

Markscheme

November 2020

















Geography

On-screen examination

This markscheme is **confidential** and for the exclusive use of examiners in this examination session.

It is the property of the International Baccalaureate and must **not** be reproduced or distributed to any other person without the authorization of the IB Global Centre, Cardiff.

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				

Question 1a

Referring to the graph in Source A, **identify** the category receiving the largest amount of aid from Australia.

(1 marks)

Award [1 mark] for 'Education'.

Question 1b

There are three indicators used to calculate HDI (Human Development Index):

1. GNI (Gross National Income) per capita
2. Education Index

Select which **one** of the following is the third indicator used to calculate HDI.

(1 marks)

Award (1 mark) for selecting 'life expectancy at birth'.

Question 2

Explain one benefit of using aid to invest in education for communities in Laos.

(4 marks)

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student states one benefit of investing in education for communities in Laos	The following is an example of a response that would be awarded 1 mark . Investing in education in Laos allows more children to have access to education. This will benefit local communities.
2	The student outlines one benefit of investing in education for communities in Laos	The following is an example of a response that would be awarded 2 marks . Investing in education in Laos allows more children to have access to education, leading to these children getting better qualifications and better jobs . This will benefit local communities.
3	The student describes one benefit of investing in education for communities in Laos	The following is an example of a response that would be awarded 3 marks . Investing in education in Laos allows more children to have access to education, leading to these children getting better qualifications, which means they can get higher-skilled, higher-paid jobs . This will benefit local communities as with higher incomes, they will pay more tax, which could be reinvested back into the local community .
4	The student explains one benefit of investing in education for communities in Laos	The following is an example of a response that would be awarded 4 marks . Investing in education in Laos allows more children to have access to education, leading to these children getting better qualifications, which means they can get higher-skilled, higher-paid jobs. This will benefit local communities as with higher incomes, they will pay more tax, which could be reinvested back into the local community, in the form of schools and hospitals. This will benefit the community in the short term and long term with increased life expectancy .

Question 3a

You are an MYP geography student in Laos. Your class is investigating trade, aid and exchange flows in Laos through the statement of inquiry below.

Statement of Inquiry: **Globalization can create change for communities and individuals.**

The purpose of the investigation is to create a video to show the impacts of aid in Laos.

Your video will be shown at an event at your school on End Poverty Day on October 17th.

With reference to the statement of inquiry, **formulate** a clear and focused research question that could be used to investigate the impact of aid in Laos.

(2 marks)

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 clear or focused and connected to the statement of inquiry and the impact of aid in Laos.	<p>The following is an example of a response that would be awarded 1 mark.</p> <p>How have communities in Laos been helped by aid?</p> <p><i>In the example above, the RQ is clear (you can easily understand the intention of the investigation). It lacks focus by not identifying a specific community in Laos or which aid will be investigated. There is a connection to the SOI through the implied connection between aid and globalization.</i></p>
2	The student formulates a research question that is clear and focused with a clear connection to the statement of inquiry and the impact of aid in Laos.	<p>The following is an example of a response that would be awarded 2 marks.</p> <p>To what extent has Australian aid affected primary education for girls in rural Laos?</p> <p>Additional notes: A "focused" research question refers to specific elements, such as time/place/space.</p>

		<p>In the example above, the RQ is clear and focused as it refers to a specific type of aid (from Australia) and a specific community – girls in rural Laos. The SOI is referenced through the implied connection between aid and globalization.</p>
--	--	--

Question 3b

Justify the relevance of the research question to the statement of inquiry and the context of aid in Laos.

(4 marks)

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student states the relevance of the research question to the statement of inquiry	The following is an example that would be awarded 1 mark . In Laos, they receive large amounts of aid to improve education.
2	The student outlines the relevance of the research question to the statement of inquiry and the context of Aid in Laos.	The following is an example of the type of response that would be awarded 2 marks . In Laos, they receive large amounts of aid to improve education. This RQ focuses on a specific group, rural girls, who have been directly impacted by aid from Australia.
3	The student describes the relevance of the research question to the statement of inquiry and the context of Aid in Laos.	The following is an example of the type of response that would be awarded 3 marks . In Laos, they receive large amounts of aid to improve education. This RQ focuses on a specific group, which has been directly impacted by a global interaction : aid from Australia. This research question focuses on the changes for rural girls. As rural areas are normally poorer and so have fewer schools, this investigation will highlight how the impact of global interactions can be limited depending on the location within a country.
4	The student justifies the relevance of the research question to the statement of inquiry and the context of Aid in Laos.	The following is an example of the type of response that would be awarded 4 marks . In Laos, they receive large amounts of aid to improve education. This RQ focuses on a specific group, which has been directly impacted by a global interaction: aid from Australia. This research question focuses on the changes for girls, as historically girls have had lower enrolment rates than boys in primary education around the world. This can lead to gender inequality. As rural areas are normally poorer and so have fewer schools, this investigation will highlight how the impact of global interactions can be limited depending on the location within a country.

