

histmmoeengt20xxm



# Markscheme

May 2024

History

On-screen examination



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

















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The following are the annotations available to use when marking responses.

Annotation	Explanation	Shortcut	Annotation	Explanation	Shortcut
	Benefit of the doubt	Alt+5		Irrelevant	
	Clear knowledge shown	Alt+8		On page comment (text box)	Alt+4
	Descriptive			Underline tool (can be expanded)	
	Effective evaluation			Seen	Alt+0
EUOS	Excellent use of sources	Alt+6	*SYN	Synthesis	
	Good analysis			Unclear	Alt+3
	Good example	Alt+7	UA	Unfinished answer	Alt+9
	Good explanation			Vague	
	Incorrect Point	Alt+2			
	Good Response/Good Point	Alt+1			
	Highlight tool				

The following are the command terms used in the exam and markscheme level descriptors, along with their definitions as provided in MYP: From Principles into Practice.

Command term	Definition
Analyse	Break down in order to bring out the essential elements or structure. To identify parts and relationships, and to interpret information to reach conclusions.
Describe	Give a detailed account or picture of a situation, event, pattern or process.
Discuss	Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence.
Evaluate	Make an appraisal by weighing up the strengths and limitations.
Explain	Give a detailed account including reasons or causes.
Formulate	Express precisely and systematically the relevant concept(s) or argument(s).
Identify	Provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature.
Justify	Give valid reasons or evidence to support an answer or conclusion.
Outline	Give a brief account or summary.
Select	Choose from a list or group.
State	Give a specific name, value or other brief answer without explanation or calculation.
Summarize	Abstract a general theme or major point(s).
Synthesize	Combine different ideas in order to create new understanding.
To what extent	Consider the merits or otherwise of an argument or concept. Opinions and conclusions should be presented clearly and supported with appropriate evidence and sound argument.

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**Note to all examiners:** The approach used in assessment in the application of assessment criteria is a “best fit” model. The examiner applying an assessment criterion must choose the achievement level that overall best matches the piece of work being marked. It is not necessary for every detailed aspect of an achievement level to be satisfied for that level to be awarded but it must reflect the balance of student achievement against the markband. For example, if student work matches two of the three requirements within a markband but one is seriously lacking, the student should be awarded for the strands that have been met well, but the mark awarded should be at the lower end of the markband to compensate for what is lacking in one strand. If the level of student work spans multiple markbands, compensation depends on the performance in the higher order skills. It is worth noting that the highest level of any given criterion does not represent perfection.

**Note to all examiners:** Examiners should mark positively rewarding what is correct and not take marks away for what is incorrect.

Please note that spelling errors should not impact the marks awarded in any part of the examination.

**Question 1**

Throughout history, social protest movements have emerged to bring about change in society.

With reference to **one** social protest movement, **outline one** change it made to society.

**(2 marks)**

**Note:** The students should outline the change the movement made. They should not outline the movement itself.

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	A simple statement such as 'women achieved the right to vote' should not be awarded any marks as it does not refer to the social protest movement.
1	The student <b>states</b> one change made to society by one social protest movement.	The following is an example of the type of response that would be awarded <b>(1 mark)</b> .  The suffragette movement got women the right to vote.  <i>The social protest movement should be named as the question says, 'with reference to vote'. A (1 mark) response is likely to be one sentence that provides a change made.</i>
2	The student <b>outlines</b> one change made to society by one social protest movement.	The following is an example of the type of response that would be awarded <b>(2 marks)</b> .  The suffragette movement <b>gave women more power in society by getting them</b> the right to vote.  <i>A (2 mark) response is likely to be a single sentence with a single impact that is elaborated on; the detail provided will be brief.</i>

**Question 2**

Select a method used by **one** social protest movement **and explain** why it was chosen.

**(4 marks)**

**Note:** if the method chosen is not the primary one used by the social protest movement, this can still be rewarded fully.

**Note:** marks should be awarded based on the discussion of **why** the method was chosen, not for describing the method itself. However, if detail is given about the method itself (thus implying a reason) (1 mark) can be awarded.

