

Markscheme

November 2019




















Integrated humanities

On-screen examination

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

Annotation	Explanation	Shortcut	Annotation	Explanation	Shortcut
	Benefit of the doubt	Alt+5		Highlight tool	
	Clear knowledge shown	Alt+8		Irrelevant	
	Descriptive			On page comment (text box)	
	Effective evaluation			Underline tool (can be expanded)	Alt+4
	Excellent use of sources	Alt+6		Seen	
	Good analysis			Synthesis	Alt+0
	Good example	Alt+7		Unclear	
	Good explanation			Unfinished answer	Alt+3
	Incorrect Point	Alt+2		Vague	Alt+9
	Good Response/Good Point	Alt+1			

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

Question 1

State one reason given in **Source A** for why the overall amount of land used for farming has increased.

(1 mark)

Responses **may** include:

- population growth
- increasing wealth
- more meat consumption.

Accept any valid response.

Question 2a

Using **Source B**, **state** how many millions of hectares of land are predicted to be used in the year 2050.

(1 mark)

Award **(1 mark)** for 1420 MHa.

Note: The unit does not need to be included to award (1 mark).

Question 2b

Assuming the prediction of land use from 2021–2060 is accurate, **explain** the possible impact on **one** of the following biomes:

- aquatic
- desert
- forest
- grassland.

(4 marks)

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student states the possible impact on one biome.	<p>The following is an example of the type of response that would be awarded (1 marks).</p> <p>Based on the predictions, grasslands might increase.</p> <p><i>A (1 mark) response is likely to be one sentence that hints at a single impact.</i></p>
2	The student outlines the possible impact on one biome.	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p>Based on the predictions, grasslands might increase. A variety of animals that live in grasslands would have more available habitat.</p> <p><i>A (2 mark) response is likely to be a single sentence with a single impact that is elaborated on; the detail provided will be brief.</i></p>
3	The student describes the possible impact on one biome.	<p>The following is an example of the type of response that would be awarded (3 marks).</p> <p>Based on the predictions, grasslands might increase. Because of this increase, animals that rely on grasslands, such as some types of rodents and birds, would have more habitat.</p> <p><i>One way should be considered in detail without any comprehensive reasons given. An example may be used to support the description.</i></p> <p><i>To provide the required level of detail for (3 marks), a short paragraph is likely to be required.</i></p> <p><i>More important than the length of the response is the quality and depth provided.</i></p>
4	The student explains the possible impact on one biome.	<p>The following is an example of the type of response that would be awarded (4 marks).</p>

		<p>Based on the predictions, quality and quantity of grasslands might increase. Farmers take the best grasslands, so the lands they return to nature would likely be higher quality than most grasslands that are still wild today. Because of this increase in quality and quantity, animals that rely on grasslands, such as some types of rodents, birds, grazing animals and carnivores, would have more habitat.</p> <p><i>One way should be considered in detail, along with reasons for the impacts on the biome. 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 3

The researchers investigating land use produced the following infographic to demonstrate their investigation. You will be asked to evaluate the process and results of their investigation.

Evaluate the process and results of the investigation.

(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 process and results of the investigation.	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>They collected a lot of appropriate data.</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>

		<i>A (1 mark) response can be one sentence that refers to a single strength.</i>
2	The student outlines the strength(s) of the process and results of the investigation.	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p>The data they collected, such as total crops harvested and hectares used, was appropriate for understanding global land use for farming.</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 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 strength(s) of the process and results of the investigation.	<p>The following is an example of the type of response that would be awarded (3 marks).</p> <p>The data they collected was appropriate for understanding global land use for farming because it allows them to see some important relationships. For instance, they can see the relationship between the total amount harvested and the acres needed to reach this amount. This allows them to better understand changes in efficiency of farming over time.</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>

