

humanMOEENGZ0XXXX



# Markscheme

May 2025

Integrated humanities

On-screen examination

















33 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.
Formulate	Express precisely and systematically the relevant concept(s) or argument(s).
Identify	Provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature.
Justify	Give valid reasons or evidence to support an answer or conclusion.
Outline	Give a brief account or summary.
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**

**Outline** one cause of war.

**(2 marks)**

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student <b>states a cause of war</b> .	<p>The following is an example of the type of response that would be awarded <b>(1 mark)</b>.</p> <p>A cause of war is the lack of human rights. Dictatorship.</p> <p><i>A (1 mark) response is likely to be one sentence that hints at one cause. Possible responses could be as short as "disagreement", "misunderstanding", "conflict".</i></p>
2	The student <b>outlines a cause of war</b> .	<p>The following is an example of the type of response that would be awarded <b>(2 marks)</b>.</p> <p>A cause of war is the lack of human rights <b>that results in uprisings</b>. Dictatorship <b>proposes prosperity through aggression</b>.</p> <p><i>A (2 marks) response is likely to be a single sentence with one cause that is elaborated on; the detail provided will be brief. Possible responses could be as short as "disagreements about resources", "misunderstanding between two countries", "conflict about land".</i></p>

**Question 2**

**Explain** one effect of a specific war.

**(4 marks)**

**Note: A response that does not mention a specific war should be awarded a maximum of (2 marks).**

**Note: A response that only states a specific war should be awarded (0 marks).**

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student <b>states</b> an effect of one war.	<p>The following is an example of the type of response that would be awarded <b>(1 mark)</b>.</p> <p>An effect of the Second World War was displaced people.</p> <p>An effect of war is displaced people.</p> <p><i>A (1 mark) response is likely to be one sentence that hints at one effect.</i></p>
2	The student <b>outlines</b> an effect of one war	<p>The following is an example of the type of response that would be awarded <b>(2 marks)</b>.</p> <p>An effect of the Second World War was displaced people <b>who struggled to find a home and job in another country.</b></p> <p>An effect of war is displaced people <b>who struggle to find a home and job in another country.</b></p> <p><i>A (2 marks) response is likely to be a single sentence with one effect that is elaborated on; the detail provided will be brief.</i></p>

3	The student <b>describes</b> an effect of one war	<p>The following is an example of the type of response that would be awarded <b>(3 marks)</b>.</p> <p>An effect of the Second World War was displaced people who struggled to find a home and job in another country. <b>These people were staying in camps where living conditions were hard.</b></p> <p><i>One effect should be considered in detail without any comprehensive reason(s) given. An example of a war must 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 <b>explains</b> an effect of one war	<p>The following is an example of the type of response that would be awarded <b>(4 marks)</b>.</p> <p>An effect of the Second World War is displaced people who struggled to find a home and job in another country. These people were staying in camps where living conditions were hard. <b>This made them rely on international aid which took some time to organize, negatively impacting people's health.</b></p> <p>One effect should be considered in detail, along with reasons. An example may be given to support the explanation but is not essential to be awarded <b>(4 marks)</b>.</p>

**Question 3**

**Evaluate** the museum's plan to determine if the exhibition will be of interest to your local community. **(8 marks)**

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

<b>Strengths</b>		
<i>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.</i>		
<b>Marks</b>	<b>Descriptor</b>	<b>Notes</b>
0	The student does not reach a standard described by any of the descriptors below.	
1	The student <b>states</b> the strength(s) of the plan.	<p>The following is an example of the type of response that would be awarded <b>(1 mark)</b>.</p> <p>The plan is split into sections like deadlines, sources and organizers.</p> <p><i>Only <b>one</b> 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 <b>outlines</b> the strength(s) of the plan.	<p>The following is an example of the type of response that would be awarded <b>(2 marks)</b>.</p> <p>The plan is split into sections like deadlines, sources and organizers <b>that provide information on all major aspects required to prepare the exhibition.</b></p> <p><i>Only <b>one</b> 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. The detail provided will be brief.</i></p>

