

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 1

State two impacts of the 2004 tsunami in Indonesia.

(2 marks)

Answers *may* include:

- Loss of life
- Flooding
- Destruction of houses
- Destruction of infrastructure
- Loss of trees/grass
- Forced migration

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

Note: responses do not have to be shown in the source material.

Question 2

Explain how disparities in income can worsen the impacts of **one** natural disaster.

(4 marks)

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student states how disparities in income can worsen the impact of one natural disaster	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>After an earthquake a low-income family's house might collapse and the family might not be able to afford to repair it.</p> <p><i>A (1 mark) response is likely to be one sentence that hints at a single idea.</i></p>
2	The student outlines how disparities in income can worsen the impacts of one natural disaster	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p>Many low-income families don't have insurance. After an earthquake their house might collapse and the family might not be able to afford to repair it leading to them staying in an unsafe house.</p> <p><i>A (2 mark) response is likely to be a single sentence/idea that is elaborated on; the detail provided will be brief.</i></p>
3	The student describes how disparities in income can worsen the impacts of one natural disaster	<p>The following is an example of the type of response that would be awarded (3 marks).</p> <p>Many low-income families don't have insurance and after an earthquake, their house might collapse and they must pay to rebuild or repair their homes. The family might not be able to afford this leading to them staying in an unsafe house. This could lead to the family being more vulnerable if there were aftershocks</p> <p><i>One way should be considered in detail without any comprehensive reasons given. An example may be used to support the description.</i></p> <p><i>To provide the required level of detail for (3 marks), a short paragraph is likely to be required.</i></p> <p><i>More important than the length of the response is the quality and depth provided.</i></p>
4	The student explains how disparities in income can worsen	<p>The following is an example of the type of response that would be awarded (4 marks).</p>

	<p>the impacts of one natural disaster</p>	<p>Many low-income families don't have insurance and after an earthquake, their house might collapse and they must pay to rebuild or repair their homes. The family might not be able to afford this leading to them staying in an unsafe house. This could lead to the family being more vulnerable if there were aftershocks as they are at greater risk of the building collapsing and killing or trapping them.</p> <p><i>One way should be considered in detail, along with reasoning. An example may be given to support the explanation but is not essential to be awarded (4 marks).</i></p>
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Question 3

Evaluate the investigation carried out by the NGO.

(8 marks)

Note: Students do not need to discuss both strengths and limitations of every part of the action plan or map 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>The investigation collected data from 1.9 million mobile phones.</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>The investigation collected data from 1.9 million mobile phones. This provides a large sample size.</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.</i></p>

		<p><i>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>
<p>3</p>	<p>The student explains the strength(s) of the investigation.</p>	<p>The following is an example of the type of response that would be awarded (3 marks).</p> <p>The investigation collected data from 1.9 million mobile phones. This provides a large sample size, which is representative of the population of the Aceh Province.</p> <p><i>Only one strength needs to be mentioned and elaborated on in additional detail with reasoning to warrant (3 marks). The quality of the response is what is rewarded, not the number of strengths referred to.</i></p> <p><i>If a student outlines 3 or more strengths, they can be awarded 3 marks.</i></p>

Limitations

<i>Note: suggesting alternative methods can be interpreted as addressing limitations.</i>		
Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student states the limitation(s) of the investigation.	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>There are four districts with no data.</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>There are four districts with no data. The map only gives us a partial picture of where people had to move to.</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>There are four districts with no data. This compromises the reliability of the map and means that we do not have a full understanding of the impact of the tsunami across the whole Province. Therefore, the map only gives us a partial picture of where people had to move to.</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>

Appraisal

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student states an appraisal of the investigation.	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>Overall, the investigation was successful.</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 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>
2	The student outlines an appraisal of the investigation.	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p>Although there is some missing data on the map the large amount of data used means that overall the investigation was successful.</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 4a

A Non-Governmental Organisation (NGO) has asked you to investigate the strategies used to manage a natural disaster. The investigation will allow the NGO to evaluate the effectiveness of strategies in different locations.

