

humanMOEENGZ0XXXX



# Markscheme

November 2024

Integrated humanities

On-screen examination


















31 pages



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

Annotation	Explanation	Annotation	Explanation
	Benefit of the doubt		Highlight tool
	Clear knowledge shown		Irrelevant
	Descriptive		On page comment (text box)
	Effective evaluation		Underline tool (can be expanded)
	Excellent use of sources		Seen
	Good analysis		Synthesis
	Good example		Unclear
	Good explanation		Unfinished answer
	Incorrect Point		Vague
	Good Response/Good Point		

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).
Justify	Give valid reasons or evidence to support an answer or conclusion.
Outline	Give a brief account or summary.
State	Give a specific name, value or other brief answer without explanation or calculation.
Summarize	Abstract a general theme or major point(s).
Synthesize	Combine different ideas in order to create new understanding.
To what extent	Consider the merits or otherwise of an argument or concept. Opinions and conclusions should be presented clearly and supported with appropriate evidence and sound argument.

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

**Note to all examiners:** Examiners should mark positively rewarding what is correct and not take marks away for what is incorrect. Please note that spelling errors should not impact the marks awarded in any part of the examination.

**Question 1**

With reference to **Source A**, **identify** the **two** regions that had the largest increase in millions of people between 1990 and 2020. **(2 marks)**

Responses are:

- Europe
- Asia

Award **(1 mark)** for each correct response. If a student has included more than two regions, award marks for the first two.

**Question 2**

In 2020, the United Nations stated that “the estimated number of international migrants has increased over the past five decades.”

**Outline one** reason international migration has increased over the past five decades. **(2 marks)**

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student <b>states one</b> reason international migration has increased over the past five decades.	The following is an example of the type of response that would be awarded <b>(1 mark)</b> . There is a need for workers to fill jobs. <i>A (1 mark) response is likely to be one sentence that hints at a single reason.</i>
2	The student <b>outlines one</b> reason international migration has increased over the past five decades.	The following is an example of the type of response that would be awarded <b>(2 marks)</b> . There is a need for workers to fill jobs <b>as populations are getting older in developed countries</b> . <i>A (2 mark) response is likely to be a single sentence with a single reason that is elaborated on; the detail provided will be brief.</i>

**Question 3**

**Outline one** impact migration can have on a country or region.

**(2 marks)**

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student <b>states one</b> impact migration can have on a country or region.	The following is an example of the type of response that would be awarded <b>(1 mark)</b> . Migrants bring skills back home. <i>A (1 mark) response is likely to be one sentence that hints at a single impact.</i>
2	The student <b>outlines one</b> impact migration can have on a country or region.	The following is an example of the type of response that would be awarded <b>(2 marks)</b> . Migrants bring skills back home <b>and this benefits the country's economy</b> . <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**

As a government consultant, you have been asked by the city officials of Madrid, Spain to advise them on the integration of migrants into their community. You suggested that they should investigate the **social integration** of migrants. The city officials have shared their action plan for you to evaluate.

**Evaluate** the proposed 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		
Note: A statement with a reason in support is not an explanation. There needs to be details to reach an outline and details in support of the reasoning.		
Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student <b>states</b> the strength(s) of the action plan.	<p>The following is an example of the type of response that would be awarded <b>(1 mark)</b>.</p> <p>The investigation considers many aspects to understand social integration of migrants.</p> <p><i>Only <b>one</b> strength needs to be mentioned to warrant (1 mark). The quality of the response is what is rewarded, not the number of strengths referred to.</i></p> <p><i>A (1 mark) response can be one sentence that refers to a single strength.</i></p>
2	The student <b>outlines</b> the strength(s) of the action plan.	<p>The following is an example of the type of response that would be awarded <b>(2 marks)</b>.</p> <p>The investigation considers many aspects to understand social integration of migrants <b>such as language and schooling</b>.</p> <p><i>Only <b>one</b> strength needs to be mentioned and elaborated on to warrant (2 marks). The quality of the response is what is rewarded, not the number of strengths referred to. However, if a student outlines 3 or more strengths, they can be awarded 3 marks.</i></p> <p><i>A (2 mark) response is likely to be a single sentence with two clauses or two/three short sentences; the detail provided will be brief.</i></p>

