

# Markscheme

May 2023

















Geography

On-screen examination

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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 1a**

**Identify** the change in flood risk from a 2°C temperature increase.

**(1 mark)**

Award [1] for 170%

**Question 1b**

“Plants, animals, bacteria and fungi are all included in the measurement of biodiversity.”

**Select** whether the statement is true or false.

**(1 mark)**

Award [1] for selecting ‘true’.

**Question 2**

**Explain one** cause of extreme weather / a reduction in biodiversity / coral bleaching / sea level rise / heat waves.

**(4 marks)**

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student <b>states</b> one cause of their chosen impact.	The following is an example of the type of response that would be awarded <b>(1 mark)</b> .  Coral bleaching is caused by an increase in sea temperature.  <i>A (1 mark) response is likely to be one sentence that hints at a single impact.</i>
2	The student <b>outlines</b> one cause of their chosen impact.	The following is an example of the type of response that would be awarded <b>(2 marks)</b> .

		<p>Coral bleaching is caused by an increase in sea temperature. <b>In warmer water the algae that lives on the coral leaves it.</b></p> <p><i>A (2 mark) response might be a single sentence with a single impact that is elaborated on or two short sentences; the detail provided will be brief.</i></p>
3	The student <b>describes</b> one cause of their chosen impact.	<p>The following is an example of the type of response that would be awarded <b>(3 marks)</b>.</p> <p>Coral bleaching is caused by an increase in sea temperature. In warmer water the algae that lives on the coral leaves it. <b>The algae is the food source for the coral.</b></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 <b>explains</b> one cause of their chosen impact.	<p>The following is an example of the type of response that would be awarded <b>(4 marks)</b>.</p> <p>Coral bleaching is caused by an increase in sea temperature. In warmer water the algae that lives on the coral leaves it. The algae is the food source for the coral <b>and as there is no food source the coral turns white, weakens and can die.</b></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**

Rotterdam is a city in The Netherlands. The city experiences heavy rainfall and many parts of the city are flooded each year.

An urban planner is investigating how to manage the flood risk caused by increasing levels of rainfall. The planner is focusing on an area called Benthemplein in Rotterdam.

**Evaluate** the urban planner’s investigation.

**(8 marks)**

Note: Strengths and weaknesses of the investigation can include the planning, methodology and outcome of the investigation.

Strengths		
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 investigation.	<p>The following is an example of the type of response that would be awarded <b>(1 mark)</b>.</p> <p>The proposed water plaza will stop flooding.</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 investigation.	<p>The following is an example of the type of response that would be awarded <b>(2 marks)</b>.</p> <p>The proposed water plaza will stop flooding <b>and keep the people in the surrounding areas safe.</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>



		<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>
3	The student <b>explains</b> the strength(s) of the investigation.	<p>The following is an example of the type of response that would be awarded <b>(3 marks)</b>.</p> <p>The proposed water plaza will stop flooding. <b>With excess water stored in the three sunken areas of the plaza it will keep the people in the surrounding areas safe. Therefore flood risk will be managed and the goal of the investigation is met.</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>

<b>Limitations</b>		
<i>Note: suggesting alternative methods can be interpreted as addressing limitations.</i>		
<b>Marks</b>	<b>Descriptor</b>	<b>Notes</b>
0	The student does not reach a standard described by any of the descriptors below.	
1	The student <b>states</b> the limitation(s) of the investigation.	<p>The following is an example of the type of response that would be awarded <b>(1 mark)</b>.</p> <p>Not all stakeholders were consulted.</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>
2	The student <b>outlines</b> the limitation(s) of the investigation.	<p>The following is an example of the type of response that would be awarded <b>(2 marks)</b>.</p> <p>Not all stakeholders were consulted. <b>The urban planner did not talk to businesses in the area.</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>
3	The student <b>explains</b> the limitation(s) of the investigation.	<p>The following is an example of the type of response that would be awarded <b>(3 marks)</b>.</p> <p>Not all stakeholders were consulted. The urban planner did not talk to businesses in the area. <b>Not consulting businesses might mean that the plan does not go ahead.</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>

