

Markscheme

November 2022




















Integrated humanities

On-screen examination

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

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

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

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

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

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

Question 1a

Using **Source A**, **select** which region of the world has the largest number of countries with the highest Happiness Index.

(1 mark)

Award **(1 mark)** for selecting EUROPE.

Question 1b

State one factor that could lower a country’s level of happiness.

(1 mark)

Responses **may** include:

- a war
- poverty
- corruption
- lower GDP
- unemployment
- a pandemic

Accept any valid response.

Question 2

Justify why the countries shown in **source A** were able to reach the highest levels of happiness. In your response, you must refer to **one** indicator shown in **source B**.

(4 marks)

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student states why the countries shown in Source A were able to reach the highest levels of happiness.	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>There is probably good access to medical care.</p> <p><i>A (1 mark) response is likely to be one sentence that hints at a single reason for a high level of happiness.</i></p>
2	The student outlines why the countries shown in Source A were able to reach the highest levels of happiness.	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p>Everyone has access to medical care regardless of income.</p> <p><i>A (2 mark) response is likely to be a single sentence with a single reason that is elaborated on; the detail provided will be brief.</i></p>
3	The student describes why the countries shown in Source A were able to reach the highest levels of happiness.	<p>The following is an example of the type of response that would be awarded (3 marks).</p> <p>The healthcare systems in these countries probably give everyone access to essential medical care regardless of income. Illnesses and injuries can be cured and treated when needed.</p> <p><i>One reason should be considered in detail without any comprehensive reasons given. An example may be used to support the description.</i></p> <p><i>More important than the length of the response is the quality and depth provided.</i></p>

4	The student justifies why the countries shown in Source A were able to reach the highest levels of happiness.	<p>The following is an example of the type of response that would be awarded (4 marks).</p> <p>The healthcare systems in these countries probably give everyone access to essential medical care regardless of income. Illnesses and injuries can be cured and treated when needed which has a direct impact on life expectancy at birth. This would have a significant impact on the country’s ranking.</p> <p><i>One way should be considered in detail, along with a reason. An example may be given to support the explanation but is not essential to be awarded (4 marks). Students may talk about the countries in general or make specific reference to a single country.</i></p>
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Question 3a

In the World Happiness Report, a ranking of various cities is also available. It shows that sometimes a city can be ranked as happier than the country it is part of.

As an Integrated Humanities student, you must plan an investigation to verify this finding for a location (such as a village, town or city) and country of your choice.

With reference to **one** of the development indicators below, **formulate** a clear and focused research question to guide your investigation:

- GDP per capita
- Social support
- Healthy life expectancy at birth

Your research question **must** focus on a component of one of the development indicators.

(2 marks)

Note: If the student does not specify a component of the development indicator or repeats it as stated in the question, zero marks should be awarded.

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 research scenario.	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>Is easy access to hospital care possible?</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 component (hospital care) of the development indicators. However, the question lacks focus as it doesn't specify, for example, a named location.</i></p>
2	The student formulates a research question that is both clear and focused and connected to the research scenario.	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p>Is easy access to hospital care possible in London?</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 component (hospital care) of the development indicators. The RQ also focuses on a location so merits (2 marks).</i></p>

Question 3b

Justify how your research question would help you verify the findings of the report that sometimes a city can be rated as ‘happier’ than its country. **(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 would help you verify the findings of the report.	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>My research question refers to one of the development indicators.</p> <p><i>No detail is required. This is likely to be a single sentence response that makes a simple connection between the findings of the report and the RQ.</i></p>
2	The student outlines how the research would help you verify the findings of the report.	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p>My research question refers to one of the development indicators through access to hospital care in London.</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 findings of the report.</i></p>
3	The student describes how the research question would help you verify the findings of the report.	<p>The following is an example of the type of response that would be awarded (3 marks).</p> <p>My research question refers to one of the development indicators through access to hospital care in London. I would find out the number of hospitals available.</p> <p><i>At least one argument/factor should be considered in detail without providing reasoning why the RQ is relevant to the findings of the report.</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	<p>The student justifies how the research question would help you verify the findings of the report.</p>	<p>The following is an example of the type of response that would be awarded (4 marks).</p> <p>My research question refers to one of the development indicators through access to hospital care in London. I would find out the number of hospitals available in London compared to England. This would allow me to understand why London's ranking is different to that of England and perhaps rated happier than the country.</p> <p><i>At least one argument/factor should be considered in detail, along with reasoning why the RQ is relevant to the findings of the report.</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 3c

List two pieces of data you would need to help you investigate your research question.

