

Markscheme

May 2022




















Integrated humanities

On-screen examination

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

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

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

Command term	Definition
Analyse	Break down in order to bring out the essential elements or structure. To identify parts and relationships, and to interpret information to reach conclusions.
Describe	Give a detailed account or picture of a situation, event, pattern or process.
Discuss	Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence.
Evaluate	Make an appraisal by weighing up the strengths and limitations.
Explain	Give a detailed account including reasons or causes.
Formulate	Express precisely and systematically the relevant concept(s) or argument(s).
Justify	Give valid reasons or evidence to support an answer or conclusion.
Outline	Give a brief account or summary.
State	Give a specific name, value or other brief answer without explanation or calculation.
Summarize	Abstract a general theme or major point(s).
Synthesize	Combine different ideas in order to create new understanding.
To what extent	Consider the merits or otherwise of an argument or concept. Opinions and conclusions should be presented clearly and supported with appropriate evidence and sound argument.

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

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

Question 1 – Criterion A

Outline one impact of trade between countries in history.

(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 impact trade between countries has had in history	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p><i>Increased connections between countries.</i></p> <p>For (1 mark), the impact may be general or generic but this can be rewarded.</p>
2	The student outlines one impact trade between countries has had in history	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p><i>Increased connections between countries by trading different products.</i></p> <p>To award (2 marks), the student must provide some brief detail on the impact.</p>

Question 2 – Criterion A

Explain how **one** of the following can play an important role in creating wealth for **one** country of your choice.

Select **one** economic agent

- Banks
- Consumers
- Governments
- Producers

(4 marks)

Note: responses do not need to include historical references to be rewarded.

Note: the reference to how wealth is created in a country can be explicit or implicit.

Note: if the selected economic agent does not match the student response, the response should still be fully rewarded as per the level descriptors.

Note: responses do not need to include a country, it can be implicit.

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student states how one economic agent played an important role in creating wealth for one country.	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p><i>The Canadian government can help the economy with specific measures.</i></p> <p>For (1 mark), students must provide a brief fact/statement about the role the agent has played; the statement may be vague or general. The economic agent does not have to be explicitly mentioned in the response. No further detail is required.</p>
2	The student outlines how one economic agent played an important role in creating wealth for one country.	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p><i>The Canadian government can help the economy with specific measures like creating jobs.</i></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 describes how one economic agent played an important role in creating wealth for one country.	<p>The following is an example of the type of response that would be awarded (3 marks).</p> <p><i>The Canadian government can help the economy with specific measures like creating jobs in different sectors, for example building roads and bridges.</i></p> <p>The economic agent's role should be considered in detail without any comprehensive reasoning provided.</p> <p>An example may be used to support the description, but this does not need to be thorough. An example is not a formal requirement to achieve (3 marks).</p> <p>More important than the length of the response is the quality and depth provided.</p>
4	The student explains how one economic agent played an important role in creating wealth for one country.	<p>The following is an example of the type of response that would be awarded (4 marks).</p> <p><i>The Canadian government can help the economy with specific measures like creating jobs in different sectors, for example building roads and bridges to counter the effect of unemployment. This measure would help maintain economic stability throughout the country.</i></p> <p>A detailed account of the economic agent's role and a reason should be provided to award (4 marks). In the example above, 'to counter the effect of unemployment' implies the creation of wealth.</p> <p>More important than the length of the response is the quality and depth provided.</p>

Question 3 – Criterion B

As part of an Integrated Humanities school project, your teacher would like you to investigate a current problem related to globalization, based on the following argument:

“Wealth should be more equally distributed between developed and developing countries.”

A group of students in your class created an action plan to investigate the problem submitted by your teacher. Before going further into the investigation, you need to **evaluate** their action plan.

(8 marks)

Strengths

Note: It is possible to consider specific parts rather than the whole action plan.