<b>Appraisal</b>		
<b>Marks</b>	<b>Descriptor</b>	<b>Notes</b>
0	The student does not reach a standard described by any of the descriptors below.	
1	The student provides an overall appraisal of the investigation.	<p>The following is an example of the type of response that would be awarded <b>(1 mark)</b>.</p> <p>Overall, the investigation is done well.</p> <p><i>Responses will give an overall appraisal without referencing aspects of the investigation to support it. It may be a general or vague comment that could apply to any investigation.</i></p>
2	The student provides a <b>detailed</b> overall appraisal of the investigation.	<p>The following is an example of the type of response that would be awarded <b>(2 marks)</b>.</p> <p>Overall, the investigation is done well. <b>The outcome meets the goal even with the limited number of stakeholders spoken to.</b></p> <p><i>Responses must refer to at least one aspect of the investigation to support the overall appraisal. The appraisal can appear anywhere in the response; it does not have to be a concluding statement.</i></p>

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**Question 4a**

You have been asked by a local government to investigate mitigation strategies that are used to address climate change. Mitigation is the action of reducing the causes and impacts of climate change.

The investigation will allow the local government to consider the actions they need to take in reducing the impacts of climate change in the future.

The statement of inquiry is: Effective planning can reduce the impact of changes in global temperatures on the environment.

You must not repeat information from Question 3 in your responses.

Use the statement of inquiry to **formulate** a clear and focused research question for 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 formulates a research question that is <b>either</b> clear <b>or</b> focused <b>and</b> connected to the statement of inquiry.	<p>The following is an example of the type of response that would be awarded <b>(1 mark)</b>.</p> <p>How successful are flood barriers in Tuvalu?</p> <p><i>In the example above, the RQ is clear (you can easily understand the intention of the investigation) and is connected to the statement of inquiry. However, the question lacks focus, as it doesn't specify, what the flood barriers are for.</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 statement of inquiry.	<p>The following is an example of the type of response that would be awarded <b>(2 marks)</b>.</p> <p>How successful are flood barriers in Tuvalu in protecting against sea level rise?</p>

		<p><i>In the examples above, the RQ is clear (you can easily understand the intention of the investigation) and is connected to the statement of inquiry. The RQ focus on a place and an impact of climate change so merits 2 marks.</i></p>
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**Question 4b**

**Justify** why your research question is worthy of investigation.

**(4 marks)**

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student <b>states</b> why the research question is worthy of investigating.	<p>The following is an example of the type of response that would be awarded <b>(1 mark)</b>.</p> <p>Tuvalu is experiencing sea-level rise.</p> <p><i>No detail is required. This is likely to be a single sentence response that provides a simple reason why the RQ is worthy of investigating.</i></p>
2	The student <b>outlines</b> why the research question is worthy of investigating.	<p>The following is an example of the type of response that would be awarded <b>(2 marks)</b>.</p> <p>Tuvalu <b>is a low-lying island and</b> is experiencing sea-level rise.</p> <p><i>Likely to be a single sentence with two clauses or two/three short sentences that provides brief detail on how the RQ is worthy of investigating.</i></p>
3	The student <b>describes</b> why the research question is worthy of investigating.	<p>The following is an example of the type of response that would be awarded <b>(3 marks)</b>.</p> <p>Tuvalu is a low-lying atoll and is experiencing sea-level rise. <b>Flood barriers are used on the coast to protect the island.</b></p> <p><i>At least one argument/factor should be considered in detail without providing reasoning why the RQ is worthy of investigating.</i></p> <p><i>To provide the required level of detail for (3 marks), a short paragraph is likely to be required.</i></p>

		<i>More important than the length of the response, is the quality and depth provided.</i>
4	The student <b>justifies</b> how the research question is worthy of investigating.	<p>The following is an example of the type of response that would be awarded <b>(4 marks)</b>.</p> <p>Tuvalu is a low-lying atoll and is experiencing sea-level rise. Flood barriers are used on the coast of the island. <b>Investigating the effectiveness of flood barriers will help the local government to know how they can keep people safe.</b></p> <p><i>At least one argument/factor should be considered in detail, along with reasoning why the RQ is worthy of investigating.</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 experience when completing your investigation.