Question 3c

List two stakeholders you would interview to investigate your research question.

(2 marks)

Responses **may** include:

- Teachers from a local school
- Laos Government officials
- Students in a school in Laos

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

Note: Do not accept vague responses such as ‘Government’ or ‘Government Official’, ‘students’, ‘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 3d

Outline one primary source, other than interview responses, that could be used to investigate your research question.

(2 marks)

Mark s	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student states one primary source, other than interviews, that could be used to investigate their research question.	The following are examples of the types of responses that would be awarded 1 mark . Photographs Surveys
2	The student outlines one primary source, other than interviews, that could be used to investigate their research question.	The following are examples of the types of responses that would be awarded 2 marks . Photographs that show classrooms in Laos before and after aid. Data from surveys on rural primary school enrollment rates.

Question 3e

Outline one secondary source that could be used to investigate your research question.

(2 marks)

Mark s	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student states one secondary source that could be used to investigate their research question.	<p>The following are examples of the types of responses that would be awarded 1 mark.</p> <ul style="list-style-type: none"> • A government website. • A newspaper article. <p><i>Additional note: Do not accept 'website' or 'article'</i></p>
2	The student outlines one secondary source that could be used to investigate their research question.	<p>The following are examples of the types of response that would be awarded 2 marks.</p> <ul style="list-style-type: none"> • A government website showing the amount of aid given to Laos on a yearly basis. • A newspaper article showing how increased funding has improved education enrollment for girls.

Question 4

Another student in your class has created an action plan for their investigation into trade, aid and exchange flows in Laos. The student has created the action plan below to investigate how aid has impacted health in Laos. You will be asked to evaluate this action plan.

Outcome: Create a video for End Poverty Day on October 17th Due Date: September 29th.

Statement of inquiry: **Globalization can create change for communities and individuals**

Evaluate the action plan.

(8 marks)

Note: Students do not need to discuss both strengths and limitations of every part of the action plan to access full marks. Marks are awarded 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 states the strength(s) of the action plan.	The following is an example of the type of response that would be awarded 1 mark . The student has identified the categories that they will use to sort the information that they have collected.
2	The student outlines the strength(s) of the action plan.	The following is an example of the type of response that would be awarded 2 marks . The student has identified the categories that they will use to sort the information that they have collected into positive, negative and overall impacts. This is a strength as it helps to structure the information.
3	The student explains the strength(s) of the action plan.	The following is an example of the type of response that would be awarded 3 marks . The student has identified the categories that they will use to sort the information that they have collected into positive, negative and overall impacts. This is a strength as it helps to structure the information and make connections between the pieces of information collected. It also allows the student to identify gaps in their research.

Other possible strengths could include the use of due dates, intent to reference, use of draft feedback to inform their product, use of secondary data to support primary data.

Limitations		
Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student states the limitation(s) of the action plan.	<p>The following is an example of the type of response that would be awarded 1 mark.</p> <p>The student has only identified secondary sources that come from Australia.</p>
2	The student outlines the limitation(s) of the action plan.	<p>The following is an example of the type of response that would be awarded 2 marks.</p> <p>The student has only identified secondary sources that come from Australia. This means that the investigation is biased and is not a reliable investigation into how aid has impacted health in Laos.</p>
3	The student explains the limitation(s) of the action plan.	<p>The following is an example of the type of response that would be awarded 3 marks.</p> <p>The student has only identified secondary sources that come from Australia. Using only these sources, means that the people from Laos' perspectives on the impact of aid has not been considered. This means that the investigation is biased and is not a reliable investigation into how aid has impacted health in Laos.</p>

Other possible limitations could include evaluation only occurs at the end of the process, no draft feedback used after the video is made.