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 the type of response that would be awarded (1 mark).</p> <p><i>The action plan is split into manageable tasks.</i></p> <p>Only one strength needs to be mentioned to warrant (1 mark). General responses such as ‘it is well planned’ can be accepted at this level. A (1 mark) response can be one sentence that refers to a single strength.</p>
2	The student outlines the strength(s) of the action plan.	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p><i>The action plan is split into manageable tasks that are detailing what needs to be done.</i></p> <p>Only one strength needs to be mentioned and elaborated on with brief detail to warrant (2 marks). One or two outlines provided results in (2 marks). However, if a student outlines three or more strengths, they can be awarded (3 marks).</p>

3	The student explains the strength(s) of the action plan.	<p>The following is an example of the type of response that would be awarded (3 marks).</p> <p><i>The actions plan is split into manageable tasks that are detailing what needs to be done. This will help my fellow students make sure that they are fully prepared to complete each task.</i></p> <p>Only one strength needs to be mentioned and elaborated on in additional detail with reasoning to warrant (3 marks). If a student outlines <u>three or more</u> strengths, they can be awarded (3 marks).</p>
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Limitations

Note: Considering how the action plan could be improved can be rewarded under this markband. It is possible to consider specific parts of the action plan.

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><i>The action plan only includes one question for the interview.</i></p> <p>Only one limitation needs to be mentioned to warrant (1 mark).</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.	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p><i>The action plan only includes one question for the interview. This question will limit the information that can be collected.</i></p> <p>Only one limitation needs to be mentioned and elaborated on to warrant (2 marks). One or two outlines provided results in (2 marks). However, if a student outlines three or more limitations, they can be awarded (3 marks).</p> <p>A (2 marks) 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 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><i>The action plan only includes one question for the interview. This question will limit the information that can be collected because this one question alone will not provide enough relevant details.</i></p> <p>Only one limitation needs to be mentioned and elaborated on in additional detail with reasoning to warrant (3 marks).</p> <p>If a student outlines <u>three or more</u> limitations, they can be awarded (3 marks).</p>
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Appraisal

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student states an overall appraisal of the action plan.	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p><i>Overall, the action plan is good but there is room for improvement.</i></p> <p>For (1 mark), the appraisal statement is likely to be a summary of the strengths and limitations or a brief judgment on the investigative process.</p> <p>The appraisal can appear anywhere in the response; it does not have to be a concluding statement.</p>
2	The student outlines an overall appraisal of action plan.	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p><i>Overall, the action plan is good - it provides guidance on what to do for each task. However, some parts of the investigation could be improved, for example by including more interview questions.</i></p> <p>The appraisal statement will weigh up both positive and negative points (this may be done implicitly or explicitly) to make an overall judgement on the students' investigative process.</p> <p>The appraisal can appear anywhere in the response; it does not have to be a concluding statement.</p>

Question 4a – Criterion B

Now you must plan your own investigation to address a current problem related to globalization, based on the argument:
“Wealth should be more equally distributed between developed and developing countries.”

Formulate a clear and focused research question to address the argument.

(2 marks)

Note: Rephrasing the argument into a question should be awarded (0 marks).

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student formulates a research question that is either clear or focused and connected to the argument	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p><i>To what extent is fair trade a good way to help developing countries?</i></p> <p>In the example above, the RQ is clear (you can easily understand the intention of the investigation) and is connected to the argument by referencing a possible solution. However, the question lacks focus as it doesn't mention a specific country or specific fair trade products.</p> <p>The RQ must be connected to the given argument.</p>
2	The student formulates a research question that is both clear and focused and connected to the argument	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p><i>To what extent is buying fair trade coffee helping producers in Colombia?</i></p> <p>In the example above, the RQ is clear (you can easily understand the intention of the investigation) and is connected to the argument by referencing a product and a named society, so merits (2 marks). Focus can be provided in a number of ways, for example by including a time period, or a group of people (producers) but it is not always essential.</p> <p>The RQ must be connected to the argument.</p>

Question 4b – Criterion B

Justify the usefulness of your research question to address the argument.

