

MARKSCHEME

SPECIMEN

MYP INTEGRATED HUMANITIES

ON-SCREEN EXAMINATION

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

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

Question 1a Source A shows textile and clothing production data for 2011.

Identify the country with the largest annual percentage change in 2011.

(1 mark, criterion A)

Award [1 mark] for an answer of Bangladesh.

Question 1b Using information from your MYP studies and the information in the graph, **describe one** reason why textile production has increased in the countries shown in Source A. *(2 marks, criterion A)*

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student identifies one reason why textile production has increased in the countries shown in Source A.	The following is an example of the type of response that would be awarded 1 mark. Textile production has increased in the countries shown in Source A because they are all major exporters of textiles.
2	The student describes one reason why textile production has increased in the countries shown in Source A.	The following is an example of the type of response that would be awarded 2 marks. Textile production has increased in the countries shown in Source A because countries such as China have become more industrialised in the 21 st century, producing a range of goods that are exported to countries all over the world. Accept any valid response.

Question 2 Explain why the supporters of ‘Fashion Revolution Day’ think it is important that consumers know how and where their clothes are made.

(4 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 outlines why the supporters of ‘Fashion Revolution Day’ think it is important that consumers know how and where their clothes are made	The following is an example of the type of response that would be awarded 2 marks. Knowing how and where their clothes are made might make consumers start to identify the responsibilities they have to others.
3-4	The student explains why the supporters of ‘Fashion Revolution Day’ think it is important that consumers know how and where their clothes are made	The following is an example of the type of response that would be awarded 3 marks. Supporters of ‘Fashion Revolution Day’ think it is important that consumers know how and where their clothes are made so that they (the consumer) can become more aware of their responsibility to the worker and the environment in the countries where the clothes are made. By raising their awareness, consumers can begin to ask questions of the companies who produce the clothes.

Question 3 **Analyse** how changes in the global pattern of production may have improved some people’s lives while exploiting others. You should refer to sources A, B and C and use examples from your MYP studies. (10 marks, criterion A)

Marks	Descriptor	Notes
1-2	<p>The student identifies how changes in the global pattern of production may have improved some people’s lives while exploiting others</p> <p>Minimal descriptions and/or examples use limited relevant terminology.</p>	<p>The following is an example of the type of response that would be awarded 2 marks:</p> <p>The changes have improved economies and women work in factories. We can see this in Source A and C.</p>
3-5	<p>The student outlines how changes in the global pattern of production may have improved some people’s lives while exploiting others.</p> <p>Satisfactory descriptions, explanations and examples use some relevant terminology accurately and appropriately.</p>	<p>The following is an example of the type of response that would be awarded 5 marks:</p> <p>The changes have improved economies and offered certain groups of people new opportunities. Economic improvement in LEDCs such as China, Bangladesh and Vietnam is shown in Source A. In Source A, we can see that in 2011, these three countries exported a lot of textiles and clothes because such countries have lower production costs and laws are not enforced. Source C shows that textiles make up 80% of Bangladesh’s exports and produce up to \$20billion. The photograph of a textile factory in Bangladesh, shows many women working. Women’s lives have improved because they have jobs, money and independence.</p>
6-7	<p>The student explains how changes in the global pattern of production may have improved some people’s lives while exploiting others.</p> <p>Accurate descriptions, explanations</p>	<p>The following is an example of the type of response that would be awarded 6 marks:</p> <p>The changes have stimulated economic growth and offered certain groups of people new opportunities. Economic growth in LEDCs such as China, Bangladesh and Vietnam is shown in Source A and Source C.</p> <p>In Source A, we can see that in 2011, these three countries experienced a significant increase</p>