3	The student <b>explains</b> the strength(s) of the action plan.	<p>The following is an example of the type of response that would be awarded <b>(3 marks)</b>.</p> <p>The investigation considers many aspects to understand social integration of migrants such as language and schooling. <b>These will help the local government understand the areas they need to focus on to improve social integration.</b></p> <p><i>Only <b>one</b> strength needs to be mentioned and elaborated on in additional detail with reasoning to warrant (3 marks). The quality of the response is what is rewarded, not the number of strengths referred to.</i></p> <p><i>If a student outlines 3 or more strengths, they can be awarded (3 marks).</i></p>
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Limitations		
<b>Note: suggesting alternative methods can be interpreted as addressing limitations.</b>		
<b>Note: A statement with a reason in support is not an explanation. There needs to be details to reach an outline and details in support of the reasoning.</b>		
Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student <b>states</b> the limitation(s) of the action plan.	<p>The following is an example of the type of response that would be awarded <b>(1 mark)</b>.</p> <p>Some methods to collect data might not lead to valid information.</p> <p><i>Only <b>one</b> limitation needs to be mentioned to warrant (1 mark). The quality of the response is what is rewarded, not the number of limitations referred to.</i></p> <p><i>A (1 mark) response can be one sentence that refers to a single limitation.</i></p>

<p>2</p>	<p>The student <b>outlines</b> the limitation(s) of the action plan.</p>	<p>The following is an example of the type of response that would be awarded <b>(2 marks)</b>.</p> <p>Some methods to collect data might not lead to valid information. <b>For example, the survey only asks if the migrants feel that they are a part of the community.</b></p> <p><i>Only <b>one</b> limitation needs to be mentioned and elaborated on to warrant (2 marks). The quality of the response is what is rewarded, not the number of limitations referred to. However, if a student outlines 3 or more limitations, they can be awarded 3 marks.</i></p> <p><i>A (2 mark) response is likely to be a single sentence with two clauses or two/three short sentences; the detail provided will be brief.</i></p>
<p>3</p>	<p>The student <b>explains</b> the limitation(s) of the action plan.</p>	<p>The following is an example of the type of response that would be awarded <b>(3 marks)</b>.</p> <p>Some methods to collect data might not lead to valid information. For example, the survey only asks if the migrants feel that they are a part of the community. <b>They would need to define what being part of the community means by adding choices, otherwise the responses might be vague.</b></p> <p><i>Only <b>one</b> limitation needs to be mentioned and elaborated on in additional detail with reasoning to warrant (3 marks). The quality of the response is what is rewarded, not the number of 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	The student <b>states</b> an appraisal of the action plan.	<p>The following is an example of the type of response that would be awarded <b>(1 mark)</b>.</p> <p>Overall, the action plan is good but there is room for improvement.</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 <b>outlines</b> an appraisal of the action plan.	<p>The following is an example of the type of response that would be awarded <b>(2 marks)</b>.</p> <p>Overall, the action plan is good <b>as it considers many aspects to understand integration</b> but there is room for improvement <b>as they could improve the survey</b>.</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>The appraisal needs to reflect the entire response/arguments made by the student to be considered as such. If the appraisal is at the beginning of the response, it cannot be linked to what is detailed after or in the next sentence. Otherwise, it isn't an appraisal and is related to either a strength or a limitation.</i></p>

**Question 5**

Following your work with the city officials of Madrid on the social integration of migrants, you have been asked by another city's local government to plan an investigation into the economic integration of migrants.

**Question 5a**

**Formulate** a clear and focused research question to help guide your investigation into the economic integration of migrants. **(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 <b>either</b> clear <b>or</b> focused <b>and</b> connected to the research on economic integration of migrants.	<p>The following are two examples of the type of responses that would be awarded <b>(1 mark)</b>.</p> <p>To what extent is the high unemployment rate impacting migrants?</p> <p>How easy is it for migrants to find a job?</p> <p><i>In the examples above, the questions are clear (you can easily understand the intention of the investigation) and are connected to the research scenario. However, the questions lack focus as they don't specify, for example, a location, a time period or another aspect.</i></p>
2	The student formulates a research question that is <b>both</b> clear <b>and</b> focused <b>and</b> connected to the research on economic integration of migrants.	<p>The following are two examples of the type of responses that would be awarded <b>(2 marks)</b>.</p> <p>To what extent is the high unemployment rate impacting migrants <b>in Barcelona, Spain</b>?</p> <p>How easy is it for migrants to find a job <b>in Barcelona, Spain</b>?</p> <p><i>In the examples above, the questions are clear (you can easily understand the intention of the investigation) and are connected to the research scenario. They both focus on a specific place so merits (2 marks). The focus could also be on something else such as "quality of life" in the 1<sup>st</sup> example or "a specific sector of employment" for the 2<sup>nd</sup> example. The focus could also be a time period.</i></p>