(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 usefulness of the research question to address the argument	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p><i>My question identifies a specific product and a country.</i></p> <p>No detail is required. This is likely to be a single sentence response that makes a simple connection between the argument and the RQ.</p>
2	The student outlines the usefulness of the research question to address the argument	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p><i>My question identifies a specific product and a country and looks at how coffee producers could improve their income.</i></p> <p>Likely to be a single sentence with two clauses or two/three short sentences that provides brief detail (or a single factor) on how the RQ is relevant to the argument. If the student states multiple ways that the RQ is relevant to the title, (2 marks) can be awarded.</p>
3	The student describes the usefulness of the research question to address the argument	<p>The following is an example of the type of response that would be awarded (3 marks).</p> <p><i>My question identifies a specific product and a country and looks at how coffee producers could improve their income through the fair distribution of one of the country's largest exports.</i></p> <p>At least one argument/factor should be considered in detail without providing reasoning why the RQ is relevant to the argument.</p> <p>More important than the length of the response, is the quality and depth provided.</p>

4	The student justifies the usefulness of the research question to address the argument	<p>The following is an example of the type of response that would be awarded (4 marks).</p> <p><i>My question identifies a specific product and a country and looks at how coffee producers could improve their income through the fair distribution of one of the country's largest exports. When consumers buy fair trade coffee, they vastly improve the working and living conditions of families living in developing countries, that's a solution to better distribute wealth between countries.</i></p> <p>At least one argument/factor should be considered in detail, along with reasoning why the RQ is relevant to the argument. Reference to the argument does not need to be explicit, as in the example above, it could be implied.</p> <p>More important than the length of the response, is the quality and depth provided.</p>
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Question 4c – Criterion B

Outline whether this source would be useful **or** not useful for your investigation.

(2 marks)

Note: The student can make reference to their research question or the argument to support their answer.

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student states whether this source would be useful or not useful for the investigation.	<p>The following are examples of the type of response that would be awarded (1 mark).</p> <p><i>Useful: This source will help identify rich and developing countries.</i></p> <p><i>Not useful: It is not specific enough for my research.</i></p> <p>For (1 mark), the response might be general or generic but this can be rewarded. The student only needs to address one option.</p>
2	The student outlines whether this source would be useful or not useful for the investigation.	<p>The following are examples of the type of response that would be awarded (2 marks).</p> <p><i>Useful: This source will help identify rich and developing countries and the concentration of wealth in certain areas of the globe.</i></p> <p><i>Not useful: It is not specific enough for my research. The source doesn't show trade between developed and developing countries.</i></p> <p>To award (2 marks), the student must provide some brief detail and the response should relate to their investigation. The student only needs to address one option.</p>

Question 4d – Criterion B

State one primary source that would help you in your investigation.

(1 mark)

Responses *may* include:

- Interview with a coffee producer.
- Field investigation (observation) on a coffee farm.
- Collect data on other fair trade products Colombia could export.

Accept any valid response that is specifically related to the investigation (the research question or the argument).

Question 4e – Criterion B

Describe the information that the primary source you stated in part (d) would provide for your investigation.

(3 marks)

Note: The student can make reference to their research question or the argument to support their answer.

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student states how the primary source stated in part 4d would help their investigation	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p><i>The interview with the coffee producer will help me understand the difficulties they have faced first-hand.</i></p> <p>For (1 mark), the benefit of the source is brief. Examples are likely to not be included at this level.</p>
2	The student outlines how the primary source stated in part 4d would help their investigation	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p><i>The interview with the coffee producer will help me understand the difficulties they have faced first-hand and some of the benefits of fair trade on their livelihood.</i></p> <p>At this level, the benefit of the source should be illustrated with examples provided to support the response. The level of details required is in bold.</p>

3	The student describes how the primary source stated in part 4d would help their investigation	<p>The following is an example of the type of response that would be awarded (3 marks).</p> <p><i>The interview with the coffee producer from Colombia, a developing country, will help me understand the difficulties they have faced first-hand and some of the benefits of fair trade on their livelihood. I'll also get information on how they use the extra funds provided by the fair trade premium.</i></p> <p>At this level, the benefit of the source should be illustrated with detailed examples provided to support the response. The examples provided must be specific. The level of details required is in bold.</p>
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Question 5

Due to a growing population in a community of your choice, officials decided to build a new school. They have asked community members the following question: “If you created a new school, what would it be like?”

