

Question 1 (2 marks)

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

**B** **I** **U**  $x_2$   $x^2$   $\Omega$   $\Sigma$  Styles



Question 2 (4 marks)



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

**B** *I* ← → U  $x_e$   $x^e$   $\frac{1}{2}$   $\frac{3}{4}$   $\Omega$   $\Sigma$  Styles



### Question 3 (12 marks)



### Question 3a (2 marks)

As part of your MYP studies, you have explored the global context of **identities and relationships**. Your teacher has asked you and your classmates to plan an investigation on global interactions in history. The results of your investigation will be used to write an article for the school magazine.

You have been given the following statement of inquiry:

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.

**B** **I** | ← → |  x<sub>2</sub> x<sup>2</sup> | | | Styles ▾ |



**Question 3b** (4 marks)

**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.

**B** *I* | ← → |  x<sub>2</sub> x<sup>2</sup> |  $\int$   $\sum$  |  $\Omega$   $\Sigma$  | Styles ▾ |



**Question 3c** (1 mark)

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



**Question 3d** (1 mark)

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



**Question 3e** (4 marks)

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

**B** *I* | ← → |  x<sub>2</sub> x<sup>2</sup> | ☰ ☷ | Ω Σ | Styles ▾ | 📄 ↕



**Question 4** (8 marks)

As part of the class activity to plan an investigation on global interactions in history, your teacher gave one of your classmates the following statement of inquiry:

A country's identity can influence how it interacts with other countries.

This student has already completed their investigation and has finished writing their article for the school magazine. Your teacher has given you their investigative process and asked you to evaluate it. Look at the investigative process shown below and answer the question that follows.

Click the buttons to reveal the information



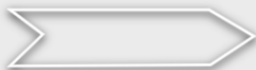
Day 1

By Week 2

By Week 3

By Week 4

# My investigation



By Week 2

By Week 3

By Week 4

Day 1

- **Came up with a research question:** What were the key reasons for the expansion of European empires in the nineteenth century?
- Started to develop sub-questions.





Day 1

By Week 3

By Week 4

By Week 2

• **Found answers to the following sub-questions:**

- To what extent did nationalism contribute to the expansion of empires?
- How did the empires come to an end?
- What role did the empires play in the start of World War I?

Day 1

By Week 2

By Week 3

By Week 4

• **Conducted research using the following books and articles:**

- New World Encyclopedia, 2016. "*History of the British Empire*". ([https://www.newworldencyclopedia.org/entry/British\\_Empire](https://www.newworldencyclopedia.org/entry/British_Empire))
- Wesseling, H. L., 2004. *The European Colonial Empires 1815–1919*. London: Routledge.
- Hyam R., 2010. *Understanding the British Empire*. Cambridge: Cambridge University Press.

• **Reviewed findings and wrote first draft of the magazine article.**

Day 1

By Week 2

By Week 3

By W

- **Revised findings with additional research:**

- Darwin, J., 2009. *The Empire Project: The Rise and Fall of the British World System 1875–1914*. Cambridge: Cambridge University Press.
- Perras, A., 2006. *Carl Peters and German Imperialism 1856–1918: A Political Bibliography*. Oxford: Clarendon Press.
- Evans, R. J. W., 2006. *Austria, Hungary, and the Habsburgs*. Oxford: Oxford University Press.

