

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.

Question 1 – Criterion A

State two causes of urban decline.

(2 marks)

Answers **may** include:

- Unemployment/closure of businesses
- Lack of investment (private or public)
- Poor infrastructure (e.g. public transport, shops, schools, services)
- Decline in quality of housing/environment
- Outmigration
- Racism and lack of ethnic integration
- Pollution
- Resource depletion (water scarcity, mining communities)
- Natural disasters

Award **(1 mark)** per cause up to a maximum of **(2 marks)**.

Accept any valid response(s).

Do not accept 'overpopulation' as this may be a consequence of growth rather than a cause of decline.

When the response includes more than one cause and one is incorrect, accept the correct response.

Question 2 – Criterion A

With reference to Source A, **explain one** way in which this area has been improved.

(4 marks)

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1–2	With reference to the source, the student outlines one way that the area in Source A has been improved.	<p>The following is an example that would be awarded (1 mark). ‘There are new roads (or buildings, green spaces, sports facilities)</p> <p>The following is an example that would be awarded (2 marks). ‘The area has been improved as there are new roads leading to the Olympic stadium.’</p>
3–4	With reference to the source, the student explains one way that the area in Source A has been improved.	<p>The following is an example that would be awarded (3 marks). ‘The area has been improved as the new stadium has allowed the development of new infrastructure, such as new roads and bridges over the river. Access to the area is improved for people in the community.’</p> <p>The following is an example that would be awarded (4 marks). ‘The area has been improved as the new stadium has allowed the development of new infrastructure, such as new roads and bridges over the river. This means that access to the area is improved for people in the community. New industry and businesses could be attracted as journey times will be quicker.</p>

Question 3 – Criterion B

The statement of inquiry for the project about urban regeneration is:

The improvement of urban areas should be sustainable.

You find a video online that shows an investigation into urban regeneration. In the video, the researcher chose to ask three residents in different cities around the world the same question.

Evaluate the methodology used by the researcher.

(8 Marks)

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 methodology used by the researcher.	The following is an example that would be awarded (1 mark) . 'The three people who were interviewed live in cities in different parts of the world.'
2	The student outlines the strength(s) of the methodology used by the researcher.	The following is an example that would be awarded (2 marks) . 'The three people who were interviewed live in cities in different parts of the world. They are all residents who have experienced urban regeneration. Each city provides a different example of urban regeneration.'
3	The student explains the strength(s) of the methodology used by the researcher.	The following is an example that would be awarded (3 marks) . 'The three people who were interviewed live in cities in different parts of the world. They are all residents who have experienced urban regeneration. Each city provides a different example of urban regeneration. This gives the researcher a range of perspectives on sustainability.'

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 methodology used by the researcher.	The following is an example that would be awarded (1 mark) . 'Only three people were interviewed.'
2	The student outlines the limitation(s) of the methodology used by the researcher.	The following is an example that would be awarded (2 marks) . 'Only three people were interviewed and only one question was asked. A lot more people from more cities should have been interviewed and they should all have been asked more than one question.'
3	The student explains the limitation(s) of the methodology used by the researcher.	The following is an example that would be awarded (3 marks) . 'Only three people were interviewed and only one question was asked. A lot more people from more cities should have been interviewed and they should all have been asked more than one question <u>because the researcher would get more detailed information.</u> ' Note: the underlined section provides the reasoning required for explanation so merits (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 methodology used by the researcher.	The following is an example that would be awarded (1 mark) . 'The methodology does have some strengths, but overall there are ways that it could be improved to make the investigation more successful.' Note: An appraisal that addresses only strengths or weaknesses should receive 0 marks.
2	The student provides a detailed overall appraisal of the methodology used by the researcher	The following is an example that would be awarded (2 marks) . 'The methodology provides the researcher with some useful information on the three cities. There is some breadth to the research as it covers different regions but more interviews were needed to make this a successful investigation.'

Question 4a – Criterion B

With reference to the statement of inquiry, **formulate** a clear and focused research question.