	<p>and examples use a range of relevant terminology accurately and appropriately.</p>	<p>in the annual percentage change in the export of textiles and clothes. Source C shows that textiles make up 80% of Bangladesh’s exports and produce up to \$20billion of turnover for the country. The mass production of consumer goods in such countries is also providing opportunities for certain groups of people, women in particular. The photograph of a textile factory in Bangladesh, shows many women working. Women’s lives have improved as a result of employment. In contrast to the improvements, some people are being forced to work in unsafe conditions and disasters in our fashion supply chains continue to happen (Source B).</p>
<p>8-10</p>	<p>The student analyses how changes in the global pattern of production may have improved some people’s lives while exploiting others.</p> <p>Thorough, accurate descriptions, explanations and examples also use a wide range of relevant terminology effectively.</p>	<p>The following is an example of the type of response that would be awarded 8 marks:</p> <p>The changes have stimulated economic growth and offered certain groups of people new opportunities. Economic growth in LEDCs such as China, Bangladesh and Vietnam is represented in Source A and Source C. In Source A, we can see that in 2011, these three countries experienced a significant increase in the annual percentage change in the export of textiles and clothes. Because of this increase, low production costs and laws not being enforced, such countries have been and are continuing to experience economic growth. Source C shows that textiles make up 80% of Bangladesh’s exports and produce up to \$20billion of turnover for the country. The mass production of consumer goods in such countries is also providing opportunities for certain groups of people, women in particular. The photograph of a textile factory in Bangladesh, shows many women working. Previously, women would not have made up the workforce in these countries, as their roles were considered to be at home. However, a larger workforce is necessary and women are needed to fill these roles. Women’s lives have improved as a result of employment; women have a greater sense of independence. In contrast to the improvements, some people are exploited by being forced to work in unsafe conditions and “disasters in our fashion supply chains continue to happen” (Source B). As mass production of consumer goods, such as textiles and technological devices are taking place in developing or LEDCs, exploitation will continue to occur along the entire chain of production.</p>

Question 4a Use sources A, B and C, and your own knowledge from your MYP studies to answer questions 4a and 4b:

Formulate a clear and focused research question relating to the statement of inquiry and one country of your choice.

(4 marks, criterion B)

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1-2	The student formulates a research question that is clear and/or focused, with a limited connection to the statement of inquiry.	The following is an example of the type of response that would be awarded 2 marks. Why does innovation change people's lives in Bangladesh?
3-4	The student formulates a research question that is clear and focused with a clear connection to the statement of inquiry.	The following is an example of the type of response that would be awarded 3 marks. To what extent has the introduction of machinery to factories created positive change for women in Bangladesh?

Question 4b

Justify the relevance of your research question to the statement of inquiry.

(4 marks, criterion B)

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1-2	The student states the relevance of the research question.	The following is an example of the type of response that would be awarded 2 marks. My research question is relevant to the statement of inquiry because Bangladesh is a country where many peoples' lives have changed because of innovation.
3-4	The student justifies the relevance of the research question.	The following is an example of the type of response that would be awarded 3 marks. My research question is relevant to the statement of inquiry because it focuses on a group – women in Bangladesh – who are likely to have been greatly affected by innovation. However, there could have been positive as well as negative impacts.

<p>Question 5 Use the action plan template below to show the steps you would take to investigate your research question <i>(8 marks, criterion B)</i></p>	
<p>(a) List three types of sources you would use (3marks)</p>	<p>Responses may include</p> <ul style="list-style-type: none"> • NGO websites • Government statistics • Periodicals, e.g. The Economist • Museums • HDI data • UN <p>Any other valid responses should be rewarded</p>
<p>(b) Identify two relevant stakeholders you would interview (2 marks)</p>	<p>Responses may include</p> <ul style="list-style-type: none"> • Fair trade campaigner • Factory worker • Company owner • NGO representative/worker • Consumers of particular products exported from the student's chosen country <p>Any other valid responses should be rewarded</p>
<p>(c) List three pieces of data/information you would need (3marks)</p>	<p>Responses may include</p> <ul style="list-style-type: none"> • Historical data on numbers of factory workers • Land use maps • Statistics (health care, welfare benefit, GDP, HDI) • Photographs of working conditions <p>Any other valid responses should be rewarded</p>

