

**Question 1a – Criterion A**

Your teacher has given you a research project that will investigate how an individual of your choice responded to a significant event in history. Your statement of inquiry is:

What makes the study of history significant is not only the events, but rather how individuals respond to those events.

Hi Class!

Here are some more instructions for your investigation.

The individual you choose should be an individual who has not made it into the history books. It should not be someone like Winston Churchill, Edward Jenner or Martin Luther King.

It could be someone like a grandparent who served in a war or a local leader who helped his or her community during a crisis. If you don't know anyone like this, you could even focus on an individual that you can imagine lived during a dramatic period in history.

The key to this investigation is that you are trying to research the life of someone that you would not read about or discuss in our history class.

Good luck!

<p><b>NOT ALLOWED</b> Famous individuals such as:</p> <ul style="list-style-type: none"><li>• Queen Elizabeth I</li><li>• Winston Churchill</li><li>• Edward Jenner</li><li>• Joan of Arc</li><li>• Martin Luther King</li><li>• Joseph Stalin</li><li>• Mahatma Gandhi</li></ul>	<p><b>ALLOWED</b> Ordinary individuals such as:</p> <ul style="list-style-type: none"><li>• A grandparent/relative</li><li>• A local leader</li><li>• Factory worker</li><li>• Peasant</li><li>• Soldier</li></ul>
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Who is the ordinary individual you will investigate?

What is the event that your chosen individual lived through?

**Outline** the significance of this event for ordinary individuals like the one you have chosen.

**(2 marks)**

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student <b>states</b> the significance of this event for ordinary individuals like the one they have chosen.	<p>The following is an example of the type of response that would be awarded <b>(1 mark)</b>.</p> <p>Individual: William O'Connor</p> <p>Event: The Great Depression</p> <p>Millions of people lost their jobs.</p> <p><i>For (1 mark), students would provide a statement/fact about the impact of the event.</i></p> <p><i>The individual/event do not have to be mentioned explicitly in the response.</i></p>
2	The student <b>outlines</b> the significance of this event for ordinary individuals like the one they have chosen.	<p>The following is an example of the type of response that would be awarded <b>(2 marks)</b>.</p> <p>Individual: William O'Connor</p> <p>Event: The Great Depression</p> <p>Millions of people lost their jobs, <b>which made it very difficult for them to provide for their families.</b></p> <p><i>For (2 marks), students would elaborate on the impact of the event with some brief detail.</i></p> <p><i>The individual/event do not have to be mentioned explicitly in the response.</i></p>

**Question 1b – Criterion B**

With reference to the individual you have chosen, **formulate** a clear and focused research question to investigate the statement of inquiry:

It is not only events that make the study of history significant, but how individuals respond to those events.

**(2 marks)**

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student formulates a research question that is either clear <b>or</b> focused <b>and</b> connected to the statement of the inquiry.	<p>The following is an example of the type of response that would be awarded <b>(1 mark)</b>.</p> <p>How did William O'Connor help his family through the Great Depression?</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 showing the relationship between the event and the individual. However, the question lacks focus as it only has a vague reference to how he responded to the event ("help his family").</i></p> <p><i>Research questions may be worded as statements.</i></p>
2	The student formulates a research question that is both clear <b>and</b> focused <b>and</b> connected to the statement of the inquiry.	<p>The following is an example of the type of response that would be awarded <b>(2 marks)</b>.</p> <p><i>How did William O'Connor provide for his family during the Great Depression after losing his job?</i></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 showing the relationship between the event and the individual. The RQ is focused on how an individual responded to the event (Great Depression - unemployment) so merits <b>(2 marks)</b>.</i></p> <p><i>Research questions may be worded as statements.</i></p>

**Question 1c – Criterion B**

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

It is not only events that make the study of history significant, but how individuals respond to those events.

**(4 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 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 will investigate how the individual tried to help his family during the Great Depression.</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.</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>The research question will investigate how the individual tried to help his family during the Great Depression, <b>and the decisions that he made after losing his job.</b></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> <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 showing the relationship between the event and the individual. The RQ is focused on how an individual responded to the event (Great Depression - unemployment) so merits <b>(2 marks)</b>.</i></p> <p><i>Research questions may be worded as statements.</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><i>The research question will investigate how the individual tried to help his family during the Great Depression, and the decisions that he made after losing his job. <b>It will analyse how the Great Depression affected his life and how he managed to provide enough money for his family to help them survive during such a difficult time.</b></i></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 <b>(3 marks)</b>, a short paragraph is likely to be required.</i></p> <p><i>More important than the length of the response, is the quality and depth provided.</i></p>
4	The student <b>justifies</b> the relevance of the research question to the statement of inquiry.	<p><i>The following is an example of the type of response that would be awarded <b>(4 marks)</b>.</i></p> <p><i>The research question will investigate how the individual tried to help his family during the Great Depression, and the decisions that he made after losing his job. It will analyse how the Great Depression affected his life and how he managed to provide enough money for his family to help them survive during such a difficult time.</i></p> <p><b><i>By examining how O'Connor responded to the situation, we could gain a better understanding of the things people did to overcome the Great Depression.</i></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 <b>(4 marks)</b>, 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 1d – Criterion A**

Complete sentence below by choosing a related concept that is appropriate to your investigation.

