

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

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

Question 1a

Identify one human factor that has caused land degradation in the Sahel region.

(1 mark)

Responses **may** include:

- Overgrazing
- Population growth
- Agriculture
- Over-farming
- Climate change

Accept any valid response.

Note: *Identifying unsustainable practices is not a human factor and should be awarded (0 marks).*

Question 1b

Identify one natural factor that has caused land degradation in the Sahel region.

(1 mark)

Responses **may** include:

- Extreme weather
- Drought
- Changing weather patterns

Accept any valid response.

Question 2

Green Beyond is a non-governmental organization (NGO) that has been working in Mali since 2007. They focus on the Great Green Wall Project and have created an action plan in order to finalize their yearly report. You will be asked to evaluate this action plan.

Evaluate the NGO's action plan.

(8 marks)

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

Strengths		
Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student states the strength(s) of the investigation.	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>The action plan uses a range of indices.</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 action plan uses both economic and social indices including % in extreme poverty and % in arable land.</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 Action plan uses both economic and social indices to measure the progress of their work in Mali, including % in extreme poverty and % in arable land. This will provide a balanced review of the projects aims.</p> <p><i>Only one strength needs to be mentioned and elaborated on in additional detail with reasoning to warrant (3 marks). The quality of the response is what is rewarded, not the number of strengths referred to.</i></p> <p><i>If a student outlines 3 or more strengths, they can be awarded 3 marks.</i></p>

Limitations		
<i>Note: suggesting alternative methods can be interpreted as addressing limitations.</i>		
Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student states the limitation(s) of the investigation.	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>The sample size for the interviews is not large enough.</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>Interviewing 2 people from two different communities will not provide the NGO with sufficient data to analyse.</p> <p><i>Only one limitation needs to be mentioned and elaborated on to warrant (2 marks). The quality of the response is what is rewarded, not the number of limitations referred to. However, if a student outlines 3 or more limitations, they can be awarded 3 marks.</i></p> <p><i>A (2 mark) response is likely to be a single sentence with two clauses or two/three short sentences; the detail provided will be brief.</i></p>
3	The student explains the limitation(s) of the investigation.	<p>The following is an example of the type of response that would be awarded (3 marks).</p> <p>Interviewing 2 people from two different communities will not provide the NGO with sufficient data to analyse. People within villages will have varying experiences, so this will provide a limited representation of the project's impact on the community.</p> <p><i>Only one limitation needs to be mentioned and elaborated on in additional detail with reasoning to warrant (3 marks). The quality of the response is what is rewarded, not the number of strengths referred to.</i></p> <p><i>If a student outlines 3 or more limitations, they can be awarded 3 marks.</i></p>

Appraisal		
Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	An appraisal is stated .	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>Overall, the strengths of the action plan will allow the investigation to be successful.</p> <p><i>For (1 mark), the appraisal statement is likely to be a summary of the strengths and limitations or a brief judgment on the action plan.</i></p> <p><i>The appraisal can appear anywhere in the response; it does not have to be a concluding statement.</i></p>

2	An appraisal is outlined .	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p>Although the action plan uses a small sample size for interviews, overall, the use of a range of indices in the action plan will allow the investigation to be successful.</p> <p><i>The appraisal statement will weigh up both positive and negative points (this may be done implicitly or explicitly) and make an overall judgement on the students' investigative process.</i></p> <p><i>The appraisal can appear anywhere in the response; it does not have to be a concluding statement.</i></p>

Question 3a

You will now plan an investigation into sustainable management strategies for a biome.

Use the following statement of inquiry to **formulate** a clear and focused research question for an investigation into a biome impacted by humans. **(2 marks)**

Statement of inquiry: Technological innovation can allow natural environments to become more sustainable.

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	Repeating the Sol with a question term at the start should be awarded (0 marks) .
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 can selective logging technology be used to reduce deforestation?</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, a location.</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 can selective logging technology be used in The Sabah rainforests to reduce deforestation?</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 RQs focus on a place and product so merits 2 marks.</i></p>
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Question 3b

Justify why your research question is worthy of investigation.

