

geogmmoeengt0xxm



Markscheme

November 2023

Geography

On-screen examination

















32 pages



This markscheme is **confidential** and for the exclusive use of examiners in this examination session.

It is the property of the International Baccalaureate and must **not** be reproduced or distributed to any other person without the authorization of the IB Global Centre, Cardiff.

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

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

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

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

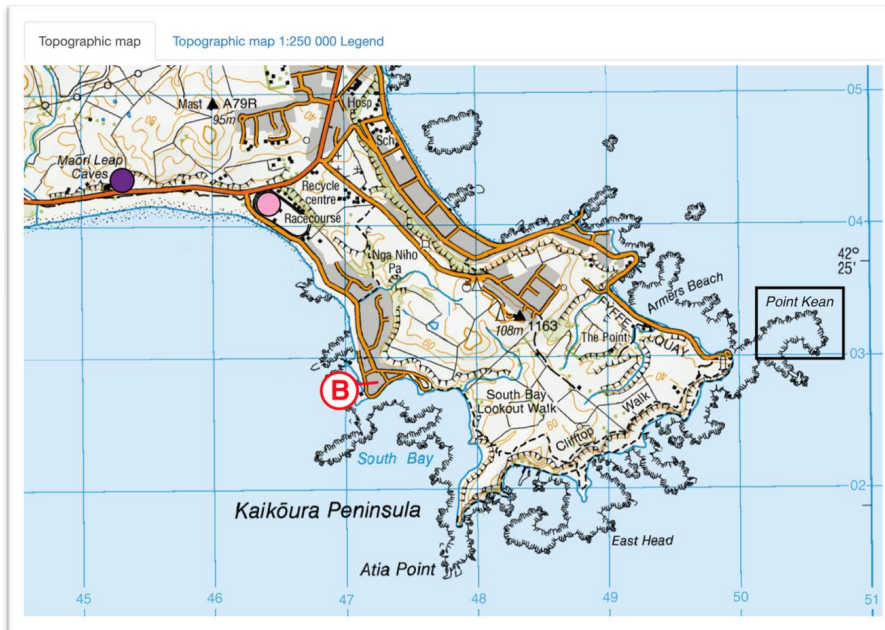
Note to all examiners: The approach used in assessment in the application of assessment criteria is a “best fit” model. The examiner applying an assessment criterion must choose the achievement level that overall best matches the piece of work being marked. It is not necessary for every detailed aspect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

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

Question 1

Kaikōura is a region in New Zealand. The original inhabitants in New Zealand are called Māori. 90% of the tourism activities in Kaikōura are owned and operated by Māori. Many tourist activities in the area focus on Māori culture and the spiritual connection between the land and people.

Look at the topographic map below showing Kaikōura and answer the questions that follow.



Question 1a

Identify the coastal feature located at Point Kean at grid reference 5003. This is marked by a black box.

(1 mark)

Award (1 mark) for Coastal Rocks.
Note: 'Rocks' cannot be accepted.

Question 1b

The Māori Leap Caves are located at grid reference 4504. These are marked with a purple circle. The racecourse is located at grid reference 4604. This is marked with a pink circle.

State the compass direction from the Māori Leap Caves to the racecourse.

(1 mark)

Award (1 mark) for East or East South East.

Question 2

Tourist numbers to Kaikōura have increased over time. The increased number of tourists is causing damage to the natural environment in the area of South Bay, located at grid reference 4702, and the South Bay Lookout Walk, located at grid reference 4802.

The tourist operators have created two options to manage the increase in tourists. Their aim is to prevent damage to the natural environment while still allowing tourism. The two options are given below.

Option A: Charge tourists a fee to enter South Bay and the Lookout Walk and set a maximum number of tourists allowed into the area each day.

Option B: Build an additional car park and viewing platform for the increased number of tourists. This is marked 'B', located at grid reference 4702.

With reference to the map, **explain one** positive impact of Option A **or** Option B.

(4 marks)

Note: Responses can only refer to one aspect of Option A (charging a fee or limiting tourist numbers) and still be able to achieve full marks.

