

<b>Question 1a</b>	<b>Classify</b> Australia as an LEDC or MEDC.	<b>Criterion A</b>	<b>[1 mark]</b>
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Award **[1 mark]** for Australia – MEDC

<b>Question 1b</b>	<b>Classify</b> Sierra Leone as an LEDC or MEDC.	<b>Criterion A</b>	<b>[1 mark]</b>
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Award **[1 mark]** for Sierra Leone – LEDC

<b>Question 2</b>	Referring to the data below, <b>describe three</b> changes between the population pyramids for Sierra Leone in 2014 and 2050.	<b>Criterion A</b>	<b>[6 marks]</b>
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<b>Marks</b>	<b>Descriptor</b>	<b>Notes</b>
0	The student does not reach a standard described by any of the descriptors below.	
1-2	<ul style="list-style-type: none"> <li>- The student <b>lists three</b> changes between the population pyramids</li> <li>- The student <b>outlines two</b> changes between the population pyramids</li> <li>- The student <b>describes one</b> change between the population pyramids</li> </ul>	<p>Responses <b>may</b> include:</p> <ul style="list-style-type: none"> <li>• There has been an overall increase from 2014 to 2050 at all age bands, with the possible exception of young children (0-4).</li> <li>• In 2014 there are less men than there are women in the 60-64 age band. The ratio of men to women evens out in this age band by 2050.</li> <li>• Sierra Leone's pyramid changes from a typical LEDC, with the majority of the population under 25 in 2014, to one that more resembles a MEDC in 2050. However, the majority of the population still remains in the under 25 year group.</li> </ul>
3-4	<ul style="list-style-type: none"> <li>- The student <b>describes two</b> changes between the population pyramids</li> <li>- The student <b>outlines three</b> changes between the population pyramids</li> </ul>	
5-6	The student <b>describes three</b> changes between the population pyramids.	

**Note:** Changes described vaguely or lacking in clarity should be awarded **[1 mark]** each. The command term 'describe' requires students to 'give a detailed account....'

<b>Question 3a</b>	Using the source material, <b>formulate</b> a clear and focused research question to help you investigate this statement of inquiry: "A widespread contagious disease has significant effects on a country".	<b>Criterion B</b>	<b>[4 marks]</b>
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**Note:** Research questions which do not follow the context of acting as economic advisor for Sierra Leone can be awarded a maximum of **[2 marks]**.

<b>Marks</b>	<b>Descriptor</b>	<b>Notes</b>
0	The student does not achieve a standard described by any of the descriptors given below.	
1-2	The student formulates a research question that is clear <b>and/or</b> focused, with a limited connection to the statement of inquiry.	The following is an example of the type of response that would be awarded <b>[2 marks]</b> . "Should Australia send financial aid to Sierra Leone in order to support health care?"
3-4	The student formulates a research question that is clear <b>and</b> focused, with a clear connection to the statement of inquiry.	The following is an example of the type of response that would be awarded <b>[3 marks]</b> . "To what extent can financial aid from Australia reduce the negative economic impact of the Ebola crisis on Sierra Leone?"

<b>Question 3b</b>	<b>Justify</b> the relevance of your research question to the statement of inquiry.	<b>Criterion B</b>	<b>[4 marks]</b>
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**Note:** The elements expected in a response to be awarded **[4 marks]** are:

- Specific aspects of the statement of inquiry (country and disease)
- 'Significant effects' (eg fatalities)
- How the research will allow the student to explore the significant effects

<b>Marks</b>	<b>Descriptor</b>	<b>Notes</b>
0	The student does not achieve a standard described by any of the descriptors given below.	
1-2	The <b>student</b> states the relevance of the research question.	The following is an example of the type of response that would be awarded <b>[2 marks]</b> . "My question is relevant to the statement of inquiry because it will allow me to find out the effects of a contagious disease on a specific country."
3-4	The student <b>justifies</b> the relevance of the research question.	The following is an example of the type of response that would be awarded <b>[3 marks]</b> . "My question is relevant because it addresses a contagious disease, in this case, ebola, and a named country, in this case Sierra Leone. The question will allow me as economic

		advisor to see how receiving emergency aid will reduce the negative economic impact of the ebola outbreak experienced in the country because it will allow me to get information on working age demographics and their contribution to the economy.”
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<b>Question 3c</b>	With reference to the concept of choice, <b>formulate one</b> sub-question that will help you develop your investigation.		<b>[2 marks]</b>
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**Note:** The word ‘choice is not required in a student’s sub-question to award **[2 marks]**.

