

**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.

**Question 1 – Criterion A**

**Outline one** reason for the creation of **one** superpower **or** supra-national institution/organization in history.

**(2 marks)**

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	The following is an example of a response that would be awarded <b>(0 marks)</b> .  The UN was set up after World War 2.
1	The student <b>states one</b> reason for the creation of <b>one</b> superpower <b>or</b> empire <b>or</b> supra-national institution/organization in history.	The following are examples of the type of response that would be awarded <b>(1 mark)</b> .  The UN was set up in order to prevent future wars and conflicts.  The USSR became a superpower because of policies of Joseph Stalin  <i>For 1 mark, students would provide a statement/fact about their choice.</i>
2	The student <b>outlines one</b> reason for the creation of <b>one</b> superpower <b>or</b> empire <b>or</b> supra-national institution/organization in history.	The following are examples of the type of response that would be awarded <b>(2 marks)</b> .  The UN was set up in order to prevent future wars and conflicts <b>to promote world peace</b> .  The USSR became a superpower because of expansionist policies of Joseph Stalin to spread communism.  <i>For 2 marks, students would elaborate on the reason for their choice’s creation with some brief detail.</i>

**Question 2 – Criterion A**

**Explain** how one empire influenced the people over which it ruled.

**(4 marks)**

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	<p>The following are examples of responses that would be awarded <b>(0 marks)</b>.                      The British Empire had fully control over the people in its colonies.</p> <p>Empires have used both political and military force to control its subjects.</p>
1	The student <b>states</b> how <b>one</b> empire influenced the people it ruled over	<p>The following is an example of the type of response that would be awarded <b>(1 mark)</b>.</p> <p>The British Empire <u>dominated</u> the people through <u>military control</u>.</p> <p><i>A (1 mark) response is likely to be one sentence that hints at the influence, which could be positive or negative. They do not need to provide details on the empire or the people it ruled over.</i></p>
2	The student <b>outlines</b> how <b>one</b> empire influenced the people it ruled over	<p>The following is an example of the type of response that would be awarded <b>(2 marks)</b>.</p> <p>The British Empire dominated the people of India through its military control <b>as well as through its system of government</b>.</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. They do not need to provide details on the empire or the people it ruled over.</i></p>
3	The student <b>describes</b> how <b>one</b> empire influenced the people it ruled over	<p>The following is an example of the type of response that would be awarded <b>(3 marks)</b>.</p> <p>The British Empire dominated the people of India with both its military control, <b>violently suppressing uprisings like the Amritsar Massacre</b>. The system of government <b>and the laws implemented</b> also influenced the Indian population.</p> <p><i>An influence should be considered in detail without any comprehensive reasoning provided.</i></p> <p><i>An example may be used to support the description, but this does not need to be thorough. An example is not a formal requirement to achieve (3 marks).</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 <b>one</b> empire influenced the people it ruled over	<p>The following is an example of the type of response that would be awarded <b>(4 marks)</b>.</p> <p>The British Empire dominated the people of India with both its military control, violently suppressing uprisings like the Amritsar Massacre. The system of government and the laws implemented also influenced the Indian population. Eventually this dominance <b>influenced the growth of a nationalist movement that aimed to challenge Britain and be independent from British rule</b></p> <p><i>The response should be detailed and provide reasoning about the empire's influence on the people it ruled over. The response might make a connection between cause and effect.</i></p> <p><i>An example may be used to support the explanation. An example is not a formal requirement to achieve (4 marks).</i></p> <p><i>More important than the length of the response is the quality and depth provided.</i></p>
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**Question 3a – Criterion B**

Global interactions cause significant impacts on the identities and relationships of the stakeholders involved.

**Formulate** a clear and focused research question to investigate the statement of inquiry.

**(2 marks)**

**Note:**

- Students do **not** have to mention both identities and relationships for the research question to be linked to the Statement of Inquiry. Nor do the terms “identities” or “relationships” need to be stated explicitly (see examples below).
- The research question must also be set in the context of global interaction. If the research question is purely a domestic issue then **(0 marks)** should be awarded.
- If the research question is a rephrasing of the Statement of Inquiry, for example “To What extent does global interactions impact the identities and relationships of the stakeholders involved” **(0 marks)** should be awarded.

