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Markscheme

November 2024

Geography

On-screen examination

















28 pages



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

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

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

| Command term | Definition |
|----------------|--|
| Analyse | Break down in order to bring out the essential elements or structure. To identify parts and relationships, and to interpret information to reach conclusions. |
| Describe | Give a detailed account or picture of a situation, event, pattern or process. |
| 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

The infographic below shows population structures in 2022. Look at the infographic and answer the questions that follow.

Question 1a

State the region with the highest percentage of over 65 year olds.

(1 mark)

Award 1 mark for Europe

Question 1b

Select the population structure for the African region.

(1 mark)

Award 1 mark for Youthful.

Question 2

Explain one cause of ageing populations.

(4 marks)

| Marks | Descriptor | Notes |
|-------|---|---|
| 0 | <i>The student does not reach a standard described by any of the descriptors below.</i> | |
| 1 | The student states one cause of ageing populations. | The following is an example of the type of response that would be awarded (1 mark) . Improved health care <i>A (1 mark) response could be just naming a cause.</i> |
| 2 | The student outlines one cause of ageing populations. | The following is an example of the type of response that would be awarded (2 marks) . Life expectancy is higher with improved health care. <i>A (2 mark) response is likely to be a single sentence with brief detail provided.</i> |

| | | |
|---|---|--|
| | | |
| 3 | The student describes one cause of ageing populations. | <p>The following is an example of the type of response that would be awarded (3 marks).</p> <p>Life expectancy is higher with improved health care with easier access to doctors for older people.</p> <p><i>One way should be considered in detail without any comprehensive reason(s) 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 | The student explains one cause of ageing populations. | <p>The following is an example of the type of response that would be awarded (4 marks).</p> <p>Life expectancy is higher with improved health care. Easier access to doctors for older people creates a healthier population with more people living over 65 years old.</p> <p><i>One way 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 3

In South Korea there is a growing number of people over 65 years old. A city official will investigate the impacts of the ageing population in the city so that the local government can take action.

The city official needs to present their action plan for their investigation to the local government for approval. They want you to evaluate the action plan before they submit it and have set up an online call to show it to you.

Evaluate the city official's investigation.

(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. | <p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>A range of statistics are used.</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 action plan. | <p>The following is an example of the type of response that would be awarded (2 marks).</p> <p>A range of statistics including hospital admissions are used.</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 action plan. | <p>The following is an example of the type of response that would be awarded (3 marks).</p> <p>A range of statistics including hospital admissions are used, which the government can use this to decide if they need to invest in more hospitals for the population.</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 action plan. | <p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>Only 40 nursing home residents will be interviewed.</p> |

| | | |
|---|---|--|
| | | <p>Only one limitation needs to be mentioned to warrant (1 mark). The quality of the response is what is rewarded, not the number of limitations referred to.</p> <p>A (1 mark) response can be one sentence that refers to a single limitation.</p> |
| 2 | The student outlines the limitation(s) of the action plan. | <p>The following is an example of the type of response that would be awarded (2 marks).</p> <p>Only 40 nursing home residents will be interviewed from over 1.5 million people</p> <p>Only one limitation needs to be mentioned and elaborated on to warrant (2 marks). The quality of the response is what is rewarded, not the number of limitations referred to. However, If a student outlines 3 or more limitations, they can be awarded 3 marks.</p> <p>A (2 mark) response is likely to be a single sentence with two clauses or two/three short sentences; the detail provided will be brief.</p> |
| 3 | The student explains the limitation(s) of the action plan. | <p>The following is an example of the type of response that would be awarded (3 marks).</p> <p>Only 40 nursing home residents people will be interviewed from over 1.5 million people. The sample size is too small so the information gathered from this is unlikely to be representative of the ageing population.</p> <p>Only one limitation needs to be mentioned and elaborated on in additional detail with reasoning to warrant (3 marks). The quality of the response is what is rewarded, not the number of strengths referred to.</p> <p>If a student outlines 3 or more limitations, they can be awarded 3 marks.</p> |

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

| | | |
|---|--|--|
| 1 | The student states an appraisal of the action plan | <p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>Overall, the investigation will be unsuccessful.</p> <p><i>For (1 mark), the appraisal statement is likely to be a summary of the strengths and limitations or a brief judgment on the investigative process.</i></p> <p><i>The appraisal can appear anywhere in the response; it does not have to be a concluding statement.</i></p> |
| 2 | The student outlines an appraisal of the action plan. | <p>The following is an example of the type of response that would be awarded (2 marks).</p> <p>Although a range of statistics will be collected, the small sample size for interviews is not reliable which means that, overall, the investigation will be unsuccessful.</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> |

Question 4

(12 marks)

You are a journalist working for the Asian Development Bank and will write an article for the website. The purpose of the article is to help readers understand the role of migration in changing population structures around the world. You will formulate your investigation around the following statement of inquiry.

