YEAR 8 | IB MYP DIAGNOSTIC

Individuals & Societies | Source Investigation

Student name: _____ Date: _____

Suggested time: 60 minutes | Unofficial MYP-aligned diagnostic | Show your thinking.

This MYP-inspired investigation examines migration and urban change. Use evidence, distinguish perspectives and evaluate source reliability. Tasks sample criteria A (knowledge), B (investigating), C (communicating), D (thinking critically).

Case study and sources

Source A — City report (fictional): “Between 2015 and 2025, the population of Riverton increased from 80,000 to 104,000. Average monthly rent rose from £600 to £870. The city opened two new bus routes and a public library.”

Source B — Resident interview (fictional): “The new jobs are welcome, but my family may have to move because rent is rising faster than our wages.”

Source C — Business association statement (fictional): “New residents and businesses have revitalised the high street, increasing demand for shops and services.”

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Knowledge and interpretation

1. Calculate Riverton’s percentage population growth between 2015 and 2025. Show your method.

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2. Identify two potential benefits and two potential challenges of rapid urban population growth, using the sources.

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3. Compare the viewpoints in Sources B and C. Explain why their priorities might differ.

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Investigating and evaluating evidence

4. Propose a focused research question about how urban growth affects residents. Identify two additional types of evidence you would collect and why.

5. Evaluate the usefulness and limitations of Source A for understanding quality of life in Riverton.

6. How might the purpose of Source C influence what it includes or leaves out? Explain how you would verify its claims.

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Critical thinking and communication

7. Recommend one policy Riverton could adopt to balance economic growth and residents' needs. Justify your recommendation using at least two sources and acknowledge one trade-off.

PARENT / TUTOR GUIDE

Keep this section separate from the student during the assessment. The purpose is to identify current understanding and next teaching steps, not to assign an official IB grade.

Suggested answers and interpretations

• 1. (104,000 − 80,000) / 80,000 × 100 = 30%.

• 2. Benefits: jobs, public transport, library, trade. Challenges: higher rents, displacement, pressure on services.

• 3. Resident focuses on affordability and security; businesses focus on customers and economic opportunity.

• 4. E.g., “How has rent growth affected lower-income households?” Evidence: household surveys, wage data, housing records, interviews.

• 5. Useful for measurable trends but does not show distribution, lived experiences, causal relationships or methodology.

• 6. Advocacy may emphasise gains; verify with independent vacancy, employment and business data.

• 7. Examples: affordable housing requirements, targeted rent support or transport investment; strong responses justify benefits and recognise costs or constraints.

MYP-inspired observations

• Criterion A: accurate subject vocabulary (urbanisation, migration, affordability).

• Criterion B: focused inquiry and suitable evidence gathering.

• Criterion C: clear argument, logical structure and source references.

• Criterion D: comparing perspectives, evaluating reliability and recognising trade-offs.

• All Riverton sources are fictional educational material, not factual claims about a real city.

Suggested diagnostic follow-up

Look for clarity of reasoning, correct use of subject vocabulary, the quality of evidence and whether the student can revise an answer after a probing question. Record strengths and one or two priorities for future lessons.

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