustainable in the {drop down menu} basins.

**(1 mark)**

Award (1 mark) for Hammad and Sarhan.

**Question 6b**

**State** the origin of **Source B**.

**(1 mark)**

Allthatwater.org  
Allthatwater

Award (1 mark) for Allthatwater.org

**Question 6c**

**Explain** one value of **Source B** to an MYP student investigating groundwater extraction in Jordan.

**(4 marks)**

Marks	Descriptor	Notes
0		The student does not achieve a standard described by any of the descriptors below.
1	The student <b>states one</b> value of source B to an MYP student investigating groundwater extraction in Jordan.	<p>The following is an example of a response that would be awarded <b>(1 mark)</b></p> <p>There is data for each basin.</p> <p><i>For (1 mark), students would provide a brief statement/fact about the value of the map.</i></p>
2	The student <b>outlines one</b> value of source B to an MYP student investigating groundwater extraction in Jordan.	<p>The following is an example of a response that would be awarded <b>(2 marks)</b>.</p> <p>There is data for each basin <b>including the 2019 water deficit</b>.</p> <p><i>For (2 marks), students would provide a brief sentence about the value of the map to a student.</i></p>

3	The student <b>describes one</b> value of source B to an MYP student investigating groundwater extraction in Jordan.	<p>The following is an example of a response that would be awarded <b>(3 marks)</b>.</p> <p><b>It includes the precise location of all the basins in Jordan</b> with data for each basin including the 2019 water deficit <b>and the areas with water deficit and surplus</b>.</p> <p><i>One value should be considered in detail; reasoning is not required for the command term 'describe'. An example may be used to support the description.</i></p>
4	The student <b>explains one</b> value of source B to an MYP student investigating groundwater extraction in Jordan.	<p>The following is an example of a response that would be awarded <b>(4 marks)</b>.</p> <p>It includes the precise location of all the basins in Jordan with data for each basin including the 2019 water deficit including the areas with water deficit and surplus. <b>This would help the student to identify the basins where more careful management of water extraction is needed.</b></p> <p><i>One value should be considered with reasoning. An example may be used to support the description.</i></p> <p><i>To provide the required level of detail for (4 marks), a short paragraph is likely to be required.</i></p> <p><i>More important than the length of the response is the quality and depth provided.</i></p>

**Question 7**

**Justify** why another resident of Jordan might disagree with this perspective.

**(4 marks)**

Marks	Descriptor	Notes
0		The student does not achieve a standard described by any of the descriptors below.
1	The student justifies with a <b>statement</b> why another resident might disagree with the perspective.	<p>The following is an example of a response that would be awarded <b>(1 mark)</b>.</p> <p>Another person might think that it is worth spending the money to provide freshwater.</p> <p><i>For 1 mark the student would give one statement without any detail or justification.</i></p>
2	The student justifies with an <b>outline</b> why another resident might disagree with the perspective.	<p>The following is an example of a response that would be awarded <b>(2 marks)</b>.</p> <p>Another person might think that it is worth spending the money to provide freshwater <b>to meet the needs of the population of Jordan</b>.</p> <p><i>For 2 marks the student would elaborate briefly on a statement to give some minor detail.</i></p>
3	The student justifies with a <b>description</b> why another resident might disagree with the perspective.	<p>The following is an example of a response that would be awarded <b>(3 marks)</b>.</p> <p>Another person might think that it is worth spending the money to provide freshwater to meet the needs of the population of Jordan. <b>Water is essential for the health of residents and industry of Jordan</b>.</p> <p><i>For 3 marks the student would provide additional detail(s) on an alternative perspective.</i></p>
4	The student <b>justifies with an explanation</b> why another resident might disagree with the perspective	<p>The following is an example of a response that would be awarded <b>(4 marks)</b>.</p> <p>Another person might think that it is worth spending the money to provide freshwater to meet the needs of the population of Jordan. Water is essential for the health of residents and industry of Jordan. <b>The residents can no longer rely on groundwater so the cost of desalinization plants is better than having no water</b>.</p> <p><i>For 4 marks the student would provide a valid reason or evidence for the alternative perspective.</i></p>



**Question 8**

**Outline one** limitation of **Source C** to a resident of Jordan who is learning about the government’s proposal to invest in desalinization.