- **Updated the magazine article with references and bibliography.**

- **Completed reflection of the investigation process.**

Day 1

By Week 2

By Week 3

By Week 4

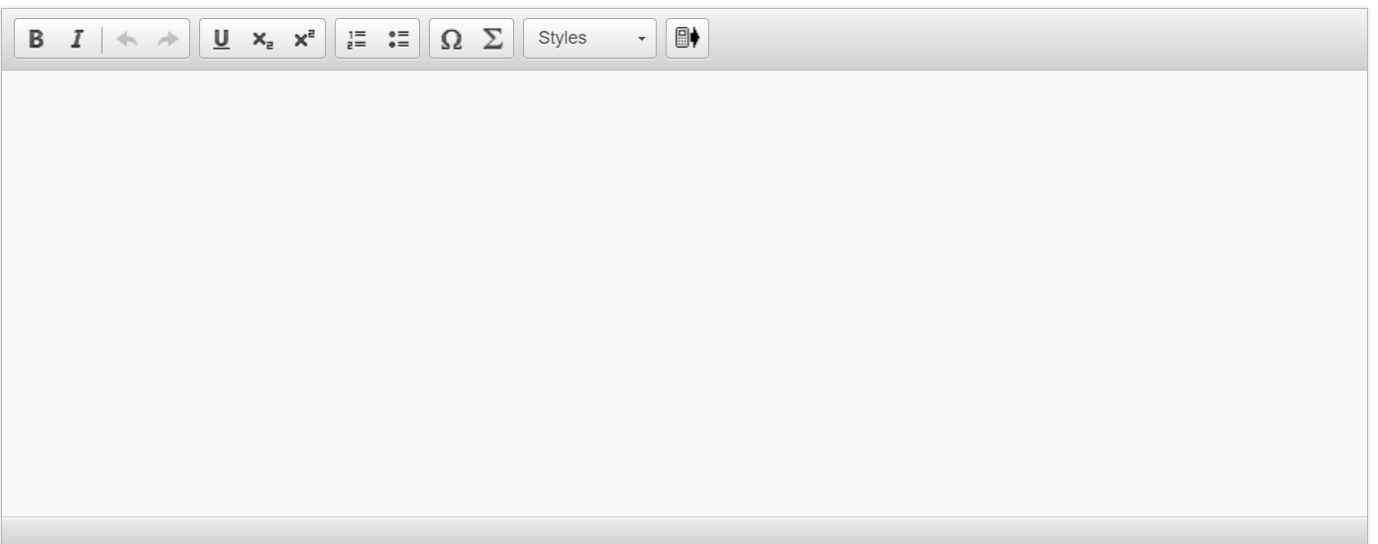
• **Revised findings with additional research:**

- Darwin, J., 2009. *The Empire Project: The Rise and Fall of the British World System 1830–1970*. Cambridge: Cambridge University Press.
- Perras, A., 2006. *Carl Peters and German Imperialism 1856–1918: A Political Bibliography*. Oxford: Clarendon Press.
- Evans, R. J. W., 2006. *Austria, Hungary, and the Habsburgs*. Oxford: Oxford University Press.

• **Updated the magazine article with references and bibliography.**

• **Completed reflection of the investigation process.**

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



A rich text editor toolbar with the following icons from left to right: Bold (B), Italic (I), Undo (left arrow), Redo (right arrow), Underline (U), Subscript (x<sub>e</sub>), Superscript (x<sup>e</sup>), Bulleted List (three horizontal lines with a dot), Numbered List (three horizontal lines with numbers), Link (Ω), Unlink (Σ), a dropdown menu labeled "Styles", and a mobile device icon.



**Question 5** (18 marks)

The successes and failures experienced by governments during times of industrialization have impacted society as a whole. Industrialization affected people differently – some benefitted more than others, and some suffered greater hardship because of it. Some of the issues that governments have had to deal with can be seen in the following sources.

Look at Source A and answer the question that follows.

## Source A

This media is interactive

“The turn of the 20th century was marked by growth in communication, mechanization [...] and transportation that supported American industrial expansion [...]. Work in the factories was long and monotonous. The average worker completed the same task, over and over, for at least 10 hours a day.”

Tomyn, R., 2018. *What Were the Work Conditions in American Factories in 1900?* Available at: <https://classroom.synonym.com/were-work-conditions-american-factories-1900-23383.html>.



## Glossary

Mechanization: replacing human labour with machines in the production process

Monotonous: boring

## Source A

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Monotonous: boring

“[*Fukoku Kyohei*] was a slogan that summed up the ideals of the Meiji era. *Fukoku Kyohei*, meaning ‘enriching the country, strengthening the army’ or ‘Rich Country, Strong Army’, became the principle that led to the modernization and transformation of Japan.”