Question 6 In an essay, **discuss** what information/data we should consider when measuring the quality of life in a country. In your response, you **should**:

- Use information from Source D
- Use examples from your MYP studies
- Refer to the Venn diagram (Source E)

(30 marks – 15 marks, criterion C; 15 marks, criterion D)

You should use the structure outlined below to help plan your essay

- Introduction – What is meant by “quality of life”?
- Describe how “wealth” can be measured and how it contributes to “quality of life”
- Explain how health and education (HDI) can be measured and how these factors contribute to the “quality of life”.
- Discuss how sustainability can be measured and how it relates to the “quality of life”
- Conclusion – What information/data is most important when measuring the “quality of life”? What difficulties are there in measuring “quality of life”?

Criterion C: Communicating

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1-4	The student communicates information and ideas in a limited way by using a style that is limited in its appropriateness to the audience and purpose.	The organisational structure is rarely effective with few ideas building on each other and infrequent links between paragraphs. Arguments and opinions are presented to inform the reader and outline the type of information/data that would be used.

	<p>The student structures information and ideas according to the specified format of an extended response (essay) in a limited way.</p>	<p>The example(s) outlined and/or chosen offer very limited support to what was being communicated. The language and style used are limited in their appropriateness.</p>
<p>5-8</p>	<p>The student communicates information and ideas satisfactorily by using a style that is somewhat appropriate to the audience and purpose. The student structures information and ideas in a way that is somewhat appropriate to the specified format of an extended response (essay).</p>	<p>The organisational structure is sometimes effective with some ideas building on each other and occasional cohesive links between paragraphs. Arguments and opinions are presented to inform the reader and explain the types of information/data that should be considered when measuring quality of life in a country. The example(s) described and/or chosen offer some support to what was being communicated. The language and style used are sometimes appropriate. Literary devices, such as transition sentences are rarely used.</p>
<p>9-12</p>	<p>The student communicates information and ideas accurately by using a style that is mostly appropriate to the audience and purpose. The student structures information and ideas in a way that is mostly appropriate to the specified format of an extended response (essay).</p>	<p>The organisational structure is effective with ideas building on each other and cohesive links between paragraphs. Arguments and opinions are presented to fully inform the reader and justify how and why types of information/data should be considered when measuring the quality of life of a country. The example(s) described and/or chosen support what was being communicated. The language and style used are mostly appropriate. Literary devices, such as transition sentences and topic sentences are used.</p>

13-15	<p>The student communicates information and ideas effectively and accurately by using a style that is completely appropriate to the audience and purpose.</p> <p>The student structures information and ideas in a way that is completely appropriate to the specified format of an extended response (essay)</p>	<p>The organisational structure is effective with ideas building on each other and cohesive links between paragraphs.</p> <p>Arguments and opinions are clearly presented to fully inform the reader and justify how and why types of information/data should be considered when measuring the quality of life of a country.</p> <p>The example(s) described and/or chosen communicate additional information and/or supporting evidence.</p> <p>The language and style used are completely appropriate. Literary devices, such as transition sentences and topic sentences are used often, accurately and effectively.</p>
-------	---	---

Criterion D: Thinking Critically

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1-4	<p>The student outlines issues, data, sources and information relating to measuring the quality of life in a country.</p> <p>The analysis is used to a limited extent to make arguments.</p>	<p>The following is an extract from the type of response that would be awarded 4 marks:</p> <p>HDI data helps to show that wealth and quality of life are based on economics, but are affected by other factors. Source D reflects this. Norway, in Source D, is the wealthiest country and has the best quality of life.</p>
5-8	<p>The student explains issues, data, sources and information relating to measuring the quality of life in a country.</p> <p>The analysis is used to make arguments.</p>	<p>The following is an extract from the type of response that would be awarded 8 marks:</p> <p>HDI data helps to show that wealth and quality of life are not purely based on economics, but are greatly affected by life expectancy, access to education and gross national income per capita. Source D reflects this. As the GDP measurements decline from Norway to Haiti, the Gender Development index and HDI levels decrease. Afghanistan is another example of a country with a lower GDP per capita, HDI and gender development index.</p>
9-12	<p>The student discusses issues, data, sources and information relating to measuring the quality of life in a country.</p> <p>The student synthesizes the</p>	<p>The following is an extract from the type of response that would be awarded 9 marks:</p> <p>HDI data helps to show that wealth and quality of life are not purely based on economics, but are greatly affected by life expectancy, access to education and gross national income per capita. All of these indicators should be taken into consideration when determining levels of human</p>

