

Markscheme

November 2021

















Geography

On-screen examination

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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 and markscheme level descriptors, 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.

Question 1.

Using data from **Source A**, **outline** the trend in global temperatures from 1960–2019.

(2 marks)

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student states the trend in global temperatures from 1960 – 2019.	<p>The following is an example of a response that would be awarded 1 mark.</p> <p>There has been an increase from 1960 – 2019.</p> <p><i>For 1 mark, students would provide a statement about temperatures increasing overall or that temperatures fluctuate with an overall increase.</i></p>
2	The student outlines the trend in global temperatures from 1960 – 2019, using data from Source A.	<p>The following is an example of a response that would be awarded 2 marks.</p> <p>There has been an increase in temperature with 2018 having the highest temperature.</p> <p><i>For 2 marks, students would provide a statement about temperatures increasing or that temperatures fluctuate with an overall increase, referencing data from the graph.</i></p>

Question 2.

Explain how the trend shown in **Source A** could be caused by **one** human activity.

(4 marks)

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student states how the trend shown in Source A could be caused by one human activity.	<p>The following is an example of a response that would be awarded 1 mark</p> <p>There has been an increase in transportation.</p> <p><i>A (1 mark) response is likely to be one sentence that hints at a single cause.</i></p>
2	The student outlines how the trend shown in Source A could be caused by one human activity.	<p>The following is an example of a response that would be awarded 2 marks</p> <p>There has been an increase in transportation, for example the number of cars being used which emit CO₂.</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 describes how the trend shown in Source A could be caused by one human activity.	<p>The following is an example of a response that would be awarded 3 marks</p> <p>There has been an increase in transportation, for example the number of cars being used and flights taken, which emit CO₂. Emissions from fossil fuels have risen since 1960 along with global temperatures.</p> <p><i>One cause should be considered in detail without any comprehensive reasoning. 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	<p>The student explains how the trend shown in Source A could be caused by one human activity.</p>	<p>The following is an example of a response that would be awarded 4 marks</p> <p>There has been an increase in transportation, for example the number of cars being used and flights taken, which emit CO₂. Emissions from fossil fuels have risen since 1960 at the same time as global temperatures have increased. Greenhouse gases like CO₂ retain UV rays and reflected radiation in the atmosphere, which has caused the increase in temperature on the planet.</p> <p><i>One cause should be considered in detail, along with reasoning why human activities could cause the trend shown in source A. An example may be given to support the explanation.</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 3.

Look at **Source B** below and answer the questions that follow.

Source B

An MYP year 4 class has been inspired by Greta. They have decided to investigate what individuals in the local community could do to reduce the impacts of climate change.

The class has decided to collect information from local people to find out about:

- the actions they were already taking
- the actions they would be willing to take in the future.

This information will be used to help the class choose a service project they will focus on in MYP year 5.

The class produced the following action plan to gather primary data. You will be asked to evaluate this action plan.

Evaluate the action plan.

(8 marks)

Note: students may provide multiple limitations or strengths, however marks should be awarded based on the highest level of achievement. See the notes below for further explanation.

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.	<p>The following is an example of a response that would be awarded 1 mark</p> <p>The questionnaire is quick and easy to complete.</p> <p><i>Only one strength needs to be mentioned to warrant (1 mark). 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 outlines the strength(s) of the action plan.	<p>The following is an example of a response that would be awarded 2 marks</p> <p>The questionnaire is quick and easy to complete with straightforward questions and checkboxes.</p>

		<p>Only one strength needs to be mentioned to warrant (2 marks). The quality of the response is what is rewarded, not the number of strengths referred to.</p> <p>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.</p>
3	The student explains the strength(s) of the action plan.	<p>The following is an example of a response that would be awarded 3 marks</p> <p>The questionnaire is quick and easy to complete with straightforward questions and checkboxes. This is helpful because people are more likely to respond to a short questionnaire allowing the class to get data from 50 people in a short time period.</p> <p>Only one strength needs to be mentioned to warrant (3 marks). The quality of the response is what is rewarded, not the number of strengths referred to.</p> <p>At least one strength should be considered in detail, along with reasoning to be awarded (3 marks).</p>