“From this investigation we can learn an important lesson about \_\_\_\_\_ (identity, perspective, culture, causality (cause and consequence), significance, conflict, cooperation, ideology, innovation and revolution, interdependence, perspective, governance)

**Explain** how your chosen related concept is connected to your investigation.

**(4 marks)**

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

**Note: The related concept does not need to be explicitly stated in the description.**

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> how their chosen related concept is connected to the investigation.	The following is an example of the type of response that would be awarded <b>(1 mark)</b> . Related concept: Identity A person’s identity is formed by events that impact on them. <i>A (1 mark) response is likely to be one sentence that hints at a connection between the chosen related concept and the investigation. They do not need to provide details on their chosen individual.</i> <i>The related concept does not have to be stated explicitly in the response.</i>

<p>2</p>	<p>The student <b>outlines</b> how their chosen related concept is connected to the investigation.</p>	<p><i>The following is an example of the type of response that would be awarded (2 marks).</i></p> <p><i>A person's identity is formed by events that impact on them. <b>In this case, the Great Depression forced people to change who they were.</b></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. They do not need to provide details on their chosen individual.</i></p> <p><i>There should be some elaboration on how the related concept links to the investigation.</i></p> <p><i>The related concept does not have to be stated explicitly in the response.</i></p>
<p>3</p>	<p>The student <b>describes</b> how their chosen related concept is connected to the investigation.</p>	<p><i>The following is an example of the type of response that would be awarded (3 marks).</i></p> <p><i>A person's identity is formed by events that impact on them. In this case, the Great Depression forced people to change who they were <b>by making them take lower-paid jobs that they wouldn't normally take and to change their lifestyles.</b></i></p> <p><i>One connection should be considered in detail without any comprehensive reasoning. An example may be used to support the description. They do not need to provide details on their chosen individual.</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><i>The related concept does not have to be stated explicitly in the response.</i></p>
<p>4</p>	<p>The student <b>explains</b> how their chosen related concept is connected to the investigation.</p>	<p><i>The following is an example of the type of response that would be awarded (4 marks).</i></p> <p><i>A person's identity is formed by events that impact on them. In this case, the Great Depression forced people to change who they were by making them take lower-paid jobs that they wouldn't normally take and to change their lifestyles. <b>Such events can have consequences that might change people's identities forever.</b></i></p> <p><i>One connection should be considered in detail, along with reasoning why the related concept is connected to the investigation. An example may be used to support the explanation. They do not need to provide details on their chosen individual.</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> <p><i>The related concept does not have to be stated explicitly in the response.</i></p>

**Question 1e – Criterion B**

List three primary sources that are essential to your investigation.

Answers may include:

- First-hand accounts from surviving members of the family or community
- Local newspaper article(s) from the time describing the impact on the community
- Diary entries from the individual or from others during the time
- Images/photos from the time period

Accept any valid response that is a primary source.

(3 marks)

**Question 1f – Criterion B**

From the three primary sources you identified in part (e), choose one that you think is the most important to your investigation.

Explain why you think this source is the most important to your investigation.

(3 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> why they think the source is the most important to their investigation.	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>Source: diary entry It is the most reliable source.</p> <p>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.</p> <p>A (1 mark) response can be one sentence that refers to a single reason.</p>
2	The student <b>outlines</b> why they think the source is the most important to their investigation.	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p>It is the most reliable source, <b>which comes directly from the individual</b>.</p> <p>Only <b>one</b> factor needs to be mentioned, which should be elaborated on to warrant (2 marks).</p>

3	The student <b>explains</b> why they think the source is the most important to their investigation.	<p><i>The following is an example of the type of response that would be awarded (3 marks).</i></p> <p><i>It is the most reliable source, which comes directly from the individual. <b>Because it's a personal diary, the entries would show what the individual was thinking at the time.</b></i></p> <p><i>Only <b>one</b> factor needs to be mentioned, which should be elaborated on with some reasoning (eg 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 2 – Criterion B**