The statement of inquiry is: *Time, place and space can influence the effectiveness of a community’s response to natural disasters.*

With reference to the statement of inquiry, **formulate** a clear and focused research question for your investigation. **(2 marks)**

Note: Where the response is a rewording of the SOI no mark can 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 statement of inquiry.	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>To what extent did Iceland reduce the impacts of volcanic eruptions?</p> <p><i>In the example above, the RQ is clear (you can easily understand the intention of the investigation) and is connected to the statement of inquiry. However, the question lacks focus as it doesn’t specify a management strategy or a specific natural disaster.</i></p>
2	The student formulates a research question that is both clear and focused and connected to the statement of inquiry.	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p>To what extent did land use zoning in Iceland reduce the impacts of volcanic eruptions?</p> <p><i>In the example above, the RQ is clear (you can easily understand the intention of the investigation) and is connected to the statement of inquiry. The RQ focuses on a location and management strategy so merits 2 marks.</i></p>

Question 4b

Justify why your research question will help the NGO to achieve their goal.

(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 will help the NGO to achieve their goal.	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>Land use zoning is used to protect important areas.</p> <p><i>No detail is required. This is likely to be a single sentence response that makes a simple connection between the Sol and the RQ.</i></p>
2	The student outlines how the research question will help the NGO to achieve their goal.	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p>Land use zoning is used to protect important areas, particularly residential and areas of economic activity.</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 Sol.</i></p>
3	The student describes how the research question will help the NGO to achieve their goal.	<p>The following is an example of the type of response that would be awarded (3 marks).</p> <p>Volcanic eruptions can destroy housing and infrastructure, leading to challenges with economic activity such as farming. Land use zoning is used to protect important areas, particularly residential and areas of economic activity.</p> <p><i>At least one argument/factor should be considered in detail without providing reasoning why the RQ is relevant to the Sol.</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 will help the NGO to achieve their goal.</p>	<p>The following is an example of the type of response that would be awarded (4 marks).</p> <p>Volcanic eruptions can destroy housing and infrastructure, leading to challenges with economic activity such as farming. Land use zoning is used to protect important areas, particularly residential and areas of economic activity. By investigating Iceland’s use of this strategy, I can find out how successful their land use zoning was in reducing the impacts of the 2010 volcanic eruption.</p> <p><i>At least one argument/factor should be considered in detail, along with reasoning why the RQ is relevant to the Sol.</i></p> <p><i>To provide the required level of detail for (4 marks), a short to mid-length paragraph is likely to be required.</i></p> <p><i>More important than the length of the response, is the quality and depth provided.</i></p>
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Question 4c

List two methods of collecting primary data that you could use to answer the research question you formulated in part (a). **(2 marks)**

Answers *may* include:

- Interviews
- Questionnaires
- Surveys

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

Question 4d

Explain why **one** of the primary data sources in 4(c) would help your investigation. **(4 marks)**

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student states how one of the primary data sources would help their investigation.	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>A survey of people impacted would help me to count how many people know what to do in an earthquake.</p>

		<p><i>A (1 mark) response is likely to be one sentence that hints at a single impact.</i></p>
2	<p>The student outlines how one of the primary data sources would help their investigation.</p>	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p>A survey of people impacted would help me to count how many people know what to do because of the government's strategies in an earthquake.</p> <p><i>A (2 mark) response is likely to be a single sentence with a single benefit that is elaborated on; the detail provided will be brief.</i></p>
3	<p>The student describes how one of the primary data sources would help their investigation.</p>	<p>The following is an example of the type of response that would be awarded (3 marks).</p> <p>A survey of people impacted would help me to count how many people know what to do because of the government's strategies in an earthquake. It would be good to know how many people are aware of the plans to answer my research question.</p> <p><i>One benefit should be considered in detail without any comprehensive reasons given. An example may be used to support the description.</i></p> <p><i>To provide the required level of detail for (3 marks), a short paragraph is likely to be required.</i></p> <p><i>More important than the length of the response is the quality and depth provided.</i></p>
4	<p>The student explains how one of the primary data sources would help their investigation.</p>	<p>The following is an example of the type of response that would be awarded (4 marks).</p> <p>A survey of people impacted would help me to count how many people know what to do because of the government's strategies in an earthquake. It would be good to know how many people are aware of the plans to answer my research question so that I can evaluate the impact of the strategies on the community.</p> <p><i>One benefit should be considered in detail, along with reasons. An example may be given to support the explanation but is not essential to be awarded (4 marks).</i></p>

Question 5

You are a popular travel blogger who has many online followers.

