

# **Markscheme**

**November 2016**

**Integrated humanities**

**On-screen examination**

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**Question 1 – Criterion A**

Culture can be defined as a set of behaviours and ideas (including beliefs, attitudes, values and ideals) that are characteristic of a particular society or social group. It can also include products – such as buildings, tools and artistic works – that are the results of behaviours. Culture can be influenced by internal and external factors.

Using this definition, study the images and **outline one** cultural change represented by each image. The changes you outline can be contemporary and ongoing or historical.

**(4 marks)**

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1-2	<b>(1 mark)</b> should be awarded for a response that states a cultural change. <b>(2 marks)</b> should be awarded to a response that outlines one cultural change.	The following is an example of the type of response that would be awarded <b>(1 mark)</b> . The culture is more open to outside influences.
3-4		The following is an example of the type of response that would be awarded <b>(2 marks)</b> . Image 1: They are now able to communicate over longer distances and more quickly than in the past thanks to the adoption of technology. Image 2: Western cities are adopting traditional transport methods from Asian countries and adapting them to use for tourism and advertising. Accept any valid response.

## Question 2 – Criterion A

One stimulus to cultural change is trade. Using examples from your MYP studies, **describe two** ways in which trade between countries can result in cultural change.

Your response can focus on change in a particular culture or across multiple cultures.

**(6 marks)**

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1–2	The student <b>states</b> two ways in which trade between countries has resulted in cultural change.	<p>The following is an example of the type of response that would be awarded <b>(2 marks)</b>.</p> <p>It can make people more independent.</p> <p>New products might change the way people live.</p>
3–4	The student <b>outlines</b> two ways in which trade between countries has resulted in cultural change.	<p>The following is an example of the type of response that would be awarded <b>(4 marks)</b>.</p> <p>Different food products are traded between countries. Over time, these different types of food products can become more popular than the country's traditional food.</p> <p>Some native tribes in certain regions of South America and Africa are accepting technology as part of their daily life because of the trading of phones and computers.</p>
5–6	The student <b>describes</b> two ways in which trade between countries has resulted in cultural change	<p>The following is an example of the type of response that would be awarded <b>(5 marks)</b>.</p> <p>Trade between countries has resulted in cultural change because new products come to a country that they did not have before. Different food products, such as fish, spices and fruits are traded between countries. Over time, these different types of food products can become more popular than the country's traditional food.</p> <p>Some native tribes in certain regions of South America and Africa are accepting technology as part of their daily life because of the trading of phones and computers.</p>

**Question 3a – Criterion B**

You have been given the following statement of inquiry by your teacher to help you investigate cultural change:

**“The exchange of resources between countries may result in cultural change.”**

**Formulate** a clear and focused research question to investigate the statement of inquiry.

**(4 marks)**

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1–2	The student formulates a research <b>question</b> that is clear <b>and/or</b> focused, with a <b>limited</b> connection to the statement of inquiry.	The following is an example of the type of response that would be awarded <b>(2 marks)</b> .  How does receiving aid impact the culture of countries?
3–4	The student formulates a research <b>question</b> that is clear <b>and</b> focused with a <b>clear</b> connection to the statement of inquiry.	The following is an example of the type of response that would be awarded <b>(3 marks)</b> .  To what extent has receiving foreign aid impacted the culture of Afghanistan?  <b>Note: For (4 marks) to be awarded, the question must relate to an ‘exchange of resources’.</b>

**Question 3b – Criterion B**

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

**(4 marks)**

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1–2	The student <b>states</b> the relevance of the research question.	<p>The following is an example of the type of response that would be awarded <b>(2 marks)</b>.</p> <p>My research question is about foreign aid, which is a type of exchange between countries. It is important to find examples of how foreign aid impacts on culture in Afghanistan.</p>
3–4	The student <b>justifies</b> the relevance of the research question.	<p>The following is an example of the type of response that would be awarded <b>(3 marks)</b>.</p> <p>My research question is relevant because foreign aid is a type of resource exchange that occurs between countries. To determine the extent to which receiving aid impacts culture, it is important to investigate a country like Afghanistan, that has received significant amounts of aid and therefore will have the most significant and easily measurable or recognizable cultural impacts.</p>

