

Markscheme

November 2020

















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

Question 1a

With reference to the trade agreements shown on the world map on slide 3 of **Source A**, **select** the trade agreement with the highest exports in US\$.

(1 mark)

Award **(1 mark)** for correctly selecting USMCA/NAFTA.

Question 1b

State one benefit for a country participating in a trade agreement.

(1 mark)

Responses **may** include:

- Economic growth
- Lower government spending
- Technology transfer

Accept any valid response.

Question 2

Explain how countries can ensure fairness within trade agreements.

(4 marks)

Note: Bold is used to indicate the difference in depth/detail between markbands.

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student states how countries can ensure fairness within trade agreements	The following is an example of the type of response that would be awarded (1 marks). <i>Trade agreements should benefit all the countries involved.</i>
2	The student outlines how countries can ensure fairness within trade agreements	The following is an example of the type of response that would be awarded (2 marks). <i>Trade agreements should benefit all the countries involved, not just wealthier countries.</i>
3	The student describes how countries can ensure fairness within trade agreements	The following is an example of the type of response that would be awarded (3 marks). <i>Trade agreements should benefit all the countries involved, not just wealthier countries, by making sure the needs and requests of those involved are respected.</i>
4	The student explains how countries can ensure fairness within trade agreements	The following is an example of the type of response that would be awarded (4 marks). <i>Trade agreements should benefit all the countries involved, not just wealthier countries, by making sure the needs and requests of those involved are respected to create the best trade terms possible that aim to improve development and growth of all.</i> Note: students can be awarded (4 marks) by using their own knowledge or details from the source.

Question 3

Evaluate the investigation carried out by the economic advisor in **Source A**.

(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.

Note: Students may refer to process *and/or* results of the investigation in their answer. They do not have to refer to both to be awarded full marks.

Note: Bold is used to indicate the difference in depth/detail between markbands.

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 investigation.	The following is an example of the type of response that would be awarded (1 mark) . <i>The economic advisor collected a lot of appropriate information.</i>
2	The student outlines the strength(s) of the investigation.	The following is an example of the type of response that would be awarded (2 marks) . <i>The information collected by the economic advisor was valuable to help understand the impact of trade on fairness and development. It was appropriate for understanding the different agreements countries can take part in.</i>
3	The student explains the strength(s) of the investigation.	The following is an example of the type of response that would be awarded (3 marks) . <i>The information collected by the economic advisor was valuable to help understand the impact of trade on fairness and development because it includes many aspects such as the positive and negative effects of trade. It was also appropriate for understanding the different agreements countries can take part in because it gives definitions of the different types of agreements.</i> Note: the sections in bold provide the reasoning required for explanation to merit (3 marks).

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

Limitations		
Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student states the limitation(s) of the investigation.	The following is an example of the type of response that would be awarded (1 mark) . <i>They could have collected data from more countries.</i>
2	The student outlines the limitation(s) of the investigation.	The following is an example of the type of response that would be awarded (2 marks) . <i>They could have collected data from more countries. The U.S., Canada, European countries and China are included but there are many other countries and regions which have agreements, such as Russia, Brazil and India.</i>
3	The student explains the limitation(s) of the investigation.	The following is an example of the type of response that would be awarded (3 marks) . <i>They could have collected data from more countries. The U.S., Canada, European countries and China are included but there are many other countries and regions which have agreements, such as Russia, Brazil and India. Without including these, it is difficult to gain a full understanding of the scope of trade agreements around the world.</i> Note: the sections in bold provide the reasoning required for explanation to merit (3 marks).

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.	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p><i>The investigation has some strengths, but there are ways that it could be improved.</i></p> <p>Note: Responses in this band will state an overall appraisal without referencing aspects of the investigation to support the overall appraisal.</p>
2	The student provides a detailed overall appraisal of the investigation.	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p><i>The investigation collected appropriate information by including types and examples of trades. However, including more countries could have given a better understanding.</i></p> <p>Note: To reach this band, responses must refer to at least one aspect of the investigation to support the overall appraisal.</p>

Question 4

To investigate further into how trade agreements impact on fairness and development, you will need to formulate a detailed action plan by completing the questions below.

As a government official in a country of your choice, you have been asked to make a recommendation about how this country should approach trade in the future.

Question 4a

Formulate a clear and focused research question for an investigation that would help you make a recommendation.