(2 marks)

Responses **may** include:

- the number of doctors available per speciality
- England’s happiness index ranking
- a copy of the World Happiness Report.

Accept any valid response that relates to the chosen location and/or development indicator and/or a component of a development indicator.

Note: BOD should be applied if there are possible links to the RQ.

Question 3d

Outline one challenge you might face during your investigation.

(2 marks)

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student states one challenge.	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>There is too much data to consider.</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.	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p>There is too much data regarding healthcare in London to consider fully.</p> <p><i>A (2 mark) response is likely to be a single sentence with a single challenge that is elaborated on; the detail provided will be brief.</i></p>

Question 3e

Outline one method of recording the data that you would use during your investigation.

(2 marks)

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student states one method of recording data.	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>A spreadsheet. My phone.</p> <p><i>A (1 mark) response is likely to be one sentence that provides a single method.</i></p>
2	The student outlines one method of recording data.	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p>A spreadsheet organized by categories of medical services. I would use my phone to record an interview.</p> <p><i>A (2 mark) response is likely to be a single sentence with a single method that is elaborated on; the detail provided will be brief.</i></p>

Question 4

A local government wants to improve the lives of its citizens. To do this, they have analysed some of the other indicators used in determining the Happiness Index, in addition to the data they already have on GDP per capita, social support and healthy life expectancy at birth.

They have chosen to focus on three indicators: freedom to make life choices; generosity; and the perception of corruption.

Evaluate the local government's action plan.

(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 investigation.	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>They gathered data on the three remaining indicators.</p> <p><i>Only one strength needs to be mentioned to warrant (1 mark). The quality of the response is what is rewarded, not the number of strengths referred to.</i></p> <p><i>A (1 mark) response can be one sentence that refers to a single strength.</i></p>
2	The student outlines the strength(s) of the investigation.	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p>They gathered data on the three remaining indicators using different methods.</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 investigation.	<p>The following is an example of the type of response that would be awarded (3 marks).</p> <p>They gathered data on the three remaining indicators using different methods. By investigating the three indicators, they will gain a fuller insight into the levels of happiness in their area.</p> <p><i>Only one strength needs to be mentioned and elaborated on in additional detail with reasoning to warrant (3 marks). The quality of the response is what is rewarded, not the number of strengths referred to.</i></p> <p><i>If a student outlines 3 or more strengths, they can be awarded (3 marks).</i></p>
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Limitations		
Note: suggesting alternative methods can be interpreted as addressing limitations.		
Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student states the limitation(s) of the investigation.	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>Responses about corruption might not be honest.</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 investigation.	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p>Responses about corruption, which were from members of the government, might not be honest.</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 investigation.	<p>The following is an example of the type of response that would be awarded (3 marks).</p> <p>Responses about corruption, which were from members of the government, might not be honest. This is because if the government is corrupt, they might be worried about answering truthfully.</p> <p><i>Only one limitation needs to be mentioned and elaborated on in additional detail with reasoning to warrant (3 marks). The quality of the response is what is rewarded, not the number of strengths referred to.</i></p> <p><i>If a student outlines 3 or more limitations, they can be awarded (3 marks).</i></p>
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Appraisal		
Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	An appraisal is stated .	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>Overall, the action plan is good but there is room for improvement.</p> <p><i>For (1 mark), the appraisal statement is likely to be a summary of the strengths and limitations or a brief judgment on the action plan.</i></p> <p><i>The appraisal can appear anywhere in the response; it does not have to be a concluding statement.</i></p>
2	An appraisal is outlined .	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p>Overall, the action plan has some strengths in terms of providing clear plans for each stage to be completed but it could be more reliable by including sources other than government members.</p> <p><i>The appraisal statement will weigh up both positive and negative points (this may be done implicitly or explicitly) and make an overall judgement on the students' investigative process.</i></p> <p><i>The appraisal can appear anywhere in the response; it does not have to be a concluding statement.</i></p>

Question 5

Your school is participating in a global competition called ‘People in History’, where students in the MYP compete to convince a team of judges how an individual’s actions have brought about noteworthy change in history.

