

histmMOEENGZ0XXXX



Markscheme

May 2025

History

On-screen examination

















27 pages



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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, 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.
Contrast	Give an account of the differences between two (or more) items or situations, referring to both (all) of them throughout.
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).
Justify	Give valid reasons or evidence to support an answer or conclusion.
List	Provide a sequence of items or brief answers.
Outline	Give a brief account or summary.
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.

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, pioneers, innovators and developers have impacted society.

Question 1a

From your MYP studies, **list two** historical pioneers, innovators or developers who had an impact on society. **(2 marks)**

Award (1 mark) per valid example up to a maximum of (2 marks). Accept any valid response.

Question 1b

Using one of the historical figures that you have listed in part (a), **explain** how your chosen pioneer, innovator or developer had an impact on society.

(4 marks)

Note No marks should be deducted if the explanation is not about the Pioneer, innovator or developer listed in Q1a.

Marks	Descriptor	Notes
0	The student does not	achieve a standard described by any of the descriptors given below.
1	The student states how the chosen pioneer, innovator or developer impacted society.	The following is an example of the type of response that would be awarded (1 mark) . Columbus discovered new lands.
2	The student outlines how the chosen pioneer, innovator or developer impacted society.	The following is an example of the type of response that would be awarded (2 marks) . Columbus discovered new lands allowing Europeans to gain access to new resources .
3	The student describes how the chosen pioneer, innovator or	The following is an example of the type of response that would be awarded (3 marks) . Columbus discovered new lands allowing Europeans to gain access to new resources. This increased trade in new foods and things like gold and silver.

	developer impacted society.	
4	The student explains how the chosen pioneer, innovator or developer impacted society.	The following is an example of the type of response that would be awarded (4 marks) . Columbus discovered new lands allowing Europeans to gain access to new resources. This increased trade in new foods and things like gold and silver. The growth in trade of these new resources slowly changed the European social structure from feudal one to a capitalist one.

Question 2

You are a member of your school's History club. The club's coordinator presented you and some of the other club members with the following statement of inquiry to explore one afternoon:

"Discoveries and inventions throughout history have had a **positive** impact on society."

Question 2a

With reference to the statement of inquiry, **formulate** a clear and focused research question.

(2 marks)

Note If there is no mention of a discovery/invention then no mark should be awarded.

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	The following is an example of the type of response that would be awarded (0 marks) . <ul style="list-style-type: none"> How did Eli Whitney revolutionize the US economy?
1	The student formulates a research question that is either clear or focused and connected to the statement of inquiry	The following is an example of the type of response that would be awarded (1 mark) . <ul style="list-style-type: none"> How did the invention of Eli Whitney improve society? How did the Cotton Gin impact society? <p>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</p>

		global interactions. However, the question lacks focus by not dealing with a specific relationship or interaction.
2	The student formulates a research question that is both clear and focused and connected to the statement of inquiry	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <ul style="list-style-type: none"> • How did the Cotton Gin revolutionize the US economy? <p>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.</p>

Question 2b

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

(4 marks)

SOI: "Discoveries and inventions throughout history have had a **positive** impact on society."

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student states the relevance of the research question to the statement of inquiry	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>My research question focuses on a pioneer who made important discoveries</p> <p><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></p>
2	The student outlines the relevance of the research question to the statement of inquiry	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p>My research question focuses on a pioneer who made important discoveries. It asks "to what extent" so it will look at <u>how</u> important those discoveries were.</p>

		<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 describes the relevance of the research question to the statement of inquiry	<p>The following is an example of the type of response that would be awarded (3 marks).</p> <p>My research question focuses on Eli Whitney who made important discoveries by revolutionising the cotton gin and therefore the US economy. It asks "to what extent" so it will look at how important those discoveries were.</p> <p>At least one argument/factor should be considered in detail without providing reasoning for why the RQ is appropriate in the study how discoveries and inventions have (positively) impacted society.</p> <p><i>More important than the length of the response, is the level of detail that connects the RQ to the Sol.</i></p>
4	The student justifies the relevance of the research question to the statement of inquiry	<p>The following is an example of the type of response that would be awarded (4 marks).</p> <p>My research question focuses on a Eli Whitney who made important discoveries by revolutionising the cotton gin and therefore the US economy. Asks "to what extent" so it will look at how important those discoveries were. By analysing the changes that the cotton gin made to the US economy we can get an understanding of the contributions it made to society in general.</p> <p><i>At least one argument/factor should be considered in detail, along with reasoning for why the RQ is appropriate in the study how discoveries and inventions have (positively) impacted society</i></p> <p><i>More important than the length of the response, is the level of detail and the inclusion of reasoning in the response.</i></p> <p><i>Note: The text in bold provides a reason (or reasoning) required for a full justification so merits 4 marks.</i></p>

Question 3

Other members of the History club were asked by the club's coordinator to explore this statement of inquiry:

“Discoveries and inventions throughout history have had a **negative** impact on society.”