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student states one positive impact of Option A or Option B.	<p>The following is an example of a response that would be awarded (1 mark).</p> <p>The money from the tourists can be used to protect the path.</p> <p><i>A (1 mark) response is likely to be one sentence that hints at a single impact. Reference to the map is not required at this level.</i></p>
2	The student outlines one positive impact of Option A or Option B, with reference to the map.	<p>The following is an example of a response that would be awarded (2 marks).</p> <p>The money from the tourists can be used to build a raised walkway to protect the foot track on the South Bay Lookout.</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> <p><i>Reference to the map could include, but is not limited to, named locations, grid references, map features. In the above example response, 'foot track on the South Bay Lookout' is considered a reference to the map.</i></p> <p><i>If an outline is provided without reference to the map, the maximum that can be awarded is (1 mark).</i></p>
3	The student describes one positive impact of Option A or Option B, with reference to the map.	<p>The following is an example of a response that would be awarded (3 marks).</p> <p>The money from the tourists can be used to build a raised walkway to protect the foot track on the South Bay Lookout. The walkway will stop tourists from stepping on plants, removing ground cover and degrading the soil.</p> <p><i>One positive impact should be considered in detail without any comprehensive reasons.</i></p> <p><i>The quality and depth provided are more important than the length of the response.</i></p>

		<p><i>Reference to the map could include, but is not limited to, named locations, grid references, map features. In the above example response, 'foot track on the South Bay Lookout' is considered a reference to the map.</i></p> <p><i>If a description is provided without reference to the map, the maximum that can be awarded is (2 marks).</i></p>
4	The student explains one positive impact of Option A or Option B, with reference to the map.	<p>The following is an example of a response that would be awarded (4 marks).</p> <p>The money from the tourists can be used to build a raised walkway to protect the foot track on the South Bay Lookout. The walkway will stop tourists from stepping on plants and removing ground cover which would have degraded the soil. With less ground cover, erosion by wind and water will increase resulting in environmental degradation.</p> <p><i>One positive impact should be considered in detail, along with reason(s). The answer must make reference to the map.</i></p> <p><i>The quality and depth provided are more important than the length of the response.</i></p> <p><i>Reference to the map could include, but is not limited to, named locations, grid references, map features. In the above example response, 'foot track on the South Bay Lookout' is considered a reference to the map.</i></p> <p><i>If an explanation is provided without reference to the map, the maximum that can be awarded is (3 marks).</i></p>

Question 3

The local tourist operators in Kaikōura are now investigating option A and option B (shown below) to decide which one they will choose. The group of 12 tourist operators have eight weeks to make their final decision.

They have created the following action plan to investigate the options. You will be asked to evaluate this action plan.

Option A: Charge tourists a fee to enter South Bay and the Lookout Walk and set a maximum number of tourists allowed in to the area each day.	Option B: Build an additional car park and viewing platform for the increased number of tourists.
--	--

Evaluate the tourist operators' action plan

(8 marks)

Strengths

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student states the strength(s) of the action plan.	The following is an example of a response that would be awarded (1 mark) . A range of primary data is used. <i>Only one strength needs to be mentioned to warrant (1 mark). A (1 mark) response can be one sentence that refers to a single strength.</i>
2	The student outlines the strength(s) of the action plan.	The following is an example of a response that would be awarded (2 marks) . Both quantitative and qualitative primary data, such as traffic counts and interviews, are used to collect data. <i>Only one strength needs to be mentioned and elaborated on with brief detail to warrant (2 marks). However, if a student outlines three or more strengths, they can be awarded (3 marks).</i>

3	The student explains the strength(s) of the action plan.	<p>The following is an example of a response that would be awarded (3 marks).</p> <p>Both quantitative and qualitative primary data, such as traffic counts and interviews, are used to collect data. This is better than only relying on numerical data as there is more valuable primary data that the tourist operators can use to make an informed decision.</p> <p><i>Only one strength needs to be mentioned and elaborated on in additional detail with reasoning to warrant (3 marks).</i></p> <p><i>If a student outlines three or more strengths, they can be awarded (3 marks).</i></p>
---	---	---

Limitations

Note: Considering how the action plan could be improved can be rewarded under this markband.

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 action plan.	<p>The following is an example of a response that would be awarded (1 mark).</p> <p>The traffic count won't give data for the whole year.</p> <p><i>Only one limitation needs to be mentioned to warrant (1 mark).</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 action plan.	<p>The following is an example of a response that would be awarded (2 marks).</p> <p>The traffic count is only conducted over 3 weeks and won't give data for different seasons or the whole year</p> <p><i>Only one limitation needs to be mentioned and elaborated on with brief detail to warrant (2 marks). However, if a student outlines three or more limitations, they can be awarded (3 marks).</i></p>
3	The student explains the limitation(s) of the action plan	<p>The following is an example of a response that would be awarded (3 marks).</p> <p>The traffic count is only conducted over 3 weeks and won't give data for the whole year. There could be differences in traffic in different seasons, which would impact whether the car park is needed or not. The data would not be as reliable.</p> <p><i>Only one limitation needs to be mentioned and elaborated on in additional detail with reasoning to warrant (3 marks).</i></p>