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	The following is an example of a response that would be awarded <b>(0 marks)</b> . To what extent did the 1965 Voting Rights Act impact the identities of African-Americans in the US. South?
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.	The following is an example of the type of response that would be awarded <b>(1 mark)</b> .  How did the outcome of WWII lead to the Cold War?  <i>In the example above, the RQ is clear (you can easily understand the intention of the investigation) and is connected to the Sol by referencing the key concept of global interactions. However, the question lacks focus by not dealing with a specific relationship or interaction.</i>
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.	The following is an example of the type of response that would be awarded <b>(2 marks)</b> .  How did tensions between the US and USSR following WWII lead to the Cold War?  <i>In the example above, the RQ is clear (you can easily understand the intention of the investigation) and is connected to the Sol by referencing the key concept of global interactions. The RQ is focused on a specific relationship or interaction so merits 2 marks.</i>

**Question 3b – Criterion B**

**Justify** the relevance of your research question to the statement of inquiry:

Global interactions cause significant impacts on the identities and relationships of the stakeholders involved.

**(4 marks)**

**Notes:**

- Students do **not** have to mention both Identities and relationships for the research question to be linked to the Statement of Inquiry.
- Students should not be penalized in this question for their response to part a).
- Examiners should not revise the question 3a mark after reading the student response in question 3b

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 relevance of the research question to the statement of inquiry.	The following is an example that would be awarded <b>(1 mark)</b> .  My research question deals with the relationship between two superpowers.  <i>No detail (such as about the event itself) is required. This is likely to be a single sentence response that makes a simple connection between the Sol and the RQ.</i>
2	The student <b>outlines</b> the relevance of the research question to the statement of inquiry.	The following is an example that would be awarded <b>(2 marks)</b> .  My research question deals with <b>the change</b> in relationship between two superpowers <b>as a result of their interactions after WWII</b> .  <i>Likely to be a single sentence with two clauses or two/three short sentences that provides brief detail (or a single factor) on how the RQ is relevant to the Sol.</i>
3	The student <b>describes</b> the relevance of the research question to the statement of inquiry.	The following is an example that would be awarded <b>(3 marks)</b> .  My research question deals with the change in relationship between two superpowers as a result of their interactions after WWII. <b>By investigating the key events between these two countries and how they dealt with tension between them, we can see how they went from allies to enemies.</b>

		<p><i>At least one argument/factor should be considered in detail without providing reasoning why the RQ is relevant to the Sol</i></p> <p><i>More important than the length of the response, is the quality and depth provided.</i></p>
4	The student <b>justifies</b> the relevance of the research question to the statement of inquiry.	<p>The following is an example that would be awarded <b>(4 marks)</b>.</p> <p>My research question deals with the change in relationship between two superpowers as a result of their interactions after WWII. By investigating the key events between these two countries and how they dealt with tension between them, we can see how they went from allies to enemies. <b>This will help me determine how significant their interactions were to the start of the Cold War and is a good example of how global interactions can impact relationships.</b></p> <p><i>At least one argument/factor should be considered in detail, along with reasoning why the RQ is relevant to the Sol.</i></p> <p><i>More important than the length of the response, is the quality and depth provided.</i></p>

**Question 3c – Criterion B**

**State one** primary source that would be useful for your investigation.

**(1 marks)**

Responses **may** include:

- Memoirs or diaries from a relevant individual
- Government archives
- Newspaper articles from that time

Accept any other valid response.

**Note:** Do not accept vague responses such as “Newspaper”.

**Question 3d – Criterion B**

**State one** secondary source that would be useful for your investigation.

**(1 marks)**

Responses **may** include:

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- History books on the topic /subject
- History textbooks on the topic /subject
- Documentary on the topic/subject
- Movies on the topic/subject

Accept any other valid response.

**Note:** A valid response is one that clearly expresses the source as secondary **and** provides a minimal suggestion of usefulness to the investigation.

**Question 3e – Criterion B**

Choose **one** of the sources you provided for questions 3c and 3d. **Explain** why it is useful for your investigation.

