

Markscheme

May 2023




















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

Explain how **one** international institution or organization has improved either peace, stability or cooperation in the world.

(4 marks)

Note: if no international institution or organization is mentioned, 0 marks must be awarded.

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student states how one international institution or organization has improved either peace, stability or cooperation in the world.	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>The UN has helped to maintain international peace.</p> <p><i>A (1 mark) response is likely to be a brief sentence.</i></p>
2	The student outlines how one international institution or organization has improved either peace, stability or cooperation in the world.	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p>The UN has helped to maintain international peace after WW2 with the intention to promote collective security.</p> <p><i>A (2 marks) response is likely to be a single sentence that is elaborated on; the detail provided will be brief.</i></p>
3	The student describes how one international institution or organization has improved either peace, stability or cooperation in the world.	<p>The following is an example of the type of response that would be awarded (3 marks).</p> <p>The UN has helped to maintain international peace after WW2 with the intention to promote collective security. Members of the UN respond to violations of peace with sanctions.</p> <p><i>Responses should be considered in detail without any comprehensive reason given. An example may be used to support the description.</i></p> <p><i>More important than the length of the response is the quality and depth provided.</i></p> <p><i>At this level, responses may include many examples or details but without clear reasoning.</i></p>

4	The student explains how one international institution or organization has improved either peace, stability or cooperation in the world.	<p>The following is an example of the type of response that would be awarded (4 marks).</p> <p>The UN has helped to maintain international peace after WW2 with the intention to promote collective security. Members of the UN respond to certain violations with military and economic sanctions. By using these sanctions, the UN is able to influence countries to follow international law and customs to ensure a decent standard of living around the world and to prevent other conflicts.</p> <p><i>Responses should be considered in detail, along with a reason. An example may be given to support the explanation but is not essential to be awarded (4 marks).</i></p>
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Question 2 – Criterion A

With reference to **Source A** or your own knowledge, **outline** how **one** current global challenge could be resolved.

(2 marks)

Note: a rewording of the context of the question will be awarded (0 marks) (e.g.: “There needs to be cooperation between countries to stop climate change” or “there needs to be cooperation between countries to stop economic inequality”).

Note: Responses must focus on “how” the challenge could be resolved.

Note: Responses can refer to the challenges that are included in the question.

Note: Cooperation between countries does not need to be specifically mentioned in the response to award marks.

Note: Responses need to include a global challenge, if not 0 marks must be awarded.

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student states how one current global challenge could be resolved.	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>To stop costal water deterioration, countries need to prevent pollution.</p> <p><i>A (1 mark) response is likely to be one sentence including brief details on the challenge.</i></p>
2	The student outlines how one current global challenge could be resolved	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p>To stop costal water deterioration, countries need to prevent pollution by disposing of chemicals properly.</p> <p><i>A (2 mark) response is likely to be a single sentence with a challenge that is elaborated on; the detail provided will be brief.</i></p>

Question 3 – Criterion B

There are many factors that can have an impact on superpowers or empires.

A team developed an action plan for an investigation into the importance of one of these factors: cultural strength.

You will be asked to evaluate their action plan.

Evaluate the team’s action plan for the investigation on the importance of cultural strength for a superpower or an empire.

(8 marks)

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

Strengths		
Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student 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>The action plan includes detailed information on the tasks to be completed.</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 the type of response that would be awarded (2 marks).</p> <p>The action plan includes detailed information on the tasks to be completed such as team strategy, a brainstorm session, the sources to look at and writing the report.</p> <p><i>Only one strength needs to be mentioned and elaborated on to warrant (2 marks). The quality of the response is what is rewarded, not the number of strengths referred to. However, if a student outlines 3 or more strengths, they can be awarded (3 marks).</i></p> <p><i>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.</i></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>The action plan includes detailed information on the four tasks to be completed such as team strategy, a brainstorm session, the sources to look at and writing the report. Establishing a clear plan before the start of the investigation helps to understand all the work there is to do.</p> <p><i>Only one strength needs to be mentioned and elaborated on in additional detail with reasoning to warrant (3 marks). The quality of the response is what is rewarded, not the number of strengths referred to.</i></p> <p><i>If a student outlines 3 or more strengths, they can be awarded (3 marks).</i></p>
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Limitations		
Note: suggesting alternative methods can be interpreted as addressing limitations.		
Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student states the limitation(s) of the action plan.	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>The research question is too vague for this investigation.</p> <p><i>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.</i></p> <p><i>A (1 mark) response can be one sentence that refers to a single limitation.</i></p>
2	The student outlines the limitation(s) of the action plan.	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p>The research question is too vague for this investigation. It doesn't name a superpower or an empire.</p> <p><i>Only one limitation needs to be mentioned and elaborated on to warrant (2 marks). The quality of the response is what is rewarded, not the number of limitations referred to. However, If a student outlines 3 or more limitations, they can be awarded 3 marks.</i></p> <p><i>A (2 mark) response is likely to be a single sentence with two clauses or two/three short sentences; the detail provided will be brief.</i></p>