**Question 3c – Criterion B**

**Formulate** one sub-question you would ask to help to investigate your research question.

**(2 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 question that is <b>limited</b> in its relevance to their research question.	<p>The following is an example of the type of response that would be awarded <b>(1 mark)</b>.</p> <p>When did the US invade Afghanistan?</p>
2	The student formulates a question that is <b>clear</b> in its relevance to their research question.	<p>The following is an example of the type of response that would be awarded <b>(2 marks)</b>.</p> <p>What other factors besides foreign aid might have impacted the culture of Afghanistan?</p>

**Question 3d – Criterion B**

**Justify** the relevance of your sub-question.

**(2 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 <b>limited justification</b> of the relevance of their sub-question.	<p>The following is an example of the type of response that would be awarded <b>(1 marks)</b>.</p> <p>I need to know all of the factors which have impacted the Afghan culture.</p>
2	The student provides a <b>detailed justification</b> of the relevance of their sub-question.	<p>The following is an example of the type of response that would be awarded <b>(2 marks)</b>.</p> <p>Knowing other factors and their possible impact on the culture of Afghanistan would enable me to make a better judgment on the relative impact of foreign aid on Afghan culture compared to these other factors.</p>



**Question 3e – Criterion B**

**List three** pieces of information/data you will need to investigate your research question.

**(3 marks)**

Examples **may** include:

- amount of aid received by Afghanistan
- which countries sent aid to Afghanistan
- human development indicators (HDI)
- amount of new/additional products available in Afghanistan
- data on attitudes and values of the Afghanistans (Data from surveys already conducted, eg the World Values Survey)
- economic data on foreign aid countries receive (eg World Development Indicators from the World Bank which uses net aid divided by GDP)

Accept any other valid response(s)

**Question 3f – Criterion B**

**List three** sources you would consult to collect the data you listed in part (e).

**(3 marks)**

Examples **may** include:

- World Bank
- IMF
- CIA Factbook
- UN
- Periodicals, eg The Economist
- Books

Accept any other valid response(s)

#### Question 4 – Criterion B

The investigative process below was developed by an MYP year 5 student at a school in China to help her prepare an essay for her history class.

The student was given 4 weeks to complete the investigation and submit her essay.

The student formulated the following research question to investigate the statement of inquiry:

Statement of inquiry	Research question
“Culture significantly impacts on the exchange of resources between countries”	“How has Chinese culture determined the nature of resource exchange throughout history?”

**Evaluate** the investigative process undertaken by the student.

In your answer, you should consider:

- the sub-questions
- the research methodology
- the sources consulted.

**(12 marks)**

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1–3	The student provides a <b>limited</b> evaluation by <b>outlining</b> the strengths <b>or</b> weaknesses of the investigation process.	<p>The following is an example of the type of response that would be awarded <b>(3 marks)</b>.</p> <p>This investigation clearly has some strengths. The sub-questions are strong. The student has identified some sources which will help her better understand the areas she is investigating. She will also use graphs.</p> <p>This investigation also has some weaknesses. The research question is too broad. What she will ask her history teacher could be clearer and there are gaps in her timeline.</p>

4–6	The student provides a <b>satisfactory</b> evaluation by <b>outlining</b> the strengths <b>and</b> the weaknesses of the investigation process.	<p>The following is an example of the type of response that would be awarded <b>(6 marks)</b>.</p> <p>This investigation clearly has some strengths. The research question addresses the statement of inquiry. Also, the sub-questions relate to the research question. The student has identified some sources which will help her better understand Chinese culture and she will put some of her information into graphs.</p> <p>This investigation also has some weaknesses. The research question is too broad. Also, her history teacher and the local historian are secondary sources, not primary sources. She could be clearer about the questions she will ask and her timeline could make better use of her time throughout the entire research process.</p>
7–9	The student provides an <b>evaluation</b> by <b>describing</b> the strengths <b>and</b> weaknesses and providing an <b>appraisal</b> of the investigation process.	<p>The following is an example of the type of response that would be awarded <b>(7 marks)</b>.</p> <p>This investigation clearly has some strengths. The research question addresses the statement of inquiry. In the sub-questions the student considers concepts like culture. The planning around sources also has some strengths. The student has identified writings by thinkers who influenced Chinese culture – which will help her better understand Chinese culture. Putting her data into graph form is also a good method of recording data.</p> <p>This investigation also has some weaknesses. The research question is too broad. Also, her history teacher and the local historian would actually be secondary sources, not primary sources. She could also be clearer about the types of questions she will ask her history teacher and the local historian. Finally, her timeline could make better use of her time throughout the entire research process.</p> <p>Overall, the investigation is a good one with some room for improvement.</p>