<b>Marks</b>	<b>Descriptor</b>	<b>Notes</b>
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student formulates a sub-question with reference to the concept of choice which guides the investigation of the research question in a <b>limited</b> way	<p>The following is an example of the type of response that would be awarded <b>[1 mark]</b>.</p> <p>What process does the Australian government go through to decide how to distribute funds? (focus is on the process of choice and the investigation will not be developed significantly through this answer)</p>
2	The student formulates a sub-question with reference to the concept of choice which guides the investigation of the research question in an <b>adequate</b> way.	<p>The following is an example of the type of response that would be awarded <b>[2 marks]</b>.</p> <p>What are the benefits and limitations of the Australian government’s choice to send aid?</p>

<b>Question 3d</b>	With reference to the concept of equity, <b>formulate one</b> sub-question that will help you develop your investigation.		<b>[2 marks]</b>
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**Note:** The word ‘equity’ is not required in a student’s sub-question to award **[2 marks]**.

<b>Marks</b>	<b>Descriptor</b>	<b>Notes</b>
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student formulates a sub-question with reference to the concept of equity which guides the investigation of the research question in a <b>limited</b> way	The following is an example of the type of response that would be awarded <b>[1 mark]</b> .  How much are other countries sending to Sierra Leone?
2	The student formulates a sub-question with reference to the concept of equity which guides the investigation of the research question in an <b>adequate</b> way.	The following is an example of the type of response that would be awarded <b>[2 marks]</b> .  What systems are being used in Sierra Leone to allocate resources to those most in need?

<b>Question 3e</b>	<b>Explain</b> how your sub-questions would help you develop your investigation.		<b>[4 marks]</b>
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<b>Marks</b>	<b>Descriptor</b>	<b>Notes</b>
0	The student does not achieve a standard described by any of the descriptors given below.	
1-2	The student states how the sub-questions would help develop their investigation	The following is an example of the type of response that would be awarded <b>[2 marks]</b> “This question will help me explore the long term implications of aid on global interactions. From this I would be better able to recommend whether or not the short term benefits would be transferred into long term benefits.”
3-4	The student explains how the sub-questions would help develop their investigation	The following is an example of the type of response that would be awarded <b>[3 marks]</b> . “This question will help me explore the long term implications of aid on global interactions. From this I would be better able to recommend whether or not the short term benefits would be transferred into long term benefits. The second question will help me identify the different areas in the country that could make best use the aid money.”

<b>Question 3f</b>	In addition to the information provided in the sources, <b>list two</b> pieces of information/data that would help your investigation.		<b>[2 marks]</b>
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Responses **may** include:

- Amount of aid currently being received from Australia
- Percentage of the population affected
- Locations of the most affected regions
- Agencies in Australia that could be approached for aid
- Priority - Medical supplies or food?

**Note:** If students provide prior knowledge rather than information/data this can be rewarded fully.

Responses should have a direct connection to the student’s research question and demonstrably assist the investigation.

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

<b>Question 3g</b>	<b>Describe one</b> method of data collection you would use to collect your information.		<b>[2 marks]</b>
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<b>Marks</b>	<b>Descriptor</b>	<b>Notes</b>
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student <b>states</b> one method of data collection	The following is an example of the type of response that would be awarded <b>[1 marks]</b> . “I would use surveys with close ended questions to current health workers.”
2	The student <b>describes</b> one method of data collection	The following is an example of the type of response that would be awarded <b>[2 marks]</b> . “As internet connections would not be widely available, the survey would need to be administered in person by volunteers. The survey would need to be short and close ended.”

**Note:** Both primary and secondary data collection are valid and should be rewarded appropriately.

<p><b>Question 4</b></p>	<p><b>Evaluate</b> the economic advisor’s investigative process.</p> <p>You must consider the investigative process rather than the economic advisor’s presentation skills.</p> <p>In your response you should consider:</p> <ul style="list-style-type: none"> <li>• the sources used</li> <li>• how successful the investigation was.</li> </ul>	<p><b>Criterion B</b></p>	<p><b>[12 marks]</b></p>
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**Note:** If a student outlines strengths **or** weaknesses and provides an appraisal, examiners should apply the principle of best-fit to award the most appropriate mark. The mark is not capped at **[3 marks]**.