**(4 marks)**

**Note:** A student should **not** be penalized if the source used in the response not stated in parts 3c or 3d.

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

1	The student <b>states</b> why their chosen source is useful to their investigation	<p>The following is an example of the type of response that would be awarded <b>(1 mark)</b>.</p> <p>Newspaper articles from that time will provide some useful information on the Cold War.</p> <p><i>For 1 mark, a simple but valid argument/point is made. The response can be general i.e. not specifically mention the topic of the investigation.</i></p>
2	The student <b>outlines</b> why their chosen source is useful to their investigation	<p>The following is an example of the type of response that would be awarded <b>(2 marks)</b>.</p> <p>Newspaper articles from that time will provide some useful information on the Cold War, <b>such as how the relationship between the US and USSR changed.</b></p> <p><i>For 2 marks, a valid argument/point is made which provides some brief detail on the source's usefulness.</i></p>
3	The student <b>describes</b> why their chosen source is useful to their investigation	<p>The following is an example of the type of response that would be awarded <b>(3 marks)</b>.</p> <p>Newspaper articles from that time will provide some useful information on the Cold War, such as how the relationship between the US and USSR changed. <b>Quotes from key figures and photographs will provide more authentic detail on the key events.</b></p> <p><i>The usefulness of the source should be considered in detail without any comprehensive reasoning provided.</i></p> <p><i>An example may be used to support the description, but this does not need to be thorough. An example is not a formal requirement to achieve (3 marks).</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> why their chosen source is useful to their investigation	<p>The following is an example of the type of response that would be awarded <b>(4 marks)</b>.</p> <p>Newspaper articles from that time will provide some useful information on the Cold War, such as how the relationship between the US and USSR changed. Quotes from key figures and photographs will provide more authentic detail on the key events. <b>This would give me a better understanding of what caused the tension between the two countries and the impact this had on the start of the Cold War.</b></p> <p><i>The response should be detailed and provide reasoning about the usefulness of the source.</i></p>

		<p><i>An example may be used to support the explanation. An example is not a formal requirement to achieve (4 marks).</i></p> <p><i>More important than the length of the response is the quality and depth provided.</i></p>
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**Question 4 – Criterion B**

**Evaluate** the investigative process carried out by your classmate.

**(8 marks)**

**Note:** Students do not need to discuss both strengths and limitations of every part of the investigative process to access full marks.

**Strengths**

Marks	Descriptor	Notes
0	<i>The student does not reach a standard described by any of the descriptors below.</i>	
1	The student <b>states</b> the strength(s) of the investigative process	<p>The following is an example of the type of response that would be awarded <b>(1 mark)</b>.</p> <p>The research question is appropriate to the statement of inquiry.</p> <p><i>Only <b>one</b> strength needs to be mentioned to warrant (1 mark).</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 investigative process	<p>The following is an example of the type of response that would be awarded <b>(2 marks)</b>.</p> <p>The research question is appropriate to the statement of inquiry. <b>It focuses on European empires and by asking for the main reasons for their expansion, it can show us how much their identity played a role in their actions toward other countries.</b></p> <p><i>Only <b>one</b> strength needs to be mentioned and elaborated on with brief detail to warrant (2 marks). However, if a student outlines three or more strengths, they can be awarded (3 marks).</i></p>
3	The student <b>explains</b> the strength(s) of the investigative process	<p>The following is an example of the type of response that would be awarded <b>(3 marks)</b>.</p> <p>The research question is appropriate to the statement of inquiry. It focuses on European empires and by asking for the main reasons for their expansion, it can show us how much their identity played a role in their actions toward other countries.</p> <p><b>This means that the investigation should produce valid results that are supported by evidence based on several factors from a variety of European empires in the nineteenth century.</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).</i></p> <p><i>If a student <b>outlines <u>three or more</u></b> strengths, they can be awarded (3 marks).</i></p>

