

Question 1a

You and your classmates have been asked to be part of a group of researchers working on a new TV documentary series informing people about the significance of innovation in history. The first episode is about how key inventions have changed the way we view and understand the world; it will focus on the invention of the microscope but has not yet been finished.

Select the related concept that is most appropriate to the topic of the episode: how key inventions have changed the way we view and understand the world.

(1 mark)

Award (1 mark) for significance.

Question 1b

Select whether the following statement is true or false.

The microscope has led to improvements in human health.

(1 mark)

Award (1 mark) for true.

Question 2 – Criterion A

Other than the microscope, **explain** the significance of **one** invention that has changed the way we understand the world.

(4 marks)

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student states how one invention has changed the way we understand the world.	The following is an example of the type of response that would be awarded 1 mark . The telescope helped us understand Earth's place in the universe.
2	The student outlines how one invention has changed the way we understand the world.	The following is an example of the type of response that would be awarded 2 marks . The telescope helped us understand Earth's place in the universe by allowing us to observe other planets and galaxies
3	The student describes how one invention has changed the way we understand the world.	The following is an example of the type of response that would be awarded 3 marks . The telescope helped us understand Earth's place in the universe by allowing us to observe other planets and galaxies and realise that the Earth was not the centre of the universe, which contradicted what the church said at that time and led to its decline.
4	The student explains how one invention has changed the way we understand the world.	The following is an example of the type of response that would be awarded 4 marks . The telescope helped us understand Earth's place in the universe because it allowed us to observe other planets and galaxies and realise that the Earth was not the centre of the universe, which contradicted what the church said at that time. This resulted in the decline of the power of the church in society and increased the reliance on science over religion.

Question 3

Some of your classmates have been given one week to further investigate the origins of the microscope. Their aim is to add more factual information to the episode and write a new script for the documentary. They have organized their investigation in the following way:

Evaluate the investigative process undertaken by the research team. In your response, consider the following:

- the purpose of the investigation
- the research question and sub-questions
- sources consulted.

(8 marks)

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

Strengths		
Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student states the strength(s) of the investigative process.	The following is an example of the type of response that would be awarded 1 mark . The research question is appropriate to the purpose of the investigation.
2	The student outlines the strength(s) of the investigative process.	The following is an example of the type of response that would be awarded 2 marks . The research question is appropriate to the purpose of the investigation. By asking for key factors, it takes into consideration not only the individuals involved but also the time period and reasons it was developed.
3	The student explains the strength(s) of the investigative process.	The following is an example of the type of response that would be awarded 3 marks . The research question is appropriate to the purpose of the investigation. By asking for key factors, it takes into consideration not only the individuals involved but also the time period and reasons it was developed. This is a strength because it provides an overall understanding of the invention of the microscope, such as why it was needed and will help the research team focus their investigation.

Limitations		
Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student states limitation(s) of the investigative process.	The following is an example of the type of response that would be awarded 1 mark . In terms of the sources used, there are no primary sources.
2	The student outlines the limitation(s) of the investigative process.	The following is an example of the type of response that would be awarded 2 marks . In terms of the sources used, there are no primary sources, which makes the investigation less detailed and less convincing.
3	The student explains the limitation(s) of the investigative process.	The following is an example of the type of response that would be awarded 3 marks . In terms of the sources used, there are no primary sources, which makes the investigation less detailed and less convincing. By using comments, opinions or others primary sources from the time in the investigation it would result in a better understanding of what people thought and felt at the time.