Limitations <i>Note: suggesting alternative methods can be interpreted as addressing limitations.</i>		
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 process and results of the investigation.	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>They could have collected data from more countries.</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 process and results of the investigation.	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p>They could have collected data from more countries. The U.S., China and India are large countries but there are other important countries, such as Brazil, that should have been considered.</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 process and results of the investigation.	<p>The following is an example of the type of response that would be awarded (3 marks).</p> <p>They could have collected data from more countries in order to have a truly global understanding of farming trends. China, India and the U.S. are important countries, but they don't even make up half of the world population and there are many other countries and regions which have large agricultural outputs. Without including some of these countries, such as Brazil, it may be difficult to get an accurate understanding of global farming.</p>

		<p>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.</p> <p>If a student outlines 3 or more limitations, they can be awarded 3 marks.</p>
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Appraisal		
Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student provides an overall appraisal of the investigation process.	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>The investigation does have some strengths, but overall there are ways that it could be improved to make the investigation more successful.</p> <p><i>Responses will give an overall appraisal without referencing aspects of the investigation to support it.</i></p> <p><i>It may be a general or vague comment that could apply to any investigation.</i></p>
2	The student provides a detailed overall appraisal of the investigation process.	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p>The investigation collected appropriate data, used a balanced range of sources and drew some conclusions based on the data they collected and analysed. However, more data could have been collected, covering a wider range of countries and crops. In addition, some conclusions seem to have been made without data to support them.</p> <p><i>Responses must refer to at least one aspect of the investigation to support the overall appraisal. The appraisal can appear anywhere in the response; it does not have to be a concluding statement.</i></p>

Question 4a

Based on their conclusions, the researchers noted that it would be good to carry out further investigations into future trends that will impact on land use for farming. Their suggested future trends are:

- increased use of fertilizers, pesticides and technology in farming
- changing global population growth.

With reference to **one** of the areas for further investigation and its impact on land use for farming, **formulate** a clear and focused research question.

(2 marks)

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 one of the areas for further investigation.	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>To what extent will the introduction of more widely available fertilizers impact crop growth?</p> <p><i>In the example above, the RQ is clear (you can easily understand the intention of the investigation) and is connected to one of the trends. However, the question lacks focus as it doesn't specify, for example, a location.</i></p>
2	The student formulates a research question that is both clear and focused and connected to one of the areas for further investigation.	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p>To what extent will the introduction of more widely available fertilizers impact the growth of sugarcane in Kenya?</p> <p><i>In the examples above, the RQ is clear (you can easily understand the intention of the investigation) and is connected to one of the trends. The RQs focus on a place and product so merits 2 marks.</i></p>

Question 4b

Justify the relevance of your research question to the issue of future trends in land use for farming.

(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 issue of future trends in land use for farming.	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>My research question is about how fertilizers in Kenya will impact land use in the future.</p> <p><i>No detail is required. This is likely to be a single sentence response that makes a simple connection between the future trend and the RQ.</i></p>
2	The student outlines how the research question is relevant to the issue of future trends in land use for farming.	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p>My research question is about how fertilizers in Kenya will impact land use in the future. Looking at fertilizer use on sugarcane will give me specific information.</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 future trend.</i></p>
3	The student describes how the research question is relevant to the issue of future trends in land use for farming.	<p>The following is an example of the type of response that would be awarded (3 marks).</p> <p>My research question is about the impact of more widely available fertilizers on sugarcane in Kenya. This is relevant because fertilizers can decrease the amount of land used for farming. By looking specifically at sugarcane, I would be able to draw some further conclusions about other crops grown in the future.</p> <p><i>At least one argument/factor should be considered in detail without providing reasoning why the RQ is relevant to the future trend.</i></p> <p><i>To provide the required level of detail for (3 marks), a short paragraph is likely to be required.</i></p> <p><i>More important than the length of the response, is the quality and depth provided.</i></p>

4	The student justifies how the research question is relevant to the issue of future trends in land use for farming.	<p>The following is an example of the type of response that would be awarded (4 marks).</p> <p><i>My research question is about the impact of more widely available fertilizers on sugarcane in Kenya. This is relevant because fertilizers can decrease the amount of land needed to grow crops, such as sugarcane, which can in turn reduce the overall land use for farming. By looking specifically at sugarcane, I would be able to draw some further conclusions about the impact of fertilizers in Kenya and elsewhere on future land use.</i></p> <p><i>At least one argument/factor should be considered in detail, along with reasoning why the RQ is relevant to the future trend.</i></p> <p><i>To provide the required level of detail for (4 marks), a short to mid-length paragraph is likely to be required.</i></p> <p><i>More important than the length of the response, is the quality and depth provided.</i></p>
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Question 4c

Explain one challenge you would have to overcome when investigating future trends in land use for farming.