**Limitations**

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student <b>states</b> limitation(s) of the investigative process.	<p>The following is an example of the type of response that would be awarded <b>(1 mark)</b>.</p> <p>The sub-questions do not help answer the research question.</p> <p><i>Only <b>one</b> limitation needs to be mentioned to warrant (1 mark).</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 investigative process	<p>The following is an example of the type of response that would be awarded <b>(2 marks)</b>.</p> <p>The sub-questions do not help answer the research question. <b>The second and third divert attention away from the focus on the reasons for the expansion of European empires.</b></p> <p><i>Only <b>one</b> limitation needs to be mentioned and elaborated on to warrant (2 marks). 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 investigative process	<p>The following is an example of the type of response that would be awarded <b>(3 marks)</b>.</p> <p>The sub-questions do not help answer the research question. The second and third divert attention away from the focus on the reasons for the expansion of European empires. <b>This may lead to the investigation including evidence and details that are not relevant to the investigation and therefore produce less credible results.</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).</i></p> <p><i>If a student <b>outlines three or more</b> 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	An appraisal is <b>stated</b> .	<p>The following is an example of the type of response that would be awarded <b>(1 mark)</b>.</p> <p>The investigation process is good but needs to focus more on the reasons for expansion.</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	An appraisal is <b>outlined</b> .	<p>The following is an example of the type of response that would be awarded <b>(2 marks)</b>.</p> <p>Overall, <b>although the investigation process has a strong research question</b> it needs to be more focused on the reasons for expansion <b>by improving the sub-questions for the investigation to be more successful.</b></p> <p><i>The appraisal statement will weigh up both positive and negative points (this may be done implicitly or explicitly) and make an overall judgement on the students' investigative process.</i></p> <p><i>The appraisal can appear anywhere in the response; it does not have to be a concluding statement.</i></p>

**Question 5**

Imagine that you are a politician living during a time of industrialization in a country of your choice and that you are campaigning for the next election.

Write a commentary for a political magazine to **explain** your point of view regarding the positive and negative aspects of industrialization. Your commentary should be written for the general population.

In your commentary:

- include a relevant title
- refer to **one** period of industrialization in history
- consider the important issues relating to industrialization as shown in Source A and/or your MYP History studies.

**(18 marks)**

**Criterion A**

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student demonstrates <b>limited</b> knowledge and understanding by <b>outlining</b> the positive or negative aspects of industrialization, 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>Many children work in difficult conditions in factories. I would propose that there should be new laws to protect these children when they are at work.</p> <p><i>Responses are likely to be brief, with little detail. For (1 mark), responses might refer to only positive or negative aspects.</i></p> <p><i>There is requirement to include an example but the lack of one does not mean the student cannot be awarded (1 mark).</i></p> <p><i>Terminology may be limited in terms of accuracy and/or frequency.</i></p>
2–3	The student demonstrates <b>adequate</b> knowledge and understanding by <b>describing</b> the positive and negative aspects of industrialization, using <b>satisfactory</b> examples, and <b>appropriate</b> relevant terminology.	<p>The following is an example from the type of response that would be awarded <b>(3 mark)</b>.</p> <p>I have visited a few factories and was quite surprised by the working conditions. There are a lot of issues that need urgent consideration.</p> <p>Firstly, many of the children work because their parents need the little money they earn during the twelve to fourteen hours they work per day. There should be a minimum age required to work as well as limits on the types of jobs that children are allowed to do. I would propose that children are trained and given access to</p>