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 a response that would be awarded 1 mark</p> <p>The questionnaire could have included more possible actions.</p> <p>Only one 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.</p> <p>A (1 mark) response can be one sentence that refers to a single limitation.</p>
2	The student outlines the limitation(s) of the action plan.	The following is an example of a response that would be awarded 2 marks

		<p>The questionnaire could have included more possible actions in the lists for questions 2 & 3. For example, if they would be willing to take part in demonstrations.</p> <p><i>Only one limitation needs to be mentioned to warrant (2 marks). The quality of the response is what is rewarded, not the number of limitations referred to.</i></p> <p><i>A (2 mark) response can be a single sentence with two clauses or two/three short sentences; the detail provided will be brief.</i></p>
3	The student explains the limitation(s) of the action plan.	<p>The following is an example of a response that would be awarded 3 marks</p> <p>The questionnaire could have included more possible actions in the lists for questions 2 & 3. For example, if they would be willing to take part in demonstrations. This is a limitation because only five actions are identified but people could be taking actions that the students have not thought about.</p> <p><i>Only one limitation needs to be mentioned to warrant (3 marks). The quality of the response is what is rewarded, not the number of limitations referred to.</i></p> <p><i>At least one limitation should be considered in detail, along with reasoning to 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 provides an appraisal of the action plan.	<p>The following is an example of a response that would be awarded 1 mark</p> <p>Overall, this action plan will allow the class to answer the research question.</p> <p><i>The appraisal statement is brief and only offers a judgment about the students' action plan. The appraisal can appear anywhere in the response; it does not have to be a concluding statement.</i></p>
2	The student provides a detailed appraisal of the action plan.	<p>The following is an example of a response that would be awarded 2 marks</p> <p>Although the questionnaire could include more questions, it still allows students to collect sufficient information for their investigation. Overall, this action plan will allow the class to answer the research question.</p> <p><i>The response must refer to at least one aspect of the investigation to support the overall appraisal. The appraisal can appear anywhere in the response; it does not have to be a concluding statement.</i></p>

Question 4a.

Following Greta's actions and the MYP class project, you will now design an investigation in to your own local community. Your investigation must be based on **one** of the 6 possible actions shown in in **Source C**.

Choose which action your investigation will focus on:

Using the statement of inquiry below and your chosen action, **formulate** a clear and focused research question for an investigation in to your local community.

Statement of inquiry: Individual actions can lead to changes in the way communities respond to climate change (2 marks)

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	Rewording the statement of inquiry into a question cannot be rewarded.
1	The student formulates a research question that is either clear or focused and connected to the statement of inquiry.	<p>The following is an example of a response that would be awarded 1 mark</p> <p>How would increasing food production in Doha reduce its carbon footprint?</p> <p><i>One element (time, place, space or other) must be included (in addition to the question being clear or connected to the statement of inquiry). In the example above, place (Doha) is included.</i></p> <p><i>Research questions may be worded as statements.</i></p>
2	The student formulates a research question that is both clear and focused and connected to the statement of inquiry.	<p>The following is an example of a response that would be awarded 2 marks</p> <p>How would increasing food production in Doha reduce its carbon footprint by 2030?</p> <p><i>At least two elements (time, place, space or other) must be included (in addition to the question being clear and connected to the statement of inquiry). In the example above, place (Doha) and time (by 2030) are included.</i></p> <p><i>Research questions may be worded as statements.</i></p>

Question 4b.

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

Statement of inquiry: Individual actions can lead to changes in the way communities respond to climate change.