(2 marks)

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student formulates a research question that is either clear or focused and connected to the statement of inquiry.	The following is an example that would be awarded (1 mark) . 'To what extent can pollution be reduced in large cities?' Note: rewording the statement of inquiry into a question cannot be rewarded.
2	The student formulates a research question that is both clear and focused and connected to the statement of inquiry.	The following is an example that would be awarded (2 marks) . 'To what extent can recycling methods reduce the amount of waste in Jakarta?' Note: a “clear and focused research question” should include a named time, place or space that is relevant to the concept or context identified in the statement of inquiry.

Question 4b – Criterion B

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

(4 marks)

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1–2	The student outlines the relevance of the research question to the statement of inquiry.	<p>The following is an example that would be awarded (1 mark). Detroit has urban regeneration programmes that I can investigate</p> <p>The following is an example that would be awarded (2 marks). Detroit has urban regeneration programmes that I can investigate. The RQ allows me to find out why there is a need for urban regeneration programmes that are sustainable.</p>
3–4	The student justifies the relevanc of the research question to the statement of inquiry.	<p>The following is an example that would be awarded (3 marks). Detroit has experienced urban decline through car industries leaving. Detroit has urban regeneration programmes that I can investigate. The RQ allows me to find out why there is a need for urban regeneration programmes that are sustainable.</p> <p>Tidal energy will reduce the effects of air pollution from burning fossil fuels</p> <p>The following is an example that would be awarded (4 marks). Detroit has experienced urban decline <u>through car industries leaving, which led to unemployment and abandoned buildings</u>. Detroit has urban regeneration programmes that I can investigate, such as replacing old buildings with new ones. The RQ allows me to find out why there is a need for urban regeneration programmes that are sustainable.</p> <p>Note: the underlined sections provides additional development of reasons required for a full justification so merits (4 marks).</p>

Question 4c – Criterion B

Now that you have formulated your research question, you need to include your plans for further research.

State one method of primary data collection you would use to investigate your research question.

(1 mark)

Responses **may** include:

- Questionnaires
- Surveys
- Interviews

Accept any other valid responses.

Question 4d – Criterion B

State one piece of equipment you would need to complete this form of data collection.

(1 mark)

Responses may include:

- Audio or visual recorder
- Camera
- GPS
- Computer software

Accept any other valid responses.

Question 4e – Criterion B

The internet is one source of information. **Outline** how you would check the reliability of sources on the internet.

(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 how they would check the reliability of sources on the internet.	The following are examples that would be awarded (1 mark) . <ul style="list-style-type: none">• I would look at a minimum of two websites.• Check the validity of the author• Check the citations (if there are any)• Reliable (named) source, such as an online encyclopedia-
2	The student outlines how they would check the reliability of sources on the internet.	The following is an example that would be awarded (2 marks) . I would look at a minimum of two websites and compare the information to see if they agree.

Question 4f – Criterion B

Outline one problem or challenge you might face when carrying out your research.

(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 problem or challenge.	The following is an example that would be awarded (1 mark) . People do not want to be interviewed.
2	The student outlines one problem or challenge.	The following is an example that would be awarded (2 marks) . Often, people do not want to be interviewed, so the data may be less reliable.

Question 5 – Criterion A

Use the template below to write a blog to **explain**:

- how human activity is causing environmental destruction in **one** biome you have studied
- how your chosen biome could be managed sustainably.

The audience for the blog should be young people who are interested in environmental issues

(18 marks)

Criterion A		
Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student demonstrates limited knowledge and understanding by outlining how human activity is causing environmental destruction or how the biome can be sustainably managed, using limited examples and limited relevant terminology.	The following is an extract that would be awarded (1 mark) . 'Did you know that the arctic icecap is melting and that the polar bear is likely to become extinct?'
2–3	The student demonstrates adequate knowledge and understanding by describing how human activity is causing environmental destruction and/or how the biome can be sustainably managed, using satisfactory examples and appropriate relevant terminology.	The following is an extract that would be awarded (3 marks) . 'Did you know that climate change is the biggest threat to the tundra? Global warming is causing the arctic icecap to melt, resulting in rising sea levels and melting of the permafrost. Species like the polar bear are likely to become extinct. Within the tundra region, exploitation of oil and gas resources and the building of pipelines and roads has disrupted wildlife populations. If I was in charge of reducing our impact on this biome, I would call for different countries to work together to reduce the impact of climate change.' Note: If only environmental destruction or sustainable management is described , award 2 marks.