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 process of the investigation.	<p>The following is an example of the type of response that would be awarded 1 mark.</p> <p>The investigation would be successful by fulfilling the purpose of the research.</p> <p><i>Additional note: Responses in this band will state an overall appraisal without referencing aspects of the investigation to support the overall appraisal.</i></p>
2	The student provides a detailed overall appraisal of the process of the investigation.	<p>The following is an example of the type of response that would be awarded 2 marks.</p> <p>The investigation would be successful by fulfilling the purpose of the research, but through the use of primary sources, a deeper understanding of the research question could have been gained.</p> <p><i>Additional note: To reach this band, responses must refer to at least one aspect of the investigation to support the overall appraisal and must be consistent with the strengths and limitations presented by the student to be awarded 2 marks.</i></p>

Question 4a

You have been asked to carry out an investigation for the second episode for the documentary series. The episode will be about the influence that time, place and space has had on pioneers, innovators and developers. The title of the episode will be:

“Where you are matters as much as who you are”

Choose **one** pioneer **or** innovator **or** developer to be the focus of the second episode.

With reference to your chosen pioneer, innovator or developer, **formulate** a clear and focused research question relevant to the title of the episode.

(2 marks)

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 either clear or focused and connected to the title of the episode.	The following is an example of the type of response that would be awarded 1 mark . Which factors led to Thomas Edison being a great innovator?
2	The student formulates a research question that is both clear and focused and connected to the title of the episode.	The following is an example of the type of response that would be awarded 2 marks . To what extent were economic conditions the most important factor in Thomas Edison being a great innovator?

*Additional note: if there is no link between the innovator and the title of the episode, then **0 marks** should be awarded.*

Question 4b

Justify the relevance of your research question to the title of the episode.

(4 marks)

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1-2	The student outlines the relevance of the research question to the title of the episode.	<p>The following is an example that would be awarded 1 mark. The research question focuses on both parts of the episode title.</p> <p>The following is an example that would be awarded 2 marks. The research question investigates the role that economic conditions played in Edison’s achievements, showing that the cause of his success may not only be dependent on him.</p>
3-4	The student justifies the relevance of the research question to the title of the episode.	<p>The following is an example that would be awarded 3 marks. The research question investigates the role that economic conditions played in Edison’s achievements, showing that the cause of his success may not only be dependent on him. By investigating factors other than the man himself, there will be a better link to the episode title.</p> <p>The following is an example that would be awarded 4 marks. The research question investigates the role that economic conditions played in Edison’s achievements, showing that the cause of his success may not only be dependent on his intelligence or creativity. By investigating factors other than the man himself, we can assess the extent to which the time and place he lived in contributed to his achievements. This would capture the ‘where’ aspect of the episode title.</p>

Question 4c

Explain why **one** research method from the list below is the most appropriate for your investigation:

- archival research
- personal interviews
- surveys
- biographical accounts.

(4 marks)

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student states which research method is most appropriate.	The following is an example that would be awarded 1 mark . Biographical accounts would provide a lot of information about his life.
1	The student outlines which research method is most appropriate.	The following is an example that would be awarded 2 marks . Biographical accounts would tell us a lot about the time he lived in and the key factors behind his success .
3	The student describes which research method is most appropriate.	The following is an example that would be awarded 3 marks . Biographical accounts would be useful because they would provide a better historical context for his innovations by revealing information about the time he lived in and the effect it had on his life and thinking .
4	The student explains which research method is most appropriate.	The following is an example that would be awarded 4 marks . Biographical accounts would be useful because they would provide a better historical context for his innovations by revealing information about the time he lived in and the effect it had on his life and thinking. For example, we could see the impact that government policy and the economy had on the success of his ideas and innovations .

Question 4d

Using the research method you chose in part c), **identify two** pieces of information (such as facts, figures, or specific data) that you would want to collect as evidence in your investigation.

(2 marks)

Responses **may** include:

- Information about the legal system during the time
- Information about types of technology
- Information about predominant scientific theories of the time
- Turning points in the life of innovator
- The level of education that the innovator had received
- Statistics on the standard of living during a certain period

Accept any valid piece of information/data that the student would be able to access through their chosen research method.

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

Question 5

You have been asked to give a presentation to your MYP history class on the role that globalization has played in history. You must write a script for your presentation and annotate the world to support your argument.

