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Markscheme

May 2024

Geography

On-screen examination

















35 pages



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

Annotation	Explanation	Shortcut	Annotation	Explanation	Shortcut
	Benefit of the doubt	Alt+5		Irrelevant	
	Clear knowledge shown	Alt+8		On page comment (text box)	Alt+4
	Descriptive			Underline tool (can be expanded)	
	Effective evaluation			Seen	Alt+0
EUOS	Excellent use of sources	Alt+6	*SYN	Synthesis	
	Good analysis			Unclear	Alt+3
	Good example	Alt+7	UA	Unfinished answer	Alt+9
	Good explanation			Vague	
	Incorrect Point	Alt+2			
	Good Response/Good Point	Alt+1			
	Highlight tool				

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

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

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

Note to all examiners: Examiners should mark positively rewarding what is correct and not take marks away for what is incorrect.

Question 1a

(2 marks)

State two physical processes that may impact rivers or coasts.

Responses **may** include:

- Erosion
- Flooding
- Longshore drift
- Attrition
- Hydraulic action

Accept any valid response.

Question 1b

(4 marks)

Explain how **one** physical process in rivers or coasts can threaten communities.

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student states how one physical process can threaten communities	The following is an example of the type of response that would be awarded (1 marks) . Erosion can undercut riverbanks. <i>A (1 mark) response is likely to be one sentence that hints at a single impact.</i>
2	The student outlines how one physical process can threaten communities	The following is an example of the type of response that would be awarded (2 marks) . Erosion can undercut riverbanks and destabilises them . <i>A (2 mark) response is likely to be a single sentence with a single process that is elaborated on; the detail provided will be brief.</i>

<p>3</p>	<p>The student describes how one physical process can threaten communities</p>	<p>The following is an example of the type of response that would be awarded (3 marks).</p> <p>Erosion can undercut riverbanks and destabilise them. Over time, continued erosion eats away at the bank, and it becomes top-heavy and collapses.</p> <p><i>One process should be considered in detail without any comprehensive reasons given. An example may be used to support the description. 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>
<p>4</p>	<p>The student explains how one physical process can threaten communities</p>	<p>The following is an example of the type of response that would be awarded (4 marks).</p> <p>Erosion can undercut riverbanks and destabilise them. Over time, continued erosion eats away at the bank, and it becomes top-heavy and collapses. This threatens farmland close to the river as fertile land is washed away.</p> <p><i>One process should be considered in detail, along with reasons. An example may be given to support the explanation, but it is not essential to be awarded (4 marks).</i></p>

Question 2

The people of Cambodia are growing increasingly concerned about the health of the Mekong River. The level of water in the Mekong River in Cambodia is decreasing every year. The water is becoming more polluted which is causing fish stocks to decline. By the time the Mekong River reaches Cambodia, it has completed most of its journey through its catchment area. There is little the Cambodian government can do to improve water quality and quantity.

Look at the infographic below and answer the question that follows.

MYP5 students from Pakse in Laos, and Stung Treng in Cambodia (shown on the infographic) are working together to investigate management strategies in the Mekong River. The students met online and designed the action plan below for their investigation. You will be asked to evaluate this action plan.

Evaluate the students' action plan.

(8 marks)

Note: Students do not need to discuss both strengths and limitations of every part of the investigation to access full marks. Marks are awarded based on the quality of the response, not the number of strengths or limitations referred to.

Strengths		
Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student states the strength(s) of the action plan.	The following is an example of the type of response that would be awarded (1 mark) . Data from two locations is used. <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> <i>A (1 mark) response can be one sentence that refers to a single strength.</i>
2	The student outlines the strength(s) of the action plan.	The following is an example of the type of response that would be awarded (2 marks) . Students are collecting primary data from two locations.

		<p><i>Only one strength needs to be mentioned and elaborated on to warrant (2 marks). The quality of the response is what is rewarded, not the number of strengths referred to. However, if a student outlines 3 or more strengths, they can be awarded 3 marks.</i></p> <p><i>A (2 mark) response is likely to be a single sentence with two clauses or two/three short sentences; the detail provided will be brief.</i></p>
3	The student explains the strength(s) of the action plan.	<p>The following is an example of the type of response that would be awarded (3 marks).</p> <p>Students are collecting primary data from two locations. Two perspectives will make the investigation more reliable in order to help students understand how the changing water levels impacted farmers in both locations.</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>

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

Limitations		
Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student states the limitation(s) of the investigation.	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>The students did not test the water quality.</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>The students did not test the water quality for example oxygen levels.</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>The students did not test the water quality for example oxygen levels. Water quality is as important as the quantity of water because oxygen-deprived water can create dead zones. By not investigating this, the results may be less reliable.</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>

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 will be unsuccessful.</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 multiple perspectives were collected, the lack of water quality testing means that, overall, the investigation will be unsuccessful.</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 3

(12 marks)

The local government of a river or coastal area wants to investigate ways to better protect the environment and the community. You must choose a location and design an action plan to investigate sustainable management solutions for the local government.