You decide to write a blog post to **explain** the positive **and** negative impacts of tourism on the culture of **one** community.

In your blog post, you **must**:

- include a relevant title and sub-headings
- explain **at least one** positive **and at least one** negative impact of tourism on the culture of one community
- conclude with advice for future travelers.

(18 marks)

Criterion A: Knowing and understanding (6 marks)

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student demonstrates limited knowledge and understanding by outlining the positive or negative impact of tourism on local cultures, using limited examples and limited relevant terminology.	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p><u>Positive impacts of tourism on culture</u> Tourism has revitalised the culture of host communities in Nepal. When I was in the Old Town, traditional local arts and craft are celebrated.</p> <p><u>Final thoughts</u> My mantra is: People before pictures. Be willing to miss “the shot”.</p> <ul style="list-style-type: none"> • <i>Responses are likely to be brief, with little detail.</i>

		<ul style="list-style-type: none"> • <i>There is requirement to include an example but the lack of one does not mean the student cannot be awarded (1 mark).</i> • <i>A concluding statement may not be included in a response at this level. (1 mark) can still be awarded in this case if the quality of the response is sufficient.</i> • <i>Terminology may be limited in terms of accuracy and/or frequency.</i>
<p>2-3</p>	<p>The student demonstrates adequate knowledge and understanding by describing the positive and negative impacts of tourism on local cultures, using satisfactory examples and appropriate relevant terminology.</p>	<p>The following is an example of the type of response that would be awarded (3 marks).</p> <p><u>Positive impacts of tourism on culture</u> Tourism has revitalised the culture of host communities in Nepal. They display their customs and traditions for tourists. When I was in the Old Town, traditional local arts and craft were celebrated. The skills required for these would have been lost otherwise.</p> <p><u>Negative impacts of tourism on culture</u> When locals entertain tourists, they often have to adapt to tourists' needs, attitudes and values. The traditional fashion, behaviour, and lifestyle of teenagers from mountain communities have been severely affected by tourism.</p> <p><u>Final thoughts</u> Traveling should always be approached from a place of respect for local communities. My mantra is: People before pictures. Be willing to miss "the shot".</p> <ul style="list-style-type: none"> • <i>It should be evident that the student has knowledge of the impacts of tourism on local cultures 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> • <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</i>

		<p><i>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> <ul style="list-style-type: none"> • <i>Terminology used should be accurately used in the correct context.</i>
<p>4-5</p>	<p>The student demonstrates substantial knowledge and understanding by explaining the positive and negative impacts of tourism on local cultures, using accurate examples and appropriate relevant terminology.</p>	<p>The following is an example of the type of response that would be awarded (4 marks).</p> <p><u>Positive impacts of tourism on culture</u> Tourism has revitalised the culture of host communities in Nepal. They display their customs and traditions for tourists. When I was in the Old Town, traditional local arts and craft were celebrated. This is important because the skills required for these could have been lost without demand from tourism.</p> <p><u>Negative impacts of tourism on culture</u> When locals entertain tourists, they often have to adapt to tourists' needs, attitudes and values. This could lead to some ignoring their own culture and adopting the cultural traits of the tourists. The traditional fashion, behaviour, and lifestyle of teenagers from mountain communities have been severely affected by tourism. The elders are totally against this because, with the influence of tourists, young Nepalese will lose their cultural identity.</p> <p><u>Final thoughts</u> Traveling should always be approached from a place of respect for local communities. My mantra is: People before pictures. Be willing to miss "the shot".</p> <ul style="list-style-type: none"> • <i>At this level, students need to demonstrate good understanding of the impacts of tourism on local cultures by providing a detailed response to the question.</i> • <i>The student should call on appropriate example(s) that support their point(s).</i> • <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> • <i>Terminology used should be accurately and effectively used in the correct context.</i>