**Evaluate** the student’s action plan for their investigation.

**(8 marks)**

**Note: Responses do not need to refer to all of the of the elements of the action plan 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>.                      The investigation uses a variety of sources to access information.  <i>Only <b>one</b> strength needs to be mentioned to warrant <b>(1 mark)</b>. The quality of the response is what is rewarded, not the number of strengths referred to.</i>                      A <b>(1 mark)</b> response can be one sentence that refers to a single strength</p>
2	The student <b>outlines</b> the strength(s) of the research methods.	<p>The following is an extract from the type of response that would be awarded <b>(2 marks)</b>.                      The investigation uses a variety of sources to access information, <b>including both primary and secondary data</b>.  <i>Only <b>one</b> strength needs to be mentioned and elaborated on to warrant <b>(2 marks)</b>. The quality of the response is what is rewarded, not the number of strengths referred to. However, if a student outlines three or more strengths, they can be awarded <b>(3 marks)</b>.</i>                      A <b>(2 mark)</b> response is likely to be a single sentence with two clauses or two/three short sentences; the detail provided will be brief.</p>
3	The student <b>explains</b> the strength(s) of the research methods.	<p>The following is an extract from the type of response that would be awarded <b>(3 marks)</b>.                      The investigation uses a variety of sources to access information, including both primary and secondary data. <b>The secondary data can give a good overview of the Holocaust but the primary source is important because it gives more detail of Trocmé’s life.</b>  <i>Only <b>one</b> strength needs to be mentioned and elaborated on in additional detail with reasoning to warrant <b>(3 marks)</b>. The quality of the response is what is rewarded, not the number of strengths referred to.</i>                      If a student outlines three or more strengths, they can be awarded <b>(3 marks)</b>.</p>

**Note: Responses do not need to refer to all of the elements of the action plan to be awarded 3 marks.**

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

Limitations		
Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student <b>states</b> the limitation(s) of the research methods.	<p>The following is an extract from the type of response that would be awarded <b>(1 mark)</b>. The student could have used more effective primary sources.</p> <p><i>Only <b>one</b> limitation needs to be mentioned to warrant <b>(1 mark)</b>. The quality of the response is what is rewarded, not the number of limitations referred to.</i></p> <p><i>A <b>(1 mark)</b> 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><i>The following is an extract from the type of response that would be awarded <b>(2 marks)</b>. The student could have used more effective primary sources <b>that might be able to provide a more accurate description of Trocmé’s life and actions</b>.</i></p> <p><i>Only <b>one</b> limitation needs to be mentioned and elaborated on to warrant <b>(2 marks)</b>. The quality of the response is what is rewarded, not the number of limitations referred to. However, if a student outlines three or more limitations, they can be awarded <b>(3 marks)</b>.</i></p> <p><i>A <b>(2 mark)</b> 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>. The student could have used more effective primary sources that might be able to provide a more accurate description of Trocmé’s life and actions. <b>Newspaper articles from the time wouldn’t have much information on Trocmé so it would be better to look for interviews with Trocmé himself to find out why he did what he did.</b></p> <p><i>Only <b>one</b> limitation needs to be mentioned and elaborated on in some detail with reasoning to warrant <b>(3 marks)</b>. 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 <b>(3 marks)</b>.</i></p>

<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 a <b>limited</b> overall appraisal of the action plan.	<p>The following are extracts from the type of response that would be awarded <b>(1 mark)</b>.</p> <ul style="list-style-type: none"> <li>• Overall, the student uses a variety of sources but not enough primary sources.</li> <li>• The action plan is good/bad.</li> </ul> <p><i>For (1 mark), the appraisal statement is likely to be a summary of the strengths and limitations <b>or</b> a brief judgment on the action plan.</i></p> <p><i>The appraisal can appear anywhere in the response; it does not have to be a concluding statement.</i></p>
2	The student provides an overall appraisal of the action plan <b>by weighing up the strengths and limitations</b> .	<p>The following are extracts from the type of response that would be awarded <b>(2 marks)</b>.</p> <ul style="list-style-type: none"> <li>• Overall, even though he uses a variety of sources but more effective primary sources would have been better.</li> <li>• Overall, it is a good investigation but the student would need more primary sources to gain more information.</li> </ul> <p><i>The appraisal statement will weigh up both positive and negative points (this may be done implicitly (example 1 above) or explicitly (example 2 above)) and make an overall judgement on the students' action plan.</i></p> <p><i>The appraisal can appear anywhere in the response; it does not have to be a concluding statement</i></p>

### Question 3

Your school has received the following email from the IB:

From: Daphne Khan – MYP History Manager

To: MYP History schools

Subject: *We need your help with the new course!*

Dear MYP History students,

The IB is thinking about whether to make changes to the MYP History course. We are currently reviewing our list of global contexts and key concepts. Can you help us?

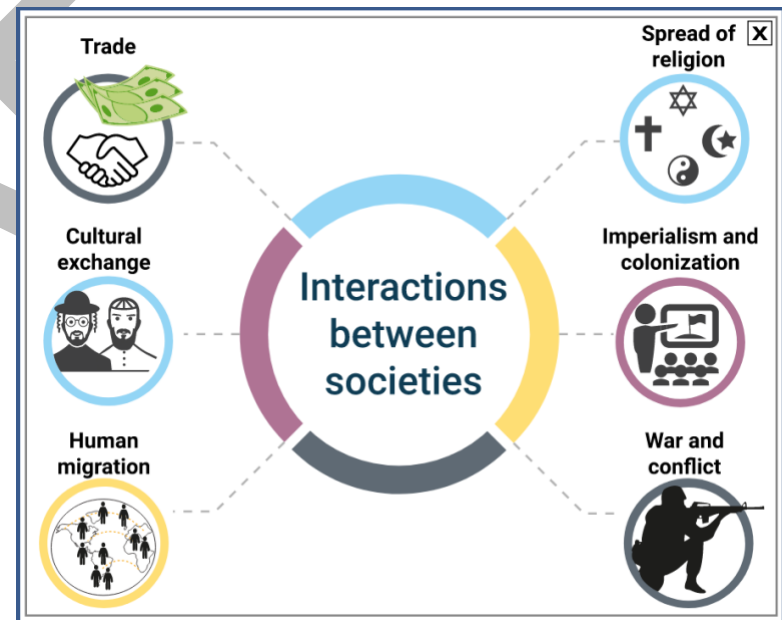
In order to identify which global contexts and key concepts we should keep in the course, we would love to hear your opinion.