(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 one challenge of investigating future trends in land use for farming.	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>It is difficult to predict what will happen in the future. Unexpected things can happen.</p> <p><i>A (1 mark) response is likely to be one sentence that hints at a single challenge.</i></p>
2	The student outlines one challenge of investigating future trends in land use for farming.	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p>Investigating future trends will always involve multiple unpredictable variables. Unforeseen variables could arise, which could cause land use for sugarcane to change unexpectedly.</p> <p><i>A (2 mark) response is likely to be a single sentence with a single challenge that is elaborated</i></p>

		<i>on; the detail provided will be brief.</i>
3	The student describes one challenge of investigating future trends in land use for farming.	<p>The following is an example of the type of response that would be awarded (3 marks).</p> <p>Investigating future trends will always involve multiple unpredictable variables. For example, I know that fertilizers usually increase crop yields and make it possible to grow the same amount of crop with less land. Therefore, I might predict that increasing use of fertilizer in Kenya would lower the amount of land used to grow sugarcane. However, some unforeseen variables could arise, causing land use for sugarcane to expand.</p> <p><i>One challenge should be considered in detail without any comprehensive reasons given. An example may be used to support the description.</i></p> <p><i>To provide the required level of detail for (3 marks), a short paragraph is likely to be required.</i></p> <p><i>More important than the length of the response is the quality and depth provided.</i></p>
4	The student explains one challenge of investigating future trends in land use for farming.	<p>The following is an example of the type of response that would be awarded (4 marks).</p> <p>Investigating future trends will always involve multiple unpredictable variables. For example, I know that fertilizers usually increase crop yields and make it possible to grow the same amount of crop with less land. Therefore, I might predict that increasing use of fertilizer in Kenya would lower the amount of land used to grow sugarcane. However, some unforeseen variables could arise. For instance, if fertilizer use made sugarcane growth more profitable, more farmers might start growing sugarcane. This could cause land use for sugarcane to expand.</p> <p><i>One challenge should be considered in detail, along with reasoning why social media could encourage young people to get involved. An example may be given to support the explanation; names of social media platforms are not essential in the response.</i></p>

Question 4d

Identify one research method you will use to collect information for your research question.

(1 mark)

Responses **may** include:

- interviews
- questionnaires/surveys
- observations
- experiments
- statistics/databases.

Accept any valid response.

Question 4e

Identify one method you will use to record information for your research question.

(1 mark)

Responses **may** include:

- spreadsheet
- note taking / summarizing
- tables
- graphs.

Accept any valid response.

Question 5

Your teacher has asked you to prepare a class presentation about the unit *Superpowers, empires and supranational institutions and organizations* that you have recently studied.

Using knowledge from your MYP studies, **explain** the positive **and** negative impacts that **one** of the following has had on fairness and development:

- superpowers
- empires
- supranational institutions/organizations.

In your response, you must:

- focus on **one** superpower **or** empire **or** supranational institution/organization (from the image or your own knowledge)
- include a relevant title for your presentation
- create **one** presentation slide for positive impacts and **one** presentation slide for negative impacts. Your slides should be well-structured to communicate clearly to the audience.
- include a script to support each of your presentation slides.

(18 marks)

Criterion A

Note: Any information included in the slide that is not featured in the script should be rewarded under criterion A.

