

humanMOEENGZ0XXXX



Markscheme

May 2024

Integrated humanities

On-screen examination




















36 pages



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

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

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

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

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

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

Question 1

Identify one stakeholder who has benefitted from industrialization.

(1 mark)

Responses **may** include:

- *Investors*
- *Business owners*
- *Traders*
- *Government policy makers*
- *Workers*
- *Labour unions*
- *Citizens*
- *Countries (can also be a named country/region)*
- *Specific named individuals*

Accept any valid response.

Note: A response can reference any industrialization period.

Question 2

Outline one reason why industrialization occurred.

(2 marks)

Note: A response can reference any industrialization period.

Note: Ease, speed, improvements are considered as changes/consequences and not reasons.

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student states one reason why industrialization occurred.	The following is an example of the type of response that would be awarded (1 marks) . <i>Availability of resources.</i>

		<i>A (1 mark) response is likely to be one sentence that hints at a single reason.</i>
2	The student outlines one reason why industrialization occurred.	The following is an example of the type of response that would be awarded (2 marks) . <i>Availability of natural resources to help run the factories.</i> <i>A (2 mark) response is likely to be a single sentence with a single reason that is elaborated on; the detail provided will be brief.</i>

Question 3

Describe how society changed after industrialization.

(3 marks)

Note: A society can be considered as a nation, a country, or any structured group of people.

Note: A response can reference any industrialization period.

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student states how society changed after industrialization	The following are examples of the type of response that would be awarded (1 marks) . 1. <i>More people lived in cities.</i> 2. <i>Industrialization triggered rural-to-urban migration.</i> <i>A (1 mark) response is likely to be one sentence that hints at a single change.</i>
2	The student outlines how society changed after industrialization	The following are examples of the type of response that would be awarded (2 marks) 1. <i>More people lived in cities and worked in factories.</i> 2. <i>Industrialization triggered rural-to-urban migration and led to a rapid growth of cities.</i> <i>A (2 mark) response is likely to be a single sentence with a way society changed that is elaborated on; the detail provided will be brief.</i>

3	The student describes how society changed after industrialization	<p>The following are examples of the type of response that would be awarded (3 marks).</p> <ol style="list-style-type: none">1. More people lived in overcrowded cities and worked in machine-powered factories. They had fixed working hours and regular wages.2. Industrialization triggered rural-to-urban migration and led to a rapid growth of cities where workers faced the challenge of new ways of living. <p><i>How society changed should be considered in detail. An example may be used to support the description.</i></p> <p><i>More important than the length of the response is the quality and depth provided.</i></p>
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Question 4

As a part of their research project, a group of MYP year 5 students in India has led an investigation into understanding the impact of technical innovations.

Statement of inquiry: Technological innovations have changed lives at local levels.

The students chose to investigate the impact of smartphone use on farmers and their livelihood. They had one month to complete their investigation.

One of the students kept notes on how they conducted their investigation. You will be asked to evaluate their investigation process.

Evaluate their investigation process.

(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		
Note: A statement with a reason in support is not an explanation. There needs to be details to reach an outline and details in support of the reasoning.		
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><i>The investigation includes primary and secondary sources.</i></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.	The following is an example of the type of response that would be awarded (2 marks) .

		<p><i>The investigation includes primary and secondary sources, such as interviews with local farmers.</i></p> <p><i>Only one strength needs to be mentioned and elaborated on to warrant (2 marks). The quality of the response is what is rewarded, not the number of strengths referred to. However, if a student outlines 3 or more strengths, they can be awarded 3 marks.</i></p> <p><i>A (2 mark) response is likely to be a single sentence with two clauses or two/three short sentences; the detail provided will be brief.</i></p>
3	The student explains the strength(s) of the investigation.	<p>The following is an example of the type of response that would be awarded (3 marks).</p> <p><i>The investigation includes primary and secondary sources, such as interviews with local farmers. This provides a first-hand account of how it changed their lives because cell phones help with the work they need to do every day.</i></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

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

Note: A statement with a reason in support is not an explanation. There needs to be details to reach an outline and details in support of the reasoning.