Appraisal		
Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student provides a brief appraisal of the action plan.	<p>The following is an example of the type of response that would be awarded 1 mark.</p> <p>The investigation has some strengths, but there are ways that it could be improved.</p>

		<i>Additional note: Responses in this band will state an overall appraisal without referencing aspects of the investigation to support the overall appraisal.</i>
2	<p>The student provides a detailed appraisal of the action plan.</p> <p>Can we move these to the state and outline that we recently discussed?</p>	<p>The following is an example of the type of response that would be awarded 2 marks.</p> <p>Overall, the action plan has some good features including organisation of impacts into categories. However, the potential bias in the sources is problematic and could be overcome by including sources from Laos and possibly other countries. If this was changed, the action plan would be more effective.</p> <p><i>Additional note: To reach this band, responses must refer to at least one aspect of the investigation to support the overall appraisal.</i></p>

Question 5a

Imagine you are a local geography student at **one** of the locations shown in Source B. In both locations, local governments are thinking about investing more in management strategies to protect against the tectonic activity in the area.

You must choose **one** of the maps from Source B to include in an email to the local government about the cause(s) and management of the tectonic activity in your chosen location.

Choose **one** of the maps shown in the tabs below. Your chosen map will be included with your email. **Annotate** your chosen map by dragging and dropping:

- **one** label to show the type of plate boundary
- **one** label to show the type of tectonic activity most likely to occur at your chosen location.

(2 marks)

Map 1 (California)	Map 2 (Iceland)
<ul style="list-style-type: none"> • Transform or conservative • Earthquake 	<ul style="list-style-type: none"> • Divergent or Constructive • Volcanic activity
Award (1 mark) per correct label, up to a maximum of (2 marks).	Award (1 mark) per correct label, up to a maximum of (2 marks).

Question 5b

As a local geography student, you have chosen to write a convincing email to the local government about which management strategy should be invested in. In your email, you must **explain**:

- the cause(s) of the type of tectonic activity most likely to occur in your chosen location
- which management strategy would be the most effective in this area.

You should use examples from your MYP geography course to support your explanation.

(16 marks)

Criterion A		
Marks	Descriptor	Notes
0	The student does not meet a standard described by any of the descriptors below.	
1	The student demonstrates limited knowledge and understanding by outlining the cause(s) of the tectonic activity and the management strategy that would be most effective, using limited examples and limited relevant terminology.	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>California is on a plate boundary where both plates move and cause an earthquake.</p> <p>California should have strict building codes like they have used in Japan.</p>
2-3	The student demonstrates adequate knowledge and understanding by describing the cause(s) of the tectonic activity and the management strategy that would be most effective, using satisfactory examples and appropriate relevant terminology.	<p>The following is an example the type of response that would be awarded (3 marks):</p> <p>California is on a conservative plate boundary where both plates are moving alongside each other. This causes pressure to build. Eventually the plates will slip, resulting in an earthquake.</p> <p>California should have strict building codes that ensure every building is built using earthquake-proof designs and materials. For example, Japan has successfully used cross-bracing in buildings to minimise damage. California's high GDP of US\$60,359 makes this expensive option viable. While this is expensive, it is the most effective strategy.</p>
4-5	The student demonstrates substantial knowledge and understanding by explaining the cause(s) of the tectonic activity and the management strategy that would be most effective, using accurate examples and appropriate relevant terminology.	<p>The following is an example of the type of response that would be awarded (4 marks).</p> <p>As California is on a conservative plate boundary where both plates are moving alongside each other. This causes pressure to build as the plates continue to try to move past each other. Eventually the plates will slip, resulting in an earthquake.</p> <p>There is very little advance warning of earthquakes so evacuation is not a viable strategy.</p> <p>California should have strict building codes that ensure every building is built using earthquake-proof designs and materials. For example, Japan has successfully used cross-bracing in all new high-rise buildings to minimise damage. California's high GDP of US\$60,359 makes this expensive option viable. While this is expensive, it is the most effective strategy as these measures will</p>