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student demonstrates limited knowledge and understanding by outlining the positive and negative impacts that one empire or superpower or supranational institution/organization has had on fairness and development, 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><u>Positive impacts</u> The UN had a positive impact on a conflict in South Korea in the 1950s when North Korea invaded South Korea. The UN got involved to maintain peace.</p> <p><u>Negative impacts</u> The UN went too far into North Korea, which upset other Communist countries who took North Korea's side, which meant the conflict got bigger.</p> <p><i>Responses are likely to be brief, with little detail.</i></p>

		<p><i>There is requirement to include an example but the lack of one does not mean the student cannot be awarded (1 mark).</i></p> <p><i>Terminology may be limited in terms of accuracy and/or frequency.</i></p>
2–3	<p>The student demonstrates adequate knowledge and understanding by describing the positive and negative impacts that one empire or superpower or supranational institution/organization has had on fairness and development, 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><u>Positive impacts</u> The UN has had some positive impacts on fairness and development. One example of this is its impact on the conflict in Korea in the early 1950s.</p> <p>In 1950, North Korea invaded South Korea. Following this unjust invasion, the United Nations got involved to maintain peace. Despite the fact that not all members agreed, the UN was still able to successfully organise a force to protect South Korea from the threat to their freedom and way of life.</p> <p><u>Negative impacts</u> The UN was able to organise a force to successfully repel the North Koreans from South Korea. However, the UN force then pushed deeply into North Korea. Communist countries took North Korea's side. This made the conflict even larger and more destructive than it otherwise would have been. This can be viewed as a failure on the part of an organization that was established to maintain peace and unity.</p> <p><i>It should be evident that the student has knowledge of the positive and negative impacts that one empire or superpower or supranational institution/organization has had on fairness and development and they should be able to call on relevant example(s) to support their point(s) but these examples might be lacking in detail or not be the most appropriate.</i></p> <p><i>There is likely to be little or no reasoning provided in the response i.e. there may be some reasoning provided but the examples/terminology/detail in the response is not sufficient enough to warrant a mark in the higher band then a mark in this band should be awarded (see best-fit guidance at the start of the document).</i></p> <p><i>Terminology used should be accurately used in the correct context.</i></p>

<p>4–5</p>	<p>The student demonstrates substantial knowledge and understanding by explaining the positive and negative impacts that one empire or superpower or supranational institution/organization has had on fairness and development, 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><u>Positive impacts</u> The UN has had some positive impacts on fairness and development. One example of this is its impact on the conflict in Korea from 1950–1953.</p> <p>In 1950, communist North Korea invaded South Korea with the intention of uniting the peninsula under their extreme dictatorship. Following this unjust invasion, the United Nations got involved to maintain peace and stability and, hence, avoid conflict. Despite the fact that not all members agreed, the UN was still able to successfully organise a force to protect South Korea from the threat to their freedom and way of life.</p> <p><u>Negative impacts</u> Despite tensions in the region with China and the USSR, the UN was able to organize a force to successfully repel the North Koreans from South Korea. However, the UN force then pushed deeply into North Korea, eventually leading to the Soviet Union becoming involved on North Korea's side. This made the conflict even larger and more destructive than it otherwise would have been. This war almost devastated all of North Korea's economic and agricultural infrastructure. This can be viewed as a failure on the part of an organization that was established to maintain peace and unity.</p> <p><i>At this level, students need to demonstrate good understanding of the positive and negative impacts that one empire or superpower or supranational institution/organization has had on fairness and development by providing a detailed response to the question. The student should call on appropriate example(s) that support their point(s).</i></p> <p><i>There may be some reasoning provided but if the examples/terminology/detail in the response are not sufficient to warrant a mark in the higher band then a mark in this band should be awarded (see best-fit guidance at the start of the document).</i></p> <p><i>Terminology used should be accurately and effectively used in the correct context.</i></p>
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6	<p>The student demonstrates detailed knowledge and understanding by thoroughly explaining the positive and negative impacts that one empire or superpower or supranational institution/organization has had on fairness and development, using accurate and effective descriptions and explanations, and appropriate relevant terminology.</p>	<p>The following is an example of the type of response that would be awarded (6 marks).</p> <p><u>Positive impacts</u> The UN has had some positive impacts on fairness and development. One example of this is its impact on the conflict in Korea from 1950-1953.</p> <p>In 1950, communist North Korea invaded South Korea with the intention of uniting the peninsula under their extreme dictatorship. This was a clearly unfair attempt to take away the rights and self-determination of the South Korean people. Following this unjust invasion, the United Nations got involved by asking all permanent members to vote in order to act and maintain peace and stability and, hence, avoid conflict. Despite the fact that not all members agreed, the UN was still able to successfully organise a force to protect South Korea from the threat to their freedom and way of life.</p> <p><u>Negative impacts</u> Despite the fact that the Korean War created an escalation between the United States and communist China and the USSR and that it represented the first conflict between communist and American forces, the UN was able to organise a force to successfully repel the North Koreans from South Korea. However, the UN force then pushed deeply into North Korea, eventually leading to China and the Soviet Union becoming involved on North Korea's side. This made the conflict even larger and more destructive than it otherwise would have been. This war almost devastated all of North Korea's economic and agricultural infrastructure and impacts its transportation system because of bombing. This can be viewed as a failure on the part of an organization that was established to maintain peace and unity.</p> <p><i>The response should be very detailed and provide clear reasoning, making use of example(s). However, comprehensive understanding of the positive and negative impacts that one empire or superpower or supranational institution/organization has had on fairness and development should be included.</i></p> <p><i>The student may have demonstrated an excellent understanding, however this does not mean that the response must be perfect or the best example of a response you have seen; there are multiple ways of demonstrating ability and quite different responses may be awarded the same mark.</i></p> <p><i>Terminology used should be accurately and effectively used in the correct context.</i></p>
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C1: Format