Searching in History, 2015. *Fukoku Kyohei: The Slogan that Defined Meiji Japan* [blog] 21 May. Available at: <<https://searchinginhistory.blogspot.com/2015/05/fukoku-kyohei-slogan-that-defined-meiji.html>>.

The Meiji era was a political revolution in Japan that began in 1868 and ended in 1912. It promoted industrialization in order to make the country militarily and economically powerful.



### Glossary

Principle: belief

"[The boys] stated to me that they commenced working on Friday morning [...] at 06:00, and that, with the exception of meal hours and one hour at midnight extra, they did not cease working until 16:00 on Saturday evening, having been [working] two days and a night [...]. Believing the case scarcely possible, I asked every boy the same questions, and from each received the same answers."

The National Archives, 1836. *Extract from a Factory Inspectors report – British Parliamentary Papers, no. 353.* [pdf] Available at:  
<<https://nationalarchives.gov.uk/documents/education/factory-actdoc.pdf>>



### Glossary

Commenced: started

Scarcely possible: unbelievable

“The practice of employing children in the mills, of six, seven and eight years of age, was discontinued [...]. The children were taught reading, writing, and arithmetic, without expense to their parents. They may therefore be taught and well-trained before they engage in any regular employment.”

Owen, R., 1814. *A New View of Society and Other Writings*. London: Penguin.

Robert Owen was a well-known factory owner who helped improve working conditions for his workers.



### **Glossary**

Discontinued: stopped

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.

Write your title here

Write your commentary here

<b>B</b>	<b><i>I</i></b>	↶	↷	<u>U</u>	$x_2$	$x^2$	☰	☷	Ω	Σ	Styles	↓	📄
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**Question 6** (6 marks)

In November 1999, members of the World Trade Organization (WTO), a supra-national organization that deals with trade issues, met in Seattle, Washington (USA), to try to create trade agreements between countries. However, the conference was disrupted by protestors who had many different reasons for protesting. After four days of protests, the WTO meetings were cancelled.

Read Source B and answer the questions that follow.

Source B: An excerpt from a news article posted on ABC.com



VIDEO

LIVE

SHOWS



LOG IN

## Impact of WTO protests in Seattle still felt two decades later

By GENE JOHNSON, Associated Press

29 November 2019, 07:10

Nancy Haque worried about the conditions in sweatshops around the world. For Lynne Dodson, it was the possibility of the [privatization](#) of education. The [endangered] sea turtles got Lisa Wathne.

An array of issues brought tens of thousands of protesters to Seattle 20 years ago, with one unifying theme: concern that the World Trade Organization (WTO), a then little-known [body](#) charged with regulating international trade, threatened them all.

[...] [T]he protesters delayed the WTO's conference and raised awareness of the international trading system and its implications for the environment, [labor](#) standards and human rights.

[...]

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Demonstrators' criticisms of economic inequality, [unfair] capitalism, environmental degradation and worker exploitation [have influenced politicians] such as Bernie Sanders.

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Demonstrators' criticisms of economic inequality, [unfair] capitalism, environmental degradation and worker exploitation [have influenced politicians] such as Bernie Sanders.

"There was a real feeling among students in the 1990s that it doesn't matter, that nothing we do is going to change anything," said Dodson, a longtime teacher and labor organizer. "The WTO protests changed that."

After four days, the [WTO] trade talks collapsed.



Question 6a (1 mark)

**State** the origin of Source B.

**B** *I* | ← → | U  $x_2$   $x^2$  |  $\int$   $\sum$   $\Omega$   $\Sigma$

Styles ▾



Question 6b (1 mark)

**State** the purpose of Source B.

**B** *I* | ← → | U  $x_2$   $x^2$  |  $\int$   $\sum$   $\Omega$   $\Sigma$

Styles ▾





**Question 6c** (4 marks)

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.

**B** *I* | ← → |    $x_2$   $x^2$  |  $\frac{1}{2}$   $\frac{3}{4}$  |  $\Omega$   $\Sigma$  | Styles - |



**Question 7** (6 marks)

Look at Source C and Source D and answer the question that follows.