3	The student explains the limitation(s) of the action plan.	<p>The following is an example of the type of response that would be awarded (3 marks).</p> <p>The research question is too vague for this investigation. It doesn't name a superpower or an empire. As such, the information found might not be focused enough to help fully understand the importance of cultural strength for a superpower or an empire.</p> <p><i>Only one limitation needs to be mentioned and elaborated on in additional detail with reasoning to warrant (3 marks). The quality of the response is what is rewarded, not the number of strengths referred to.</i></p> <p><i>If a student outlines 3 or more limitations, they can be awarded (3 marks).</i></p>
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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 appraisal is stated .	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>Overall, the action plan is good, it has some strengths, but it could also be improved.</p> <p><i>Responses will give an overall appraisal without referencing aspects of the investigation to support it. It may be a general or vague comment that could apply to any investigation.</i></p>
2	The appraisal is outlined .	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p>Overall, the action plan is good, it has some strengths as it includes clear tasks to complete but it could also be improved with a focused research question.</p> <p><i>The appraisal statement will weigh up both positive and negative points and make an overall judgement on the students' investigative process.</i></p> <p><i>The appraisal can appear anywhere in the response; it does not have to be a concluding statement.</i></p>

Question 4 – Criterion B

For a school project, your teacher has asked you to work in a team. Your task is to investigate the effect of **one** of the following factors on a superpower or empire:

- Military
- Economy
- Geography
- Technology
- Political system

(12 marks)

Question 4a

Formulate a clear and focused research question to investigate how **one** of the factors listed above has affected a superpower or an empire.

(2 marks)

Note: Rewording the context of the question should be awarded (0 mark) (e.g., To what extent the economy affects a superpower/empire?)

Note: Examiners should mark positively rewarding what is correct and not take marks away for what is incorrect.

Note: A response can include a specific aspect related to one of the factors, for example nuclear power is related to the Military factor or even technology (e.g., How has nuclear power affected the US after WW2?).

Note: A response that doesn't include a superpower/empire but that includes two specific aspects such as in this example can be awarded 1 mark: How did technology affect superpowers positively in the 20th century?

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	A bullet point with a question term at the start should be awarded (0 marks) .
1	The student formulates a research question that is either clear or focused and connected to the investigation.	<p>The following are examples of the type of response that would be awarded (1 mark).</p> <p>#1-To what extent did military strength affect the United States?</p> <p>#2-How has the military affected the United States?</p> <p><i>In examples 1 and 2 above, the RQ are clear (you can easily understand the intention of the investigation) and are connected to the investigation of a superpower or an empire. However, the questions lack focus as they don't specify, for example, a specific time or other specific aspects related to the country, the effect, or the chosen factor.</i></p>
2	The student formulates a research question that is both clear and focused and connected to the investigation.	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p>#1- To what extent did military strength affect the United States after WW2?</p> <p>#2- How has the military affected the United States negatively?</p>

		<i>In the examples above, the RQ are clear (you can easily understand the intention of the investigation) and are connected to the investigation of a superpower or an empire. The first RQ focuses on a superpower and a time period so merits 2 marks. The second RQ focuses on a superpower and an effect (negatively) so also merits 2 marks.</i>
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Question 4b

Justify the relevance of the research question to the investigation.