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1-3	The student provides a <b>limited</b> evaluation by <b>outlining</b> the strengths <b>or</b> weaknesses of the economic advisor’s investigation	<p>The following is an extract from the type of response that would be awarded <b>[3 marks]</b>:</p> <p>“The economic advisor for Australia did a good job with her investigation. She presented a wide range of data collections such as the current Australian Aid Budget and the number of new Ebola cases per week. In her conclusion she had a clear proposal to send aid and reverse the budget cuts.”</p>
4-6	The student provides a <b>satisfactory</b> evaluation by <b>outlining</b> the strengths <b>and</b> weaknesses of the economic advisor’s investigation	<p>The following is an extract from the type of response that would be awarded <b>[6 marks]</b>:</p> <p>“The strengths of the investigation are that she found a wide range of data collections such as the current Australian Aid Budget, the amount of the budget spent on various sectors, and the number of new Ebola cases per week. The data should be up to date and more relevant. The investigation led to a clear conclusion that aid should be sent.</p> <p>The weaknesses of the investigation are that the economic advisor only provided a one- sided argument. She only mentioned the arguments for giving aid, which could make it harder to justify. She could have made more comparisons with other countries other than just Guinea and Liberia. She could have researched alternative ways to provide aid.”</p>

<p>7-9</p>	<p>The student provides an <b>evaluation</b> by <b>describing</b> the strengths <b>and</b> weaknesses and providing an <b>appraisal</b> of the economic advisor’s investigation.</p>	<p>The following is an extract from the type of response that would be awarded <b>[7 marks]</b>:</p> <p>“The strengths of the investigation are that she found a wide range of data collections such as the current Australian Aid Budget, the amount of the budget spent on various sectors, Australia’s contribution in comparison to other countries, and the number of new Ebola cases per week. The data should be up to date and more relevant including data relating to how much aid Sierra Leone gets. The investigation led to a clear conclusion that aid should be sent.</p> <p>The weaknesses of the investigation are that the economic advisor only provided a one- sided argument. She only mentioned the arguments for giving aid, which could make it harder to justify. She could have made more comparisons with other countries other than just Guinea and Liberia. She could have researched alternative ways to provide aid.</p> <p>Overall, the investigation is a good one.”</p>
<p>10-12</p>	<p>The student provides a <b>thorough evaluation</b> by <b>explaining</b> the strengths <b>and</b> weaknesses and providing a <b>detailed appraisal</b> of the economic advisor’s investigation</p>	<p>The following is an extract from the type of response that would be awarded <b>[10 marks]</b>:</p> <p>“The strengths of the investigation are that she found a wide range of data collections such as the current Australian Aid Budget, the amount of the budget spent on various sectors, Australia’s contribution in comparison to other countries and the number of new Ebola cases per week. The data was not all up to date and while related to aid, not always strictly relevant to her argument. The investigation led to a clear conclusion that aid should be sent.</p> <p>The weaknesses of the investigation are that the economic advisor only provided a one- sided argument. She could have made more comparisons with other countries other than just Guinea and Liberia and could have researched alternative ways to provide aid. She could also have found out how much total aid Sierra Leone is currently receiving from other countries and NGOs and how this is distributed.</p> <p>Overall, the process of the investigation is a good one. However, due to time and source limitations she did not present any data for the counter argument. Also due to her lack of evidence about the distribution and impact of aid her argument is not as persuasive as it could have been.”</p>

**Communicating task**

<b>Question 5</b>	<p>Using the template below, create an information leaflet to be given to visitors when entering your exhibition to <b>explain</b> the topic of social protest. Your leaflet should:</p> <ul style="list-style-type: none"> <li>• include up to <b>two</b> images from those available below to support your text</li> <li>• define the topic of social protest</li> <li>• explain topics or issues which have resulted in social protest</li> <li>• use examples from issues you have studied in class</li> <li>• consider the strengths and limitations of non-violent protest</li> <li>• provide <b>two</b> questions to help visitors think critically about the ways people use art and culture to express their perspective of an issue.</li> </ul>	<b>Criteria A and C</b>	<b>[30 marks] (A:10, C:20)</b>
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**Note:** Examiners should mark holistically and take into account all elements of the information leaflet when deciding on the mark to be awarded.