Your school has been asked to explain the importance of studying the key concept of **global interactions** and how this helps students understand globalization today.

To help you, attached to this email you will find an infographic that outlines types of interactions between societies that you might have studied in your MYP History class.

Thank you in advance for your feedback. The IB is looking forward to reading your response!

Daphne Khan, MYP History Manager



Write a formal response to the email to **explain** why it is important for an MYP History student to study the key concept of **global interactions** in history.

In your email, you should:

- include your own knowledge and historical example(s) of at least one interaction between different societies or civilizations
- consider the consequences of such interactions
- consider how the study of global interactions in history helps us understand globalization today.

**(18 marks)**

**Note: if there is no explicit reference to why it is important for an MYP history student to study the global context of globalization and sustainability and the key concept of global interactions the maximum mark that can be awarded is (3 marks).**

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

Criterion A		
Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student demonstrates <b>limited</b> knowledge and understanding of the key concept by <b>outlining</b> why it is important for an MYP History student to study it, using a <b>limited</b> example of interactions between societies and <b>limited</b> relevant terminology.	<p>The following is an extract from the type of response that would be awarded <b>(1 mark)</b>.</p> <p>Societies in the past interacted by trading. It was positive for all the societies because it brought new technologies.</p> <p><i>Responses are likely to be brief, with little detail.</i></p> <p><i>There is requirement to include an example but the lack of one does not mean the student cannot be awarded (1 mark).</i></p> <p><i>Terminology may be limited in terms of accuracy and/or frequency.</i></p> <p><i>Errors should not be penalized.</i></p>
2-3	The student demonstrates <b>adequate</b> knowledge and understanding of the key concept by <b>describing</b> why it is important for an MYP History student to study it, using <b>satisfactory</b> examples of interactions between societies and <b>appropriate</b> relevant terminology.	<p>The following is an extract from the type of response that would be awarded <b>(3 marks)</b>.</p> <p><b>Trade along the Silk Road has helped Asian and European societies and civilizations by spreading knowledge. Language, religions and technological developments are examples of this knowledge that traveled and improved the different communities. It created positive change by improving the life of the people in many ways. For example, paper and the idea of the printing press travelled from China to Europe.</b></p> <p><b>Studying it today shows the positive consequences of contacts between cultures.</b></p>

		<p><i>It should be evident that the student has knowledge of the key concept and they should be able to call on relevant example(s) to support their point(s) but these examples might be lacking in detail or not be the most appropriate.</i></p> <p><i>There is likely to be little or no reasoning provided in the response i.e. there may be some reasoning provided but the examples/terminology/detail in the response is not sufficient enough to warrant a mark in the higher band then a mark in this band should be awarded (see best-fit guidance at the start of the document).</i></p> <p><i>Terminology used should be accurately used in the correct context.</i></p> <p><i>Errors should not be penalized.</i></p>
<p>4-5</p>	<p>The student demonstrates <b>substantial</b> knowledge and understanding of the key concept by <b>explaining</b> why it is important for an MYP History student to study it, using <b>accurate</b> examples of interactions between societies and <b>appropriate</b> relevant terminology.</p>	<p>The following is an extract from the type of response that would be awarded <b>(4 marks)</b>.</p> <p><b>Global interactions have helped civilizations to grow. For example,</b> trade along the Silk Road has helped Asian and European societies and civilizations by spreading knowledge. Language, religions and technological developments are examples of this knowledge that traveled and improved the different communities. It created positive change by improving the life of the people in many ways. For example, paper and the idea of the printing press travelled from China to Europe <b>where it helped with the spread of ideas. It helped Europe grow.</b></p> <p><b>It is important</b> to study it today because it shows the positive consequences of contacts between cultures and <b>can encourage dialogue between people of different societies.</b></p> <p><i>At this level, students need to demonstrate good understanding of the key concept by providing a detailed response to the question.</i></p> <p><i>The student should call on appropriate example(s) that support their point(s).</i></p> <p><i>There may be some reasoning provided but if the examples/terminology/detail in the response are not sufficient to warrant a mark in the higher band then a mark in this band should be awarded (see best-fit guidance at the start of the document).</i></p> <p><i>Terminology used should be accurately and effectively used in the correct context.</i></p> <p><i>Errors should not be penalized.</i></p>