	<p>information discussed in order to make valid arguments.</p>	<p>development, which is directly associated with quality of life. Source D reflects this. As the GDP measurements decline from Norway to Haiti, the Gender Development index and HDI levels decrease. Afghanistan is another example of a country with a lower GDP per capita, HDI and gender development index.</p>
<p>13-15</p>	<p>The student thoroughly discusses issues, data, sources and information relating to measuring the quality of life in a country. The student synthesizes the information discussed in order to make valid, well-supported arguments.</p>	<p>The following is an extract from the type of response that would be awarded 13 marks:</p> <p>HDI data helps to show that wealth and quality of life are not purely based on economics, but are greatly affected by life expectancy, access to education and gross national income per capita. All of these indicators should be taken into consideration when determining levels of human development, which is directly associated with quality of life. Source D reflects this. As the GDP measurements decline from Norway to Haiti, the Gender Development index and HDI levels decrease. Afghanistan is another example of a country with a lower GDP per capita, HDI and gender development index. The country has experienced conflict throughout much of the 20th and into the 21st century. Conflict has not allowed Afghanistan to develop. Afghanistan demonstrates how quality of life is determined by a range of factors.</p>

<p>Question 7 Identify a social or environmental issue that you would like to change in a community or a region of your choice. You will outline a project and demonstrate how it will bring greater fairness and equality to the target group involved.</p> <p>Formulate a business plan (like an action plan) using the template below <i>(10 marks, criterion B)</i></p>	
<p>(a) Identify the location of your project and the issue/problem/need (1 mark)</p>	<p>Responses may include</p> <ul style="list-style-type: none"> • Youth/Gang crime • Drug use/trafficking/selling • Access to education due to gender • Lack of environmental schemes/social programmes like recycling, youth organisations • Limited access to healthcare • Locations could be, but are not limited to: Cities: London, Glasgow, Shanghai, Mumbai, Rio, Sao Paulo/Countries: Cambodia, Brazil, Columbia, Venezuela, Tanzania, Kenya, Sudan, Afghanistan <p>Any other valid responses should be rewarded</p>
<p>(b) Identify the target group (1 mark)</p>	<p>Responses may include</p> <ul style="list-style-type: none"> • 12-18 year olds in London • Population of Sao Paolo; particularly youths • Kenyan communities and environment • Girls, particularly between the ages of 5 to 16 (when considering access to education, both primary and secondary) • Communities in extremely deprived economic areas, along the US/Mexican border. <p>Any other valid responses should be rewarded</p>
<p>(c) Outline the aim of your project (2 marks)</p>	<p>Responses may include</p> <ul style="list-style-type: none"> • To improve the conditions for young/elderly people in our local community so they are not marginalised. • To improve the recycling program in my local community/school to ensure that we are all responsible for helping to preserve our environment. • To raise awareness and funding for a local community in an LEDC who do not have access to fresh water/food. This funding and raised awareness will help the community access the skills, tools and education they need in order to have easier access to water and/or food. (e.g. Water Aid,

	Farm Africa) Any other valid responses should be rewarded
(d) Identify three resources you will need for your project (3 marks)	Responses may include <ul style="list-style-type: none">• Human resources• Tools• Equipment• Facilities Any other valid responses should be rewarded
(e) Suggest three ways you could raise funds for your project (3 marks)	Responses may include <ul style="list-style-type: none">• Sponsorship• NGO• Charity/Fund raiser• Income from earnings when the project is under way• Government grant• Microcredit Any other valid responses should be rewarded

Q8a Create a presentation to persuade a possible investor to support your project. In your presentation, you should:

- Explain why you think that your project will change the lives of people concerned.
- Explain the social and/or environmental implications of your project in the short- and long-term
- Formulate a concluding statement to convince the investor to support your project.