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><i>They did not consult a broad enough range of sources.</i></p>

		<p>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.</p> <p>A (1 mark) response can be one sentence that refers to a single limitation.</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><i>They did not consult a broad enough range of sources and mostly relied on the interview with the farmers.</i></p> <p>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.</p> <p>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.</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><i>They did not consult a broad enough range of sources and mostly relied on the interview with the farmers. Looking at a broader range of sources would have improved the reliability of the team's findings because they would be better informed about how cell phone usage has impacted on the livelihood of Indian farmers.</i></p> <p>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.</p> <p>If a student outlines 3 or more limitations, they can be awarded 3 marks.</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 is good but there is room for improvement.</p> <p><i>For (1 mark), the appraisal statement is likely to be a summary of the strengths and limitations or a brief judgment on the 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>Overall the investigation is good as it has some strengths - it conducts interviews with local farmers, however, they need to expand the number of sources to improve the investigation.</p> <p><i>The appraisal will weigh up both positive and negative points (with examples for both sides) 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> <p><i>The appraisal needs to reflect the entire response/arguments made by the student to be considered as such. If the appraisal is at the beginning of the response, it cannot be linked to what is detailed after or in the next sentence. Otherwise, it isn't an appraisal and is related to either a strength or a limitation.</i></p>

Question 5a

You have been asked to investigate the impact of industrialization on the world. You have been given the following statement of inquiry:

Statement of Inquiry: Industrialization has changed lives around the world.

Formulate a clear and focused research question to help you investigate the statement of inquiry.

(2 marks)

Note: Rewording the statement of inquiry into a question should be awarded (0 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) . <i>To what extent have <u>textile industries</u> changed <u>people's</u> lives?</i> <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 (textile industry). However, the question lacks focus as it doesn't specify, for example, a location or community.</i>

2	<p>The student formulates a research question that is both clear and focused and connected to the statement of inquiry.</p>	<p>The following are examples of the types of response that would be awarded (2 marks).</p> <p><i>To what extent have <u>textile industries</u> improved the social status of women?</i></p> <p><i>To what extent have <u>textile industries</u> changed <u>people's</u> lives in Bangladesh?</i></p> <p><i>In the first example above, the RQ is clear (you can easily understand the intention of the investigation), is connected to the statement of inquiry (textile industry) and focuses on a specific group of people (women).</i></p> <p><i>In the second example above, the RQ is clear (you can easily understand the intention of the investigation), is connected to the statement of inquiry (textile industry) and focuses on a specific location (Bangladesh).</i></p> <p><i>Although they are focused on different aspects of an investigation, both warrant being awarded (2 marks).</i></p>
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b. **Justify** why the research question is worthy of investigation.

(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 why the research question is worthy of investigation.	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>Bangladesh is a country with lots of textile factories.</p> <p><i>No detail is required/brief. This is likely to be a single sentence response that makes a simple statement of why the RQ is worthy of investigation.</i></p> <p><i>Responses may apply to any research (e.g. My question identifies a change relating to industrialization).</i></p>
2	The student outlines why the research question is worthy of investigation.	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p>Bangladesh is a country with lots of textile factories that provide jobs for many people.</p>

		<p><i>Likely to be a single sentence with two clauses or two/three short sentences that provides brief detail on why the RQ is worthy of investigation.</i></p> <p><i>Responses may include general or vague information (nothing specific) that repeats the content of the question without adding new specific details.</i></p>
3	The student describes why the research question is worthy of investigation.	<p>The following is an example of the type of response that would be awarded (3 marks).</p> <p>Bangladesh is a developing country with lots of textile factories that provide jobs for many people, particularly women and improved their social status.</p> <p><i>At least one specific argument/factor should be considered in detail without providing reasoning why the RQ is worthy of investigation.</i></p> <p><i>More important than the length of the response, is the quality and depth provided.</i></p> <p><i>Responses include new information that derives from the question.</i></p>
4	The student justifies why the research question is worthy of investigation.	<p>The following is an example of the type of response that would be awarded (4 marks).</p> <p>Bangladesh is a developing country with lots of textile factories that provides jobs for many people, particularly women. Studying the differences in social status over the period of industrialization will reveal the extent to which their economic independence and social empowerment improved their social status.</p> <p><i>At least one specific argument/factor should be considered in detail, along with reasoning why the RQ is worthy of investigation.</i></p> <p><i>More important than the length of the response, is the quality and depth provided.</i></p> <p><i>Responses include a comprehensive reason that builds on the details of the description.</i></p>

c. **State one** primary source you would use for your investigation.