(4 marks)

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student states the relevance of the research question to the statement of inquiry.	<p>The following is an example of a response that would be awarded 1 mark</p> <p>It focuses on how people in Doha can reduce the impact of climate change.</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 outlines the relevance of the research question to the statement of inquiry.	<p>The following is an example of a response that would be awarded 2 marks</p> <p>It focuses on how people in Doha can reduce the impact of climate change by becoming less dependent on imported food.</p> <p><i>Likely to be a single sentence with two clauses or two/three short sentences that provides brief detail (or a single factor) on why the RQ is relevant to the Sol.</i></p>
3	The student describes the relevance of the research question to the statement of inquiry.	<p>The following is an example of a response that would be awarded 3 marks</p> <p>Qatar imports a lot of food, which leads to more CO₂ being used. This research question would allow me to investigate how individual food choices could reduce Doha's carbon footprint. It focuses on how people in Doha can reduce the impact of climate change by becoming less dependent on imported food.</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>

		<i>More important than the length of the response is the quality and depth provided.</i>
4	The student justifies the relevance of the research question to the statement of inquiry.	<p>The following is an example of a response that would be awarded 4 marks</p> <p>Qatar is a desert country and primarily relies on imported food products, which contributes to global CO₂ emissions. Qatar has an extremely high carbon footprint so this research question would allow me to investigate how individual food choices could reduce Doha's carbon footprint. It focuses on how people in Doha can reduce the impact of climate change by becoming less dependent on imported food.</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>

Question 4c.

Identify one secondary source of information that would be helpful for your investigation.

(1 mark)

Responses *may* include:

- Statistics from your local government
- GIS map on greenhouse gas emissions in your area
- Newspaper/website articles relating to the topic of the investigation

Award any valid response.

Note: Do not accept vague responses such a 'Statistics' or 'Newspaper'.

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

Question 4d.

Explain one benefit of including the secondary source you identified in part c) in 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 states the benefit of including this secondary source in their investigation.	<p>The following is an example of a response that would be awarded 1 mark</p> <p>A website article would contain background information on my topic.</p> <p><i>Only one benefit needs to be mentioned to warrant (1 mark). 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 benefit.</i></p>
2	The student outlines the benefit of including this secondary source in their investigation.	<p>The following is an example of a response that would be awarded 2 marks</p> <p>A website article would contain background information on my topic, which can help me get a better understanding of my research question.</p> <p><i>Only one benefit needs to be mentioned to warrant (2 marks). The quality of the response is what is rewarded, not the number of benefits referred to.</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 explains the benefit of including this secondary source in their investigation.	<p>The following is an example of a response that would be awarded 3 marks</p> <p>A website article would contain background information on my topic, which can help me get a better understanding of my research question. This could provide a starting point to help me decide on the best primary data to include.</p> <p><i>Only one benefit needs to be mentioned to warrant (3 marks). The quality of the response is what is rewarded, not the number of benefits referred to.</i></p> <p><i>At least one benefit should be considered in detail, along with reasoning to be awarded (3 marks).</i></p>
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Question 4e.

Outline one challenge that you might face when carrying out your investigation.

(2 marks)

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	The response does not identify a challenge or is too vague to be awarded a mark.
1	The student states one challenge they might face when carrying out their investigation	<p>The following is an example of a response that would be awarded 1 mark</p> <p>Gathering sufficient primary data.</p> <p><i>A valid challenge is mentioned in a brief response.</i></p>

2	The student outlines one challenge they might face when carrying out their investigation	<p>The following is an example of a response that would be awarded 2 marks</p> <p>Gathering sufficient primary data might be difficult, as people might not want to be interviewed.</p> <p><i>Some detail about the nature of the challenge is provided in the response.</i></p>
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Question 5.

The video below shows the development of six urban settlements over the past 35 years. Watch the video to help you prepare to answer a question on the challenges of urban growth.

You have been invited to be the guest speaker at this year's International Urban Design Conference. Your speech will focus on the challenges of urban growth for communities and the environment.

Write a persuasive speech to **explain at least one** possible solution to the challenges presented by urban growth.