(15 marks – 5 marks, criterion A; 5 marks, criterion C; 5 marks criterion D)

Criterion A: Knowing and understanding		
Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student demonstrates limited knowledge and understanding of their chosen initiative by stating relevant and appropriate information for possible investors.	<p>The following is an extract from a response that would be awarded 1 marks:</p> <p>Short- and long-term implications:</p> <p>Our afterschool arts club for teens age 12-16 will have a positive social impact on the local community in the short- and long-term.</p>
2	The student demonstrates basic knowledge and understanding of their chosen initiative by outlining relevant and appropriate information for possible investors.	<p>The following is an extract from a response that would be awarded 2 marks:</p> <p>Short- and long-term implications:</p> <p>Our afterschool arts club for teens age 12-16 will have a positive social impact on the local community. The club will help keep the community safer in the short- and long-term. Having access to creative activities and outlets will encourage teens to stay off the streets.</p>
3	The student demonstrates satisfactory knowledge and understanding of their chosen initiative by describing relevant and appropriate information for possible investors using satisfactory explanations, examples and terminology.	<p>The following is an extract from a response that would be awarded 3 marks:</p> <p>Short- and long-term implications:</p> <p>Our afterschool arts club for teens age 12-16 will have a positive social impact on the local community in the short- and long-term. The arts club will encourage creativity and personal expression. The club will provide young people with an alternative to 'hanging out' on the streets or in unsupervised homes between the hours of 16:00 and 20:00. The young people who attend will, in the long term, be able to apply the skills and knowledge they gain.</p>
4-5	The student demonstrates detailed knowledge and understanding of their chosen initiative by explaining relevant and appropriate information for possible investors using accurate explanations,	<p>The following is an extract from a response that would be awarded 4 marks:</p> <p>Short- and long-term implications:</p> <p>Our afterschool arts club for teens age 12-16 will have a positive social impact on the</p>

	examples and terminology consistently .	local community in the short- and long-term. The arts club will encourage creativity and personal expression. The club will provide young people with an alternative to ‘hanging out’ on the streets or in unsupervised homes between the hours of 16:00 and 20:00. The young people who attend will, in the long term, be able to apply the skills and knowledge they gain. We will organise for regular afterschool members to act as mentors to new members.
--	--	---

Criterion C: Communicating		
Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student communicates information in a limited way, using a style and format that is appropriate to the audience and purpose	<p>The organisational structure is rarely effective with few ideas building on each other and infrequent links between slides.</p> <p>Arguments and opinions are presented to inform the investors and identify the target group, aspects of the project, and its impact.</p> <p>The example(s) outlined offer very limited support to the project.</p> <p>The language and style used are limited in their appropriateness.</p>
2	The student communicates information in an adequate way, using a style and format that is appropriate to the audience and purpose	<p>The organisational structure is somewhat effective with few ideas building on each other and infrequent links between slides.</p> <p>Arguments and opinions are presented to inform the investors and identify the target group, aspects of the project, and its impact.</p> <p>The example(s) outlined offer very limited support to the project.</p> <p>The language and style used are somewhat appropriate. Literary devices, such as an engaging title and emotive and/or persuasive language, are rarely used for effect.</p>

