

**Question 1a – Criterion A**

Throughout history the general trend has been that life expectancy increases over time. However, there have been periods in history where life expectancy has fallen. **List two** reasons why life expectancy might fall during a particular period.

**(2 marks)**

Responses **may** include:

- War
- Famine
- Malnutrition
- Epidemics / disease
- Lack of resources

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

**Question 2**

There have been many innovations throughout history that have impacted the health of communities.

**Explain** the **significance** of **one** innovation to the topic of health and medicine. You may consider positive **and/or** negative impacts.

**(4 marks)**

**Note: Bold is used to indicate the difference in depth/detail between markbands.**

<b>Marks</b>	<b>Descriptor</b>	<b>Notes</b>
0	The student does not reach a standard described by any of the descriptors below.	
1	The student <b>states</b> the significance of <b>one</b> innovation to the topic of health and medicine.	The following is an example of the type of response that would be awarded <b>(1 mark)</b> . <b>Penicillin prevented people from dying from common infections.</b>  <i>A (1 mark) response is likely to be one sentence that hints at the significance of an innovation.</i>
2	The student <b>outlines</b> the significance of <b>one</b> innovation to the topic of health and medicine.	The following is an example of the type of response that would be awarded <b>(2 marks)</b> . <b>Penicillin prevented people from dying from infections during war, or other common infections caused by bacteria.</b>

		<i>A (2 mark) response is likely to be a single sentence about the significance of one innovation that is elaborated on; the detail provided will be brief.</i>
3	The student <b>describes</b> the significance of <b>one</b> innovation to the topic of health and medicine.	<p>The following is an example of the type of response that would be awarded <b>(3 marks)</b>.</p> <p>Penicillin was a significant innovation <b>as it revolutionised the way that ill or injured people were treated. Penicillin prevented people from dying from infections during war, or other common infections caused by bacteria. Thanks to penicillin, life expectancy over the last 50 years has increased.</b></p> <p><i>The significance of one innovation 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 significance of <b>one</b> innovation to the topic of health and medicine.	<p>The following is an example of the type of response that would be awarded <b>(4 marks)</b>.</p> <p>Penicillin was a significant innovation as it revolutionised the way that ill or injured people were treated. penicillin prevented people from dying from infections during war, or other common infections caused by bacteria. <b>Prior to the discovery of penicillin, the impacts of simple illness would be greater and people would often have to miss work or school, which would have had an effect on communities and family life.</b> Thanks to penicillin, life expectancy over the last 50 years has increased.</p> <p><i>The significance of one innovation should be considered in detail, along with reasoning about its impact on health and medicine. An example may be given to support the explanation; names of social media platforms are not essential in the response.</i></p>

**Question 3a**

With reference to **one** innovation, **formulate** a clear and focussed research question to help you investigate the following statement of inquiry:

“Scientific and technical innovation has made a significant **positive** change to the health of communities in history.”

**(2 marks)**

**Note: Bold is used to indicate the difference in depth/detail between markbands.**

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student formulates a research question that is <b>either</b> clear <b>or</b> focused <b>and</b> connected to the statement of inquiry.	<p>The following is an example of the type of response that would be awarded <b>(1 mark)</b>.</p> <p>To what extent does nuclear energy impact health positively?</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 Sol by referencing health. However, the question lacks focus as it doesn't specify an issue or location.</i></p> <p><i>A research question that does not refer to an innovation is unlikely to be considered focused.</i></p>
2	The student formulates a research question that is <b>both</b> clear <b>and</b> focused <b>and</b> connected to the statement of inquiry.	<p>The following is an example of the type of response that would be awarded <b>(2 marks)</b>.</p> <p>To what extent has nuclear energy <b>improved the health of people in Japan?</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 Sol by reference social health. It is focused on a specific country (or topic) so merits 2 marks.</i></p> <p><i>A research question that does not refer to an innovation is unlikely to be considered focused.</i></p>