		<i>If a student outlines three or more limitations, they can be awarded (3 marks).</i>
--	--	---

Appraisal

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student states an appraisal of the action plan.	<p>The following is an example of a response that would be awarded (1 mark).</p> <p>Overall, the strengths outweigh the limitations.</p> <p><i>For [1 mark], the appraisal statement is likely to be a summary of the strengths and limitations or a brief judgment on the investigative process.</i></p> <p><i>The appraisal can appear anywhere in the response; it does not have to be a concluding statement.</i></p>
2	The student outlines an appraisal of the action plan.	<p>The following is an example of a response that would be awarded (2 marks).</p> <p>The weakness of the traffic count will not stop the tourist operators from completing their investigation. Overall, the strengths outweigh the limitations.</p> <p><i>The appraisal statement will weigh up both positive and negative points and make an overall judgement on the students' investigative process.</i></p> <p><i>The appraisal can appear anywhere in the response; it does not have to be a concluding statement.</i></p> <p><i>Do not credit a statement as a strength or limitation and an appraisal.</i></p>

Question 4

Now that you have explored the management of tourism in Kaikōura, you will plan an investigation into the future of sustainable tourism in **another** location of your choice.

The information collected will be used to write an article for a tourist magazine exploring sustainable tourism. You will use the statement of inquiry below to plan your investigation.

Statement of Inquiry: Global interactions can change identities and relationships.

Question 4a

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

(2 marks)

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	Rewording the statement of inquiry into a question cannot be rewarded.
1	The student formulates a research question that is either clear or focused and connected to the statement of inquiry	<p>The following are examples of responses that would be awarded (1 mark).</p> <p>How does an increase in tourism impact the culture of remote communities?</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 by referencing interactions and culture. However, the question lacks focus by not dealing with a named location.</i></p> <p>To what extent has ecotourism been beneficial on Table Mountain in Cape Town?</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 by referencing interactions and culture. However, the question lacks focus by not specifying the type of benefits (e.g. social, environmental, political) that are to be investigated.</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 are examples of responses that would be awarded (2 marks).</p> <p>How does an increase in tourism impact the culture of the remote communities of the Hill Tribes of Vietnam?</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 by referencing tourism as an interaction and culture. The RQ is focused on a specific community so merits 2 marks.</i></p> <p>To what extent has ecotourism preserved biodiversity on Table Mountain in Cape Town?</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 by referencing tourism as an interaction and the environment or culture. The RQ is focused on the preservation of biodiversity so merits 2 marks.</i></p>
---	---	--

Question 4b

Justify the importance of investigating your research question.

(4 marks)

Statement of Inquiry: Global interactions can change identities and relationships.

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	Note: The responses below are based on the following research question – “How does an increase in tourism impact the culture of the remote communities of the Hill Tribes of Vietnam?”
1	The student states the relevance of the research question to the statement of inquiry.	The following is an example of a response that would be awarded (1 mark) . It focuses on how interactions from tourism could impact the culture of remote communities. <i>No detail is required. This is likely to be a single sentence response that makes a simple connection between the Sol and the RQ.</i>
2	The student outlines the relevance of the research question to the statement of inquiry.	The following is an example of a response that would be awarded (2 marks) . It focuses on how interactions from tourism could impact the culture of the remote communities. An increase in tourism could change the way of life of the Hill Tribes. <i>Likely to be a single sentence with two clauses or two/three short sentences that provides brief detail (or a single factor) on why the RQ is relevant to the Sol.</i>
3	The student describes the relevance of the research question to the statement of inquiry.	The following is an example of a response that would be awarded (3 marks) . Tourism to Vietnam has increased over the past 20 years and the once remote Hill Tribes are now a popular tourist attraction. My RQ focuses on how interactions from tourism could impact the culture of the remote communities. With an increase in tourism, cultural interactions increase and this could change the way of life of the Hill Tribes. <i>At least one argument/factor should be considered in detail without providing reason(s) why the RQ is relevant to the Sol.</i> <i>More important than the length of the response, is the quality and depth provided.</i>

4	The student justifies the relevance of the research question to the statement of inquiry.	<p>The following is an example of a response that would be awarded (4 marks).</p> <p>Tourism to Vietnam has increased over the past 20 years and the once remote Hill Tribes are now a popular tourist attraction. My RQ focuses on how interactions from tourism could impact the culture of the remote communities. An increase in tourism could change the way of life of the Hill Tribes as the tourists demand facilities such as electricity or accommodation that is different from the traditional way of life of the Hill Tribes.</p> <p><i>At least one argument/factor should be considered in detail, along with reason(s) why the RQ is relevant to the Sol. There does not need to be explicit reference to the Sol.</i></p> <p><i>More important than the length of the response, is the quality and depth provided.</i></p>
---	--	---

Question 4c

Your teacher has suggested including a GIS map showing tourist numbers for the past ten years in your chosen location.