(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 how the research question is relevant to the purpose of the investigation.	<p>The following are examples of the type of response that would be awarded (1 mark).</p> <p>Ex. The research question will help to find out about US military strength.</p> <p>Ex. My question is relevant to the investigation that is about the effect of a factor on a superpower/empire and is linked to the investigation while being clear and focused.</p> <p><i>No detail is required. This is likely to be a single sentence response that makes a simple connection to the investigation of a superpower or an empire. The 2nd example is vague and makes a very simple connection even if it's longer than the 1st example.</i></p> <p>A response that could apply to any research is likely to be awarded this level, like the 2nd example.</p>
2	The student outlines how the research question is relevant to the purpose of the investigation.	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p>The research question will help to find out about how military strength helped the United States after WW2.</p> <p><i>Likely to be a single sentence with two clauses or two/three short sentences that provides brief detail on how the RQ is relevant to the investigation of a superpower or an empire.</i></p> <p>General or vague information that repeats the content of the question without adding new details is likely to be awarded this level as a maximum.</p>

3	The student describes how the research question is relevant to the purpose of the investigation.	<p>The following is an example of the type of response that would be awarded (3 marks).</p> <p>The research question will help to find out about how military strength helped the United States after WW2. During this period, military expansion was unlike any other in the United States' history.</p> <p><i>At least one argument/factor should be considered in detail without providing reasoning why the RQ is relevant to the investigation of a superpower or an empire.</i></p> <p><i>More important than the length of the response, is the quality and depth provided.</i></p>
4	The student justifies how the research question is relevant to the purpose of the investigation.	<p>The following is an example of the type of response that would be awarded (4 marks).</p> <p>The research question will help to find out about how military strength helped the United States after WW2. During this period, military expansion was unlike any other in the United States' history as they relied on a large army due to the ongoing Cold War between them and the Soviet Union.</p> <p><i>At least one argument/factor should be considered in detail, along with reasoning why the RQ is relevant to the investigation of a superpower or an empire.</i></p> <p><i>More important than the length of the response, is the quality and depth provided.</i></p>

Question 4c

State one primary source you would use that is clearly linked to your investigation and research question.

(1 mark)

Responses **may** include:

- An interview with a military specialist
- Photographs of US military equipment
- A speech from a US president at the time

Accept any valid response relevant to the student's investigation.

Note: responses must be detailed enough so that a link to the investigation and/or RQ is clear.

Note: For example, interview/photograph/speech are not specific enough for 1 mark.

Question 4d

Outline the method you would use to record the information from the source stated in part (c).

(2 marks)

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student states how information from the source would be recorded	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>I would use my notepad.</p> <p><i>A (1 mark) response is likely to be one brief sentence.</i></p>
2	The student outlines how information from the source would be recorded.	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p>I would use my notepad and highlight the main points.</p> <p><i>A (2 mark) response is likely to be a single sentence with detail that are elaborated on; the detail provided will be brief.</i></p>

Question 4e

State one secondary source you would use that is clearly linked to your investigation and research question.

(1 mark)

Responses **may** include:

- A book on the cold war
- A biography of a US political figure during the cold war
- An essay on military warfare

Accept any valid response relevant to the student's investigation.

Note: responses must be detailed enough so that a link to the investigation and RQ is clear.

Note: for example, book / biography / essay are not specific enough for 1 mark.

Question 4f

Outline how you would make sure the team collaborates effectively during the investigation.

(2 marks)

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student states how to make sure the team would collaborate effectively during the investigation.	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>I would keep the team focused on the tasks.</p> <p><i>A (1 mark) response is likely to be one brief sentence.</i></p>
2	The student outlines how to make sure the team would collaborate effectively during the investigation.	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p>I would keep the team focused on the tasks by reminding everyone of our common goal.</p> <p><i>A (2 mark) response is likely to be a single sentence with detail that is elaborated on; the detail provided will be brief.</i></p>

Question 5

As a leader of a shopkeeper association in your area you have been invited to the Trade Fair advertised in the video shown in **Source B** below. You have been asked to deliver a persuasive speech to an audience of stakeholders involved in production and consumption including producers, consumers, employees, governments, non-governmental organizations (NGOs) and members of the community.