<b>Criterion A</b>		
<b>Marks</b>	<b>Descriptor</b>	<b>Notes</b>
0	The student does not achieve a standard described by any of the descriptors given below.	
1-2	The student demonstrates <b>limited</b> knowledge and understanding by <b>outlining</b> the topic of social protest and considering the strengths and limitations of non-violent protest, using <b>minimal</b> examples and <b>limited</b> relevant terminology	The following is an extract from the type of response that would be awarded <b>[2 marks]</b> : “This exhibition shows different art work that is a form of social protest. People have used art to make people want to change.”

3-5	The student demonstrates <b>adequate</b> knowledge and understanding by <b>describing</b> the topic of social protest and considering the strengths and limitations of non-violent protest, using <b>satisfactory</b> examples and <b>appropriate</b> relevant terminology.	The following is an extract from the type of response that would be awarded <b>[5 marks]</b> : “There are many ways to protest and raise awareness of issues. Issues such as discrimination often result in protests being carried out with words, actions and art. This exhibition displays a range of pieces that seek to initiate or support social change and human development.”
6-7	The student demonstrates <b>substantial</b> knowledge and understanding by <b>explaining</b> the topic of social protest and considering the strengths and limitations of non-violent protest, using <b>accurate</b> examples and <b>appropriate</b> relevant terminology.	The following is an extract from the type of response that would be awarded <b>[6 marks]</b> : “There are many forms of expression that can be used to communicate a perspective and raise awareness of issues. Issues such as discrimination, which was tackled by the Civil Rights movement in America and Apartheid in South Africa, often result in protests being carried out. This exhibition displays a range of art pieces that seek to initiate or support social change and human development through artistry and the creation of beautiful yet powerful artwork.”
8-10	The student demonstrates <b>detailed</b> knowledge and understanding by <b>thoroughly explaining</b> the topic of social protest and considering the strengths and limitations of non-violent protest, using <b>accurate</b> and <b>effective</b> examples and <b>appropriate</b> relevant terminology.	The following is an extract from the type of response that would be awarded <b>[8 marks]</b> : “People are influenced and informed by their culture and personal views. There are many forms of expression that can be used to raise awareness of issues. Issues such as racial discrimination, inequality and war sparked leaders such as Ghandi to rise up and fight for his beliefs. This exhibition displays a range of art pieces that seek to initiate or support social change and human development through artistry and the creation of beautiful yet powerful artwork.”

**Note:** Examiners should mark holistically and take into account all elements of the information leaflet when deciding on the mark to be awarded. If captions are not provided, students should not be penalised. If questions to help visitors think critically about the ways people use art and culture to express their perspective of an issue are not provided, the maximum that can be awarded for criterion C is **[15 marks]**.

Criterion C		
Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1-5	<p>The student communicates information and ideas <b>in a limited way</b> by using a style that is <b>limited</b> in its appropriateness to the audience of museum visitors and the purpose of informing.</p> <p>The student structures information and ideas according to the specified format of an information leaflet in a <b>limited way</b>.</p>	The organizational structure is rarely effective with few ideas building on each other and infrequent links between paragraphs. Few points and details are presented to inform the reader. The images selected and captions offer little support to what was being communicated in the article. The language and style used are limited in their appropriateness. Factual or debatable questions are included.
6-10	<p>The student communicates information and ideas <b>satisfactorily</b> by using a style that is <b>somewhat</b> appropriate to the audience of museum visitors and the purpose of informing.</p> <p>The student structures information and ideas in a way that is <b>somewhat</b> appropriate to the specified format of an information leaflet.</p>	The organizational structure is sometimes effective with some ideas building on each other and occasional cohesive links between paragraphs. Points and details are presented to inform the reader. The images selected and captions offer limited support to what was being communicated in the written information. The language and style used are sometimes appropriate. Literary devices, such as an engaging title, metaphor or hyperbole, are rarely used. Relevant factual and/or debatable questions are included
11-15	<p>The student communicates information and ideas <b>accurately</b> by using a style that is <b>mostly</b> appropriate to the audience of museum visitors and purpose of informing.</p> <p>The student structures information and ideas in a way that is <b>mostly</b> appropriate to the specified format of an information leaflet.</p>	The organizational structure is effective with ideas building on each other and cohesive links between paragraphs. Points and details are presented to fully inform the reader. The images selected and captions would support what was being communicated in the written information. The language and style used are mostly appropriate. Literary devices, such as an engaging title, metaphor or hyperbole, are used for effect. Relevant factual and/or debatable questions to promote critical and creative thinking are included.