Statement of Inquiry: Changes in populations can be impacted by time, place and space.

Question 4a

Formulate a clear and focused research question based on the statement of inquiry.

(2 marks)

| Marks | Descriptor | Notes |
|-------|--|---|
| 0 | The student does not achieve a standard described by any of the descriptors given below. | |
| 1 | The student formulates a research question that is either clear or focused and connected to the statement of inquiry. | <p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>How has migration to Germany changed its population structure?</p> <p><i>In the example above, the RQ is clear (you can easily understand the intention of the investigation) and is connected to changes in population. However, the question lacks focus as it doesn't specify, for example, a specific migration movement or time period.</i></p> |
| 2 | The student formulates a research question that is both clear and focused and connected to the statement of inquiry. | <p>The following is an example of the type of response that would be awarded (2 marks).</p> <p>How has the Syrian refugee migration to Germany changed its population structure?</p> <p><i>In the example above, the RQ is clear (you can easily understand the intention of the investigation) and is connected to changes in population. The RQ focuses on a named migration movement to a specified place so merits 2 marks.</i></p> |

Question 4b

Justify how your research question will help you to understand the role that migration has in changing population structures.

(4 marks)

| Marks | Descriptor | Notes |
|-------|---|--|
| 0 | The student does not achieve a standard described by any of the descriptors given below. | |
| 1 | The student states how investigating their research question will help them understand the role that migration has in changing population structures. | The following is an example of the type of response that would be awarded (1 mark) . Syrian refugees created more workers for Germany. <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 how investigating their research question will help them understand the role that migration has in changing population structures. | The following is an example of the type of response that would be awarded (2 marks) . Syrian refugees were usually young men , creating more workers for Germany. <i>Likely to be a single sentence with two clauses or two/three short sentences that provides brief detail on how the RQ is relevant to the Sol.</i> |
| 3 | The student describes how investigating their research question will help them understand the role that migration has in changing population structures. | The following is an example of the type of response that would be awarded (3 marks) . Syrian refugees were usually young men, creating more workers for Germany. This increase in the economically active population could impact the dependency ratio in Germany. <i>At least one argument/factor should be considered in detail without providing reasoning why the RQ is relevant to the Sol.</i> <i>To provide the required level of detail for (3 marks), a short paragraph is likely to be required.</i> <i>More important than the length of the response, is the quality and depth provided.</i> |
| 4 | The student justifies how investigating their research question will help readers understand the role that migration has in changing population structures | The following is an example of the type of response that would be awarded (4 marks) . Syrian refugees were usually young men, creating more workers for Germany. This increase in the economically active population could impact the dependency ratio in Germany. Therefore, people could understand how migration can help with the negative impacts of high dependency ratios and ageing populations. |

| | | |
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| | | <p><i>At least one argument/factor should be considered in detail, along with reasoning why the RQ is relevant to the Sol.</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 4c

Outline one challenge that you might 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 a challenge that they might face in their investigation. | The following is an example of the type of response that would be awarded (1 mark) . Refugees may not want to be interviewed. |
| 2 | The student outlines a challenge that they might face in their investigation. | The following is an example of the type of response that would be awarded (2 marks) . Refugees may not want to be interviewed. There will not enough qualitative data. |

Question 4d

Outline how you would attempt to overcome the challenge you outlined in part (c).

(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 how they would attempt to overcome the challenge you outlined. | The following is an example of the type of response that would be awarded (1 mark) . I could collect quantitative data. |
| 2 | The student outlines how they would attempt to overcome the challenge you outlined. | The following is an example of the type of response that would be awarded (2 marks) . I could collect quantitative data by carrying out a survey . |

Question 4e

List two relevant individuals or groups that you would interview to help your investigation.