		reduce the risk of buildings collapsing during an earthquake.
6	The student demonstrates detailed knowledge and understanding by thoroughly explaining the cause(s) of the tectonic activity and the management strategy that would be most effective, using accurate and effective examples and appropriate relevant terminology.	<p>The following is an example of the type of response that would be awarded (6 marks):</p> <p>As California is on a conservative plate boundary where both plates are moving alongside each other in the same direction at different speeds, it will experience earthquakes as the plates become stuck. This causes pressure to build as the plates continue to try to move past each other. Eventually the plates will slip, releasing the pressure as seismic waves, resulting in an earthquake.</p> <p>There is very little advance warning of earthquakes so evacuation is not a viable strategy. California also has a very high population density of 408 people per sq. km so evacuating millions of people would be very difficult.</p> <p>California should have strict building codes that ensure every building is built using earthquake-proof designs and materials. For example, since the 1980s Japan has successfully used cross-bracing and shock absorbers in all new high-rise buildings to minimise damage. California's high GDP of US\$60,359 makes this expensive option viable. While this is expensive, it is the most effective strategy as these measures will reduce the risk of buildings collapsing during an earthquake which will reduce the risk of injury and death.</p>

Criterion C1: Format	
Marks	Descriptor
0	The student does not reach a standard described by any of the descriptors below.
1	One of the following features is included: <ul style="list-style-type: none"> A relevant email subject line An opening greeting (e.g. Dear sir/madam) and sign off (e.g. Yours sincerely)
2	Two of the following features are included: <ul style="list-style-type: none"> A relevant email subject line An opening greeting (e.g. Dear sir/madam) and sign off (e.g. Yours sincerely)

Criterion C2: Communicating information and ideas		
Marks	Descriptor	Notes
0	The student does not meet a standard described by any of the descriptors below.	
1	The student communicates information and ideas using a style and language that are rarely appropriate to an audience and purpose.	Language is rarely clear or appropriate to what would be expected in a convincing email. Demonstrates limited awareness of impact on an audience. Writes in an inappropriate register and style that do not serve the context and intention. Language is basic/simple and doesn't engage the audience effectively.
2	The student communicates information and ideas using a style and language that are occasionally appropriate to an audience and purpose.	Language is occasionally clear and appropriate to what would be expected in a convincing email. Demonstrates adequate awareness of impact on an audience. Sometimes writes in a register and style that serve the context and intention. Some language features, such as concise sentences and emotive vocabulary, are used to engage the audience.
3	The student communicates information and ideas	Language is mainly clear and appropriate to what would be expected in a convincing email.

	using a style and language that are mainly appropriate to an audience and purpose.	Demonstrates satisfactory awareness of impact on an audience Often writes in a register and style that serve the context and intention. Language features, such as concise sentences and emotive vocabulary, are used often to engage the audience
4	The student communicates information and ideas using a style and language that are consistently appropriate to an audience and purpose.	Language is clear and completely appropriate to what would be expected in a convincing email. Demonstrates good awareness of impact on an audience. Writes competently in a register and style that serve the context and intention. Language features, such as concise sentences and emotive vocabulary, are frequently used to engage the audience.

Criterion C3: Organisational structure		
Marks	Descriptor	Notes
0	The student does not meet a standard described by any of the descriptors below.	
1	The student structures information and ideas in a way that is rarely effective and appropriate.	Ideas rarely build on each other in a logical manner. Rarely uses effective transitions within sentences and/or between sentences and/or paragraphs to show relationships between ideas.
2	The student structures information and ideas in a way that is occasionally effective and appropriate.	Ideas occasionally build on each other in a logical manner. Sometimes uses effective transitions within sentences and/or between sentences and/or paragraphs to show relationships between ideas.
3	The student structures information and ideas in a way that is mainly effective and appropriate.	Ideas frequently build on each other in a logical manner. Often uses effective transitions within sentences and/or between sentences and/or paragraphs to show relationships between ideas.
4	The student structures information and ideas in a way that is consistently effective and appropriate.	Ideas consistently build on each other in a logical manner. Consistently uses effective transitions within sentences and/or between sentences and/or paragraphs to show relationships between ideas.

Question 6a

State the origin of the graph shown in Source D.

Responses **may** include:

- Global Footprint Network
- <https://www.footprintnetwork.org/>
- Footprintnetwork.org

Accept any valid response.

(1 mark)

Question 6b

State the purpose of the graph shown in Source D.

Responses **may** include:

- To inform people about a country's population size and carbon footprint.
- To show the relationship between a country's population size and carbon footprint.
- To show which countries emit the most greenhouse gases.

Accept any valid response.

(1 mark)

Question 6c

Outline one value of the graph shown in Source D for an MYP geography student studying the management of global climate change.