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 the primary method used by one social protest movement to bring about change to society.	The following is an example of the type of response that would be awarded <b>(1 mark)</b> . The suffragette movement used confrontation. <i>A (1 mark) response is likely to be one sentence that comments on a single method.</i>
2	The student <b>outlines</b> why the primary method used by one social protest movement to bring about change to society.	The following is an example of the type of response that would be awarded <b>(2 marks)</b> . The suffragette movement <b>interrupted political meetings</b> to confront injustice. <i>A (2 mark) response is likely to be a single sentence that focuses on why the method was used the detail provided will be brief.</i>
3	The student <b>describes</b> why the primary method used by one social protest movement to bring about change to society.	The following is an example of the type of response that would be awarded <b>(3 marks)</b> . The suffragette movement interrupted political meetings to confront injustice, <b>which was considered extremely rude at that time. This challenged the boundaries of acceptable public behavior by women.</b> <i>One method should be considered in detail without any comprehensive reasons given. An example may be used to support the description. To provide the required level of detail for (3 marks), a short paragraph is likely to be required. More important than the length of the response is the quality and depth provided.</i>
4	The student <b>explains</b> why the primary method used by one	The following is an example of the type of response that would be awarded <b>(4 marks)</b> .

	social protest movement to bring about change to society.	<p>The suffragette movement interrupted political meetings in a confrontational manner, which was considered extremely rude at that time. This challenged the boundaries of acceptable public behavior by women. <b>They chose this method to bring more widespread support for their cause, especially from members of parliament and the public.</b></p> <p><i>One method should be considered in detail, along with reasons. An example may be given to support the explanation but is not essential to be awarded (4 marks).</i></p>
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**Question 3a**

As part of your MYP studies, your teacher has asked you to further explore the key concept of **change** by conducting an investigation into rights and social protest movements. They have used the following statement of inquiry:

“Social protest movements encountered different responses in their efforts to achieve change in society.”

**Formulate** a clear and focused research question that would help you investigate this statement of inquiry.

**(2 marks)**

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student formulates a research question that is <b>either clear or focused and</b> connected to the statement of inquiry.	<p>The following is an example of the type of response that would be awarded <b>(1 mark)</b>.</p> <p>Why did the civil rights movement experience opposition?</p> <p><i>In the example above, the RQ is clear (you can easily understand the intention of the investigation) and is connected to the statement of inquiry. However, the question lacks focus as it doesn't specify, for example, a location.</i></p>
2	The student formulates a research question that is <b>both clear and focused and</b> connected to the statement of inquiry.	<p>The following is an example of the type of response that would be awarded <b>(2 marks)</b>.</p> <p>Why did the civil rights movement experience opposition <b>in 1960s America</b>?</p> <p><i>In the example above, the RQ is clear (you can easily understand the intention of the investigation) and is connected to the statement of inquiry. The RQ focuses on a time and place so merits 2 marks.</i></p>

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**Question 3b**

**Justify** why your research question is worthy of investigation for an MYP student exploring the key concept of **change**.

**(4 marks)**

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student <b>states</b> why the research question is worthy of investigation for a MYP student exploring the key concept of change.	<p>The following is an example of the type of response that would be awarded <b>(1 mark)</b>.</p> <p>The question focuses on why people were opposed to the civil rights movement.</p> <p><i>No detail is required. This is likely to be a single sentence response that makes a simple connection between the key concept and the RQ. At this level if there is no reference to change 1 mark could still be awarded as long as the student address the value of the question.</i></p>
2	The student <b>outlines</b> why the research question is worthy of investigation for a MYP student exploring the key concept of change.	<p>The following is an example of the type of response that would be awarded <b>(2 marks)</b>.</p> <p>The question focuses on why people were opposed to the civil rights movement. <b>It is important to understand the challenges when trying to bring about change to society.</b></p> <p><i>Likely to be a single sentence with two clauses or two/three short sentences that provides brief detail on how the RQ is relevant to the key concept.</i></p>