**(2 marks)**

<b>Marks</b>	<b>Descriptor</b>	<b>Notes</b>
0	The student does not reach a standard described by any of the descriptors below.	
1	The student <b>states one</b> challenge they might face when completing their investigation.	<p>The following is an example of the type of response that would be awarded <b>(1 mark)</b>.</p> <p>Language barriers.</p> <p><i>A (1 mark) response is likely to be one sentence that hints at a single impact.</i></p>
2	The student <b>outlines one</b> challenge they might face when completing their investigation.	<p>The following is an example of the type of response that would be awarded <b>(2 marks)</b>.</p> <p>Language barriers. I might not be able to collect all the data in the languages I do speak.</p>

		<p><i>A (2 mark) response is likely to be a single sentence with a single impact that is elaborated on; the detail provided will be brief.</i></p>
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**Question 4d**

Choose **one** of the sources below and **explain** how the source would be beneficial to your investigation.

- Recent newspaper articles on the topic
- Statistics on the topic from the local government
- Topographic maps of the location
- Scripts of interviews with local stakeholders

**(4 marks)**

Note: Should a student select a different source to the one that they explain, the response must be marked in line with the mark-scheme.

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 chosen source would be beneficial to their investigation.	<p>The following is an example of the type of response that would be awarded <b>(1 mark)</b>.</p> <p>Topographic maps will help me to see the low-lying areas.</p> <p><i>A (1 mark) response is likely to be one sentence that hints at a single impact.</i></p>
2	The student <b>outlines</b> how the chosen source would be beneficial to their investigation.	<p>The following is an example of the type of response that would be awarded <b>(2 marks)</b>.</p> <p>Topographic maps will help me to see the low-lying <b>areas at risk from sea level rise</b>.</p> <p><i>A (2 mark) response is likely to be a single sentence with a single impact that is elaborated on; the detail provided will be brief.</i></p>
3	The student <b>describes</b> how the chosen source would be beneficial to their investigation.	<p>The following is an example of the type of response that would be awarded <b>(3 marks)</b>.</p> <p>Topographic maps will help me to see the low-lying areas at risk from sea level rise, <b>the relief of the land and the location of settlements</b>.</p>

		<p><i>One source should be considered in detail without any comprehensive reasons given. An example may be used to support the description.</i></p> <p><i>To provide the required level of detail for (3 marks), a short paragraph is likely to be required.</i></p> <p><i>More important than the length of the response is the quality and depth provided.</i></p>
4	The student <b>explains</b> how the chosen source would be beneficial to their investigation.	<p>The following is an example of the type of response that would be awarded <b>(4 marks)</b>.</p> <p>Topographic maps will help me to see the low-lying areas at risk from sea level rise, the relief of the land and the location of settlements. <b>I could use this information to determine if the flood barriers are successful.</b></p> <p><i>One source 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 5**

You work for a geographic information systems (GIS) company called SpatialCode. You receive the email below from the Government of the Kingdom of Tonga. **(18 marks)**

Dear SpatialCode,

We have experienced the devastating effects of a volcanic eruption and resulting tsunami in Tonga.

The volcano erupted here from December 2021 to January 2022. The eruption caused a 1.2 metre tsunami wave to hit our capital city, Nuku'alofa.

In the aftermath of the volcanic eruption and tsunami, it was very challenging to deliver aid to those who needed it most, and this is something that we need to address in the future.

[Here](#) is a link to relevant information about the eruption and its impacts.

Please reply to this email to **explain at least one** strength and **at least one** limitation of using geographic information systems (GIS) to manage the impacts of tectonic events in Tonga.

Yours sincerely,

Ministry of Disaster Response  
Government of the Kingdom of Tonga

Please reply to this email to **explain at least one** strength and **at least one** limitation of using geographic information systems (GIS) to manage the impacts of tectonic events in Tonga.