(2 marks)

Responses may include:

- Syrian refugees in Germany
- Elderly Germans
- Business owners in Germany
- Local German government

Note: the examples provided relate to the investigation shown in the markscheme. Student responses must be relevant to their own investigation.

Question 5

You work for a company which extracts natural resources. Some residents have raised concerns about the sustainability of resource extraction in the local area. There will be a vote on whether to allow your company to continue extracting natural resources in the area. You must gain the support of locals so that they vote in your favour.

A community meeting has been arranged where you will give a speech. Your speech must explain two ways that your company sustainably extracts the natural resource(s).

(18

marks)

| Mark | Descriptor | Notes |
|------|------------|-------|
|------|------------|-------|

| | | |
|-----|--|---|
| 0 | The student does not achieve a standard described by any of the descriptors given below | |
| 1 | The student demonstrates limited knowledge and understanding by outlining at least one way that your company sustainably extracts these resources using limited examples and limited relevant terminology. | <p>The following is an example of the type of response that would be awarded (1 marks).</p> <p>Location: Cadia Mine, Australia Natural resource: Gold</p> <p>We've heard that one of your concerns about Cadia mine is the wastewater being returned to our waterways. We use filtration and purification to remove impurities.</p> <p><i>Responses are likely to be brief, with little detail. There is requirement to include an example but the lack of one does not mean the student cannot be awarded (1 mark). Terminology may be limited in terms of accuracy and/or frequency.</i></p> |
| 2-3 | The student demonstrates adequate knowledge and understanding by describing two ways that your company sustainably extracts these resources using satisfactory examples and appropriate relevant terminology. | <p>The following is an extract of the type of response that would be awarded (3 marks).</p> <p>Location: Cadia Mine, Australia Natural resource: Gold</p> <p>We've heard that one of your concerns about Cadia mine is the wastewater being returned to our waterways. We work continuously to ensure that the water is returned to source at a higher quality. We do this through filtration and purification to remove impurities. We always monitor to ensure your health and the environment is protected.</p> <p><i>It should be evident that the student has knowledge of the effects of natural resource extraction and the actions needed for their conservation. 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> |

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| | | <p><i>There is likely to be little or no reasoning provided in the response i.e. there may be some reasoning provided but the examples/terminology/detail in the response is not sufficient enough to warrant a mark in the higher band then a mark in this band should be awarded</i></p> <p><i>Terminology used should be accurately used in the correct context.</i></p> |
| 4-5 | <p>The student demonstrates substantial knowledge and understanding by explaining two ways that your company sustainably extracts these resources, 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>Location: Cadia Mine, Australia Natural resource: Gold</p> <p>We've heard that one of your concerns about Cadia mine is the wastewater being returned to our waterways. We work continuously to ensure that the water is returned to source at a higher quality. We do this through filtration and purification to remove impurities because wastewater can contain heavy metals such as arsenic. We always monitor to ensure your health and the environment is protected.</p> <p><i>At this level, students need to demonstrate good understanding of the effects of natural resource extraction and an action for their conservation by providing a detailed response. 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</i> <i>Terminology used should be accurately and effectively used in the correct context</i></p> |
| 6 | <p>The student demonstrates detailed knowledge and understanding by thoroughly explaining two ways that your company sustainably extracts these resources 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>Location: Cadia Mine, Australia Natural resource: Gold</p> <p>We've heard that one of your concerns about Cadia mine is the wastewater being returned to our waterways. We work continuously to ensure that the water is returned to source at a higher quality. We do this through UV filtration and chemical purification because wastewater can contain heavy metals such as arsenic. Our process of chemical filtration pulls the tiny particles together so that we can remove them. The water is tested before it is returned to Flyer's Creek. We always monitor to ensure your health and the environment is protected.</p> |