**Question 3b**

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

**(4 marks)**

**Note: Bold is used to indicate the difference in depth/detail between markbands.**

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student <b>states</b> the relevance of the research question to the statement of inquiry	<p>The following is an example of the type of response that would be awarded <b>(1 mark)</b>.</p> <p>The research question asks about how an innovation has improved health.</p> <p><i>No detail is required. This is likely to be a single sentence response that makes a simple connection between the Sol and the RQ, whether it is explicit or not (description of the topic in general is described, implying the relevance between the Sol and the RQ.)</i></p>
2	The student <b>outlines</b> 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 <b>(2 marks)</b>.</p> <p><b>It is important to study nuclear energy because it has been a significant innovation in history. By investigating how Japan uses nuclear energy, we can find out how an</b> innovation has improved people's health.</p> <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></p>
3	The student <b>describes</b> 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 <b>(3 marks)</b>.</p> <p>It is important to study nuclear energy because it has been a significant innovation in history. <b>It produces less pollution than other energy sources but it can be dangerous.</b> By investigating how Japan uses nuclear energy, we can analyse the impact it has had on its people.</p> <p><i>At least one argument/factor should be considered in detail without providing reasoning why the RQ is relevant to the Sol</i></p>

		<p><i>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>
<p>4</p>	<p>The student <b>justifies</b> the relevance of the research question to the statement of inquiry.</p>	<p>The following is an example of the type of response that would be awarded (4 marks).</p> <p>It is important to study nuclear energy because it has been a significant innovation in history. It produces less pollution than other energy sources, <b>such as fossil fuels, but it can pose a danger to society because of its radioactivity.</b> By investigating how Japan uses nuclear energy and analysing the impact it has had on the people, <b>we can find valid evidence to support the statement of inquiry.</b></p> <p><i>At least one argument/factor should be considered in detail, along with reasoning why the RQ is relevant to the Sol.</i></p> <p><i>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 4**

The students in the partner school have been asked to make a presentation based on the statement of inquiry they were given:

“Scientific and technical innovation has made a significant **negative** change to the health of communities in history.”

The students chose to investigate the Chernobyl nuclear disaster that happened in Ukraine in 1986. One of the students kept notes on how they conducted their investigation. These notes can be seen below.

**Evaluate** the process of the investigation undertaken by the partner school.

In your evaluation you must consider the following:

- The choice of research methods used.
- The usefulness of the research methods used.

**(8 marks)**

**Note: Responses do not need to refer to all of the research methods to be awarded (3 marks).**

**Note: Bold is used to indicate the difference in depth/detail between markbands.**

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 methods.	<p>The following is an extract from the type of response that would be awarded <b>(1 mark)</b>.</p> <p>They used both primary and secondary sources, for example photographs and an encyclopedia.</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>

<p>2</p>	<p>The student <b>outlines</b> the strength(s) of the research methods.</p>	<p>The following is an extract from the type of response that would be awarded <b>(2 marks)</b>.</p> <p>They used both primary and secondary sources. <b>Using a source like an encyclopedia is helpful. Consulting photographs of the exhibits of the Chernobyl disaster will show them real-life negative consequences of using nuclear energy.</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>
<p>3</p>	<p>The student <b>explains</b> the strength(s) of the research methods.</p>	<p>The following is an extract from the type of response that would be awarded <b>(3 marks)</b>.</p> <p>They used <b>a variety of useful research methods</b> that included primary and secondary sources. Using a source like an encyclopedia is helpful <b>because it gives an unbiased account of the event</b>. Consulting photographs of the exhibits of the Chernobyl disaster will show them real-life negative consequences of using nuclear energy. <b>Looking at primary sources, such as the photos, will allow them to understand the overall impact it had on people.</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>

<b>Limitations</b>		
<b>Marks</b>	<b>Descriptor</b>	<b>Notes</b>
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 methods.	<p>The following is an extract from the type of response that would be awarded <b>(1 mark)</b>.</p> <p>The students should have consulted more primary and secondary sources.</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 methods.	<p>The following is an extract from the type of response that would be awarded <b>(2 marks)</b>.</p> <p><b>In addition to websites, students could have used newspaper archives as another primary source. It would have been better to interview an historian or government official.</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 can 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 methods.	<p>The following is an extract from the type of response that would be awarded <b>(3 marks)</b>.</p> <p>In addition to websites, students could have used newspaper archives as another primary source <b>as they would give more information about the impact of nuclear disasters. Although the scientist is an expert</b>, interviewing only a scientist is not enough <b>because a wider range of experts on the event would have provided</b></p>