16-20	<p>The student communicates information and ideas <b>effectively</b> and <b>accurately</b> by using a style that is <b>completely</b> appropriate to the audience of museum visitors and purpose of informing.</p> <p>The student structures information and ideas in a way that is <b>completely</b> appropriate to the specified format of an information leaflet</p>	<p>The organizational structure is effective with ideas building on each other and cohesive links between paragraphs. Points and details are clearly presented to fully inform the reader. The images selected and captions would communicate additional information and/or supporting evidence. The language and style used are completely appropriate. Literary devices, such as an engaging title, metaphor or hyperbole, are used often and for effect. Fully relevant factual and/or debatable questions to promote critical and creative thinking are included.</p>
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**Critical thinking task**

<b>Question 6a</b>	<b>Describe two</b> positive social outcomes of sustainable development.	<b>Criterion D</b>	<b>[4 marks]</b>
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<b>Marks</b>	<b>Descriptor</b>	<b>Notes</b>
0	The student does not achieve a standard described by any of the descriptors given below.	
1-2	The student <b>states</b> two positive social outcomes.	Responses <b>may</b> include: “Better public transportation and affordable housing.”
3-4	The student <b>describes</b> two positive social outcomes.	Responses <b>may</b> include: “Because of the higher density of population in cities, a more efficient public transportation system is important. As cities get bigger, better designed housing will accommodate more people (efficient infrastructure).”

<b>Question 6b</b>	<b>Describe two</b> positive economic outcomes of sustainable development.	<b>Criterion D</b>	<b>[4 marks]</b>
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<b>Marks</b>	<b>Descriptor</b>	<b>Notes</b>
0	The student does not achieve a standard described by any of the descriptors given below.	
1-2	The student <b>states</b> two positive economic outcomes.	Responses <b>may</b> include: “Share prosperity and focus on local economy.”

3-4	The student <b>describes</b> two positive economic outcomes.	Responses <b>may</b> include:  “More people have access to wealth while the focus on local economy helps to create jobs and reduce poverty.”
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<b>Question 6c</b>	<b>Describe two</b> positive environmental outcomes of sustainable development.	<b>Criterion D</b>	<b>[4 marks]</b>
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<b>Marks</b>	<b>Descriptor</b>	<b>Notes</b>
0	The student does not achieve a standard described by any of the descriptors given below.	
1-2	The student <b>states</b> two positive environmental outcomes.	Responses <b>may</b> include:  “Protect resources and reduced pollution levels.”
3-4	The student <b>describes</b> two positive environmental outcomes.	Responses <b>may</b> include:  “Sustainable development promotes the use of cleaner energy which reduces the use of fossil fuel energy used by factories which cause pollution.”

<b>Question 7</b>	In terms of its origin, purpose, values and limitations, <b>analyse</b> the usefulness of <b>Source D</b> to an MYP student studying fracking.	<b>Criterion D</b>	<b>[8 marks]</b>
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<b>Question 7a</b>	Origin		<b>[1 marks]</b>
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Responses **may** include :

- A company who supports the drilling industry
- Drillinginfo

Accept any other valid response(s).

<b>Question 7b</b>	Purpose		<b>[1 marks]</b>
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Responses **may** include :

To convince people that fracking is a good thing.

Accept any other valid response(s).

<b>Question 7c</b>	Three values		<b>[3 marks]</b>
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Responses **may** include :

- It is written by industry experts
- It provides statistics
- Covers a wide range of benefits

Note: reference to source content can only be rewarded once with a maximum of **[1 mark]**.

