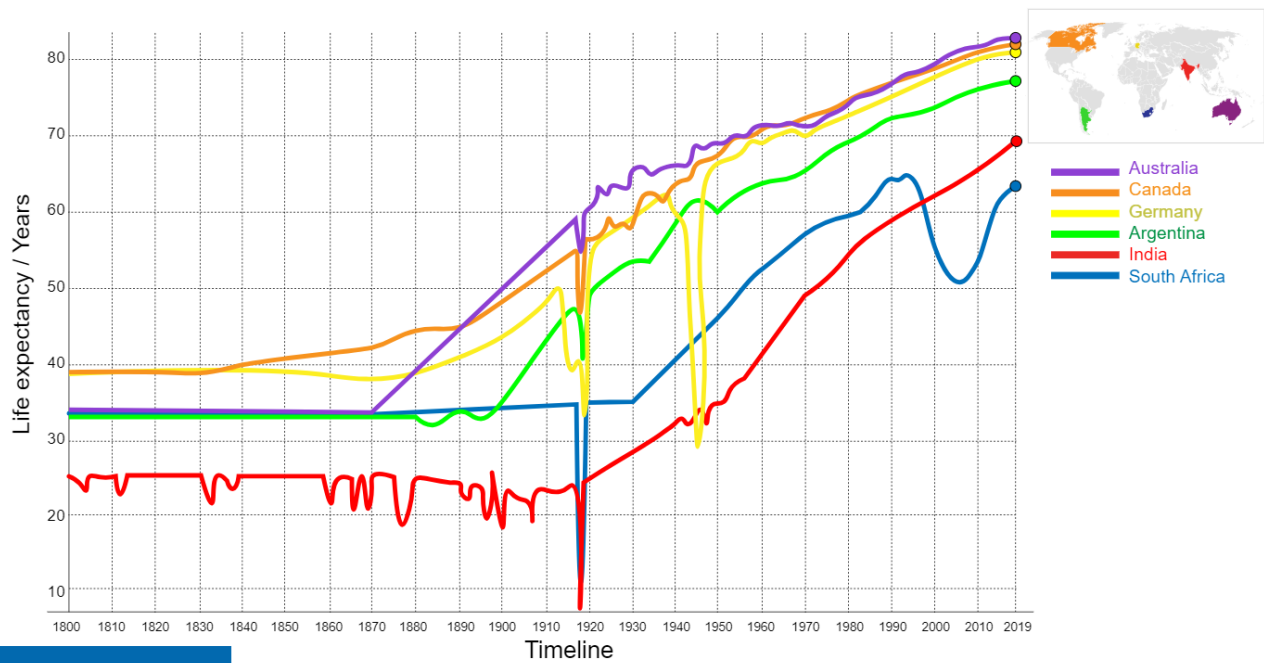


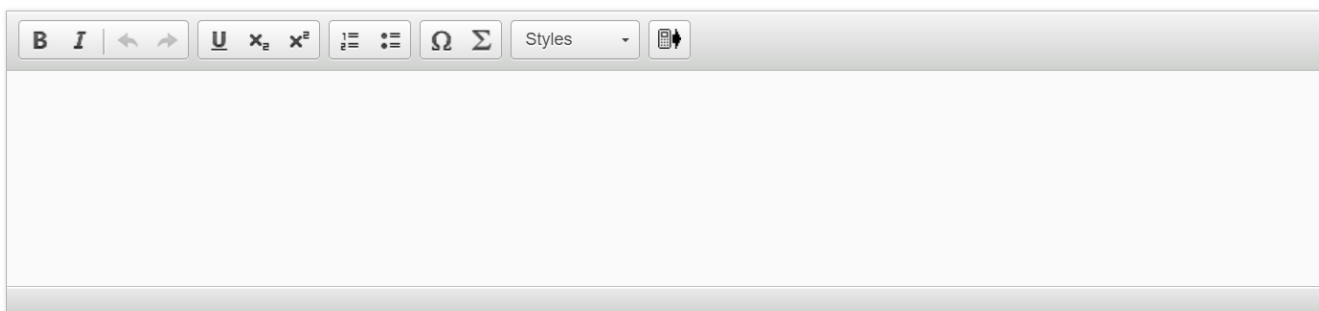
Question 1 (2 marks)

Look at the graph below and answer the question that follows.