Use your script and world map to **explain** the impact of global trade and exchange during a specific time in history.

Your presentation:

- must refer to your annotated world map
- must refer to **at least one** example
- may consider positive **and/or** negative impacts
- should be suitable for the intended audience.

Annotate the map below to support your script. You have the option to use the response box below to create a key/legend for your map if you want to.

(18 marks)

Note: Marks for criterion A can be awarded for the presentation script or the annotations on the world map.

Criterion A		
Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student demonstrates limited knowledge and understanding by outlining the impact of global trade and exchange during a specific time in history, using limited examples and limited relevant terminology.	The following is an example of a response that would be awarded 1 mark . The slave trade was an example from history of global trade and exchange that created negative impacts. Slaves were captured in Africa and sent to the colonies in horrendous conditions in exchange for goods.
2–3	The student demonstrates adequate knowledge and understanding by describing the impact of global trade and exchange during a specific time in history, using satisfactory	The following is an example of a response that would be awarded 3 marks .

	<p>examples and appropriate relevant terminology.</p>	<p>The slave trade was an example from history of global trade and exchange that created negative impacts. A clear example was that many slaves died as a result of the Atlantic Slave Trade. As you can see from the map, slaves were exchanged for raw materials from the colonies as well as manufactured goods from Europe. The human impact was disastrous.</p> <p>Many of the slaves captured in Africa died when they were sent across the Atlantic Ocean to America. Conditions on the ships were horrendous. Slaves were branded, in chains in cramped conditions and those that did not cooperate were often flogged. The slaves had to suffer this for a journey that often lasted a few months.</p>
<p>4–5</p>	<p>The student demonstrates substantial knowledge and understanding by explaining the impact of global trade and exchange during a specific time in history, using accurate examples and appropriate relevant terminology.</p>	<p>The following is an example of a response that would be awarded 4 marks.</p> <p>The slave trade was an example from history of global trade and exchange that created negative impacts. A clear example was that many slaves died as a result of the Atlantic Slave Trade. As you can see from the map, slaves were exchanged for raw materials from the colonies as well as manufactured goods from Europe. They were an important part of the triangle of trade, but the human impact was disastrous.</p> <p>Many of the slaves captured in Africa died when they were sent across the Atlantic Ocean to America, a trip known as the Middle Passage. This was because the conditions on the ships were horrendous with oppressive heat and lack of sanitation alongside suffocating conditions that caused deaths. Slaves were branded, in chains in cramped conditions and those that did not cooperate were often flogged. The slaves had to suffer this for a journey that often lasted a few months.</p>
<p>6</p>	<p>The student demonstrates detailed knowledge and understanding by thoroughly explaining the impact of global trade and exchange during a specific time in history, using accurate and effective examples and appropriate relevant terminology.</p>	<p>The following is an example of a response that would be awarded 6 marks.</p> <p>The slave trade was an example from history of global trade and exchange that created negative impacts. A clear example was that many slaves died as a result of the Atlantic Slave Trade during the 16th century. As you can see from the map, slaves were exchanged for raw materials from the British and Spanish colonies as well as manufactured goods from Europe, such as guns, iron and cloth. They were an important part of the triangle of trade, but the human impact was disastrous.</p> <p>Many of the slaves captured in Africa died when they were sent across the Atlantic Ocean to America, a trip known as the Middle Passage. This was because the conditions on the ships were horrendous with oppressive heat and lack of sanitation alongside suffocating conditions that caused deaths associated with diseases such as smallpox. Slaves were branded, in chains in cramped conditions and those that did not cooperate were often flogged. The slaves had to suffer this for a journey that often lasted a few months.</p>