**Question 5b**

**Justify** the usefulness of your research question for the local government looking into the economic integration of migrants. **(4 marks)**

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student <b>states</b> how the research question is relevant to the research scenario.	<p>The following is an example of the type of response that would be awarded <b>(1 mark)</b>.</p> <p>My research question looks at how many migrants are trying to find work.</p> <p><i>No detail is required. This is likely to be a single sentence response that makes a simple connection between the research scenario and the RQ.</i></p> <p><i>Responses may apply to any research.</i></p>
2	The student <b>outlines</b> how the research question is relevant to the research scenario.	<p>The following is an example of the type of response that would be awarded <b>(2 marks)</b>.</p> <p>My research question looks at how many migrants are trying to find work <b>but are unable to find some</b>.</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 relevant to the research scenario.</i></p> <p><i>General or vague information that repeats the content of the question without adding new specific details is likely to be awarded this level as a maximum.</i></p>
3	The student <b>describes</b> how the research question is relevant to the research scenario.	<p>The following is an example of the type of response that would be awarded <b>(3 marks)</b>.</p> <p>My research question looks at how many migrants are trying to find work but are unable to find some. <b>The unemployment rate is an indicator that will tell me about the current economic conditions for migrant workers.</b></p> <p><i>At least one specific argument/factor should be considered in detail without providing reasoning why the RQ is relevant to the research scenario.</i></p> <p><i>Responses include new information that derives from the question.</i></p>

		<i>More important than the length of the response, is the quality and depth provided.</i>
4	The student <b>justifies</b> how the research question is relevant to the research scenario.	<p>The following is an example of the type of response that would be awarded <b>(4 marks)</b>.</p> <p>My research question looks at how many migrants are trying to find work but are unable to find some. The unemployment rate is an indicator that will tell me about the current economic conditions for migrant workers. <b>This will show the local government whether migrants are impacted by unemployment in the same way as local residents.</b></p> <p><i>At least one specific argument/factor should be considered in detail, along with reasoning why the RQ is relevant to the research scenario.</i></p> <p><i>Responses include a comprehensive reason that builds on the details of the description</i></p> <p><i>More important than the length of the response, is the quality and depth provided.</i></p>

**Question 5c**

Select **one** of the sources below and **explain** whether or not it would be beneficial to your investigation on the economic integration of migrants. **(4 marks)**

- Local newspaper article about migrants' countries of origin.
- Statistics on the wages of migrants that live in the community.
- Interview transcript with the director of the community centre
- The article from an NGO website on the most common jobs given to migrants.

**Note: The response can either focus on the benefit or limitation of the source for the investigation.**

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student <b>states</b> how the selected source could be beneficial to the investigation.	<p>The following is an example of the type of response that would be awarded <b>(1 marks)</b>.</p> <ul style="list-style-type: none"> <li>• Statistics on the wages of migrants that live in the community.</li> </ul>