You must give a convincing presentation to **explain** the benefits of your idea to the local officials. To prepare for your presentation, write a script that must address the following points:

- The importance of a good location
- Environmental sustainability
- Values and/or culture of the community

(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 the benefits of their idea, 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><i>The new school must be located in the middle of town.</i></p> <p><i>All materials used to build the school will be environmentally friendly.</i></p> <p>Responses are likely to be brief, with little detail. At this level, responses might not mention all three points.</p> <p>If one point is covered with some brief detail, that can be awarded (1 mark).</p> <p>There is requirement to include an example but the lack of one does not mean the student cannot be awarded (1 mark).</p> <p>Terminology may be limited in terms of accuracy and/or frequency.</p>

<p>2–3</p>	<p>The student demonstrates adequate knowledge and understanding by describing <i>the benefits of their idea</i>, 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><i>The new school must be located in the middle of town for easy access.</i></p> <p><i>All materials used to build the school will be environmentally friendly. For example, bamboo would be used for tiles, trims, flooring and countertops.</i></p> <p><i>The rich culture of our community must be well represented in the school. My idea is to include a communal space to display different student projects, exhibits and presentations.</i></p> <p>It should be evident that the student has knowledge of the presentation theme 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.</p> <p>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).</p> <p>Terminology should be accurately used in the correct context.</p> <p>Additional note: a response including one or two points only merits a maximum of (3 marks).</p>
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<p>4–5</p>	<p>The student demonstrates substantial knowledge and understanding by explaining <i>the benefits of their idea</i>, 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>The new school must be located in the middle of town for easy access for students and staff. This will help protect the environment and lower pollution and noise in town.</p> <p>All materials used to build the school will be environmentally friendly. For example, bamboo would be used for tiles, trims, flooring and countertops because it regenerates extremely quickly compared to trees.</p> <p>The rich culture of our community must be well represented in the school. My idea is to include a communal space to display different student projects, exhibits and presentations so that the many new students that we welcome to our community every year gain an insight into our values.</p> <p><i>At this level, students need to demonstrate good understanding of the presentation theme by providing a detailed 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 should be accurately and effectively used in the correct context.</i></p>
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6	<p>The student demonstrates detailed knowledge and understanding by thoroughly explaining the benefits of their idea, 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><i>The new school must be located in the middle of town for easy access for students and staff, just by being at walking distance or a short bike ride. This will help protect the environment and lower pollution and noise in town as there won't be a need for mass transport or non-stop cars coming and going before and after school.</i></p> <p><i>All materials used to build the school will be environmentally friendly and reduce our carbon footprint. For example, bamboo would be used for tiles, trims, flooring and countertops because it regenerates extremely quickly compared to trees. Using this material will slow the rate of deforestation.</i></p> <p><i>The rich culture of our community must be well represented in the school. My idea is to include a common space to display different student projects, exhibits and presentations so that the many new students that we welcome to our community every year gain an insight into our values. It could also serve as an area where the students could gather and provide an opportunity for informal discussions and collaboration.</i></p> <p>The response should be very detailed and provide clear reasoning, making use of example(s). However, comprehensive understanding of the presentation theme should be included.</p> <p>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.</p> <p>Terminology used should be accurately and effectively used in the correct context.</p>
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C1: Format

Note: If the features are written in the ‘incorrect’ answer box, they can still be rewarded fully.