Award **[1 mark]** per valid response up to a maximum of **[3 marks]**.

Accept any other valid response(s).

<b>Question 7d</b>	Three limitations		<b>[3 marks]</b>
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Responses **may** include :

- It could be biased
- It only uses text
- It only references USA

Note: reference to source content can only be rewarded once with a maximum of **[1 mark]**.

Award **[1 mark]** per valid response up to a maximum of **[3 marks]**.

Accept any other valid response(s).

<p><b>Question 8</b></p>	<p>Imagine a company wants to extract natural resources from a community of your choice. You should use the sources and/or knowledge from your MYP studies to <b>discuss</b> whether the economic benefits outweigh the environmental concerns. In your essay you should:</p> <ul style="list-style-type: none"> <li>• name the community and resource that you have chosen</li> <li>• consider the economic benefits</li> <li>• consider the environmental concerns</li> <li>• consider possible perspectives of the local residents and the resource extraction company</li> <li>• include a conclusion to state whether you think the economic benefits of the resource extraction outweigh the environmental concerns.</li> </ul>	<p><b>Criteria A, C, D</b></p>	<p><b>[30 marks]</b> <b>(A:10, C:10, D: 10)</b></p>
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<p style="text-align: center;"><b>Criterion A</b></p>		
<p><b>Marks</b></p>	<p><b>Descriptor</b></p>	<p><b>Notes</b> <b>(The following examples are based on fracking but responses may be about any resource extraction.)</b></p>
<p>0</p>	<p>The student does not achieve a standard described by any of the descriptors given below.</p>	
<p>1-2</p>	<p>The student demonstrates <b>limited</b> knowledge and understanding by <b>outlining</b> the economic benefits and environmental concerns, using <b>minimal</b> examples and <b>limited</b> relevant terminology</p>	<p>The following is an extract from the type of response that would be awarded <b>[2 marks]</b>:  The “fracking” sector is known to create many jobs but also increases water and air pollution.</p>
<p>3-5</p>	<p>The student demonstrates <b>adequate</b> knowledge and understanding by <b>explaining</b> the economic benefits and environmental concerns, using <b>satisfactory</b> examples and <b>appropriate</b> relevant terminology</p>	<p>The following is an extract from the type of response that would be awarded <b>[5 marks]</b>:  The “fracking” sector creates jobs and higher salaries for the employees. However, it also contributes to pollution of water and air because of the chemicals that are used.</p>

6-7	The student demonstrates <b>substantial</b> knowledge and understanding by <b>discussing</b> the economic benefits and environmental concerns, using <b>accurate</b> examples and <b>appropriate</b> relevant terminology.	The following is an extract from the type of response that would be awarded <b>[6 marks]</b> :  The “fracking” sector creates jobs. The employees have higher salaries and it increases tax revenue for the government. It is also important to consider that fracking causes groundwater pollution because of the chemicals that are used. These “negative” impacts explains why it is banned in certain areas.”
8-10	The student demonstrates <b>detailed</b> knowledge and understanding by <b>thoroughly discussing</b> the economic benefits and environmental concerns, using <b>accurate</b> and <b>effective</b> examples and <b>appropriate</b> relevant terminology.	The following is an extract from the type of response that would be awarded <b>[8 marks]</b> :  The “fracking” sector has many benefits. It creates jobs, offers high salaries for the employees and wealth accumulation for the country. Energy independence is now a possible outcome as well as lower natural gas prices and tax revenue for the government. This method also raises some concerns. Chemicals in the ground water are released and high quantities of clean water is used for extraction (and not all of it is retrievable). There is also the inevitable escape of gas in the environment during extraction and transportation. These “negative” impacts explains why it is banned in certain areas.”

<b>Criterion C</b>		
<b>Marks</b>	<b>Descriptor</b>	<b>Notes</b>
0	The student does not achieve a standard described by any of the descriptors given below.	
1-2	The student structures information and ideas according to the specified format of an extended response (essay) in a <b>limited way</b> .	The organizational structure is rarely effective with few ideas building on each other and infrequent links between paragraphs.  Few arguments and opinions are presented to inform the reader.  Information and sentence structures are simplistic and repetitive.
3-5	The student structures information and ideas in a way that is <b>somewhat</b> appropriate to the specified format of an extended response (essay).	The organizational structure is sometimes effective with some ideas building on each other and occasional links between paragraphs.  Arguments and opinions are presented to inform the reader.  Sentence structures flow and connect the information presented.