		<p>It will allow me to see if migrants are paid enough.</p> <p><i>A (1 mark) response is likely to be one sentence that hints at a single benefit.</i></p>
2	The student <b>outlines</b> how the selected source could be beneficial to the investigation.	<p>The following is an example of the type of response that would be awarded <b>(2 marks)</b>.</p> <ul style="list-style-type: none"> <li>Statistics on the wages of migrants that live in the community.</li> </ul> <p>It will allow me to see if migrants are paid enough <b>to support their cost of living.</b></p> <p><i>A (2 mark) response is likely to be a single sentence with a single benefit that is elaborated on; the detail provided will be brief.</i></p>
3	The student <b>describes</b> how the selected source could be beneficial to the investigation.	<p>The following is an example of the type of response that would be awarded <b>(3 marks)</b>.</p> <ul style="list-style-type: none"> <li>Statistics on the wages of migrants that live in the community.</li> </ul> <p>It will allow me to see if migrants are paid enough to support their cost of living. <b>Travel, accommodation and food are more expensive in a large city such as Barcelona.</b></p> <p><i>One benefit should be considered in detail without any comprehensive reasons given. An example may be used to support the description.</i></p> <p><i>More important than the length of the response is the quality and depth provided.</i></p>
4	The student <b>explains</b> how the selected source could be beneficial to the investigation.	<p>The following is an example of the type of response that would be awarded <b>(4 marks)</b>.</p> <ul style="list-style-type: none"> <li>Statistics on the wages of migrants that live in the community.</li> </ul> <p>It will allow me to see if migrants are paid enough to support their cost of living. Travel, accommodation and food are more expensive in a large city such as Barcelona. <b>This is important because it can help us determine if migrants have enough money to successfully integrate economically into the community.</b></p> <p><i>One benefit should be considered in detail, along with reasons. An example may be given to support the explanation but is not essential to be awarded (4 marks).</i></p>

**Question 5d**

**Outline one** challenge you may experience when investigating the economic integration of migrants.

**(2 marks)**

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student <b>states one</b> challenge they may experience when investigating the economic integration of migrants.	The following is an example of the type of response that would be awarded <b>(1 mark)</b> . Finding participants to interview <i>A (1 mark) response is likely to be one sentence that hints at a single challenge.</i>
2	The student <b>outlines one</b> challenge they may experience when investigating the economic integration of migrants.	The following is an example of the type of response that would be awarded <b>(2 marks)</b> . Finding participants to interview <b>who are willing to share their personal financial situation</b> . <i>A (2 mark) response is likely to be a single sentence with a single challenge that is elaborated on; the detail provided will be brief.</i>

**Question 6**

You will be attending the next Young Global Leaders Conference, which will take place in New York in 2025. The focus of this conference is human rights, as shown on the poster below. **(18 marks)**

You have been asked to deliver a speech at the conference to **explain** how social protest movements have helped to minimize the violation of human rights.

In your speech, you **must**:

- include an opening and closing statement
- choose **one** human right either from the poster or from your MYP studies or your own knowledge
- choose **one** community to explore your chosen human right
- refer to **one** past or present social protest movement.

**Criterion A**

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student demonstrates <b>limited</b> knowledge and understanding by <b>outlining</b> <i>how one social protest movement has helped to minimize the violation of human rights</i> , using <b>limited</b> examples and <b>limited</b> relevant terminology.	<p>The following is an example of the type of response that would be awarded <b>(1 mark)</b>.</p> <p>The social protest movement Black Lives Matter has shown that racial discrimination is a global issue. The movement gained popularity and recognized the work many black people do for their communities.</p> <p><i>Responses are likely to be brief, with little detail.</i></p> <p><i>There is requirement to outline an example of <b>at one of</b> social protest movement, human right or community.</i></p> <p><i>Terminology may be limited in terms of accuracy and/or frequency.</i></p>

<p>2-3</p>	<p>The student demonstrates <b>adequate</b> knowledge and understanding by <b>describing</b> how one social protest movement has helped to minimize the violation of human rights, using <b>satisfactory</b> examples, and <b>appropriate relevant</b> terminology.</p>	<p>The following is an example of the type of response that would be awarded <b>(3 marks)</b>.</p> <p>The social protest movement Black Lives Matter has shown that racial discrimination is a global issue <b>when people's right to inclusion is not met</b>. The movement gained popularity and recognized the work many black people do for their communities.</p> <p><b>Black Lives Matter was founded in 2013 in response to the acquittal of Trayvon Martin's murderer in USA. Its aim is, through protest and raising awareness, to minimise inequality inflicted on black communities.</b></p> <p><i>It should be evident that the student has knowledge of the speech theme and they should be able to call on relevant example(s) to support their point(s) but these examples might be lacking in detail or not be the most appropriate.</i></p> <p><i>There is likely to be little or no reasoning provided in the response i.e. there may be some reasoning provided but the examples/terminology/detail in the response is not sufficient enough to warrant a mark in the higher band then a mark in this band should be awarded (see best-fit guidance at the start of the document).</i></p> <p><i>Terminology used should be accurately used in the correct context.</i></p>
<p>4-5</p>	<p>The student demonstrates <b>substantial</b> knowledge and understanding by <b>explaining</b> how one social protest movement has helped to minimize the violation of human rights, using <b>accurate</b> examples, and <b>appropriate relevant</b> terminology.</p>	<p>The following is an example of the type of response that would be awarded <b>(4 marks)</b>.</p> <p>The social protest movement Black Lives Matter has shown that racial discrimination is a global issue when people's right to inclusion is not met. The movement gained popularity and recognized the work many black people do for their communities.</p> <p>Black Lives Matter was founded in 2013 in response to the acquittal of Trayvon Martin's murderer in USA. Its aim is, through protest and raising awareness, to minimise inequality inflicted on black communities. <b>For example, many people were inspired to form their own BLM chapters in their cities. In doing so, black people achieved more rights in work and education and health care.</b></p> <p><i>At this level, students need to demonstrate good understanding of speech theme 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 used should be accurately and effectively used in the correct context.</i></p>