(4 marks)

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student states why the research question is worthy of investigation.	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>The Borneo rainforest is under threat from unsustainable logging practices.</p> <p><i>No detail is required. This is likely to be a single sentence response that makes a simple comment on the RQ and its importance.</i></p>
2	The student outlines how the research question is worthy of investigation.	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p>The Borneo rainforest is under threat from unsustainable logging practices. Large areas of forest are being cleared.</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 investigation.</i></p>
3	The student describes how the research question is worthy of investigation.	<p>The following is an example of the type of response that would be awarded (3 marks).</p> <p>The Borneo rainforest is under threat from unsustainable logging practices. Large areas of forest are being cleared. When this happens the soil is eroded, leading to land degradation.</p>

		<p><i>At least one argument/factor should be considered in detail without providing reasoning why the RQ should be investigated.</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>
<p>4</p>	<p>The student justifies why the research question is worthy of investigation.</p>	<p>The following is an example of the type of response that would be awarded (4 marks).</p> <p>The Borneo rainforest is under threat from unsustainable logging practices. Large areas of forest are being cleared. Without plants to keep the soil in place, soil is eroded, leading to land degradation. These actions cause a loss of biodiversity. Selective logging could be used to limit the loss of biodiversity as habitats could be saved and it is therefore important to investigate.</p> <p><i>At least one argument/factor should be considered in detail, along with reasoning why the RQ should be investigated.</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>

Question 3c

Outline one challenge you might face in your investigation.

(2 marks)

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student states one challenge of the investigation.	<p>The following is an example of the type of response that would be awarded (1 marks).</p> <p>It will be difficult to collect primary data.</p> <p><i>A (1 mark) response is likely to be one sentence that hints at a single impact.</i></p>
2	The student outlines one challenge of the investigation.	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p>It will be difficult to collect primary data from a large area such as the rainforest in Sabah.</p> <p><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></p>

Question 3d

Outline one primary source, other than interview responses, that could be used to investigate your research question.

(2 marks)

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student states one primary source, other than interview responses, that could be used to investigate the research question.	<p>The following is an example of the type of response that would be awarded (1 marks).</p> <p>Measure the difference in soil quality.</p> <p><i>A (1 mark) response is likely to be one sentence that hints at a single impact.</i></p>
2	The student outlines one primary source, other than interview responses, that could be used to investigate the research question.	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p>Measure the difference in soil quality between an area where selective logging has taken place and an area that has been totally cleared.</p> <p><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></p>

Question 3e

Outline one secondary source that could be used to investigate your research question.

(2 marks)

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student states one secondary source that could be used to investigate the research question.	The following is an example of the type of response that would be awarded (1 marks) . To use journal articles on sustainable logging methods. <i>A (1 mark) response is likely to be one sentence that hints at a single impact.</i>
2	The student outlines one secondary source that could be used to investigate the research question.	The following is an example of the type of response that would be awarded (2 marks) . To use journal articles on sustainable logging methods to see how technology can be used to combat unsustainable logging methods. <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>

Question 4

Explain how protecting **one** of the following biomes could reduce **one** cause of global climate change. **(4 marks)**

Note: Should a candidate select a different biome than they discuss, the response should be marked according to the written response and markscheme.

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student states how protecting one biome could reduce one cause of global climate change	<p>The following is an example of the type of response that would be awarded (1 marks).</p> <p>Protecting the rainforest will keep some carbon out of the atmosphere.</p> <p><i>A (1 mark) response is likely to be one sentence that hints at a single impact of conserving a biome.</i></p>
2	The student outlines how protecting one biome could reduce one cause of global climate change	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p>Reducing deforestation in the rainforest will store carbon, keeping it out of the atmosphere.</p> <p><i>A (2 mark) response is likely to be a single sentence with a single impact of conserving a biome that is elaborated on; the detail provided will be brief.</i></p>
3	The student describes how protecting one biome could reduce one cause of global climate change	<p>The following is an example of the type of response that would be awarded (3 marks).</p> <p>Reducing deforestation in the rainforest will maintain carbon stores, keeping CO₂ out of the atmosphere. Preventing an increase in carbon in the atmosphere allows longwave radiation to escape.</p> <p><i>An impact of conserving a biome should be considered in detail without any comprehensive reasons given. An example may be used to support the description.</i></p> <p><i>To provide the required level of detail for (3 marks), a short paragraph is likely to be required.</i></p> <p><i>More important than the length of the response is the quality and depth provided.</i></p>