3	The student <b>explains</b> the strength(s) of the plan.	<p>The following is an example of the type of response that would be awarded <b>(3 marks)</b>.</p> <p>The plan is split into sections like deadlines, sources and organizers that provide information on all major aspects required to prepare the exhibition. <b>This structured approach will support the museum in delivering a well-organized and meaningful experience for the community.</b></p> <p><i>Only <b>one</b> 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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<b>Limitations</b>		
<i>Note: suggesting alternative methods can be interpreted as addressing limitations.</i>		
<i>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.</i>		
Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student <b>states</b> the limitation(s) of the plan.	<p>The following is an example of the type of response that would be awarded <b>(1 mark)</b>.</p> <p>There are only four sources mentioned.</p> <p><i>Only <b>one</b> 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>

<p>2</p>	<p>The student <b>outlines</b> the limitation(s) of the plan.</p>	<p>The following is an example of the type of response that would be awarded <b>(2 marks)</b>.</p> <p>There are only four sources mentioned, it <b>provides a limited perspective on the war</b>.</p> <p><i>Only <b>one</b> 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. The detail provided will be brief.</i></p>
<p>3</p>	<p>The student <b>explains</b> the limitation(s) of the plan.</p>	<p>The following is an example of the type of response that would be awarded <b>(3 marks)</b>.</p> <p>There are only four sources mentioned, it provides a limited perspective on the war <b>and not enough content for the exhibition. The plan needs more varied sources so that it could be of interest to the community</b>.</p> <p><i>Only <b>one</b> 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 limitations referred to.</i></p> <p><i>If a student outlines 3 or more limitations, they can be awarded 3 marks.</i></p>

Appraisal		
Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student provides an overall appraisal of the plan.	<p>The following is an example of the type of response that would be awarded <b>(1 mark)</b>.</p> <p>Overall, the museum's plan is good, it has some strengths, but it could also be improved.</p> <p><i>Responses will give an overall appraisal without referencing aspects of the plan to support it.</i></p> <p><i>It may be a general or vague comment that could apply to any plan.</i></p>
2	The student provides a <b>detailed</b> overall appraisal of the plan.	<p>The following is an example of the type of response that would be awarded <b>(2 marks)</b>.</p> <p>Overall, the museum's plan is good, it has some strengths <b>as it includes the steps required to prepare for the exhibition</b>, but it could also be improved <b>by providing more Second World War sources</b>.</p> <p><i>The appraisal statement will weigh up both positive and negative points and <b>make an overall judgement on the museum's plan</b>.</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 to be considered as such. <b>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.</b></i></p>

**Question 4**

**(12 marks)**

**Question 4a**

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

**(2 marks)**

**SOI: Peace agreements create change for communities.**

**Note: The RQ must include three specific aspects to be awarded (2 marks) e.g., a specific peace agreement; a location/community; type of change; impact; etc.**

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	The following is an example of the type of response that would be awarded <b>(0 marks)</b> .  To what extent did a peace agreement create change for a community? <i>The RQ rephrases the SOI</i>
1	The student formulates a research question that is <b>either</b> clear <b>or</b> focused <b>and</b> connected to the statement of inquiry.	The following is an example of the type of response that would be awarded <b>(1 mark)</b> .  How did the <u>Treaty of Versailles</u> impact <u>Germany</u> ?  How have peace agreements impacted <u>Germany</u> in the <u>20<sup>th</sup> century</u> ?  <i>In the two examples above, the RQs are clear (you can easily understand the intention of the investigation). The RQs are focused on two aspects (peace agreement; location; or time).</i>
2	The student formulates a research question that is <b>both</b> clear <b>and</b> focused <b>and</b> connected to the statement of inquiry.	The following is an example of the type of response that would be awarded <b>(2 marks)</b> .  How did the <u>Treaty of Versailles</u> impact <u>Germany</u> after <u>the First World War</u> ?  <i>In the example above, the RQ is clear (you can easily understand the intention of the investigation). The RQ is focused on three aspects (peace agreement; location; and time).</i>