(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 research question that is either clear or focused and connected to the government's request.	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p><i>To what extent can Canada benefit from a trade agreement?</i></p> <p>Note: A "focused" research question refers to specific elements, such as time/place/space.</p>
2	The student formulates a research question that is both clear and focused and connected to the government's request.	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p><i>To what extent can Canada sell more products by joining the CAFTA-DR agreement?</i></p> <p>Note: A "focused" research question refers to specific elements, such as time/place/space.</p>

Question 4b

Justify the relevance of your research question with reference to your investigation.

(4 marks)

Note: Bold is used to indicate the difference in depth/detail between markbands.

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 government's request.	The following is an example of the type of response that would be awarded (1 mark). <i>My research question is about whether joining a trade agreement would be good for Canada.</i>
2	The student outlines how the research question is relevant to the government's request.	The following is an example of the type of response that would be awarded (2 marks). <i>My research question is about how Canada can increase exports and sell more products by joining the CAFTA-DR trade agreement.</i>
3	The student describes how the research question is relevant to the government's request.	The following is an example of the type of response that would be awarded (3 marks). <i>My research question is about how Canada can increase exports and sell more products by joining the CAFTA-DR trade agreement. This is relevant because a multilateral trade agreement with other countries could increase the possibility of sales of products made in Canada with other countries. This will help me make my recommendation.</i>
4	The student justifies how the research question is relevant to the government's request.	The following is an example of the type of response that would be awarded (4 marks). <i>My research question is about how Canada can increase exports and sell more products by joining the CAFTA-DR trade agreement. This is relevant because a multilateral trade agreement with other countries could increase the possibility of sales of products made in Canada with other countries. This means that it could create more jobs in Canada because of the increase in demand coming from the Dominican Republic and Costa Rica. This will help me make my recommendation.</i> Note: the sections in bold provide additional development of reasons required for a full justification so merits (4 marks).

Question 4c

State one method of primary data collection you would use for your investigation.

(1 mark)

Responses **may** include:

- Interviews
- Questionnaires/Surveys
- Observations

Accept any valid response.

Question 4d

Outline the usefulness of the method you stated in part (c) for your investigation.

(2 marks)

Note: Bold is used to indicate the difference in depth/detail between markbands.

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student identifies the usefulness of the method stated in part 4(c).	The following is an example of the type of response that would be awarded (1 mark) . <i>Interviews could be useful to get accurate data.</i>
2	The student outlines the usefulness of the method stated in part 4(c).	The following is an example of the type of response that would be awarded (2 marks) . <i>Interviews could be useful to get accurate data on possible increase in sales when joining a larger market.</i>

Question 4e

State one method you would use to record your information/data.

(1 mark)

Responses **may** include:

- Spreadsheet
- Note taking / summarizing
- Tables
- Graphs

Accept any valid response.

Question 4f

Outline the usefulness of the method you stated in part (e) for your investigation.

(2 marks)

Note: Bold is used to indicate the difference in depth/detail between markbands.

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student identifies the usefulness of the method stated in part 4(e).	The following is an example of the type of response that would be awarded (1 mark) . <i>The use of spreadsheets could help clearly see the projection of sales.</i>
2	The student outlines the usefulness of the method stated in part 4(e).	The following is an example of the type of response that would be awarded (2 marks) . <i>The use of spreadsheets could help clearly see the projection of sales by categorising them by year and product.</i>

Question 5

You are an entrepreneur who wants to have a positive impact on society by starting a new company that produces energy using **one** of the resources below. Create a script for an elevator pitch in which you **explain** why your company should receive support from potential stakeholders.

(18 marks)

Select **one** of the energy resources below.

Natural gas	Water	Geothermal energy	Biomass	Wind	Sun
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Criterion A

Note: Bold is used to indicate the difference in depth/detail between markbands.

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 why their company should receive support from potential stakeholders, using limited examples and limited relevant terminology.	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p><i>We have been using wood as an energy source for a long time but woodlands are slowly disappearing. There's a real alternative to the inefficiency and environmental damage of wood as an energy source and that is solar energy. Solar energy is a <u>clean power source that can be used in different ways and have advantages</u>.</i></p> <p><i>Now is the time to invest in solar energy.</i></p>

