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Markscheme

May 2025

Geography

On-screen examination

















28 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.
Evaluate	Make an appraisal by weighing up the strengths and limitations.
Explain	Give a detailed account including reasons or causes.
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.
State	Give a specific name, value or other brief answer without explanation or calculation.
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 1

Globalization can have positive and negative impacts.

Question 1a

(2 marks)

Identify two positive impacts of globalization.

Responses may include:

- Increased tourism
- Access to internet
- Appreciating other cultures
- Learning other languages
- Cheaper goods

Note: single words that do not signify the impact should be awarded (0 marks).

Question 1b

(4 marks)

Explain a negative consequence of **one** of the impacts you have identified in part (a).

Note – Responses that do not link to an impact identified in Q1a, can still be awarded (4 marks).

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student states one negative consequence of globalisation.	The following is an example of the type of response that would be awarded (1 mark) . Increased tourism causes more pollution. <i>A (1 mark) response is likely to be one sentence that hints at a single consequence.</i>
2	The student outlines one negative consequence of globalisation.	The following is an example of the type of response that would be awarded (2 marks) .

		<p>Increased tourism causes more pollution. Many modes of transport rely on fossil fuels.</p> <p><i>A (2 mark) response is likely to be a single sentence with a single consequence that is elaborated on; the detail provided will be brief.</i></p>
3	The student describes one negative consequence of globalisation.	<p>The following is an example of the type of response that would be awarded (3 marks). 6</p> <p>Increased tourism causes more pollution from planes and other transport. These modes of transport rely on fossil fuels and tourism's carbon footprint has increased.</p> <p><i>One consequence should be considered in detail without any comprehensive reasons given. 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>
4	The student explains one negative consequence of globalisation.	<p>The following is an example of the type of response that would be awarded (4 marks).</p> <p>Increased tourism causes more pollution from planes and other transport. These modes of transport rely on fossil fuels that contribute to increased greenhouse gases. Because transport has become cheaper, tourism's carbon footprint has increased.</p> <p><i>One consequence should be considered in detail, along with reasons. An example may be given to support the explanation but is not essential to be awarded (4 marks).</i></p>

Question 2

(8 marks)

The government of Tajikistan is concerned that they are overly reliant on food imports from other countries. Situations such as war in other countries can make it harder for the country to import the foods needed to feed their population.

The government has employed a research consultant to investigate ways the country could increase food security and the health of their population.

The consultant's action plan is shown below.

Research question: How can Tajikistan reduce their reliance on other countries to increase their food security?

Evaluate the action plan.

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 investigation.	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>The research consultant is using primary data.</p> <p><i>Only one strength needs to be mentioned to warrant (1 mark). The quality of the response is what is rewarded, not the number of strengths referred to.</i></p> <p><i>A (1 mark) response can be one sentence that refers to a single strength.</i></p>
2	The student outlines the strength(s) of the investigation.	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p>The research consultant is using reliable primary and secondary data.</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>The research consultant is using reliable primary and secondary data. The different sources of data will support the investigation and help the research consultant investigate ways to increase food security.</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>
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Limitations		
<i>Note: suggesting alternative methods can be interpreted as addressing limitations.</i>		
Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student states the limitation(s) of the investigation.	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>Only five farmers are interviewed.</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>Only five farmers are interviewed of a population where 60% are employed as farmers.</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.	The following is an example of the type of response that would be awarded (3 marks) .

		<p>Only five farmers are interviewed of a population where 60% are employed as farmers. The sample size will not represent the problems and the consultant will not gain sufficient information.</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>
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Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student states an appraisal of the investigation.	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>Overall, the investigation was 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 data sets were collected, the lack of research into new farming practices means the RQ can't be answered, therefore overall, the investigation was 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

A local government wants to understand the social or environmental impacts of globalization on trade and exchange in their country.

The government asked you as a research consultant to design an action plan to investigate the social **or** environmental impacts on a case study of your choice. Use the following statement of inquiry to inform your action plan.

Statement of inquiry: Local and global processes are interconnected as a result of globalisation, creating challenges and opportunities.