		<p><b>additional information.</b> For example, an historian would have given information that might have been more relevant to the investigation.</p> <p><i>Only <b>one</b> limitation needs to be mentioned and elaborated on in some 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>
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<b>Appraisal</b>		
<b>Marks</b>	<b>Descriptor</b>	<b>Notes</b>
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 <b>(1 mark)</b>.</p> <p>Overall, the process was quite thorough and reliable and would support the students' investigation.</p> <p><i>Responses will give an overall appraisal without referencing aspects of the investigation to support it.</i></p> <p><i>It may be a general or vague comment that could apply to any investigation.</i></p>
2	The student provides a <b>detailed</b> overall appraisal of the investigative process.	<p>The following is an extract from the type of response that would be awarded <b>(2 marks)</b>.</p> <p>Overall, the process was quite thorough and reliable and would support the students' investigation. <b>Although the methods were varied, some additional sources could make the investigation more accurate and improve reliability.</b></p>

		<p><i>Responses must refer to at least one aspect of the investigation to support the overall appraisal.</i></p> <p><i>The appraisal can appear anywhere in the response; it does not have to be a concluding statement.</i></p>
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**Question 5**

To help improve the partner school's investigation, complete their action plan by answering the questions below.

**Question 5a**

**Identify two** additional people you would have interviewed to improve the investigation.

**(2 marks)**

Responses **may** include:

- Survivors of the Chernobyl disaster.
- Historian who has studied Soviet History.
- Government official who was involving in the disaster.

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

Accept any valid response.

**Question 5b**

**State two** relevant questions that you would have asked one of the people identified in part (a).

**(2 marks)**

Responses may include:

- What were the short-term impacts of the disaster?
- How has your life changed following the disaster?
- What new policies did the government introduce after the disaster.?

Award (1 mark) per valid relevant question up to a maximum of (2 marks).

Accept any valid response.

**Question 5c**

Choose **one** additional secondary source. **Outline** the usefulness of this source for this investigation.

**(2 marks)**

**Note: Bold is used to indicate the difference in depth/detail between markbands.**

<b>Marks</b>	<b>Descriptor</b>	<b>Notes</b>
0	The student does not reach a standard described by any of the descriptors below.	
1	The student <b>states</b> the usefulness of their chosen source.	The following is an example of the type of response that would be awarded <b>(1 mark)</b> . A documentary will give us a detailed account.  <i>For 1 mark, students would provide a statement/fact about the usefulness of the source.</i>
2	The student <b>outlines</b> the usefulness of their chosen source.	The following is an example of the type of response that would be awarded <b>(2 marks)</b> . A documentary will give us a detailed account <b>of the short- and long-term impacts of the disaster and will cover different people's opinions.</b>  <i>For 2 marks, students would elaborate on the usefulness of the source with some brief detail.</i>

**Question 6**

Now it is your turn. Choose another period of time from your MYP studies where circumstances led to social, cultural and artistic development(s). Write the script for your guided tour around the museum exhibition.

In your script, **explain** how **social, cultural and artistic development(s)** were **caused** by circumstances at a specific **time and place**.

Your script **must** provide:

- the context and causes that led to the development(s)
- specific examples or case studies detailing the development(s)
- reference to artifacts that would be in the exhibition
- a conclusion to end the tour.

**(18 marks)**

**Note: Bold is used to indicate the difference in depth/detail between markbands.**

Criterion A		
Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student demonstrates <b>limited</b> knowledge and understanding by <b>outlining</b> how <b>social, cultural and artistic development(s)</b> were <b>caused</b> by circumstances at a specific <b>time and place</b> , using <b>limited</b> examples and <b>limited</b> relevant terminology.	<p>The following is an example of the type of response that would be awarded <b>(1 mark)</b>.</p> <p>This exhibit takes us back to Florence, Italy in the 15<sup>th</sup> century. It was a time that returned to the classic virtues of ancient Greece and this can be seen in the art created at the time.</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>
2–3	The student demonstrates <b>adequate</b> knowledge and understanding by <b>describing</b> how <b>social, cultural and artistic development(s)</b> were <b>caused</b> by circumstances at a specific <b>time and place</b> , using <b>satisfactory</b> examples and <b>appropriate</b> relevant terminology.	<p>The following is an example of the type of response that would be awarded <b>(3 marks)</b>.</p> <p><b>This is “The Renaissance” room.</b></p>