Outline one benefit or limitation to including this GIS map in your investigation.

(2 marks)

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student states a benefit or a limitation of using a GIS map in their investigation.	<p>The following are examples of the type of responses that would be awarded (1 mark).</p> <p>This type of GIS map allows me to compare different data sets spatially.</p> <p>The GIS map would not show cultural elements.</p> <p><i>Only one benefit or limitation needs to be mentioned to warrant (1 mark).</i></p>
2	The student outlines a benefit or a limitation of using a GIS map in their investigation.	<p>The following are examples of the type of responses that would be awarded (2 marks).</p> <p>This type of GIS map allows me to compare different data sets spatially to see patterns to see the impact of tourism in the area.</p>

		<p>The GIS map would not show cultural elements. It is difficult to map cultural elements using GIS.</p> <p><i>Only one benefit or limitation needs to be mentioned and elaborated on with brief detail to warrant (2 marks)</i></p>
--	--	--

Question 4d

List **two** secondary sources that could be used in your investigation, other than GIS maps.

(2 marks)

Responses *may* include:

- Statistics from the local government
- Encyclopedia entry on tourism in the area
- Journal articles on the society
- Documentary footage of the chosen environment

Accept any valid response. Award (1 mark) per valid response up to a maximum of (2 marks).

Note: Vague responses such as 'statistics' should be considered too vague and not rewarded. The student would be expected to identify the type of statistics e.g. Statistics on tourist numbers

Question 4e

Outline **one** challenge you could face in your investigation.

(2 marks)

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student states one challenge that they could face in their investigation.	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>I won't be able to survey enough tourists.</p> <p><i>For (1 mark), a challenge should be briefly referred to.</i></p>

2	The student outlines one challenge that they could face in their investigation.	The following is an example of the type of response that would be awarded (2 marks) . I won't be able to survey enough tourists, impacting the validity of my primary data . <i>A challenge needs to be mentioned and elaborated on with brief detail to warrant (2 marks)</i>
---	--	--

Question 5

Look at **Source A** below and answer the question that follows.

Source A

70% of the total workforce in global cotton production are women. (fao.org)	Around 60%-80% of the world's food is grown by women. (Fairtrade.net)
More women than men live on less than \$1.90 per day. (unwomen.org)	1.3 billion tonnes of food is wasted every year while 2 billion people go hungry or are under-nourished. (undp.org)

You are a researcher working for the World Trade Organization (WTO) and have found the four statistics shown above.

As a result, you have decided to write a report to **explain** how sustainable trade can contribute to progress in achieving **one** of the Sustainable Development Goals listed below.

You will present your report to government officials and other interested groups.

From the list below, choose **one** of the sustainable development goals you are going to focus on in your report.

- Goal 1: No Poverty
- Goal 5: Gender equality
- Goal 12: Responsible Consumption and Production

To write a report, the following elements are required:

- A Title
- Sub-headings
- Detailed explanations, evidence and examples
- Recommendations and/or a conclusion

Write a title for your report here:

Write the main body and sub-headings of your report here:

(18 marks)

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

Criterion A		
Marks	Descriptor	Notes
0		
1	The student demonstrates limited knowledge and understanding by outlining how sustainable trade can contribute to progress in achieving one of the given Sustainable Development Goals using minimal examples and limited relevant terminology	The following is an extract from the type of response that would be awarded (1 mark) . <ul style="list-style-type: none"> • Goal 5 - Gender equality In Ethiopia, economic growth can be generated from sustainable trade in coffee. Gender equality can be achieved if fair trade is implemented.