2-3	<p>The student demonstrates adequate knowledge and understanding by describing why their company should receive support from potential stakeholders, using satisfactory examples and appropriate relevant terminology.</p>	<p>The following is an example of the type of response that would be awarded (3 marks).</p> <p><i>We see all around us, especially in developing countries, the problems with using wood as a source of energy. For one, our woodlands are disappearing as we harvest more and more wood to support our energy needs. This not only puts us in danger of running out of wood for cooking and heating, it also deprives us of the benefits of forests.</i></p> <p><i>There is another problem with wood that you may very well not be aware of, and it's perhaps the most important problem of all. Wood is incredibly inefficient as an energy source. Yes, that's right, this energy source that we have been using for thousands of years just doesn't pack much of an energy punch.</i></p> <p><i>But don't despair, there's a real alternative to the inefficiency and environmental damage of wood as an energy source and that is solar energy. The easiest way of converting this energy is with solar panels that convert the sun's rays into electricity. Solar energy is a clean power source.</i></p> <p><i>Consumers using solar energy for their homes can save a lot of money over time instead of paying high prices for power from utility companies.</i></p> <p><i>Now is the time to invest in solar energy, as a cleaner, more efficient alternative to wood.</i></p>
4-5	<p>The student demonstrates substantial knowledge and understanding by explaining why their company should receive support from potential stakeholders, using accurate examples and appropriate relevant terminology.</p>	<p>The following is an example of the type of response that would be awarded (4 marks).</p> <p><i>We see all around us, especially in developing countries, the problems with using wood as a source of energy. For one, our woodlands are disappearing as we harvest more and more wood to support our energy needs. This not only puts us in danger of running out of wood for cooking and heating, it also deprives us of the benefits of forests such as the positive impact on air quality.</i></p> <p><i>There is another problem with wood that you may very well not be aware of, and it's perhaps the most important problem of all. Wood is incredibly inefficient as an energy source. Yes, that's right, this energy source that we have been using for thousands of years just doesn't pack much of an energy punch.</i></p> <p><i>But don't despair, there's a real alternative to the inefficiency and environmental damage of wood as an energy source and that is solar energy. The easiest way of converting this energy is with solar panels that convert the sun's rays into electricity. Solar energy is a clean power source that is available everywhere in the world. Anywhere sunlight hits the surface of the earth is a potential location to generate solar power</i></p> <p><i>Consumers using solar energy for their homes can save a lot of money over time instead of paying high prices for power from utility companies and it is also a way of reducing you carbon footprint because there are no emissions.</i></p> <p><i>Now is the time to invest in solar energy, as a cleaner, more efficient alternative to wood.</i></p>

6	<p>The student demonstrates detailed knowledge and understanding by thoroughly explaining why their company should receive support from potential stakeholders, using accurate and effective examples and appropriate relevant terminology.</p>	<p>The following is an example of the type of response that would be awarded (6 marks).</p> <p><i>We see all around us, especially in developing countries, the problems with using wood as a source of energy. For one, our woodlands are disappearing as we harvest more and more wood to support our energy needs. This not only puts us in danger of running out of wood for cooking and heating, it also deprives us of the benefits of forests such as biodiversity, the positive impact on air quality and, of course, the natural beauty.</i></p> <p><i>There is another problem with wood that you may very well not be aware of, and it's perhaps the most important problem of all. Wood is incredibly inefficient as an energy source. Yes, that's right, this energy source that we have been using for thousands of years just doesn't pack much of an energy punch.</i></p> <p><i>But don't despair, there's a real alternative to the inefficiency and environmental damage of wood as an energy source and that is solar energy. The easiest way of converting this energy is with photovoltaic solar panels that convert the sun's rays into electricity. Solar energy is a clean and inexpensive power source that is available everywhere in the world and represents a limitless source of power. Anywhere sunlight hits the surface of the earth is a potential location to generate solar power and we don't have to worry about solar energy running out anytime soon.</i></p> <p><i>Consumers using solar energy for their homes can save a lot of money over time instead of paying high prices for power from utility companies and it is also a way of reducing your carbon footprint because there are no emissions, so no waste products that pollute the environment or disrupt the climate.</i></p> <p><i>Now is the time to invest in solar energy, as a cleaner, more efficient alternative to wood.</i></p>
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Criterion C1: Format

Marks	Descriptor
0	The student does not achieve a standard described by any of the descriptors given below.
1	<p>One of the following features is included:</p> <ul style="list-style-type: none"> • The problems that the company and/or its product addresses • The key features of the company and/or its product
2	<p>Two of the following features are included:</p> <ul style="list-style-type: none"> • The problems that the company and/or its product addresses • The key features of the company and/or its product