In your speech, you should:

- include examples from your MYP studies
- refer to either communities **or** the environment

(18 marks)

Criterion A		
Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student demonstrates limited knowledge and understanding by outlining one possible solution to a challenge presented by urban growth, using a limited example and limited relevant terminology.	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>Rapid urban growth can result in health issues like diarrhoea. This can be improved by building communal toilets.</p>

		<p><i>Responses are likely to be brief, with little detail.</i></p> <p><i>There is requirement to include an example (this does not need to be a named location but could be an example of an issue or solution) but the lack of one does not mean the student cannot be awarded (1 mark).</i></p> <p><i>Terminology may be limited in terms of accuracy and/or frequency.</i></p> <p><i>Errors should not be penalized.</i></p>
2–3	<p>The student demonstrates adequate knowledge and understanding by describing at least one possible solution to the challenges presented by urban growth for communities and/or the environment using satisfactory examples and appropriate relevant terminology.</p>	<p>The following is an example of the type of response that would be awarded (3 marks).</p> <p>Rapid urban growth can lead to the growth of slums in Dhaka. Currently, streets and rivers are used as toilets so this would improve their cleanliness. The lack of access to sewage and clean water can lead to health issues like diarrhoea and water pollution. The local government could build communal toilets to reduce water pollution and could educate residents on personal hygiene to avoid diarrhoea.</p> <p><i>It should be evident that the student has knowledge of the particular issue/topic 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></p> <p><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 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> <p><i>Terminology used should be accurately used in the correct context.</i></p> <p><i>Errors should not be penalized.</i></p>
4–5	<p>The student demonstrates substantial knowledge and understanding by explaining at least one possible solution to the challenges presented by urban growth for communities and/or the environment, using accurate examples and appropriate relevant terminology.</p>	<p>The following is an example of the type of response that would be awarded (4 marks).</p> <p>Rapid urban growth has led to the growth of slums in Dhaka with 400,000 poor people migrating to the city each year. These slums do not have good infrastructure, therefore a lack of access to sewage and clean water can lead to health issues like diarrhoea and water pollution.</p> <p>The local government could build communal toilets to reduce water pollution. Currently, streets and rivers are used as toilets so this would improve their cleanliness. This solution minimises the</p>

		<p>amount of human waste in the waterways in Dhaka, which is a main cause of the health issues there.</p> <p>This would be even more effective if combined with educating residents on personal hygiene to avoid diarrhoea.</p> <p><i>At this level, students need to demonstrate a very good understanding of the issue/topic by providing a detailed and logical response to the question.</i></p> <p><i>The student should call on appropriate example(s) that support their point(s).</i></p> <p><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></p> <p><i>Terminology used should be accurately and effectively used in the correct context.</i></p> <p><i>Errors should not be penalized.</i></p>
6	<p>The student demonstrates detailed knowledge and understanding by thoroughly explaining at least one possible solution to the challenges presented by urban growth for communities and/or the environment, using accurate and effective examples and appropriate relevant terminology.</p>	<p>The following is an example of the type of response that would be awarded (6 marks).</p> <p>Rapid urban growth has led to the growth of slums in Dhaka with 400,000 people migrating to the city each year and over 1 million living in slums. These slums do not have good infrastructure, therefore a lack of access to sewage and clean water can lead to health issues like diarrhoea and water pollution. By 2030, Dhaka will be the world's 6th largest mega-city, which will increase the need for freshwater supplies, especially in the slums. The majority of slum-dwellers live in extreme poverty and lack the resources and awareness to address these issues.</p> <p>One solution to this challenge is for the local government to build communal toilets to reduce water pollution. Currently, streets and rivers are used as toilets so by making toilets available to residents of the slum, more people would use them. Contaminated water is the main cause of health issues in the slums. By having a developed sewage system, the risk of diseases spreading would be greatly reduced as the human waste would not end up in the people's water supply.</p> <p>Clean water improves the health of the community, which is a challenge facing slums. This would be even more effective if combined with educating residents, particularly children, on personal hygiene to avoid diarrhoea. A better understanding of personal hygiene would help to prevent the spread of bacteria.</p>