This graph shows the life expectancy for people living in five countries between 1800 and 2019.



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.



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Question 2 (4 marks)



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.

B *I* | ← → | x₂ x^e | ☰ ☷ | Ω Σ | Styles ▾ | 📄 ↕



Question 3 (6 marks)

Watch the video below and answer the questions that follow.

[Video](#)

[Transcript](#)

To mark World Health Day, two schools from the country you live in have partnered with each other for a research project. The MYP year 5 students in both schools have been asked to investigate the impact of scientific and technical innovation on the health of communities.

Students from your school will carry out an investigation based on this statement of inquiry:

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

To start your investigation, you will need to formulate a research question and justify its relevance.



Question 3a (2 marks)

With reference to **one** innovation, **formulate** a clear and focused 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.”

B I | ← → | x₂ x² | ☰ ☱ | Ω Σ | Styles ▾ | 📱



Question 3b (4 marks)

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

B *I* | ← → | x₂ x² | ☰ ☷ | Ω Σ | Styles - | 📄 ↕

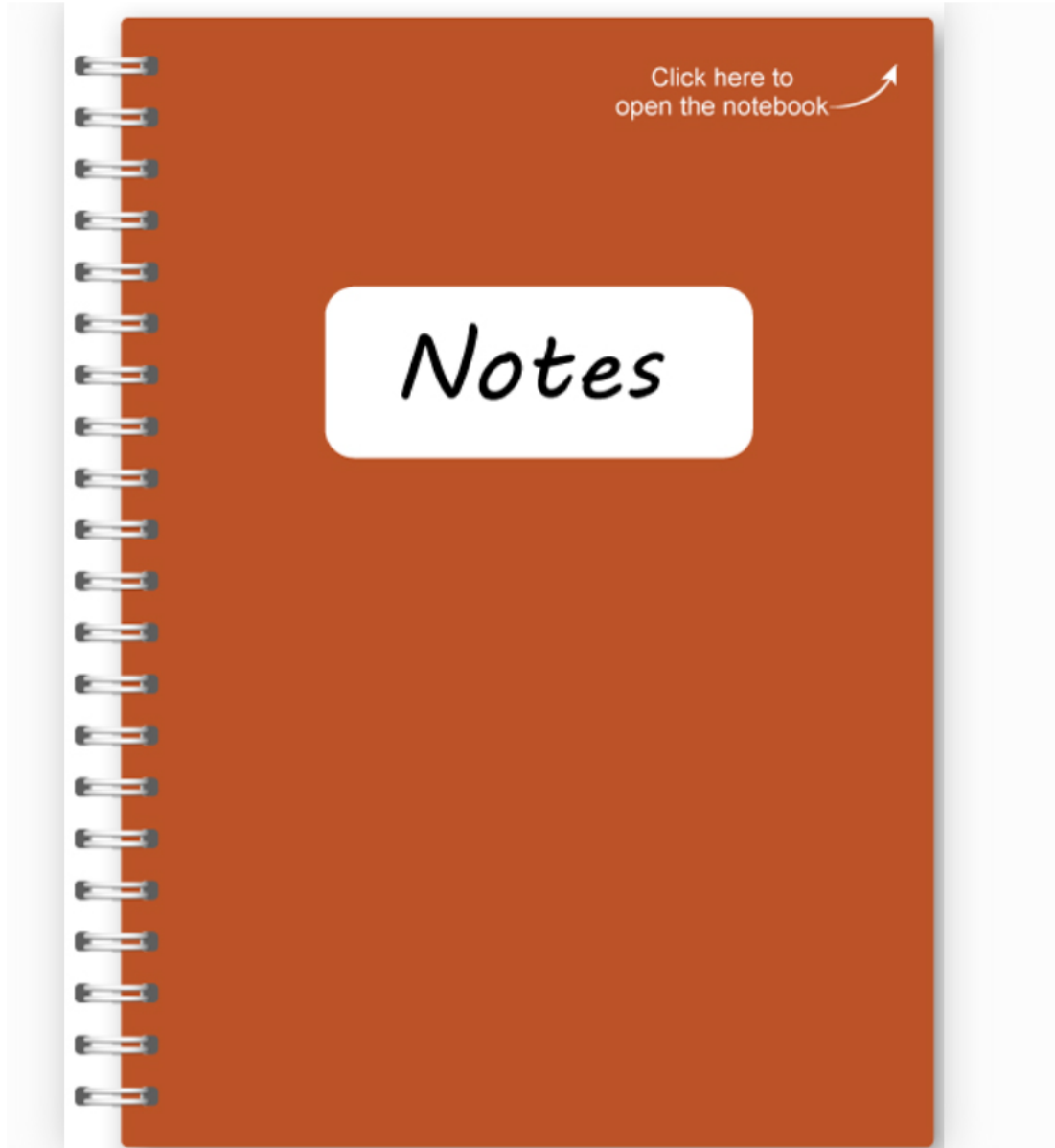


Question 4 (8 marks)

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

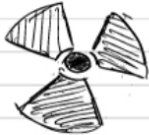
“Scientific and technical innovation has made a significant **negative** change to the health of communities in history.”