		<p>This exhibit takes us back to Florence, Italy, in the 15<sup>th</sup> century.</p> <p><b>This wall shows what was happening at that time in Florence, Italy, which is considered the birthplace of the Renaissance. It was a centre of trade, business and intellectual discussion.</b></p> <p><b>People began to spend money on more extravagant things, such as stylish buildings and gardens like the Medici Palace.</b></p> <p><b>The culture of the Renaissance</b> was focused on returning to the classical virtues of ancient Greece and Rome, <b>especially in terms of its focus on the individual.</b></p> <p><i>It should be evident that the student has knowledge of social, cultural and artistic development(s) 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>
4-5	<p>The student demonstrates <b>substantial</b> knowledge and understanding by <b>explaining</b> how <b>social, cultural and artistic development(s)</b> were <b>caused</b> by circumstances at a specific <b>time and place</b>, using <b>accurate</b> examples and <b>appropriate</b> relevant terminology.</p>	<p>The following is an example of the type of response that would be awarded <b>(4 marks)</b>.</p> <p>This is "The Renaissance" room.</p> <p>This exhibit takes us back to Florence, Italy, in the 15<sup>th</sup> century.</p> <p>This wall shows what was happening at that time in Florence, Italy, which is considered the birthplace of the Renaissance. It was a centre of trade, business and intellectual discussion.</p> <p><b>The economic conditions in Florence led to great social change throughout Italy. In terms of social and cultural developments, there</b></p>

		<p><b>was a new focus on humanism rather than the religious or spiritual world.</b></p> <p>People began to spend money on more extravagant things, such as ornate buildings and gardens such as the Medici Palace. There is a model of the palace behind you.</p> <p>The culture of the Renaissance was focused on returning to the classical virtues of ancient Greece and Rome, especially in terms of its focus on the individual.</p> <p>In terms of artistic developments, this time allowed artists like Da Vinci to create more natural portrayals of the human form, as you can see in the painting here.</p> <p><i>At this level, students need to demonstrate good understanding of social, cultural and artistic development(s) 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>
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<p>6</p>	<p>The student demonstrates <b>detailed</b> knowledge and understanding by <b>thoroughly explaining</b> how <b>social, cultural and artistic development(s)</b> were <b>caused</b> by circumstances at a specific <b>time and place</b>, using <b>accurate</b> and <b>effective</b> examples and <b>appropriate</b> relevant terminology.</p>	<p>The following is an example of the type of response that would be awarded <b>(6 marks)</b>.</p> <p>This is “The Renaissance” room.</p> <p>This exhibit takes us back to Florence, Italy, in the 15<sup>th</sup> century.</p> <p>This wall shows what was happening at that time in Florence, Italy, which is considered the birthplace of the Renaissance. It was a centre of trade, business and intellectual discussion.</p> <p>The economic conditions in Florence led to great social change throughout Italy. In terms of social and cultural developments, there was a new focus on humanism rather than the religious or spiritual world. <b>In humanism, they put man at the centre of everything rather than God.</b></p> <p>People began to spend money on more extravagant things such as ornate buildings and gardens such as the Medici Palace <b>that belonged to a family of wealthy bankers. There is a model of the palace behind you. Wealthy families became patrons for the artists.</b></p> <p>The culture of the Renaissance was focused on returning to the classical virtues of ancient Greece and Rome, especially in terms of its focus on the individual. <b>Many Florentines used their wealth to revive elements of these classical societies. Artists such as Leonardo Da Vinci and Michelangelo combined this interest with their scientific curiosity to produce some of the greatest artistic works in history.</b></p> <p>In terms of artistic developments in this time, <b>new innovative techniques such as oil paintings and perspective</b> allowed them to create more natural portrayals of the human form, as you can see in the painting here.</p> <p><i>The response should be very detailed and provide clear reasoning, making use of historical example(s). However, comprehensive understanding of social, cultural and artistic development(s) should be the primary focus of the script, not the historical examples or details that are provided.</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.</i></p> <p><i>Terminology used should be accurately and effectively used in the correct context.</i></p>
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Criterion C1: Format	
Marks	Descriptor
0	Descriptor
1	The student provides <b>one</b> of the following: <ul style="list-style-type: none"> <li>Reference(s) to artifacts in the exhibition.</li> <li>A conclusion to end the tour.</li> </ul>
2	The student provides <b>two</b> of the following: <ul style="list-style-type: none"> <li>Reference(s) to artifacts in the exhibition.</li> <li>A conclusion to end the tour.</li> </ul>