**Criterion A**

**Note:** *If a response only refers to strengths or limitations, the maximum mark that can be awarded is (3 marks).*

Marks	Descriptor	Notes
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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 at least one strength and/or at least one limitation</b> of using GIS to manage tectonic events in Tonga, 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>GIS helps to identify risks from a volcanic eruption but it is expensive.</p> <p><i>Responses are likely to be brief, with little detail.</i></p> <p><i>Terminology may be limited in terms of accuracy and/or frequency.</i></p>
2-3	The student demonstrates adequate knowledge and understanding by describing, using satisfactory examples and appropriate relevant terminology.	<p>The following is an example of the type of response that would be awarded <b>(3 marks)</b>.</p> <p>GIS helps to identify risks from a volcanic eruption <b>by creating layers to identify areas of vulnerability on a map. This can be used to plan the evacuations of residents in the most high-risk areas. However,</b> it is expensive <b>and the recent volcanic eruption dealt a devastating blow to the economy.</b></p> <p><i>The response above is awarded (3 marks) as best-fit has been applied; the response has described the strength of GIS but outlined the limitation so the student is rewarded for the higher skill demonstrated.</i></p> <p><i>It should be evident that the student has knowledge of Geographical Information Systems (GIS) 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 at least one strength and at least one limitation</b> of using GIS to manage tectonic events in Tonga, 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>GIS helps to identify risks from a volcanic eruption by creating layers to identify areas of vulnerability on a map. This can be used to plan the evacuations of residents in the most high-risk areas. <b>The measuring tool allows you to accurately measure the land elevation and distance from volcanoes to critical infrastructure.</b> However, it is expensive and the recent volcanic eruption dealt a devastating blow to the economy. <b>Therefore, there might not be money available.</b></p> <p><i>At this level, students need to demonstrate good understanding of Geographical Information Systems (GIS) by providing a detailed response to the question.</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 the role of GIS in reducing the impacts,</b> 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><b>GIS uses data from satellite images and digital elevation models to help to identify hazard zones surrounding a volcano based on the topography and land use.</b> This helps to identify risks from a volcanic eruption by creating layers to identify areas of vulnerability on a map. This can be used to plan the evacuations of residents in the most high-risk areas. The measuring tool allows you to accurately measure the land elevation and distance from volcanoes to critical infrastructure.</p> <p>However, it is expensive and the recent volcanic eruption dealt a devastating blow to the economy. <b>Therefore, it is not realistic to expect the government to invest in GIS now when they need to focus on recovery as the volcano caused \$43.7million worth of damage and 85,000 people were affected.</b></p> <p><i>The response should be very detailed and provide clear reasoning, making use of example(s). However, comprehensive understanding of Geographical Information Systems (GIS) 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**

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 appropriate subject title</li> <li>• A salutation for the recipient of the email (i.e. Dear Ministry of Disaster Response)</li> <li>• A complimentary close (i.e. Yours Sincerely)</li> </ul>
2	<p><b>Three</b> of the following features are included:</p> <ul style="list-style-type: none"> <li>• An appropriate subject title</li> <li>• A salutation for the recipient of the email (i.e. Dear Ministry of Disaster Response)</li> <li>• A complimentary close (i.e. Yours Sincerely)</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 <i>an email</i> for an audience of <i>The Ministry of Disaster Response</i> and the purpose of explaining GIS.	<p>Language is rarely clear or appropriate to what would be expected in <i>a formal email</i>.</p> <p>Language is basic/simple and is rarely appropriate for the audience.</p> <p>Text may be extremely short so that not enough evidence is available to award a higher level.</p>
3–4	The student communicates information and ideas using a style and language that are <b>occasionally appropriate</b> to the format of <i>an email</i> for an audience	<p>Language is clear and appropriate to what would be expected in <i>a formal email</i>.</p> <p>The text reads at times like an essay. (<i>An email</i> that is written more like an essay is likely to be awarded 3 marks).</p>

	of <i>The Ministry of Disaster Response</i> and the purpose of explaining GIS.	Some language features are used such as clear sentences and first-person are used.
5–6	The student communicates information and ideas using a style and language that are <b>consistently appropriate</b> to the format of <i>an email</i> for an audience of <i>The Ministry of Disaster Response</i> and the purpose of explaining GIS.	Language is clear and completely appropriate to what would be expected in <i>an email</i> .  The text reads like <i>a formal email</i> throughout, referring to the email received.  Language features such as clear sentences and first-person are <b>often</b> used.