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.



Investigation into negative impacts of innovations

Focus: negative impact of the Chernobyl nuclear disaster.



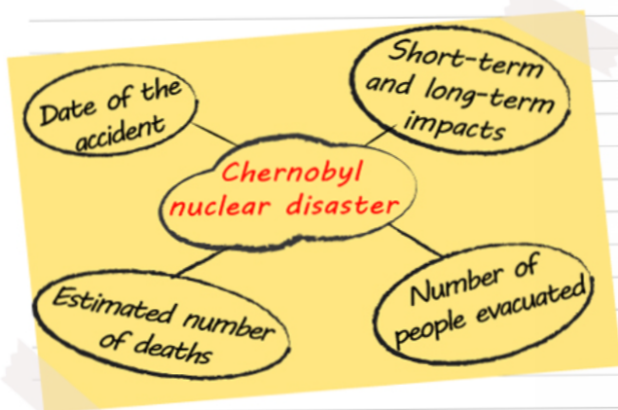
We are going to interview a scientist next week. She has done extensive research on how nuclear energy negatively impacts health. She has published several articles in well-known scientific journals about this topic.

Questions to ask:

- 1) Can you describe how radiation impacts the health of people, animal and plant life?
- 2) Can you give us some statistics about the number of humans, animals and plants affected by nuclear disasters?
- 3) Apart from disasters and the resulting radiation leaks, are nuclear power stations health hazards for other reasons?
- 4) How does nuclear energy compare with other energy sources in terms of impact on health?

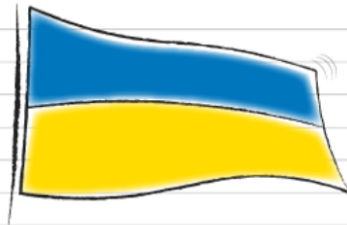
Click here to turn the page

We have also found the following information about the Chernobyl nuclear disaster on the Encyclopedia Britannica website:



I have a friend who lives in Ukraine. She was willing to help me get information.

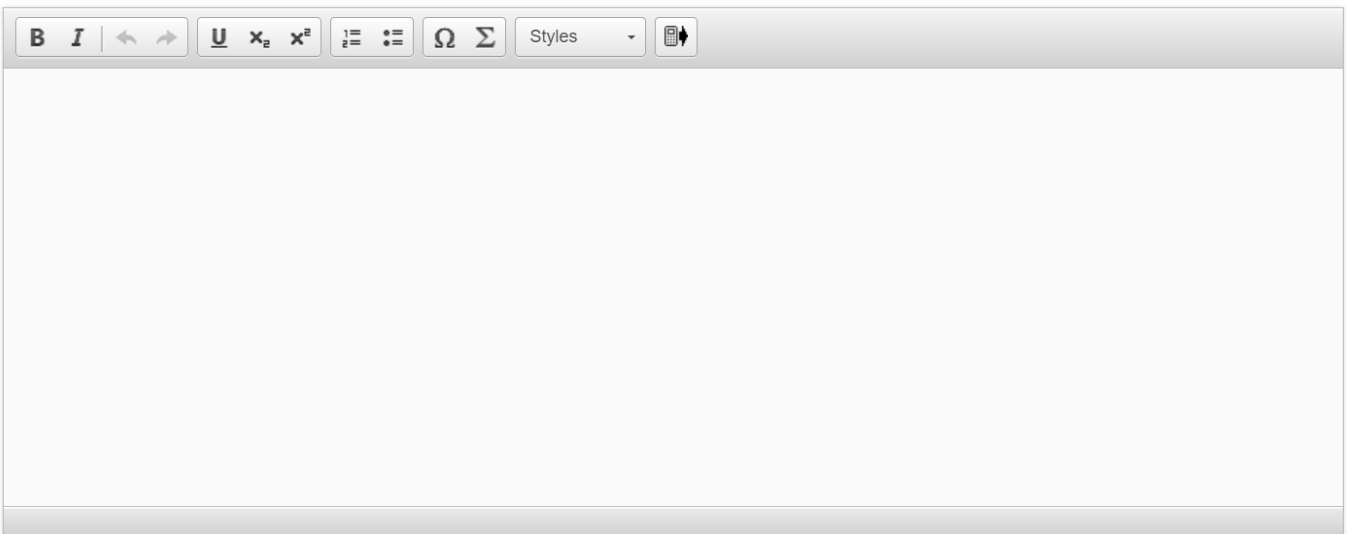
I have asked her to send photographs of the exhibits in the Chernobyl National Museum in the Ukrainian capital of Kiev (she spells it Kyiv) that we could use for our presentation. She has told me that she will send photos of the nuclear power station before, during and after the accident. She also has photos from the museum exhibition showing animals born with defects because of exposure to nuclear radiation.