Criterion C2: Communicating information and ideas

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1-2	The student communicates information and ideas using a style and language that are rarely appropriate to the format of an elevator pitch for an audience of potential supporters and purpose of explaining.	Language is rarely clear or appropriate to what would be expected in an elevator pitch. The text reads more formally e.g. like an essay, rather than like an elevator pitch.
3-4	The student communicates information and ideas using a style and language that are occasionally appropriate to the format of an elevator pitch for an audience of potential supporters and purpose of explaining.	Language is occasionally clear and appropriate to what would be expected in an elevator pitch. The text reads at times more formally e.g. like an essay and at times like an elevator pitch with occasional enthusiasm.
5-6	The student communicates information and ideas using a style and language that are consistently appropriate to the format of an elevator pitch for an audience of potential supporters and purpose of explaining.	Language is clear and completely appropriate to what would be expected in an elevator pitch. The text reads like an elevator pitch throughout, including by addressing the audience directly and displaying enthusiasm.

Criterion C3: Organizational structure

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student structures information and ideas in a way that is rarely effective and appropriate to the audience of potential supporters and purpose of explaining.	Ideas rarely build on each other in a logical manner. Rarely uses effective transitions within sentences and/or between sentences and/or paragraphs to show relationships between ideas.
2	The student structures information and ideas in a way that is occasionally effective and appropriate to the audience of potential supporters and purpose of explaining.	Ideas occasionally build on each other in a logical manner. Sometimes uses effective transitions within sentences and/or between sentences and/or paragraphs to show relationships between ideas.
3	The student structures information and ideas in a way that is mainly effective and appropriate to the audience of potential supporters and purpose of explaining.	Ideas frequently build on each other in a logical manner. Often uses effective transitions within sentences and/or between sentences and/or paragraphs to show relationships between ideas.
4	The student structures information and ideas in a way that is consistently effective and appropriate to the audience of potential supporters and purpose of explaining.	Ideas build on each other in a consistently clear and logical manner. Always uses effective transitions within sentences and/or between sentences and/or paragraphs to show relationships between ideas.

Question 6

In the following questions, you will consider the usefulness of **Source C** to an MYP student studying trends in peace and conflict.

Question 6a

State the origin of **Source C**.

(1 mark)

Award **(1 mark)** for Institute for Economics and Peace (IEP)

Question 6b

State the purpose of **Source C**.

(1 mark)

Responses **may** include:

- To provide information about the different levels of peace around the world.
- To show the trends in peace around the world.
- To show the global peace index.

Accept any other valid response.

Question 6c

List two values of **Source C** for an MYP student studying trends in peace and conflict.

(2 marks)

Responses **may** include:

- It is objective
- It states the level of peace for different countries
- It shows global data
- It covers different years
- Colour code makes it clear

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

Question 6d

List two limitations of **Source C** for an MYP student studying trends in peace and conflict.

(2 marks)

Responses **may** include:

- It doesn't show differences within countries
- It doesn't tell us how they determine the level of peace
- It only covers three different years
- Not all countries are covered

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

Question 7

Using **Source C** and **Source D**, **analyse** the trends in peace and conflict between 2008 and 2018.

(6 marks)

Mark	Descriptor	Note
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student states the trends in peace between 2008 and 2018, using sources C and D	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p><i>The number of conflicts has increased by 2018. It is also possible to see that some countries are consistently peaceful.</i></p>
2-3	The student outlines the trends in peace between 2008 and 2018, using sources C and D	<p>The following is an example of the type of response that would be awarded (3 marks).</p> <p><i>The number of conflicts has increased by 2018. Some regions have seen an increase in conflicts due to different reasons.</i></p> <p><i>It is also possible to see that some countries are consistently peaceful (North America, Europe), probably because their territory is not under duress.</i></p>
4-5	The student provides an analysis of the trends in peace between 2008 and 2018, using sources C and D	<p>The following is an example of the type of response that would be awarded (4 marks).</p> <p><i>The number of conflicts has increased by 2018. Some regions, like Africa, have seen an increase in instability that can be linked to different reasons like conflicts over resources.</i></p> <p><i>It is also possible to see that some countries are consistently peaceful (North America, Europe), probably because their territory is not under duress. There are plenty of resources in these areas and these are normally shared well.</i></p>
6	The student provides a detailed analysis of the trends in peace between 2008 and 2018, using sources C and D	<p>The following is an example of the type of response that would be awarded (6 marks).</p> <p><i>The number of conflicts has increased by 2018. Some regions have seen an increase in instability (Africa, Middle East, South America) that can be linked to different reasons like conflicts over resources or political power.</i></p> <p><i>It is also possible to see that some countries are consistently peaceful (North America, Europe), probably because there is ideological stability and their territory is not under duress. There are plenty of resources in these areas and these are normally shared well. Richer countries are definitely less prone to conflicts.</i></p>

Question 8

Write a well-structured essay to answer the following question. **To what extent** does globalization promote peace?