		Despite the negative impacts on these people, others benefitted. The conditions they were subjected to were ignored because they were essential to economic growth for European powers at the time.
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Criterion C1: Timeline 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 is included:</p> <ul style="list-style-type: none"> • Clear indication of the topic at the beginning of the presentation • An appropriately annotated map that is referred to in the script
2	<p>Two of the following features are included:</p> <ul style="list-style-type: none"> • Clear indication of the topic at the beginning of the presentation • An appropriately annotated map that is referred to in the script

Criterion 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 audience of MYP year 5 students and purpose of informing.	<p>Language is rarely clear and appropriate to what would be expected in a presentation.</p> <p>A register and style is rarely used that serves the context and intention of having an impact on the audience.</p> <p>Concise sentences and emotive vocabulary are rarely used for this purpose</p>
3-4	The student communicates information and ideas using a style and language that are occasionally appropriate to the audience and purpose of informing about the topic discussed.	<p>Language is occasionally clear and appropriate to what would be expected in a presentation.</p> <p>A register and style is used that serves the context and intention of having an impact on the audience.</p> <p>Concise sentences and emotive vocabulary are often used for this purpose.</p>

5-6	The student communicates information and ideas using a style and language that are consistently appropriate to the audience of MYP year 5 students and purpose of informing.	Language is clear and completely appropriate to what would be expected in a presentation. A register and style is used that completely serves the context and intention of having an impact on the audience. Concise sentences and emotive vocabulary are consistently used for this purpose.
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Criterion C3: Organizational structure		
Marks	Descriptor	Notes
0	The student does not meet a standard described by any of the descriptors below.	
1	The student structures information and ideas in a way that is rarely effective and appropriate.	Ideas rarely build on each other in a logical manner. 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.	Ideas occasionally build on each other in a logical manner. 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.	Ideas frequently build on each other in a logical manner. 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.	Ideas consistently build on each other in a logical manner. Consistently uses effective transitions within sentences and/or between sentences and/or paragraphs to show relationships between ideas.

Question 6– Criterion D

The infographic about child labour in **Source A** below was posted on with a social media platform by a user known as rosajune16. Click on the infographic to expand the image before answering the questions that follow.

You will consider the usefulness of the infographic in Source A for an MYP student studying child labour throughout history.

Question 6a

State the origin of the infographic in **Source A**.

(1 mark)

Responses **may** include:

- An MYP history teacher
- Any of the citations referred to on the infographic
- Rosajune16 who is a history teacher

Note: do not accept ‘rosajune16’ or ‘Instagram’

Question 6b

State the purpose of the infographic in **Source A**.

(1 mark)

Responses **may** include:

- To inform about child labour during the Industrial Revolution
- To provide statistical data on child labour during the Industrial Revolution

Note: do not accept “to inform about child labour” or similar as this is too vague.

Question 6c

Explain one value or one limitation of the infographic in **Source A** for an MYP student studying child labour throughout history.

(4 marks)

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student states one value or one limitation of the infographic in Source A for an MYP student studying child labour throughout history.	The following is an example of the type of response that would be awarded 1 mark . A value of the infographic to an MYP student is that it gives information about child labour in the past.
2	The student outlines one value or one limitation of the infographic in Source A for an MYP student studying child labour throughout history.	The following is an example of the type of response that would be awarded 2 marks . A value of the infographic to an MYP student is that it gives useful information about how children were a significant part of the work force in Britain .
3	The student describes one value or one limitation of the infographic in Source A for an MYP student studying child labour throughout history.	The following is an example of the type of response that would be awarded 3 marks . A value of the infographic to an MYP student is that it provides useful information about child labour by giving statistical data on the number of child workers under the age of 15 between 1851 and 1881 . The student could see how children were a significant part of the work force in Britain at the time .
4	The student explains one value or one limitation of the infographic in Source A for an MYP student studying child labour throughout history.	The following is an example of the type of response that would be awarded 4 marks . A value of the infographic is that it provides useful information about child labour during the Industrial Revolution. This will be of value to the student because it gives statistical data on the number of child workers under the age of 15 between 1851 and 1881. It also shows how girls were used more than boys. By providing this information , the student could see how children were a significant part of the work force in Britain at the time and get a better understanding of the ages of the workers.