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.



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Question 5 (6 marks)

The student's notebook is repeated below for information.

This media is interactive

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



Question 5a (2 marks)

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

B *I* | ← → | x_2 x^2 | ☰ ☷ | Ω Σ | Styles ▾ | 📱



Question 5b (2 marks)

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

B *I* | ← → | \times_2 \times^e | \equiv \equiv | Ω Σ | Styles ▾ |



Question 5c (2 marks)

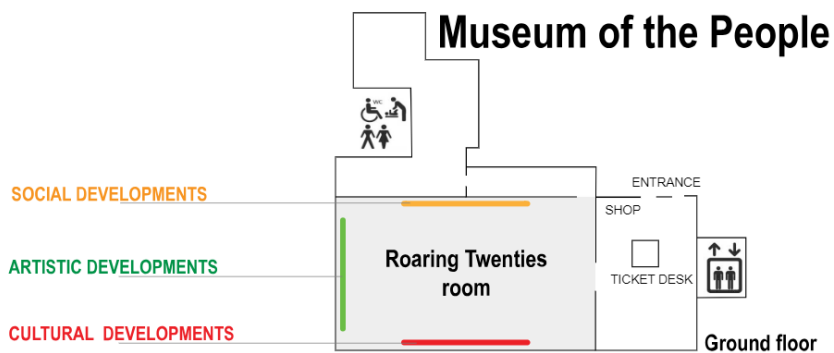
Choose **one** additional secondary source. **Outline** the usefulness of this source for this investigation.

B **I** | ← → | x₂ x² | ☰ ☷ | Ω Σ | Styles ▾ | 📄 ↕



Question 6 (18 marks)

Belen is a tour guide at The Museum of the People. She has asked you to be her assistant. To help you prepare to be a tour guide, she will show you around one of the exhibits on social, cultural and artistic developments through history.



Watch the video below and answer the question that follows.

Video

Transcript

This is the “Roaring Twenties” room.

This exhibit takes us back to the United States of America in the 1920s.

The exhibit shows what was happening at that time in the US, when people were recovering from the First World War and were ready to resume their lives. In the 1920s, the US economy was growing rapidly and people were taking advantage of the opportunities they now had.

The conditions of the 1920s led to significant social change in the US. As industrialized mass-production increased, prices decreased and consumption and living standards rose. People had more access to products like cars and other home appliances that made their lives easier. Advertising and the media became a key part of American life.

It was a time of positivity and many people began to look for new ways to enjoy their lives. New cultural movements started and entertainment became a major aspect of culture in the US. Jazz musicians, movie stars and sportspeople became cultural icons.

So, were the Roaring Twenties all about wealth and happiness? Not really. Many people still thought about the tragedies of the First World War. This can be seen in the works of famous authors from the time, such as F. Scott Fitzgerald and Ernest Hemingway.

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The developments also did not benefit all sections of society. This in turn led to artistic developments, such as the Harlem Renaissance, which questioned racial inequalities.