Below is a description of their investigation process.

Evaluate the investigation process followed by the second group. **(3 marks)**

Note: Responses do not need to refer to all of the research methods to be awarded marks

Note: Bold is used to indicate the difference in depth/detail between mark bands

Strengths		
Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student states the strength(s) of the research methods.	The following is an extract from the type of response that would be awarded (1 mark) . The students used a variety of useful research methods. <i>A (1 mark) response can be one sentence that refers to a single strength.</i>
2	The student outlines the strength(s) of the research methods.	The following is an extract from the type of response that would be awarded (2 marks) . The students used a variety of useful research methods to gather relevant information including statistics and first-hand accounts of child labour. <i>Only one 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, <u>If a student outlines 3 or more strengths, they can be awarded 3 marks.</u></i>

		<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>
3	The student explains the strength(s) of the research methods.	<p>The following is an extract from the type of response that would be awarded (3 marks).</p> <p>The students used a variety of useful research methods to gather primary and secondary sources. From this, they were able to gather relevant information including statistics and first-hand accounts of child labour. Consulting photographs and diary entries allowed them to observe and read about the plight of the children.</p> <p><i>Only one 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><u>If a student outlines 3 or more strengths, they can be awarded 3 marks.</u></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 states the limitation(s) of the research methods.	<p>The following is an extract from the type of response that would be awarded (1 mark).</p> <p>They only focus on one negative impact of the Industrial Revolution.</p> <p><i>Only one 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 outlines the limitation(s) of the research methods.	The following is an extract from the type of response that would be awarded (2 marks) .

		<p>They only focus on one negative impact of the Industrial Revolution, child labour. Increased production also resulted in pollution.</p> <p><i>Only one 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. <u>However, If a student outlines 3 or more limitations, they can be awarded 3 marks.</u></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	<p>The student explains the limitation(s) of the research methods.</p>	<p>The following is an extract from the type of response that would be awarded (3 marks).</p> <p>They only focus on one negative impact of the Industrial Revolution, child labour. Increased production also resulted in pollution. Gathering information on other negative impacts could have made their research more convincing by providing more evidence.</p> <p><i>Only one 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 strengths referred to.</i></p> <p><i><u>If a student outlines 3 or more limitations, they can be awarded 3 marks.</u></i></p>

Appraisal		
Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student provides an overall appraisal of the investigative process.	<p>The following is an extract from the type of response that would be awarded (1 mark).</p> <p>Overall, there is a variety of research on child labour but there's no research on other impacts.</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 provides a detailed overall appraisal of the investigative process.	<p>The following is an extract from the type of response that would be awarded (2 marks).</p> <p>Overall, there is a variety of research on child labour but there's no research on other impacts, so the investigation is incomplete.</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 4

Select two sources from the list below and explain how they could each be useful in researching the negative impacts of the Industrial Revolution.

1. A memoir of a child labourer
2. A biography of a factory owner
3. Newspaper article(s) about child labour
4. Documentaries about the Industrial Revolution
5. Interviewing a historian who is an expert on the Industrial Revolution
6. Government report during the 1800s addressing issues of the Industrial Revolution

Question 4a

Source 1:

Explain the usefulness of the first source you have selected.

(3 marks)

Question 4b

Source 2:

Explain the usefulness of the second source you have selected.

(3 marks)

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below	The following are examples of the type of response that would be awarded (0 marks) : It is a primary source It would provide good information.
1	The student states the usefulness of one of the sources selected	The following is an example of the type of response that would be awarded (1 mark) . A memoir will give a first-hand account of what life was like during the Industrial Revolution for working children.

2	The student outlines the usefulness of one of the sources selected	The following is an example of the type of response that would be awarded (2 marks) . A memoir will give a first-hand account of what life was like during the Industrial Revolution for working children describing their long working hours and terrible conditions.
3	The student explains the usefulness of one of the sources selected	The following is an example of the type of response that would be awarded (3 marks) . A memoir will give a first-hand account of what life was like during the Industrial Revolution for working children describing their long working hours and terrible conditions. These real-life examples would lead to a deeper understanding of the hardships caused by the Industrial Revolution.