		<p><i>Responses are likely to be brief, with little detail.</i></p> <p><i>There is a requirement to include an example but the lack of one does not mean the student cannot be awarded (1 mark).</i></p> <p><i>Terminology may be limited in terms of accuracy and/or frequency.</i></p>
2-3	<p>The student demonstrates adequate knowledge and understanding by describing how sustainable trade can contribute to progress in achieving one of the given Sustainable Development Goals using satisfactory examples and appropriate relevant terminology</p>	<p>The following is an extract from the type of response that would be awarded (3 marks).</p> <ul style="list-style-type: none"> • Goal 5 - Gender equality <p>In Ethiopia, economic growth can be generated from sustainable trade in coffee. Gender equality can be achieved if fair trade is implemented as it promotes fairer prices of crops and an increase in the number of women in the workforce. Fair Trade improves the livelihood of women by ensuring they are empowered through better wages and improved access to training in agriculture. As 60 – 80% of the world’s food is grown by women, sustainable fair trade will have a large impact on achieving goal 5.</p> <p><i>It should be evident that the student has knowledge of the SDG and sustainable trade 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 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 (see best-fit guidance at the start of the document).</i></p> <p><i>Terminology should be accurately used in the correct context.</i></p>
4-5	<p>The student demonstrates substantial knowledge and understanding by explaining how sustainable trade can contribute to progress in achieving one of the given Sustainable Development Goals using accurate examples and appropriate relevant terminology</p>	<p>The following is an extract from the type of response that would be awarded (4 marks).</p> <ul style="list-style-type: none"> • Goal 5 - Gender equality <p>In Ethiopia, economic growth can be generated from sustainable trade in coffee. Gender equality can be achieved if fair trade is implemented as it promotes fairer prices of crops and an increase in the number of women in the workforce. Fair Trade improves the livelihood of women by ensuring they are empowered through better wages and improved access to training in agriculture. Female coffee farmers in Ethiopia, under</p>

		<p>the fair-trade scheme, receive more money for their crops. This money can be invested in improving primary education for girls in rural areas. As 60 – 80% of the world's food is grown by women sustainable fair trade will have a large impact on achieving goal 5.</p> <p><i>At this level, students need to demonstrate good understanding of the SDG and sustainable trade by providing a detailed response to the question.</i></p> <p><i>The student should call on appropriate example(s) that support their point(s).</i></p> <p><i>There may be some reasoning provided but if the examples/terminology/detail in the response are not sufficient to warrant a mark in the higher band then a mark in this band should be awarded (see best-fit guidance at the start of the document).</i></p> <p><i>Terminology should be accurately and effectively used in the correct context.</i></p>
6	<p>The student demonstrates detailed knowledge and understanding by thoroughly explaining how sustainable trade can contribute to progress in achieving one of the given Sustainable Development Goals using accurate and effective examples and appropriate relevant terminology</p>	<p>The following is an extract from the type of response that would be awarded (6 marks).</p> <ul style="list-style-type: none"> • Goal 5 - Gender equality <p>In Ethiopia, economic growth can be generated from sustainable trade in coffee. Gender equality can be achieved if fair trade is implemented as it promotes fairer prices of crops and an increase in the number of women in the workforce. Fair Trade improves the livelihood of women by ensuring they are empowered through better wages and improved access to training in agriculture. Female coffee farmers in Ethiopia, under the fair-trade scheme, receive more money for their crops. This money can be invested in improving primary education for girls in rural areas. The primary school enrolment rate of girls has increased to 49% in Ethiopia.</p> <p>As 60 – 80% of the world's food is grown by women sustainable fair trade will have a large impact on achieving goal 5.</p> <p>Sustainable trade focuses on liberating trade by removing trade barriers, which increases the markets for coffee. Without tariffs, the farmers can create more international partnerships. With tariffs, female coffee farmers in Guatemala are unable to export their product to the USA, resulting in a decline in demand.</p> <p><i>The response should be very detailed and provide clear reasoning, making use of</i></p>

		<p><i>example(s). Comprehensive understanding of the SDG and sustainable development should be included.</i></p> <p><i>The student may have demonstrated an excellent understanding, however this does not mean that the response must be perfect or the best example of a response you have seen; there are multiple ways of demonstrating ability and quite different responses may be awarded the same mark.</i></p> <p><i>Terminology used should be accurately and effectively used in the correct context.</i></p>
--	--	--

Criterion C1 – Format	
Marks	Descriptor
0	The student does not achieve a standard described by any of the descriptors given below.
1	<p>One of the following features are included:</p> <ul style="list-style-type: none"> • A title • Subheading(s)
2	<p>Two of the following features are included:</p> <ul style="list-style-type: none"> • A title • Subheading(s)

Criterion C2 – Communicating information and ideas		
Marks	Descriptor	Notes
1–2	The style and language used are somewhat appropriate for a report	The style of writing is rarely consistent with what would be expected in a report, for example the use of informal language. Language may be unclear.
3–4	The style and language used are mainly appropriate for a report	The style of writing is mainly consistent with what would be expected in a report. Language is mainly clear and appropriate, and for the most part formal.
5–6	The style and language used are always appropriate for a report	The style of writing is completely consistent with what would be expected in a report. Language is clear and concise, communicating ideas effectively.