<p>6</p>	<p>The student demonstrates detailed knowledge and understanding by thoroughly explaining the positive and negative impacts of tourism on local cultures, 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><u>Positive impacts of tourism on culture</u> Tourism has revitalised the culture of host communities in Nepal as they display their customs and traditions for tourists. When I was in the Old Town in Kathmandu, traditional local arts and craft were celebrated. This is important because the skills required for these could have been lost without the demand from tourism. To attract tourists, they prepare traditional foods and entertain the crowd with unique performances and rituals. This empowers communities and strengthens their cultural values.</p> <p><u>Negative impacts of tourism on culture</u> When locals entertain tourists, they often have to adapt to tourists' needs, attitudes and values. Ultimately this could lead to some ignoring their own culture and adopting the cultural traits of the tourists. In the Pokhara-Ghandruk community in Nepal, the traditional fashion, behaviour, and lifestyle of teenagers from mountain communities have been severely affected by tourism. The elders are totally against this and worry about the cultural change from tourism because, with the influence of tourists, young Nepalese will lose their cultural identity.</p> <p><u>Final thoughts</u> Traveling should always be approached from a place of respect for local communities. My mantra is: People before pictures. Be willing to miss "the shot". Tourism has the power to preserve or destroy cultural identities – make the right choice.</p> <ul style="list-style-type: none"> • <i>The response should be very detailed and provide clear reasoning, making use of example(s). However, comprehensive understanding of the impacts of tourism on local cultures should be included.</i> • <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> • <i>Terminology used should be accurately and effectively used in the correct context.</i>
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C1: Format (2 marks)

C1: format <i>Note: The elements must appear as separate paragraphs. If this is not the case (0 marks) should be awarded.</i>	
Marks	Descriptor
0	The student does not achieve a standard described by any of the descriptors given below.
1	Two of the following elements are included: heading/title, sub-headings, advice to future travellers
2	Three of the following elements are included: heading/title, sub-headings, advice to future travellers

C2: Communication information and ideas (6 marks)

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1-2	The student communicates information and ideas using a style and language that are rarely appropriate to the format of a blog post for an audience of tourists and purpose of explaining.	<ul style="list-style-type: none"> • Language is rarely clear or appropriate to what would be expected in a blog post. The text reads more formally e.g. like an essay. • Language is basic/simple and doesn't engage the audience effectively. • Text may be extremely short so that not enough evidence is available to award a higher level.

<p>3-4</p>	<p>The student communicates information and ideas using a style and language that are occasionally appropriate to the format of a blog post for an audience of tourists and purpose of explaining.</p>	<ul style="list-style-type: none"> • Language is clear and appropriate to what would be expected in a blog post. • The text reads at times more formally e.g. like an essay and at times like a blog post, for example by the use of informal language or first-person. (A blog post that is written more like an essay is likely to be awarded (3 marks). If it is written more like a blog post, it is likely to be awarded (4 marks). Best-fit should always be applied.) • Some language features such as rhetorical questions, concise sentences and emotive vocabulary are used to engage the audience.
<p>5-6</p>	<p>The student communicates information and ideas using a style and language that are consistently appropriate to the format of a blog post for an audience of tourists and purpose of explaining.</p>	<ul style="list-style-type: none"> • Language is clear and completely appropriate to what would be expected in a blog post. • The text reads like a blog post throughout, for example by the use of informal language or first-person. • Language features such as rhetorical questions, concise sentences and emotive vocabulary are often used to engage the audience.

C3: Organizational structure (4 marks)

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 tourists and purpose of explaining.	<ul style="list-style-type: none"> ● Ideas rarely build on each other in a logical manner. ● 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 tourists and purpose of explaining.	<ul style="list-style-type: none"> ● Ideas occasionally build on each other in a logical manner. ● 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 tourists and the purpose of explaining.	<ul style="list-style-type: none"> ● Ideas frequently build on each other in a logical manner. ● 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 tourists and the purpose of explaining.	<ul style="list-style-type: none"> ● Ideas consistently build on each other in a clear and logical manner. ● The student always uses effective transitions within sentences and/or between sentences and/or paragraphs to show relationships between ideas.

Question 6a

Select the correct answer to complete the sentence below.

Jordan’s water extraction is sustainable in the {drop down menu} basins.

(1 mark)

Award (1 mark) for Hammad and Sarhan.

Question 6b

State the origin of **Source B**.

(1 mark)

Allthatiswater.org
Allthatiswater

Award (1 mark) for Allthatiswater.org

Question 6c

Explain one value of **Source B** to an MYP student investigating groundwater extraction in Jordan.