<p>4-5</p>	<p>The student demonstrates substantial knowledge and understanding by explaining how human activity is causing environmental destruction and how the biome can be sustainably managed, using accurate examples and appropriate relevant terminology.</p>	<p>The following is an extract that would be awarded (4 marks).</p> <p>‘Did you know that climate change is the biggest threat to the tundra? Global warming is causing the arctic icecap to melt, resulting in rising sea levels and melting of the permafrost. This will lead to more extreme temperatures in the future. Species like the polar bear are likely to become extinct.</p> <p>Within the tundra region, exploitation of oil and gas resources and the building of pipelines and roads has disrupted wildlife populations.</p> <p>If I was in charge of reducing our impact on this biome, I would call for different countries to work together to reduce the impact of climate change. We could do this by switching to renewable energy.’</p> <p>Note: If only environmental destruction or sustainable management is explained, award 3 marks</p>
<p>6</p>	<p>The student demonstrates detailed knowledge and understanding by thoroughly explaining how human activity is causing environmental destruction and how the biome can be sustainably managed, using accurate and effective examples and appropriate relevant terminology.</p>	<p>The following is an extract that would be awarded (6 marks).</p> <p>‘Did you know that climate change is the biggest threat to the tundra? Global warming is causing the arctic icecap to melt, resulting in rising sea levels and melting of the permafrost. This will lead to more extreme temperatures in the future. Species like the polar bear are likely to become extinct due to habitat destruction.</p> <p>Within the tundra region, exploitation of oil and gas resources and the building of pipelines and roads has disrupted wildlife populations, such as preventing the caribou’s migration in Alaska/Canada</p> <p>If I was in charge of reducing our impact on this biome, I would call for different countries to work together to reduce the impact of climate change. We could do this by switching to renewable energy. I would also join the Greenpeace campaign to restrict the activities of TNCs, such as Gazprom drilling in these fragile areas.’</p> <p>Note: If the response demonstrates detailed knowledge and understanding of either environmental destruction or sustainable management, award 4 marks.</p>

Criterion C1: Format	
Marks	Descriptor
0	The student does not reach a standard described by any of the descriptors below.
1	One feature relevant to the format is presented <ul style="list-style-type: none">• A relevant title• An appropriate image related to the title and the text• An appropriate caption in relation to the image
2	Two features relevant to the format are presented <ul style="list-style-type: none">• A relevant title• An appropriate image related to the title and the text• An appropriate caption in relation to the image
3	Three features relevant to the format are clearly presented <ul style="list-style-type: none">• A relevant title• An appropriate image related to the title and the text• An appropriate caption in relation to the image

Criterion C2: Communicating information and ideas		
Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1–2	The student communicates information and ideas using a style and language that are rarely appropriate for the purpose of a blog for young people	The style of writing is rarely consistent with what would be expected in a blog Language is rarely clear or appropriate for young people.
3–4	The student communicates information and ideas using a style and language that are occasionally appropriate for the purpose of a blog for young people	The style of writing is mainly consistent with what would be expected in a blog Language is mainly clear and appropriate for addressing young people
5	The student communicates information and ideas using a style and language that are consistently appropriate for the purpose of blog for young people	The style of writing is completely consistent with what would be expected in a blog# Language is clear and completely appropriate for addressing young people Note: characteristics of a blog might include: <ul style="list-style-type: none"> • Opens with a ‘hook’ that attracts the attention of the reader • Use of informal language – ‘I’, ‘we’ – the personal touch • Use of rhetorical questions • Ends with a ‘message’ or prompt to take action