Question 7

Using **Source B**, **analyse** the significance of industrialization for Japanese society between the 1850s and 1920s.

(6 marks)

Note: Students do not need to analyse both the advantages and disadvantages of industrialization in their response.

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student states the significance of industrialization for Japanese society between the 1850s and 1900s, using source B.	The following is an example of the type of response that would be awarded 1 mark . Industrialization allowed for the development of improved transport.
2–3	The student outlines the significance of industrialization for Japanese society between the 1850s and 1900s, using source B.	The following is an example of the type of response that would be awarded 3 marks . Japan: In Source B we can see that transport was a significant change brought by industrialization for the Japanese people in the 1900s. Industrialization allowed the development of trains which brought benefits to society. In addition, steam ships replaced basic fishing boats that improved trade. These were significant improvements in transport that helped everyone.
4–5	The student analyses the significance of industrialization for Japanese society between the 1850s and 1900s, using source B.	The following is an example of the type of response that would be awarded 4 marks . Japan: In Source B we can see that transport was a significant change brought by industrialization for the Japanese people in the 1900s. Industrialization allowed the development of trains which brought benefits to society. In addition, steam ships replaced basic fishing boats that improved trade. These were significant improvements in transport that helped everyone. Industrialization of a small village like the one in the image allowed people to make easier connections to other parts of Japan or the world.
6	The student thoroughly analyses the significance of industrialization for Japanese society between the 1850s and 1900s, using source B.	The following is an example of the type of response that would be awarded 6 marks . Japan:

		<p>In Source B we can see that transport was a significant change brought by industrialization for the Japanese people in the 1900s. Industrialization allowed the development of trains which brought benefits to society. In addition steam ships replaced basic fishing boats that improved trade. These were significant improvements in transport that helped everyone. Industrialization of a small village like the one in the image allowed people to make easier connections to other parts of Japan or the world.</p> <p>Although industrialization brought many changes, not all of them were beneficial: wealth increased but at the cost of the environment. Also, lifestyles had to change as people in the village change the types of jobs they did.</p> <p>Overall, the massive development of different means of transport and production shown in Source B, would not only benefit people but trade and communications too.</p>
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Question 8– Criterion D

In a well-structured essay, **discuss** the key factors that caused industrialization in history.

In your essay you:

- **must** refer to **at least one** location or region
- **must** consider **at least two** of the following factors: economic / political / social / technological.

(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: 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 achieve a standard described by any of the descriptors given below.		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 of the key factors that caused industrialization, using limited examples and limited relevant terminology.	The following is an extract from the type of response that would be awarded (2 marks) . <i>The invention of the steam engine was one of the most important developments in Britain. James Watt improved the first steam engine <u>which helped the transition to the factory system and increased production.</u></i>	The student provides one perspective in a basic analysis that summarizes information to a limited extent

		<u>In conclusion, a key factor that led to industrialization in Britain was the development of key technologies.</u>	
3-4	The student demonstrates adequate contextual and conceptual understanding in a description of the key factors that caused industrialization, using satisfactory examples and appropriate relevant terminology.	<p>The following is an extract from the type of response that would be awarded (4 marks).</p> <p><u>One of the key factors that helped industrialization in Britain during the 18th century were new inventions that allowed more production.</u></p> <p><i>For example, the invention of the steam engine was one of the most important developments. James Watt improved the first steam engine which helped the transition to the factory system. This new way of producing needed large spaces as the new machines were large and needed big engines to power them. In addition, the factory system was key in making mass production possible.</i></p> <p><i>Another significant factor of the steam engine was that by 1790 it became much easier to transport goods and natural resources farther and faster by railroad or the new canal system.</i></p> <p><u>In conclusion, the two key factors that led to industrialization in Britain were the development of key technologies in response to social changes in Britain at the time.</u></p>	The student provides different perspectives in an analysis and summarizes information to make clear arguments in response to the question posed
5-6	The student demonstrates substantial contextual and conceptual understanding in an explanation of the key factors that caused industrialization, using accurate examples and appropriate relevant terminology.	<p>The following is an extract from the type of response that would be awarded (5 marks).</p> <p><u>One of the key factors that helped industrialization in Britain during the 18th century were new inventions that allowed more production.</u></p> <p><i>As demand for goods changed because of the changes in society, new ideas were needed to meet those demands. For example, the invention of the steam engine was one of the most important developments</i></p>	The student provides different perspectives in a discussion and synthesizes information to make clear arguments in