**Question 4b**

**Justify** the usefulness of your research question in relation to the statement of inquiry.

**(4 marks)**

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student <b>states</b> how the research question is relevant to the statement of inquiry.	<p>The following is an example of the type of response that would be awarded <b>(1 mark)</b>.</p> <p>My RQ identifies a specific community that changed after the First World War.</p> <p><i>No detail is required. This is likely to be a single sentence response that makes a simple connection between the chosen topic and the RQ.</i></p> <p><b>A short one sentence</b> response that can apply to any research question can be awarded a maximum of (1 mark).</p>
2	The student <b>outlines</b> how the research question is relevant to the statement of inquiry.	<p>The following is an example of the type of response that would be awarded <b>(2 marks)</b>.</p> <p>My RQ identifies a specific community, <b>Germany</b>, that changed after the First World War <b>when the treaty of Versailles was adopted.</b></p> <p><i>Likely to be a single sentence that provides brief detail on how the RQ is relevant to the Sol.</i></p> <p><b>General or vague information</b> that repeats the content of the question without adding new details is likely to be awarded a maximum of (2 marks).</p>
3	The student <b>describes</b> how the research question is relevant to the statement of inquiry.	<p>The following is an example of the type of response that would be awarded <b>(3 marks)</b>.</p> <p>My RQ identifies a specific community, Germany, that changed after the First World War when the treaty of Versailles was adopted. <b>The country had to pay a huge amount of money for the damage caused during the First World War.</b></p> <p><i>At least one argument/factor should be considered in detail without providing reasoning why the RQ is relevant to the Sol.</i></p> <p><b>New information needs to be included in the response that provides additional details to be awarded (3 marks).</b></p>

4	<p>The student <b>justifies</b> how the research question is relevant to the statement of inquiry.</p>	<p>The following is an example of the type of response that would be awarded <b>(4 marks)</b>.</p> <p>My RQ identifies a specific community, Germany, that changed after the First World War when the treaty of Versailles was adopted. The country had to pay a huge amount of money for the damage caused during the First World War. <b>This worsened the German economy that was already suffering from high levels of hyperinflation post -First World War.</b></p> <p><i>At least one <b>specific</b> argument/factor should be considered in detail, <b>along with reasoning why the RQ</b> is relevant to the Sol.</i></p> <p><i>More important than the length of the response, is the quality and depth provided.</i></p> <p><b>A comprehensive reason that builds on the details of the description needs to be included in the response to be awarded (4 marks).</b></p>
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**Question 4c**

**Identify one** source that is relevant to your research question or the statement of inquiry. You **cannot** use any of the sources mentioned in question 3. **(1 mark)**

Accept any valid response that relates to the students RQ or SOI. The responses might not be specific to the First World War as in the examples included above.

A response that repeats any of the sources listed in question 3 (included below) should be awarded (0 marks).

- Documentary of the Second World War (History Channel)
- Documentary on the campaigns of the Second World war (streaming service)
- Interview from relatives of people who lived during the Second World War
- Book: My Struggle (Mein Kampf), by Adolf Hitler, 1925
- Dr Mark Johnson, award-winning military historian and university professor
- Anna Petersen, designer with technical drawing skills

**Note: A response that only states the source type e.g., ‘Britannica encyclopedia /textbook/interview’ should be awarded (0 marks).**

**Note: Answers should include the type of source (interview, documentary, article, etc.) and details (person's name, location, war, etc.).**

**Question 4d**

**Describe** the usefulness of the source you identified in part (c) for your exhibition.

**(3 marks)**

**Note: students can either describe the source type or the content itself as being useful.**

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student <b>states</b> the usefulness of the source for the exhibition	The following is an example of the type of response that would be awarded <b>(1 mark)</b> . Britannica Encyclopedia is a reliable source. <i>A (1 mark) response is likely to be one single sentence that hints at one way that the source type or content is useful.</i>
2	The student <b>outlines</b> the usefulness of the source for the exhibition	The following is an example of the type of response that would be awarded <b>(2 marks)</b> . Britannica Encyclopedia is a reliable source <b>that provides extensive information and facts about the Treaty of Versailles.</b> <i>A (2 marks) response is likely to be a single sentence with one way that the source type or content is useful. The way provided is elaborated on but the detail will be brief.</i>
3	The student <b>describes</b> the usefulness of the source for the exhibition	The following is an example of the type of response that would be awarded <b>(3 marks)</b> . Britannica Encyclopedia is a reliable source that provides extensive information and facts about the Treaty of Versailles <b>and its effects. For example, I can find out about the economic provisions and how these impacted Germany.</b> <i>One way the source type or content is useful should be considered in detail without any comprehensive reason(s) given.                      More important than the length of the response is the quality and depth provided.</i>