<p>6</p>	<p>The student demonstrates <b>detailed</b> knowledge and understanding by <b>thoroughly explaining</b> how one social protest movement has helped to minimize violation of human rights, using <b>accurate</b> and <b>effective</b> descriptions and explanations, and <b>appropriate relevant</b> terminology.</p>	<p>The following is an example of the type of response that would be awarded <b>(6 marks)</b>.</p> <p>The social protest movement Black Lives Matter (BLM) has shown that racial discrimination is a global issue when people's right to inclusion is not met. The movement gained popularity and recognized the work many black people do for their communities.</p> <p>BLM was founded in 2013 in response to the acquittal of Trayvon Martin's murderer in USA. Its aim is, through protest and raising awareness, to minimise inequality inflicted on black communities. For example, many people were inspired to form their own BLM chapters in their cities <b>to force politicians to deal with the demands of black people</b>. In doing so, black people achieved more rights in work and education and health care.</p> <p><b>Through their protests and campaigns, BLM has been able to raise awareness of brutality and prejudice against certain minorities and individuals. They also played a role in arguing in favor of policy changes that would benefit the communities and stop future violations of human rights.</b></p> <p><i>The response should be very detailed and provide clear reasoning, making use of example(s). However, comprehensive understanding of social protest movements 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>
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**C1: Format**

Marks	Descriptor
0	The student does not achieve a standard described by any of the descriptors given below.
1	<p><b>Two</b> of the following features are included:</p> <ul style="list-style-type: none"> <li>an opening to the speech, e.g. "Today, I am going to talk about..." or an introduction to the topic/opening remark.</li> <li>a main body</li> <li>an ending to the speech, e.g. "Thank you for listening" or a summary of the main points made</li> </ul>
2	<p><b>Three</b> of the following features are included:</p> <ul style="list-style-type: none"> <li>an opening to the speech, e.g. "Today, I am going to talk about..." or an introduction to the topic/opening remark.</li> <li>a main body</li> <li>an ending to the speech, e.g. "Thank you for listening" or a summary of the main points made</li> </ul>

**C2: Communicating information and ideas**

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1–2	The student communicates information and ideas using a style and language that are <b>rarely appropriate</b> to the format of a <i>speech</i> for an audience of <i>young global leaders</i> and the purpose of explaining.	<p>Language is rarely clear or appropriate to what would be expected in a <i>speech</i>. The text reads more formally e.g. like an essay.</p> <p>Language is basic/simple and doesn't engage the audience effectively.</p> <p>Text may be extremely short (5-6 lines or less) 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 <b>occasionally appropriate</b> to the format of a <i>speech</i> for an audience of <i>young global leaders</i> and the purpose of explaining.	<p>Language is clear and appropriate to what would be expected in a <i>speech</i>.</p> <p>The text reads at times more formally e.g. like an essay and at times like a speech. (A <i>speech</i> that is written more like an essay is likely to be awarded 3 marks. If it is written more like a <i>speech</i>, it is likely to be awarded 4 marks. Best-fit should always be applied.)</p> <p>Some language features such as hyperbole, metaphor, rhetorical questions, concise sentences and emotive vocabulary are used to engage the audience. The use of first person singular or plural is considered like a speech.</p>
5-6	The student communicates information and ideas using a style and language that are <b>consistently appropriate</b> to the format of a <i>speech</i> for an audience of <i>young global leaders</i> and the purpose of explaining.	<p>Language is clear and completely appropriate to what would be expected in a <i>speech</i>.</p> <p>The text reads like a <i>speech</i> throughout, for example by addressing the audience consistently.</p> <p>Language features such as hyperbole, metaphor, rhetorical questions, concise sentences and emotive vocabulary are <b>often</b> used to engage the audience. The use of first person singular or plural is considered like a speech.</p>