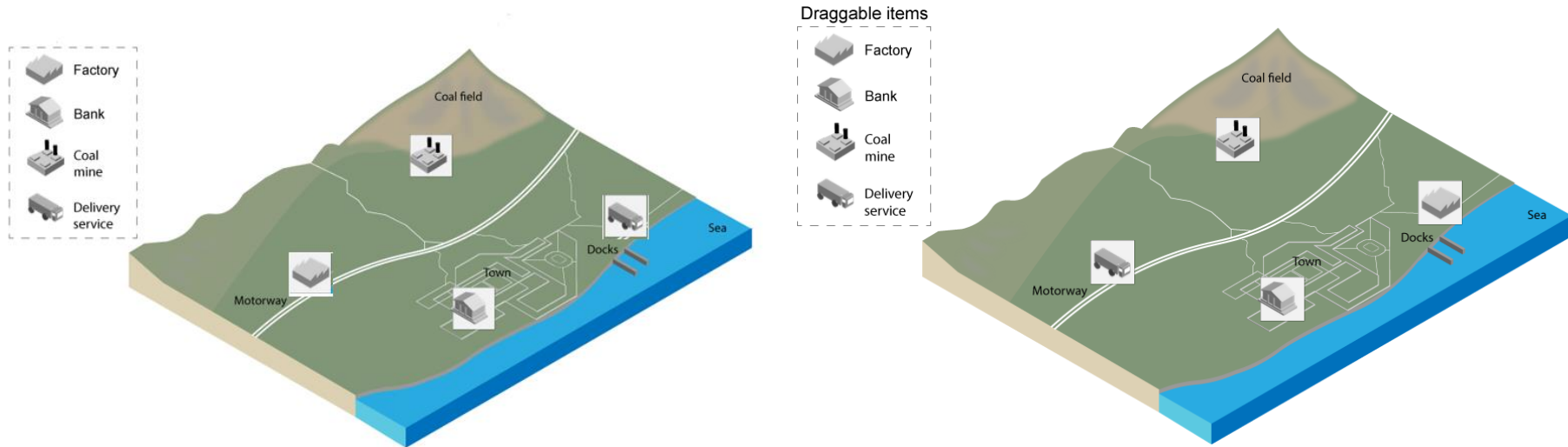
Criterion C3: Organizational structure		
Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The blog is structured in a way that is rarely effective and appropriate to the audience and purpose of a blog	Ideas rarely build on each other in a logical manner.

2	The blog is structured in a way that is occasionally effective and appropriate to the audience and purpose of a blog	Ideas occasionally build on each other in a logical manner.
3	The blog is structured in a way that is mainly effective and appropriate to the audience and purpose of a blog	Ideas frequently build on each other in a logical manner.
4	The blog is structured in a way that is consistently effective and appropriate to the audience and purpose of a blog	Ideas build on each other in a consistently clear and logical manner.

Question 6a – Criterion D

Label the diagram to show the most suitable location for each of the industries by dragging and dropping the icons below.

(2 marks)



Award **(1 mark)** for two correctly positioned icons. Award **(2 marks)** for four correctly positioned icons

Note: The icons for the delivery service and the factory are interchangeable. Accept both choices as correct – as shown above.

Question 6b – Criterion D

Explain one environmental issue that needs to be considered when deciding on the location of a factory.

(4 marks)

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1–2	The student outlines one environmental issue that needs to be considered when deciding on the location of a factory.	<p>The following is an example/extract of the type of response that would be awarded (2 marks).</p> <p>Factories are often located near water supplies. They can cause pollution by releasing toxic chemicals into the rivers (or oceans).</p>
3–4	The student explains one environmental issue that needs to be considered when deciding on the location of a factory.	<p>The following is an example/extract of the type of response that would be awarded (3 marks).</p> <p>Factories are often located near water supplies. They can cause pollution by releasing chemicals into the rivers (or oceans). These chemicals can be toxic and affect the ecosystem by killing fish and other wildlife.</p> <p><i>Note: the italicised text below provides the reasoning required for a (4 mark) response.</i></p> <p>Factories are often located near water supplies. They can cause pollution by releasing chemicals into the rivers (or oceans). These chemicals can be toxic and affect the ecosystem by killing fish and other wildlife. <i>They could also affect human populations if they get into the water supply.</i></p>

Question 7 – Criterion D

Geographers studying development have been interested in the role of transnational corporations (TNCs) and the relocation of industrial processes in LICs. One business news website produced the video below.