Criterion C2: communicating information and ideas		
Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1–2	The student communicates information and ideas using a style and language that are <b>rarely appropriate</b> to the audience and purpose of informing.	<p>The style of writing is <b>rarely</b> consistent with what is expected in a tour guide speech.</p> <p>The text has a formal tone that is likely to be seen in an essay and lacks elements of a tour guide speech (<i>eg</i>, rhetorical questions, references to artifacts, transitions between parts of the exhibit).</p> <p>Language rarely informs the reader.</p>
3–4	The student communicates information and ideas using a style and language that are <b>occasionally appropriate</b> to the audience and purpose of informing.	<p>The style of writing is <b>mainly</b> consistent with what would be expected in a tour guide speech.</p> <p>The text has elements of a tour guide speech at times (<i>eg</i>, rhetorical questions, references to artifacts, transitions between parts of the exhibit).</p>

		Language used informs the reader on the issue at times.
5-6	The student communicates information and ideas using a style and language that are <b>consistently appropriate</b> to the audience and purpose of informing.	<p>The style of writing is <b>completely</b> consistent with what is expected in a tour guide speech.</p> <p>The text reads like a tour guide speech throughout (eg, rhetorical questions, references to artifacts, transitions between parts of the exhibit).</p> <p>Language used consistently informs the reader on the issue.</p>

Criterion C3: organizational structure		
Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student structures information and ideas in a way that is <b>rarely</b> effective and appropriate to the audience of an educational tour at a museum.	Ideas <b>rarely</b> build on each other in a logical manner, with limited links between the context and the developments discussed.
2	The student structures information and ideas in a way that is <b>occasionally</b> effective and appropriate to the audience of an educational tour at a museum.	Ideas <b>occasionally</b> build on each other in a logical manner, with occasional links between the context and the developments discussed.
3	The student structures information and ideas in a way that is <b>mainly</b> effective and appropriate to the audience of an educational tour at a museum.	Ideas <b>frequently</b> build on each other in a logical manner, with links between the context and the developments discussed.
4	The student structures information and ideas in a way that is <b>consistently</b> effective and appropriate to the audience of an educational tour at a museum.	Ideas build on each other in a <b>consistently</b> clear and logical manner, with clear links between the context and the developments discussed.

**Question 7**

With reference to the image and text in the cartoon in source A, **analyse** its message.

**(6 marks)**

**Note: Bold is used to indicate the difference in depth/detail between markbands.**

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> the message of the political cartoon.	<p>The following is an example of the type of response that would be awarded <b>(1 mark)</b>.</p> <p>The message is that the USA feels superior to Cuba.</p> <p><i>For 1 mark, students would provide a brief statement/fact about the message of the cartoon.</i></p>
2–3	The student <b>outlines</b> the message of the political cartoon.	<p>The following is an example of the type of response that would be awarded <b>(3 marks)</b>.</p> <p>The message is that the USA feels superior to Cuba. <b>By showing the USA as an old man who is lecturing Cuba represented as a little boy</b>, it is saying that the USA is more powerful <b>and in control of Cuba</b>.</p> <p><i>At this level, students are likely to elaborate a little by providing a small amount of detail on the intended message of the cartoon.</i></p>
4–5	The student provides an <b>analysis</b> of the message of the political cartoon.	<p>The following is an example of the type of response that would be awarded <b>(4 marks)</b>.</p> <p>The message is that the USA feels superior to Cuba. Cuba is portrayed as a child playing in the sand. <b>He doesn't seem happy to hear Uncle Sam lecturing him</b>. Uncle Sam, <b>much more mature</b>, looks at the boy from above and <b>watches him closely</b>. <b>The text in the sub-caption, saying "I will keep a father's eye on you", suggests</b> that the US is letting Cuba know who is in control.</p> <p><i>At this level, students will break down the message of the cartoon.</i></p>
6	The student provides a <b>detailed analysis</b> of the message of the political cartoon.	<p>The following is an example of the type of response that would be awarded <b>(6 marks)</b>.</p> <p>The message is that the USA feels superior to Cuba and <b>wants to control it</b>. Cuba is portrayed as a child playing in the sand. <b>However, he seems to be taking things seriously and constructing the Cuban independence on his own</b>. He doesn't seem happy to hear Uncle</p>