3	The student <b>describes</b> why the research question is worthy of investigation for a MYP student exploring the key concept of change.	<p>The following is an example of the type of response that would be awarded <b>(3 marks)</b>.</p> <p>The question focuses on why people were opposed to the civil rights movement. It is important to understand the challenges when trying to bring about change to society. <b>During the civil rights movement there was opposition from many aspects of society, from politicians to the general public, and this made change difficult.</b></p> <p><i>At least one argument/factor should be considered in detail without providing reasoning why the RQ is relevant to the key concept.</i></p> <p><i>To provide the required level of detail for (3 marks), a short paragraph is likely to be required.</i></p> <p><i>More important than the length of the response, is the quality and depth provided.</i></p>
4	The student <b>justifies</b> why the research question is worthy of investigation for a MYP student exploring the key concept of change.	<p>The following is an example of the type of response that would be awarded <b>(4 marks)</b>.</p> <p>The question focuses on why people were opposed to the civil rights movement. It is important to understand the challenges when trying to bring about change to society. During the civil rights movement there was opposition from many aspects of society, from politicians to the general public, and this made change difficult. <b>The RQ provides opportunity to explore the reasons why different sectors of society resist change.</b></p> <p><i>At least one argument/factor should be considered in detail, along with reasoning why the RQ is relevant to the key concept.</i></p> <p><i>To provide the required level of detail for (4 marks), a short to mid-length paragraph is likely to be required.</i></p> <p><i>More important than the length of the response, is the quality and depth provided.</i></p>

**Question 3c**

**Identify one** primary source that would be useful in your investigation.

**(1 mark)**

Responses **may** include:

- Memoirs or diaries of [a relevant person alive at the time]
- Government archives [relevant to the issue being investigated]
- Newspaper articles from that time

*Accept any other valid response.*

**Question 3d****(1 mark)**

Identify **one** secondary source that would be useful in your investigation.

Responses **may** include:

- History textbooks [relevant to the issue being investigated]
- Documentary [relevant to the issue being investigated]
- Movies [relevant to the issue being investigated]

Accept any other valid response.

**Question 3e**

With reference to **one** of the sources you identified in part (c) or part (d), **explain** why it would be useful in your investigation.

**(4 marks)**

**Note:** If the student does refer to a valid source, but one that was NOT identified in 3c or 3d, full marks can still be awarded in this question.

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 usefulness of <b>one</b> of the sources identified.	The following is an example of the type of response that would be awarded <b>(1 mark)</b> . An interview with someone who participated in the civil rights movement would have first hand knowledge of the event. <i>A (1 mark) response is likely to be one sentence that hints at a single usefulness.</i>
2	The student <b>outlines</b> the usefulness of <b>one</b> of the sources identified.	The following is an example of the type of response that would be awarded <b>(2 marks)</b> . An interview with someone who participated in the civil rights movement, would have first-hand knowledge <b>of how the opposition responded</b> , <i>A (2 mark) response is likely to be a single sentence with a single example of usefulness that is elaborated on; the detail provided will be brief.</i>
3	The student <b>describes</b> the usefulness of <b>one</b> of the sources identified.	The following is an example of the type of response that would be awarded <b>(3 marks)</b> .

		<p>An interview with someone who participated in <b>significant events</b> during the civil rights movement such as <b>the Greensboro college sit-in and who experienced opposition first-hand</b>.</p> <p><i>One way that it is useful should be considered in detail without any comprehensive reasons given. An example may be used to support the description.</i></p> <p><i>To provide the required level of detail for (3 marks), a short paragraph is likely to be required.</i></p> <p><i>More important than the length of the response is the quality and depth provided.</i></p>
4	The student <b>explains</b> the usefulness of <b>one</b> of the sources identified.	<p>The following is an example of the type of response that would be awarded <b>(4 marks)</b>.</p> <p>An interview with someone who participated in significant events during the civil rights movement such as the Greensboro college sit-in and who experienced opposition first-hand would be useful. <b>They would be able to give me reliable information to help me understand the reasons why some people were against change.</b></p> <p><i>One way that it is useful should be considered in detail, along with reasons. An example may be given to support the explanation but is not essential to be awarded (4 marks).</i></p>

**Question 4**

**Evaluate** the research process used by your classmate considering the purpose of their investigation.

**(8 marks)**

**Purpose:** To investigate one 20th-century social protest movement using the related concept of causality.

In your answer, you may consider:

- the choice of research question
- the research methodology
- the sources consulted.