3	The student communicates information in a detailed way, using a style and format that is appropriate to the audience and purpose	<p>The organisational structure is mostly effective with ideas building on each other and some links between slides and/or sections.</p> <p>Arguments and opinions are presented to inform the investors and justify the project, its relevance for the target group and its lasting impact.</p> <p>The example(s) described would support the project.</p> <p>The language and style used are mostly appropriate. Literary devices, such as an engaging title and emotive and/or persuasive language, are used for effect.</p>
4-5	The student communicates information in a thorough way, using a style and format that is appropriate to the audience and purpose	<p>The organisational structure is effective with ideas building on one another and detailed links between slides and/or sections.</p> <p>Arguments and opinions are presented to fully inform the investors and justify the project, its relevance to the target group and its lasting impact.</p> <p>The example(s) described and/or chosen would support the project.</p> <p>The language and style used are completely appropriate. Literary devices, such as an engaging title and emotive and/or persuasive language, are consistently used for effect.</p>

Criterion D: Thinking critically		
Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student summarizes information to a limited extent to make arguments in support of their initiative and its sustainability.	<p>The following is an extract from a response that would be awarded 1 marks:</p> <p>Conclusion Slide:</p> <p>The afterschool arts club fills a gap in our local community because our community is unsafe.</p>
2	The student summarizes information to make arguments in support of their initiative and its sustainability in the short- and long-term.	<p>The following is an extract from a response that would be awarded 2 marks:</p> <p>Conclusion Slide:</p> <p>The afterschool arts club fills a gap in our local community because our community is unsafe. There are not many places for young people to go.</p>

3	The student synthesizes information to make valid arguments in support of their initiative and its sustainability in the short-and long-term.	The following is an extract from a response that would be awarded 3 marks: Conclusion Slide: The afterschool arts club fills a gap in our local community. Currently, there are limited safe and engaging places for young people. Help us create a place where our youth can participate in creative activities.
4-5	The student synthesizes information to make valid, well-supported arguments in support of their initiative and its sustainability in the short- and long-term.	The following is an extract from a response that would be awarded 4 marks: Conclusion Slide: The afterschool arts club fills a gap in our local community. Currently, there are limited safe and engaging environments for young people. Help us create a place where our youth can participate in creative activities and learn life-long skills. Helps us provide unique experiences. Help us ignite passion for the arts in our youth of today and tomorrow.

Q8b Identify one limitation of your business plan or presentation

(1 mark, criterion B)

Responses **may** include:

- It will be challenging to convince an investor to support our initiative with limited practical experience.
- It will be challenging to interview a person who runs/works in/is the CEO or leader of a multi-national company.
- It will be difficult to ensure the funds we donate to charities will go to our particular cause or scheme.

Any other valid responses should be rewarded.

Q8c State how you would overcome the limitation identified in part (b).

(1 mark, criterion B)

Responses **may** include:

- A solution would be to find an experienced person/mentor that would work with your new organisation in helping to gain support from an investor. The mentor would act as a liaison between your organisation and the investor.
- A solution would be to research the organisation's website and attempt to write to the organisation or to call their customer services department.
- A solution would be to research the charity you will be donating to. Visit the website, speak with a representative and choose organisations/charities that provide you with updates on who is receiving your funds.

Any other valid responses should be rewarded

Q9 Using knowledge from your MYP studies, **analyse** the impact of any **one** significant individual in bringing greater social equality and fairness.
(30 marks – 10 marks, criterion A; 10 marks, criterion C; 10 marks, criterion D)

You may use the structure outlined below to help plan your essay

- Identify the individual. Name the location and time period in which the individual was active.
- Outline the issue, or issues, that the individual was concerned about. State the context, in terms of local, national or international scale
- Explain what the individual did, or is doing, to bring greater social equality and fairness to the target group. Explain the obstacles faced and how they were overcome.
- Consider how successful the individual was in bringing greater social equality and fairness. Consider scale and impact over time (short term/long term)
- Conclusion