As you can see, the conditions at the beginning of the 1920s had a significant impact on the developments that took place at that time.

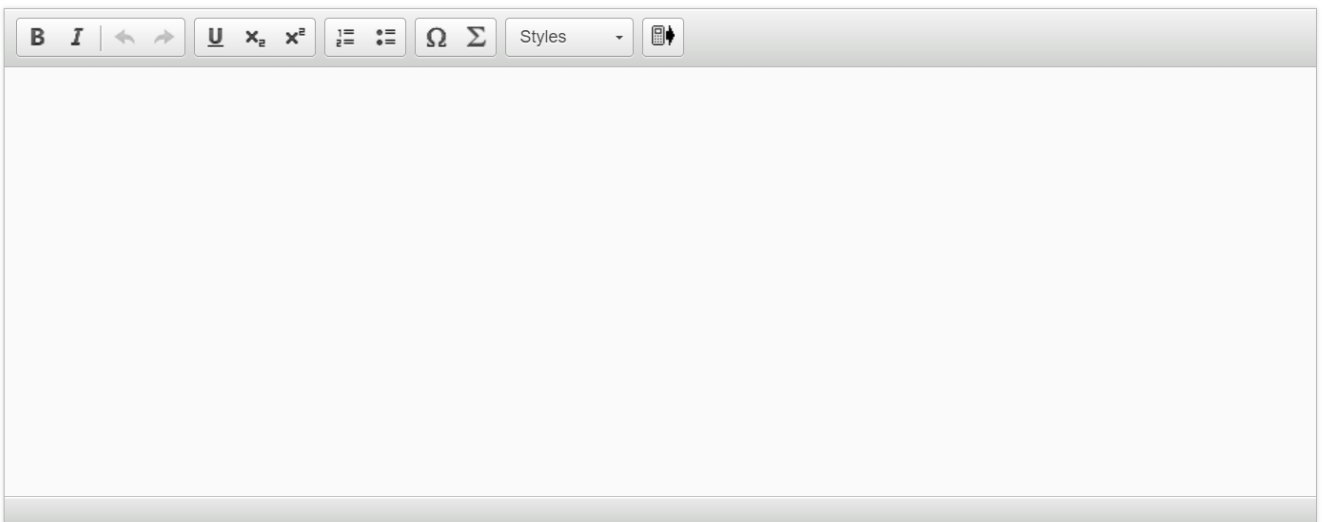
 **Question 7** (6 marks)

Look at the source below and answer the question that follows.

Source A: An image from the political magazine *Puck*, 1901, titled “Encouraging the Child”. The caption says “That’s right my boy! Go ahead! But, remember I’ll always keep a father’s eye on you!” The text on the building says, “Cuban Independence”. The speaker is Uncle Sam, a representation of the United States, while the child represents Cuba. In 1901, Cuba gained its independence from Spain after the US defeated Spain in a war.



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





Question 8 (6 marks)

Source B: An extract from an article in the *Colombo Telegraph* titled “Modi’s *Civis Romanus Sum*’ Speech” by S. Sivathasan, 16 April 2014.

16 April 2014

Colombo Telegraph

Don Pacifico Affair

In Athens in 1847 the home of a British subject, Don Pacifico, was attacked by an anti-Semitic mob. [...] Palmerston, who was Secretary of State for [British] Foreign Affairs, used the opportunity to blockade a Greek port in 1850. What made him do that? He subscribed to the view that “The real policy of England [...] is to be the champion of justice and right”.

“In the ensuing debate, Palmerston pointed out that “A British subject ought to be protected everywhere by the strong arm of the British government against injustice and wrong”. He drew a parallel between the conduct of ancient Romans and the display of their might. They had only to mention *Civis Romanus Sum* – I am a Roman Citizen – and nobody dare touch them. In like manner, any citizen under the protection of the British should walk the earth unharmed.



Question 8a (3 marks)

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

B *I* ← → U x_2 x^2 $\frac{1}{2}$ $\frac{3}{4}$ Ω Σ Styles



Question 8b (3 marks)

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

B *I* | ← → | x₂ x² | ☰ ☷ | Ω Σ | Styles ▾ | 📱



Question 9 (24 marks)



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**.

B *I* | ← → | U x_e x^2 | ☰ ☷ | Ω Σ | Styles ▾ | 📄 ↕