10–12	<p>The student provides a <b>thorough evaluation</b> by explaining the strengths <b>and</b> weaknesses and providing a <b>detailed appraisal</b> of the investigation process.</p>	<p>The following is an example of the type of response that would be awarded <b>(10 marks)</b>.</p> <p>This investigation clearly has some strengths. The research question addresses the statement of inquiry by choosing to consider one country's culture in relation to resource exchange over time. In the sub-questions the student considers important concepts – culture, resources and exchange – which relate to the statement of inquiry and the research question. The planning around sources also has some strengths. The student has identified some sources – such as writings by thinkers who influenced Chinese culture and data on Chinese exports – which will help her better understand Chinese culture and resource exchange over time. There are some effective methods for collecting and recording information from the sources. For instance, her plan to cross-reference information between her sources can help her decide if information is reliable.</p> <p>This investigation also has some weaknesses. The research question is too broad for the amount of time she has. Also, her history teacher and the local historian would actually be secondary sources rather than primary sources. Her methods for collecting and recording information from her sources could be more specific and she could improve her process by designing her timeline more carefully. For example, leaving five days between the development of the research question and the next step (developing sub-questions) is not the best use of time.</p> <p>Overall, although it is good, the investigation could be improved by choosing to improve the research question and improving her research methods.</p>
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**Question 5 – Criterion A (10 marks), Criterion C (20 marks)**

You have been asked to help write the content for the website for a supranational organization. The website should **explain** its actions and raise awareness amongst the citizens of its member nations. You may choose a supranational organization from your MYP studies or one mentioned in the video below.

Your webpage **must** include the following features:

- a title
- a mission statement
- details of the organization's goals
- detailed information on the organization's ideology
- its relationship with member nations
- supporting images that have clear links to your text

**(30 marks)**

**Criterion A: Knowing and understanding**

Marks	Descriptor	Notes
1–2	The student demonstrates <b>limited</b> knowledge and understanding by <b>outlining</b> the goals and or purpose of a chosen supranational organization to raise awareness amongst citizens of its member nations, using <b>minimal</b> examples and <b>limited</b> relevant terminology.	<p>The following is an extract from the type of response that would be awarded <b>(2 marks)</b>.</p> <p><b>Relationship with member nations:</b> The European Union shares power and members cooperate with each other. Over the years, they have helped each other deal with different problems, like economic and environmental problems.</p> <p><b>Sample points that could be made by students on their website:</b> We will unite to fight challenges. We can improve the conditions in your community. We will support you in times of need.</p>

3–5	<p>The student demonstrates <b>adequate</b> knowledge and understanding by <b>describing</b> the goals and purpose of a chosen supranational organization to raise awareness amongst citizens of its member nations, using <b>satisfactory</b> examples and <b>appropriate</b> relevant terminology.</p>	<p>The following is an extract from the type of response that would be awarded <b>(5 marks)</b>.</p> <p><b>Relationship with member nations:</b> An important part of the European Union is the sharing of power.</p> <p>This kind of cooperation in the EU happened in 2007 and 2010. In 2007 they tackled climate change and in 2010 the EU provided financial support to countries like Greece. (European Union) In these examples, the supranational organization was working toward common goals.</p> <p><b>Sample points that could be made by students on their website:</b> We will unite to fight environmental and economic challenges. We will support you in times of financial need. We will improve your community and cooperate with you.</p>
6–7	<p>The student demonstrates <b>substantial</b> knowledge and understanding by <b>explaining</b> the goals and purpose of a chosen supranational organization to raise awareness amongst citizens of its member nations, using <b>accurate</b> examples and <b>appropriate</b> relevant terminology.</p>	<p>The following is an extract from the type of response that would be awarded <b>(6 marks)</b>.</p> <p><b>Relationship with member nations:</b> An important part of the European Union is the sharing of power.</p> <p>This kind of cooperation in the EU was seen in 2007 and 2010. In 2007, the EU members agreed to tackle climate change. In 2010 the EU provided financial support to help protect countries like Greece. (European Union) In these examples, EU members were working ‘with’ the supranational organization toward common goals.</p> <p><b>Sample points that could be made by students on their website:</b> We will unite to fight environmental and economic challenges. We can improve the conditions in your community. We will support you in times of need. We will ensure security for the citizens of your and our community.</p>