Criterion A: Knowing and understanding		
Marks	Descriptor	Notes
1-2	<p>The student states the impact of one individual in bringing greater social equality and fairness</p> <p>Descriptions and/or examples are used with limited relevant terminology.</p>	<p>The following is an extract from the type of response that would be awarded 2 marks:</p> <p>Malala Yousafzai, a young girl from Pakistan, has been campaigning for greater social equality and fairness in education, particularly for females. Malala believes access to education should be equal for all people.</p>
3-5	<p>The student outlines the impact of one individual in bringing greater social equality and fairness</p> <p>Descriptions, explanations and/or examples are used with satisfactory relevant terminology.</p>	<p>The following is an extract from the type of response that would be awarded 5 marks:</p> <p>Malala Yousafzai, a young girl from Pakistan, has been campaigning for greater social equality and fairness in education, particularly for females. Since recovering from being shot by a member of the Taliban in 2012, Malala has been campaigning in Pakistan and Afghanistan and across the world. Malala believes access to education should be equal for all people, including females. Malala saw firsthand how organisations like the Taliban can and have been limiting individual rights and freedoms. Malala has helped raise awareness of primary education for all.</p>
6-7	<p>The student explains the impact of one individual in bringing greater social equality and fairness</p> <p>Descriptions, explanations and examples are used with accurate and appropriate terminology.</p>	<p>The following is an extract from the type of response that would be awarded 6 marks:</p> <p>Malala Yousafzai, a young girl from Pakistan, has been campaigning for greater social equality and fairness in access to education, particularly for females. Since recovering from being shot by a member of the Taliban in 2012, Malala has been campaigning in Pakistan, Afghanistan and across the world. In 2014, she received the Nobel Peace Prize for her contribution to local, national and international communities, fighting for social equality and fairness through access to education. Malala believes access to education should be equal for all people, including females. Malala, from an area located in the north of Pakistan, saw firsthand how organisations like the Taliban can and have been limiting individual rights and freedoms. Education for all is not only a campaign of Malala's, but also the UN's. Malala has helped the UN raise awareness of primary education for all.</p>

<p>8-10</p>	<p>The student analyzes the impact of one individual in bringing greater social equality and fairness</p> <p>Thorough descriptions, explanations and examples are used with accurate and appropriate terminology.</p>	<p>The following is an extract from the type of response that would be awarded 8 marks:</p> <p>Malala Yousafzai a young girl from Pakistan has been campaigning for greater social equality and fairness in access to education, particularly for females. Since recovering from being shot by a member of the Taliban in 2012, Malala has been campaigning for equality in education for girls in Pakistan, Afghanistan and across the world. She is also considered a human rights activist for the work she has completed over the last 2 years. In 2014, she received the Nobel Peace Prize for her contribution to local and international communities, fighting for equality and fairness. Malala believes access to education should be equal for all people, including females. Malala, from an area located in the north of Pakistan, saw firsthand how organisations like the Taliban can and have been limiting individual rights and freedoms, particularly those of females. This did not stop Malala going to school or campaigning for this right, even after she was shot in 2012. Education for all is not only a campaign of Malala's, but also the UN's. Malala has played a significant role in helping the UN raise awareness of the significance of ensuring primary education for all, especially for girls.</p>
--------------------	---	--

Criterion C: Communicating		
Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1-2	<p>The student communicates information and ideas in a limited way by using a style that is limited in its appropriateness to the audience and purpose.</p> <p>The student structures information and ideas according to the specified format of an extended response (essay) in a limited way.</p>	<p>The organisational structure is rarely effective with few ideas building on each other and infrequent links between paragraphs.</p> <p>Arguments and opinions are presented to inform the reader and outline the impact of one individual in bringing greater social equality and fairness.</p> <p>Arguments or opinions presented are repeated to form a conclusion.</p>
3-5	<p>The student communicates information and ideas satisfactorily by using a style that is somewhat appropriate to the audience and purpose.</p> <p>The student structures information and ideas in a way that is somewhat appropriate to the specified format of an extended response (essay).</p>	<p>The organisational structure is sometimes effective with some ideas building on each other and occasional cohesive links between paragraphs.</p> <p>Arguments and opinions are presented to inform the reader and explain the impact of one individual in bringing greater social equality and fairness.</p> <p>Literary devices, such as transition sentences are rarely used.</p> <p>Arguments or opinions presented are summarised to form a conclusion.</p>
6-7	<p>The student communicates information and ideas accurately by using a style that is mostly appropriate the audience and purpose.</p> <p>The student structures information and ideas in a way that is mostly</p>	<p>The organisational structure is effective with ideas building on each other and cohesive links between paragraphs.</p> <p>Arguments and opinions are presented to fully inform the reader and justify the impact and significance of one individual in bringing greater social equality and fairness.</p> <p>Literary devices, such as transition sentences and topic sentences are used.</p>