**C3: Organizational structure**

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student structures information and ideas in a way that is <b>rarely</b> effective and appropriate to the audience of <i>young global leaders</i> and purpose of explaining.	<p>Ideas <b>rarely</b> build on each other in a logical manner.</p> <p>When appropriate, the student <b>rarely</b> uses effective transitions within sentences and/or between sentences and/or paragraphs to show relationships between ideas.</p> <p>Text may be extremely short (5-6 lines or less) so that not enough evidence is available to award a higher level.</p>

2	The student structures information and ideas in a way that is <b>occasionally</b> effective and appropriate to the audience of <i>young global leaders</i> and purpose of explaining	Ideas <b>occasionally</b> build on each other in a logical manner. When appropriate, the student <b>sometimes</b> uses effective transitions within sentences and/or between sentences and/or paragraphs to show relationships between ideas.
3	The student structures information and ideas in a way that is <b>mainly</b> effective and appropriate to the audience of <i>young global leaders</i> and the purpose of explaining.	Ideas <b>frequently</b> build on each other in a logical manner. When appropriate, the student <b>often</b> uses effective transitions within sentences and/or between sentences and/or paragraphs to show relationships between ideas.
4	The student structures information and ideas in a way that is <b>consistently</b> effective and appropriate to the audience of <i>young global leaders</i> and the purpose of explaining.	Ideas <b>consistently</b> build on each other in a clear and logical manner. When appropriate, the student <b>always</b> uses <b>effective</b> transitions within sentences and/or between sentences and/or paragraphs to show relationships between ideas.

**Question 7**

In terms of its origin, purpose, value and limitations, consider the usefulness of the video below to an MYP student studying sustainable development. The video was produced by a well-known charity called Xein Environmental which campaigns for a more sustainable world.

7a **State** the origin of the video. **(1 mark)**

**Award (1 mark) for Xein Environmental.**

7b **State** the purpose of the video. **(1 mark)**

Responses **may** include:

- To educate the audience about the circular economy
- To inform the audience about the drawbacks of linear economy
- To gain support for more sustainable economies

**Accept any valid response.**

7c Describe one value of the video for a student studying sustainable development.

(3 marks)

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

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student <b>states</b> one value of the video for a student studying sustainable development.	The following is an example of the type of response that would be awarded (1 marks). The video provides a definition of a circular economy. <i>A (1 mark) response is likely to be one sentence that hints at a single value.</i>
2	The student <b>outlines</b> one value of the video for a student studying sustainable development.	The following is an example of the type of response that would be awarded (2 marks). The video provides a definition of a circular economy <b>which is a method that supports sustainability if implemented.</b> <i>A (2 mark) response is likely to be a single sentence with a single value that is elaborated on; the detail provided will be brief.</i>
3	The student <b>describes</b> one value of the video for a student studying sustainable development.	The following is an example of the type of response that would be awarded (3 marks). The video provides a definition of a circular economy which is a method that supports sustainability <b>by continuously reusing resources and reducing waste if implemented in place of a linear economy.</b> <i>One value should be considered in detail.</i> <i>More important than the length of the response is the quality and depth provided.</i>

7d Describe one limitation of the video for a student studying sustainable development.

(3 marks)

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

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student <b>states</b> one limitation of the video for a student studying sustainable development.	The following is an example of the type of response that would be awarded (1 mark). The video doesn't provide much detail on sustainability. <i>A (1 mark) response is likely to be one sentence that hints at a single limitation.</i>
2	The student <b>outlines</b> one limitation of the video for a student studying sustainable development.	The following is an example of the type of response that would be awarded (2 marks). The video doesn't provide much detail <b>on how a circular economy can be implemented to support</b> sustainability. <i>A (2 mark) response is likely to be a single sentence with a single limitation that is elaborated on; the detail provided will be brief.</i>
3	The student <b>describes</b> one limitation of the video for a student studying sustainable development.	The following is an example of the type of response that would be awarded (3 marks). The video doesn't provide much detail on how a circular economy can be implemented <b>in terms of how countries or regions can transition away from a linear economy</b> to support sustainability. <i>One limitation should be considered in detail. More important than the length of the response is the quality and depth provided.</i>

**Question 8**

Using the video, **justify** the need to move away from a linear economy to a circular economy.