**(2 marks)**

Marks	Descriptor	Notes
0		The student does not achieve a standard described by any of the descriptors below.
1	The student <b>states one</b> limitation of Source C	<p>The following is an example of a response that would be awarded <b>(1 mark)</b>.</p> <p>The diagram does not show where the desalinization plants will be located.</p> <p><i>For (1 mark), students would provide a brief fact or hint about the limitation of the diagram for residents.</i></p>
2	The student <b>outlines one</b> limitation of Source C.	<p>The following is an example of a response that would be awarded <b>(2 marks)</b>.</p> <p>The diagram does not show where the desalinization plants will be located, <b>such as the distance from residents’ homes</b>.</p> <p><i>For (2 marks), students would elaborate on a limitation of the diagram for residents.</i></p>

### Question 9

A report by the United Nations found that the extraction and processing of minerals is responsible for more than 80% of the world's biodiversity loss.

**To what extent** is the sustainable extraction of resources essential for reducing biodiversity loss?

In a well-structured essay, you **must**:

- include explanations and examples to support your arguments
- consider different perspectives

**(24 marks)**

Criterion A		
Marks	Descriptor	Notes
0	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 an <b>outline</b> , using <b>limited</b> examples and <b>limited</b> terminology	<ul style="list-style-type: none"> <li>• <i>Responses are likely to be brief, with little detail.</i></li> <li>• <i>There is requirement to include an example but the lack of one does not mean the student cannot be awarded a mark in this band.</i></li> <li>• <i>Terminology may be limited in terms of accuracy and/or frequency.</i></li> </ul>

3–4	The student demonstrates <b>adequate</b> contextual and conceptual understanding in a <b>description</b> , using <b>satisfactory</b> examples and <b>appropriate</b> terminology.	<ul style="list-style-type: none"> <li>• <i>It should be evident that the student has knowledge of the particular issue/topic. Example(s) to support their point(s) are accurate but might be lacking in detail or not be the most appropriate.</i></li> <li>• <i>There may be some reasons provided but if the examples/terminology/detail in the response are not sufficient enough to warrant a mark in the higher band then a mark in this band should be awarded (see best-fit guidance at the start of the document).</i></li> <li>• <i>Terminology should be accurately used in the correct context.</i></li> <li>• </li> </ul>
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> terminology.	<ul style="list-style-type: none"> <li>• <i>At this level, students need to demonstrate a very good understanding of the issue/topic by providing a response that is accurate and responds to the question posed. An explanation requires reasons to be included.</i></li> <li>• <i>The student should call on appropriate examples, such as extracted natural resources, that support their points.</i></li> <li>• <i>Terminology should be accurately and effectively used in the correct context in most of the essay.</i></li> </ul>
7–8	The student demonstrates <b>detailed</b> contextual and conceptual understanding in a <b>thorough explanation</b> , using <b>accurate and effective</b> examples and <b>appropriate</b> terminology.	<ul style="list-style-type: none"> <li>• <i>The response should provide accurate detail throughout and provide clear reasons that support the point(s) made, making use of examples that demonstrate a comprehensive understanding of the issue/topic.</i></li> <li>• <i>For (7-8 marks), the response must reference examples, such as extracted natural resources, in detail to support their points.</i></li> <li>• <i>Terminology should be accurately and effectively used in the correct context throughout the essay.</i></li> <li>• <i>The student may have demonstrated an excellent understanding, however this does not mean that the response must be perfect or the best example of a response you have seen; there are multiple ways of demonstrating ability and quite different responses may be awarded the same mark.</i></li> </ul>

<b>C1: Format</b> <b>Note: The elements must appear as separate paragraphs. If this is not the case (0 marks) should be awarded.</b>	
<b>Marks</b>	<b>Descriptor</b>
0	The student does not achieve a standard described by any of the descriptors given below.
1	Two of the following elements are included: introduction, a main body of argument or a conclusion.
2	Three of the following elements are included: introduction, a main body of argument and a conclusion.