To prepare for this competition, you must write a script for your presentation to **explain** how the actions of **one** significant individual brought about change in history.

Consider the below when preparing the script:

- Choose a well known individual who had a positive or negative impact.
- Use a tone that is appropriate for convincing and engaging your audience.
- Include an opening and concluding statement.

(18 marks)

Criterion A

Note: In the response below, the opening and closing statements are not included as these would not contribute to criterion A.

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student demonstrates limited knowledge and understanding by outlining how the actions of one significant individual brought about change in history, 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>One country that was known for its racism and oppression was South Africa, the home of the famous Mandela.</p> <p>He worked with his country’s president to create a new constitution.</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 how the actions of one significant individual brought about change in history, 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>One person known for his significance in social protest movements is Nelson Mandela.</p> <p>As many of you are probably aware, not everyone in history enjoyed the same human rights that we do in the 21st century. One country that was known for its racism and oppression was South Africa, the home of the famous Mandela.</p> <p>As a country suffering from apartheid, Mandela played an important role in desegregating his people.</p> <p>Mandela was tried and jailed for an alleged attempted coup. During his incarceration, he worked endlessly for his cause by refusing to give up his right to engage in political activities.</p> <p>After his release, he worked with his country’s president to create a new constitution.</p> <p><i>It should be evident that the student has knowledge of the impact an individual has had 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>
4–5	<p>The student demonstrates substantial knowledge and understanding by explaining how the actions of one significant individual brought about change in history, 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>One person known for his significance in social protest movements is Nelson Mandela.</p> <p>As many of you are probably aware, not everyone in history enjoyed the same human rights that we do in the 21st century. One country that was known for its racism and oppression was South Africa, the home of the famous Mandela.</p> <p>As a country suffering from apartheid, Mandela played an important role in desegregating his people, which created a nation that was home to people regardless of their skin colour and ethnicity.</p> <p>Mandela was tried and jailed for an alleged attempted coup. During his incarceration, he worked endlessly for his cause by refusing to give up his right to engage in political activities.</p>

		<p>After his release, he worked with his country's president to create a new constitution supporting majority rule. This led to the repeal of apartheid in 1991 and Mandela becoming the president of the country.</p> <p><i>At this level, students need to demonstrate good understanding of the impact of the individual by providing a detailed response to the question.</i></p> <p><i>The student should call on appropriate example(s) that support their point(s).</i></p> <p><i>There may be some reasoning provided but if the examples/terminology/detail in the response are not sufficient to warrant a mark in the higher band then a mark in this band should be awarded (see best-fit guidance at the start of the document).</i></p> <p><i>Terminology used should be accurately and effectively used in the correct context.</i></p>
6	<p>The student demonstrates detailed knowledge and understanding by thoroughly explaining how the actions of one significant individual brought about change in history, 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>One person known for his significance in social protest movements is Nelson Mandela.</p> <p>As many of you are probably aware, not everyone in history enjoyed the same human rights that we do in the 21st century. One country that was known for its racism and oppression was South Africa, the home of the famous Mandela.</p> <p>As a country suffering from apartheid, Mandela played an important role in desegregating his people, which created a nation that was home to people regardless of their skin colour and ethnicity.</p> <p>Mandela was a black activist who dedicated his life for his plight for human rights. He became known for his non-violent resistance after a massacre in Sharpeville that claimed the lives of many unarmed Black South Africans. However, he was tried and jailed for an alleged attempted coup. During his 27 years of incarceration, he worked endlessly for his cause by refusing to give up his right to engage in political activities.</p> <p>After his release, he worked with his country's president, de Klerk, to create a new constitution supporting majority rule. This led to the repeal of apartheid in 1991 and Mandela becoming the president of the country.</p> <p><i>The response should be very detailed and provide clear reasoning, making use of example(s). Comprehensive understanding of the impact of the individual 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>

C1: Format

Marks	Descriptor
0	The student does not achieve a standard described by any of the descriptors given below.
1	One of the following features are included: <ul style="list-style-type: none"> An opening statement that opens the presentation in a recognizable way. A closing statement that should not introduce new ideas.
2	Two of the following features are included: <ul style="list-style-type: none"> An opening statement that opens the presentation in a recognizable way. A closing statement that should not introduce new ideas.