In your persuasive speech, **explain** how sustainable production and consumption can benefit **at least one** of the stakeholders mentioned above. Your speech must be accompanied by a supporting presentation slide with:

- a slogan to draw attention to the topic
- at least three points related to your speech.

(18 marks)

Criterion A

Note: Elements taken directly from the source should not be awarded any marks.

Note: Knowledge and understanding demonstrated in the presentation slide can contribute to the marks awarded for 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 how sustainable production and consumption can benefit stakeholders, 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>Fair Trade farming families have good income and stability.</p> <p>Convince your family and friends to buy fair trade!</p> <p><i>Responses are likely to be brief, with little detail.</i> <i>There is requirement to include an example but the lack of one does not mean the student cannot be awarded (1 mark).</i> <i>Terminology may be limited in terms of accuracy and/or frequency.</i></p>

<p>2–3</p>	<p>The student demonstrates adequate knowledge and understanding by describing how sustainable production and consumption can benefit stakeholders, 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>Fair Trade farming families have good income and stability. _Not only does Fair Trade help the planet, but the people too.</p> <p>As consumers, the next time you are grocery shopping with your family, be sure to look for the green sticker on products. All you need to do is to start with only one product, and then make the switch!</p> <p>Convince your family and friends to do it too! The market for Fairtrade products continues to grow every year. Buy fair and be fair.</p> <p><i>It should be evident that the student has knowledge of fair trade/sustainable production and they should be able to call on example(s) but these examples might be lacking in detail, they may be vague 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>
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<p>4–5</p>	<p>The student demonstrates substantial knowledge and understanding by explaining how sustainable production and consumption can benefit stakeholders, 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>Fair Trade certification products mean that you are getting a quality product and that workers have good working conditions</p> <p>Fair Trade helps provide farming families and small scale producers with the income and stability they need to keep their children in school, instead of in the fields. Not only does Fair Trade help the planet, but the people too.</p> <p>As consumers, the next time you are grocery shopping with your family, be sure to look for the green sticker on products. All you need to do is to start with only one product, like bananas from the Dominican Republic and then make the switch! Convince your family and friends to do it too! The market for Fairtrade products continues to grow every year, and the more we support it, the more this growth will continue and the more the low-income producers will benefit. Buy fair and be fair.</p> <p><i>At this level, students need to demonstrate good understanding of how fair trade supports local communities by providing a detailed response to the question. The student should call on appropriate specific example(s) that support their point(s).</i></p> <p>Some reasoning is 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).</p> <p><i>Terminology used 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 how responsible production and consumption can benefit stakeholders, using accurate and effective descriptions and 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>Fair Trade certification products mean that you are getting a quality product, that workers receive fair wages, safe working conditions, and access to education and healthcare.</p> <p>Fair Trade helps provide farming families and small-scale producers with the income and stability they need to keep their children in school, instead of in the fields. From Nicaragua to India, farmer and worker associations have used Fair Trade funds to provide school supplies, pay for tuition and uniforms, set up scholarship programs, and finance free, healthy meals for children. Not only does Fair Trade help the planet, but the people too.</p> <p>As consumers, the next time you are grocery shopping with your family, be sure to look for the green sticker on products. All you need to do is to start with only one product, like bananas from the Dominican Republic and then make the switch! Convince your family and friends to do it too! The market for Fairtrade products continues to grow every year, and the more we support it, the more this growth will continue and the more the low-income producers will benefit. Buy fair and be fair.</p> <p><i>The response should be very detailed and provide clear reasoning, making use of specific and detailed example(s). However, comprehensive understanding of Fair Trade or/and Sustainable consumption should be included.</i></p> <p><i>Terminology used should be accurately and effectively used in the correct context.</i></p>
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C1: Format

Note: *If the slogan and points are entered into the answer box provided for the presentation script, this should still be rewarded.*

Marks	Descriptor
0	The student does not achieve a standard described by any of the descriptors given below.
1	One of the following features are included in the presentation slide: <ul style="list-style-type: none"> • A slogan to draw attention to the topic • At least three points related to their speech
2	Two of the following features are included in the presentation slide: <ul style="list-style-type: none"> • A slogan to draw attention to the topic • At least three points related to their speech