8–10	<p>The student demonstrates <b>detailed</b> knowledge and understanding by <b>thoroughly explaining</b> the goals and purpose of a chosen supranational organization to raise awareness amongst citizens of its member nations, using <b>accurate</b> and <b>effective</b> examples and <b>appropriate</b> relevant terminology</p>	<p>The following is an extract from the type of response that would be awarded <b>(8 marks)</b>.</p> <p><b>Relationship with member nations:</b> An important part of how the European Union works is the sharing of sovereignty.</p> <p>This kind of cooperation and compromise between the EU and its member states was demonstrated in 2007 and in 2010. In 2007, EU countries decided to work together to deal with climate change. In 2010, when economic crises affected EU countries, like Greece, the EU gave financial support. (European Union) In these examples the country was working ‘with’ the supranational organization toward a goal that would benefit the supranational organization and its members.</p> <p><b>Sample points that could be made by students on their website:</b> We will unite to fight together environmental challenges. We will cooperate to improve conditions for the future of our member nations.</p> <p>We will support you in times of economic need. We will ensure security of your currency, trade, jobs and most importantly the citizens that make up your and our community.</p>
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**Criterion C: Communicating**

<b>C1 = Format</b>		
<b>Marks</b>	<b>Descriptor</b>	<b>Notes</b>
0	The student does not achieve a standard described by any of the descriptors given below.	
1-2	The elements of the specified format of an informative website are <b>somewhat</b> appropriate.	<p>The title may be unclear. Sub-headings are inconsistent and/or the connection to the content of each section is limited.</p> <p>Information may be blocked together in one section or information is broken into different sections of the website in a way that doesn't support the reader to access relevant information.</p>
3-4	The elements of the specified format of an informative website are <b>mainly</b> appropriate.	<p>The title is clear. Sub-headings guide the reader to access relevant information.</p> <p>Information is broken in to different sections of the website appropriately.</p>
5-6	The elements of the specified format of an informative website are <b>entirely</b> appropriate.	<p>The title is clear and informative (gives the reader a brief overview or breakdown of acronym - EU/Un etc).Sub-headings guide the reader to access relevant information.</p> <p>Information is broken in to different sections of the website in a way that effectively supports the reader to access relevant information.</p>



C2 = Communicating information and ideas		
Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1-2	The student communicates information and ideas using a style and language that are <b>somewhat appropriate</b> to the audience and purpose of informing	<p>The style of writing is not consistent with what would be expected in an informative webpage. For example, the tone is informal.</p> <p>Language may be unclear. Informative language is rarely used. For example, terms or phrases such as cooperation, economic need, sovereignty, member nations.</p>
3-4	The student communicates information and ideas using a style and language that are <b>mainly appropriate</b> to the audience and purpose of informing	<p>The style of writing is mainly consistent, for example sometimes it appears to be more like an essay than a website for informing citizens. Language lapses into colloquialisms or is overly academic/formal.</p> <p>Language is mainly clear and concise. Informative language is used. For example, terms or phrases such as cooperation, economic need, sovereignty, member nations.</p>
5-6	The student communicates information and ideas using a style and language that are <b>always appropriate</b> to the audience and purpose of informing	<p>The style of writing is entirely consistent with what would be expected in a website for informing citizens. Language is formal and clear to inform a wide range of citizens in the population.</p> <p>Language is clear and concise, communicating points effectively. Informative language is used throughout. For example, terms or phrases such as cooperation, economic need, sovereignty, member nations.</p>