Marks	Descriptor
0	The student does not achieve a standard described by any of the descriptors given below.
1	Two of the following features are included: <ul style="list-style-type: none"> • A title • A main body • A conclusion
2	Three of the following features are included: <ul style="list-style-type: none"> • A title • A main body • A conclusion

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 <i>a presentation</i> to an audience of <i>city officials</i> and the purpose of convincing.	<p>Language is rarely clear or appropriate to what would be expected in <i>a presentation</i>. The text reads more formally e.g. like an essay.</p> <p>Language is basic/simple and doesn't convince the audience effectively.</p> <p>Text may be extremely short so that not enough evidence is available to award a higher level.</p>
3–4	The student communicates information and ideas using a style and language that are occasionally appropriate to the format of <i>presentation</i> for an audience of <i>city officials</i> and the purpose of convincing.	<p>Language is clear and appropriate to what would be expected in <i>a presentation</i>.</p> <p>The text reads at times more formally e.g. like an essay and at times like a presentation. (A <i>presentation</i> that is written more like an essay is likely to be awarded (3 marks). If it is written more like a <i>presentation to convince</i>, it is likely to be awarded (4 marks). Best-fit should always be applied.)</p> <p>Some language features such as adjectives, adverbs, hyperbole, metaphor, rhetorical questions, concise sentences and emotive vocabulary are used to convince the audience. The use of first person singular or plural is considered like a presentation.</p>
5–6	The student communicates information and ideas using a style and language that are consistently appropriate to the format of <i>a presentation</i> for an audience of <i>city officials</i> and the purpose of convincing.	<p>Language is clear and completely appropriate to what would be expected in <i>a presentation</i>.</p> <p>The text reads like a <i>presentation</i> throughout, for example by addressing the audience consistently.</p> <p>Language features such as adjectives, adverbs, hyperbole, metaphor, rhetorical questions, concise sentences and emotive vocabulary are often used to convince the audience. The use of first person singular or plural is considered like a presentation.</p>

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 <i>city officials</i> and purpose of convincing.	Ideas rarely build on each other in a logical manner. When appropriate, the student rarely uses effective transitions within sentences and/or between sentences and/or paragraphs to show relationships between ideas. Text may be extremely short so that not enough evidence is available to award a higher level.
2	The student structures information and ideas in a way that is occasionally effective and appropriate to the audience of <i>city officials</i> and purpose of convincing.	Ideas occasionally build on each other in a logical manner. When appropriate, the student 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 <i>city officials</i> and the purpose of convincing.	Ideas frequently build on each other in a logical manner. When appropriate, the student 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 <i>city officials</i> and the purpose of convincing.	Ideas consistently build on each other in a clear and logical manner. When appropriate, the student always uses effective transitions within sentences and/or between sentences and/or paragraphs to show relationships between ideas.

Question 6 – Criterion D

In terms of its origin, purpose, value and limitations, analyse the usefulness of the video to an MYP student studying equity in access to health care systems.

Question 6a

State the origin of the video.

(1 mark)

Award **(1 mark)** for PJR Healthcare or Pixno.com or UN website

Students can be awarded **(1 mark)** for stating the origin Pixno.com or UN website as this is included in the copyright citation from the source.

Question 6b

State the purpose of the video.

(1 mark)

Answers *may* include:

- To inform people about improved health care systems
- To promote one of the SDGs
- To convince people that universal health care is a good thing

Accept any other valid response.

Question 6c

List two values of **Source A** for an MYP student studying equity in access to health care systems.

(2 marks)

Answers *may* include:

- It is objective
- It presents specific data
- It provides multiple benefits of health care

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

Note: Quoting or repeating information from the source should not be rewarded.

Question 6d

List two limitations of **Source A** for an MYP student studying equity in access to health care systems.

(2 marks)

Answers *may* include:

- It doesn't give a breakdown per country
- It doesn't mention the date of data collection
- We don't know how reliable PJR Healthcare is
- The video could have been edited

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

Note: Quoting or repeating information from the source should not be rewarded.

Responses may include **content** (accuracy/objectivity of information, scope/perspectives included and depth, layout and communication), **origin** (bias, how recent the source is, country or author - experts/reliability of source or studies, citations), **purpose** (intended audience, platform, facts or opinions)

Question 7 – Criterion D

With specific references to the sources, **compare and contrast** Source A and Source B in terms of their views on universal health care.