	appropriate to the specified format of an extended response (essay).	Arguments or opinions presented are synthesized to form a conclusion.
8-10	<p>The student communicates information and ideas effectively and accurately by using a style that is completely appropriate to the audience and purpose.</p> <p>The student structures information and ideas in a way that is completely appropriate to the specified format of an extended response (essay)</p>	<p>The organisational structure is effective with ideas building on each other and cohesive links between paragraphs.</p> <p>Arguments and opinions are clearly presented to fully inform the reader and justify the impact and significance of one individual in bringing greater social equality and fairness.</p> <p>Literary devices, such as transition sentences and topic sentences are used often, accurately and effectively.</p> <p>Arguments or opinions presented are synthesized to form a logical and coherent conclusion.</p>

Criterion D: Thinking Critically

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1-2	The student summarizes information to a limited extent to make arguments in support of their chosen individual's impact in bringing greater social equality and fairness.	<p>The following is an extract from the type of response that would be awarded 2 marks:</p> <p>Conclusion:</p> <p>Without Malala Yousafzai, the UN's Millennium Development Goal, Education for All, would not have progressed at the rate it has in the last 2 to 3 years. Malala has been successful in raising awareness of the importance of education.</p>
3-5	The student summarizes information to make arguments in support of their chosen individual's impact in bringing greater social equality and fairness.	<p>The following is an example of the type of response that would be awarded 5 marks.</p> <p>Conclusion:</p> <p>Without Malala Yousafzai, the UN's Millennium Development Goal, Education for All, would not have progressed at the rate it has in the last 2 to 3 years. Malala's campaign has raised awareness of this particular Millennium Development Goal. The UN's and Malala's work has brought new strategies and methods to try to support access to education for all.</p>

6-7	The student synthesizes information to aid discussion and make valid arguments in support of their chosen individual's impact in bringing greater social equality and fairness.	The following is an extract from the type of response that would be awarded 6 marks: Conclusion: Without Malala Yousafzai, the UN's Millennium Development Goal, Education for All, would not have progressed at the rate it has in the last 2 to 3 years. Malala's campaign has raised awareness of this particular MDG. Through the speeches she has given to the UN, at universities like Harvard and her home country's government, Malala has been successful in raising awareness of the importance of education in providing long-term stability. The UN's and Malala's work has brought new strategies and methods to try to support access to education for all. In Afghanistan for example, schooling is happening in tents and make shift schools.
8-10	The student synthesizes information to aid a detailed discussion and make valid, well-supported arguments in support of their chosen individual's impact in bringing greater social equality and fairness.	The following is an extract from the type of response that would be awarded 8 marks: Conclusion: Without Malala Yousafzai, the UN's Millennium Development Goal, Education for All, would not have progressed as it has done in the last 2 to 3 years. Malala's campaign has raised awareness of this particular MGD. Through the speeches she has given to the UN, at universities like Harvard and to the Pakistani government, Malala has been successful in raising awareness of the importance of education in providing long-term stability. The UN's and Malala's work has brought new strategies and methods to try to support access to education for all. In Afghanistan for example, schooling is happening in tents and make shift schools. Access to education is the most important way for countries to work toward social equality and fairness.