C3 = Organizational structure		
Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1-2	The website is structured in a way that is <b>occasionally effective and appropriate</b> to the audience of citizens and the purpose of informing.	Ideas do not always build on each other in a logical manner. There are links between paragraphs/sections but they are not always clear.
3-4	The website is structured in a way that is <b>somewhat effective and appropriate</b> to the audience of citizens and the purpose of informing.	Ideas build on each other in a mainly logical manner. There are clear links between paragraphs and/or sections.
5-6	The website is structured in a way that is <b>mainly effective and appropriate</b> to the audience of citizens and the purpose of informing.	Ideas build on each other in a logical manner. There are clear links between paragraphs and sections.
7-8	The [insert specified format] is structured in a way that is <b>effective</b> and <b>completely appropriate</b> to the audience of citizens and the purpose of informing.	Ideas build on each other in a logical manner. There are clear and cohesive links between paragraphs and sections.

**Question 6 – Criterion D**

In terms of its origin, purpose, values, and limitations, **analyse** the usefulness of the infographic to an MYP student studying how increased connectivity has begun to affect the workplace around the world.

**(6 marks)**

(a) Origin

**(1 mark)**

Responses **may** include:

- Created by a company called CreditDonkey.
- It is a compilation of facts from a variety of sources, some of them well known and official, such as the US Census Bureau.

(b) Purpose

**(1 mark)**

Responses **may** include:

- Inform people about the pros and cons of telecommuting.
- Make the viewer realize that there are more positives to telecommuting than negatives.
- Convince people to consider telecommuting.

(c) Values

**(2 marks)**

Responses **may** include:

- Visual arrangement makes it easy to understand the bigger topics.
- Provides a website to help calculate savings due to telecommuting.
- Based not only on the company's research but also on websites that have existing data, some of which are considered official and unbiased.
- Includes data that is not directly related to economics but can have an impact on it, such as the demand on infrastructure.

(d) Limitations

**(2 marks)**

Responses **may** include:

- Appears to be mostly statistics referring to the United States.
- Shows more pros than it does cons.
- Creates many overgeneralizations.
- Links to other websites may be given such that it will always point towards the pros of telecommuting.
- Based on a variety of websites, but you do not know which information has been omitted or quoted out of context.

**Question 7 – Criterion D**

**Describe** two outcomes of increased connectivity for a culture or society of your choice.

**(6 marks)**

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1–2	The student <b>states</b> two outcomes of increased connectivity on a named culture.	<p>The following is an example of the type of response that would be awarded <b>(2 marks)</b>.</p> <p>Increased connectivity has made negative changes in Asian culture. For example, teenagers communicate with friends using social media. They can also connect with people in other countries.</p>
3–4	The student <b>outlines</b> two outcomes of increased connectivity on a named culture.	<p>The following is an example of the type of response that would be awarded <b>(4 marks)</b>.</p> <p>Increased connectivity has made positive and negative changes in Asian culture, particularly in terms of the importance of family relations. For example, teenagers communicate with friends using social media such as Facebook or Twitter. This reduces the need to interact with their family.</p> <p>On a positive note, however, increased connectivity has also allowed for many parents to work from the home, and this has given families more time in which they could spend building meaningful relationships.</p>
5–6	The student <b>describes</b> two outcomes of increased connectivity on a named culture.	<p>The following is an example of the type of response that would be awarded <b>(5 marks)</b>.</p> <p>Increased connectivity has made positive and negative changes in Asian culture, particularly in terms of the importance of family relations which used to be important to many. For example, teenagers communicate with friends using social media such as Facebook or Twitter. This reduces the need to interact with their family.</p> <p>On a positive note, however, increased connectivity has also allowed for many parents to work from the home, and this has not only provided families greater flexibility in terms of their hours and financial stability but also more time in which they could spend building meaningful relationships.</p>

### Question 8 – Criterion D

The animation shows how ideas can spread. **Explain** how the spread of ideas or innovations can be helped or encouraged by technological developments. In your answer you should consider perspectives relating to **one** of the following areas:

- economic
- political
- social
- cultural

**(8 marks)**

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1–2	The student <b>identifies</b> perspectives relating to one area to <b>state</b> how technological developments can encourage the spread of ideas or innovations.	<p>The following is an example of the type of response that would be awarded <b>(2 marks)</b>.</p> <p>Politically speaking, the invention of the radio has made election propaganda possible. Before, politicians had to actually appear in cities and towns.</p> <p>Note: If a perspective is provided along with an example of how ideas are spread through technology this can be awarded [2 marks].</p>
3–4	The student <b>interprets</b> perspectives relating to one area to <b>outline</b> how technological developments can encourage the spread of ideas or innovations.	<p>The following is an example of the type of response that would be awarded <b>(4 marks)</b>.</p> <p>Politically speaking, the invention of the radio has made election propaganda possible. Before, politicians had to make themselves known and be voted into office by actually appearing in cities and towns. Posters were commonly used, but they tended to be expensive. However, with the birth of radio, politicians could now reach their constituents more quickly.</p> <p>Note: If a perspective is provided along with an example of how ideas are spread through technology with minimal details of how this happened this can be awarded [3 marks]. Additional details provided can be awarded [4 marks].</p>

<p>5–6</p>	<p>The student <b>effectively interprets</b> perspectives relating to one area to <b>explain</b> how technological developments can encourage the spread of ideas or innovations.</p>	<p>The following is an example of the type of response that would be awarded <b>(5 marks)</b>.</p> <p>Politically speaking, the invention of the radio has made election propaganda possible. Before, politicians had to make themselves known and be voted into office by actually appearing in cities and towns. Posters were commonly used, but they tended to be expensive. However, with the birth of radio, politicians could now reach their constituents more quickly. These advertisements meant that their ideas could be spread quickly and efficiently.</p> <p>Note: If a perspective is provided plus an implication of this perspective along with an example of how ideas are spread through technology with details of how this happened, this can be awarded [5 marks] or [6 marks] depending on the level of detail provided.</p>
<p>7–8</p>	<p>The student <b>thoroughly interprets</b> perspectives relating to one area to <b>thoroughly explain</b> how technological developments can encourage the spread of ideas or innovations.</p>	<p>The following is an example of the type of response that would be awarded <b>(7 marks)</b>.</p> <p>Politically speaking, the invention of the radio has made election propaganda possible. Before, politicians had to make themselves known and be voted into office by actually appearing in cities and towns. Posters were commonly used, but they tended to be expensive. However, with the birth of radio and broadcasting, politicians could now reach their constituents more quickly. These advertisements meant that their ideas could be spread quickly and efficiently and that they could convince people that what they said was correct.</p> <p>As can be historically proven, this resulted into the election of individuals who did not do the best for their country.</p> <p>Note: If a perspective is provided plus wider implications of this perspective (such as influencing decision-making or impacts on community) along with an example of how ideas are spread through technology with details of how this happened, this can be awarded [7 marks] or [8 marks] depending on the level of detail provided.</p>

**Question 9 – Criterion A (10 marks), Criterion C (10 marks) Criterion D (10 marks)**

Throughout history, innovation and technological developments have led to increasing connections around the world providing economic and geographic opportunities and challenges.

Using knowledge from your MYP studies, **discuss** whether increasing connections around the world should be seen as a positive or a negative. In your essay, you should:

- refer to one example/case study
- consider the economic and/or geographic opportunities
- consider the economic and/or geographic challenges
- refer to different perspectives.