Criterion C3 – Organizational structure		
Marks	Descriptor	Notes
0		
1	The student structures information and ideas in a way that is rarely effective and appropriate.	<i>Ideas rarely build on each other in a logical manner.</i> <i>When appropriate, the student rarely uses effective transitions within sentences and/or between sentences and/or paragraphs to show relationships between ideas.</i>
2	The student structures information and ideas in a way that is occasionally effective and appropriate	<i>Ideas occasionally build on each other in a logical manner.</i> <i>When appropriate, the student sometimes uses effective transitions within sentences and/or between sentences and/or paragraphs to show relationships between ideas.</i>
3	The student structures information and ideas in a way that is mainly effective and appropriate	<i>Ideas frequently build on each other in a logical manner.</i> <i>When appropriate, the student often uses effective transitions within sentences and/or between sentences and/or paragraphs to show relationships between ideas.</i>
4	The student communicates information and ideas in a way that is completely effective and appropriate	<i>Ideas build on each other in a consistently clear and logical manner.</i> <i>When appropriate, the student always uses effective transitions within sentences and/or between sentences and/or paragraphs to show relationships between ideas.</i>

Question 6

For one of the biomes listed below, **justify** which of the human activities shown in **Source B** is the greatest threat to this biome.

(4 marks)

Marks	Descriptor	Notes
0		The student does not achieve a standard described by any of the descriptors below.
1	The student identifies why the selected human activity is the greatest threat to their chosen biome.	The following is an example of a response that would be awarded (1 mark) . Over-exploitation through overgrazing is the greatest threat to forest biomes. <i>For (1 mark), the student should say how the human activity is a threat to the biome. In the example above, specifying over-grazing is considered sufficient detail for (1 mark).</i> <i>Marks cannot be awarded for simply selecting a biome and naming one of the human activities.</i>
2	The student outlines why the selected human activity is the greatest threat to their chosen biome.	The following is an example of a response that would be awarded (2 marks) . Over-exploitation through overgrazing is the greatest threat to forest biomes as it leads to desertification . <i>For (2 marks), the impact of the threat needs to be elaborated on briefly, as shown above.</i>
3	The student justifies why the selected human activity is the greatest threat to their chosen biome.	The following is an example of a response that would be awarded (3 marks) . Over-exploitation through overgrazing is the greatest threat to forest biomes as it leads to desertification. Overgrazing from cattle farms removes vegetation, which causes erosion and leaching of nutrients from the soil. This would lead to a loss of biodiversity in the forest biome. <i>Some developed reason(s) and detail(s) should be evident in a response to be awarded (3 marks). Examples may be included but are not mandatory. A conclusion may be implied only.</i>
4	The student justifies in detail why the selected human activity is the greatest threat to their chosen biome.	The following is an example of a response that would be awarded (4 marks) .

		<p>Over-exploitation through overgrazing is the greatest threat to forest biomes as it leads to desertification. Overgrazing from cattle farms removes vegetation, which causes erosion and leaching of nutrients from the soil. This makes the soil less fertile, causing further desertification that results in a loss of biodiversity. Overgrazing occurs in most forest biomes, especially the Amazon, and is set to increase with further demand for food, making this the largest threat.</p> <p><i>For (4 marks), reason(s) and detail(s) should be thorough, and a clear conclusion should be evident. Examples may be used (e.g. the Amazon in the response above) but are not mandatory to award (4 marks). The conclusion does not need to appear at the end of the response.</i></p>
--	--	---

Question 7

Source C is an infographic about the Coral Triangle, a system of biodiverse reefs. Study the source and answer the questions that follow.

Question 7a

Outline the purpose of **Source C**.

(2 marks)

Marks	Descriptor	Notes
0		The student does not achieve a standard described by any of the descriptors below.
1	The student states the purpose of Source C.	The following is an example of a response that would be awarded (1 mark) . It informs people about the Coral Triangle.
2	The student outlines the purpose of Source C.	The following is an example of a response that would be awarded (2 marks) . It informs people about the Coral Triangle, by including the threats of human activities .

Question 7b

Explain one value of Source C to a marine biologist studying the impact of fishing in the Coral Triangle.