	<p><i>The response should be very detailed and provide clear reasoning, making use of example(s) that work to demonstrate a comprehensive understanding of the issue/topic.</i></p> <p><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></p> <p><i>Terminology used should be accurately and effectively used in the correct context.</i></p> <p><i>Errors should not be penalized.</i></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>One of the following is included:</p> <ul style="list-style-type: none"> • An introduction (referring to the context or audience) • A conclusion <p>They do not need to be separated by paragraphs for marks to be awarded.</p>
2	<p>Two of the following are included:</p> <ul style="list-style-type: none"> • An introduction (referring to the context or audience) • A conclusion <p>They do not need to be separated by paragraphs for marks to be awarded.</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.	
1–2	The student communicates information and ideas using a style and language that are rarely appropriate to the format of a persuasive speech for an audience of MYP students and purpose of explaining.	<p>Language is rarely clear or appropriate to what would be expected in a persuasive speech.</p> <p>Writes in an inappropriate register and style that do not serve the context and intention.</p> <p>Language is basic/simple and doesn't engage the audience effectively</p> <p>Text may be overly short.</p>
3–4	The student communicates information and ideas using a style and language that are occasionally appropriate to the format of a persuasive speech for an audience of MYP students and purpose of explaining.	<p>Language is occasionally clear and appropriate to what would be expected in a persuasive speech.</p> <p>Sometimes writes in a register and style that serve the context and intention.</p> <p>Some language features such as hyperbole, metaphor, rhetorical questions, concise sentences and emotive vocabulary are used to engage the audience.</p>
5–6	The student communicates information and ideas using a style and language that are consistently appropriate to the format of a persuasive speech for an audience of MYP students and purpose of explaining.	<p>Language is clear and completely appropriate to what would be expected in a persuasive speech.</p> <p>Writes competently in a register and style that serve the context and intention.</p> <p>Language features such as hyperbole, metaphor, rhetorical questions, concise sentences and emotive vocabulary are often used to engage the audience.</p>

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 student structures information and ideas in a way that is rarely effective and appropriate to the audience of MYP students and purpose of explaining.	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 to the audience of MYP students and purpose of explaining.	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 to the audience of MYP students and the purpose of explaining.	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 to the audience of MYP students and the purpose of explaining.	Ideas build on each other in a consistently clear and logical manner. Always uses effective transitions within sentences and/or between sentences and/or paragraphs to show relationships between ideas.

Question 6.

Source D was part of a newspaper article on forced migration. Look at the source and answer the questions that follow.

Question 6a.

(1 mark)

State the increase in the number of refugees from 2008 to 2018.

Award (1 mark) for 10.7 million (or 10,700,000).

Question 6b.

Select the correct response from the drop-down list to complete the sentence.

(1 mark)

The number of _____ is more than four times bigger in 2018 than it was in 2008.

Award (1 mark) for asylum seekers.

Question 7a.

Outline the purpose of **Source D** in a newspaper article on forced migration.

(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 the purpose of Source D	<p>The following is an example of a response that would be awarded 1 mark.</p> <p>To inform readers of the newspaper.</p> <p><i>For 1 mark, students would provide a purpose without elaboration.</i></p>
2	The student outlines the purpose of Source D	<p>The following is an example of a response that would be awarded 2 marks.</p> <p>To inform readers of the newspaper about the changes in the number of migrants in 2008 and 2018.</p> <p><i>For 2 marks, students would elaborate on the purpose of the source.</i></p>

Question 7b.

Outline one value of using **Source D** in a newspaper article on forced migration.