(6 marks)

Note: If the student only refers to similarities or differences, the maximum mark that can be awarded is (3 marks).

Note: Do not award marks for addressing similarities and differences in how the sources communicate about healthcare, only for addressing similarities and differences in the sources' actual views of health care.

Note: If the student only refers to one source, award (0 marks).

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student provides a limited account by stating one similarity or one difference of the perspectives of each source.	<p>The following is an example of the type of response that would be awarded (1 mark). <i>Both sources see the usefulness of access to universal healthcare for all.</i></p> <p>To be awarded (1 mark), students must provide a brief statement or fact in relation to one similarity or difference.</p>
2–3	The student provides a satisfactory account by outlining similarities and/or differences of the perspectives of each source.	<p>The following is an example of the type of response that would be awarded (3 marks). <i>Both sources see the usefulness of access to universal healthcare for all. Source A only shows advantages of it like reducing poverty but Source B addresses both pros and cons.</i></p> <p>At this level, students may only refer to a single similarity and/or difference in their response. 'Best fit' should be applied to determine the appropriate mark.</p>
4–5	The student provides a detailed account by describing the similarities and differences of the perspectives of each source.	<p>The following is an example of the type of response that would be awarded (4 marks). <i>Both sources see the usefulness of access to universal healthcare for all by showing the positive effects this can have on communities. However, Source A only shows advantages of it like reducing poverty but Source B addresses both pros and cons, such as lower costs and long wait times.</i></p> <p>At this level, students should refer to both similarities and differences.</p>
6	The student provides a thorough account by describing in detail the similarities and differences of the perspectives of each source.	<p>The following is an example of the type of response that would be awarded (6 marks). <i>Both sources see the usefulness of access to universal healthcare for all by showing the positive effects this can have on communities. In Source A, it talks about overall equality and Source B states that everyone would receive the same level of care from doctors.</i> <i>However, Source A only shows advantages of universal healthcare like reducing poverty as it is free for everyone but Source B addresses both pros and cons, such as lower costs and long wait times and impacts on government budgets.</i></p> <p>At this level, students should refer to both similarities and differences in detail. Students may include analysis in their response but this is not a requirement to achieve this markband.</p>

Question 8

In this task, you have reflected on how universal health care can impact upon fairness. Now you must consider fairness from another perspective and apply it in a different context.

Write a well-structured essay to answer the following question.

To what extent should leaders prioritise fairness?

In your essay, you **must**:

- refer to at least one type of world leader (for example, superpowers, supra-national organizations or political leaders such as an elected official)
- provide examples that can be national or global to support your argument
- avoid using examples related to universal health care systems in your response
- consider different perspectives.

(24 marks)

Marks	Descriptor for Criterion A	Notes
0	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 terminology	<ul style="list-style-type: none"> • Responses are likely to be brief, with little detail, i.e. an outline. • There is requirement to include an example but the lack of one does not mean the student cannot be awarded a mark in this band. • Terminology may be limited in terms of accuracy and/or frequency.
3–4	The student demonstrates adequate contextual and conceptual understanding in a description , using satisfactory examples and appropriate terminology.	<ul style="list-style-type: none"> • It should be evident that the student has knowledge of the particular issue/topic. • 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. • There is likely to be little or no reasons provided in the response i.e. there may be some reasons provided but if the examples/terminology/detail in the response are not sufficient enough to warrant a mark in the higher band then a mark in this band should be awarded (see best-fit guidance at the start of the document). • Terminology should be accurately used in the correct context.
5–6	The student demonstrates substantial contextual and conceptual understanding in an explanation , using accurate examples and appropriate terminology.	<ul style="list-style-type: none"> • At this level, students need to demonstrate a very good understanding of the issue/topic by providing a detailed response to the question. An explanation requires reasons to be included. • The student should call on appropriate examples that support their points. • Terminology should be accurately and effectively used in the correct context most of the time.