In terms of its origin, purpose, value and limitations, **analyse** the usefulness of the video for a geographer who is investigating the role of TNCs in LICs.

Video transcript : “A transnational corporation is a corporation that operates in many countries with a headquarters that coordinates global management. Being a transnational corporation is complicated and expensive as you need business managers and legal experts to understand the laws in various countries.

When those laws change, people who are against transnational corporations argue they are too large, have too much power and exploit workers in less developed countries. Supporters argue transnational corporations provide lots of jobs and develop infrastructure in less developed countries. This helps improve standards of living in these countries.”

(6 marks)

Question 7a – Criterion D

State the origin of the video

(1 mark)

Responses **may** include:

A business website

Note: The copyright in the exam refers to the International Baccalaureate. Accept for 1 mark but not for parts b), c) or d)

Question 7b – Criterion D

State the purpose of the video.

(1 mark)

Responses **may** include:

To inform the audience on what a TNC is and the potential impacts of these companies

Accept partial responses e.g. ‘to inform’, ‘to educate’.

Question 7c – Criterion D

List two values of the video for a researcher who is investigating transnational corporations.

(2 marks)

Responses may include:

- It is objective
- It presents different perspectives
- It is a secondary source
- It is recent/new

Note: Do not accept 'reliable' or that it is a 'primary source'. The reliability of the source cannot be established.

Award **(1 mark)** per value up to a maximum of **(2 marks)**

Question 7d – Criterion D

List two limitations of the video for a researcher who is investigating transnational corporations.

(2 marks)

Responses may include:

- There is a lack of detail/brief and generalised
- No statistics or specific data
- No specific examples of TNCs
- It does not include environmental concerns

Award **(1 mark)** per limitation up to a maximum of **(2 marks)**

Note: Do not award 2 marks when the value or limitation is repeated or further described.

Question 8 – Criterion A

Transnational corporations (TNCs) have chosen locations around the world for different aspects of their business based on the availability of natural and human resources.

Use examples from your MYP studies to **discuss** how TNCs have brought opportunities and challenges to the countries in which they are located.

In your answer, you should consider the perspectives of the following groups:

- TNCs
- Local people
- Environmental organizations.

(24 marks)

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 relevant terminology	The following is an extract from the type of response that would be awarded (2 marks) . Opportunities TNCs have relocated factories to Bangladesh. This has allowed Bangladesh to develop and workers to earn money.

<p>3-4</p>	<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>Opportunities TNCs involved in the textile industry have relocated production to Bangladesh.</p> <p>This has allowed Bangladesh to increase its GDP, which in time could lead to further development.</p> <p>The garment industries in Bangladesh have provided opportunities to develop skills and earn more.</p> <p>Environmental organizations are pressuring TNCs in Bangladesh to commit to reducing the amount of toxic chemicals being used to produce clothing.</p>
<p>5-6</p>	<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 (6 marks).</p> <p>Opportunities TNCs involved in the textile industry have relocated production to Bangladesh.</p> <p>This has allowed Bangladesh to develop its manufacturing industry and increase its GDP.</p> <p>TNCs have contributed to improving infrastructure in Bangladesh as part of their plans for improving production and distribution. This has led to improvement in communication between the different areas, which could in time lead to further development.</p> <p>The garment industries in Bangladesh have provided opportunities to develop skills and earn more money.</p> <p>Environmental organizations are pressuring TNCs in Bangladesh to commit to reducing the amount of toxic chemicals being used to produce clothing and improve how it is disposed of. The following is an extract from the type of response that would be awarded (7 marks).</p> <p>Note: the italicised text below is indicative of the development required for an (8 mark) response</p>