(2 marks)

Mark	Descriptor	Note
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student states one value of using source D in a newspaper article on forced migration	The following is an example of the type of response that would be awarded (1 mark). Using a pictograph makes it easy to understand. <i>For 1 mark, students would provide a statement without elaboration.</i>
2	The student outlines one value of using source D in a newspaper article on forced migration	The following is an example of the type of response that would be awarded (2 marks). Using a pictograph with pictures and numbers makes it easy to understand. The newspaper can spread the information to a wide audience. <i>For 2 marks, students would elaborate on the value of the source being used in a newspaper article, rather than a general value.</i>

Question 8a.

Source E is an infographic from an NGO called Migration Matters.

You will be asked to describe the limitations of **Source E** from the perspective of:

- an MYP year 3 student investigating the causes of forced migration
- an Indian government official writing a report on the impacts of internally displaced people in India.

Explain one limitation of **Source E** from the perspective of an MYP year 3 student investigating the causes of forced migration.

(3 marks)

Mark	Descriptor	Note
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student states one limitation of Source E to an MYP year 3 student investigating the causes of forced migration.	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>There is not enough information on causes.</p> <p><i>A (1 mark) response is likely to be one sentence that hints at a single limitation.</i></p>
2	The student outlines one limitation of Source E to an MYP year 3 student investigating the causes of forced migration.	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p>There is not enough information on causes. It only refers to disaster related causes and not other causes such as wars. The source does not specify which disasters cause displacement in different countries.</p> <p><i>The response is likely to be a single sentence with two clauses or two/three short sentences; the detail provided will be brief.</i></p> <p><i>An example may be used to support the description</i></p> <p><i>The student and/or the investigation should be referred to at this level.</i></p>
3	The student explains one limitation of Source E to an MYP year 3 student investigating the causes of forced migration.	<p>The following is an example of the type of response that would be awarded (3 marks).</p> <p>There is not enough information on causes. It only refers to disaster-related causes and not other causes such as wars, which the student would need. The source does not specify which disasters cause displacement in different countries, which the student would need to know for their investigation. This source alone does not give the student enough information or detail for a full investigation.</p> <p><i>One limitation should be considered with reasoning. An example may be used to support the description. An example may be used to support the description.</i></p> <p><i>The student and/or the investigation should be referred to at this level.</i></p>

		<p>To provide the required level of detail for (3 marks), a short paragraph is likely to be required.</p> <p>More important than the length of the response is the quality and depth provided.</p>
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Question 8b.

Explain one limitation of **Source E** from the perspective of an Indian government official writing a report on the impacts of internally displaced people in India.

(3 marks)

Mark	Descriptor	Note
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student states one limitation of Source E to an Indian government official writing a report on the impacts of internally displaced people in India.	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>The map is from 2016 so is out of date.</p> <p><i>A (1 mark) response is likely to be one sentence that hints at a single limitation.</i></p>
2	The student outlines one limitation of Source E an Indian government official writing a report on the impacts of internally displaced people in India.	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p>The map is from 2016 so is out of date. A government official would need statistics from this year for their report. The situation could have changed since 2016 and the impact of internally displaced people in India could be very different now.</p> <p><i>The 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 explains one limitation of Source E to an Indian government official writing a report on the impacts of internally displaced people in India.	<p>The following is an example of the type of response that would be awarded (3 marks).</p> <p>The map is from 2016 so is out of date. A government official would need statistics from this year for their report to keep the report up to date. The situation could have changed since 2016 and</p>

	<p>the impact of internally displaced people in India could be very different now. If the government official used this source, their report could be invalid as the impacts have changed.</p> <p><i>One limitation should be considered with reasoning. An example may be used to support the description. An example may be used to support the description.</i></p> <p><i>The student and/or the investigation should be referred to at this level.</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>
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Question 9.

“Migration creates more benefits for societies than negative consequences.” **To what extent** do you agree with this statement?

In a well-structured essay, you must include:

- appropriate geographical terminology
- positive and negative consequences of migration
- examples from your MYP studies to support your arguments.

(24 marks)

The table below shows criterion A and D.

In the notes column, the *italicized* text indicates the level of contextual and conceptual understanding (criterion A) required for each markband. The underlined text indicates the level of discussion and synthesis required for each markband.