		<p>Sam lecturing him. Uncle Sam, much more mature, looks at the boy from above and watches him closely. <b>The text in the sub-caption, saying “Go ahead”, shows some support for Cuba’s independence</b> but by saying “I will keep a father’s eye on you” it suggests that the US is letting Cuba know who is in control. <b>By using the word “remember”, it is reminding the audience of the US’s role in Cuba gaining independence from Spain.</b></p> <p><i>At this level, students will break down the message of the cartoon in detail.</i></p>
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**Question 8a**

**Explain** the value of source B to someone studying the benefits of empires.

**(3 marks)**

**Note: Bold is used to indicate the difference in depth/detail between markbands.**

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 value of source B to someone studying the benefits of empires.	<p>The following is an example of a response that would be awarded <b>(1 mark)</b>. It is helpful as it is relevant to the topic being studied.</p> <p><i>Only <b>one</b> factor needs to be mentioned to warrant (1 mark). The quality of the response is what is rewarded, not the number of reasons referred to.</i></p> <p><i>A (1 mark) response can be one sentence that refers to a single reason.</i></p>
2	The student <b>outlines</b> the value of source B to someone studying the benefits of empires.	<p>The following is an example of a response that would be awarded <b>(2 marks)</b>. It is helpful as it is relevant to the topic being studied. <b>It quotes a British official, describing the policy of the government and gives an example of how it helped its subjects.</b></p>

		<p><i>Only <b>one</b> factor needs to be mentioned, which should be elaborated on to warrant (2 marks).</i></p> <p><i>The quality of the response is what is rewarded, not the number of factors referred to.</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 value of source B to someone studying the benefits of empires.	<p>The following is an example of a response that would be awarded <b>(3 marks)</b>.</p> <p>It is helpful as it is relevant to the topic being studied <b>because it is about the British empire – one of the most famous empires in history – and it gives details about how it protected one of its subjects, showing its attitude to them, so the source provides a clear example of how some people benefitted from empire. And, because it quotes a British official and gives facts, it suggests it is reliable.</b></p> <p><i>Only <b>one</b> factor needs to be mentioned, which should be elaborated on with some reasoning (e.g. because...) or argument made to warrant (3 marks).</i></p> <p><i>The quality of the response is what is rewarded, not the number of factors referred to.</i></p>

Question 8b

**Explain** the limitations of source B to someone studying the benefits of empires.

**(3 marks)**

**Note: Bold is used to indicate the difference in depth/detail between markbands.**

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 limitations of source B to someone studying the benefits of empires.	<p>The following is an example of a response that would be awarded <b>(1 mark)</b>. A limitation is that it only refers to one example of an empire.</p> <p><i>Only <b>one</b> factor needs to be mentioned to warrant (1 mark). The quality of the response is what is rewarded, not the number of reasons referred to.</i></p> <p><i>A (1 mark) response can be one sentence that refers to a single reason.</i></p>
2	The student <b>outlines</b> the limitations of source B to someone studying the benefits of empires.	<p>The following is an example of a response that would be awarded <b>(2 marks)</b>.</p> <p>A limitation is that it only refers to one example of an empire. <b>This would not give an accurate account of the benefits of all empires.</b></p> <p><i>Only <b>one</b> factor needs to be mentioned, which should be elaborated on to warrant (2 marks).</i></p> <p><i>The quality of the response is what is rewarded, not the number of factors referred to.</i></p>
3	The student <b>explains</b> the limitations of source B to someone studying the benefits of empires.	<p>The following is an example of a response that would be awarded <b>(3 marks)</b>.</p>