6-7	The student structures information and ideas in a way that is <b>mostly</b> appropriate to the specified format of an extended response (essay).	<p>The organisational structure is effective with ideas building on each other and cohesive links between paragraphs.</p> <p>Arguments and opinions are presented to inform the reader.</p> <p>A range of sentence structures are used which enhance the flow and development of the information presented.</p>
8-10	The student structures information and ideas in a way that is <b>completely</b> appropriate to the specified format of an extended response (essay)	<p>The organizational structure is consistently effective with ideas building on each other and cohesive links between paragraphs.</p> <p>Arguments and opinions are clearly presented to fully inform the reader.</p> <p>An extensive range of sentence structures are used which enhance the flow and development of the information presented.</p>

Criterion D		
Marks	Descriptor	Notes (The following examples are based on fracking but responses may be about any resource extraction.)
0	The student does not achieve a standard described by any of the descriptors given below.	
1-2	<p>The student analyses issues/theories relating to the extraction of natural resources <b>to a limited extent</b></p> <p>The student <b>summarizes</b> information <b>to a limited extent</b> to make arguments about whether the economic benefits outweigh the environmental concerns</p> <p>The student <b>identifies</b> the different perspectives of the local residents and the resource extraction company.</p>	<p>The following is an extract from the type of response that would be awarded <b>[2 marks]</b>:</p> <p>“There are many economic advantages for fracking but the priority must be the environment because of the number of problems it can create.”</p>

<p>3-5</p>	<p>The student <b>analyses</b> issues/theories relating to the extraction of natural resources</p> <p>The student <b>summarizes</b> information to make arguments about whether the economic benefits outweigh the environmental concerns</p> <p>The student <b>interprets</b> the different perspectives of the local residents and the resource extraction company</p>	<p>The following is an extract from the type of response that would be awarded <b>[5 marks]</b>:</p> <p>“There are many economic advantages for fracking (more jobs, wealth accumulation, high salaries, energy independence, lower natural gas prices, tax revenue, rural development) but the priority must be the environment because of the problems it could cause in the future.”</p>
<p>6-7</p>	<p>The student <b>discusses</b> issues/theories relating to the extraction of natural resources</p> <p>The student <b>synthesizes</b> information to make clear arguments about whether the economic benefits outweigh the environmental concerns</p> <p>The student <b>effectively interprets</b> the different perspectives of the local residents and the resource extraction company</p>	<p>The following is an extract from the type of response that would be awarded <b>[6 marks]</b>:</p> <p>“The economic benefits do not outweigh the environmental concerns because although there are many economic advantages for fracking (more jobs, wealth accumulation, high salaries, energy independence, lower natural gas prices, tax revenue, rural development), the priority must be the environment because fracking has been shown to have too many negative impacts on the environment and also because the needs of future generations need to be kept in mind. This is why we need to consider sustainable development as a solution to protect the environment.”</p>
<p>8-10</p>	<p>The student <b>thoroughly discusses</b> issues/theories relating to the extraction of natural resources</p> <p>The student <b>synthesizes</b> information to make <b>clear and well-supported</b> arguments about whether the economic benefits outweigh the environmental concerns</p> <p>The student thoroughly interprets the different perspectives of the local residents and the resource extraction company.</p>	<p>The following is an extract from the type of response that would be awarded <b>[8 marks]</b>.</p> <p>“Resource extraction in this community should not be undertaken as the economic benefits do not outweigh the environmental concerns. Although the worldwide demand for energy has increased and energy sources need to be found and extracted, I don’t agree that the economic benefits outweigh the environmental concerns. Although there are many positive benefits from fracking for a local community on an economic level such as more jobs, high salaries, and lower natural gas prices. It is important to consider the needs of future generations. As such, thinking about sustainable development is a priority if we want to be able to have sufficient resources and a clean environment for future generations. Shale gas extraction offers many short term advantages but consumes too many resources and is a possible danger for the environment. Fracking is banned in certain areas and therefore cannot be relied upon to be a safe practice if places have banned it.”</p>