**(4 marks)**

**Note: Responses may focus on either the linear or circular economy or both – all approaches are valid and can be fully rewarded - copying the content of the source should not be rewarded.**

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student <b>states</b> the need to move away from a linear economy to a circular economy.	The following is an example of the type of response that would be awarded <b>(1 marks)</b> . A circular economy can provide a better use of resources. <i>A (1 mark) response is likely to be one sentence that hints at the need without any detail provided.</i>
2	The student <b>outlines</b> the need to move away from a linear economy to a circular economy.	The following is an example of the type of response that would be awarded <b>(2 marks)</b> . A circular economy can provide a better use of resources, <b>such as those being used to make clothes.</b> <i>A (2 mark) response is likely to be a single sentence with a need that is elaborated on; the detail provided will be brief. An example is not a requirement to reach this mark or higher.</i>
3	The student <b>describes</b> the need to move away from a linear economy to a circular economy.	The following is an example of the type of response that would be awarded <b>(3 marks)</b> . A circular economy can provide a better use of resources, such as those being used to make clothes. <b>There are unwanted textiles like silk and cotton that could be used in new clothes rather than be thrown away.</b> <i>One need should be considered in detail without any comprehensive reasons given. An example may be used to support the description but is not essential.</i> <i>More important than the length of the response is the quality and depth provided.</i>

4	The student <b>justifies</b> the need to move away from a linear economy to a circular economy.	The following is an example of the type of response that would be awarded <b>(4 marks)</b> .  A circular economy can provide a better use of resources, such as those being used to make clothes. There are unwanted textiles like silk and cotton that could be used in new clothes rather than be thrown away. <b>This helps reduce waste going into landfills leading to less pollution.</b>  <i>One need 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>
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**Question 9**

In the past, gross domestic product (GDP) was the main focus when measuring development. Recently, other indicators measuring different aspects of life such as population dynamics, education and quality of life have also been used.

Write a well-structured essay in response to the following.

**To what extent** can development indicators give us a better understanding into a city's **or** country's **or** region's development?

In your essay, you **must**:

- provide examples to support your arguments
- consider different perspectives. **(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 <b>limited</b> contextual and conceptual understanding in an <b>outline</b> , using <b>limited</b> examples and <b>limited</b> terminology	<ul style="list-style-type: none"> <li>• Responses are likely to be <b>brief</b>, with <b>little detail</b>.</li> <li>• There is requirement to include an example, as per the question.</li> <li>• Terminology may be limited in terms of accuracy and/or frequency.</li> </ul>
3-4	The student demonstrates <b>adequate</b> contextual and conceptual understanding in a <b>description</b> , using <b>satisfactory</b> examples and <b>appropriate</b> terminology.	<ul style="list-style-type: none"> <li>• It should be evident that the student has knowledge of the development indicators. Example(s) to support their point(s) are accurate but might be <b>lacking in detail</b> or not be the most appropriate.</li> <li>• There may be some reasons provided but if the examples/terminology/detail in the response <b>are not sufficient</b> enough to warrant a mark in the higher band then a mark in this band should be awarded (see best-fit guidance at the start of the document).</li> <li>• Terminology should be accurately used in the correct context.</li> </ul>
5-6	The student demonstrates <b>substantial</b> contextual and conceptual understanding in an <b>explanation</b> , using <b>accurate</b> examples and <b>appropriate</b> terminology.	<ul style="list-style-type: none"> <li>• At this level, students need to demonstrate a very good understanding of development indicators by providing a response that is accurate and responds to the question posed. An explanation requires reasons to be included.</li> <li>• The student should call on <b>appropriate examples</b> that support their points.</li> <li>• Terminology should be accurately and effectively used in the correct context in most of the essay.</li> </ul>