4	<p>The student explains how protecting one biome could reduce one cause of global climate change</p>	<p>The following is an example of the type of response that would be awarded (4 marks).</p> <p>As the Amazon is a carbon sink, reducing deforestation in the rainforest will maintain carbon stores, keeping CO₂ out of the atmosphere. Preventing an increase in carbon in the atmosphere allows longwave radiation to escape, therefore reducing further global warming.</p> <p><i>One impact of conserving a biome should be considered in detail, along with reasons. An example may be given to support the explanation but is not essential to be awarded (4 marks).</i></p>
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Question 5

You have been selected to deliver a speech to celebrate migration at your town’s Diversity Week. The event is a celebration of the different cultural backgrounds of your community. As part of your research you have found a local news report including interviews with two people about their perspectives on migration:

In your speech celebrating diversity, **explain two** positive effects of migration for the communities they move to.

Your speech must include:

- An opening statement
- A concluding statement
- Examples from your MYP studies.

(18 marks)

Criterion A: Note: *If the student only provides an explanation of one benefit, the maximum mark that can be awarded is (4 marks).*

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

<p>1</p>	<p>The student demonstrates limited knowledge and understanding by outlining a benefit of migration, using limited examples and limited relevant terminology.</p>	<p>The following is an extract of the type of response that would be awarded (1 mark).</p> <p>Migrants have helped to offset our ageing population.</p> <p><i>Responses are likely to be brief, with little detail.</i> <i>There is requirement to include an example but the lack of one does not mean the student cannot be awarded (1 mark). A response that only refers to one benefit can still be awarded (1 mark).</i> <i>Terminology may be limited in terms of accuracy and/or frequency.</i></p>
<p>2–3</p>	<p>The student demonstrates adequate knowledge and understanding by describing two benefits of migration, using satisfactory examples, and appropriate relevant terminology.</p>	<p>The following is an extract of the type of response that would be awarded (3 marks).</p> <p>Migrants have helped to offset the negative effects of our ageing population. Germany had an ageing population and a low birth rate. Migration from Syria to Germany was mainly young people.</p> <p><i>It should be evident that the student has knowledge of the benefits of migration and they should be able to call on relevant example(s) to support their point(s) but these examples might be lacking in detail or not be the most appropriate.</i> <i>There is likely to be little or no reasoning provided in the response i.e. there may be some reasoning provided but if 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. Similarly, students may demonstrate detailed or substantial knowledge (required for the two higher markbands) for one benefit but not the other – if this is the case, then a mark in this band might be more appropriate, depending on the depth of knowledge demonstrated for the weaker of the two benefits referred to (see best-fit guidance at the start of the document).</i> <i>Terminology used should be accurately used in the correct context.</i></p>
<p>4–5</p>	<p>The student demonstrates substantial knowledge and understanding by explaining two benefits of migration, using accurate examples, and appropriate relevant terminology.</p>	<p>The following is an extract of the type of response that would be awarded (4 marks).</p> <p>Migrants have helped to offset our ageing population. Germany had an ageing population and a low birth rate of 1.3 per woman. This created a large dependent population. Migration from Syria to Germany was mainly young people in the first wave of refugees. The 1 million migrants we welcomed to our country created a more balanced population as most migrants could help our economy grow.</p> <p><i>At this level, students need to demonstrate good understanding of the benefits of migration by providing a detailed response to the question.</i> <i>The student should call on appropriate example(s) that support their point(s).</i> <i>There may be some reasoning provided but if the examples/terminology/detail in the response are not sufficient to warrant a mark in the higher band then a mark in this band should be awarded. Similarly, students may demonstrate detailed knowledge (required for 6 marks) for one benefit but not the other –</i></p>