Question 3a

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.	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>How has increased trade changed the lives of factory workers?</p> <p><i>In the example above, the RQ is clear (you can easily understand the intention of the investigation) and is connected to the Sol. However, the question lacks focus as it doesn't specify, for example, the location which implies the stakeholder.</i></p>
2	The student formulates a research question that is both clear and focused and connected to the statement of inquiry.	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p>How has increased trade changed the lives of factory workers in Mynamar?</p> <p><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 location which implies the stakeholder so merits 2 marks.</i></p>

Question 3b

Justify why your research question will allow the government to achieve their goal.

(4 marks)

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student states how the research question will allow the government to achieve their goal.	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>More trade has led to more people being employed by clothing factories.</p> <p><i>No detail is required. This is likely to be a single sentence response that provides a simple reason why the RQ is worthy of investigating.</i></p>
2	The student outlines how the research question will allow the government to achieve their goal.	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p>More trade has led to more people being employed by clothing factories. The government will understand the social impact of globalisation.</p> <p><i>Likely to be a single sentence with two clauses or two/three short sentences that provides brief detail on how the RQ is worthy of investigating.</i></p>
3	The student describes how the research question is worthy of investigating.	<p>The following is an example of the type of response that would be awarded (3 marks).</p> <p>More trade has led to more people being employed by clothing factories. The minimum wage has been put in place to ensure workers are not exploited. The government will understand the social impact of globalisation.</p> <p><i>At least one argument/factor should be considered in detail without providing reasoning why the RQ is worthy of investigating.</i></p> <p><i>To provide the required level of detail for (3 marks), a short paragraph is likely to be required.</i></p> <p><i>More important than the length of the response, is the quality and depth provided.</i></p>

4	<p>The student justifies how the research question is worthy of investigating.</p>	<p>The following is an example of the type of response that would be awarded (4 marks).</p> <p>More trade has led to more people being employed by clothing factories. The minimum wage has been put in place to ensure workers are not exploited. With people able to make money from increased trade, they can invest in their health or children's education. The government will understand the social impact of globalisation.</p> <p><i>At least one argument/factor should be considered in detail, along with reasoning why the RQ is worthy of investigating.</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 two reliable sources you would use in your investigation.

(2 marks)

- Data from the World Bank on poverty levels in Myanmar
- Statistics from NGOs working in Myanmar.

Accept any valid response.

Note: Vague responses that only state the source type should be awarded (0 marks).

Question 3d

Explain how one source identified in part (c) will help you answer 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 source identified in part d) will help investigate their research question	The following is an example of the type of response that would be awarded (1 mark) . The poverty levels will help me to see whether there is an impact of more trade in the country. <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 source identified in part d) will help investigate their research question	The following is an example of the type of response that would be awarded (2 marks) . The poverty levels will help me to see whether there is an impact of more trade in the country such as an increase in worker's wages . <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 source identified in part d) will help investigate their research question	The following is an example of the type of response that would be awarded (3 marks) . The poverty levels will help me to see the impact of more trade in the country such as an increase in worker's wages. This will help me understand the social benefits and limitations of increased trade in Myanmar on people. <i>One benefit should be considered in detail without any comprehensive reasons given. An example may be used to support the description.</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 explains how the source identified in part d) will help investigate their research question	The following is an example of the type of response that would be awarded (4 marks) . The poverty levels will help me to see the impact of more trade in the country on people who are employed by factories. This will help me understand the social benefits and limitations of increased

		trade in Myanmar on people. By basing my research on reliable statistics I can make an informed conclusion to my research question. <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>
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Question 4

You have been invited to speak on a student-led podcast. The audience of the podcast will be students in MYP schools from around the world.

You are in the podcast studio to record the episode. The host has introduced you in the following way:

Host: "Welcome to our student-led podcast where we are exploring the global context, **scientific and technical innovation**. Our guest on the show today is a fellow MYP5 Geography student. We will be speaking about the impact humans have on their environment(s). Thanks for joining us."

You: "Thanks for having me!"

Host: "The big question we'd like you to answer for our listeners today: how are humans using scientific and technical innovations to harm **or** to protect biomes?"

Write a script in response to the host's question.

In your script, you must:

- **state** a title for the episode
- **explain** how humans are using scientific and technical innovations to harm or protect natural environments
- reference **at least two** biomes from your MYP studies
- provide a closing statement.