Marks	Descriptor
0	The student does not achieve a standard described by any of the descriptors given below.
1	Two of the following features are included: <ul style="list-style-type: none"> a relevant title for the presentation the script for the positive impacts clearly connects to the content of the positive impacts slide the script for the negative impacts clearly connects to the content of the negative impacts slide.
2	Three of the following features are included: <ul style="list-style-type: none"> a relevant title for the presentation the script for the positive impacts clearly connects to the content of the positive impacts slide the script for the negative impacts clearly connects to the content of the negative impacts slide.

C2: Communicating information and ideas

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1–2	The student communicates information and ideas using a style and language that are rarely appropriate to the format of a presentation for an audience of MYP students and the purpose of explaining.	<p>Language is rarely clear or appropriate to what would be expected in a script for a presentation. The text reads more formally e.g. like an essay.</p> <p>Slides are rarely formatted to be clear to the audience (<i>ie</i> bullet points, short sentences, effective use of available space)</p> <p>Language is basic/simple and doesn't engage the audience effectively.</p> <p>Text may be extremely short so that not enough evidence is available to award a higher level.</p>
3–4	The student communicates information and ideas using a style and language that are occasionally appropriate to the format of a presentation for an audience of MYP students and the purpose of explaining.	<p>Language is clear and appropriate to what would be expected in a script for a presentation.</p> <p>The text reads at times more formally e.g. like an essay and at times like a presentation. (A presentation that is written more like an essay is likely to be awarded 3 marks. If it is written more like a presentation, it is likely to be awarded 4 marks. Best-fit should always be applied.)</p>

		<p>Slides are occasionally formatted to be clear to the audience (<i>ie</i> bullet points, short sentences, effective use of available space)</p> <p>Some language features such as hyperbole, metaphor, rhetorical questions, concise sentences and emotive vocabulary are used to engage the audience.</p>
5–6	The student communicates information and ideas using a style and language that are consistently appropriate to the format of a presentation for an audience of MYP students and the purpose of explaining.	<p>Language is clear and completely appropriate to what would be expected in a script for a presentation.</p> <p>The text reads like a presentation throughout, for example by addressing the audience.</p> <p>Slides are consistently formatted to be clear to the audience (<i>ie</i> bullet points, short sentences, effective use of available space)</p> <p>Language features such as hyperbole, metaphor, rhetorical questions, concise sentences and emotive vocabulary are often used to engage the audience.</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 MYP students and purpose of explaining.	<p>Ideas rarely build on each other in a logical manner.</p> <p>When appropriate, the student rarely uses effective transitions within sentences and/or between sentences and/or paragraphs to show relationships between ideas.</p>
2	The student structures information and ideas in a way that is occasionally effective and appropriate to the audience of MYP students and purpose of explaining	<p>Ideas occasionally build on each other in a logical manner.</p> <p>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 MYP students and the purpose of explaining.	<p>Ideas frequently build on each other in a logical manner.</p> <p>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 MYP students and the purpose of explaining.	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.
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Question 6

In Québec City in Canada, the local government has announced changes to public transportation that will be made in the near future. This is in response to the increase in demand for better transport. **Source C** below is a video made in 2018 by the government to present the project to the public. You will need to explain how these changes will have a positive impact on the city.