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 <i>script for a presentation</i> for an audience of <i>judges</i> and the purpose of convincing and engaging.	<p>Language is rarely clear or appropriate to what would be expected in a <i>presentation</i>. The text reads more formally e.g. like an essay.</p> <p>Language is basic/simple and doesn't engage the audience effectively.</p> <p>Text may be extremely short 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 <i>script for a presentation</i> for an audience of <i>judges</i> and the purpose of convincing and engaging.	<p>Language is clear and appropriate to what would be expected in a <i>presentation</i>.</p> <p>The text reads at times more formally e.g. like an essay. (A <i>presentation</i> that is written more like an essay is likely to be awarded (3 marks). If it is written more like a <i>presentation</i>, it is likely to be awarded (4 marks). Best-fit should always be applied.)</p> <p>Some language features such as 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 <i>script for a presentation</i> for an audience of <i>judges</i> and the purpose of convincing and engaging.	<p>Language is clear and completely appropriate to what would be expected in a <i>presentation</i>.</p> <p>The text reads like a presentation throughout, including addressing the audience directly and displaying enthusiasm.</p> <p>Language features such as 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 <i>judges</i> and purpose of convincing and engaging.	Ideas rarely build on each other in a logical manner. When appropriate, the student rarely uses effective transitions within sentences and/or between sentences and/or paragraphs to show relationships between ideas.
2	The student structures information and ideas in a way that is occasionally effective and appropriate to the audience of <i>judges</i> and purpose of convincing and engaging.	Ideas occasionally build on each other in a logical manner. When appropriate, the student sometimes uses effective transitions within sentences and/or between sentences and/or paragraphs to show relationships between ideas.
3	The student structures information and ideas in a way that is mainly effective and appropriate to the audience of <i>judges</i> and the purpose of convincing and engaging.	Ideas frequently build on each other in a logical manner. When appropriate, the student often uses effective transitions within sentences and/or between sentences and/or paragraphs to show relationships between ideas.
4	The student structures information and ideas in a way that is consistently effective and appropriate to the audience of <i>judges</i> and the purpose of convincing and engaging.	Ideas consistently build on each other in a clear and logical manner. When appropriate, the student always uses effective transitions within sentences and/or between sentences and/or paragraphs to show relationships between ideas.

Question 6

The community of Labrador City, Canada, is looking into a plan to store nuclear waste in the area.

Source C is a transcript of an interview between a politician from Labrador City and a local journalist discussing the plan. The interview was published in the Labrador Times newspaper.

Analyse the interview from the perspective of a resident of Labrador City looking into the sustainable management of nuclear waste.

Question 6a

State the origin of **source C**.

(1 mark)

Responses *may* include:

- Labrador Times

Accept any valid response.

Question 6b

State the purpose of **source C**.

(1 mark)

Responses *may* include:

- to inform the community on the possible construction of a nuclear waste storage site
- to convince the community that building a nuclear storage site is necessary
- to provide insight on the plan to build a nuclear waste storage site.

Accept any valid response.

Question 6c

Outline one value of **source C** from the perspective of a resident of Labrador City looking into the sustainable management of nuclear waste.

(2 marks)

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student states one value of Source C from the perspective of a resident of Labrador City looking into the sustainable management of nuclear waste.	<p>The following are examples of the type of response that would be awarded (1 mark).</p> <p>The interview is with a leader of the community.</p> <p><i>A (1 mark) response is likely to be one sentence that gives a single value. The context does not have to be explicitly referred to.</i></p>
2	The student outlines one value of Source C from the perspective of a resident of Labrador City looking into the sustainable management of nuclear waste.	<p>The following are examples of the type of response that would be awarded (2 marks).</p> <p>The interview is with a leader of the community, this shows the importance the project should have for the residents of Labrador City, Canada</p> <p><i>A (2 mark) response is likely to be 1–2 sentences that elaborate on a single value with some brief detail.</i></p>

Question 6d

Outline one limitation of **source C** from the perspective of a resident of Labrador City looking into the sustainable management of nuclear waste.