		<p>education even if they are required to work in factories. However, I must admit that industrialization has brought a lot of benefits to all citizens. For example, the development of transport has allowed people to travel faster. It has also allowed business to transport goods in a faster way. The process has also led to new inventions like the telegraph.</p> <p>I will continue to support the industrialization process in Great Britain and I am open to new ideas on how to make this process beneficial to all. This includes improving the working conditions for children in factories.</p> <p><i>It should be evident that the student has knowledge of the key issues relating to industrialization 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 if the examples/terminology/detail in the response is not sufficient enough to warrant a mark in the higher band (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>, the positive and negative aspects of industrialization using <b>accurate</b> examples, and <b>appropriate relevant</b> terminology.</p>	<p>The following is an example from the type of response that would be awarded <b>(4 marks)</b>.</p> <p>I have visited a few factories and was quite surprised by the working conditions. There are a lot of issues that need urgent consideration, <b>but I want to highlight the most worrying: children’s working conditions in the factories.</b></p> <p>Firstly, many of the children <b>working in the factories are orphans. Others work</b> because their parents need the little money they earn during the twelve to fourteen hours they work per day. There should be a minimum age required to work as well as limits on the types of jobs that children are allowed to do. <b>Furthermore, there should be safety requirements in factories to prevent serious accidents.</b> I would <b>also</b> propose that children are trained and given access to education even if they are required to work in factories. However, I must admit that industrialization has brought a lot of benefits to all citizens. For example, the development of transport has allowed people to travel faster. It has also allowed business to transport goods in a faster way. <b>This has helped businesses to make more profits.</b> The process has also led to new inventions like the telegraph, <b>which has improved communication.</b></p> <p>I will continue to support the industrialization process in Great Britain and I am open to new ideas on how to make this process beneficial to all. This includes improving the working conditions for children in factories by creating laws to make it safer for them.</p> <p><i>At this level, students need to demonstrate good understanding of the the key issues relating to industrialization.</i>  <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> the positive and negative aspects of industrialization, using <b>accurate</b> and <b>effective</b> examples and <b>appropriate relevant</b> terminology.</p>	<p>The following is an example from the type of response that would be awarded <b>(6 marks)</b>.</p> <p>I have visited a few factories and was quite surprised by the working conditions. There are a lot of issues that need urgent consideration, but I want to highlight the most worrying: children’s working conditions in the factories.</p> <p>Firstly, many of the children working in the factories are orphans. <b>It is the authorities who send them to work and the factory owners in exchange have to feed and clothe them.</b> Others work because their parents need the little money they earn during the twelve to fourteen hours they work per day <b>from Monday to Saturday. I think there needs to be more government involvement to protect the rights of children working in these conditions.</b> There should be a minimum age required to work as well as limits on the types of jobs that children are allowed to do. Furthermore, there should be safety requirements in factories to prevent serious accidents. I would also propose that children are trained, <b>allowed breaks, periods of rest</b> and access to education even if they are required to work in factories. <b>Workers are a big part of why industrialization is occurring in our country so they should benefit from what it can offer.</b></p> <p>However, I must admit that industrialization has brought a lot of benefits to all citizens. For example, the development of transport, <b>especially railways</b> has allowed people to travel faster <b>and at lower prices.</b> It has also allowed business to transport goods in a <b>cheaper and faster</b> way. This has helped businesses to make more profits <b>and make the country richer as a whole.</b> The process has also led to new inventions like the telegraph, which has improved communication <b>and helped the entire population.</b></p> <p>I will continue to support the industrialization process in Great Britain and I am open to new ideas on how to make this process beneficial to all. This includes improving the working conditions for children in factories by creating laws to make it safer for them.</p> <p><i>The response should be very detailed and provide clear reasoning, making use of historical example(s). Comprehensive understanding of the key issues relating to industrialization should be demonstrated.</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 reach a standard described by any of the descriptors below.
1	<b>Two</b> of the following features are included: A relevant title. A basic title such as “Industrialization” is acceptable The commentary is written in the first-person (for example “I think”) The commentary is set during a time of industrialisation in history (implicitly or explicitly)
2	<b>Three</b> of the following features are included: A relevant title. A basic title such as “Industrialization” is acceptable The commentary is written in the first-person (for example “I think”) The commentary is set during a time of industrialisation in history (implicitly or explicitly)

**C2: Communicating information and ideas**

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors 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 commentary and the purpose of explaining.	<p><i>Language is rarely clear or appropriate to what would be expected in a commentary. The text reads more formally e.g. like an essay.</i></p> <p><i>Language is basic/simple and doesn't engage the audience effectively.</i></p> <p><i>Text may be extremely short so that not enough evidence is available to award a higher level</i></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 commentary and the purpose of explaining.	<p><i>Language is clear and appropriate to what would be expected in a commentary.</i></p> <p><i>The text reads at times more formally e.g. like an essay and at times like a commentary. (A response that is written more like an essay is likely to be awarded 3 marks. If it is written more like a commentary, it is likely to be awarded 4 marks. Best-fit should always be applied.)</i></p> <p><i>Emotive language is used to engage the audience (examples could be language like hyperbole, metaphor, rhetorical questions or other emotive vocabulary).</i></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 commentary and the purpose of explaining.	<p><i>Language is clear and completely appropriate to what would be expected in a commentary.</i></p> <p><i>The text reads like a commentary throughout.</i></p> <p><i>Emotive language is often used to engage the audience (examples could be language like hyperbole, metaphor, rhetorical questions or other emotive vocabulary).</i></p>