Question 5

Throughout history, **global interactions** have led to **social, cultural and artistic developments**.

In your response to the student, **explain** how global interactions in history have been able to contribute positively to social, cultural and/or artistic development(s).

In your response:

- Include a formal greeting to the student
- Include at least **one** historical example of a social, cultural and/or artistic development
- Include an original hashtag - the hashtag needs to support your explanation and be short and easy to remember. **(18 marks)**

Criterion A		
Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	

<p>1</p>	<p>The student demonstrates limited knowledge and understanding by outlining how global interactions contributed to social, cultural and/or artistic development, using limited examples and limited relevant terminology.</p>	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>The Silk Roads were a vast trade network that positively contributed to cultural development in Asia and Europe.</p> <p><i>Responses are likely to be brief, with little detail.</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>
<p>2–3</p>	<p>The student demonstrates adequate knowledge and understanding by describing how global interactions contributed to social, cultural and/or artistic development, using satisfactory examples, and appropriate relevant terminology.</p>	<p>The following is an example of the type of response that would be awarded (3 marks).</p> <p>The Silk Roads were a vast trade network that positively contributed to cultural development in Asia and Europe. For the Chinese, they gained access to Buddhism and other religions and Europeans also gained access to silks and spices that changed their fashion and diet.</p> <p><i>It should be evident that the student has knowledge of global interactions 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 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).</i></p> <p><i>Terminology used should be accurately used in the correct context.</i></p>

<p>4–5</p>	<p>The student demonstrates substantial knowledge and understanding by explaining how global interactions contributed to social, cultural and/or artistic development, using accurate examples, and appropriate relevant terminology.</p>	<p>The following is an example of the type of response that would be awarded (4 marks).</p> <p>The Silk Roads were a vast trade network that positively contributed to social and cultural developments in Asia and Europe through the increase exchange of goods and ideas. The roads helped various religion beliefs and products spread from East to West and from West to East. For the Chinese, they gained access to Buddhism and other religions and Europeans also gained access to silks and spices that they didn't previously have which changed their fashion and diet.</p> <p><i>At this level, students need to demonstrate good understanding of global interactions by providing a detailed response to the question. 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 detailed knowledge and understanding by thoroughly explaining how global interactions contributed to social, cultural and/or artistic development, using accurate and effective descriptions and explanations, and appropriate relevant terminology.</p>	<p>The following is an example of the type of response that would be awarded (6 marks).</p> <p>Between the 2nd and 14th centuries BC, the Silk Roads were a vast trade network positively contributed to social and cultural developments in Asia and Europe through the increase exchange of goods and ideas. The roads helped various religion beliefs and products spread from East to West and from West to East. For the Chinese, they gained access to Buddhism and other religions and Europeans also gained access to silks and spices that they didn't previously have which changed their fashion and diet. Over the years, this cultural diffusion enriched the civilizations along the route. The Roads helped the diversification of religious beliefs to spread from East to West and from West to East.</p> <p><i>The response should be very detailed and provide clear reasoning, making use of example(s). However, comprehensive understanding of global interactions should be included.</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>

		<i>Terminology used should be accurately and effectively used in the correct context.</i>
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Criterion C

C1: Format	
Marks	Descriptor
0	The student does not achieve a standard described by any of the descriptors given below.
1	<p>One of the following features are included:</p> <ul style="list-style-type: none"> • An official greeting/salutation • An original hashtag
2	<p>Two of the following features are included:</p> <ul style="list-style-type: none"> • An official greeting/salutation • An original hashtag

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 rarely appropriate to the format of an informative and convincing social media response and the purpose of explaining.	<p>Language is rarely clear or appropriate to what would be expected in a professional response on the school's social media account.</p> <p>The text reads more informally or is too brief e.g., like when using a <u>personal chat</u>/social media account.</p>

		Language is basic/simple and the text doesn't acknowledge and respond to the student's concerns .
3-4	The student communicates information and ideas using a style and language that are occasionally appropriate to the format of an informative and convincing social media response and the purpose of explaining.	Language is clear and appropriate to what would be expected in a professional response on the school's social media account. The text reads more formally. Language is clear and the text addresses the student's concerns.
5-6	The student communicates information and ideas using a style and language that are consistently appropriate to the format of an informative and convincing social media response and the purpose of explaining.	Language is clear and appropriate to what would be expected in a professional response on the school's social media account. The text is consistently formal. Language is clear; and the text recognizes and addresses the student's concerns in a professional manner throughout the response.