The statement of inquiry is:

Sustainable management of rivers and coastal environments can protect communities and the environment.

You must not repeat information from Question 2 in your responses.

Question 3a

Use the statement of inquiry to **formulate** a clear and focused research question for your investigation.

(2 marks)

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student formulates a research question that is either clear or focused and connected to the statement of inquiry.	The following is an example of the type of response that would be awarded (1 mark) . To what extent would levees protect the communities who live on rivers? <i>In the example above, the RQ is clear (you can easily understand the intention of the investigation) and is connected to the Sol. However, the question lacks focus as it doesn't specify, for example, a location.</i>
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 of the type of response that would be awarded (2 marks) . To what extent would levees on the Mississippi River prevent flooding in St Louis ? <i>In the examples above, the RQ is clear (you can easily understand the intention of the investigation) and is connected to the Sol. The RQ focuses on a place and strategy so merits 2 marks.</i>

Question 3b

Justify how investigating your research question will help the local council to better protect the environment and the community.

(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 investigating their research question will help the local council to better protect the environment and the community.	The following is an example of the type of response that would be awarded (1 mark) . Levees can be effective in preventing flooding. <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>
2	The student outlines how investigating their research question will help the local council to better protect the environment and the community.	The following is an example of the type of response that would be awarded (2 marks) . Levees can be effective in preventing flooding. They increase the volume of water that the river can hold. <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>
3	The student describes how investigating their research question will help the local council to better protect the environment and the community.	The following is an example of the type of response that would be awarded (3 marks) . St. Louis gets a lot of rainfall and has experienced floods in the past. Levees can be effective in preventing flooding. They increase the volume of water that the river can hold. <i>At least one argument/factor should be considered in detail without providing reasoning why the RQ is relevant to the Sol.</i> <i>To provide the required level of detail for (3 marks), a short paragraph is likely to be required.</i> <i>More important than the length of the response, is the quality and depth provided.</i>
4	The student justifies how investigating their research question will help the local	The following is an example of the type of response that would be awarded (4 marks) .

	<p>council to better protect the environment and the community.</p>	<p>St. Louis gets a lot of rainfall and has experienced floods in the past. Levees can be effective in preventing flooding. They increase the volume of water that the river can hold. Therefore, if the local council understood how levees could be used, they could prevent flooding and protect the community.</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 3c

Identify one reliable secondary source you would use to investigate your research question.

(1 mark)

Responses **may** include:

- Current population statistics for (named location)
- Local council website
- GIS mapping data showing flooding.

Accept any valid response.

Note: General or vague responses such as 'websites' or 'newspaper articles' should be awarded 0 marks.

Question 3d

Explain how the secondary source you identified in part (c) will help you investigate your research question.

(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 the secondary source identified in part c) will help investigate their research question	The following is an example of the type of response that would be awarded (1 marks) . GIS mapping data will help me see where the Mississippi River flows. <i>A (1 mark) response is likely to be one sentence that hints at a basic way it would help.</i>
2	The student outlines how the secondary source identified in part c) will help investigate their research question	The following is an example of the type of response that would be awarded (2 marks) . GIS mapping data will help me see where the Mississippi River flows and identify the communities who live closest to the river. <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>
3	The student describes how the secondary source identified in part c) will help investigate their research question	The following is an example of the type of response that would be awarded (3 marks) . GIS mapping data will help me see where the Mississippi River flows and identify the communities who live closest to the river. I would need to understand where the people who have been most heavily impacted by flooding in the past live. <i>One benefit should be considered in detail without any comprehensive reasons given. An example may be used to support the description. To provide the required level of detail for (3 marks), a short paragraph is likely to be required. More important than the length of the response is the quality and depth provided.</i>
4	The student explains how the secondary source identified in part c) will help investigate their research question	The following is an example of the type of response that would be awarded (4 marks) . GIS mapping data will help me see where the Mississippi River flows and identify the communities who live closest to the river. I would need to understand where the people who have been most heavily impacted by flooding in the past live so I am able to make judgements as to whether levees should be built on the Mississippi.