(2 marks)

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student states one value.	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>It uses a key.</p> <p>It compares Carbon Footprint and Population.</p> <p>The data is up to date.</p>
2	The student outlines one value.	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p>It uses a key to make it easier to compare values for individual countries.</p> <p>It compares two things so we can determine a relationship between population size and carbon footprint.</p> <p>The data is up to date, from 2017, making it more reliable as a source.</p>

Question 6d

Outline one limitation of the graph shown in Source D for an MYP geography student studying the management of global climate change.

(2 marks)

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student states one limitation.	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>It doesn't tell you what the carbon footprint is.</p> <p>The graph doesn't show any management strategies.</p> <p>The graph only shows one year.</p>
2	The student outlines one limitation.	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p>It doesn't tell you what the carbon footprint is so some might not understand what is being shown in the graph.</p> <p>The graph doesn't show any management strategies used to manage GCC therefore it won't help the student to inquire into how GCC is managed in each country.</p> <p>The graph only shows one year, if the student wants evidence of management strategies being successful or unsuccessful, no change can be seen.</p>

Question 7

Climate change has become an important issue for societies. Two of the main approaches used to respond to climate change are mitigation and adaptation.

- Mitigation is the action of reducing the *causes* of climate change.
- Adaptation is the action of reducing the *effects* of climate change.

Using Source E, **justify** whether mitigation **or** adaptation is the most effective way to reduce the impacts of climate change.

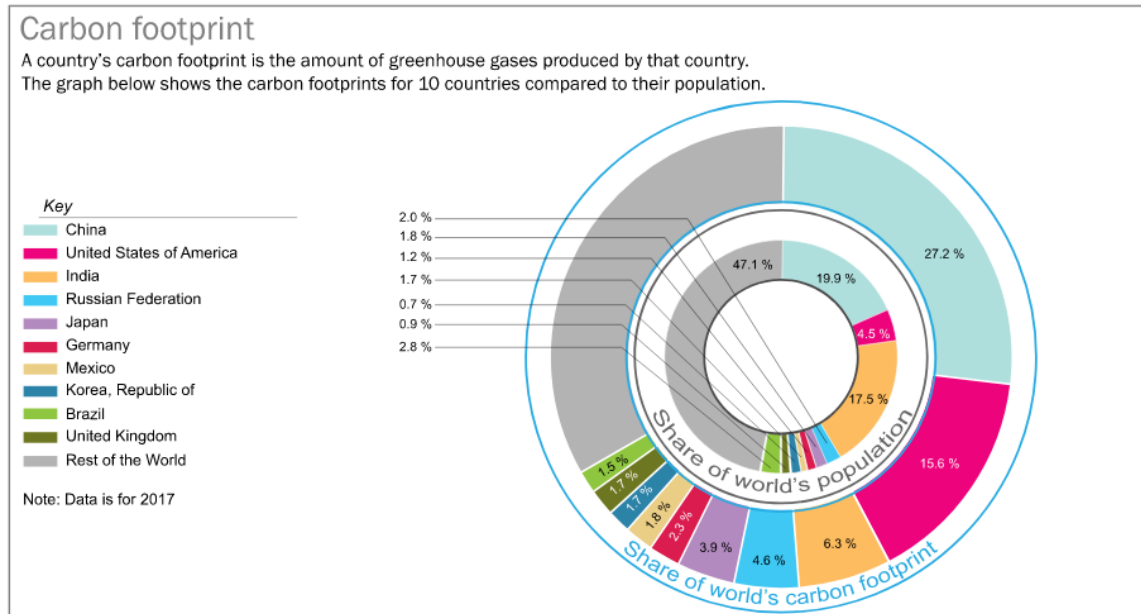
(6 marks)

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student states whether mitigation or adaptation is the most effective approach to reduce the impacts of climate change.	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>Mitigation is the most effective.</p>
2-3	The student describes whether mitigation or adaptation is the most effective approach to reduce the impacts of climate change	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p>Mitigation addresses the causes. Energy-efficient transport reduces greenhouse gas emissions into the atmosphere. These strategies stop the Earth from absorbing re-emitted energy and are better than building sea-walls and other adaptation strategies.</p> <p><i>Additional note: Responses awarded (2 marks) should be considered an outline.</i></p> <p>The following is an example of the type of response that would be awarded (3 marks).</p> <p>Mitigation addresses the causes and therefore reduces the need for adaptation. Mitigation strategies, such as energy-efficient transport reduce greenhouse gas emissions into the atmosphere. These strategies stop the Earth from absorbing re-emitted energy and are better than building sea-walls and other adaptation strategies. Adaptation strategies are not sustainable and will result in higher costs.</p>