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 rarely effective and appropriate for a social media response and the purpose of explaining.	Ideas rarely build on each other in a logical manner. When appropriate, the student rarely uses effective transitions within sentences and/or between sentences and/or paragraphs to show relationships between ideas.

2	The student structures information and ideas in a way that is occasionally effective and appropriate for a social media response and the purpose of explaining.	Ideas occasionally build on each other in a logical manner. When appropriate, the student sometimes uses effective transitions within sentences and/or between sentences and/or paragraphs to show relationships between ideas.
3	The student structures information and ideas in a way that is mainly effective and appropriate for a social media response and the purpose of explaining.	Ideas frequently build on each other in a logical manner. When appropriate, the student often uses effective transitions within sentences and/or between sentences and/or paragraphs to show relationships between ideas.
4	The student structures information and ideas in a way that is consistently effective and appropriate for a social media response and the purpose of explaining.	Ideas consistently build on each other in a clear and logical manner. When appropriate, the student always uses effective transitions within sentences and/or between sentences and/or paragraphs to show relationships between ideas.

Question 6a

Aside from playing a key role in large-scale historical events, scientific and technical innovations have had a significant impact on the daily life of individuals. Respond to the questions below using information from **Source A** and **Source B**.

According to **Source A**, **outline one** reason why Frederick Maytag created the washing machine.

(2 mark)

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student states one reason why Maytag created the washing machine.	The following are example of the type of response that would be awarded (1 mark) . To lighten the work of farm wives. <i>To make more money.</i>

2	The student outlines one reason why Maytag created the washing machines.	The following are examples of the type of response that would be awarded (2 marks) . To lighten the work of farm wives who would save hours of time washing clothes. <i>To make money in an unstable industry.</i>
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Question 6b

Contrast the perspective of **Source A** with that of **Source B** regarding the significance of the washing machine for daily life. **(4 marks)**

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student states a difference in perspectives regarding the significance of the washing machine to daily life	The following is an example of the type of response that would be awarded (1 mark) . Source A argues that the washing machine was a significant invention and source B argues that it wasn't.
2	The student outlines one difference in perspectives regarding the significance of the washing machine to daily life.	The following is an example of the type of response that would be awarded (2 marks) . Source A argues that the washing machine was a significant invention because it saved time for women and source B argues that it was only significant in making clothes smell better.
3	The student describes one difference in perspectives regarding the significance of the washing machine to daily life.	The following is an example of the type of response that would be awarded (3 marks) . Source A argues that the washing machine was a significant invention because it saved time for women and source B argues that it was only significant in making clothes smell better. Source B argues that other innovations like the frozen dinner saved more time.
4	The student describes in detail one difference in	The following is an example of the type of response that would be awarded (4 marks) .

	<p>perspectives regarding the significance of the washing machine to daily life.</p>	<p>Source A argues that the washing machine was a significant invention because it saved time and energy for women and source B argues that it was only significant in making clothes smell better. Source B argues that the invention of the washing machine did not have a great impact on daily life because people did not spend much time washing clothes in the first place. Other innovations like the frozen dinner were more significant because they saved more time.</p>
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Question 7

While scientific and technical innovations have had a significant impact on daily life, other factors, such as war, have also been influential.

Review **Source C** and answer the questions that follow.

Question 7a

Describe one value of **Source C** for students studying how war changed daily life.

(3 marks)

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student states one strength for students studying the how war has changed daily life.	The following is an example of the type of response that would be awarded (1 mark) . Gives a good example of how WWI affected fashion.”
2	The student outlines one strength for students studying the how war has changed daily life.	The following is an example of the type of response that would be awarded (2 marks) . Gives a good example of how WWI affected fashion, changing men’s perception of the wristwatch as more than just jewellery.
3	The student describes one strength for students studying the how war has changed daily life.	The following is an example of the type of response that would be awarded (3 marks) .

		Gives a good example of how WWI affected fashion by clearly showing how a wartime habit continued after the war , changing men's perception of the wristwatch as more than just jewellery.
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Question 7b

Describe one limitation of **Source C** for students studying how war changed daily life.