	<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>
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Question 3e

State one challenge you could face in your investigation.

(1 mark)

Responses **may** include:

- Unable to access government data
- Difficult to locate reliable data
- Large research area could be difficult to investigate

Accept any valid response.

Note: General or vague responses such as 'government data' or 'unreliable information' should be awarded 0 marks.

Question 4

(18 marks)

You have been invited to give an online presentation to MYP4 students in Australia as you live in a tectonically active country that experiences both earthquakes and volcanic eruptions. You have been asked to explain how tectonic activity is successfully managed in your country.

Before the presentation, the students in Australia have emailed some questions for you to consider. Your teacher has organised them into three categories for you. You must choose **two** questions, each from a different category.

Environmental	Social	Economic
How does your country minimise the environmental impacts of volcanic eruptions?	Why are there so few social impacts after an earthquake?	How are the economic impacts of earthquakes managed in your country?
How does your country minimise the environmental impacts of earthquakes?	Why are there so few social impacts after volcanic activity?	How are the economic impacts of volcanic activity managed in your country?

Prepare for your presentation and your chosen questions by writing a script to **explain** how tectonic activity is successfully managed in your country. Your script must include the following:

- An introduction
- A conclusion
- Named location(s)

Note: for criterion A, students should only be awarded marks on the content of their response. Criterion A does not assess the format, style or organization of the response.

Criterion A		
Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student demonstrates limited knowledge and understanding by outlining how tectonic activity is successfully managed in their country, using limited examples and limited relevant terminology.	<p>The following is an extract from the type of response that would be awarded (1 mark).</p> <p>Why are there so few social impacts after an earthquake? Where I live in New Zealand, my apartment building is an earthquake proof building. The government required that all older buildings be retrofitted.</p> <p><i>If details, knowledge or examples are provided in the introduction, then this can be credited for criterion A.</i></p> <p><i>Responses are likely to be brief, with little detail.</i></p> <p><i>There is requirement to include an example but the lack of one does not mean the student cannot be awarded (1 mark).</i></p> <p><i>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></p> <p><i>Terminology may be limited in terms of accuracy and/or frequency.</i></p>
2-3	The student demonstrates adequate knowledge and understanding by describing how tectonic activity is	The following is an extract from the type of response that would be awarded (3 marks) .

	<p>successfully managed in their country, using satisfactory examples and appropriate relevant terminology.</p>	<p>I live in New Zealand, a tectonically active country. We have many active and dormant volcanoes and experience minor earthquakes.</p> <p>- Why are there so few social impacts after an earthquake?</p> <p>Where I live, my apartment building is an earthquake proof building. After the Christchurch earthquakes in 2010 and 2011, the government required that all older buildings be retrofitted to include earthquake proofing. Some buildings have had cross bracing fitted.</p> <p><i>If details, knowledge or examples are provided in the introduction, then this can be credited for criterion A.</i></p> <p><i>It should be evident that the student has knowledge of the management strategies of tectonic activities and they should be able to call on relevant example(s) to support their point(s) but these examples might be lacking in detail or not be the most appropriate.</i></p> <p><i>There is likely to be little or no reasoning provided in the response i.e. there may be some reasoning provided but the examples/terminology/detail in the response is not sufficient enough to warrant a mark in the higher band then a mark in this band should be awarded (see best-fit guidance at the start of the document).</i></p> <p><i>Terminology used should be accurately used in the correct context.</i></p>
<p>4-5</p>	<p>The student demonstrates substantial knowledge and understanding by explaining how tectonic activity is successfully managed in their country, using accurate examples and appropriate relevant terminology.</p>	<p>The following is an example of the type of response that would be awarded (4 marks).</p> <p>I live in New Zealand, a tectonically active country. It lies on the collision zone between the Pacific Plate and the Australian Plate. There are multiple fault lines. We have many active and dormant volcanoes and experience minor earthquakes.</p>