**C3: Organizational structure**

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student structures information and ideas in a way that is <b>rarely</b> effective and appropriate for a commentary and the purpose of explaining.	<p><i>Ideas <b>rarely</b> build on each other in a logical manner.</i></p> <p><i>When appropriate, the student <b>rarely</b> uses effective transitions within sentences and/or between sentences and/or paragraphs to show relationships between ideas.</i></p>
2	The student structures information and ideas in a way that is <b>occasionally</b> effective and appropriate for a commentary and purpose of explaining	<p><i>Ideas <b>occasionally</b> build on each other in a logical manner.</i></p> <p><i>When appropriate, the student <b>sometimes</b> uses effective transitions within sentences and/or between sentences and/or paragraphs to show relationships between ideas.</i></p>
3	The student structures information and ideas in a way that is <b>mainly</b> effective and appropriate for a commentary and the purpose of explaining.	<p><i>Ideas <b>frequently</b> build on each other in a logical manner.</i></p> <p><i>When appropriate, the student <b>often</b> uses effective transitions within sentences and/or between sentences and/or paragraphs to show relationships between ideas.</i></p>
4	The student structures information and ideas in a way that is <b>consistently</b> effective and appropriate for a commentary and the purpose of explaining.	<p><i>Ideas <b>consistently</b> build on each other in a clear and logical manner.</i></p> <p><i>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.</i></p>

**Question 6a – Criterion D**

**State** the origin of Source B.

**(1 mark)**

Responses **may** include:

- ABC News
- Gene Johnson
- Associated Press

Accept any valid response.

**Question 6b – Criterion D**

**State** the purpose of Source B.

**(1 mark)**

Responses **may** include:

- To inform readers of the impacts of the protest movement

Accept any valid response

**Note:** *“To inform an audience” is not a valid response.*

**Question 6c – Criterion D**

With reference to the origin **or** purpose, **explain one** value **or one** limitation of Source B for a student researching the WTO protests in Seattle.

**(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 one</b> value <b>or one</b> limitation of the source.	<p>The following is an example of the type of response that would be awarded <b>(1 mark)</b>.</p> <p>The source gives good examples of the impact of the protests.</p> <p><i>A (1 mark) response is likely to be one sentence that gives a single value or limitation. At this level, students do not need to reference origin or purpose to be awarded (1 mark).</i></p>
2	The student <b>outlines one</b> value <b>or one</b> limitation of the source, with reference to origin <b>or</b> purpose.	<p>The following is an example of the type of response that would be awarded <b>(2 marks)</b>.</p> <p>The source gives good examples of the impact of the protests, <b>showing that protesting is still an effective way to bring about change.</b></p> <p><i>A (2 mark) response is likely to be 1-2 sentences that elaborate on a single value or limitation with some brief detail.</i></p> <p><i>Reference to origin or purpose is required at this level. If the student provides an outline without reference to origin or purpose, they should be awarded (1 mark).</i></p>
3	The student <b>describes one</b> value <b>or one</b> limitation of the source, with reference to origin <b>or</b> purpose	<p>The following is an example of the type of response that would be awarded <b>(3 marks)</b>.</p> <p>As the purpose is to inform about the impact of the protest, the source gives good examples of the those impacts, such as showing that the protestors had an impact on ending the conference. It also shows that the protestors have influenced politicians 20 years after the event took place, and it has inspired people to believe that protesting is still an effective way to bring about change.</p> <p><i>A (3 mark) response is likely to be 2-3 sentences with a single value or limitation that is elaborated on in detail but reasoning will be absent or incomplete.</i></p> <p><i>Reference to origin or purpose is required at this level. If the student provides a description without reference to origin or purpose, they should be awarded (2 marks).</i></p>