4-5	The student justifies whether mitigation or adaptation is the most effective approach to reduce the impacts of climate change.	<p>The following is an example of the type of response that would be awarded (4 marks).</p> <p>Mitigation addresses the causes and therefore reduces the need for adaptation. Mitigation strategies, such as energy-efficient transport reduce greenhouse gas emissions into the atmosphere. The reduction in greenhouse gases, such as carbon dioxide, allows more solar radiation to escape into space, which stops the Earth from absorbing re-emitted energy. These strategies are better than building sea-walls and other adaptation strategies as they do not help to reduce global temperature increase. Adaptation strategies are not sustainable and will result in higher costs.</p>
6	The student thoroughly justifies whether mitigation or adaptation is the most effective approach to reduce the impacts of climate change.	<p>The following is an example of the type of response that would be awarded (6 marks).</p> <p>Mitigation addresses the causes and therefore reduces the need for adaptation. Mitigation strategies, such as energy-efficient transport reduce greenhouse gas emissions into the atmosphere. The reduction in greenhouse gases, such as carbon dioxide, allows more solar radiation to escape into space, which stops the Earth from absorbing re-emitted energy. Therefore, reducing the rate of global temperature increase. These strategies are better than building sea-walls and other adaptation strategies as they are reactive rather than proactive and they do not help to reduce global temperature increase but only the level of vulnerability. Adaptation strategies are not sustainable as they do not address the cause of climate change and therefore we will need to continue implementing these strategies. This will result in higher costs to governments to protect infrastructure and people.</p>

Question 8

The graph from Source D is repeated below.



The graph above shows that the United States of America contributes 15.6 % of the world's carbon footprint but only 4.5 % of the world's population. Some have argued that a new global agreement should be signed to make sure that a country's share of the world's carbon footprint is not higher than its share of the world's population. Write a well-structured essay to answer the following question. **To what extent** do you agree with this argument? In your essay, you should:

- use knowledge and examples from your MYP studies
- consider different perspectives
- provide a clear conclusion.

(24 marks)

Note: *Italics* are used to indicate parts of the response that are rewarded under criterion A. Underlining is used to indicate parts of the response that are rewarded under criterion D. **Bold** is used to indicate the difference in depth/detail between markbands

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

Marks	Criterion A descriptor	Notes	Criterion D descriptor
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 limited contextual and conceptual understanding in an outline , using limited examples and limited relevant terminology	<p>The following is an extract from the type of response that would be awarded 2 marks.</p> <p><i>Carbon emissions are too high so a new global agreement on carbon footprint should be signed. It needs to be mandatory or not everyone will sign up to it. This happened with the Paris Agreement when the US withdrew.</i></p>	The student provides one perspective in a basic analysis that summarizes information to a limited extent in response to the question.
3-4	The student demonstrates adequate contextual and conceptual understanding in a description , using satisfactory examples and appropriate relevant terminology	<p>The following is an extract from the type of response that would be awarded 4 marks.</p> <p><i>Carbon emissions are too high so a new global agreement should be signed to ensure that all countries' carbon footprints are sustainable.</i></p> <p><u>International policy is complex and all earlier agreements have been voluntary. Therefore countries are not required to join and reduce their carbon footprints. For example, the US chose to withdraw from the 2015 Paris Agreement.</u></p> <p><u>The diagram shows proportions of population and carbon footprint, while not indicating a sustainable target for carbon emissions. For example, in 10 years</u></p>	The student provides different perspectives in an analysis and summarizes information to make clear arguments in response to the question.