**(30 marks)**

**Criterion A: Knowing and understanding**

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1–2	The student demonstrates <b>limited</b> knowledge and understanding by <b>outlining</b> the positive and negative economic and/or geographic implications of world-interconnectedness, using <b>minimal</b> examples and <b>limited</b> relevant terminology.	<p>The following is an extract from the type of response that would be awarded <b>(2 marks)</b>.</p> <p><b>Case study:</b>                      Let us take the case of Hong Kong, which is a more connected country compared to China. They could use the internet freely, and this exposes them to ideas such as democracy.</p>
3–5	The student demonstrates <b>adequate</b> knowledge and understanding by <b>explaining</b> the positive and negative economic and/or geographic implications of world-interconnectedness, using <b>satisfactory</b> examples and <b>appropriate</b> relevant terminology.	<p>The following is an extract from the type of response that would be awarded <b>(5 marks)</b>.</p> <p><b>Case study:</b>                      Let us take the case of Hong Kong, which is a more connected country compared to China. They could use the internet without fear of censorship. This has encouraged openness towards ideas such as democracy and liberalism. Because of their exposure to other cultures via broadcast and social media, many have adopted things such as giving women equal opportunities to men. Although Hong Kong is part of Chinese territory, it actually is more like Western countries such as the United States in culture and economic ability. This difference has created a certain amount of tension between Hong Kong and China, especially where it concerns democracy.</p>

6–7	<p>The student demonstrates <b>substantial</b> knowledge and understanding by <b>discussing</b> the positive and negative economic and/or geographic implications of world-interconnectedness, using <b>accurate</b> examples and <b>appropriate</b> relevant terminology.</p>	<p>The following is an extract from the type of response that would be awarded <b>(6 marks)</b>.</p> <p><b>Case study:</b>  Let us take the case of Hong Kong, which is a more connected country compared to China. The fact that they could use the internet without fear of censorship has encouraged in them openness towards ideas such as democracy, liberalism and consumerism. A better understanding of global markets has made Hong Kong financially important in the world. Because of their exposure to other cultures via broadcast and social media, many have adopted non-traditional Chinese ways, such as giving women equal opportunities to men. Although Hong Kong is, geographically and politically speaking, part of Chinese territory, it actually is more like Western countries such as the United States in culture and economic ability. This difference has created a certain amount of tension between Hong Kong and China, especially where it concerns democracy.</p>
8–10	<p>The student demonstrates <b>detailed</b> knowledge and understanding by <b>thoroughly discussing</b> the positive and negative economic and/or geographic implications of world-interconnectedness, using <b>accurate</b> and <b>effective</b> examples and <b>appropriate</b> relevant terminology.</p>	<p>The following is an extract from the type of response that would be awarded <b>(8 marks)</b>.</p> <p><b>Case study:</b>  Let us take the case of Hong Kong, which is a more connected country compared to its motherland, China. The mere fact that they could use Google as search engines and could view or listen to material without fear of censorship has encouraged openness towards ideas such as democracy, consumerism and liberalism. Because of this, their understanding of global markets has allowed Hong Kong to become very important to the world financially. Because of their exposure to other cultures via broadcast and social media, many have adopted non-traditional Chinese ways, where women have equal opportunities to men and children are no longer required to be silent members of a household but active participants. Hong Kong is, geographically and politically speaking, under Chinese rule but it bears a greater resemblance in culture and economic habits to Western countries such as the United States. This difference has inevitably created a certain amount of tension between Hong Kong and China. For example, the recent movements for democracy in Hong Kong.</p>



**Criterion C: Communicating**

<b>C1 = Format</b>		
<b>Marks</b>	<b>Descriptor</b>	<b>Notes</b>
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The content is structured in a way that is <b>somewhat appropriate</b> to the specified format of an essay	One of the following elements is included: introduction, a main body of argument or a conclusion
2	The content is structured in a way that is <b>mainly appropriate</b> to the specified format of an essay	Two of the following elements are included: introduction, a main body of argument or a conclusion
3	The content is structured in a way that is <b>entirely appropriate</b> to the specified format of an essay	Three of the following elements are included: introduction, a main body of argument or 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	The style and language used are <b>somewhat appropriate</b> to the audience and purpose of informing	The style of writing is not consistent with what would be expected in an informative essay.
2	The style and language used are <b>mainly appropriate</b> to the audience and purpose of informing	The style of writing is not always consistent, for example sometimes it appears to be more informal in style than an essay. Language lapses into colloquialisms.
3	The style and language used are <b>always appropriate</b> 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 to inform the reader.

C3 = Organizational structure		
Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The organization structure is <b>occasionally appropriate and effective</b>	Ideas build on each other in a way that is logical at times, but this is inconsistent.
2	The organizational structure is <b>somewhat appropriate and effective.</b>	Ideas build on each other in a mainly logical manner.
3	The organizational structure is <b>mainly appropriate and effective</b>	Ideas build on each other in a consistently logical manner.
4	The organizational structure is <b>completely appropriate and effective</b>	Ideas build on each other in consistently clear and logical manner.