(3 marks)

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student states one limitation of Source C for an MYP student studying how war changed daily life.	The following are examples of the type of response that would be awarded (1 mark) . The professor is not necessarily a reliable source. <i>The source discusses only one aspect of daily life.</i>
2	The student outlines one limitation of Source C for an MYP student studying how war changed daily life.	The following are examples of the type of response that would be awarded (2 marks) . The professor is not necessarily a reliable source, not having as much knowledge as a historian . <i>The source discusses only one specific aspect of daily life and fashion seems like a minor change compared to other changes war made.</i>
3	The student describes one limitation of Source C for an MYP student studying how war changed daily life.	The following is an example of the type of response that would be awarded (3 marks) . The professor is not necessarily a reliable source, not having as much knowledge as a historian who studied in detail the effects of WWI . <i>The source discusses only one aspect of daily life and it doesn't give much detail on how it changed daily life aside from fashion. Overall, it discusses a change that appears minor compared to other changes war made.</i>

Question 8

“Historians pay too much attention to the importance of scientific and technical innovations in major historical events. They do not recognize that scientific and technical innovations have been more important historically in our everyday lives.”

To what extent do you agree with this statement?

(24 marks)

In your response you **must** reference:

- at least **one** national or international event where scientific and technical innovation was significant
- at least **one** scientific or technical innovation that has impacted daily life.

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 limited contextual and conceptual understanding in an outline , using limited examples and limited terminology	<ul style="list-style-type: none"> • Responses are likely to be brief, with little detail, i.e. an outline. • 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. • Terminology may be limited in terms of accuracy and/or frequency.
3-4	The student demonstrates adequate contextual and conceptual understanding in a description , using satisfactory examples and appropriate terminology.	<ul style="list-style-type: none"> • It should be evident that the student has knowledge of the particular issue/topic. • 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. • 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 • Terminology should be accurately used in the correct context.
5-6	The student demonstrates substantial contextual and conceptual understanding in an explanation ,	<ul style="list-style-type: none"> • 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.

	using accurate examples and appropriate terminology.	<ul style="list-style-type: none"> The student should call on appropriate examples that support their points. Terminology should be accurately and effectively used in the correct context most of the time.
7-8	The student demonstrates detailed contextual and conceptual understanding in a thorough explanation , using accurate and effective examples and appropriate terminology.	<ul style="list-style-type: none"> 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. 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 should be accurately and effectively used in the correct context all of the time.

Criterion C

C1: Format	
Marks	Notes
0	The student does not achieve a standard described by any of the descriptors given below.
1	<p>Two of the following elements are included: introduction, a main body of argument or a conclusion.</p> <p>Note: The elements must appear as separate paragraphs. If this is not the case (0 marks) should be awarded.</p>
2	<p>Three of the following elements are included: introduction, a main body of argument and a conclusion.</p> <p>Note: The elements must appear as separate paragraphs.</p>

C2: Style and Language		
Marks	Descriptor	Notes
0		
1	The style and language used is rarely appropriate 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 mainly appropriate 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 consistently appropriate 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.
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C3: Organizational structure		
Marks	Descriptor	Notes
0		
1	The organization structure is occasionally effective	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 mainly effective .	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 consistently appropriate and effective	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.

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 one perspective in a basic analysis and summarizes information to a limited extent in response to the question posed	<ul style="list-style-type: none"> • <i>One perspective is included and is only considered superficially, i.e. only general or vague points are made.</i> • <i>The response might not reach a conclusion or fully answer the question at this level</i> • <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>
3-4	The student provides different perspectives in an analysis and summarizes information to make clear arguments in response to the question posed.	<ul style="list-style-type: none"> • <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> • <i>A conclusion indicating the extent to which historians pays too little attention to scientific and technical innovation on daily life (students may</i>

		<p><i>conclude that it is too difficult to say) is likely to be not fully developed at this level but is expected, nevertheless.</i></p> <ul style="list-style-type: none"> • <i>The response should include evidence of examples being used to inform the student's argument.</i>
5-6	<p>The student provides different perspectives in an analysis and synthesizes information to make clear arguments in response to the question posed.</p>	<ul style="list-style-type: none"> • <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> • <i>Arguments on the focus of historians are combined to form a clear and coherent conclusion indicating the extent to which it is the focus too little on daily life is required.</i> • <i>The synthesis (combining ideas) could appear in the main body of the essay or in the conclusion.</i> • <i>The response should include evidence of examples being used effectively to inform and support an argument.</i>
7-8	<p>The student provides different perspectives in a detailed discussion and synthesizes information to make clear arguments in response to the question posed.</p>	<ul style="list-style-type: none"> • <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> • <i>Arguments on the focus of historians are combined to form a clear, coherent and convincing conclusion indicating the extent to which it is the focus too little on daily life is required.</i> • <i>The response should include evidence of examples being used effectively to help inform and support a comprehensive argument.</i> • <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>