6	<p>The student demonstrates <b>detailed</b> knowledge and understanding of the key concept by <b>thoroughly explaining</b> why it is important for an MYP History student to study it, using <b>accurate and effective</b> examples of interactions between societies and <b>appropriate</b> relevant terminology.</p>	<p>The following is an extract from the type of response that would be awarded <b>(6 marks)</b>.</p> <p>Global interactions have helped civilizations to grow. For example, trade along the Silk Road has helped Asian and European societies and civilizations by spreading knowledge. Language, religions and technological developments are examples of this knowledge that traveled and improved the different communities. It created positive change by improving the life the people in many ways. For example, paper and the idea of the printing press travelled from China to <b>Western</b> Europe where it <b>revolutionized</b> the spread of ideas. <b>It challenged the strict control of knowledge the Catholic Church had enjoyed for centuries and allowed for an unprecedented diffusion of new ideas.</b></p> <p>It is important to study <b>such global interactions in history because it highlights the positive impact of interactions</b> between cultures, and can encourage dialogue between people and societies <b>that we can learn from today. It is important at a time where we experience racism and nationalism in many countries.</b></p> <p><i>The response should be very detailed and provide clear reasoning, making use of historical example(s). However, comprehensive understanding of the key concept should be the primary focus of the email, not the historical examples or details that are provided.</i></p> <p><i>The student may have demonstrated an excellent understanding, however this does not mean that the response must be perfect or the best example of a response you have seen; there are multiple ways of demonstrating ability and quite different responses may be awarded the same mark</i></p> <p><i>Terminology used should be accurately and effectively used in the correct context.</i></p> <p><i>Errors should not be penalized.</i></p>
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**Criterion C1: Format**

<b>Marks</b>	<b>Descriptor</b>
0	The student does not achieve a standard described by any of the descriptors given below.
1	<p><b>Two</b> of the following are included:</p> <ul style="list-style-type: none"> <li>• A greeting e.g. "Dear..." / "To whom it may concern" / "Respected Miss Daphne Khan"</li> <li>• A body of one or more paragraphs</li> <li>• A formal sign off e.g. "Best wishes" / "Yours sincerely"</li> </ul>
2	<p><b>Three</b> of the following are included:</p> <ul style="list-style-type: none"> <li>• A greeting e.g. "Dear..." / "To whom it may concern" / "Respected Miss Daphne Khan"</li> <li>• A body of one or more paragraphs</li> <li>• A formal sign off e.g. "Best wishes" / "Yours sincerely"</li> </ul>

**Criterion C2: Communicating information and ideas**

<b>Marks</b>	<b>Descriptor</b>	<b>Notes</b>
0	The student does not achieve a standard described by any of the descriptors given below.	
1-2	The student communicates information and ideas using a style and language that are <b>rarely appropriate</b> to the purpose of explaining.	<p>The style of writing is rarely consistent with what would be expected in a formal email, e.g. it is occasionally too informal and too brief.</p> <p>Language lacks clarity.</p>
3-4	The student communicates information and ideas using a style and language that are <b>occasionally appropriate</b> to the purpose of explaining.	<p>The style of writing is mainly consistent with what would be expected in a formal email.</p> <p>Language used is mainly clear and appropriate.</p>
5-6	The student communicates information and ideas using a style and language that are <b>consistently appropriate</b> to the purpose of explaining.	<p>The style of writing is completely consistent with what would be expected in a formal email – for example, it directly addresses the recipient in a respectful manner.</p> <p>Language used is clear, appropriate and effective.</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 a formal email.	Ideas <b>rarely</b> build on each other in a logical manner.  When appropriate, the student <b>rarely</b> uses effective transitions within sentences and/or between sentences and/or paragraphs to show relationships between ideas.
2	The student structures information and ideas in a way that is <b>occasionally</b> effective and appropriate to a formal email.	Ideas <b>occasionally</b> build on each other in a logical manner.  When appropriate, the student <b>sometimes</b> uses effective transitions within sentences and/or between sentences and/or paragraphs to show relationships between ideas.
3	The student structures information and ideas in a way that is <b>mainly</b> effective and appropriate to a formal email.	Ideas <b>frequently</b> build on each other in a logical manner.  When appropriate, the student <b>often</b> uses effective transitions within sentences and/or between sentences and/or paragraphs to show relationships between ideas.
4	The student structures information and ideas in a way that is <b>completely</b> effective and appropriate to a formal email.	Ideas <b>consistently</b> build on each other in a clear and logical manner.  When appropriate, the student <b>always</b> uses <b>effective</b> transitions within sentences and/or between sentences and/or paragraphs to show relationships between ideas.

#### Question 4 – Criterion D

**Source A** is about the Italian Renaissance. Watch the video and answer the question that follows.

During the Renaissance, which began in the 14th century, Italy rediscovered the cultures of ancient Rome and Greece. It inspired artists like Botticelli and Raphael to create extraordinary works of art that celebrated these cultures, such as *Venus and Mars* and *The School of Athens*.