(1 mark)

Responses **may** include:

- Survey [relevant to the topic of investigation, the RQ and/or the Sol, e.g. with an expert on the topic]
- Interviews [relevant to the topic of investigation, the RQ and/or the Sol, e.g with an expert on the topic]
- Taking photographs [relevant to the topic of investigation, the RQ and/or the Sol]

**Note: Stating only 'survey' for example should be awarded (0 marks) as it is not specific to the investigation.
Note: Responses can be general as long as there are details in support.**

Accept any valid response.

- d. **State one** secondary source you would use for your investigation. **(1 mark)**

Responses **may** include:

- Use published articles [relevant to the topic of investigation, the RQ and/or the Sol]
- Conduct web research on previous studies [relevant to the topic of investigation, the RQ and/or the Sol]
- I would use newspaper reports [relevant to the topic of investigation, the RQ and/or the Sol]

**Note: Stating only 'newspaper reports' for example should be awarded (0 marks) as it is not specific to the investigation.
Note: Responses can be general as long as there are details in support.**

Accept any valid response.

- e. **Identify two** people you would interview to broaden your investigation. **(2 marks)**

Responses **may** include:

- Officers of government's human resource department
- Relevant stakeholders such as factory owners, farmers, labourers, employees...
- History professor
- Women who are working in industries in Bangladesh

Note: Stating only 'stakeholders' for example should be awarded (0 marks) as it is not specific to the investigation.

Accept any valid response that relates to the student's investigation. Award **(1 mark)** per valid response up to a maximum of **(2 marks)**.

- f. **Outline** the information you would gather from **one** of the people you identified in part (e). **(2 marks)**

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	

1	The student states the information they would gather	The following is an example of the type of response that would be awarded (1 marks) . Whether women make more money. <i>A (1 mark) response is likely to be one sentence that hints at a single piece of information.</i>
2	The student outlines the information they would gather	The following is an example of the type of response that would be awarded (2 marks) . Whether women make more money and if that really improved their social status . <i>A (2 mark) response is likely to be a single piece of information that is elaborated on; the detail provided will be brief.</i>

Question 6

As part of an MYP school project on the state of the economy around the world, your team has been tasked to create a short video about labour shortage. You must work on the script to **explain** to **one** economic agent how they could help with labour shortage for a country of your choice.

These are the economic agents you can choose from:

- Consumers
- Producers
- Governments
- Banks

Your script must:

- include an introduction and conclusion
- inform, engage, and convince so that your ideas lead the economic agent into action
- include **two** ways in which the economic agent could help.

Criterion A

Note: If the student only provides one way in which the economic agent can help, the maximum mark that can be awarded is (3 marks).

Note: for criterion A, students should only be awarded marks for the content of their argument(s) or explanation(s). Criterion A does not assess the format, language style or organization of the response; this is assessed by Criterion C. The exemplar response below demonstrates the argument(s) and explanation(s) only.

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	

<p>1</p>	<p>The student demonstrates limited knowledge and understanding by outlining to one economic agent one way in which they could help with labour shortage for a country, using limited examples and limited relevant terminology.</p>	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>The government must pass laws to provide workers with better salaries. The need for better compensation has spread to almost all industries.</p> <p><i>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 (1 mark). Terminology may be limited in terms of accuracy and/or frequency.</i></p>
<p>2-3</p>	<p>The student demonstrates adequate knowledge and understanding by describing to one economic agent two ways in which they could help with labour shortage for a country, 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>Our first main point is that the government must pass laws to provide workers with better salaries. The need for better compensation has spread to almost all industries, for example healthcare, food services, and transport industries. To respond to this, the government could provide subsidies to businesses.</p> <p>Secondly, we propose that the government facilitate how and when work gets done.</p> <p><i>If the student only provides one way in which the economic agent can help, the maximum mark that can be awarded is (3 marks). It should be evident that the student has knowledge of how one economic agent could help with labour shortage for a country 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. 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). Terminology used should be accurately used in the correct context.</i></p>