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>persuasive speech</i> for an audience of <i>stakeholders</i> .	<p>Language is rarely clear or appropriate to what would be expected in a speech. The text reads more formally e.g. like an essay.</p> <p>Language is basic/simple and doesn't engage the audience effectively.</p> <p>Text may be extremely short (5-6 lines or less) so that not enough evidence is available to award a higher level.</p>

3–4	<p>The student communicates information and ideas using a style and language that are occasionally appropriate to the format of <i>persuasive speech</i> for an audience of <i>stakeholders</i>.</p>	<p>Language is clear and appropriate to what would be expected in a <i>persuasive speech</i>.</p> <p>The text reads at times more formally e.g. like an essay and at times like a presentation. (A <i>speech</i> that is written more like an essay is likely to be awarded 3 marks. If it is written more like a <i>speech</i>, it is likely to be awarded 4 marks. Best-fit should always be applied.)</p> <p>Some language features such as first person singular/plural, adverbs/adjectives, hyperbole, metaphor, rhetorical questions, concise sentences and emotive vocabulary are used to engage the audience. Award (4 marks) for the use of first person singular/plural.</p>
5–6	<p>The student communicates information and ideas using a style and language that are consistently appropriate to the format of <i>persuasive speech</i> for an audience of <i>stakeholders</i>.</p>	<p>Language is clear and completely appropriate to what would be expected in a <i>persuasive speech</i>.</p> <p>The text reads like a persuasive speech throughout, including by addressing the audience directly</p> <p>Some language features such as first person singular/plural, adverbs/adjectives, hyperbole, metaphor, rhetorical questions, concise sentences and emotive vocabulary are often used to engage the audience. Including elements such as “dear colleagues/friends” and “thank you for listening” along with other language features can be considered as consistently appropriate.</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 stakeholders and the purpose of persuading.	<p>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.</p> <p>Text may be extremely short (5-6 lines or less) so that not enough evidence is available to award a higher level. Text may read like a list of items.</p>
2	The student structures information and ideas in a way that is occasionally effective and appropriate to the audience of stakeholders and the purpose of persuading.	<p>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.</p>
3	The student structures information and ideas in a way that is mainly effective and appropriate to the audience of stakeholders and the purpose of persuading.	<p>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.</p>
4	The student structures information and ideas in a way that is consistently effective and appropriate to the audience of stakeholders and the purpose of persuading.	<p>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.</p>

Question 6a – Criterion D

State the origin of **Source C**.

(1 mark)

Responses **may** include:

- Tom Publishing, Wisconsin, United States
- Tom Publishing
- <https://countryeconomy.com/demography/population-structure/singapore>

Note: only stating “Wisconsin, United States” is not sufficient to earn (1 mark).

Question 6b – Criterion D

State the purpose of **Source C**.

(1 mark)

Responses **may** include

- To give information about population
- To show changes in population
- To teach about population

Accept any valid response **that is not copied from the source**.

Question 6c

Outline one value of **Source C** for a student studying population patterns in Singapore.

(2 marks)

Note: 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).

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student states the value of the source to a student studying population patterns	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>It gives good information on population patterns.</p> <p><i>Only one value needs to be mentioned to warrant (1 mark). The quality of the response is what is rewarded, not the number of values referred to.</i></p> <p><i>A (1 mark) response can be one sentence that refers to a single value.</i></p>
2	The student outlines the value of the source to a student studying population patterns	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p>It allows students to compare population patterns across two different years.</p> <p><i>Only one value needs to be mentioned and elaborated on to warrant (2 marks). The quality of the response is what is rewarded, not the number of values 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>

Question 6d

Outline one limitation of **Source C** for a student studying population patterns in Singapore.

(2 marks)

Note: 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).

Note: suggesting alternative methods can be interpreted as addressing limitations.