		<p><i>if this is the case, then a mark in this band is likely to be more appropriate, depending on the depth of knowledge demonstrated for the weaker of the two benefits referred to (see best-fit guidance at the start of the document).</i></p> <p><i>Terminology used should be accurately and effectively used in the correct context.</i></p>
<p>6</p>	<p>The student demonstrates detailed knowledge and understanding by thoroughly explaining two benefits of migration, using accurate and effective examples, and appropriate relevant terminology.</p>	<p>The following is an extract of the type of response that would be awarded (6 marks).</p> <p>Migrants have helped to offset our ageing population. Germany had an ageing population and a low birth rate of 1.3 per woman. This created a large dependent population with older people relying on a smaller economically active population and a low birth rate. Migration from Syria to Germany was mainly young people in the first wave of refugees. The 1 million migrants we welcomed to our country created a more balanced population as most migrants could help our economy grow. Syrian migrants have assimilated with many speaking German and helping to fill labour shortages, which has decreased the dependency ratio and created a more balanced population.</p> <p><i>The response should be very detailed and provide clear reasoning, making use of example(s). Comprehensive understanding of the benefits should be included.</i></p> <p><i>The response above addresses only one benefit; students would need to cover two benefits in a similar level of detail to be awarded (6 marks).</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>

C1: Format

Marks	Descriptor
0	The student does not achieve a standard described by any of the descriptors given below.
1	<p>One of the following features is included:</p> <ol style="list-style-type: none"> 1. An opening statement 2. A concluding/summary statement appropriate to their presentation
2	<p>Two of the following features are included:</p> <ol style="list-style-type: none"> 1. An opening statement 2. A concluding/summary statement appropriate to their presentation

C2: Communicating information and ideas

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1–2	The student communicates information and ideas using a style and language that are rarely appropriate to the format of a presentation	<p>Language is rarely clear or appropriate to what would be expected in a speech. The text reads more formally e.g. like an essay.</p> <p>Language is basic/simple and doesn't engage the audience effectively.</p> <p>Text may be extremely short so that not enough evidence is available to award a higher level.</p>
3–4	The student communicates information and ideas using a style and language that are occasionally appropriate	<p>Language is clear and appropriate to what would be expected in a speech.</p> <p>The text reads at times more formally e.g. like an essay and at times like a speech. (A speech that is written more like an essay is likely to be awarded 3 marks. If it is written more like a speech, it is likely to be awarded 4 marks. Best-fit should always be applied.)</p> <p>Some language features such as hyperbole, metaphor, rhetorical questions, concise sentences and emotive vocabulary are used to engage the audience.</p>
5–6	The student communicates information and ideas using a style and language that are consistently appropriate	<p>Language is clear and completely appropriate to what would be expected in a speech.</p> <p>The text reads like a speech throughout, for example by engaging with the audience and appealing to them, using simpler language and terminology than an essay would, and using</p>

		signposts to help the listener follow the content (eg. 'as you can see', 'firstly', 'secondly'). Use of personal pronouns and first person is evident. Language features such as hyperbole, metaphor, rhetorical questions, concise sentences and emotive vocabulary are often used to engage the audience.
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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 purpose of explaining.	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.
2	The student structures information and ideas in a way that is occasionally effective and appropriate to the audience and purpose of explaining	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 and the purpose of explaining.	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.	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.

Question 6a

State the origin of the graph.

(1 mark)

Responses **may** include:

- Ellen Macarthur Foundation
- www.ellenmacarthurfoundation.org

Accept any valid response.

Question 6b

Describe the relationship between clothing sales and clothing use.

(3 marks)

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student states the relationship between clothing sales and clothing use	The following is an example of the type of response that would be awarded (1 mark) . As one increases, the other decreases. <i>A (1 mark) response is likely to be one sentence that hints at a simple relationship.</i>
2	The student outlines the relationship between clothing sales and clothing use	The following is an example of the type of response that would be awarded (2 marks) . As one increases, the other decreases. We have more clothes but the number of times an item is worn is decreasing. <i>A (2 mark) response is likely to be a single sentence with a simple relationship that is elaborated on; the detail provided will be brief.</i>
3	The student describes the relationship between clothing sales and clothing use	The following is an example of the type of response that would be awarded (3 marks) .