4-5	The student demonstrates substantial knowledge and understanding by explaining to one economic agent two ways in which they could help with labour shortage for a country, using accurate examples, and appropriate relevant terminology.	<p>The following is an example of the type of response that would be awarded (4 marks).</p> <p>Our first main point is that the government must pass laws to provide workers with better salaries. The need for better compensation has spread to almost all industries, for example healthcare, food services, and transport industries because of the increased cost of living and healthcare. To respond to this, the government could provide subsidies to businesses.</p> <p>Secondly, we propose that the government facilitate how and when work gets done by providing incentives to businesses that prioritize it.</p> <p><i>At this level, students need to demonstrate good understanding of how one economic agent could help with labour shortage for a country 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>
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6	The student demonstrates detailed knowledge and understanding by thoroughly explaining to one economic agent two ways in which they could help with labour shortage for a country, using accurate and effective descriptions and explanations, and appropriate relevant terminology.	<p>The following is an example of the type of response that would be awarded (6 marks).</p> <p>Our first main point is that the government must pass laws to provide workers with better salaries. The need for better compensation has spread to almost all industries, for example healthcare, food services, and transport industries because of the increased cost of living and healthcare that is pushing workers to look for higher wages. To respond to this, the government could provide subsidies to businesses to help with this increase in cost.</p> <p>Secondly, we propose that the government facilitate how and when work gets done by changing certain laws or rules or by providing incentives to businesses that prioritize it because employees now want more flexibility in jobs and location. However, most businesses are still insisting on remote working, making it harder to attract good candidates or retain current employees.</p> <p><i>The response should be very detailed and provide clear reasoning, making use of example(s). However, comprehensive understanding of how one economic agent could help with labour shortage for a country should be included.</i></p> <p><i>The student may have demonstrated an excellent understanding, however this does not mean that the response must be perfect or the best example of a response you have seen; there are multiple ways of demonstrating ability and quite different responses may be awarded the same mark.</i></p> <p><i>Terminology used should be accurately and effectively used in the correct context.</i></p>
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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 features are included:</p> <ul style="list-style-type: none"> • An introduction • A conclusion
2	<p>Two of the following features are included:</p> <ul style="list-style-type: none"> • An introduction • 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.	
1-2	The student communicates information and ideas using a style and language that are rarely appropriate to the format of an informative and convincing script for the chosen economic agent and the purpose of explaining.	<p>Language is rarely clear or appropriate to what would be expected in a script. The text reads more formally e.g. like an essay.</p> <p>Language is basic/simple and doesn't engage the audience effectively.</p> <p>Text may be extremely short (5-6 lines or less) so that not enough evidence is available to award a higher level.</p>

<p>3-4</p>	<p>The student communicates information and ideas using a style and language that are occasionally appropriate to the format of an informative and convincing script for the chosen economic agent and the purpose of explaining.</p>	<p>Language is clear and appropriate to what would be expected in a script.</p> <p>The text reads at times more formally e.g. like an essay and at times like a script. (A script that is written more like an essay is likely to be awarded 3 marks. If it is written at times more like a script, it is likely to be awarded 4 marks. Best-fit should always be applied.)</p> <p>Some language features such as adjectives, adverbs, similes, hyperbole, metaphor, imagery, rhetorical questions, concise sentences, and emotive vocabulary are used to engage the audience. First-person plural may be used but is not essential for a script.</p> <p>To convince and engage, you must address a person/audience. If this is done once in the script, then it can be awarded (4 marks). Other features are needed to be awarded a higher level (see notes below).</p>
<p>5-6</p>	<p>The student communicates information and ideas using a style and language that are consistently appropriate to the format of an informative and convincing script for the chosen economic agent and the purpose of explaining.</p>	<p>Language is clear and completely appropriate to what would be expected in a script.</p> <p>The text reads like a script throughout. It will compel and convince the economic agent as it's giving details so they can identify with the issue and lead them into possible action.</p> <p>Language features such as adjectives, adverbs, similes, hyperbole, metaphor, imagery, rhetorical questions, concise sentences, and emotive vocabulary are often used to engage the audience.</p> <p>An effective hook at the beginning of the script should be included to get the viewer's attention and introduce the message or topic.</p> <p>First-person plural may be used but is not essential for a script.</p> <p>To be considered as consistently appropriate, you should find a clear "call to action" at the end of the script along with other language features.</p>