(3 marks)

Marks	Descriptor	Notes
0		The student does not achieve a standard described by any of the descriptors below.
1	The student states one value of source C to a marine biologist studying the impact of fishing in the Coral Triangle.	The following is an example of a response that would be awarded (1 mark) . It provides statistics on tuna in the Coral Triangle. <i>A (1 mark) response is likely to be one sentence that gives a single value.</i>
2	The student outlines one value of source C to a marine biologist studying the impact of fishing in the Coral Triangle.	The following is an example of a response that would be awarded (2 marks) . It provides statistics on the unsustainable fishing of tuna in the Coral Triangle. <i>A (2 mark) response is likely to be 1-2 sentences that elaborate on a single value with some brief detail.</i>
3	The student explains one value of source C to a marine biologist studying the impact of fishing in the Coral Triangle.	The following is an example of a response that would be awarded (3 marks) . It provides statistics on the unsustainable fishing of tuna in the Coral Triangle. These statistics will allow the marine biologist to assess the impact of fishing on the health of the fish population. <i>A (3 mark) response is likely to be 2–3 sentences with a single value that is elaborated on in detail. Reasoning is not required.</i>

Question 7c

Explain one limitation of **Source C** to a marine biologist studying the impact of fishing in the Coral Triangle.

(3 marks)

Marks	Descriptor	Notes
0		The student does not achieve a standard described by any of the descriptors below.
1	The student states one limitation of source C to a marine biologist studying the impact of fishing in the Coral Triangle.	The following is an example of a response that would be awarded (1 mark) . The infographic does not cite all of its sources. <i>A (1 mark) response is likely to be one sentence that gives a single limitation.</i>
2	The student outlines one limitation of source C to a marine biologist studying the impact of fishing in the Coral Triangle.	The following is an example of a response that would be awarded (2 marks) . The infographic does not cite all of its sources, making it unreliable . <i>A (2 mark) response is likely to be 1-2 sentences that elaborate on a single limitation with some brief detail.</i>
3	The student explains one limitation of source C to a marine biologist studying the impact of fishing in the Coral Triangle.	The following is an example of a response that would be awarded (3 marks) . The infographic does not cite all of its sources, making it unreliable. The lack of cited sources means the marine biologist cannot evaluate the credibility of the data given in the infographic. <i>A (3 mark) response is likely to be 2–3 sentences with a single limitation that is elaborated on in detail. Reasoning is not required.</i>

Question 8

To what extent is the sustainable management of biome(s) more important than economic development?

In a well-structured essay, you must:

- refer to **at least one** biome
- provide explanations and examples to support your arguments
- consider different perspectives.

(24 marks)

Marks	Descriptor for Criterion A	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1–2	The student demonstrates limited contextual and conceptual understanding in an outline , using limited examples and limited terminology	<ul style="list-style-type: none"> • Responses are likely to be brief, with little detail, i.e. an outline. • There is requirement to include an example but the lack of one does not mean the student cannot be awarded a mark in this band. • Terminology may be limited in terms of accuracy and/or frequency.
3–4	The student demonstrates adequate contextual and conceptual understanding in a description , using satisfactory examples and appropriate terminology.	<ul style="list-style-type: none"> • It should be evident that the student has knowledge of the particular issue/topic. • They should be able to call on relevant example(s) to support their point(s) but these examples might be lacking in detail or not be the most appropriate. • There is likely to be little or no reasons provided in the response i.e. there may be some reasons provided but if the examples/terminology/detail in the response are not sufficient enough to warrant a mark in the higher band then a mark in this band should be awarded (see best-fit guidance at the start of the document). • Terminology should be accurately used in the correct context.
5–6	The student demonstrates substantial contextual and conceptual understanding in	<ul style="list-style-type: none"> • At this level, students need to demonstrate a very good understanding of the issue/topic by providing a detailed response to the question. An explanation requires reasons to be included. • The student should call on appropriate examples that support their points.

	an explanation , using accurate examples and appropriate terminology.	<ul style="list-style-type: none"> • <i>Terminology should be accurately and effectively used in the correct context most of the time.</i>
7-8	The student demonstrates detailed contextual and conceptual understanding in a thorough explanation , using accurate and effective examples and appropriate terminology.	<ul style="list-style-type: none"> • <i>The response should be very detailed and provide clear reasons, making use of examples that work to demonstrate a comprehensive understanding of the issue/topic.</i> • <i>The student may have demonstrated an excellent understanding, however this does not mean that the response must be perfect or the best example of a response you have seen; there are multiple ways of demonstrating ability and quite different responses may be awarded the same mark.</i> • <i>Terminology should be accurately and effectively used in the correct context all of the time.</i>