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student states the limitation of the source to a student studying population patterns.	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>The source does not explain population changes.</p> <p><i>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.</i></p> <p><i>A (1 mark) response can be one sentence that refers to a single limitation.</i></p>
2	The student outlines the limitation of the source to a student studying population patterns.	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p>The source does not explain why the population changed to be narrower at the base and wider at the top.</p> <p><i>Only one limitation needs to be mentioned and elaborated on to warrant (2 marks). The quality of the response is what is rewarded, not the number of limitations referred to.</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>

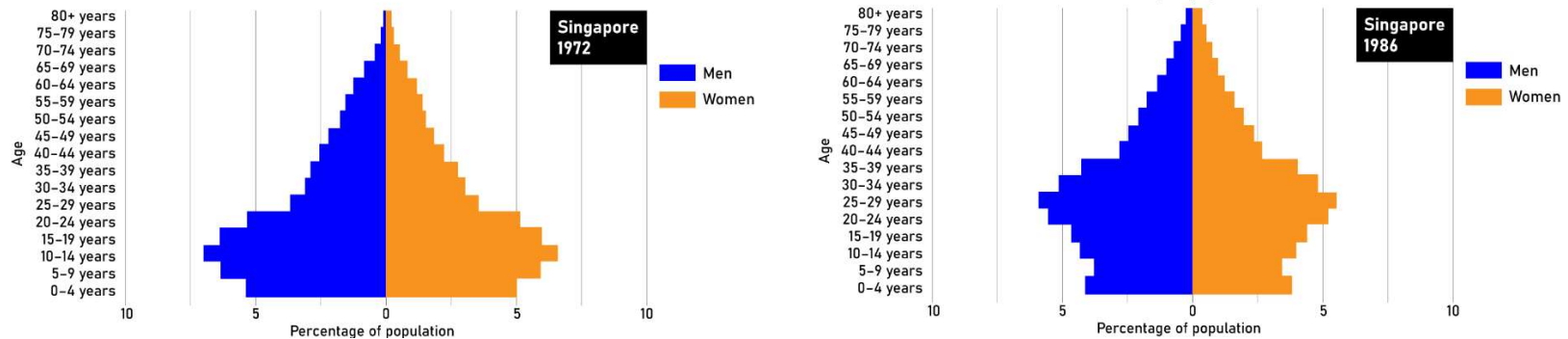
Question 7

With reference to data from the population pyramids, **justify** why the prime minister chose to use the two different slogans in 1972 and 1986.

1972: “Zero, possibly even negative population growth.”

1986: “At least two children. Better three. Four if you can afford it.”

(6 marks)



Note: If the student only considers either 1972 or 1986, the maximum mark that can be awarded is (4 marks). Best-fit should be applied.

Note: A response that only includes reasons for both years should be awarded (2 marks) as a maximum.

Note: Including the slogans in the response is not considered as details and should not be rewarded.

Note: Examiners should mark positively rewarding what is correct and not take marks away for what is incorrect.

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student states why the prime minister chose to use one of the different slogans in 1972 and 1986	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>In 1972 there was lots of young people.</p> <p><i>Responses refer to limited data/details for one year (1972 or 1986).</i></p>
2–3	The student outlines why the prime minister chose to use the two different slogans in 1972 and 1986 with limited reference to data from the population pyramids	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p>In 1972 there was lots of young people. By 1986 the percentage of people under 19 had fallen.</p> <p><i>Responses refer to limited data/details for both years (1972 and 1986).</i></p>

		<p>The following is an example of the type of response that would be awarded (3 marks).</p> <p>In 1972, there was lots of young people and fewer older people. By 1986 the percentage of people under 19 had fallen and the percentage living longer had increased.</p> <p><i>Responses refer to data/details for both years (1972 and 1986).</i></p>
4–5	The student justifies why the prime minister chose to use the two different slogans in 1972 and 1986, with reference to data from the population pyramids	<p>The following is an example of the type of response that would be awarded (4 marks).</p> <p>In 1972, there was lots of young people and fewer older people, the prime minister might have been worried about the population becoming too large. By 1986 the percentage of people under 19 had fallen and the percentage living longer had increased.</p> <p><i>Responses refer to data/details for both years (1972 and 1986) and include reasoning for one of the two years (1972 or 1986).</i></p> <p><i>If the student only considers one of the years, the maximum mark that can be awarded is (4 marks). Best-fit should be applied.</i></p> <p>The following is an example of the type of response that would be awarded (5 marks).</p> <p>In 1972, there was lots of young people and fewer older people, the prime minister might have been worried about the population becoming too large. By 1986 the percentage of people under 19 had fallen and the percentage living longer had increased, he might have worried about the population becoming too small.</p> <p><i>Responses refer to data/details for both years (1972 and 1986) and include reasoning for both years (1972 and 1986).</i></p>
6	The student fully justifies why the prime minister chose to use the two different slogans in 1972 and 1986, with reference data from the population pyramids	<p>The following is an example of the type of response that would be awarded (6 marks).</p> <p>In 1972, there was lots of young people and fewer older people, the prime minister might have been worried about population becoming too large and so they might not be able to provide sufficient basic goods, such as food and clothing for everyone. By 1986 the percentage of people under 19 had fallen and the percentage living longer had increased, he might have worried about the population becoming too small so this could mean that there would not be enough young workers to support an aging population.</p> <p><i>Responses refer to data/details for both years (1972 and 1986) and include detailed reasoning for both years (1972 and 1986).</i></p>