**Question 4e**

**Outline** how you will develop **one** of the 10 attributes shown in **Source A** throughout this investigation.

**(2 marks)**

**Note: Only stating an IBLP attribute should be awarded (0 marks). One of the ten attributes does not need to be stated explicitly to receive (2 marks).**

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student <b>states</b> one way they will develop as an IB Learner.	<p>The following is an example of the type of response that would be awarded <b>(1 mark)</b>.</p> <p>I will become knowledgeable by researching the Treaty of Versailles.</p> <p><i>A (1 mark) response is likely to be one single sentence that hints at one way that the student developed as an IB learner.</i></p>
2	The student <b>outlines</b> one way they will develop as an IB Learner.	<p>The following is an example of the type of response that would be awarded <b>(2 marks)</b>.</p> <p>I will become knowledgeable by researching the Treaty of Versailles <b>and how it led to the Second World War</b>.</p> <p><i>A (2 marks) response is likely to be one sentence with two clauses that hints one way that the student developed as an IB learner. The way provided is elaborated on, but the detail will be brief.</i></p>

**Question 5**

With reference to your MYP studies, write a persuasive speech to **explain why** a country or region may need to improve the quality of life for its population.

In your speech, you must:

- select **one** of the three indicators listed in **Source B** to show **how one** country or region's quality of life may be improved
- provide a title
- make a call to action
- consider your audience.

**(18 marks)**

**Criterion A**

**Note: A response that does not include a country or region should be awarded a maximum of (3 marks).**

**Note: Student can either select a dimension or an indicator from Source B.**

**Note: A response that does not include a dimension or indicator should be awarded a maximum of (1 mark).**

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student demonstrates <b>limited</b> knowledge and understanding by <b>outlining how to improve quality of life</b> , using <b>limited</b> examples and <b>limited</b> relevant terminology.	The following is an example of the type of response that would be awarded <b>(1 mark)</b> .  By increasing access to education, people will be able to find higher paying jobs and cover their basic needs.  <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>
2-3	The student demonstrates <b>adequate</b> knowledge and understanding by <b>describing how to improve quality of life</b> , using	The following is an example of the type of response that would be awarded <b>(3 marks)</b> .  By increasing access to education, people will be able to find higher paying jobs and cover their basic needs. <b>Knowing how to read and write is giving people access to more job opportunities and to better understand the world around them. It is not fair that, in</b>

	<p><b>satisfactory</b> examples, and <b>appropriate relevant</b> terminology.</p>	<p><b>some countries, girls don't have the same opportunities than boys to go to school. As an example, in India and Pakistan, Malala is a strong advocate for girls' right for education.</b></p> <p><i>It should be evident that the student has knowledge of one development indicator, and they should be able to call on relevant example(s) to support their point(s) but these examples might be lacking in detail or not be the most appropriate.</i></p> <p><i>There is likely to be little or no reasoning provided in the response i.e. there may be some reasoning provided but the examples/terminology/detail in the response is not sufficient enough to warrant a mark in the higher band then a mark in this band should be awarded (see best-fit guidance at the start of the document).</i></p> <p><i>Terminology used should be accurately used in the correct context.</i></p>
<p>4-5</p>	<p>The student demonstrates <b>substantial</b> knowledge and understanding by <b>explaining</b> how to improve quality of life, using <b>accurate</b> examples, and <b>appropriate relevant</b> terminology.</p>	<p>The following is an example of the type of response that would be awarded (4 marks).</p> <p><b>There are over 20 million children out of school in India and Pakistan.</b> By increasing access to education, people will be able to find higher paying jobs and cover their basic needs. Knowing how to read and write is giving people access to more job opportunities and to better understand the world around them. It is not fair that, in some countries, girls don't have the same opportunities than boys to go to school. As an example, in India and Pakistan, Malala is a strong advocate for girls' right for education. <b>Malala was able to send 40 girls to school but there are still so many others who cannot complete school which means their quality of life will be impacted.</b></p> <p>At this level, students need to demonstrate good understanding of one development indicator, by providing a detailed response to the question. The student should call on appropriate example(s) that support their point(s).</p> <p>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).</p> <p>Terminology used should be accurately and effectively used in the correct context.</p>