7–8	The student demonstrates detailed contextual and conceptual understanding in a thorough explanation , using accurate and effective examples and appropriate terminology.	<ul style="list-style-type: none"> The response should be very detailed and provide clear reasons, making use of examples that work to demonstrate a comprehensive understanding of the issue/topic. 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. Terminology should be accurately and effectively used in the correct context all of the time.
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Note: A response that includes one perspective is likely to be awarded (1-2 marks).

Note: A response that does not include a conclusion indicating the extent to which fairness should be a priority is likely to be awarded (1-2 marks).

Marks	Descriptor for Criterion D	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1–2	The student provides one perspective in a basic analysis and summarizes information to a limited extent in response to the question posed	<ul style="list-style-type: none"> One perspective is included and is only considered superficially, i.e. only general or vague points are made. The response might not reach a conclusion or fully answer the question (for example, deciding on whether should fairness be a priority for world leaders) at this level The response will show little or no evidence of examples being used to help inform the student's argument. The argument may not always be relevant or appropriate.
3–4	The student provides different perspectives in an analysis and summarizes information to make clear arguments in response to the question posed.	<ul style="list-style-type: none"> Two perspectives (e.g. arguing two sides) must be included with development of these to show an understanding of both and their implications; the two perspectives will not be equally considered/balanced. A conclusion indicating the extent to which fairness should be a priority for world leaders, which is likely to be not fully developed at this level, is expected nevertheless. The response should include evidence of examples being used to inform the student's argument.
5–6	The student provides different perspectives in an analysis and synthesizes information to make clear arguments in response to the question posed.	<ul style="list-style-type: none"> Two perspectives (e.g. arguing two sides) must be included with substantial development of these to show a good understanding of both and their implications, the two perspectives must be equally considered/balanced. Ideas about the extent to which fairness should be a priority for world leaders are combined to form a clear and coherent conclusion is required . The synthesis (combining ideas) could appear in the main body of the essay or in the conclusion. The response should include evidence of examples being used effectively to inform and support an argument.

7–8	The student provides different perspectives in a detailed discussion and synthesizes information to make clear arguments in response to the question posed.	<ul style="list-style-type: none"> Two perspectives (e.g. arguing two sides) must be included with thorough development of these to show an excellent understanding of both and their implications. The two perspectives must be equally considered/balanced and detailed. Ideas on the extent to which fairness should be a priority for world leaders are combined to form a clear, coherent and convincing conclusion. The response should include evidence of examples being used effectively to help inform and support a comprehensive argument. Although the student will have demonstrated critical thinking, this does not mean that the response must be perfect or the best example of a response you have seen; there are multiple ways of demonstrating analytical skills and quite different responses may be awarded the same mark.
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C1: Format	
Marks	Notes
0	The student does not achieve a standard described by any of the descriptors given below.
1	Two of the following elements are included: introduction, a main body of argument or a conclusion. Note: The elements must appear as separate paragraphs. If this is not the case (0 marks) should be awarded.
2	Three of the following elements are included: introduction, a main body of argument and a conclusion. Note: The elements must appear as separate paragraphs.

C2: Communicating information and ideas		
Marks	Descriptor	Notes
0		
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 mostly unclear. Text may be extremely short so that not enough evidence is available to award a higher level.
2	The style and language used is mainly appropriate to the audience and purpose of informing	The style of writing is not always consistent. It may appear to be more informal in style than expected in an essay. Language may be less clear in places.
3	The style and language used is 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.

C3: Organizational structure		
Marks	Descriptor	Notes
0		
1	The organization structure is occasionally effective	Paragraphs/ideas sometimes build on each other in a logical manner. When appropriate, rarely uses effective transitions within sentences or between sentences and/or paragraphs to show relationships between ideas. Text may be extremely short so that not enough evidence is available to award a higher level.
2	The organizational structure is mainly effective .	Paragraphs/ideas build on each other in a mainly logical manner. When appropriate, sometimes uses effective transitions within sentences and 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. When appropriate, uses effective transitions within sentences and between sentences and/or paragraphs to show relationships between ideas.