		<p>- Why are there so few social impacts after an earthquake?</p> <p>Where I live, my apartment building is an earthquake proof building. After the Christchurch earthquakes in 2010 and 2011, the government required that all older buildings be retrofitted to include earthquake proofing. Some buildings have had cross bracing fitted. Experts believe that if a building can sway in an earthquake, the damage caused will be reduced. This will reduce the number of lives lost.</p> <p><i>If details, knowledge or examples are provided in the introduction, then this can be credited for criterion A.</i></p> <p><i>At this level, students need to demonstrate good understanding of the he management strategies of tectonic activities by providing a detailed response to the question.</i></p> <p><i>The student should call on appropriate example(s) that support their point(s).</i></p> <p><i>There may be some reasoning provided but if the examples/terminology/detail in the response are not sufficient to warrant a mark in the higher band then a mark in this band should be awarded (see best-fit guidance at the start of the document).</i></p> <p><i>Terminology used should be accurately and effectively used in the correct context.</i></p>
<p>6</p>	<p>The student demonstrates detailed knowledge and understanding by thoroughly explaining how tectonic activity is successfully managed in their country, 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 (6 marks).</p> <p>I live in New Zealand, a tectonically active country. It lies on the collision zone between the Pacific Plate and the Australian Plate. There are multiple fault lines. We have many active and dormant volcanoes and experience minor earthquakes.</p> <p>- Why are there so few social impacts after an earthquake?</p> <p>Where I live, my apartment building is an earthquake proof building. After the Christchurch earthquakes in 2010 and 2011, the government required that all older buildings be retrofitted to include earthquake proofing. Before this, it was only buildings built after 1960. Some buildings have had cross bracing fitted. Experts believe that if a building can sway a small amount in an earthquake and remain</p>

		<p>structurally intact. This reduces the chances of damage to the building, causing injury. It also reduces the chances of buildings collapsing entirely by 80% therefore saving many lives.</p> <p><i>If details, knowledge or examples are provided in the introduction, then this can be credited for criterion A.</i></p> <p><i>The response should be very detailed and provide clear reasoning, making use of example(s). However, comprehensive understanding of the management strategies of tectonic activities</i></p> <p><i>The student may have demonstrated an excellent understanding; however this does not mean that the response must be perfect or the best example of a response you have seen; there are multiple ways of demonstrating ability and quite different responses may be awarded the same mark.</i></p> <p><i>Terminology used should be accurately and effectively used in the correct context.</i></p>
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Note: The elements must appear as separate paragraphs. If this is not the case, (0 marks) should be awarded.

Criterion C1 – Format	
Marks	Descriptor
0	The student does not achieve a standard described by any of the descriptors given below.
1	<p>One of the following elements are included:</p> <ul style="list-style-type: none"> ● introduction ● conclusion
2	<p>Two of the following elements are included:</p> <ul style="list-style-type: none"> ● introduction ● conclusion

Criterion C2 – Communicating information and ideas		
Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1–2	The student communicates information and ideas using a style and language that are rarely appropriate to the format of a presentation for an audience of MYP4 students and purpose of explaining.	<ul style="list-style-type: none"> ● Language is rarely clear or appropriate to what would be expected in a first person speech. 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.

3-4	The student communicates information and ideas using a style and language that are occasionally appropriate to the format of a presentation for an audience of MYP4 students and purpose of explaining.	<ul style="list-style-type: none"> • Language is clear and appropriate to what would be expected in a presentation. • The text reads at times more formally e.g. like an essay and at times like a presentation, for example by the use of informal language or first-person. (A presentation that is written more like an essay is likely to be awarded (3 marks). If it is written more like a first person presentation, it is likely to be awarded (4 marks). Best-fit should always be applied.) • Some language features such as metaphor, rhetorical questions, concise sentences and emotive vocabulary are used to engage the audience.
5-6	The student communicates information and ideas using a style and language that are consistently appropriate to the format of a presentation for an audience of MYP4 students and purpose of explaining.	<ul style="list-style-type: none"> • Language is clear and completely appropriate to what would be expected in a presentation. • The text reads like a presentation throughout, for example by the use of informal language or first-person. • Language features such as metaphor, rhetorical questions, concise sentences and emotive vocabulary are often used to engage the audience.

Criterion C3 – Organizational structure		
Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student structures information and ideas in a way that is rarely effective and appropriate to the audience of MYP4 students 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. <p><i>Text may be extremely short so that not enough evidence is available to award a higher level.</i></p>

2	The student structures information and ideas in a way that is occasionally effective and appropriate to the audience of MYP4 students 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 MYP4 students 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 MYP4 students 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 5a

Outline one value of **Source E** for the city planners' discussion on whether to expand the industrial area or build more housing.