<p>6</p>	<p>The student demonstrates <b>detailed</b> knowledge and understanding by <b>thoroughly explaining</b> how to improve quality of life, using <b>accurate</b> and <b>effective</b> explanations, and <b>appropriate relevant</b> terminology.</p>	<p>The following is an example of the type of response that would be awarded (6 marks).</p> <p>There are over 20 million children out of school in India and Pakistan. By increasing access to education, people will be able to find higher paying jobs and cover their basic needs. Knowing how to read and write is giving people access to more job opportunities and to better understand the world around them. It is not fair that, in some countries, girls don't have the same opportunities than boys to go to school. As an example, in India and Pakistan, Malala is a strong advocate for girls' right for education. Malala was able to send 40 girls to school but there are still so many others who cannot complete school which means their quality of life will be impacted. <b>Other people around the world have been motivated by Malala's efforts to increase years of schooling in her region. One of the UN's SDGs is Quality of Education which aims to for people to acquire skills and eliminate gender inequality in education. This is important because when all people have access to education, their quality of life will be improved.</b></p> <p>The response should be very detailed and provide clear reasoning, making use of example(s). However, comprehensive understanding of one development indicator, should be included.</p> <p>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.</p> <p>Terminology used should be accurately and effectively used in the correct context.</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	<b>One</b> of the following features are included: <ul style="list-style-type: none"><li>- Title</li><li>- Call for action (expresses what you want the audience to do / a clear action that can be visualized)</li></ul>
2	<b>Both</b> of the following features are included: <ul style="list-style-type: none"><li>- Title</li><li>- Call for action (expresses what you want the audience to do / a clear action that can be visualized)</li></ul>

**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 <b>rarely appropriate</b> to the format of a <i>speech at a Youth Conference</i> and the purpose of explaining.	Language is rarely clear or appropriate to what would be expected in a <i>speech</i> . 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 ( <b>5-6 lines or less</b> ) 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 <b>occasionally appropriate</b> to the format of a <i>speech at a Youth Conference</i> and the purpose of explaining.	Language is clear and appropriate to what would be expected in a <i>speech</i> .  The text reads at times more formally e.g. like an essay and at times like a speech. (A <i>speech</i> that is written more like an essay is likely to be awarded 3 marks. If it is written more like a <i>speech</i> , it is likely to be awarded 4 marks. Best-fit should always be applied.) For (4 marks), <b>one language feature</b> (such as hyperbole, metaphor, rhetorical questions, concise sentences, use of "I" or "we" and emotive vocabulary) <b>is used</b> to engage the audience.
5–6	The student communicates information and ideas using a style and language that are <b>consistently appropriate</b> to the format of a <i>speech at a Youth Conference</i> and the purpose of explaining.	Language is clear and completely appropriate to what would be expected in a <i>speech at a Youth Conference</i> . The text reads like a <i>speech at a Youth Conference</i> throughout, for example by addressing the audience directly. Language features (such as hyperbole, metaphor, rhetorical questions, concise sentences, use of "I" or "we" and emotive vocabulary) are <b>often</b> used to engage the audience. Including elements such as "dear friends" and "thank you for listening" along with other language features can be considered as consistently appropriate.