4	The student <b>explains one</b> value or <b>one</b> limitation of the source, with reference to origin <b>or</b> purpose	<p>The following is an example of the type of response that would be awarded <b>(4 marks)</b>.</p> <p>As the purpose is to inform about the impact of the protest, the source gives good examples of the those impacts, such as showing that the protestors had an impact on ending the conference. It also shows that the protestors have influenced politicians 20 years after the event took place, and it has inspired people to believe that protesting is still an effective way to bring about change. <b>The source is good because it shows the student doing the research that the WTO protests had both short-term and long-term impacts.</b></p> <p><i>The response should be detailed and provide reasoning why the source is of value or is limited.</i></p> <p><i>Reference to origin or purpose is required at this level. If the student provides an explanation without reference to origin or purpose, they should be awarded (3 marks).</i></p>

**Question 7 – Criterion D**

**Compare and contrast** Source C and Source D in terms of their usefulness in studying protest movements.

**(6 marks)**

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student compares <b>or</b> contrasts the usefulness of the sources <b>to a limited extent</b> .	<p>The following is an example of the type of response that would be awarded <b>(1 mark)</b>.</p> <p>Source C gives a commentary along with images to provide more detail on the WTO protests. Source D does not show the impacts of the protest.</p> <p><i>A (1 mark) response is likely to be one or two sentences dealing with only a similarity <b>or</b> difference between the sources.</i></p>
2-3	The student compares <b>and</b> contrasts the usefulness of the sources <b>satisfactorily</b>	<p>The following is an example of the type of response that would be awarded <b>(3 marks)</b>.</p> <p><b>Both sources are primary sources and provide a visual to give the student an image of the event.</b> However, source C gives a commentary along with images to provide more detail on the outcome of the WTO protests. Source D does not show the impacts of the protest.</p> <p><i>Both similarities and differences are required in this markband but the detail provided is likely to be very brief. Responses in this markband focus more on comparing and contrasting the features of the sources themselves, rather than their usefulness.</i></p>

<p>4-5</p>	<p>The student <b>compares and contrasts</b> the usefulness of the sources <b>in detail</b></p>	<p>The following is an example of the type of response that would be awarded <b>(4 marks)</b>.</p> <p>Both sources are primary sources and provide a visual to give the student direct accounts of the events. However, source C gives a commentary along with images to provide more detail on the outcome of the WTO protests. Source D does not show the impacts of the protest. <b>The sources differ in terms of the methods of protest they show. Source C shows more violence being used against police and businesses, while Source D suggests that the protest is more peaceful.</b></p> <p><i>A (4-5 mark) response should deal with both the similarities and differences of the sources, referring to specific details of the content of at least one of the source. The aim of the response is to address the usefulness, but in doing so, some detail may be lacking. How useful the source is to someone studying protest movements may be referred to briefly or implied.</i></p>
<p>6</p>	<p>The student <b>compares and contrasts</b> the usefulness of the sources <b>thoroughly</b></p>	<p>The following is an example of the type of response that would be awarded <b>(6 marks)</b>.</p> <p>Both sources are primary sources and provide a visual to give the student direct accounts of the events. However, source C gives a commentary along with images to provide more detail on the WTO protests. Source D does not show the impacts of the protest. The sources differ in terms of the methods of protest they show. Source C shows more violence being used against police and businesses, while Source D suggests that the protest is more peaceful. <b>Both sources also show how there are different types of people protesting. However, it is easier to see this in source D because you can read the signs demanding better jobs and an end to racial segregation. This allows the student to understand that protests occur for many different reasons.</b></p> <p><i>There should be in-depth coverage of similarities and differences at this level, using specific details of the content of both sources to make clear claims about their usefulness</i></p> <p><i>To provide the required level of detail for (6 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>

**Question 8**

To what extent do you agree that gaining support from different groups in society is the most important factor in making sure a protest movement is successful?