C3: organizational structure

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student structures information and ideas in a way that is rarely effective and appropriate to the economic agent and purpose of explaining.	<p>Ideas rarely build on each other in a logical manner. When appropriate, the student rarely uses effective transitions within sentences and/or between sentences and/or paragraphs to show relationships between ideas.</p> <p>Text may be extremely short (5-6 lines or less) so that not enough evidence is available to award a higher level. Text may read like a list of items.</p>
2	The student structures information and ideas in a way that is occasionally effective and appropriate to the economic agent and purpose of explaining	<p>Ideas occasionally build on each other in a logical manner. When appropriate, the student sometimes uses effective transitions within sentences and/or between sentences and/or paragraphs to show relationships between ideas.</p>
3	The student structures information and ideas in a way that is mainly effective and appropriate to the economic agent and the purpose of explaining.	<p>Ideas frequently build on each other in a logical manner. When appropriate, the student often uses effective transitions within sentences and/or between sentences and/or paragraphs to show relationships between ideas.</p>
4	The student structures information and ideas in a way that is consistently effective and appropriate to the economic agent and the purpose of explaining.	<p>Ideas consistently build on each other in a clear and logical manner. When appropriate, the student always uses effective transitions within sentences and/or between sentences and/or paragraphs to show relationships between ideas. Ideas flow seamlessly.</p>

Question 7a

In 2019, the Town Planning Council of Lyon in France introduced an urban plan aimed at combining its natural and cultural heritage in the city centre. **Source A** shows the council's website, which gives details of four of the methods they used to do this.

Look at **Source A**. You will be asked to analyse it in terms of its **origin, purpose, value and limitations** for an MYP student studying sustainable management of urban environments.

State the origin of **Source A**.

(1 mark)

Responses **may** include:

- Lyon Town Planning Council
- Lyon Council website
- <https://eassessment.ibo.org/cms/index-cms>.
- Lyon

Accept any valid response.

Question 7b

State the purpose of **Source A**.

(1 mark)

Responses **may** include:

- to inform the residents of Lyon about the redevelopment of the city
- to inform people about the value of preserving cultural and natural heritage
- to raise awareness about cultural and natural environments
- to show how history and culture can be combined with modern life

Accept any valid response.

Question 7c

Describe one value of **Source A** for an MYP student studying sustainable management of urban environments. **(3 marks)**

Note: The value of the source can relate to sustainable management in general and not only to the city of Lyon, as seen in the examples below.

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student states one value of Source A for an MYP student studying sustainable management of urban environments.	The following is an example of the type of response that would be awarded (1 mark) . It shows different ways that Lyon has managed its urban environment. <i>For (1 mark), the response might be general or generic.</i>
2	The student outlines one value of Source A for an MYP student studying sustainable management of urban environments.	The following is an example of the type of response that would be awarded (2 marks) . It shows different ways that Lyon has managed its urban environment focusing on cultural and natural aspects of the city. <i>To award (2 marks), the student must provide some brief detail.</i>
3	The student describes one value of Source A for an MYP student studying sustainable management of urban environments.	The following is an example of the type of response that would be awarded (3 marks) . It shows different ways that Lyon has managed its urban environment focusing on maintaining cultural and natural aspects of the city, such as forests and water-based recreational activities. <i>To award (3 marks), the student must give a detailed account</i>

Question 7d

Describe one limitation of **Source A** for an MYP student studying sustainable management of urban environments. **(3 marks)**

Note: Suggesting improvements to the source can be interpreted as addressing limitations.