**Criterion D: Thinking critically**

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1–2	<p>The student <b>analyses</b> issues/theories relating to world inter-connectedness to a <b>limited extent</b></p> <p>The student <b>summarizes</b> information to a <b>limited extent</b> to make arguments about whether world inter-connectedness should be seen as a positive or negative.</p> <p>The student <b>identifies</b> different perspectives on the opportunities and tensions brought by world inter-connectedness.</p>	<p>The following is an extract from the type of response that would be awarded <b>(2 marks)</b>.</p> <p><b>Conclusion:</b> World-interconnectedness should be seen as positive. It makes people more tolerant of others, which could lead to good relationships between countries.</p>
3–5	<p>The student <b>analyses</b> issues/theories relating to world inter-connectedness</p> <p>The student <b>summarizes</b> information to make arguments about whether world inter-connectedness should be seen as a positive or negative</p> <p>The student <b>interprets</b> different perspectives on the opportunities and tensions brought by world inter-connectedness and their possible implications.</p>	<p>The following is an extract from the type of response that would be awarded <b>(5 marks)</b>.</p> <p><b>Conclusion:</b> World-interconnectedness has both its positive and negative sides. On the positive, being connected and open to the ideas and innovations from other cultures makes a country competitive in the global market – Hong Kong, for example. It gives opportunities for people to be more tolerant of others, which could only lead to good relationships between countries. On the other hand, world-interconnectedness might also change people so much that many cultures could lose their uniqueness. But I believe that world should be seen as a positive.</p>

6–7	<p>The student <b>discusses</b> issues/theories relating to world inter-connectedness</p> <p>The student <b>synthesizes</b> information to make <b>clear</b> arguments about whether world inter-connectedness should be seen as a positive or negative</p> <p>The student <b>effectively interprets</b> different perspectives on the opportunities and tensions brought by world inter-connectedness and their possible implications.</p>	<p>The following is an extract from the type of response that would be awarded <b>(6 marks)</b>.</p> <p><b>Conclusion:</b> World-interconnectedness has both its positive and negative sides. On the positive, being connected and open to the ideas and innovations from other cultures makes a country competitive in the global market, as shown by the success of countries such as Hong Kong. It lessens the barriers created by geography, such as when people are no longer limited by their location when it comes to finding work. It gives opportunities for people to be more tolerant of others, which could only lead to good relationships between countries. On the other hand, world-interconnectedness might also change people so much that many cultures could lose their uniqueness altogether – but I believe that this will be more dependent on the people themselves and not on increased connectivity. Because of this, I believe that world-interconnectedness should be seen as a positive, something that has the potential to create harmony in the world.</p>
8–10	<p>The student <b>thoroughly discusses</b> issues/theories relating to world inter-connectedness</p> <p>The student <b>synthesizes</b> information to make <b>clear and well-supported</b> arguments about whether world inter-connectedness should be seen as a positive or negative</p> <p>The student <b>thoroughly interprets</b> different perspectives on the opportunities and tensions brought by world inter-connectedness and their possible implications.</p>	<p>The following is an extract from the type of response that would be awarded <b>(8 marks)</b>.</p> <p><b>Conclusion:</b> World-interconnectedness has both its positive and negative sides. On the positive, being connected and open to the ideas and innovations spread by cultures other than your own allows a country to become competitive in the global market, for example the success of countries such as Hong Kong. It significantly lessens the barriers created by geography, as people are no longer limited by their location when it comes to finding work or friends to connect with. It gives us opportunities to be more culturally aware and tolerant, which could only lead to good relationships between countries and promote peace. On the other hand, world-interconnectedness could also potentially change mindsets and ways so much that original indigenous cultures could lose their traditions and uniqueness altogether – but keeping individuality, I believe, will be more dependent on the people themselves and would therefore not necessarily disappear as we become more interconnected. Because of this, I believe that world-interconnectedness should be seen as a positive phenomenon, something that has the potential to create harmony in the world if managed correctly.</p>