(18 marks)

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 the impact of humans on a biome using limited examples and limited relevant terminology.	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>Heli-logging has helped to reduce deforestation.</p> <p><i>Responses are likely to be brief, with little detail.</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 the impact of humans on a biome using satisfactory examples and appropriate relevant terminology.	<p>The following is an example of the type of response that would be awarded (3 marks).</p> <p>Heli-logging has helped to reduce deforestation in the rainforest biome. This has led to an increase in biodiversity with less habitat loss than other deforestation methods.</p> <p>The aquatic biome has been impacted by overfishing. Overfishing is when an unsustainable number of fish are removed from the ocean.</p> <p><i>The response above is awarded (3 marks) as best-fit has been applied; the response has described the impact on the forest biome is outlined so the student is rewarded for the higher skill demonstrated.</i></p> <p><i>It should be evident that the student has knowledge of the impact of humans on a biome 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>
4-5	The student demonstrates substantial knowledge and understanding by explaining the impacts of humans on biomes 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>Heli-logging has helped to reduce deforestation in the rainforest biome. This has led to an increase in biodiversity with less habitat loss than other deforestation methods. Heli-logging uses GIS to locate trees that are suitable to be removed from the forest. The aquatic biome has been</p>

		<p>impacted by overfishing. Overfishing is when an unsustainable number of fish are removed from the ocean. The use of trawler nets has made it easier to fish in large quantities.</p> <p><i>At this level, students need to demonstrate good understanding of the impacts of humans on biomes by providing a detailed response to the question.</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>
6	<p>The student demonstrates detailed knowledge and understanding by explaining in detail the impacts of humans on biomes using accurate and effective descriptions and explanations, and appropriate relevant terminology.</p>	<p>The following is an example of the type of response that would be awarded (6 marks).</p> <p>Heli-logging has helped to reduce deforestation in the rainforest biome. This has led to an increase in biodiversity with less habitat loss than other deforestation methods. Heli-logging uses GIS to locate trees that are suitable to be removed from the forest. With less trees being cut down, natural habitats are not destroyed. This results in fewer extinction rates as the food chain is not destroyed.</p> <p>The aquatic biome has been impacted by overfishing. Overfishing is when an unsustainable number of fish are removed from the ocean. The use of trawler nets has made it easier to fish in large quantities. This innovation is when netting bags are towed through water and results in bycatch and waste as it doesn't only catch the targeted species. Moreover, if too many fish are removed from the ocean, then there aren't enough to reproduce at a rate that allows for continued fishing.</p> <p><i>The response should be very detailed and provide clear reasoning, making use of example(s). However, comprehensive understanding of the interactions between humans and biomes 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>

Criterion C1

Marks	Descriptor
0	The student does not achieve a standard described by any of the descriptors given below.
1	Two of the following features are included <ul style="list-style-type: none"> • An appropriate episode title • An introduction • A closing statement
2	The following features are included: <ul style="list-style-type: none"> • An appropriate episode title • An introduction • A closing statement

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 school podcast episode and the purpose of explaining.	Language is rarely clear or appropriate to what would be expected in a school podcast episode. 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 school podcast	Language is clear and appropriate to what would be expected in a school podcast episode. The text reads at times more formally e.g. like an essay and at times like a school podcast episode. (A script that is written more like an essay is likely to be awarded 3 marks. If it is written more like a school podcast episode, it is likely to be awarded 4 marks. Best-fit should always be applied.)

	episode and the purpose of explaining.	Some language features such as rhetorical questions, analogies and concise sentences 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 school podcast episode and the purpose of explaining.	Language is clear and completely appropriate to what would be expected in a school podcast episode. The text reads like a school podcast episode throughout, for example by making reference to listeners, clarifications for understanding or references to other episodes. Language features such as rhetorical questions, analogies and concise sentences are often used to engage the audience.

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 and the purpose of explaining human impacts on biomes.	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. Text may be extremely short so that not enough evidence is available to award a higher level.
2	The student structures information and ideas in a way that is occasionally effective and appropriate to the audience and the purpose of explaining human impacts on biomes.	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.
3	The student structures information and ideas in a way that is mainly effective and appropriate to the audience of the purpose of explaining human impacts on biomes	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.