**Note:** Students do not need to discuss both strengths and limitations of every part of the investigation to access full marks. Marks are awarded based on the quality of the response, not the number of strengths or limitations referred to.

Strengths		
Marks	Descriptor	Notes

0	The student does not reach a standard described by any of the descriptors below.	
1	The student <b>states</b> the strength(s) of the research 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 focuses on the reasons for the creation of the civil rights movement.</p> <p><i>Only <b>one</b> strength needs to be mentioned to warrant (1 mark). The quality of the response is what is rewarded, not the number of strengths referred to.</i></p> <p><i>A (1 mark) response can be one sentence that refers to a single strength.</i></p>
2	The student <b>outlines</b> the strength(s) of the research 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 focuses on the reasons for the creation of the civil rights movement. <b>This ensures the research process only collects findings that are relevant.</b></p> <p><i>Only <b>one</b> strength needs to be mentioned and elaborated on to warrant (2 marks). The quality of the response is what is rewarded, not the number of strengths referred to. However, if a student outlines 3 or more strengths, they can be awarded 3 marks.</i></p> <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 strength(s) of the research 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 focuses on the reasons for the creation of the civil rights movement. This ensures the research process only collects findings that are relevant <b>to the related concept of causality and leads the student to select sources that deal with important events that started the civil rights movement.</b></p> <p><i>Only <b>one</b> strength needs to be mentioned and elaborated on in additional detail with reasoning to warrant (3 marks). The quality of the response is what is rewarded, not the number of strengths referred to.</i></p> <p><i>If a student outlines 3 or more strengths, they can be awarded (3 marks).</i></p>

**Limitations**

*Note: suggesting alternative methods can be interpreted as addressing 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> the limitation(s) of the research process.	<p>The following is an example of the type of response that would be awarded <b>(1 mark)</b>.</p> <p>One of the summary findings from a source does not help answer the research question.</p> <p><i>Only <b>one</b> limitation needs to be mentioned to warrant (1 mark). The quality of the response is what is rewarded, not the number of limitations referred to.</i></p> <p><i>A (1 mark) response can be one sentence that refers to a single limitation.</i></p>
2	The student <b>outlines</b> the limitation(s) of the research process.	<p>The following is an example of the type of response that would be awarded <b>(2 marks)</b>.</p> <p>One of the summary findings from the source does not help answer the research question. <b>The summary of the Wikipedia source is not about the causes but about the methods.</b></p> <p><i>Only <b>one</b> limitation needs to be mentioned and elaborated on to warrant (2 marks). The quality of the response is what is rewarded, not the number of limitations referred to. However, if a student outlines 3 or more limitations, they can be awarded 3 marks.</i></p> <p><i>A (2 mark) response is likely to be a single sentence with two clauses or two/three short sentences; the detail provided will be brief.</i></p>
3	The student <b>explains</b> the limitation(s) of the research process.	<p>The following is an example of the type of response that would be awarded <b>(3 marks)</b>.</p> <p>One of the summary findings from the source does not help answer the research question. The summary of the Wikipedia source is not about the causes but about the methods. <b>Therefore, the student might extract information that does not fully address the research question, leading to an unfocused investigation.</b></p> <p><i>Only <b>one</b> limitation needs to be mentioned and elaborated on in additional detail with reasoning to warrant (3 marks). The quality of the response is what is rewarded, not the number of limitations referred to.</i></p> <p><i>If a student outlines 3 or more 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	The student <b>states</b> an appraisal of the research process.	<p>The following is an example of the type of response that would be awarded <b>(1 mark)</b>.</p> <p>Overall, the research process is clear but the student needs to stay focused throughout the investigation.</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	The student <b>outlines</b> an appraisal of the research process.	<p>The following is an example of the type of response that would be awarded <b>(2 marks)</b>.</p> <p>Overall, the research process is clear <b>as it starts with a relevant research question</b> but the student needs to stay focused <b>when collecting information from the sources</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

In a written response, **explain** the significance of **time, place and space** for **one** innovation in health and medicine. Create a visual aid, such as a diagram, graph, or flow chart, to accompany your explanation. The visual aid should show the relationship between the key concept and your chosen innovation.