		<p>as it could do more work than engines which used human, water or wind power. After James Watt improved the first steam engine it could also be used to drive machinery in textile mills and iron foundries. So <u>steam engines also allowed the transition to the factory system</u>, as this new way of producing needed large spaces as the new machines were large and needed big engines to power them. In addition, the factory system was key in making mass production possible.</p> <p>Another significant factor of the steam engine was that by 1790 it became much easier to transport goods and natural resources farther and faster by railroad or the new canal system.</p> <p>In conclusion, <u>because of the rising demand for goods in society, new technologies were developed to meet that demand and as a result, a process of industrialization took off in Britain.</u></p>	<p>response to the question posed.</p>
<p>7-8</p>	<p>The student demonstrates detailed contextual and conceptual understanding in a thorough explanation of the key factors that caused industrialization, 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 (7 marks).</p> <p><u>One of the key factors that helped industrialization in Britain during the 18th century were new inventions that allowed more production.</u> As demand for goods changed because of the changes in society, new ideas were needed to meet those demands. Britain had entrepreneurs and inventors who were prepared to risk their money in new developments. For example, the invention of the steam engine was one of the most important developments as it was more productive than human, water or wind power. After James Watt improved the first steam engine it could also be used to drive machinery in textile mills and iron foundries. So <u>steam engines also allowed the transition to the factory system</u>, as this new way of producing needed large spaces as the new machines were large and needed big engines to power them. In addition, the factory system was key in making mass production possible, as factories could now produce more goods in less time at lower costs.</p>	<p>The student provides different perspectives in a detailed discussion and synthesizes information to make clear arguments in response to the question posed.</p>

		<p><i>Another significant factor of the steam engine was that by 1790 it became much easier to transport goods and natural resources farther and faster by railroad or the new canal system.</i></p> <p><u>In conclusion, because of the rising demand for goods in society, new technologies were developed to meet that demand and as a result, a process of industrialization took off in Britain.</u></p> <p><u>Factory manufactured goods could now travel faster and to nearly all parts of Britain so the market for these goods became national rather than local, which encouraged more investment in factories and provided a boost for the British economy that would later become “the workshop of the world”.</u></p>	
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C1: Format	
Marks	Descriptor
0	The student does not achieve a standard described by any of the descriptors given below.
1	Two of the following elements are included: introduction, a main body of argument or a conclusion. Additional note: The elements must appear as separate paragraphs
2	Three of the following elements are included: introduction, a main body of argument AND a conclusion Additional note: The elements must appear as separate paragraphs

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	The style and language used are rarely appropriate to the audience and purpose of informing.	The style of writing is rarely consistent with what would be expected in an essay.
2	The style and language used are occasionally 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, for example using first person.
3	The style and language used are 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.

C3: Organizational structure		
Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The organizational structure is rarely effective .	Paragraphs/ideas sometimes build on each other in a logical manner. Rarely uses effective transitions between sentences and/or paragraphs to show relationships between ideas.
2	The organizational structure is occasionally effective .	Paragraphs/ideas build on each other in a mainly logical manner. Sometimes uses effective transitions 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. Uses effective transitions between sentences and/or paragraphs to show relationships between ideas.