4	The student structures information and ideas in a way that is consistently effective and appropriate to the audience and the purpose of explaining human impacts on biomes.	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.
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Question 5

In 2023, wildfires in Hawaii destroyed much of a town called Lahaina. The death toll was more than 100 people and forced thousands to evacuate.

A non-governmental organization (NGO) called Giving Hands wants to help survivors of the fire. Their goal is to provide food and emergency shelter to those who need it most. They have contacted you to get your opinion on how useful **Source B** could be for achieving their goal.

Question 5a

Explain one value of **Source B** to the NGO's goal to help survivors of the wildfires.

(3 marks)

Marks	Descriptor	Notes
0		The student does not achieve a standard described by any of the descriptors below.
1	The student states one value of source B to the NGO's project .	The following is an example of a response that would be awarded (1 mark) . It gives them an overview of the extent of the damage. <i>For (1 mark), students would provide a brief statement/fact about the value of the map to the NGO.</i>
2	The student outlines one value of source B to the NGO's project .	The following is an example of a response that would be awarded (2 marks) . The color-coded map shows the damaged vs. undamaged buildings. It gives them an overview of the extent of the damage. <i>For (2 marks), students would provide a brief sentence about the value of the map to the NGO.</i>

3	The student explains one value of source B to the NGO's project .	<p>The following is an example of a response that would be awarded (4 marks).</p> <p>The color-coded map shows damaged vs. undamaged buildings. It gives them an overview of the extent of the damage. This allows the NGO to prioritise areas where assistance is needed.</p> <p><i>One value should be considered with reasoning. An example may be used to support the description.</i></p> <p><i>To provide the required level of detail for (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>
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Question 5b

Explain one reason why **Source B** might not provide enough information for the NGO's project.

(3 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 B to the NGO's project.	<p>The following is an example of a response that would be awarded (1 mark).</p> <p>The map lacks information about the town.</p> <p><i>For (1 mark), students would provide a brief statement/fact about the value of the map.</i></p>
2	The student outlines one limitation of Source B to the NGO's project.	<p>The following is an example of a response that would be awarded (2 marks).</p> <p>The map lacks detailed information about the town, such as street names.</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 explains one limitation of Source B to the NGO's project.	<p>The following is an example of a response that would be awarded (4 marks).</p> <p>The map lacks detailed information about the town, such as street names. This can make it challenging for the NGO to identify damaged properties and deliver food.</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 (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>
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Question 6

Months after the wildfires, a member of the Lahaina town council addressed the residents about preparing for possible natural disasters in the future.

Click on **Source C** to listen to the speech and answer the question below.

An 80-year-old resident of Lahaina was listening to the speech. With reference to the proposed strategies, **analyse** the effectiveness of the two strategies from the 80-year-old's perspective.

(6 marks)

Marks	Descriptor	Notes
0		The student does not achieve a standard described by any of the descriptors below.
1	The student states the effectiveness of the two strategies proposed from the perspective of an 80-year-old citizen.	<p>The following is an example of a response that would be awarded (1 mark).</p> <p>An 80-year-old person may have difficulty accessing real-time information.</p> <p><i>For (1 mark), students should clearly state the effectiveness of at least one strategy.</i></p>
2–3	The student outlines the effectiveness of the two strategies proposed from the perspective of an 80-year-old citizen.	<p>The following is an example of a response that would be awarded (3 marks).</p> <p>An 80-year-old person may have difficulty accessing real-time information. They might not be as familiar with social media. The evacuation drills will help people know where to go when evacuating and keep more people safe. If the 80 year old has difficulty with moving such as bad knees, they may not be able to practice the drills all the time.</p> <p><i>For (2 marks), students would provide limited details that support their perspective.</i></p> <p><i>If a student analyses one strategy a maximum of three (3) marks can be awarded.</i></p>