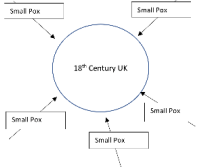
**(18 marks)**

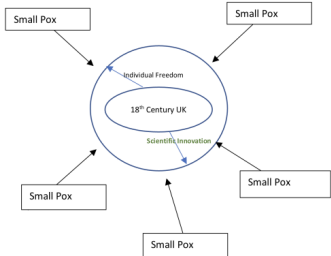
In your explanation you **must**:

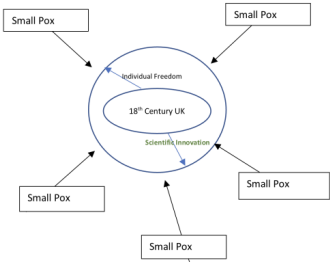
- make reference to a specific historical innovation in health and medicine
- refer to the visual aid you created.

### Criterion A

**Note:** for criterion A, students should only be awarded marks for the **content** of their argument(s) or explanation(s). Criterion A does not assess the format, style or organization of the response  
Any evidence of knowledge and understanding presented in the visual can be credited under Criterion A.

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student demonstrates <b>limited</b> knowledge and understanding by <b>outlining</b> the role that the concept of Time, Place and space had on a significant innovation in health and medicine, 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>. The vaccine for the smallpox was developed during a time when smallpox killed hundreds of thousands of people each year. As a result, scientists had a reason to develop a cure to this disease.</p> <p><i>Responses are likely to be brief, with little detail. There is requirement to include an example but the lack of one does not mean the student cannot be awarded (1 mark). 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 role that the concept of Time, Place and space had on a significant innovation in health and medicine, using <b>satisfactory</b> examples and <b>appropriate relevant</b> terminology	<p>The following is an example of the type of response that would be awarded <b>(3 marks)</b>.</p>  <p>The vaccine for the smallpox was developed <b>by Edward Jenner, in 1796</b>, during a time when smallpox killed hundreds of thousands of people each year. As a result, scientists <b>like Jenner</b> had a reason to develop a cure to this disease. <b>As we can see from the image, 18<sup>th</sup> century England was a time where smallpox afflicted the entire population of England. So it was a suitable situation to seek a cure.</b></p> <p><i>At this level, students need to demonstrate some understanding of the relationship between the concept and the medical innovation by providing a detailed response to the question.</i></p>