**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 <b>rarely</b> effective and appropriate to the audience at <i>the Youth Conference</i> and purpose of explaining.	Ideas <b>rarely</b> build on each other in a logical manner. When appropriate, the student <b>rarely</b> uses effective transitions within sentences and/or between sentences and/or paragraphs to show relationships between ideas. Text may be extremely short ( <b>5-6 lines or less</b> ) so that not enough evidence is available to award a higher level. Text may read like a list of items.
2	The student structures information and ideas in a way that is <b>occasionally</b> effective and appropriate to the audience at <i>the Youth Conference</i> and purpose of explaining	Ideas <b>occasionally</b> build on each other in a logical manner. When appropriate, the student <b>sometimes</b> 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 <b>mainly</b> effective and appropriate to the audience at <i>the Youth Conference</i> and the purpose of explaining.	Ideas <b>frequently</b> build on each other in a logical manner. When appropriate, the student <b>often</b> 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 <b>consistently</b> effective and appropriate to the audience at <i>the Youth Conference</i> and the purpose of explaining.	Ideas <b>consistently</b> build on each other in a clear and logical manner <b>throughout the speech</b> . When appropriate, the student <b>always</b> uses <b>effective</b> transitions within sentences and/or between sentences and/or paragraphs to show relationships between ideas.

**Question 6** **(6 marks)**

(a) **State** the origin of **Source C**. **(1 mark)**

- World resources institute
- <https://www.wri.org/insights/highest-water-stressed-countries>

(b) **State** the purpose of **Source C**. **(1 mark)**

Responses may include:

- Inform on countries exposure to water stress.

Accept any valid response that is similar to the example.

(c) **Outline one** value of **Source C** for an MYP student researching water stress. **(2 marks)**

**Note: Responses may include content (accuracy/objectivity of information, scope/perspectives included and depth, layout and communication), origin (bias, how recent the source is, country or author - experts/reliability of source or studies, citations), purpose (intended audience, platform, facts or opinions).**

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student <b>states</b> the usefulness of the source for a MYP student studying water stress.	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>The map is clear.</p> <p><i>Only one value needs to be mentioned to warrant (1 mark). The quality of the response is what is rewarded, not the number of values referred to.</i></p> <p><i>A (1 mark) response can be one sentence that refers to a single value.</i></p>

2	The student <b>outlines</b> the usefulness of the source for a MYP student studying water stress.	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p>The map is clear, <b>it helps us to identify the countries that are the most affected and least affected.</b></p> <p><i>Only one value needs to be mentioned and elaborated on to warrant (2 marks). The quality of the response is what is rewarded, not the number of values referred to. A (2 mark) response is likely to be a single sentence with two clauses; the detail provided will be brief.</i></p>
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(d) **Outline one** limitation of **Source C** for an MYP student researching water stress. (2 marks)

**Note: Responses may include content (accuracy/objectivity of information, scope/perspectives included and depth, layout and communication), origin (bias, how recent the source is, country or author - experts/reliability of source or studies, citations), purpose (intended audience, platform, facts or opinions).**

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student <b>states</b> the limitation of the source for a MYP student studying water stress.	<p>The following is an example of the type of response that would be awarded <b>(1 mark)</b>.</p> <p>It does not show the causes of water stress.</p> <p><i>Only one value needs to be mentioned to warrant (1 mark). The quality of the response is what is rewarded, not the number of values referred to.</i></p> <p><i>A (1 mark) response can be one sentence that refers to a single value.</i></p>
2	The student <b>outlines</b> the limitation of the source for a MYP student studying water stress.	<p>The following is an example of the type of response that would be awarded <b>(2 marks)</b>.</p> <p>It does not show the causes of water stress, <b>if it's mismanaged or because of scarcity in certain regions.</b></p>

		<p><i>Only one value needs to be mentioned and elaborated on to warrant (2 marks). The quality of the response is what is rewarded, not the number of values referred to.</i></p> <p><i>A (2 mark) response is likely to be a single sentence with two clauses; the detail provided will be brief.</i></p>
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**Question 7**