		<p>As clothing sales increase, clothing use decreases. We have more clothes but the number of times an item is worn is decreasing.</p> <p><i>A (3 mark) response is likely to be a single sentence with a simple relationship that is elaborated on; the detail provided will be brief.</i></p> <p><i>Reference to data from the graph is likely but not essential to be awarded (3 marks) if the level of detail provided is sufficient.</i></p>
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Question 7

A government official from Accra in Ghana is using the infographic in **Source C** below to demonstrate the impacts of second-hand clothing on people and the environment.

Explain one value or one limitation of the infographic to the government official.

(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 value or one limitation of the infographic to the government official.	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>It provides statistics.</p> <p><i>A (1 mark) response is likely to be one sentence that hints at a single value/limitation.</i></p>
2	The student outlines one value or one limitation of the infographic to the government official.	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p>It provides statistics on the number of second-hand textiles that end up as landfill in Ghana.</p> <p><i>A (2 mark) response is likely to be a single sentence with a single value/limitation that is elaborated on; the detail provided will be brief.</i></p>
3	The student describes one value or one limitation of the infographic to the government official.	<p>The following is an example of the type of response that would be awarded (3 marks).</p> <p>It provides statistics on the number of second-hand textiles that end up as landfill in Ghana. It helps the government official to understand the extent of the impact that second-hand clothing has on people and the environment.</p> <p><i>One value/limitation should be considered in detail without any comprehensive reasons given. An example may be used to support the description. To provide the required level of detail for (3 marks), a short paragraph is likely to be required.</i></p>

		<i>More important than the length of the response is the quality and depth provided.</i>
4	The student explains one value or one limitation of the infographic to the government official.	<p>The following is an example of the type of response that would be awarded (4 marks).</p> <p>It provides statistics on the number of second-hand textiles that end up as landfill in Ghana. It helps the government official to understand the extent of the impact that second-hand clothing has on people and the environment. The source is therefore valuable because the government official would need to use reliable and accurate statistics to quantify the true impacts of second-hand clothing.</p> <p><i>One value/limitation 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>

Question 8

Source B and **Source C** are repeated here for information.

Justify how the responsibility to reduce the impact of fast fashion lies with the individual.

(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 responsibility to reduce the impact of fast fashion lies with the individual.	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>Every person has a choice to influence the issue of fast fashion.</p> <p><i>A (1 mark) response is likely to be one sentence with limited argument or detail.</i></p>

<p>2</p>	<p>The student outlines how the responsibility to reduce the impact of fast fashion lies with the individual.</p>	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p>Every person has a choice to influence the issue of fast fashion. One way they can do this is to buy fewer clothes.</p> <p><i>A (2 mark) response is likely to be a single sentence that is elaborated on; the detail provided will be brief.</i></p>
<p>3</p>	<p>The student describes how responsibility to reduce the impact of fast fashion lies with the individual.</p>	<p>The following is an example of the type of response that would be awarded (3 marks).</p> <p>Every person has a choice to influence the issue of fast fashion. One way they can do this is to buy fewer clothes. If each individual buys less, then the reduced demand will drive down production of fast fashion.</p> <p><i>One argument should be considered in detail without any comprehensive reasons given. An example may be used to support the description.</i></p> <p><i>To provide the required level of detail for (3 marks), a short paragraph is likely to be required.</i></p> <p><i>More important than the length of the response is the quality and depth provided.</i></p>
<p>4</p>	<p>The student justifies how responsibility to reduce the impact of fast fashion lies with the individual.</p>	<p>The following is an example of the type of response that would be awarded (4 marks).</p> <p>Every person has a choice to influence the issue of fast fashion. One way they can do this is to buy fewer clothes. If each individual buys less and buys better quality clothing, then the reduced demand will drive down production of fast fashion. With a reduction in fast fashion, individuals will throw less clothing out which means we will each contribute less to landfill.</p> <p><i>One argument 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 9

Source B and **Source C** are repeated here for information.