		<p>The student should call on adequate example(s), which can include the information of the time period, location or the medical innovation itself. Comprehensive understanding of the concept of time, place and space should be included.</p> <p>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 then a mark in this band should be awarded (see best-fit guidance at the start of the document).</p> <p>Terminology should be accurately used in the correct context.</p>
<p>4-5</p>	<p>The student demonstrates <b>substantial</b> knowledge and understanding by <b>explaining</b> the role that the concept of Time, Place and space had on a significant innovation in health and medicine, using <b>adequate</b> examples and <b>appropriate relevant</b> terminology</p>	<p>The following is an example of the type of response that would be awarded <b>(4 marks)</b>.</p> <p>The vaccine for the smallpox was developed by Edward Jenner, in 1796, it was a time where smallpox killed hundreds of thousand of people each year, <b>and nearly 80% of children who contracted the disease</b>. As a result, scientists like Jenner had a reason to develop a cure to this disease. As we can see from the image, 18<sup>th</sup> century England was a time where smallpox afflicted the entire population of England. <b>So it was a suitable situation to seek a cure. Furthermore, of all the countries in Europe that suffered from smallpox, England was a place that protected individual freedom and scientific inquiry which favoured new ideas and innovation.</b></p>  <p>At this level, students need to demonstrate good understanding of the relationship between the concept and the medical innovation by providing a detailed response to the question. The student should call on appropriate example(s), which can include the information of the time period, location or the medical innovation itself. Comprehensive understanding of the concept of time, place and space should be included.</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). Terminology 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 role that the concept of Time, Place and space had on a significant innovation in health and medicine, using <b>accurate and effective</b> examples and <b>appropriate relevant</b> terminology</p>	<p>The following is an example of the type of response that would be awarded <b>(6 marks)</b>.</p> <p>The vaccine for smallpox was developed by Edward Jenner, in 1796, it was a time where smallpox killed hundreds of thousands of people each year, and nearly 80% of children who contracted the disease. As a result, scientists like Jenner had a reason to develop a cure to this disease. As we can see from the image, 18<sup>th</sup> century England was a time where smallpox afflicted the entire population of England. So it was a suitable situation to seek a cure. Furthermore, of all the countries in Europe that suffered from smallpox, England was a place that <b>protected and encouraged</b> individual freedom and scientific inquiry, which favoured new ideas and innovation. <b>These two characteristics, the time period and the place (England), were two of the most important factors in establishing Jenner's vaccination. This context allowed a significant individual to innovate and discover a vaccine that not only improved the lives of the English, but eventually the health of people all over the world.</b></p>  <p>The diagram consists of a central circle labeled '18<sup>th</sup> Century UK'. Inside this circle, there are two smaller circles: one at the top labeled 'Individual Freedom' and one at the bottom labeled 'Scientific Innovation'. Five arrows, each labeled 'Small Pox', point from the outside towards the central circle.</p> <p><i>The response should be very detailed and provide clear reasoning, making use of example(s), which can include information on the time period, location or the medical innovation itself. Comprehensive understanding of the concept of time, place and space should be included.</i></p>

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		<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. Terminology used should be accurately and effectively used in the correct context.</i></p>
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## C1: Format

Marks	Descriptor
0	The student does not achieve a standard described by any of the descriptors given below.
1	<p><b>One</b> of the following features are included:</p> <ul style="list-style-type: none"> <li>• A relevant visual aid</li> <li>• Explicit reference to the visual aid in the script</li> </ul>
2	<p><b>Both</b> of the following features are included:</p> <ul style="list-style-type: none"> <li>• A relevant visual aid</li> <li>• Explicit reference to the visual aid in the script</li> </ul>

## C2: Communicating information and ideas

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1–2	The student communicates information and ideas using a style and language that are <b>rarely appropriate</b> for an online chat.	<p><i>Language is rarely clear or appropriate to what would be expected for an online chat with one's peers. The text is too formal and impersonal.</i></p> <p><i>The visual aid provides limited support to the response.</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> for an online chat.	<p><i>Language is clear and appropriate to what would be expected for an online chat with one's peers</i></p> <p><i>The text reads at times more formally e.g. like an essay and at times like an online chat. (A response that is written more like an essay is likely to be awarded 3 marks. If it is written more like an online chat response, it is likely to be awarded 4 marks. Best-fit should always be applied.)</i></p> <p><i>The visual aid provides adequate support to the response.</i></p>

		<i>Some language features such as directly addressing the classmate, rhetorical questions, or affirmations, used to demonstrate clarifying an explanation.</i>
5–6	The student communicates information and ideas using a style and language that are <b>consistently appropriate</b> for an online chat.	<i>Language is clear and completely appropriate to what would be expected for an online chat with one's peers. The text reads like an explanation in an online chat throughout. The visual aid provides effective support to the response. Some language features such as directly addressing the classmate, rhetorical questions, or affirmations are <b>often</b> used to demonstrate clarifying an explanation</i>

**C3: Organizational structure**

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

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**Question 6a**

Using **Source A**, **select** true or false in response to the statement below:

“Globalization reduced inequality in Latin America.”

**(1 mark)**

*Award (1 mark) for selecting false.*

**Question 6b**

Using **Source A**, **select** true or false in response to the statement below.

“The United States benefited economically from migration.”

**(1 mark)**

*Award (1 mark) for selecting true.*

**Question 7**

Using **Source A** and **Source B**, **justify** the argument that the first wave of globalization strengthened flows of people and goods.