<p>4-5</p>	<p>The student describes the effectiveness of the two strategies proposed from the perspective of an 80-year-old citizen.</p>	<p>The following is an example of a response that would be awarded (5 marks).</p> <p>An 80-year-old person may have difficulty accessing real-time information. They might not be as familiar with social media. Therefore, they may not receive the evacuation message in time to evacuate. The evacuation drills will help people know where to go when evacuating and keep more people safe. If the 80 year old has difficulty with moving such as bad knees, they may not be able to practice the drills all the time.</p> <p><i>The effectiveness of the two strategies should be considered in detail. The student should provide detailed analysis. Should the response not include a conclusion on the effectiveness of the strategies a maximum of 5 marks can be awarded. To provide the required level of detail for (5 marks), a short paragraph is likely to be required.</i></p>
<p>6</p>	<p>The student analyses in detail the effectiveness of the two strategies proposed from the perspective of an 80-year-old citizen.</p>	<p>The following is an example of a response that would be awarded (6 marks).</p> <p>An 80-year-old person may have difficulty accessing real-time information. They might not be as familiar with social media. Therefore, they may not receive the evacuation message in time to evacuate. The evacuation drills will help people know where to go when evacuating and keep more people safe. If the 80 year old has difficulty with moving such as bad knees, they may not be able to practice the drills all the time. Overall, the evacuation drills and real-time alerts will not be very effective for the community, especially from the 80 year old's perspective.</p> <p><i>The student should provide detailed analysis and interpret information to reach a detailed conclusion. A relevant conclusion on the effectiveness of the strategies must be included to award 6 marks. A concluding statement without an in-depth description of the effectiveness of both the strategies does not warrant a mark in this band. To provide the required level of detail for (6 marks), a short paragraph is likely to be required. More important than the length of the response is the quality and depth provided.</i></p>

Question 7

In a well-structured essay, answer the following question:

To what extent can differences in income influence the severity of the impacts of natural disasters?

In your essay, you must include:

- different perspectives
- at least one example of a natural disaster to support your arguments
- appropriate geographical terms.

(24 marks)

Criterion A		
Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1–2	The student demonstrates limited contextual and conceptual understanding in an outline , using limited examples and limited terminology	<ul style="list-style-type: none"> • 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 management of the impacts of natural disasters. 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"> • <i>At this level, students need to demonstrate a very good understanding of knowledge of the management of the impacts of natural disasters. by providing a response that is accurate and responds to the question posed. An explanation requires reasons to be included.</i> • <i>The student should call on appropriate examples, such as natural disaster or mitigation strategies, that support their points.</i> • <i>Terminology should be accurately and effectively used in the correct context in most of the essay.</i>
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"> • <i>The response should provide accurate detail throughout and provide clear reasons that support the point(s) made, making use of examples that demonstrate a comprehensive of the management of the impacts of natural disasters.</i> • <i>For (7-8 marks), the response must reference examples, such as responses to natural disaster(s), in detail to support their points.</i> • <i>Terminology should be accurately and effectively used in the correct context throughout the essay.</i> • <i>The student may have demonstrated an excellent understanding; however, this does not mean that the response must be perfect or the best example of a response you have seen; there are multiple ways of demonstrating ability and quite different responses may be awarded the same mark.</i>

C1: format

Note: The elements must appear as separate paragraphs. If this is not the case (0 marks) should be awarded.

Marks	Descriptor
0	The student does not achieve a standard described by any of the descriptors given below.
1	Two of the following elements are included: introduction, a main body of argument or a conclusion.
2	Three of the following elements are included: introduction, a main body of argument and a conclusion.

C2: communicating information and ideas

Marks	Descriptor	Notes
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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.
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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) must be included with development of these to show some understanding of the perspectives and their implications; the two perspectives do not have to be equally considered/balanced.</i> • <i>A conclusion indicating the impact that income levels has 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 perspectives and their implications, although the two perspectives might not be equally considered/balanced.</i> • <i>Ideas on the impact that income levels has are included.</i> • <i>The synthesis (combining ideas) could appear in the main body of the essay or in the conclusion.</i>

7-8	The student provides different perspectives in a detailed discussion and synthesizes information to make clear arguments in response to the question posed.	<ul style="list-style-type: none">• <i>Two perspectives (supporting the statement and arguing against) must be included with thorough development of these to show an excellent understanding of the perspectives and their implications. The two perspectives must be equally considered/balanced.</i>• <i>Ideas on the importance of the level of preparedness are combined to form a clear, coherent and convincing conclusion indicating the impact that income levels has is included.</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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