		<p><u>the proportions of carbon footprint may be similar but the actual carbon emissions may have increased dramatically.</u></p> <p><i>However, carbon footprint is only an estimated measurement of carbon emissions. <u>Therefore, the global agreement would not be effective.</u></i></p>	
5-6	<p>The student demonstrates substantial contextual and conceptual understanding in an explanation, using accurate examples and appropriate relevant terminology</p>	<p>The following is an extract from the type of response that would be awarded 5 marks.</p> <p><i>Carbon emissions are too high so a new global agreement should be signed to ensure that all countries' carbon footprints are sustainable. <u>If countries have a greater share of the world's carbon footprint than they do to the world's population, then the Enhanced Greenhouse Effect will continue and result in increasing global temperatures.</u></i></p> <p><i>International policy is complex and all earlier agreements have been voluntary. Therefore countries are not required to join and reduce their carbon footprints. For example, the US is one of the largest emitters of carbon and has a relatively small population but still chose to withdraw from the 2015 Paris Agreement. <u>Therefore, a mandatory global agreement would be required.</u></i></p> <p><i>The diagram shows proportions of population and carbon footprint, while not indicating a sustainable target for carbon emissions. <u>Therefore, this is misleading as proportions show the relative contribution rather than the actual contribution, which should be measured by total carbon emissions.</u> For example, in 10 years the proportions of carbon footprint may be similar but the actual carbon emissions may have increased dramatically.</i></p> <p><i>However, carbon footprint is not the most accurate measurement as it is only a theoretical measurement of carbon emissions. It does not take into account any other harmful greenhouse gases, such as methane. <u>Therefore, the global agreement would not effectively address the causes of global climate change.</u></i></p>	<p>The student provides different perspectives in a discussion and synthesizes information to make clear arguments in response to the question.</p>

<p>7-8</p>	<p>The student demonstrates detailed contextual and conceptual understanding in a thorough explanation, using accurate and effective examples and appropriate relevant terminology</p>	<p>The following is an extract from the type of response that would be awarded 7 marks.</p> <p><i>Carbon emissions are too high so a new global agreement should be signed to ensure that all countries' carbon footprints are sustainable. If countries have a greater share of the world's carbon footprint than they do to the world's population, then the <u>Enhanced Greenhouse Effect</u> will continue and result in increasing global temperatures.</i></p> <p><i>The IPCC released a report stating that a 1.5 degree increase in global temperature is irreversible.</i> <u>However, international policy is complex and all earlier agreements have been voluntary. Therefore countries are not required to join and reduce their carbon footprints. For example, the US is one of the largest emitters of carbon and has a relatively small population but still chose to withdraw from the 2015 Paris Agreement. This means that the US can continue to emit carbon at a high rate, heavily contributing to global temperature increase. Therefore, a mandatory global agreement would be required to ensure all countries contributed to a reduction in global carbon footprint.</u></p> <p>The diagram shows proportions of population and carbon footprint, <u>while not indicating a sustainable target for carbon emissions. Therefore, this is misleading as proportions show the relative contribution rather than the actual contribution, which should be measured by total carbon emissions. A global agreement with set targets to reduce actual greenhouse gas emissions rather than proportional would be more effective.</u> For example, in 10 years the proportions of carbon footprint may be similar but the actual carbon emissions may have increased dramatically.</p> <p>However, carbon footprint is not the most accurate measurement as it is only a theoretical measurement of carbon emissions. <i>It does not take into account any other harmful greenhouse gases, such as methane and CFCs.</i> Therefore, <u>the global agreement would not effectively address the causes of global climate change. If the global agreement took into account other greenhouse emissions as well as carbon footprint then this would be more effective.</u></p>	<p>The student provides different perspectives in a detailed discussion and synthesizes information to make clear arguments in response to the question.</p>
------------	--	--	---

C1: Format	
Marks	Descriptor
0	The student does not achieve a standard described by any of the descriptors given below.
1	<p>Two of the following elements are included: introduction, a main body of argument or a conclusion.</p> <p>Additional note: The elements must appear as separate paragraphs</p>
2	<p>Three of the following elements are included: introduction, a main body of argument AND a conclusion</p> <p>Additional note: The elements must appear as separate paragraphs</p>

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 is rarely 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 unclear. Informative language is rarely used.
2	The style and language used is occasionally appropriate to the audience and purpose of informing	The style of writing is mainly consistent with what would be expected in an essay. It may appear to be more informal in style than expected in an essay, for example using first person. Language is mainly clear and concise. Informative language is often used.
3	The style and language used is consistently appropriate to the audience and purpose of informing	The style of writing is entirely 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 organization structure is rarely effective	Paragraphs/ideas sometimes build on each other in a logical manner. Rarely uses effective transitions between sentences and/or paragraphs to show relationships between ideas.
2	The organizational structure is occasionally effective .	Paragraphs/ideas build on each other in a mainly logical manner. Sometimes uses effective transitions between sentences and/or paragraphs to show relationships between ideas..
3	The organizational structure is consistently appropriate and effective	Paragraphs/ideas build on each other in consistently clear and logical manner. Uses effective transitions between sentences and/or paragraphs to show relationships between ideas