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The following is a Kiro 7 eyewitness news special presentation.

They are unforgettable, perhaps unforgiveable, images. [Woman shouting: “Stop it. Stop it.”] As the world watches, demonstrators determined to disrupt the World Trade Organization smash windows, trash downtown and clash with police. The sound of anarchy, the smell of tear gas, [Reporter: “It is incredibly painful.”] and the incredible sight of Seattle under siege.

Four days that changed the way the world looks at Seattle. [Protestors shouting: “The whole world is watching.”] Four days that changed the way we look at our city. [Protestors chanting: “No violence, no gas.”] Four days that changed the way we look at world trade. Tonight, a Kiro 7 special report: Four Days in Seattle.

Male reporter: “And good evening again, everyone. I’m Steve Raible.”

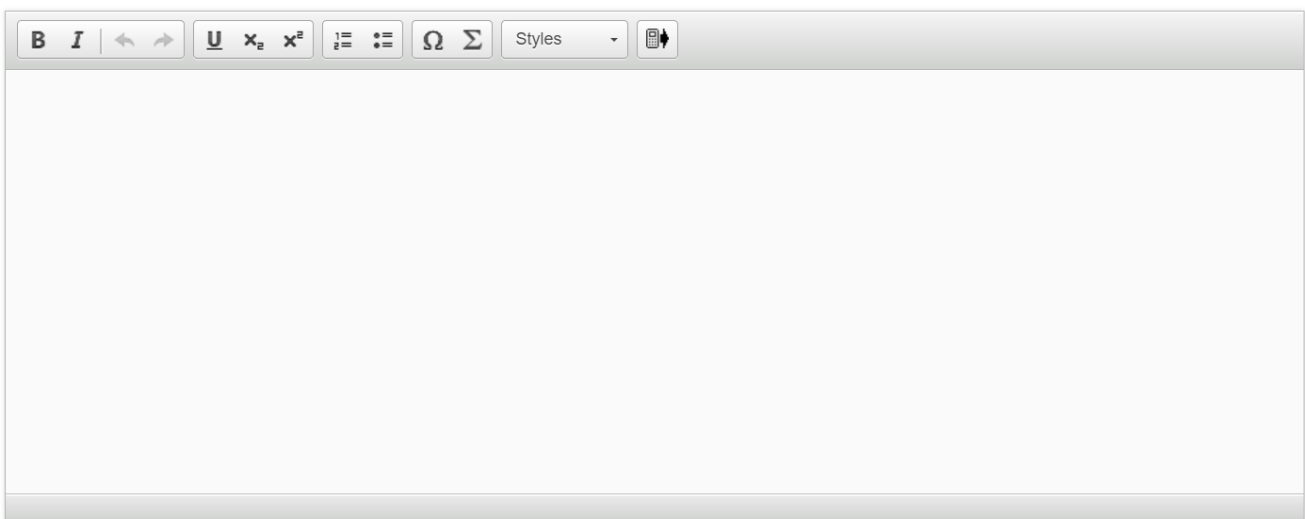
Female reporter: “And I’m Susan Hutchinson. It’s been a week since the end of the World Trade Organization meetings. The WTO was supposed to be a shining moment for Seattle but, as we know, it didn’t turn out that way.”

Source D: A photograph from the civil rights march on Washington, USA, in 1963



Scroll down to continue

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



The image shows a rich text editor toolbar with the following icons from left to right: Bold (B), Italic (I), Undo (left arrow), Redo (right arrow), Underline (U), Subscript (x<sub>2</sub>), Superscript (x<sup>2</sup>), Bulleted List (three horizontal lines with a dot), Numbered List (three horizontal lines with numbers), Link (Ω), Unlink (Σ), a dropdown menu labeled "Styles", and a mobile device icon.

Question 8 (24 marks)

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

In a well-structured essay, you should:

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

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

**B** *I* | ← → | U  $x_2$   $x^2$  |  $\frac{1}{2}$   $\frac{3}{4}$  |  $\Omega$   $\Sigma$  | Styles ▾ |