<b>C2: communicating information and ideas</b>		
<b>Marks</b>	<b>Descriptor</b>	<b>Notes</b>
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</b> appropriate to the audience and purpose of informing.	The style of writing is rarely consistent with what would be expected in an essay. Language may be mostly unclear. Text may be extremely short so that not enough evidence is available to award a higher level.
2	The style and language used are <b>occasionally</b> appropriate 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. Language may be less clear in places.
3	The style and language used are <b>consistently</b> appropriate 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.

C3: organizational structure		
Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The organizational structure is <b>rarely</b> effective.	Paragraphs/ideas sometimes build on each other in a logical manner. Rarely uses effective transitions within sentences or between sentences and/or paragraphs to show relationships between ideas. Text may be extremely short so that not enough evidence is available to award a higher level.
2	The organizational structure is <b>occasionally</b> effective.	Paragraphs/ideas build on each other in a mainly logical manner. Sometimes uses effective transitions within sentences and between sentences and/or paragraphs to show relationships between ideas.
3	The organizational structure is <b>consistently</b> effective.	Paragraphs/ideas build on each other in consistently clear and logical manner. Uses effective transitions within sentences and between sentences and/or paragraphs to show relationships between ideas.

Criterion D		
Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1–2	The student provides <b>one</b> perspective in a <b>basic analysis</b> and <b>summarizes</b> information to a <b>limited extent</b> in response to the question posed	<ul style="list-style-type: none"> <li>One perspective is included and is only considered superficially, i.e. only general or vague points are made.</li> <li>The response might not reach a conclusion or fully answer the question at this level</li> </ul>
3–4	The student provides <b>different</b> perspectives in an <b>analysis</b> and <b>summarizes</b> information to make <b>clear</b> arguments in response to the question posed.	<ul style="list-style-type: none"> <li>Two perspectives (supporting the statement and arguing against or considering the statement from different perspectives such as economic or social or locations) must be included with development of these to show some understanding of the perspectives and their implications; the two perspectives do not have to be equally considered/balanced.</li> </ul>

		<ul style="list-style-type: none"> <li>• A conclusion indicating whether the sustainable extraction of resources is essential in reducing biodiversity loss, which is likely to be not fully developed at this level, is expected nevertheless.</li> </ul>
5–6	The student provides <b>different</b> perspectives in an <b>analysis</b> and <b>synthesizes</b> information to make <b>clear</b> arguments in response to the question posed.	<ul style="list-style-type: none"> <li>• Two perspectives (supporting the statement and arguing against or considering the statement from different perspectives such as economic or social or locations) must be included with substantial development of these to show a good understanding of the perspectives and their implications, although the two perspectives might not be equally considered/balanced.</li> <li>• Ideas on whether the sustainable extraction of resources is essential in reducing biodiversity loss are included.</li> <li>• The synthesis (combining ideas) could appear in the main body of the essay or in the conclusion.</li> </ul>
7–8	The student provides <b>different</b> perspectives in a <b>detailed discussion</b> and <b>synthesizes</b> information to make <b>clear</b> arguments in response to the question posed.	<ul style="list-style-type: none"> <li>• Two perspectives (supporting the statement and arguing against or considering the statement from different perspectives such as economic or social or locations) must be included with thorough development of these to show an excellent understanding of the perspectives and their implications. The two perspectives must be equally considered/balanced.</li> <li>• Ideas on whether the sustainable extraction of resources is essential in reducing biodiversity loss are combined to form a clear, coherent and convincing conclusion indicating which factor is most important is required.</li> <li>• The synthesis (combining ideas) could appear in the main body of the essay or in the conclusion.</li> <li>• Although the student will have demonstrated critical thinking, this does not mean that the response must be perfect or the best example of a response you have seen; there are multiple ways of demonstrating analytical skills and quite different responses may be awarded the same mark.</li> </ul>