This new style of art relied on new techniques that made it more natural and realistic; light and shadow were studied and human anatomy was investigated. The aim was to capture the beauty of the world as it really was. The Renaissance was about gaining new knowledge, not only in art but in all aspects of society. Renaissance thinkers believed in human potential and had a more optimistic view of what life had to offer.

However, in Renaissance Italy, most women from the upper classes had only two options in life: marriage or becoming a Christian nun, both of which required a dowry. The expense of a dowry led some families to marry off only one daughter, while the rest became nuns, as the required dowry was considerably smaller.

Once married, an upper-class woman was expected to take care of the home and have children. She was also responsible for the education of her young children. These children were later sent to school or, in the case of young girls, sometimes boarded at convents. There, the nuns taught them sewing, reading and writing. Women of the upper classes were not expected, or even allowed, to work outside the home.

Poorer women had a hard life, working in the fields or in cities as servants. Many turned to prostitution to earn money or joined convents to work as servants for the nuns.

**Identify two** examples of cultural change in **Source A**.

**(2 marks)**

Responses *may* include:

- People had a more optimistic view on life
- New techniques in art
- The rediscovered Ancient Greece and Rome

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

**Note: Responses relating to women's roles during the Renaissance (paragraphs 3–5) do not relate to cultural change and so should not be awarded any marks.**

**Question 5 – Criterion D**

**Source B** gives a different perspective on the life of women during the Italian Renaissance. Read the source and answer the question that follows.

**Source B:** Accomplishment of Lavinia Fontana

Lavinia Fontana (1552-1614) was born in Bologna, Italy. She is regarded as the first woman painter, outside of a convent, to be paid for a job that previously only men were allowed to do. This was a huge accomplishment.

Although her father was a well-known painter at the time, Fontana became more famous than him and was the main provider for her eleven children. Being a female proved difficult in a society used to male artists but this did not stop her from becoming a respected painter.

**Analyse** the following statement from **Source A** from the perspective of Lavinia Fontana:

Renaissance thinkers believed in human potential and had a more optimistic view on what life had to offer.

**(6 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 provides a limited analysis by <b>stating</b> Lavinia’s perspective.	The following are examples of responses that would be awarded <b>(1 mark)</b> . As a woman, Lavinia Fontana would disagree with the statement. <i>The response must take into consideration Lavinia Fontana’s perspective.</i> <i>Only one perspective is required for (1 mark).</i>
2–3	The student provides an analysis by <b>outlining</b> Lavinia’s perspective.	The following are examples of responses that would be awarded <b>(3 marks)</b> . As a woman, Lavinia Fontana would disagree with the statement. <b>She would have still understood the struggles that other women were going through.</b>

		<p>However, the Renaissance offered her the chance to become a painter. Because of the Renaissance, she had the opportunity to reach her potential as an artist. Therefore, she would agree with the statement.</p> <p><i>The response must take into consideration Lavinia Fontana’s perspective.</i></p> <p><i>Students might only provide one perspective. This does not prevent them from being awarded up to (3 marks) but the one perspective would need to be considered in detail.</i></p> <p><i>A conclusion is not likely to be included at this level or if one is included it may not be supported with sound argument.</i></p>
<p>4–5</p>	<p>The student provides an analysis by <b>explaining</b> Lavinia’s perspective.</p>	<p>The following is an example of the type of response that would be awarded <b>(4 marks)</b>.</p> <p>As a woman <b>and mother</b>, Lavinia Fontana would disagree with the statement. <b>Even though she was a famous painter and main provider in her house</b>, she would have still understood the struggles that other women were going through.</p> <p>However, the Renaissance offered her the chance to become a painter, <b>which only men had been allowed to do before</b>. Because of the Renaissance, she had the opportunity to reach her potential as an artist. Therefore, <b>she could find something to agree with in the statement</b>.</p> <p><i>The response must take into consideration Lavinia Fontana’s perspective.</i></p> <p><i>At this level, both lines of argument are provided. These may be unbalanced, e.g. more detail provided for one than the other.</i></p> <p><i>A conclusion may be included – the inclusion of one does not necessarily mean that the student should be awarded (6 marks).</i></p> <p><i>More important than the length of the response, is the quality and depth provided.</i></p>
<p>6</p>	<p>The student provides an analysis by <b>thoroughly explaining</b> Lavinia’s perspective to reach a conclusion.</p>	<p>The following is an example of the type of response that would be awarded <b>(6 marks)</b>.</p> <p>As a woman and mother, Lavinia Fontana would disagree with the statement. Even though she was a famous painter and main provider in her house, she would have still understood the struggles that other women were going through. <b>The Renaissance was not as ideal for women as the statement might suggest.</b></p> <p>However, the Renaissance offered her the chance to become a painter. <b>If it wasn’t for this change in thinking that happened during this period</b>, she would never have had the opportunity to reach</p>

	<p>her potential as an artist. <b>She is an example of what the Renaissance offered to individuals.</b> Therefore, she could find something to agree with in the statement.</p> <p><b>Even though she personally benefitted from the Renaissance, she would see the limitations that this movement had for the life of women in general.</b></p> <p><i>The response must take into consideration Lavinia Fontana's perspective.</i></p> <p><i>At this level, both lines of argument are provided along with a clear conclusion.</i></p> <p><i>More important than the length of the response, is the quality and depth provided.</i></p>
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**Question 6 – Criterion D**

Just like Intellectual and ideological movements, conflicts also bring about great impactful change. Source C is an excerpt from a TV show on World War II, which was shown in Iowa in the USA. Watch the video and answer the questions that follow.