In a well-structured essay, you should:

- refer to **at least one** social protest movement from your MYP studies
- consider **at least two** other factors that could lead to a successful protest movement, such as:
  - methods used: (violent vs. non-violent, for example)
  - the cause being protested about
  - The time period in which the protest takes place

**(24 marks)**

**Note:** you can refer to factors other than those given as examples above.

**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 brief, with little detail, and may not be entirely relevant to the question posed.</li> <li>• There is requirement to include an example but the lack of one does not mean the student cannot be awarded a mark in this band.</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 particular issue/topic. Example(s) to support their point(s) are relevant to the question and historically accurate, but might be lacking in detail</li> <li>• There may be some reasons provided but if the examples/terminology/detail in the response are not sufficient enough to warrant a mark in the higher band then a mark in this band should be awarded (see best-fit guidance at the start of the document).</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 the issue/topic by providing a detailed response, using example(s) that are relevant, historically accurate and respond to the question posed. An explanation requires reasons to be included.</li> <li>• At this level, they might only provide one additional factor or not cover two in equal detail. Best fit should be applied (see best-fit guidance at the start of this document).</li> </ul>

		<ul style="list-style-type: none"> <li>Terminology should be accurately and effectively used in the correct context most of the time.</li> </ul>
7-8	The student demonstrates <b>detailed</b> contextual and conceptual understanding in a <b>thorough explanation</b> , using <b>accurate and effective</b> examples and <b>appropriate</b> terminology.	<ul style="list-style-type: none"> <li>The response should provide accurate historical detail throughout and provide clear reasons that support the point(s) made, making use of examples that demonstrate a comprehensive understanding of the issue/topic.</li> <li>For (7-8 marks), the response must reference at least one social protest movement and at least two other factors that could lead to a successful protest movement.</li> <li>Terminology should be accurately and effectively used in the correct context all of the time.</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	Two of the following elements are included: introduction, a main body of argument or a conclusion. <b>Note: The elements must appear as separate paragraphs. If this is not the case (0 marks) should be awarded.</b>
2	Three of the following elements are included: introduction, a main body of argument and a conclusion. <b>Note: The elements must appear as separate paragraphs.</b>

**Criterion C2: communicating information and ideas**

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

**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</b> effective.	<i>Paragraphs/ideas sometimes build on each other in a logical manner. When appropriate, rarely uses effective transitions within sentences or between sentences and/or paragraphs to show relationships between ideas. Text may be extremely short so that not enough evidence is available to award a higher level.</i>
2	The organizational structure is <b>occasionally</b> effective.	<i>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.</i>
3	The organizational structure is <b>consistently</b> effective.	<i>Paragraphs/ideas build on each other in consistently clear and logical manner. When appropriate, uses effective transitions within sentences and between sentences and/or paragraphs to show relationships between ideas.</i>

**Criterion D**

Marks	Descriptor	Notes
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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>• <i>One perspective is included and is only considered superficially, i.e. only general or vague points are made.</i></li> <li>• <i>The response might not reach a conclusion or fully answer the question at this level (for example, not deciding on which factor is most important)</i></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>• <i>Two perspectives (supporting the statement and arguing in favour of other factors) must be included with development of these to show an understanding of both and their implications; the two perspectives do not have to be equally considered/balanced.</i></li> <li>• <i>A conclusion indicating which factor is most important, which is likely to be not fully developed at this level, is expected nevertheless (students may conclude that they are equally important).</i></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>• <i>Two perspectives (supporting the statement and arguing in favour of other factors) must be included with substantial development of these to show a good understanding of both and their implications, although the two perspectives might not be equally considered/balanced.</i></li> <li>• <i>Ideas on the various factors are combined to form a clear and coherent conclusion indicating which factor is most important is required (students may conclude that they are equally important).</i></li> <li>• <i>The synthesis (combining ideas) could appear in the main body of the essay or in the conclusion.</i></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>• <i>Two perspectives (supporting the statement and arguing in favour of other factors) must be included with thorough development of these to show an excellent understanding of both and their implications. The two perspectives must be equally considered/balanced.</i></li> <li>• <i>Ideas on the various factors are combined to form a clear, coherent and convincing conclusion indicating which factor is most important is required (students may conclude that they are equally important).</i></li> <li>• <i>The synthesis (combining ideas) could appear in the main body of the essay or in the conclusion.</i></li> <li>• <i>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.</i></li> </ul>