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

Marks	Descriptor for Criterion A	Notes	Descriptor for Criterion D
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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	<p>The student demonstrates limited contextual and conceptual understanding in an outline, using minimal examples and limited relevant terminology</p> <p><i>Responses are likely to be brief, with little detail.</i></p> <p><i>There is requirement to include an example (this does not need to be a named location but could be an example of an issue) but the lack of one does not mean the student cannot be awarded a mark in this band.</i></p> <p><i>Terminology may be limited in terms of accuracy and/or frequency.</i></p> <p><i>Errors should not be penalized.</i></p>	<p>The following is an extract from the type of response that would be awarded 2 marks.</p> <p><i>Voluntary migration means that people are moving for better job opportunities. This is essential to migrants who need more money to support themselves or their families.</i></p> <p><u><i>If people are moving for jobs, positions in the community will be filled and this will be good for the economy.</i></u></p>	<p>The student provides one perspective in a basic analysis and summarizes information to a limited extent in response to the question posed</p> <p><i>A perspective is included, which may not be used to reach a conclusion at this level</i></p> <p><i>The response will show little or no evidence of examples being unpacked to inform the student's argument.</i></p>
3–4	<p>The student demonstrates adequate contextual and conceptual understanding in a description, using satisfactory examples and appropriate relevant terminology</p> <p><i>It should be evident that the student has knowledge of the particular issue/topic and they should be able to call on relevant example(s) to support their point(s) but these examples might</i></p>	<p>The following is an extract from the type of response that would be awarded 4 marks.</p> <p><i>Voluntary migration means that people are moving for better job opportunities. This is essential to migrants who need more money to support themselves or their families.</i></p> <p><u><i>If people are moving for jobs, positions in the community will be filled and this will be good for the economy. This will be a benefit to the economy as there will be an</i></u></p>	<p>The student provides different perspectives in an analysis and summarizes information to make clear arguments in response to the question posed.</p> <p><i>Two or more perspectives should be included with development of these used to reach a conclusion, which is likely to be not fully developed at this level.</i></p> <p><i>The response should include evidence of examples being unpacked to inform the student's argument.</i></p>

	<p><i>be lacking in detail or not be the most appropriate.</i></p> <p><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 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> <p><i>Terminology used should be accurately used in the correct context.</i></p> <p><i>Errors should not be penalized.</i></p>	<p><u>increase in the number of economically active people who will pay taxes.</u> For example, rural migrants in China boosted the economy by moving to cities and working in industries such as construction.</p> <p><u>However, migration can create tension between locals and migrants that can lead to xenophobic attacks.</u> For example in Dresden, Germany, there were attacks on refugee shelters. <u>Some locals don't like the influence of migrants on their culture and do not want a multicultural society.</u> This is a negative impact of migration.</p> <p><u>In conclusion, migration has more benefits than negatives.</u></p>	
5–6	<p>The student demonstrates substantial contextual and conceptual understanding in an explanation, using accurate examples and appropriate relevant terminology</p> <p><i>At this level, students need to demonstrate a very good understanding of the issue/topic by providing a detailed and logical response to the question. The student should call on appropriate example(s) that support their point(s). There may be some reasoning provided but if the examples/terminology/detail in the</i></p>	<p>The following is an extract from the type of response that would be awarded 5 marks.</p> <p><i>Voluntary migration means that people are moving for better job opportunities. This is essential to migrants who need more money to support themselves or their families.</i></p> <p><u>If people are moving for jobs, positions in the community will be filled and this will be good for the economy. This will be a benefit to the economy as there will be an increase in the number of economically active people who will pay taxes.</u> For example, rural migrants in China boosted the economy by moving to cities and working in industries such as</p>	<p>The student provides different perspectives in an analysis and synthesizes information to make clear arguments in response to the question posed.</p> <p><i>Two or more perspectives should be included with development of these used to reach a conclusion, which is likely to be well-developed at this level.</i></p> <p><i>The response should include evidence of examples being unpacked and used effectively to inform and support the student's argument.</i></p>