**Source C**

In 1941, the United States was still recovering from the Great Depression. The jobless rate had been as high as 25 percent, bankruptcy was not uncommon, and the standard of living for most Americans was 60 percent lower than before the stock market crash of 1929. When the war started, all that changed. More people were needed to produce the food and weapons for the men on the front lines. The new jobs were taken by many who had been out of work for several years. As more men were sent away to fight, women were hired to take over their positions on the assembly lines.

Before World War II, women had generally been discouraged from working outside the home. Now they were being encouraged to take over jobs that had been traditionally considered "men's work". Existing companies changed their lines from consumer goods to war materials, and new plants were constructed strictly for the creation of products for the war effort.

**Question 6a**

**Outline one** value of **Source C** to an MYP Year 5 student studying the impact of World War II.

**(2 marks)**

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student <b>states</b> the value of Source C to an MYP Year 5 student studying the impact of World War II.	<p>The following is an example of a response that would be awarded <b>(1 mark)</b>.</p> <p>It shows the impact of war on the US economy.</p> <p><i>Only <b>one</b> benefit needs to be mentioned to warrant <b>(1 mark)</b>. The quality of the response is what is rewarded, not the number of strengths referred to.</i></p> <p><i>The response has to be related to “an MYP Year 5 student studying the impact of World War II” and not a generic statement about reliability, for example.</i></p> <p><i>A <b>(1 mark)</b> response can be one sentence that refers to a single benefit.</i></p>
2	The student <b>outlines</b> the value of Source C to an MYP Year 5 student studying the impact of World War II.	<p>The following is an example of a response that would be awarded <b>(2 marks)</b>.</p> <p>It shows the impact of war on the US economy, <b>particularly how it helped the US recover from the Great Depression.</b></p> <p><i>Only <b>one</b> benefit needs to be mentioned and elaborated on to warrant <b>(2 marks)</b>. The quality of the response is what is rewarded, not the number of benefits referred to.</i></p> <p><i>The response has to be related to “an MYP Year 5 student studying the impact of World War II” and not a generic statement about reliability, for example.</i></p> <p><i>A <b>(2 mark)</b> response is likely to be a single sentence with two clauses or two/three short sentences; the detail provided will be brief.</i></p>

**Question 6b**

**Outline one** limitation of **Source C** to an MYP Year 5 student studying the impact of World War II.

**(2 marks)**

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student <b>states</b> the limitations of Source C to an MYP Year 5 student studying the impact of World War II.	<p>The following is an example of a response that would be awarded <b>(1 mark)</b>.</p> <p>It only shows positive consequences of World War II.</p> <p><i>Only <b>one</b> limitation needs to be mentioned to warrant <b>(1 mark)</b>. The quality of the response is what is rewarded, not the number of limitations referred to.</i></p> <p><i>The response has to be related to “an MYP Year 5 student studying the impact of World War II” and not a generic statement about bias, for example.</i></p> <p><i>A <b>(1 mark)</b> response can be one sentence that refers to a single limitation.</i></p>
2	The student <b>outlines</b> the limitations of Source C to an MYP Year 5 student studying the impact of World War II.	<p>The following is an example of a response that would be awarded <b>(2 marks)</b>.</p> <p>It only shows positive consequences of World War II <b>by focusing on the jobs it created.</b></p> <p><i>Only <b>one</b> limitation needs to be mentioned and elaborated on to warrant <b>(2 marks)</b>. The quality of the response is what is rewarded, not the number of limitations referred to.</i></p> <p><i>The response has to be related to “an MYP Year 5 student studying the impact of World War II” and not a generic statement about bias, for example.</i></p> <p><i>A <b>(2 mark)</b> response is likely to be a single sentence with two clauses or two/three short sentences; the detail provided will be brief.</i></p>

**Question 7**

**To what extent** do you agree with the following statement?

“Intellectual and ideological movements bring more significant change than conflicts.”

In a well-structured essay, you must:

- consider different perspectives of the statement
- provide examples from the sources and/or your MYP History studies
- consider the impact of **at least one** intellectual/ideological movement
- consider the impact of **at least one** conflict.