<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>Note: the italicised text below is indicative of the development required for an (8 mark) response.</p> <p>Opportunities</p> <p>TNCs involved in the textile industry have relocated production to Bangladesh. <i>About 3.5 million workers produce clothing for export to the global market.</i></p> <p>This has allowed Bangladesh to develop its manufacturing industry and increase its GDP.</p> <p>TNCs have contributed to improving infrastructure in Bangladesh as part of their plans for improving production and distribution. This has led to improvement in communication between the different areas, which could in time lead to further development.</p> <p>The garment industries in Bangladesh have provided opportunities to develop skills, earn more and achieve better standards of living, especially for women <i>who make up 85% of the workforce.</i></p> <p>Environmental organizations, such as Greenpeace, are pressuring TNCs in Bangladesh to commit to reducing the amount of toxic chemicals being used to produce clothing and improve how it is disposed of, leading to less water pollution.</p>
------------	---	--

Criterion C1: Format		
Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The content is structured in a way that is occasionally appropriate to the specified format of an essay.	Two of the following elements are included: introduction, a main body of argument or a conclusion. <i>Additional notes: The elements must appear as separate paragraphs.</i>
2	The content is structured in a way that is mainly appropriate to the specified format of an essay.	Three of the following elements are included: introduction, a main body of argument or a conclusion. <i>Additional notes: The elements must appear as separate paragraphs.</i>

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 is rarely appropriate to the audience and purpose of an essay	The style of writing is rarely consistent with what would be expected in an essay.
2	The style and language used is occasionally appropriate to the audience and purpose of an essay	The style of writing is not always consistent with what would be expected in an essay. Language may be informal or style may not always be appropriate.
3	The style and language used is consistently appropriate to the audience and purpose of an essay.	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 organization structure is rarely effective	Ideas sometimes build on each other in a logical manner.
2	The organizational structure is occasionally effective.	Paragraphs/ideas build on each other in a mainly logical manner.
3	The organizational structure is consistently appropriate and effective	Paragraphs and ideas build on each other in consistently clear and logical manner.

Criterion D		
Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1-2	The student provides one perspective in a basic analysis that summarizes information to a limited extent in response to the question posed.	<p>The following is an extract from the type of response that would be awarded (2 marks): Any ideas or technology are likely to be relatively expensive. Success is only possible if governments and communities work together.</p> <p>The relocation of the clothes industry to Bangladesh has helped the country to develop Whereas there have been economic benefits, the environmental impacts have largely been negative.</p>
3-4	The student provides different perspectives in an analysis and summarizes information to make clear arguments in response to the question posed.	<p>The following is an extract from the type of response that would be awarded (4 marks).</p> <p>The relocation of the clothes industry to Bangladesh has helped the country to develop. Whereas there have been economic benefits, the environmental impacts have largely been negative.</p>

<p>5-6</p>	<p>The student provides different perspectives in a discussion and synthesizes information to make clear arguments in response to the question posed.</p>	<p>The following is an extract from the type of response that would be awarded (6 marks).</p> <p>TNCs bring opportunities and challenges to the countries that they are located in. The relocation of the clothes industry to Bangladesh increases the TNC's ability to reduce the cost of production, it has helped the country to develop. However, the exploitation of labour is still widespread. Living conditions for workers are poor and there have been numerous accidents.</p>
<p>7-8</p>	<p>The student provides different perspectives in a detailed discussion that synthesizes information to make clear arguments in response to the question posed.</p>	<p>The following is an extract from the type of response that would be awarded (8 marks).</p> <p>Note: the italicised text below is indicative of the development required for an (8 mark) response.</p> <p>TNCs bring opportunities and challenges to the countries that they are located in. The relocation of clothes manufacturing to countries like Bangladesh increases the TNC's ability to reduce the cost of production, increase profit and provide cheap clothing to consumers. The exploitation of labour is still widespread particularly in the absence of healthy working environments and fair pay. <i>Whereas there have been economic benefits, the environmental impacts have largely been negative.</i> An important step has been raising consumer awareness of working conditions in factories in Bangladesh.</p>