**Outline** one way the global community can support countries suffering from water stress.

**(2 marks)**

**Note: Responses that don't include a reference to the global community should be awarded (0 marks).**

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student <b>states</b> one role of the global community in supporting countries suffering from water stress.	<p>The following is an example of the type of response that would be awarded <b>(1 mark)</b>.</p> <p>Governments should manage water cooperatively.</p> <p>Wealthier countries could help improve irrigation in water stressed areas.</p> <p><i>A (1 mark) response is likely to be one sentence that hints at a role.</i></p>
2	The student <b>outlines</b> one role of the global community in supporting countries suffering from water stress.	<p>The following is an example of the type of response that would be awarded <b>(2 marks)</b>.</p> <p>Governments should manage water cooperatively <b>as freshwater sources go beyond international borders.</b></p> <p><b>To facilitate access to freshwater for farmers,</b> wealthier countries could improve irrigation in water stressed areas.</p> <p><i>A (2 mark) response is likely to be a single sentence with a role that is elaborated on; the detail provided will be brief.</i></p>

**Question 8**

**Explain** one potential future impact of water stress on a specific country or region.

**(4 marks)**

**Note: If a country or a region is not mentioned, (0 marks) should be awarded.**

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student <b>states</b> one impact of water stress for a country or region in the future.	The following is an example of the type of response that would be awarded <b>(1 mark)</b> . Lack of water in parts of Africa will increase the number of people facing hunger. <i>A (1 mark) response is likely to be one sentence that hints at a single impact.</i>
2	The student <b>outlines</b> one impact of water stress for a country or region in the future.	The following is an example of the type of response that would be awarded <b>(2 marks)</b> . Lack of water in parts of Africa such as <b>Eritrea, Ethiopia, and Somalia</b> will increase the number of people facing hunger. <i>A (2 mark) response is likely to be a single sentence with a single impact that is elaborated on; the detail provided will be brief.</i>
3	The student <b>describes</b> one impact of water stress for a country or region in the future.	The following is an example of the type of response that would be awarded <b>(3 marks)</b> . Lack of water <b>needed to grow crops and raise livestock</b> in parts of Africa such as Eritrea, Ethiopia, and Somalia will increase the number of people facing hunger. <i>One impact should be considered in detail without any comprehensive reasons given. An example may be used to support the description.</i> <i>More important than the length of the response is the quality and depth provided.</i>

4	<p>The student <b>explains</b> one impact of water stress for a country or region in the future.</p>	<p>The following is an example of the type of response that would be awarded <b>(4 marks)</b>.</p> <p>Lack of water needed to grow crops and raise livestock in parts of Africa such as Eritrea, Ethiopia, and Somalia will increase the number of people facing hunger <b>because of longer periods of dry conditions that impacts production and causes prices to soar, making it more difficult for families to secure food.</b></p> <p><i>One impact should be considered in detail, along with reason(s). An example may be given to support the explanation but is not essential to be awarded (4 marks).</i></p>
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**Question 9**

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

**To what extent** can technological advances impact natural environments?

**(24 marks)**

In your essay, you must:

- reference **at least one** biome
- consider different perspectives.

You **cannot** include the topic of water stress due to its use in the previous questions.

**Criterion A**

**Note: Examiners should mark positively rewarding what is correct and not deduct marks for what is incorrect.**

**Note: If no biome is referenced, a maximum of (4 marks) should be awarded.**

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1–2	The student demonstrates <b>limited</b> contextual and conceptual	<ul style="list-style-type: none"> <li>• Responses are likely to be <b>brief</b>, with <b>little detail</b>.</li> </ul>