(2 marks)

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student states one limitation of Source C from the perspective of a resident of Labrador City looking into the sustainable management of nuclear waste.	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>Some answers given by the politician are vague.</p> <p><i>A (1 mark) response is likely to be one sentence that gives a single limitation. The context does not have to be explicitly referred to.</i></p>
2	The student outlines one limitation of Source C from the perspective of a resident of Labrador City looking into the sustainable management of nuclear waste.	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p>Some answers given by the politician are vague, for example, the politician is not specific enough on long term effects of nuclear waste storage for the community.</p> <p><i>A (2 mark) response is likely to be 1–2 sentences that elaborate on a single limitation with some brief detail.</i></p>

Question 7

Justify why some residents of Labrador City may not agree with the politician's plans for the management of nuclear waste.

(6 marks)

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student states why some residents of Labrador City may not agree with the politician's plans for the management of nuclear waste.	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>They might worry that the waste will be radioactive for thousands of years.</p> <p><i>Students do not include sufficient detail to warrant a mark in a higher band.</i></p>
2–3	The student outlines why some residents of Labrador City may not agree with the politician's plans for the management of nuclear waste.	<p>The following is an example of the type of response that would be awarded (3 marks).</p> <p>The residents may think that the use of nuclear energy and storing its waste creates a problem that has been handed down to them.</p> <p>They might feel that we must stop the use of nuclear energy right now. This waste will be radioactive for thousands of years.</p> <p>For now, they must deal with the past and current waste. Research shows that there are other possibilities.</p> <p><i>In this markband, students will give a brief account of an argument without providing reasons.</i></p>
4–5	The student justifies why some residents of Labrador City may not agree with the politician's plans for the management of nuclear waste.	<p>The following is an example of the type of response that would be awarded (4 marks).</p> <p>The residents may think that the use of nuclear energy and storing its waste creates a problem that has been handed down to them by the previous generation.</p> <p>They might feel that we must stop the use of nuclear energy right now because it is not sustainable for the future. This waste will be radioactive for thousands of years.</p> <p>Residents could think that other more environmentally friendly solutions to produce power must be considered from now on to stop creating this waste, for example wind power.</p> <p>For now, they must deal with the past and current waste. Research shows that there are other possibilities.</p> <p><i>To reach this markband, students should provide a good level of understanding along with reason(s) to support their point(s).</i></p>

6	<p>The student justifies in detail why some residents of Labrador City may not agree with the politician's plans for the management of nuclear waste.</p>	<p>The following is an example of the type of response that would be awarded (6 marks).</p> <p>The residents may think that the use of nuclear energy and storing its waste creates a problem that has been handed down to them by the previous generation and that they shouldn't hand it down to the next generation.</p> <p>They might feel that we must stop the use of nuclear energy right now because it is not sustainable for the future. This waste will be radioactive for thousands of years and who knows what the future holds. Can the residents be sure in many years down the line that this underground storage site will resist tectonic shifts? This could lead to some leaks that could end up in the water table and then pollute groundwater.</p> <p>Residents could think that other more environmentally friendly solutions to produce power must be considered from now on to stop creating this waste, for example wind power.</p> <p>For now, they must deal with the past and current waste. They may be aware of research which shows that there is also the possibility to convert this hazardous waste into a more easily manageable solid glass-like structure. This glass provides some shielding against radioactivity leaks and is highly durable.</p> <p><i>To reach this markband, the student should provide detailed evidence and reason(s).</i></p>
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Question 8

Write a well-structured essay in response to the following question:

To what extent do the benefits of natural resource consumption outweigh the problems it could cause?

In your essay, you must:

- refer to **at least one** natural resource (you may use the examples given in **source D** but not **source C**)
- consider aspects such as economic, environmental, political and social
- consider different perspectives.