Criterion D		
Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1-2	The student provides one perspective in a basic analysis and summarizes information to a limited extent in response to the question posed	<ul style="list-style-type: none"> • <i>One perspective is included and is only considered superficially, i.e. only general or vague points are made.</i> • <i>The response might not reach a conclusion or fully answer the question (for example, deciding on whether sustainable management of biomes or economic development is more important) at this level</i> • <i>The response will show little or no evidence of examples being used to help inform the student's argument. The argument may not always be relevant or appropriate.</i>
3-4	The student provides different perspectives in an analysis and summarizes information to make clear arguments in response to the question posed.	<ul style="list-style-type: none"> • <i>Two perspectives (e.g. arguing two sides) must be included with development of these to show an understanding of both and their implications; the two perspectives do not have to be equally considered/balanced.</i> • <i>A conclusion indicating whether sustainable management of biomes or economic development is more important (students may conclude that they are equally important), which is likely to be not fully developed at this level, is expected nevertheless.</i> • <i>The response should include evidence of examples being used to inform the student's argument.</i>
5-6	The student provides different perspectives in an analysis	<ul style="list-style-type: none"> • <i>Two perspectives (e.g. arguing two sides) must be included with substantial development of these to show a good understanding of both and their implications, although the two perspectives might not</i>

	and synthesizes information to make clear arguments in response to the question posed.	<p><i>be equally considered/balanced.</i></p> <ul style="list-style-type: none"> • <i>Ideas on sustainable management of biomes and economic development are combined to form a clear and coherent conclusion indicating which is most important is required (students may conclude that they are equally important).</i> • <i>The synthesis (combining ideas) could appear in the main body of the essay or in the conclusion.</i> • <i>The response should include evidence of examples being used effectively to inform and support an argument.</i>
7-8	The student provides different perspectives in a detailed discussion and synthesizes information to make clear arguments in response to the question posed.	<ul style="list-style-type: none"> • <i>Two perspectives (e.g. arguing two sides) must be included with thorough development of these to show an excellent understanding of both and their implications. The two perspectives must be equally considered/balanced.</i> • <i>Ideas on sustainable management of biomes and economic development are combined to form a clear, coherent and convincing conclusion indicating which is most important is required (students may conclude that they are equally important).</i> • <i>The response should include evidence of examples being used effectively to help inform and support a comprehensive argument.</i> • <i>Although the student will have demonstrated critical thinking, this does not mean that the response must be perfect or the best example of a response you have seen; there are multiple ways of demonstrating analytical skills and quite different responses may be awarded the same mark.</i>

C1: Format	
Marks	Notes
0	The student does not achieve a standard described by any of the descriptors given below.
1	Two of the following elements are included: introduction, a main body of argument or a conclusion. Note: The elements must appear as separate paragraphs. If this is not the case (0 marks) should be awarded.
2	Three of the following elements are included: introduction, a main body of argument and a conclusion. Note: The elements must appear as separate paragraphs.

C2: Communicating information and ideas		
Marks	Descriptor	Notes
1	The style and language used is rarely appropriate to the audience and purpose of informing	The style of writing is rarely consistent with what would be expected in an essay. Language may be mostly unclear. The response may be short so that not enough evidence is available to award a higher level.
2	The style and language used is mainly appropriate to the audience and purpose of informing	The style of writing is not always consistent. It may appear to be more informal in style than expected in an essay. Language may be less clear in places.
3	The style and language used is consistently appropriate to the audience and purpose of informing	The style of writing is consistent with what would be expected in an essay. Language is formal and clear.

C3: Organizational structure		
Marks	Descriptor	Notes
1	The organization structure is occasionally effective	Paragraphs/ideas sometimes build on each other in a logical manner. When appropriate, rarely uses effective transitions within sentences or between sentences and/or paragraphs to show relationships between ideas. Text may be extremely short so that not enough evidence is available to award a higher level.
2	The organizational structure is mainly effective .	Paragraphs/ideas build on each other in a mainly logical manner. When appropriate, sometimes uses effective transitions within sentences and between sentences and/or paragraphs to show relationships between ideas.
3	The organizational structure is consistently appropriate and effective	Paragraphs/ideas build on each other in consistently clear and logical manner. When appropriate, uses effective transitions within sentences and between sentences and/or paragraphs to show relationships between ideas.