	understanding in an <b>outline</b> , using <b>limited</b> examples and <b>limited</b> terminology.	<ul style="list-style-type: none"> <li>• There is requirement to include information on the impact of technological advances on the natural environment, as per the question.</li> <li>• Terminology may be limited in terms of accuracy and/or frequency.</li> </ul>
3–4	The student demonstrates <b>adequate</b> contextual and conceptual understanding in a <b>description</b> , using <b>satisfactory</b> examples and <b>appropriate</b> terminology.	<ul style="list-style-type: none"> <li>• It should be evident that the student has knowledge of the impact of technological advances on the natural environment, as per the question. Example(s) to support their point(s) are accurate but might be <b>lacking in detail</b> or not be the most appropriate.</li> <li>• There may be some reasons provided but if the examples/terminology/detail in the response <b>are not sufficient</b> 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).</li> <li>• Terminology should be accurately used in the correct context.</li> </ul>
5–6	The student demonstrates <b>substantial</b> contextual and conceptual understanding in an <b>explanation</b> , using <b>accurate</b> examples and <b>appropriate</b> terminology.	<ul style="list-style-type: none"> <li>• At this level, students need to demonstrate a very good understanding of the impact of technological advances on the natural environment by providing a response that is accurate and responds to the question posed. An explanation requires reason(s) to be included.</li> <li>• The student should call on <b>appropriate examples</b> that support their points.</li> <li>• Terminology should be accurately and effectively used in the correct context in most of the essay.</li> </ul>
7–8	The student demonstrates <b>detailed</b> contextual and conceptual understanding in a <b>thorough explanation</b> , using <b>accurate and effective</b> examples and <b>appropriate</b> terminology.	<ul style="list-style-type: none"> <li>• The response should provide accurate detail throughout and provide clear reason(s) that support the point(s) made, making use of examples that demonstrate a comprehensive understanding of the impact of technological advances on the natural environment, as per the question.</li> <li>• For (7-8 marks), the response must reference examples in detail to support their points.</li> <li>• Terminology should be accurately and effectively used in the correct context throughout the essay.</li> <li>• 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.</li> </ul>

**Criterion C1: format**

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

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

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

**Criterion D**

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

**Note: A response that does not include a conclusion indicating to what extent technological advances can impact natural environments 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 <b>one</b> perspective in a <b>basic analysis</b> and <b>summarizes</b> information to a <b>limited extent</b> in response to the question posed.	<ul style="list-style-type: none"> <li>One perspective is included and is only considered superficially, i.e. only <b>general</b> or <b>vague</b> points are made.</li> <li>The response might not reach a conclusion or fully answer the question at this level</li> </ul>
3–4	The student provides <b>different</b> perspectives in an <b>analysis</b> and <b>summarizes</b> information to make <b>clear</b> arguments in response to the question posed.	<ul style="list-style-type: none"> <li>At least two perspectives (e.g. two biomes; different countries; different environments; different issues; different technological advances) must be included with <b>development</b> of these to show <b>some understanding</b> and their implications; <b>the perspectives will not be equally considered/balanced</b>.</li> <li>A conclusion is expected but is likely to be <b>not fully developed</b> at this level.</li> </ul>
5–6	The student provides <b>different</b> perspectives in an <b>analysis</b> and <b>synthesizes</b> information to make <b>clear</b> arguments in response to the question posed.	<ul style="list-style-type: none"> <li>At least two perspectives (e.g. two biomes; different countries; different environments; different issues; different technological advances) must be included with <b>substantial development</b> of these to show <b>a good understanding</b> and their implications, <b>the perspectives will be equally considered/balanced but might not be detailed</b>.</li> <li>Ideas on how technological advances impact natural environments are combined to form <b>a clear and coherent</b> conclusion.</li> <li>The synthesis (combining ideas) could appear in the main body of the essay or in the conclusion.</li> </ul>

<p>7–8</p>	<p>The student provides <b>different</b> perspectives in a <b>detailed discussion</b> and <b>synthesizes</b> information to make <b>clear</b> arguments in response to the question posed.</p>	<ul style="list-style-type: none"> <li>• At least two perspectives or more (e.g. two biomes; different countries; different environments; different issues; different technological advances) must be included with <b>thorough development</b> of these to show <b>an excellent understanding</b> and their implications. <b>The perspectives will be equally considered/balanced and detailed,</b></li> <li>• Ideas on how technological advances impact natural environments are combined to form <b>a clear, coherent, convincing, and detailed conclusion that provides a judgment on whether the impact is more positive or negative or equally balanced.</b></li> <li>• The synthesis (combining ideas) could appear in the main body of the essay or in the conclusion.</li> <li>• 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.</li> </ul>
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