In your answer, you must:

- include examples to support your argument
- consider different perspectives.

(24 marks)

Note: When marking, best fit for each criterion applies 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 relevant terminology.	<p>The following is an extract from the type of response that would be awarded (2 marks).</p> <p><u>Those that argue that globalization promotes peace, often focus on economic connections. Countries trade with each other and have good understanding. For example, the European Union has increased its members' political cooperation.</u></p>	The student provides one perspective in a basic analysis and summarizes information to a limited extent in response to the question posed.

3-4	<p>The student demonstrates adequate contextual and conceptual understanding in a description, using satisfactory examples and appropriate relevant terminology.</p>	<p>The following is an extract from the type of response that would be awarded (4 marks).</p> <p><u>Those that argue that globalization promotes peace, often focus on economic connections. Countries trade with each other and have good understanding. For example, the European Union started as a mainly economic organization that now uses a common currency. It has become a mechanism for European countries to increase their political cooperation.</u></p> <p><u>Those who argue that globalization promotes conflict say that the differences between cultures are so great that when they come in to contact with each other, conflict is the inevitable result. An example of this is the conflict between the Islamic world and the West. People on both sides have resisted each other's influences. There have been many debates, disputes and sometimes even violent conflicts, such as the crusades. The argument is that these conflicts are based on totally opposed points of view and cannot be resolved as long as these cultures are coming in to frequent contact.</u></p>	<p>The student provides different perspectives in an analysis and summarizes information to make clear arguments in response to the questions posed.</p>
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5-6	<p>The student demonstrates substantial contextual and conceptual understanding in an explanation, using accurate examples and appropriate relevant terminology.</p>	<p>The following is an extract from the type of response that would be awarded (5 marks).</p> <p><u>Those that argue that globalization promotes peace, often focus on how economic connections lead to cooperation in other areas as well. As countries trade more with each other, they also develop more connections with each other. In addition, they also have increased understanding. For example, the European Union started as a mainly economic organization that now uses a common currency. It has become a mechanism for European countries to increase their political cooperation through the European parliament.</u></p> <p><u>Those who argue that globalization promotes conflict say that the differences between cultures are so great that when they come in to contact with each other, conflict is the inevitable result. An example of this is the conflict between the Islamic world and the West. People on both sides have resisted each other's political and cultural influences, resulting in many debates, disputes and sometimes even violent conflicts, such as the crusades. The argument is that these conflicts are based on totally opposed points of view and cannot be resolved as long as these cultures are coming in to frequent contact.</u></p>	<p>The student provides different perspectives in a discussion 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 relevant terminology.</p>	<p>The following is an extract from the type of response that would be awarded (7 marks).</p> <p><u>Those that argue that globalization promotes peace, often focus on how economic connections lead to cooperation in other areas as well. As countries trade more with each other, they also develop more political and social connections with each other. In addition, they also have a lot more cultural exchange leading to increased understanding. For example, the European Union created shortly after WWII, started as a mainly economic organization that now uses a common currency. It has become a mechanism for European countries to increase their political cooperation through the European parliament as well as to engage in social and cultural communication and exchange.</u></p> <p><u>Those who argue that globalization promotes conflict say that the differences between cultures are so great that when they come in to contact with each other, conflict is the inevitable result. An example of this is the conflict between the Islamic world and the West. People on both sides have resisted each other's political and cultural influences, resulting in many debates, disputes and sometimes even violent conflicts, such as the crusades or the Ottoman efforts to expand into Eastern and Central Europe. The argument is that these conflicts are based on totally opposed points of view and cannot be resolved as long as these cultures are coming in to frequent contact and therefore society needs to move away from globalization.</u></p>	<p>The student provides different perspectives in a detailed discussion and synthesizes information to make clear arguments in response to the question posed.</p>
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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.
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.
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, for example using first person.
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. Rarely uses effective transitions between sentences and/or paragraphs to show relationships between ideas
2	The organizational structure is occasionally effective .	Paragraphs/ideas build on each other in a mainly logical manner. Sometimes uses effective transitions between sentences and/or paragraphs to show relationships between ideas
3	The organizational structure is consistently-appropriate and effective .	Paragraphs/ideas build on each other in consistently clear and logical manner. Uses effective transitions between sentences and/or paragraphs to show relationships between ideas.