(4 marks)

Marks	Descriptor	Notes
0		The student does not achieve a standard described by any of the descriptors below.
1	The student states one value of source B to an MYP student investigating groundwater extraction in Jordan.	The following is an example of a response that would be awarded (1 mark) There is data for each basin. <i>For (1 mark), students would provide a brief statement/fact about the value of the map.</i>
2	The student outlines one value of source B to an MYP student investigating groundwater extraction in Jordan.	The following is an example of a response that would be awarded (2 marks) . There is data for each basin including the 2019 water deficit . <i>For (2 marks), students would provide a brief sentence about the value of the map to a student.</i>

<p>3</p>	<p>The student describes one value of source B to an MYP student investigating groundwater extraction in Jordan.</p>	<p>The following is an example of a response that would be awarded (3 marks).</p> <p>It includes the precise location of all the basins in Jordan with data for each basin including the 2019 water deficit and the areas with water deficit and surplus.</p> <p><i>One value should be considered in detail; reasoning is not required for the command term 'describe'. An example may be used to support the description.</i></p>
<p>4</p>	<p>The student explains one value of source B to an MYP student investigating groundwater extraction in Jordan.</p>	<p>The following is an example of a response that would be awarded (4 marks).</p> <p>It includes the precise location of all the basins in Jordan with data for each basin including the 2019 water deficit including the areas with water deficit and surplus. This would help the student to identify the basins where more careful management of water extraction is needed.</p> <p><i>One value should be considered with reasoning. An example may be used to support the description.</i></p> <p><i>To provide the required level of detail for (4 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>

Question 7

Justify why another resident of Jordan might disagree with this perspective.

(4 marks)

Marks	Descriptor	Notes
0		The student does not achieve a standard described by any of the descriptors below.
1	The student justifies with a statement why another resident might disagree with the perspective.	The following is an example of a response that would be awarded (1 mark) . Another person might think that it is worth spending the money to provide freshwater. <i>For 1 mark the student would give one statement without any detail or justification.</i>
2	The student justifies with an outline why another resident might disagree with the perspective.	The following is an example of a response that would be awarded (2 marks) . Another person might think that it is worth spending the money to provide freshwater to meet the needs of the population of Jordan . <i>For 2 marks the student would elaborate briefly on a statement to give some minor detail.</i>
3	The student justifies with a description why another resident might disagree with the perspective.	The following is an example of a response that would be awarded (3 marks) . Another person might think that it is worth spending the money to provide freshwater to meet the needs of the population of Jordan. Water is essential for the health of residents and industry of Jordan . <i>For 3 marks the student would provide additional detail(s) on an alternative perspective.</i>
4	The student justifies with an explanation why another resident might disagree with the perspective	The following is an example of a response that would be awarded (4 marks) . Another person might think that it is worth spending the money to provide freshwater to meet the needs of the population of Jordan. Water is essential for the health of residents and industry of Jordan. The residents can no longer rely on groundwater so the cost of desalinization plants is better than having no water . <i>For 4 marks the student would provide a valid reason or evidence for the alternative perspective.</i>

Question 8

Outline one limitation of **Source C** to a resident of Jordan who is learning about the government’s proposal to invest in desalinization. **(2 marks)**

Marks	Descriptor	Notes
0		The student does not achieve a standard described by any of the descriptors below.
1	The student states one limitation of Source C	The following is an example of a response that would be awarded (1 mark) . The diagram does not show where the desalinization plants will be located. <i>For (1 mark), students would provide a brief fact or hint about the limitation of the diagram for residents.</i>
2	The student outlines one limitation of Source C.	The following is an example of a response that would be awarded (2 marks) . The diagram does not show where the desalinization plants will be located, such as the distance from residents’ homes . <i>For (2 marks), students would elaborate on a limitation of the diagram for residents.</i>

Question 9

A report by the United Nations found that the extraction and processing of minerals is responsible for more than 80% of the world’s biodiversity loss.

To what extent is the sustainable extraction of resources essential for reducing biodiversity loss?