Explain how this change to Québec City's public transport system will have a positive effect on the city.

(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 outlines how this change to Québec City's public transport system will have a positive effect on the city.	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p>This new transportation system will help with traffic congestion. This will also have a beneficial effect on the environment. It runs on electricity, which is much cleaner than gas. There will be less overall pollution.</p> <p><i>Responses are likely to be brief, with little detail for (1 mark). A (2 mark) response will elaborate to provide more information.</i></p>
3–4	The student describes how this change to Québec City's public transport system will have a positive effect on the city.	<p>The following is an example of the type of response that would be awarded (3 marks).</p> <p>This new transportation system will help with traffic congestion. The population in and around cities is increasing. It is important to facilitate mass transit. This will also have a beneficial effect on the environment. The tramway runs on electricity. This resource is a much cleaner source of energy than gas used by cars and buses. There will be less carbon monoxide emissions and less overall pollution.</p> <p>The following is an example of the type of response that would be awarded (4 marks).</p>

		<p>This new transportation system will help with traffic congestion and increase accessibility. The population in and around cities is increasing. It is important to facilitate mass transit. This will also have a beneficial effect on the environment. Less cars means less pollution. Another benefit is that the tramway runs on electricity. This resource is a much cleaner source of energy than gas used by cars and buses. There will be less carbon monoxide emissions and less overall pollution.</p> <p><i>It should be evident that the student has knowledge of the potential positive effect the change could have on the city.</i></p> <p><i>There are likely to be little or no reasons provided in the response i.e. if there may be some provided but the 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>
5–6	<p>The student explains how this change to Québec City's public transport system will have a positive effect on the city.</p>	<p>The following is an example of the type of response that would be awarded (5 marks).</p> <p>This new transportation system will help with traffic congestion and increase accessibility. With the increase of population in and around cities, it is important to facilitate mass transit. This will also have a beneficial effect on the environment because the tramway will reduce the number of cars coming in and out of the city. Less cars means less pollution. Another benefit is that the tramway runs on electricity. This resource is a much cleaner source of energy than gas used by cars and buses. The combination of these factors means that there will be less carbon monoxide emissions and that will help to reduce overall pollution.</p> <p><i>The response should be very detailed and provide clear reasons for the potential positive effects on the city.</i></p> <p><i>The student may have demonstrated an excellent understanding, however this does not mean that the response must be perfect or the best example of a response you have seen; there are multiple ways of demonstrating ability and quite different responses may be awarded the same mark.</i></p>

Question 7a

Describe the value of **Source C** to an MYP student researching how innovations impact urban environments.

(3 marks)

Note: Responses to *both* part (a) and part (b) may include *content* (accuracy/objectivity of information, number of perspectives included and depth of those perspectives, 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 Source C to an MYP student researching how innovations impact urban environments.	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>It shows what the tramway will look like.</p> <p><i>Only one benefit needs to be mentioned to warrant (1 mark). The quality of the response is what is rewarded, not the number of strengths referred to.</i></p> <p><i>A (1 mark) response can be one sentence that refers to a single benefit.</i></p>
2	The student outlines the value of Source C to an MYP student researching how innovations impact urban environments.	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p>It shows what the tramway will look like. It includes images of the stations and parking areas. As it talks about using electricity, it suggests to the student that the environment will be positively impacted.</p> <p><i>Only one benefit needs to be mentioned and elaborated on to warrant (2 marks). The quality of the response is what is rewarded, not the number of benefits referred to.</i></p> <p><i>A (2 mark) response is likely to be a single sentence with two clauses or two/three short sentences; the detail provided will be brief.</i></p>
3	The student describes the value of Source C to an MYP student researching how innovations impact urban environments.	<p>The following is an example of the type of response that would be awarded (3 marks).</p> <p>It shows what the tramway will look like. It includes images of the underground and outdoor stations and parking areas to help a student see the wide-ranging impacts of this innovation on the city's environment. As it talks about using electricity, it suggests to the student that the environment will be positively impacted by reduced pollution levels.</p> <p><i>Only one benefit needs to be considered in detail to warrant (3 marks). The quality of the response is what is rewarded, not the number of benefits referred to.</i></p> <p><i>A (3 mark) response is likely to take the form of a short paragraph.</i></p>