Note: The limitation of the source can relate to sustainable management in general and not only to the city of Lyon, as seen in the examples below.

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student states one limitation of Source A for an MYP student studying sustainable management of urban environments.	The following is an example of the type of response that would be awarded (1 mark) . It doesn't show if the plan was successful. <i>For (1 mark), the response might be general or generic.</i>
2	The student outlines one limitation of Source A for an MYP student studying sustainable management of urban environments.	The following is an example of the type of response that would be awarded (2 marks) . It doesn't show if the plan was successful, for example we don't know the reactions of the local residents. <i>To award (2 marks), the student must provide some brief detail.</i>
3	The student describes one limitation of Source A for an MYP student studying sustainable management of urban environments.	The following is an example of the type of response that would be awarded (3 marks) . It doesn't show if the plan was successful, for example we don't know the reactions of the local residents or if their lives were improved after the implementation of the plan. <i>To award (3 marks), the student must give a detailed account.</i>

Question 8

Explain how **one** of the **following** methods used by the Town Planning Council of Lyon contributed to the economic development of the city. **(4 marks)**

- Reuse of historic buildings
- Historic and modern buildings
- Areas of cultural interest
- Natural spaces

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student states how one of the four ways the Town Planning Council of Lyon used contributed to the economic development of the city.	The following is an example of the type of response that would be awarded (1 mark) . The reuse of historic buildings provides the opportunity to attract visitors. <i>For (1 mark), the response might be general or generic.</i>
2	The student outlines one of the four ways the Town Planning Council of Lyon used contributed to the economic development of the city.	The following is an example of the type of response that would be awarded (2 marks) . The reuse of historic buildings for things such as luxury hotels provides the opportunity to attract visitors. <i>To award (2 marks), the student must provide some brief detail.</i>
3	The student describes one of the four ways the Town Planning Council of Lyon used contributed to the economic development of the city.	The following is an example of the type of response that would be awarded (3 marks) . The reuse of historic buildings for things such as luxury hotels provides the opportunity to attract visitors and create revenue for the city . <i>To award (3 marks), the student must give a detailed account.</i>

4	The student explains how one of the four ways the Town Planning Council of Lyon used contributed to the economic development of the city.	The following is an example of the type of response that would be awarded (4 marks) . The reuse of historic buildings for things such as luxury hotels provides the opportunity to attract visitors and create revenue for the city. This could be used to regenerate other historic buildings and areas, which could attract more visitors and increase economic development further. <i>To award (4 marks), the student must give a detailed account including reason(s) or cause(s).</i>
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Question 9

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

To what extent has the redevelopment of **one** place contributed to its sustainable management?

In your essay, you must:

- provide example(s) from your MYP studies and/or your own knowledge
- consider different perspectives.

You **cannot** use the redevelopment of the city of Lyon as an example.

(24 marks)

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

Criterion A

Note: A place can be an area, town, building...

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. • <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> • 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 redevelopment of a place. 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 redevelopment of a place by providing a response that is accurate and responds to the question posed. An explanation requires reasons to be included. • The student should call on appropriate examples that support their points. • Terminology should be accurately and effectively used in the correct context in most of the essay.
7-8	The student demonstrates detailed contextual and conceptual understanding in a thorough explanation , using accurate and effective examples and appropriate terminology.	<ul style="list-style-type: none"> • The response should provide accurate detail throughout and provide clear reasons that support the point(s) made, making use of examples that demonstrate a comprehensive understanding of the redevelopment of a place.

		<ul style="list-style-type: none"> • For (7-8 marks), the response must reference examples in detail to support their points. • Terminology should be accurately and effectively used in the correct context throughout the essay. • The student may have demonstrated an excellent understanding, however this does not mean that the response must be perfect or the best example of a response you have seen; there are multiple ways of demonstrating ability and quite different responses may be awarded the same mark.
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Criterion C1: format

Marks	Notes
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 Additional notes: The elements must appear as separate paragraphs. If this is not the case (0 marks) should be awarded.
2	Three of the following elements are included: introduction, a main body of argument and a conclusion Additional notes: The elements must appear as separate paragraphs.