7-8	The student demonstrates detailed contextual and conceptual understanding in a thorough explanation, using accurate and effective examples and appropriate terminology.	<ul style="list-style-type: none"> <li>• 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 development indicators.</li> <li>• For (7-8 marks), the response must reference examples in detail to support their points.</li> <li>• Terminology should be accurately and effectively used in the correct context throughout the essay.</li> <li>• The student may have demonstrated an excellent understanding, however this does not mean that the response must be perfect or the best example of a response you have seen; there are multiple ways of demonstrating ability and quite different responses may be awarded the same mark.</li> </ul>
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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><b>Two</b> of the following elements are included: introduction, a main body of argument or a conclusion</p> <p><b>Additional notes: The elements must appear as separate paragraphs. If this is not the case (0 marks) should be awarded.</b></p>
2	<p><b>Three</b> of the following elements are included: introduction, a main body of argument and a conclusion</p> <p><b>Additional notes: The elements must appear as separate paragraphs.</b></p>

**Criterion C2: communicating information and ideas**

**Note: The use of first-person singular is appropriate and formal in the context of a “to what extent question” (e.g.: “I believe that [...]”).**

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The style and language used are <b>rarely appropriate</b> 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 (5-6 lines or less) so that not enough evidence is available to award a higher level.
2	The style and language used are <b>occasionally appropriate</b> 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 <b>consistently appropriate</b> 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 (essay should be easy to read with ideas logically connected to one another from one sentence to the next)**

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The organizational structure is <b>rarely effective</b> .	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 (5-6 lines or less) so that not enough evidence is available to award a higher level.
2	The organizational structure is <b>occasionally effective</b> .	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 <b>consistently appropriate and effective</b> .	<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>
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**Criterion D**

**Note: Including different development indicators can be considered as different perspectives.**

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

**Note: A response that does not include a conclusion indicating to what extent development indicators gives a better understanding into a city's or country's or region's development likely to be awarded (1-2 marks).**

**Note: A conclusion shouldn't present new aspects that haven't been included previously in the essay.**

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1-2	The student provides <b>one</b> perspective in a <b>basic analysis</b> and <b>summarizes</b> information to a <b>limited extent</b> in response to the question posed	<ul style="list-style-type: none"> <li>One perspective is included and is only considered superficially, i.e. only <b>general</b> or <b>vague</b> points are made.</li> <li>The response does not reach a conclusion or fully answer the question at this level</li> </ul>
3-4	The student provides <b>different</b> perspectives in an <b>analysis</b> and <b>summarizes</b> information to make <b>clear</b> arguments in response to the question posed.	<ul style="list-style-type: none"> <li>At least two perspectives (e.g. pros and cons; insight on a city's or country's or region's development; insight on different communities) must be included with <b>development</b> of these to show <b>some understanding</b> and their implications; the perspectives are not likely to be balanced.</li> <li>A conclusion is expected but is likely to be <b>not fully developed</b> at this level.</li> </ul>
5-6	The student provides <b>different</b> perspectives in an <b>analysis</b> and <b>synthesizes</b> information to make <b>clear</b> arguments in response to the question posed.	<ul style="list-style-type: none"> <li>At least two perspectives (e.g. pros and cons; insight on a city's or country's or region's development; insight on different communities) must be included with <b>substantial development</b> of these to show <b>a good understanding</b> and their implications. Perspectives are equally considered/balanced but may not be detailed.</li> <li>Ideas on development indicators are combined to form <b>a clear and coherent</b> conclusion.</li> <li>The synthesis (combining ideas) could appear in the main body of the essay or in the conclusion.</li> </ul>

7-8	The student provides <b>different</b> perspectives in a <b>detailed discussion</b> and <b>synthesizes</b> information to make <b>clear</b> arguments in response to the question posed.	<ul style="list-style-type: none"><li>• At least two perspectives or more (e.g. pros and cons; insight on a city's or a country's or region's development; insight on different communities) must be included with <b>thorough development</b> of these to show <b>an excellent understanding</b> and their implications. The perspectives should be equally considered/balanced and detailed.</li><li>• Ideas on development indicators are combined to form <b>a clear, coherent and convincing</b> conclusion to give a judgment on whether the impact is more positive or negative or equally balanced.</li><li>• The synthesis (combining ideas) could appear in the main body of the essay or in the conclusion.</li><li>• Although the student will have demonstrated critical thinking, this does not mean that the response must be perfect or the best example of a response you have seen; there are multiple ways of demonstrating analytical skills and quite different responses may be awarded the same mark.</li></ul>
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