Question 7b

Describe the limitations of **Source C** to an MYP student researching how innovations impact urban environments.

(3 marks)

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student states the limitations of Source C to an MYP student researching how innovations impact urban environments.	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>It may be one-sided or biased.</p> <p><i>Only one benefit needs to be mentioned to warrant (1 mark). The quality of the response is what is rewarded, not the number of strengths referred to.</i></p> <p><i>A (1 mark) response can be one sentence that refers to a single benefit.</i></p>
2	The student outlines the limitations of Source C to an MYP student researching how innovations impact urban environments.	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p>As it is a video that is made by the local government, it may be one sided or biased. Also, it only talks about one city.</p> <p><i>Only one benefit needs to be mentioned and elaborated on to warrant (2 marks). The quality of the response is what is rewarded, not the number of benefits referred to.</i></p> <p><i>A (2 mark) response is likely to be a single sentence with two clauses or two/three short sentences; the detail provided will be brief.</i></p>
3	The student describes the limitations of Source C to an MYP student researching how innovations impact urban environments.	<p>The following is an example of the type of response that would be awarded (3 marks).</p> <p>As it is a video that is made by the local government it may be one-sided or biased; it doesn't discuss how much time it will take to build or how much disruption it will cause to commuters during construction. The scope of the video is narrow as it only focuses on one city so this will limit its usefulness to the student.</p> <p><i>Only one benefit needs to be considered in detail to warrant (3 marks). The quality of the response is what is rewarded, not the number of benefits referred to.</i></p>

		A (3 mark) response is likely to take the form of a short paragraph.
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Question 8

In a well-structured essay, **discuss** how **one** technological development/innovation has impacted quality of life.

In your response:

- you can use an example given in the timeline above or one from your own knowledge
- you must not discuss public transport or public transport systems as addressed in **Source C** (questions 6 and 7)
- you must include different perspectives about the impact of your chosen technological development/innovation.

(24 marks)

Note: Note: when marking, best fit should be applied to each criterion separately. Therefore, a candidate can achieve different marks for each criterion

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

Marks	Descriptor for Criterion A	Notes	Descriptor for Criterion D
0	The student does not achieve a standard described by any of the descriptors given below.		The student does not achieve a standard described by any of the descriptors given below.
1–2	The student demonstrates limited contextual and conceptual understanding in an outline, using limited examples and limited terminology.	The following is an extract from the type of response that would be awarded (2 marks) . <i>Internet technology promotes the sharing of information because it is <u>easy to use</u>. You can now watch movies and listen to music from around the world and play online games. Social media is now very prominent on the internet. Digital connections also help to bring different perspectives on the news. <u>The media must consider this</u>. Global attention and awareness can now easily be brought to certain issues. <u>The internet makes this less complicated</u>.</i>	The student provides one perspective in a basic analysis and summarizes information to a limited extent in response to the question posed.