In a well-structured essay, you **must**:

- include explanations and examples to support your arguments
- consider different perspectives

(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 terminology	<ul style="list-style-type: none"> • <i>Responses are likely to be brief, with little detail.</i> • <i>There is requirement to include an example but the lack of one does not mean the student cannot be awarded a mark in this band.</i> • <i>Terminology may be limited in terms of accuracy and/or frequency.</i>

<p>3–4</p>	<p>The student demonstrates adequate contextual and conceptual understanding in a description, using satisfactory examples and appropriate terminology.</p>	<ul style="list-style-type: none"> • <i>It should be evident that the student has knowledge of the particular issue/topic. Example(s) to support their point(s) are accurate but might be lacking in detail or not be the most appropriate.</i> • <i>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).</i> • <i>Terminology should be accurately used in the correct context.</i> •
<p>5–6</p>	<p>The student demonstrates substantial contextual and conceptual understanding in an explanation, using accurate examples and appropriate terminology.</p>	<ul style="list-style-type: none"> • <i>At this level, students need to demonstrate a very good understanding of the issue/topic by providing a response that is accurate and responds to the question posed. An explanation requires reasons to be included.</i> • <i>The student should call on appropriate examples, such as extracted natural resources, that support their points.</i> • <i>Terminology should be accurately and effectively used in the correct context in most of the essay.</i>
<p>7–8</p>	<p>The student demonstrates detailed contextual and conceptual understanding in a thorough explanation, using accurate and effective examples and appropriate terminology.</p>	<ul style="list-style-type: none"> • <i>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 the issue/topic.</i> • <i>For (7-8 marks), the response must reference examples, such as extracted natural resources, in detail to support their points.</i> • <i>Terminology should be accurately and effectively used in the correct context throughout the essay.</i> • <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>

C1: Format	
Note: The elements must appear as separate paragraphs. If this is not the case (0 marks) should be awarded.	
Marks	Descriptor
0	The student does not achieve a standard described by any of the descriptors given below.
1	Two of the following elements are included: introduction, a main body of argument or a conclusion.
2	Three of the following elements are included: introduction, a main body of argument and a conclusion.

C2: communicating information and ideas		
Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The style and language used are rarely appropriate to the audience and purpose of informing.	The style of writing is rarely consistent with what would be expected in an essay. Language may be mostly unclear. Text may be extremely short so that not enough evidence is available to award a higher level.
2	The style and language used are occasionally appropriate to the audience and purpose of informing.	The style of writing is not always consistent. It may appear to be more informal in style than expected in an essay. Language may be less clear in places.
3	The style and language used are consistently appropriate to the audience and purpose of informing.	The style of writing is consistent with what would be expected in an essay. Language is formal and clear.

C3: organizational structure		
Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The organizational structure is rarely effective.	Paragraphs/ideas sometimes build on each other in a logical manner. 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. Sometimes uses effective transitions within sentences and between sentences and/or paragraphs to show relationships between ideas.
3	The organizational structure is consistently effective.	Paragraphs/ideas build on each other in consistently clear and logical manner. 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"> • <i>One perspective is included and is only considered superficially, i.e. only general or vague points are made.</i> • <i>The response might not reach a conclusion or fully answer the question at this level</i>
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"> • <i>Two perspectives (supporting the statement and arguing against or considering the statement from different perspectives such as economic or social or locations) must be included with development of these to show some understanding of the perspectives and their implications; the two perspectives do not have to be equally considered/balanced.</i>

		<ul style="list-style-type: none"> • <i>A conclusion indicating whether the sustainable extraction of resources is essential in reducing biodiversity loss, which is likely to be not fully developed at this level, is expected nevertheless.</i>
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"> • <i>Two perspectives (supporting the statement and arguing against or considering the statement from different perspectives such as economic or social or locations) must be included with substantial development of these to show a good understanding of the perspectives and their implications, although the two perspectives might not be equally considered/balanced.</i> • <i>Ideas on whether the sustainable extraction of resources is essential in reducing biodiversity loss are included.</i> • <i>The synthesis (combining ideas) could appear in the main body of the essay or in the conclusion.</i>
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"> • <i>Two perspectives (supporting the statement and arguing against or considering the statement from different perspectives such as economic or social or locations) must be included with thorough development of these to show an excellent understanding of the perspectives and their implications. The two perspectives must be equally considered/balanced.</i> • <i>Ideas on whether the sustainable extraction of resources is essential in reducing biodiversity loss are combined to form a clear, coherent and convincing conclusion indicating which factor is most important is required.</i> • <i>The synthesis (combining ideas) could appear in the main body of the essay or in the conclusion.</i> • <i>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.</i>