		<p>A limitation is that it only refers to one example of an empire. This would not give an accurate account of the benefits of all empires. <b>Furthermore, we can't tell whether all empires, including the British empire, would always act like this toward their subjects.</b></p> <p><i>Only <b>one</b> factor needs to be mentioned, which should be elaborated on with some reasoning (e.g. because...) or argument made to warrant (3 marks).</i></p> <p><i>The quality of the response is what is rewarded, not the number of factors referred to.</i></p>
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**Question 9**

Many historians argue that the world was more peaceful and stable when it was dominated by a single or only a few great powers. **To what extent** do you agree with this argument?

In your essay you **must** consider the positive and negative impact of **at least one empire**, superpower or supranational institution or organization on **peace and stability**.

**(24 marks)**

**Note:** *Italics* are used to indicate parts of the response that are rewarded under criterion A. Underlining is used to indicate parts of the response that are rewarded under criterion D. **Bold** is used to indicate the difference in depth/detail between markbands.

**Note:** Note: when marking, best fit should be applied to each criterion separately. Therefore, a candidate can achieve different marks for each criterion.

Marks	Criterion A descriptor	Notes	Criterion D descriptor
0	The student does not reach a standard described by any of the descriptors below.		The student does not reach a standard described by any of the descriptors below.
1-2	The student demonstrates limited contextual and conceptual understanding in an <b>outline</b> , using minimal examples and limited relevant terminology	<p>The following is an extract from the type of response that would be awarded <b>(2 marks)</b>.</p> <p>I agree that the world is better off when one power is in charge. <i>After the Cold War, when the United States was the only superpower, the world became richer and more peaceful overall. Trade increased a lot when countries that used to be dominated by the Soviet Union started trading more with the US.</i></p> <p><u>Therefore, with one superpower the world becomes richer and therefore more peaceful.</u></p>	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

<p>3-4</p>	<p>The student demonstrates adequate contextual and conceptual understanding in a <b>description</b>, using satisfactory examples and appropriate relevant terminology</p>	<p>The following is an extract from the type of response that would be awarded <b>(4 marks)</b>.  <b><u>From a global perspective, history has shown that when the world is dominated by an empire or one superpower, there is more peace and stability. With the fall of the Soviet Union, the United States was the only superpower and the world became richer and more peaceful overall. The US dominated the world, which allowed trade to increase a lot as countries that were previously dominated by the Soviet Union started trading more with the US. However, not everyone was happy with the US being the only superpower in the world. In Latin America, for example, countries were expected to submit to trade policies, which they thought were unfair.</u></b>   <b><u>Therefore, although the world is more peaceful as a whole, some countries benefit more than others.</u></b></p>	<p>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.</p>
<p>5-6</p>	<p>The student demonstrates substantial contextual and conceptual understanding in an explanation, using accurate examples and appropriate relevant terminology</p>	<p>The following is an extract from the type of response that would be awarded <b>(5 marks)</b>.          From a global perspective, history has shown that when the world is dominated by an empire or one superpower, there is more peace and stability. <b><i>For example, during the Cold War, although there was not a direct war between the Soviet Union and the United States, there were many proxy wars throughout the world. After the Cold War, when the United States was the only superpower in the world, the world became richer and more peaceful overall. The US dominated the world, which allowed trade to increase a lot as countries that were previously dominated by the Soviet Union became more democratic and capitalistic, and opened themselves up to the free market. However, even though the world as a whole is more stable, that does not mean that everyone benefits.</i></b></p>	<p>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.</p>