**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>The Ministry of Disaster Response</i> and the purpose of explaining GIS.	Ideas <b>rarely</b> build on each other in a logical manner. When appropriate, the student <b>rarely</b> uses effective transitions within sentences and/or between sentences and/or paragraphs to show relationships between ideas.  Text may be extremely short so that not enough evidence is available to award a higher level.
2	The student structures information and ideas in a way that is <b>occasionally</b> effective and appropriate to the audience of <i>The Ministry of Disaster Response</i> and the purpose of explaining GIS.	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>The Ministry of Disaster Response</i> and the purpose of explaining GIS.	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>The Ministry of Disaster Response</i> and the purpose of explaining GIS.	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.
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**Question 6**

An MYP student is creating a presentation on the impacts of tourism.

Whilst researching they have found the video shown in **Source B** below on a news website. Watch the video and answer the questions that follow.

**Question 6a**

**Identify** the origin of the video.

**(1 mark)**

Responses include:

www.galapagosdaily.com  
Galapagos Daily

**Question 6b**

**State** the purpose of the video.

**(1 mark)**

Responses **may** include:

*To educate people about tourism on the Galapagos Islands.*

*The purpose is to show people how tourism is impacting the islands.*

Accept any valid response.

**Question 6c**

**Outline one** value of the video for the MYP student’s presentation.

**(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> value of the video	<p>The following is an example of the type of response that would be awarded <b>(1 mark)</b>.</p> <p><i>The source provides data about tourism</i></p> <p><i>Only <b>one</b> value needs to be mentioned to warrant (1 mark). The quality of the response is what is rewarded, not the number of values referred to.</i></p>
2	The student <b>outlines one</b> value of the video	<p>The following is an example of the type of response that would be awarded <b>(2 marks)</b>.</p> <p><i>The source provides data about tourism <b>making it reliable</b>.</i></p> <p><i>Only <b>one</b> value needs to be mentioned and elaborated on to warrant (2 marks). The quality of the response is what is rewarded, not the number of values referred to.</i></p>

Question 6d

Outline one limitation of the video for the MYP student's presentation.

(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> limitation of the video	The following is an example of the type of response that would be awarded <b>(1 mark)</b> .  The source only refers to the Galapagos Islands.  <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>
2	The student <b>outlines one</b> limitation of the video	The following is an example of the type of response that would be awarded <b>(2 marks)</b> .  The source only refers to the Galapagos Islands, <b>this can limit the number of examples for the presentation.</b>  <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.</i>



**Question 7.**

The local government are considering implementing **one** of the following actions to mitigate the impacts of tourism in the Galapagos Islands:

1. Increase the US\$100 entry fee that all visitors pay upon arrival.
2. Each tourist group must be accompanied by an approved local tourist guide.

**Justify** which **one** of the actions you think the local government should choose.

**(6 marks)**

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student provides a <b>limited</b> justification by <b>stating</b> which option should be chosen	The following is an example of a response that would be awarded <b>(1 mark)</b> .  Option 2 will provide jobs for locals.  <i>A (1 mark) response is likely to be one or two sentences that give a basic supporting argument.</i>
2–3	The student provides a <b>satisfactory</b> justification	The following is an example of a response that would be awarded <b>(3 marks)</b> .  Option 2 will provide jobs for locals, <b>increasing standards of living for local people. Option 1 protects the environment but doesn't provide as many benefits, such as jobs.</b>  <i>The response will provide brief argument(s) to support. There is not a minimum requirement in terms of the number of points/arguments made.</i>  <i>A (2 mark) response will provide less detail.</i>
4–5	The student provides a <b>detailed</b> justification	The following is an example of a response that would be awarded <b>(4 marks)</b> .  Option 2 will provide jobs for locals, increasing standards of living for local people <b>and providing opportunities for employment where there aren't many options outside of tourism.</b> Option 1 protects the environment but doesn't provide as many benefits, such as jobs.  <i>A (4-5 mark) response should provide detailed argument(s) to support</i>

6	The student provides a <b>thorough</b> justification	The following is an example of a response that would be awarded <b>(6 marks)</b> .  Option 2 will provide jobs for locals, increasing standards of living for local people and providing opportunities for employment where there aren't many options outside of tourism. Option 1 protects the environment but doesn't provide as many benefits, such as jobs. <b>The money goes directly to the government rather than benefitting the local people.</b> <b>The guide would be invested in protecting and managing the environment, therefore option 2 is the best next step because it addresses the economy and the environment.</b>  <i>There should be in-depth arguments at this level, referring to specific details.</i>
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**Question 8**

An increase in tourist numbers is the greatest threat to sustainable tourism. **To what extent** do you agree with this statement?