Question 8

To **what extent** are changes in population related to changes in resources?

In a well-structured essay, you should:

- provide examples from your MYP studies
- consider different perspectives
- consider **at least one** of the resources shown in **Source D**.

(24 marks)

Criterion A

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1–2	The student demonstrates 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. • There is requirement to include a resource, as per the question. • 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 at least one resource. Example(s) to support their point(s) are accurate but might be lacking in detail or not be the most appropriate. • There may be some reasons provided but the examples/terminology/detail in the response are not sufficient enough. • 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 at least one resource by providing a response that is accurate and responds to the question posed. 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 in most of the essay.

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 provide accurate detail throughout and provide clear reasons that support the point(s) made, making use of examples that demonstrate a comprehensive understanding of at least one resource. • The response must reference examples in detail to support their points. • Terminology should be accurately and effectively used in the correct context throughout the essay. • 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.
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Criterion C1: format

Marks	Notes
0	The student does not achieve a standard described by any of the descriptors given below.
1	<p>Two of the following elements are included:</p> <ul style="list-style-type: none"> • introduction • a main body of argument • a conclusion <p>Additional note: The elements must appear as separate paragraphs. If this is not the case (0 marks) should be awarded.</p>
2	<p>Three of the following elements are included:</p> <ul style="list-style-type: none"> • introduction • a main body of argument • a conclusion <p>Additional note: The elements must appear as separate paragraphs.</p>

Criterion C2: communicating information and ideas

Note: The use of first-person singular is appropriate and formal in the context of a “to what extent question” (e.g.: “I believe that [...]”).

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 .	The style of writing is rarely consistent with what would be expected in an essay. Language is rarely clear, use of basic, familiar, vague words. Text may be extremely short (5-6 lines or less) so that not enough evidence is available to award a higher level.
2	The style and language used are occasionally appropriate .	The style of writing is not always consistent. Language is less clear in places.
3	The style and language used are consistently appropriate .	The style of writing is consistent with what would be expected in an essay. Language is formal and clear, and the vocabulary is rich and precise.

Criterion C3: organizational structure (essay should be easy to read with ideas logically connected to one another from one sentence to the next)

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The organizational structure is rarely 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 (5-6 lines or less) so that not enough evidence is available to award a higher level.
2	The organizational structure is occasionally 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.
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Criterion D

Note: examples of perspectives that could be provided include, but are not limited to, considering how changes in population positively/negatively impact changes in resources and vice versa, different countries, different historical situations.

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 to what extent are changes in population related to changes in resources is likely to be awarded (1-2 marks).

Marks	Descriptor	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 at this level
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"> At least two perspectives must be included with development of these to show some understanding and their implications; the perspectives will not be equally considered/balanced. A conclusion is expected but is likely to be not fully developed at this level.
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"> At least two perspectives must be included with development of these to show a good understanding and their implications; the perspectives must be equally considered/balanced but might not be highly detailed. Ideas on the relationship between changes in population and changes in resources are combined to form a clear and coherent conclusion. The synthesis (combining ideas) could appear in the main body of the essay or in the conclusion.
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"> At least two perspectives must be included with thorough development of these to show an excellent understanding and their implications. The perspectives must be equally considered/balanced and detailed. Ideas on the relationship between changes in population and changes in resources are combined to form a clear, coherent and convincing conclusion. The synthesis (combining ideas) could appear in the main body of the essay or in the conclusion. 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.