(24 marks)

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

Criterion A

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1–2	The student demonstrates limited contextual and conceptual understanding in an outline , using limited examples and limited terminology.	<ul style="list-style-type: none"> • Responses are likely to be brief, with little detail. • There is requirement to include one natural resource, as per the question. • There is requirement to include aspects such as economic, environmental, political, social, as per the question. • Terminology may be limited in terms of accuracy and/or frequency.
3–4	The student demonstrates adequate contextual and conceptual understanding in a description , using satisfactory examples and appropriate terminology.	<ul style="list-style-type: none"> • It should be evident that the student has knowledge of at least one natural resource and aspects such as economic, environmental, political, social. • Example(s) to support their point(s) are accurate but might be lacking in detail or not be the most appropriate. • There may be some reasons provided but if the examples/terminology/detail in the response are not sufficient enough to warrant a mark in the higher band then a mark in this band should be awarded (see best-fit guidance at the start of the document). • Terminology should be accurately used in the correct context.

5–6	The student demonstrates substantial contextual and conceptual understanding in an explanation , using accurate examples and appropriate terminology.	<ul style="list-style-type: none"> At this level, students need to demonstrate a very good understanding of at least one natural resource and aspects such as economic, environmental, political, social by providing a response that is accurate and responds to the question posed. An explanation requires reasons to be included. The student should call on appropriate examples that support their points. Terminology should be accurately and effectively used in the correct context in most of the essay.
7–8	The student demonstrates detailed contextual and conceptual understanding in a thorough explanation , using accurate and effective examples and appropriate terminology.	<ul style="list-style-type: none"> The response should provide accurate detail throughout and provide clear reasons that support the point(s) made, making use of examples that demonstrate a comprehensive understanding of at least one natural resource and aspects such as economic, environmental, political, social. For (7-8 marks), the response must reference examples in detail to support their points. Terminology should be accurately and effectively used in the correct context throughout the essay. The student may have demonstrated an excellent understanding, however this does not mean that the response must be perfect or the best example of a response you have seen; there are multiple ways of demonstrating ability and quite different responses may be awarded the same mark.

Criterion C1: format

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

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	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 is rarely clear. 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. Language is 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.

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 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-appropriate and effective .	Paragraphs/ideas build on each other in consistently clear and logical manner. When appropriate, uses effective transitions within sentences and between sentences and/or paragraphs to show relationships between ideas.

Criterion D

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1–2	The student provides one perspective in a basic analysis and summarizes information to a limited extent in response to the question posed.	<ul style="list-style-type: none"> One perspective is included and is only considered superficially, i.e. only general or vague points are made. The response might not reach a conclusion or fully answer the question at this level.
3–4	The student provides different perspectives in an analysis and summarizes information to make clear arguments in response to the question posed.	<ul style="list-style-type: none"> At least two perspectives (e.g. risks and benefits; different aspects, etc) must be included with development of these to show some understanding and their implications; the perspectives might not be equally considered/balanced. A conclusion is expected but is likely to be not fully developed at this level.
5–6	The student provides different perspectives in an analysis and synthesizes information to make clear arguments in response to the question posed.	<ul style="list-style-type: none"> At least two perspectives (e.g. risks and benefits; different aspects, etc) must be included with substantial development of these to show a good understanding and their implications, although the perspectives might not be equally considered/balanced. The benefits of natural resource consumption and the risks are combined to form a clear and coherent conclusion. The synthesis (combining ideas) could appear in the main body of the essay or in the conclusion.
7–8	The student provides different perspectives in a detailed discussion and synthesizes information to make clear arguments in response to the question posed.	<ul style="list-style-type: none"> At least two perspectives or more (e.g. risks and benefits; different aspects, etc) must be included with thorough development of these to show an excellent understanding and their implications. The perspectives must be equally considered/balanced. The benefits of natural resource consumption and the risks are combined to form a clear, coherent and convincing conclusion to give a judgment on whether the benefits of resource consumption outweighs the risks; they can conclude that they are equally balanced. The synthesis (combining ideas) could appear in the main body of the essay or in the conclusion. Although the student will have demonstrated critical thinking, this does not mean that the response must be perfect or the best example of a response you have seen; there are multiple ways of demonstrating analytical skills and quite different responses may be awarded the same mark.