In a well-structured essay, respond to the following question:

To what extent is trade environmentally **and** socially sustainable?

In your essay, you **must**:

- consider different perspectives
- use examples from your MYP studies to support your arguments.

(24 marks)

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

Criterion A

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. • Responses are likely to include limited details on trade, social and/or environmental sustainability. • There is a 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 sustainability of trade. • Responses are likely to refer to one of social or environmental sustainability.

		<ul style="list-style-type: none"> • 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.
<p>5–6</p>	<p>The student demonstrates substantial contextual and conceptual understanding in an explanation, using accurate examples and appropriate terminology.</p>	<ul style="list-style-type: none"> • At this level, students need to demonstrate a very good understanding of the sustainability of trade by providing a response that is accurate and responds to the question posed. An explanation requires reasons to be included. • Responses should refer to both social and environmental sustainability. • The student should call on appropriate examples that support their points. • Terminology should be accurately and effectively used in the correct context in most of the essay.

7-8	The student demonstrates detailed contextual and conceptual understanding in a thorough explanation , using accurate and effective examples and appropriate terminology.	<ul style="list-style-type: none">• The response should provide accurate detail throughout and provide clear reasons that support the point(s) made, making use of examples that demonstrate a comprehensive understanding of the sustainability of trade.• Responses should refer to both social and environmental sustainability.• For (7-8 marks), the response must reference examples in detail to support their points.• Terminology should be accurately and effectively used in the correct context throughout the essay.• The student may have demonstrated an excellent understanding, however this does not mean that the response must be perfect or the best example of a response you have seen; there are multiple ways of demonstrating ability and different responses may be awarded the same mark.
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Criterion C1: format

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

Criterion C2: communicating information and ideas

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

Criterion C3: organizational structure

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The organizational structure is rarely effective .	<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 so that not enough evidence is available to award a higher level.</p>
2	The organizational structure is occasionally effective .	<p>Paragraphs/ideas build on each other in a mainly logical manner.</p> <p>When appropriate, sometimes uses effective transitions within sentences and between sentences and/or paragraphs to show relationships between ideas.</p>
3	The organizational structure is consistently effective .	<p>Paragraphs/ideas build on each other in consistently clear and logical manner.</p> <p>When appropriate, uses effective transitions within sentences and between sentences and/or paragraphs to show relationships between ideas.</p>

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"> • One perspective is included and is only considered superficially, i.e. only general or vague points are made. • The response might not reach a conclusion or fully answer the question at this level
3–4	The student provides different perspectives in an analysis and summarizes information to make clear arguments in response to the question posed.	<ul style="list-style-type: none"> • At least two perspectives on the sustainability of trade (e.g. arguments for and against, consideration of different stakeholders, long term vs short term) must be included with development of these to show some understanding and their implications; the perspectives do not have to be equally considered/balanced. • A conclusion is expected but is likely to be not fully developed at this level.

<p>5-6</p>	<p>The student provides different perspectives in an analysis and synthesizes information to make clear arguments in response to the question posed.</p>	<ul style="list-style-type: none"> • At least two perspectives (e.g. arguments for and against, consideration of different stakeholders, long term vs short term) must be included with substantial development of these to show a good understanding and their implications, although the perspectives might not be equally considered/balanced. • Ideas on the social and environmental sustainability of trade are combined to form a clear and coherent conclusion. • The synthesis (combining ideas) could appear in the main body of the essay or in the conclusion.
<p>7-8</p>	<p>The student provides different perspectives in a detailed discussion and synthesizes information to make clear arguments in response to the question posed.</p>	<ul style="list-style-type: none"> • At least two perspectives or more (e.g. arguments for and against, consideration of different stakeholders, long term vs short term) must be included with thorough development of these to show an excellent understanding and their implications. The perspectives must be equally considered/balanced. • Ideas on the social and environmental sustainability of trade are combined to form a clear, coherent and convincing conclusion to give a judgment on whether trade is environmentally and socially sustainable. • The synthesis (combining ideas) could appear in the main body of the essay or in the conclusion. • 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.