(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 value of Source E.	The following is an example of a response that would be awarded (1 mark) . The map includes a scale. <i>For (1 mark), students would provide a brief comment about the value of the map for city planners.</i>
2	The student outlines one value of Source E.	The following is an example of a response that would be awarded (2 marks) . The map includes a scale that would help the city planners determine how far away Area X is from the CBD. <i>For (2 marks), students would elaborate on a value of the map for city planners.</i>

Question 5b

Explain one limitation of **Source E** that could prevent the city planners from making an informed decision about how to develop Area X.

(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 limitation of Source E that could prevent the city planners from making an informed decision about how to develop Area X.	The following is an example of a response that would be awarded (1 mark) . The map lacks important detail. <i>For (1 mark), students would provide a brief statement about the limitation of the map to city planners.</i>

2	The student outlines one limitation of Source E that could prevent the city planners from making an informed decision about how to develop Area X.	<p>The following is an example of a response that would be awarded (2 marks).</p> <p>The map lacks important detail like the location of schools.</p> <p><i>For (2 marks), students would provide a brief sentence about the limitation of the map to city planners.</i></p>
3	The student describes one limitation of Source E that could prevent the city planners from making an informed decision about how to develop Area X.	<p>The following is an example of a response that would be awarded (3 marks).</p> <p>The map lacks important detail like the location of schools. The city planners need this information to determine whether Area X would be more suitable for housing or for factories.</p> <p><i>One limitation 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>
4	The student explains one limitation of Source E that could prevent the city planners from making an informed decision about how to develop Area X.	<p>The following is an example of a response that would be awarded (4 marks).</p> <p>The map lacks important detail like the location of schools. If the area is to be developed for housing, the location of schools is important information because the population would increase and there would be more children who need to travel to the schools. The city planners need this information to determine whether Area X would be more suitable for housing or for factories.</p> <p><i>One limitation 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 6

Choose the opinion you would support:

- Build more housing
- Expand the industrial area.

With reference to both opinions, **justify** your decision.

(6 marks)

Note: If the student only refers to one of the options in their response, the maximum that can be awarded is (3 marks).

Marks	Descriptor	Notes
0		The student does not achieve a standard described by any of the descriptors below.
1	The student provides states their rationale.	<p>The following is an example of a response that would be awarded (1 mark).</p> <p>The growing population needs 'Area X' to be used for housing.</p> <p><i>For (1 mark), students should provide a brief rationale. If only one option is referred to, students can still be awarded (1 mark).</i></p>
2-3	The student outlines their rationale	<p>The following is an example of a response that would be awarded (2 marks).</p> <p>The growing population needs 'Area X' to be used for housing as there are already a lot of industrial areas in Basra.</p> <p><i>A (2 mark) response is likely to be a single sentence that elaborates on the rationale; the detail provided will be brief.</i></p> <p>The following is an example of a response that would be awarded (3 marks).</p> <p>The growing population needs 'Area X' to be used for housing as there are already a lot of industrial areas in Basra. The map identifies agricultural areas and a CBD, which would provide lots of jobs.</p>

		<p><i>For (3 marks), students would provide details that add weight to support their perspective.</i></p>
4-5	The student justifies their rationale.	<p>The following is an example of a response that would be awarded (4 marks).</p> <p>As many migrants are already attracted to this city, the people don't need more jobs, they need more housing. The growing population needs 'Area X' to be used for housing. There is already high demand for housing. There are already a lot of industrial areas in Basra. The map identifies agricultural areas and a CBD, which would provide lots of jobs.</p> <p><i>The rationale should be considered in some detail.</i></p> <p>The following is an example of a response that would be awarded (5 marks).</p> <p>The seaport in the city is a major area of trade and therefore attractive to migrants. As many migrants are already attracted to this city, we don't need more jobs, we need more housing. The growing population needs 'Area X' to be used for housing. There is already high demand for housing. There are already a lot of industrial areas in Basra. The map identifies agricultural areas and a CBD, which would provide lots of jobs. If we do not build more housing then there will be a shortage of housing.</p>
6	The student justifies in detail their rationale.	<p>The following is an example of a response that would be awarded (6 marks).</p> <p>The seaport in the city is a major area of trade and therefore attractive to migrants; it is also located where two large rivers meet so will be a popular shipping port. As many migrants are already attracted to this city, the people don't need more jobs, they need more housing. The growing population needs 'Area X' to be used for housing. There is already high demand for housing. There are already a lot of industrial areas in Basra. The map identifies agricultural areas and a CBD, which would provide lots of jobs. If we do not build more housing then there will be a shortage of housing which will limit the economic growth of Basra as workers will not migrate if they have nowhere to live.</p> <p><i>The rationale should be considered in detail with supporting reason(s) provided.</i></p> <p><i>More important than the length of the response is the quality and depth provided.</i></p>

Question 7

To what extent does living in a megacity decrease the quality of life of societies?