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| | | <p><i>The response should be very detailed and provide clear reasoning, making use of example(s). However, comprehensive understanding of the effects and actions 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> |
|--|--|---|

| C1 Format | |
|------------------|---|
| Mark | Descriptor |
| 0 | The student does not achieve a standard described by any of the descriptors given below. |
| 1 | <p>two of the following are included:</p> <ul style="list-style-type: none"> - Introduction/greeting to audience - Body - Conclusion/closing argument |
| 2 | <p>Three of the following are included:</p> <ul style="list-style-type: none"> - Introduction/greeting to audience - Body - Conclusion/closing argument |

| C2: Communicating information and Ideas | | |
|---|--|---|
| Mark | | Descriptor |
| 0 | The student does not achieve a standard described by any of the descriptors given below. | |
| 1–2 | The style and language used are occasionally appropriate to the format of a speech. | The style of writing is rarely consistent with what would be expected in a persuasive speech - for example, the text rarely engages the listener. Language may be unclear. Persuasive language is rarely used. |
| 3–4 | The style and language used are occasionally appropriate to the format of a speech. | The style of writing is mainly consistent with what would be expected in a persuasive speech – for example, the text occasionally engages the listener. Language is mainly clear and appropriate. Persuasive language is mainly used. |
| 5–6 | The style and language used are consistently appropriate to the format of a speech (a formal written request using informative language). | The style of writing is completely consistent with what would be expected in a persuasive response – for example, the text engages the listener. Language is clear and concise, communicating ideas effectively. Persuasive language is used throughout. |

| C3: Organizational Structure | | |
|------------------------------|---|---|
| Mark | | Descriptor |
| 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 of economists and decision makers. | Ideas/paragraphs rarely build on each other in a logical manner. 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 of economists and decision makers | Ideas/paragraphs occasionally build on each other in a logical manner. 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 | Ideas/paragraphs frequently build on each other in a logical manner. Often uses effective transitions within sentences and/or between sentences and/or paragraphs to show relationships between ideas. |

| | | |
|---|--|--|
| | audience of economists and decision makers | |
| 4 | The student structures information and ideas in a way that is consistently effective and appropriate to the audience of economists and decision makers. | ideas/paragraphs build on each other in a consistently clear and logical manner. Always uses effective transitions within sentences and/or between sentences and/or paragraphs to show relationships between ideas. |

Question 6

A policy maker is researching the impact of Climate Change in Spain and they have found the map below (**Source A**).

Question 6a

Outline the purpose of **Source A**.

(2 marks)

| Marks | Descriptor | Notes |
|-------|--|---|
| 0 | The student does not reach a standard described by any of the descriptors below. | |
| 1 | The student states the purpose of Source A | The following is an example of the type of response that would be awarded (1 mark) . It informs people about vulnerability to climate change. |
| 2 | The student outlines the purpose of Source A. | The following is an example of a response that would be awarded (2 marks) . It informs people about vulnerability to climate change by determining areas most at risk. |

Question 6b

Outline one value of **Source A** to the policy maker researching the impact of climate change in Spain.

(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 value of Source A. | The following is an example of the type of response that would be awarded (1 mark) . The map comes from a reliable source. A (1 mark) response is likely to be one sentence that gives a basic benefit of the method. |
| 2 | The students outlines one value of Source A. | The following is an example of a response that would be awarded (2 marks) . The map comes from a reliable source. The policy maker can trust the information. |

Question 6c

Outline one limitation of **Source A** to the policy maker researching the impact of climate change in Spain.

(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 limitation of Source A. | The following is an example of the type of response that would be awarded (1 mark) . The map gives a value for the whole country rather than by region. A (1 mark) response is likely to be one sentence that gives a basic benefit of the method. |
| 2 | The students outlines one limitation of Source A. | The following is an example of a response that would be awarded (2 marks) . The map gives a value for the whole country rather than by region. One value for an entire country is not specific enough |

Question 7

Spain is impacted by climate change. A policy maker has created the map in **Source B** to show the risks to two cities in Spain: Barcelona and Madrid. Look at the source and answer the question that follows.

With reference to both cities in **Source B**, **justify** whether Barcelona or Madrid will be impacted more by climate change.

(6 marks)

Note: either location can be selected.

| Marks | Descriptor | Notes |
|-------|--|---|
| 0 | The student does not reach a standard described by any of the descriptors below. | |
| 1 | The student provides a limited justification by outlining which | The following is an example of a response that would be awarded (1 mark) . Barcelona is at a lower elevation than Madrid so is at greater risk. |