	<p>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). Terminology used should be accurately and effectively used in the correct context.</p> <p>Errors should not be penalized.</p>	<p>construction. <u>Without this migration, China's coastal cities like Shanghai would not have been able to develop its exports and therefore its economy. The increase in taxes has allowed Shanghai's infrastructure to grow. Migration brings many economic benefits as can be seen in this example.</u></p> <p><u>However, migration can create tension between locals and migrants that can lead to xenophobic attacks. For example in Dresden, Germany, there were attacks on refugee shelters. Some locals don't like the influence of migrants on their culture and do not want a multicultural society. This is a negative impact of migration, however this does not outweigh the economic benefits that migration brings to societies.</u></p> <p><u>In conclusion, these examples demonstrate that to a large extent migration does bring more benefits than negatives to societies.</u></p>	
7–8	<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 response should be very detailed and provide clear reasoning, making use of example(s) that work to</p>	<p>The following is an extract from the type of response that would be awarded 7 marks.</p> <p><i>Voluntary migration means that people are moving for better job opportunities. This is essential to migrants who need more money to support themselves or their families.</i></p> <p><u>If people are moving for jobs, positions in the community will be filled and this will be good for the economy. This will be a</u></p>	<p>The student provides different perspectives in a detailed discussion and synthesizes information to make clear arguments in response to the question posed.</p> <p><i>Two or more perspectives should be included with thorough development of these used to reach a conclusion, which is likely to be fully-developed at this level.</i></p> <p><i>The response should include evidence of examples being unpacked and used effectively to inform and support a comprehensive argument.</i></p>

	<p><i>demonstrate a comprehensive understanding of the issue/topic.</i></p> <p><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></p> <p><i>Terminology used should be accurately and effectively used in the correct context.</i></p> <p><i>Errors should not be penalized.</i></p>	<p><u><i>benefit to the economy as there will be an increase in the number of economically active people who will pay taxes. For example, rural to urban migration in China boosted the economy as 225 million migrants moved to cities and began working in industries such as construction. Without this migration, China's coastal cities like Shanghai would not have been able to develop its exports and therefore its economy. The increase in taxes has allowed Shanghai's local government to invest in infrastructure, leading to better access to hospitals and improved roads, which has in turn increased the quality of life for migrants and locals. Migration brings many short-term and long-term economic benefits as can be seen in this example.</i></u></p> <p><u><i>However, migration can create tension between locals and migrants that can lead to xenophobic attacks. For example in Dresden, Germany, there were attacks on refugee shelters.</i></u></p> <p><u><i>Some locals don't like the influence of migrants on their culture and do not want a multicultural society. Germany accepted 1 million refugees and while these attacks are shocking, they are not widespread. This is a negative impact of migration, however as this is a short-term negative impact on society and due to the isolated nature, it does not outweigh the positive impacts.</i></u></p> <p><u><i>In conclusion, these examples demonstrate that to a large extent</i></u></p>	<p><i>The student may have demonstrated critical thinking, 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 analytical skills and quite different responses may be awarded the same mark.</i></p>
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		<u>migration does bring more benefits than negatives to societies.</u>	
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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	Two of the following elements are included: <ul style="list-style-type: none">• introduction• main body of text• conclusion Note: The elements must appear as separate paragraphs
2	Three of the following elements are included: <ul style="list-style-type: none">• introduction• main body of text• conclusion Note: The elements must appear as separate paragraphs.

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 rarely appropriate 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 occasionally appropriate to the audience and purpose of informing	The style of writing is not always consistent with what would be expected in an essay. It may appear to be more informal, for example using colloquialisms or rhetorical questions.
3	The style and language used are consistently 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 throughout.

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 rarely 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.
2	The organizational structure is occasionally 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 consistently effective	Paragraphs and 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.