		<p><b><u>Stability does not necessarily mean peace. Countries may be forced to accept rules and agreements from more powerful countries even if it does not benefit them as much.</u></b> <i>In Latin America, for example, countries were expected to submit to trade policies that were <b>introduced by the US or else they would not benefit from US trade, which created discontent.</b></i></p> <p><b><u>Even though not all countries benefitted in the same ways, the world as a whole became wealthier during this period and the world was much more stable than it is today.</u></b></p>	
<p>7-8</p>	<p>The student demonstrates detailed contextual and conceptual understanding in a thorough explanation, using accurate and effective examples and appropriate relevant terminology</p>	<p>The following is an extract from the type of response that would be awarded <b>(7 marks)</b>.</p> <p>From a global perspective, history has shown when the world is dominated by an empire or one superpower, there is more peace and stability. <i>For example, during the Cold War, although there was not a direct war between the Soviet Union and the United States, there were many proxy wars throughout the world, <b>such as in Vietnam and Afghanistan.</b> After the Cold War, when the United States was the only superpower in the world, the world become richer and more peaceful overall. The US dominated the world <b>militarily, politically and economically</b>, which allowed trade to increase a lot as countries that were previously dominated by the Soviet Union became more democratic and capitalistic, and opened themselves up to the free market. However, even though the world as a whole is more stable, that does not mean that everyone benefits. <u>Stability does not necessarily mean peace. Countries may be forced to accept rules and agreements from more powerful countries even if it does not benefit them as much. In Latin America, for example, countries were expected to submit to policies that were introduced by the US or else they would not benefit from US trade. <b>Eventually, some of</b></u></i></p>	<p>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.</p>

		<p><b>the policies that were imposed by the US <i>in Latin American countries in the 1990s</i> created instability and much discontent in those countries.</b></p> <p>Even though not all countries benefitted in the same ways, the world as a whole became <b>wealthier when dominated by a single power than by two opposing powers, as in the Cold War.</b> <u>And during this period the world was much more stable than it is today, as with only one power deciding the rules, there is less conflict around the world.</u></p>	
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<b>C1: Format</b>		
<p>NOTES:</p> <ul style="list-style-type: none"> <li>- Because the response must be written in the format of an essay, the elements must appear as separate paragraphs. If this is not the case, <b>(0 marks)</b> should be awarded.</li> <li>- To be considered a conclusion, the paragraph/statement should summarize/synthesize arguments made in the essay.</li> </ul>		
Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The content is structured in a way that is <b>occasionally appropriate</b> to the specified format of an essay.	<b>Two</b> of the following elements are included: introduction, a main body of argument or a conclusion.
2	The content is structured in a way that is <b>occasionally appropriate</b> to the specified format of an essay.	<b>Three</b> of the following elements are included: introduction, a main body of argument or a conclusion.

<b>C2: Communicating information and ideas</b>		
Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The style and language used are <b>rarely appropriate</b> to the audience and purpose of informing.	The style of writing is too informal <b>and/or</b> the language is oversimplified or unclear for an essay.  Limited evidence to award a higher mark (in the case of short response).
2	The style and language used are <b>occasionally appropriate</b> to the audience and purpose of informing.	The style of writing is not always consistent with what would be expected in an essay. It may appear to be more informal, for example using colloquialisms or first person.
3	The style and language used are <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, for example using third-person; language is formal and clear throughout.

<b>C3: Organizational structure</b>		
<b>Marks</b>	<b>Descriptor</b>	<b>Notes</b>
0	The student does not reach a standard described by any of the descriptors below.	
1	The organization structure is <b>rarely effective</b> .	Ideas are rarely distinct and linked in a logical manner Paragraphs/ideas sometimes build on each other in a logical manner. Rarely uses effective transitions within sentences or between sentences and/or paragraphs to show relationships between ideas.
2	The organizational structure is <b>occasionally effective</b> .	Ideas are distinct, and are linked in a clear and logical manner, making use of paragraphs where appropriate. Paragraphs/ideas build on each other in a mainly logical manner. Sometimes uses effective transitions within sentences and between sentences and/or paragraphs to show relationships between ideas.
3	The organizational structure is <b>consistently effective</b> .	Ideas are distinct, and are linked in a consistently clear, logical and convincing manner, making use of paragraphs when appropriate Paragraphs and ideas build on each other in consistently clear and logical manner. Uses effective transitions within sentences and between sentences and/or paragraphs to show relationships between ideas.