| | | |
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| | location is at greater risk, with reference to both cities. | <p><i>A (1 mark) response is likely to be one or two sentences that give a basic supporting argument for their choice of location. A response that simply names a location cannot be awarded any marks - there must be a reason for the choice.</i></p> |
| 2-3 | The student provides a satisfactory justification by describing which location is at greater risk, with reference to both cities. | <p>The following is an example of a response that would be awarded (3 marks).</p> <p>Barcelona is at a lower elevation than Madrid so is at greater risk from coastal flooding caused by sea level rise. Madrid is further inland so is not at risk of coastal flooding.</p> <p>The response will provide brief argument(s) to support the choice of location. There is not a minimum requirement in terms of the number of points/arguments made.</p> <p>A (2 mark) response will provide less detail.</p> |
| 4-5 | The student provides a justification of which location is at greater risk, with reference to both cities. | <p>The following is an example of a response that would be awarded (4 marks).</p> <p>Barcelona is at a lower elevation than Madrid so is at greater risk from coastal flooding caused by sea level rise. Madrid is further inland so is not at risk of coastal flooding. Barcelona is a major port and has 3-5 million containers. Coastal flooding will impact trade.</p> <p><i>A (4-5 mark) response should provide detailed argument(s) to support the choice of location. There is not a minimum requirement in terms of the number of points/arguments made.</i></p> |
| 6 | The student provides a thorough justification of which location is at greater risk, with reference to both cities. | <p>The following is an example of a response that would be awarded (6 marks).</p> <p>Barcelona is at a lower elevation than Madrid so is at greater risk from coastal flooding caused by sea level rise. Madrid is further inland so is not at risk of coastal flooding. Barcelona is a major port and has 3-5 million containers. Barcelona currently generates one billion euros more from exports than Madrid. Coastal flooding will impact trade, jobs and the environment so climate change would have a more significant negative impact on Barcelona than Madrid.</p> <p><i>There should be in-depth arguments at this level, referring to specific details of why the location has been chosen. To provide the required level of detail for (6 marks), a short paragraph is likely to be required. More important than the length of the response is the quality and depth provided.</i></p> |

Question 8

To what extent is it important that all countries must respond to the problem of climate change?

In a well-structured essay, you must:

- consider different perspectives
- provide explanations and examples to support your arguments.

(24 Marks)

Criterion A

| Marks | Descriptor | Notes |
|-------|---|---|
| 0 | The student does not achieve a standard described by any of the descriptors given below. | |
| 1–2 | The student demonstrates limited contextual and conceptual understanding in an outline , using limited examples and limited terminology | <ul style="list-style-type: none"> • Responses are likely to be brief, with little detail. • 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 climate change. Example(s) to support their point(s) are accurate but might be lacking in detail or not be the most appropriate. • There may be some reasons provided but if the examples/terminology/detail in the response are not sufficient enough to warrant a mark in the higher band then a mark in this band should be awarded (see best-fit guidance at the start of the document). • Terminology should be accurately used in the correct context. |
| 5–6 | The student demonstrates substantial contextual and conceptual understanding in an explanation , using accurate examples and appropriate terminology. | <ul style="list-style-type: none"> • At this level, students need to demonstrate a very good understanding of climate change by providing a response that is accurate and responds to the question posed. An explanation requires reasons to be included. • The student should call on appropriate examples that support their points. • Terminology should be accurately and effectively used in the correct context in most of the essay. |
| 7–8 | The student demonstrates detailed contextual and conceptual understanding in a thorough explanation , using | <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 climate change. • For (7–8 marks), the response must reference examples in detail to support their points. |

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| | <p>accurate and effective examples and appropriate terminology.</p> | <ul style="list-style-type: none"> • Terminology should be accurately and effectively used in the correct context throughout the essay. • The student may have demonstrated an excellent understanding; however, this does not mean that the response must be perfect or the best example of a response you have seen; there are multiple ways of demonstrating ability and quite different responses may be awarded the same mark. |
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Criterion C1: format

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

Criterion C3: organizational structure

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

Criterion D

| 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. |

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| <p>3-4</p> | <p>The student provides different perspectives in an analysis and summarizes information to make clear arguments in response to the question posed.</p> | <ul style="list-style-type: none"> • At least two perspectives (e.g. short-term vs long-term, economic vs social) 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. short-term vs long-term, economic vs social) 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 countries' responses to climate change 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. short-term vs long-term, economic vs social) 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 countries' responses to climate change are combined to form a clear, coherent and convincing conclusion to give a judgment on whether the impact is more positive or negative or equally balanced. • The synthesis (combining ideas) could appear in the main body of the essay or in the conclusion. • 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. |