**(4 marks)**

**Note:** Responses should refer to the sources only and not own knowledge. Because of the wording of the question (using) the students don't have to explicitly reference the sources; they need to use the ideas and the content in them.

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student <b>states</b> how the first wave of globalization strengthened flows of people and goods, by using at least one source.	The following is an example of the type of response that would be awarded <b>(1 mark)</b> . Countries were more closely connected via railways and telegraphs. <i>For 1 mark, students would provide a statement/fact to support their position.</i>
2	The student <b>outlines</b> how the first wave of globalization strengthened flows of people and goods by using <b>at least one</b> of the sources.	The following is an example of the type of response that would be awarded <b>(2 marks)</b> . <b>Trade become much easier now that</b> Countries were more closely connected via railways and telegraphs as seen in source B., <i>For 2 marks, students would provide a statement/fact to support their position, with a reference to a source.</i>
3	The student <b>describes</b> how the first wave of globalization strengthened flows of people and goods by using both sources.	The following is an example of the type of response that would be awarded <b>(3 marks)</b> . Trade became much easier now that Countries were more closely connected via railways and telegraphs as seen in source B, <b>The first wave of globalization encouraged immigration from Asia to Europe and America, as seen in Source A.</b> <i>For 3 marks, students would provide a clear argument to support their position, with a reference to both sources.</i>
4	The student <b>justifies</b> how the first wave of globalization strengthened flows of people and goods by <b>effectively</b> using both sources.	The following is an example of the type of response that would be awarded <b>(4 marks)</b> . Trade became much easier now that Countries were more closely connected via railways and telegraphs as seen in source B, the first wave of globalization encouraged immigration from Asia to Europe and America, as seen in Source A. <b>Globalization allowed the movement of people to places where they were able to produce more goods. As result people become more involved in the world economy.</b>

		<i>For 4 marks, students would provide a <b>detailed argument</b> to support their justification, clearly referencing both sources, even if it is not explicitly done.</i>
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**Question 8a**

**State** the purpose of **Source C**.

**(1 mark)**

Responses **may** include:

- To criticize the new law
- To criticize the Argentinean government
- To show that Argentina was not happy with the type of immigrants entering the country.
- To show discrimination against migrants

Accept any valid response.

**Question 8b**

**Outline one value or one limitation of Source C** to a student studying globalization in history.

**(2 marks)**

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student <b>states one value or one limitation</b> of the source	The following is an example of the type of response that would be awarded <b>(1 mark)</b> . It shows that globalisation was not always beneficial for all countries. <i>A (1 mark) response is likely to be one sentence that provides a simple fact about its value or limitation. The student should be talking about globalization but 1 mark can still be awarded if it is not mentioned.</i>
2	The student <b>outlines one value or one limitation</b> of the source <b>for the study of globalization</b>	The following is an example of the type of response that would be awarded <b>(2 marks)</b> . It shows that globalisation was not always beneficial for all countries, <b>since countries don't always control who or what flows in and out of them.</b>

		<i>A (2 mark) response is likely to be a single sentence with a purpose that is elaborated on; the detail provided will be brief.</i>
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**Question 9**

**Contrast** the perspectives given in **Source A** and **Source C** on the consequences of globalization.

**(3 marks)**

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student provides a <b>limited</b> contrast by <b>stating</b> a difference between the perspectives	<p>The following is an example of the type of response that would be awarded <b>(1 mark)</b>.</p> <p>Source A has a global perspective on the consequences while source C refers to the consequences on a specific country.</p> <p><i>A (1 mark) response is likely to be one sentence that hints at a single difference.</i></p>
2	The student provides a <b>satisfactory</b> contrast by <b>outlining</b> a difference(s) between the perspectives <b>on the consequences of globalization</b> .	<p>The following is an example of the type of response that would be awarded <b>(2 marks)</b>.</p> <p>Source A has a global perspective on the consequences, <b>referring to the impacts on a variety of countries</b>. Meanwhile Source C refers to the <b>negative</b> consequences on a specific country.</p> <p><i>A (2 mark) response is likely to be a single sentence with a single difference that is elaborated on; the detail provided will be brief.</i></p>
3	The student provides a <b>detailed</b> contrast by <b>describing</b> a difference(s) between the perspectives on the consequences of globalization.	<p>The following is an example of the type of response that would be awarded <b>(3 marks)</b>.</p> <p>Source A has a global perspective on the <b>positive and negative</b> consequences, referring to the impacts of <b>increased migration in the US but the problems of inequality in Latin America</b>. Meanwhile source C refers to the negative consequences on a specific country <b>and the idea that it was only receiving communists and socialists from Europe</b>.</p> <p><i>One difference should be considered in detail without any comprehensive reason given. An example may be used to support the description.</i></p> <p><i>To provide the required level of detail for (3 marks), a short paragraph is likely to be required.</i></p> <p><i>More important than the length of the response is the quality and depth provided.</i></p>