<p>3–4</p>	<p>The student demonstrates adequate contextual and conceptual understanding in a description, using satisfactory examples and appropriate terminology.</p>	<p>The following is an extract from the type of response that would be awarded (4 marks). <i>Internet technology promotes the sharing of information because it is easy to use and has many uses. This technology is also a valued source of information for interests such as news, weather and other subjects. You can now watch movies and listen to music from around the world and play online games. Social media is now very prominent on the internet, but it is also much easier for people to have access to other people's personal information. Digital connections also help to bring different perspectives on the news because everyone can use their smartphones to present a certain point of view during an event. The media must consider this when reporting what is happening. Global attention and awareness can now easily be brought to certain issues. On a logistics level, it is much less complicated than before to build awareness on issues. Keeping people's attention on an issue is a challenge. The access to more information also means that a lot of falsified information is available. It is now even more important to be able to know if a source is good.</i></p>	<p>The student provides different perspectives in an analysis and summarizes information to make clear arguments in response to the question posed.</p>
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<p>5–6</p>	<p>The student demonstrates substantial contextual and conceptual understanding in an explanation, using accurate examples and appropriate terminology.</p>	<p>The following is an extract from the type of response that would be awarded (5 marks). <i>Internet technology promotes the sharing of information because it is easy to use and has many uses such as email and the possibility to do transactions. This technology is also a valued source of information for interests such as news, weather and other subjects like medical issues or specific global concerns. You can now watch movies and listen to music from around the world and play online games. Social media is now very prominent on the internet but it is also much easier for people to have access other people's personal information so fraud is a risk. Digital connections also help to bring different perspectives on the news because everyone can use their smartphones to present a certain point of view during an event. The media must consider this when reporting what is happening. Global attention and awareness can now easily be brought to certain issues. On a logistics level, it is much less complicated than before to build awareness on issues but sometimes people shift their attention to something else because they are exposed to many things at the same time. Keeping people's attention on an issue is a challenge. The access to more information also means that a lot of falsified information is available. It is now even more important to be able to know how to analyse a source.</i></p>	<p>The student provides different perspectives in an analysis and synthesizes information to make clear arguments in response to the question posed.</p>
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<p>7–8</p>	<p>The student demonstrates detailed contextual and conceptual understanding in a thorough explanation, using accurate and effective examples and appropriate terminology.</p>	<p>The following is an extract from the type of response that would be awarded (7 marks). <i>Internet technology promotes the sharing of information because it is easy to use and has many uses such as email and the possibility to do transactions (for banking, to buy products and make travel arrangements). This technology is also a valued source of information for interests such as news, weather reports and for more specialized topics that can help people understand subjects like medical issues or specific global concerns. You can now watch movies and listen to music from around the world and play online games. Social media is now very prominent on the internet but it is also much easier for people to have access to other people's personal information so fraud is a risk. Digital connections also help to bring different perspectives on the news because everyone can use their smartphones to present a certain point of view during an event. The media must consider this when reporting what is happening. Global attention and awareness can now easily be brought to certain issues and it makes it possible to organize protests, for example. On a logistics level, it is much less complicated than before to build awareness on issues. The access to varied information can be overwhelming and sometimes, instead of building awareness, people shift their attention to something else because they are exposed to many things at the same time. Keeping people's attention on an issue is a challenge. The access to more information also means that a lot of falsified information is available. It is now even more important to be able to know how to analyse a source to find out if the information has some value.</i></p> <p>Note: An (8 mark) response might provide more detailed examples (criterion A) or take a clearer stance on the issue (criterion D).</p>	<p>The student provides different perspectives in a detailed discussion and synthesizes information to make clear arguments in response to the question posed.</p>
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C1: format

Marks	Descriptor
0	The student does not achieve a standard described by any of the descriptors given below.
1	Two of the following elements are included: introduction, a main body of argument or a conclusion. Note: The elements must appear as separate paragraphs. If this is not the case (0 marks) should be awarded.
2	Three of the following elements are included: introduction, a main body of argument and a conclusion. Note: The elements must appear as separate paragraphs.

C2: communicating information and ideas

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The style and language used are rarely appropriate to the audience and purpose of informing.	The style of writing is rarely consistent with what would be expected in an essay. Language may be mostly unclear. Text may be extremely short so that not enough evidence is available to award a higher level.
2	The style and language used are occasionally appropriate to the audience and purpose of informing.	The style of writing is not always consistent. It may appear to be more informal in style than expected in an essay. Language may be less clear in places.
3	The style and language used are consistently appropriate to the audience and purpose of informing.	The style of writing is consistent with what would be expected in an essay. Language is formal and clear.

C3: organizational structure

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 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 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.