In a well-structured essay, you should:

- use examples from your MYP studies
- 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 reference to sustainable tourism, 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 sustainable tourism. 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 the examples/terminology/detail in the response <b>are not sufficient</b> enough to award at a higher band.</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 sustainable tourism by providing a response that is accurate and responds to the question posed. An explanation requires reason(s) to be included.</li> <li>• The student should call on <b>appropriate examples</b> that support their points.</li> <li>• Terminology should be accurately and effectively used in the correct context in most of the essay.</li> </ul>
7–8	The student demonstrates 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 reason(s) that support the point(s) made, making use of examples that demonstrate a comprehensive understanding of sustainable tourism.</li> <li>• For (7–8 marks), the response must reference examples in detail to support their points.</li> <li>• Terminology should be accurately and effectively used in the correct context throughout the essay.</li> <li>• The student may have demonstrated an excellent understanding; however this does not mean that the response must be perfect or the best example of a response you have seen; there are multiple ways of demonstrating ability and quite different responses may be awarded the same mark.</li> </ul>

**Criterion C1: format**

Marks	Notes
0	The student does not achieve a standard described by any of the descriptors given below.
1	<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**

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 an essay.	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 <b>occasionally appropriate</b> to an essay.	The style of writing is not always consistent with what would be expected in an essay. Language is less clear in places.
3	The style and language used are <b>consistently appropriate</b> to an essay.	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 <b>rarely effective</b> .	<p>Paragraphs/ideas sometimes build on each other in a logical manner.</p> <p>When appropriate, rarely uses effective transitions within sentences or between sentences and/or paragraphs to show relationships between ideas.</p> <p>Text may be extremely short so that not enough evidence is available to award a higher level.</p>
2	The organizational structure is <b>occasionally effective</b> .	<p>Paragraphs/ideas build on each other in a mainly logical manner.</p> <p>When appropriate, sometimes uses effective transitions within sentences and between sentences and/or paragraphs to show relationships between ideas.</p>
3	The organizational structure is <b>consistently appropriate and effective</b> .	<p>Paragraphs/ideas build on each other in consistently clear and logical manner.</p> <p>When appropriate, uses effective transitions within sentences and between sentences and/or paragraphs to show relationships between ideas.</p>

**Criterion D**

**Note:** *examples of perspectives that could be included, but are not limited to, are growth in tourist numbers vs other factors; short-term vs long-term; environmental vs economic vs social; scale of impact; levels of development; the extent to which tourist numbers are manageable*

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1-2	The student provides <b>one</b> perspective in a <b>basic analysis</b> and <b>summarizes</b> information to a <b>limited extent</b> in response to the question posed	<ul style="list-style-type: none"> <li>• One perspective is included and is only considered superficially, i.e. only <b>general</b> or <b>vague</b> points are made.</li> <li>• The response might not reach a conclusion or fully answer the question at this level</li> </ul>

<p>3-4</p>	<p>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.</p>	<ul style="list-style-type: none"> <li>• At least two perspectives must be included with <b>development</b> of these to show <b>some understanding</b> and their implications; the perspectives do not have to be equally considered/balanced.</li> <li>• A conclusion is expected but is likely to be <b>not fully developed</b> at this level.</li> </ul>
<p>5-6</p>	<p>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.</p>	<ul style="list-style-type: none"> <li>• At least two perspectives must be included with <b>substantial development</b> of these to show <b>a good understanding</b> and their implications. The perspectives should be balanced.</li> <li>• Ideas on growth in tourist numbers and other factors are combined to form <b>a clear and coherent</b> conclusion.</li> <li>• The synthesis (combining ideas) could appear in the main body of the essay or in the conclusion.</li> </ul>
<p>7-8</p>	<p>The student provides <b>different</b> perspectives in a <b>detailed discussion</b> and <b>synthesizes</b> information to make <b>clear</b> arguments in response to the question posed.</p>	<ul style="list-style-type: none"> <li>• At least two perspectives or more must be included with <b>thorough development</b> of these to show <b>an excellent understanding</b> and their implications. The perspectives must be equally considered/balanced.</li> <li>• Ideas on growth in tourist numbers and other factors 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>