**Question 10**

Write a well-structured essay on the following question.

“Globalization has increased the flow of capital, goods and ideas throughout history.” **To what extent** has this been beneficial for societies?

In your essay you **must**:

- refer to **at least one** example of increased international trade, aid, exchange and flows in history.
- consider different perspectives on the consequences of this trend, which may include:
  - benefits versus drawbacks of globalization
  - long-term and/or short-term impacts
  - personal, local, and/or global perspectives
  - economic, social, and/or political perspectives.

**(24 marks)**

Marks	Descriptor for Criterion A	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, i.e. an outline.</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.</li> <li>• 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.</li> <li>• There is likely to be little or no reasons provided in the response i.e. there may be some reasons provided but the examples/terminology/detail in the response are not sufficient enough</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 to the question. An explanation requires reasons to be included.</li> <li>• The student should call on appropriate examples that support their points.</li> <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>• <i>The response should be very detailed and provide clear reasons, making use of examples that work to demonstrate a comprehensive understanding of the issue/topic.</i></li> <li>• <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></li> <li>• <i>Terminology should be accurately and effectively used in the correct context all of the time.</i></li> </ul>
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Criterion D		
Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1-2	The student provides <b>one</b> perspective in a <b>basic analysis</b> and <b>summarizes</b> information to a <b>limited extent</b> in response to the question posed	<ul style="list-style-type: none"> <li>• <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</i></li> <li>• <i>The response will show little or no evidence of examples being used to help inform the student's argument. The argument may not always be relevant or appropriate.</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 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 the extent to which globalization has been beneficial for societies (students may conclude that it is too difficult to say), which is likely to be not fully developed at this level, is expected nevertheless.</i></li> <li>• <i>The response should include evidence of examples being used to inform the student's argument.</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 must be included with substantial development of these to show a good understanding of both and their implications. The perspectives should be balanced.</i></li> <li>• <i>Ideas on the consequences of globalization combined to form a clear and coherent conclusion indicating the extent to which it is beneficial is required.</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>The response should include evidence of examples being used effectively to inform and support an argument.</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 must be included with thorough development of these to show an excellent understanding of both and their implications. The perspectives must be equally considered/balanced.</i></li> <li>• <i>Ideas on the consequences of globalization combined to form a clear and coherent and convincing conclusion indicating the extent to which it is beneficial is required.</i></li> <li>• <i>The response should include evidence of examples being used effectively to help inform and support a comprehensive argument.</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>
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**C1: Format**

Marks	Notes
0	The student does not achieve a standard described by any of the descriptors given below.
1	<b>Two</b> 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	<b>Three</b> 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>

**C2: Style and Language**

Marks	Descriptor	Notes
0		
1	The style and language used is <b>rarely appropriate</b> to the audience and purpose of informing	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.
2	The style and language used is <b>mainly appropriate</b> to the audience and purpose of informing	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.
3	The style and language used is <b>consistently appropriate</b> to the audience and purpose of informing	The style of writing is consistent with what would be expected in an essay. Language is formal and clear.

<b>C3: Organizational structure</b>		
<b>Marks</b>	<b>Descriptor</b>	<b>Notes</b>
0		
1	The organization structure is <b>occasionally effective</b>	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.
2	The organizational structure is <b>mainly effective</b> .	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.
3	The organizational structure is <b>consistently appropriate and effective</b>	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.