(24 marks)

In your essay, you **must**:

- consider at least **two** different quality of life indicators
- consider different perspectives
- use examples from your MYP studies to support your arguments
- use appropriate geographical terms

Criterion A		
Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1-2	The student demonstrates limited contextual and conceptual understanding in an outline , using limited examples and limited terminology	<ul style="list-style-type: none"> • Responses are likely to be brief, with little detail. • There is requirement to include an example but the lack of one does not mean the student cannot be awarded a mark in this band. • Terminology may be limited in terms of accuracy and/or frequency.
3-4	The student demonstrates adequate contextual and conceptual understanding in a description , using satisfactory examples and appropriate terminology.	<ul style="list-style-type: none"> • It should be evident that the student has knowledge of 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. • There may be some reasons provided but if the examples/terminology/detail in the response are not sufficient enough to warrant a mark in the higher band then a mark in this band should be awarded (see best-fit guidance at the start of the document). • Terminology should be accurately used in the correct context.
5-6	The student demonstrates substantial contextual and conceptual understanding in an explanation , using accurate examples and appropriate terminology.	<ul style="list-style-type: none"> • At this level, students need to demonstrate a very good understanding of the issue/topic by providing a response that is accurate and responds to the question posed. An explanation requires reasons to be included. • The student should call on appropriate examples, such as congestion in megacities, that support their points. • Terminology should be accurately and effectively used in the correct context in most of the essay.
7-8	The student demonstrates detailed contextual and conceptual understanding in a thorough explanation , using accurate and effective examples and appropriate terminology.	<ul style="list-style-type: none"> • The response should provide accurate detail throughout and provide clear reasons that support the point(s) made, making use of examples that demonstrate a comprehensive understanding of the issue/topic. • For (7-8 marks), the response must reference examples, such as congestion in megacities in detail to support their points. • Terminology should be accurately and effectively used in the correct context throughout the essay.

	<ul style="list-style-type: none"><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>
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Note: The elements must appear as separate paragraphs. If this is not the case (0 marks) should be awarded.

C1: format	
Marks	Descriptor
0	The student does not achieve a standard described by any of the descriptors given below.
1	Two of the following elements are included: introduction, a main body of argument or a conclusion.
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. When appropriate, rarely uses effective transitions within sentences or between sentences and/or paragraphs to show relationships between ideas. Text may be extremely short so that not enough evidence is available to award a higher level.

2	The organizational structure is occasionally effective.	Paragraphs/ideas build on each other in a mainly logical manner. When appropriate, sometimes uses effective transitions within sentences and between sentences and/or paragraphs to show relationships between ideas.
3	The organizational structure is consistently effective.	Paragraphs/ideas build on each other in consistently clear and logical manner. When appropriate, uses effective transitions within sentences and between sentences and/or paragraphs to show relationships between ideas.

Criterion D		
Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1-2	The student provides one perspective in a basic analysis and summarizes information to a limited extent in response to the question posed	<ul style="list-style-type: none"> • <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, short term, long term, quality of life indicators) must be included with development of these to show some understanding of the indicators/perspectives and their implications; the two indicators/perspectives do not have to be equally considered/balanced.</i> • <i>Ideas indicating whether living in a megacity decreases quality of life, 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) must be included with substantial development of these to show a good understanding of the indicators/perspectives and their implications, although the two indicators/perspectives might not be equally considered/balanced.</i> • <i>A conclusion indicating whether living in a megacity decreases quality of life is 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	<ul style="list-style-type: none"> • <i>Two perspectives (supporting the statement and arguing against) must be included with thorough development of these to show an excellent understanding of the indicators/perspectives and their implications. The two indicators/perspectives must be</i>

	response to the question posed.	<p><i>equally considered/balanced.</i></p> <ul style="list-style-type: none">• <i>Ideas indicating whether living in a megacity decreases quality of life 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>
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