Criterion C2: communicating information and ideas

Note: The use of first-person singular is appropriate and formal in the context of a “to what extent question” (e.g.: “I believe that [...]”).

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The style and language used are rarely appropriate to the audience and purpose of informing.	The style of writing is rarely consistent with what would be expected in an essay. Language is rarely clear.

		Text may be extremely short (5-6 lines or less) so that not enough evidence is available to award a higher level.
2	The style and language used are occasionally appropriate to the audience and purpose of informing.	The style of writing is not always consistent. Language is less clear in places.
3	The style and language used are consistently appropriate to the audience and purpose of informing.	The style of writing is consistent with what would be expected in an essay. Language is formal and clear.

Criterion C3: organizational structure (essay should be easy to read with ideas logically connected to one another from one sentence to the next)

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 (5-6 lines or less) so that not enough evidence is available to award a higher level.
2	The organizational structure is occasionally effective .	Paragraphs/ideas build on each other in a mainly logical manner. When appropriate, sometimes uses effective transitions within sentences and between sentences and/or paragraphs to show relationships between ideas.
3	The organizational structure is consistently appropriate and effective .	Paragraphs/ideas build on each other in consistently clear and logical manner. When appropriate, uses effective transitions within sentences and between sentences and/or paragraphs to show relationships between ideas.

Criterion D

Note: A response that includes one perspective is likely to be awarded (1-2 marks).

Note: A place can be an area, town, building...

The perspectives must be considered depending on the place selected by the student (e.g. if a student selected cities as a place, two different cities could be considered as two perspectives).

Note: A response that does not include a conclusion indicating to what extent the redevelopment of one place has contributed to its sustainable management is likely to be awarded (1-2 marks).

Note: A conclusion shouldn't present new aspects that haven't been included previously in the essay.

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1-2	The student provides one perspective in a basic analysis and summarizes information to a limited extent in response to the question posed	<ul style="list-style-type: none"> • One perspective is included and is only considered superficially, i.e. only general or vague points are made. • The response does not reach a conclusion or fully answer the question at this level • <i>The response will show little or no evidence of examples being used to help inform the student's argument. The argument may not always be relevant or appropriate.</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"> • At least two perspectives (e.g. pros and cons of redevelopment; cultural, natural and economic ways of redevelopment; impacts on different groups of people, before / after redevelopment) must be included with development of these to show some understanding and their implications; the perspectives will not be equally considered/balanced. • A conclusion related to the redevelopment of a place and sustainable management is expected but is likely to be not fully developed at this level. • <i>The response should include evidence of examples being used to inform the student's argument</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"> • At least two perspectives (e.g. pros and cons of redevelopment; cultural, natural and economic ways of redevelopment; impacts on different groups of people, before / after redevelopment) must be included with substantial development of these to show a good understanding and their implications; the perspectives must be equally considered/balanced but might not be highly detailed. • Ideas on the redevelopment of a place and sustainable management are combined to form a clear and coherent conclusion.

		<ul style="list-style-type: none"> • The synthesis (combining ideas) could appear in the main body of the essay or in the conclusion. • <i>The response should include evidence of examples being used effectively to inform and support an argument.</i>
7-8	<p>The student provides different perspectives in a detailed discussion and synthesizes information to make clear arguments in response to the question posed.</p>	<ul style="list-style-type: none"> • At least two perspectives or more (e.g. pros and cons of redevelopment; cultural, natural and economic ways of redevelopment; impacts on different groups of people, before / after redevelopment) must be included with thorough development of these to show an excellent understanding and their implications. The perspectives must be equally considered/balanced and detailed. • Ideas on the redevelopment of a place and sustainable management are combined to form a clear, coherent and convincing conclusion to give a judgment on whether the impact is more positive or negative or equally balanced. • The synthesis (combining ideas) could appear in the main body of the essay or in the conclusion. • <i>The response should include evidence of examples being used effectively to help inform and support a comprehensive argument.</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.