**(24 marks)**

**Note: Students can take either stand of agreement or disagreement and consider positive and/or negative impacts.**

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1–2	The student demonstrates <b>limited</b> contextual and conceptual understanding in an <b>outline</b> , using <b>minimal</b> examples and <b>limited</b> relevant terminology.	<ul style="list-style-type: none"> <li>• Responses are likely to be brief, with little detail, i.e. an outline.</li> <li>• There is requirement to include an example but the lack of one does not mean the student cannot be awarded a mark in this band.</li> <li>• Terminology may be limited in terms of accuracy and/or frequency.</li> </ul>
3–4	The student demonstrates <b>adequate</b> contextual and conceptual understanding in a <b>description</b> , using <b>satisfactory</b> examples and <b>appropriate</b> relevant terminology.	<ul style="list-style-type: none"> <li>• It should be evident that the student has knowledge of the particular issue/topic. They should be able to call on relevant example(s) to support their point(s) but these examples might be lacking in detail or not be the most appropriate.</li> <li>• There is likely to be little or no reasons provided in the response i.e. there may be some reasons provided but if the examples/terminology/detail in the response are 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).</li> <li>• Terminology should be accurately used in the correct context.</li> </ul>
5–6	The student demonstrates <b>substantial</b> contextual and conceptual understanding in an <b>explanation</b> , using <b>accurate</b> examples and <b>appropriate</b> relevant terminology.	<ul style="list-style-type: none"> <li>• At this level, students need to demonstrate a very good understanding of the issue/topic by providing a detailed response to the question. An explanation requires reasons to be included.</li> <li>• The student should call on appropriate examples that support their points.</li> </ul>

		<ul style="list-style-type: none"> <li>Terminology should be accurately and effectively used in the correct context most of the time.</li> </ul>
7-8	The student demonstrates <b>detailed</b> contextual and conceptual understanding in a <b>thorough explanation</b> , using <b>accurate and effective</b> examples and <b>appropriate</b> relevant terminology.	<ul style="list-style-type: none"> <li>The response should be very detailed and provide clear reasons, making use of examples that work to demonstrate a comprehensive understanding of the issue/topic.</li> <li>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.</li> <li>Terminology should be accurately and effectively used in the correct content all of the time.</li> </ul>

**Criterion D**

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1-2	The student provides <b>one</b> perspective in a <b>basic analysis</b> and <b>summarizes</b> information to a <b>limited extent</b> in response to the question posed.	<ul style="list-style-type: none"> <li>One perspective is included and is only considered superficially, i.e. only general or vague points are made.</li> <li>The response might not reach a conclusion or fully answer the question (for example, not deciding on whether intellectual and ideological movements bring more significant change than conflicts) at this level.</li> <li>The response will show little or no evidence of examples being used to help inform the student's argument. The argument may not always be relevant or appropriate.</li> </ul>
3-4	The student provides <b>different</b> perspectives in an <b>analysis</b> and <b>summarizes</b> information to make <b>clear</b> arguments in response to the question posed.	<ul style="list-style-type: none"> <li>Two perspectives (intellectual/ideological movements and conflicts) must be included with development of these to show an understanding of both and their implications; the two perspectives do not have to be equally considered/balanced.</li> <li>A conclusion indicating whether movements or conflicts bring about more change (students may conclude that they are equally impactful), which is likely to be not fully developed at this level, is expected nevertheless.</li> <li>The response should include evidence of examples being used to help inform the student's argument.</li> </ul>

5-6	<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>	<ul style="list-style-type: none"> <li>• Two perspectives (intellectual/ideological movements and conflicts) must be included with substantial development of these to show a good understanding of both and their implications, although the two perspectives might not be equally considered/balanced.</li> <li>• Ideas on movements and conflicts are combined to form a clear and coherent conclusion indicating which brings about the most significant change is required (students may conclude that they are equally impactful). The synthesis (combining ideas) could appear in the main body of the essay or in the conclusion.</li> <li>• The response should include evidence of examples being used effectively to help inform and support an argument.</li> </ul>
7-8	<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>	<ul style="list-style-type: none"> <li>• Two perspectives (intellectual/ideological movements and conflicts) must be included with thorough development of these to show an excellent understanding of both and their implications. The two perspectives must be equally considered/balanced.</li> <li>• Ideas on movements and conflicts are combined to form a clear, coherent and convincing conclusion indicating whether which brings about the most significant change is required (students may conclude that they are equally impactful).</li> <li>• The response should include evidence of examples being used effectively to help inform and support a comprehensive argument.</li> </ul> <p>Although the student will have demonstrated critical thinking, this does not mean that the response must be perfect or the best example of a response you have seen; there are multiple ways of demonstrating analytical skills and quite different responses may be awarded the same mark.</p>

C1: Format	
Marks	Descriptor
0	The student does not achieve a standard described by and of the descriptions given below.
1	<p><b>Two</b> of the following elements are included:</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Main body of text</li> <li>• Conclusion</li> </ul> <p><b>Note: The elements must appear as separate paragraphs.</b></p>
2	<p><b>Three</b> of the following elements are included:</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Main body of text</li> <li>• Conclusion</li> </ul> <p><b>Note: The elements must appear as separate paragraphs.</b></p>

C2: Communicating information and ideas		
Marks	Descriptor	Notes
0	The student does not achieve a standard described by and of the descriptions given below.	
1	The style and language used are <b>rarely</b> appropriate to the audience and purpose of informing.	The style of writing is too informal AND/OR the language is oversimplified or unclear for an essay.
2	The style and language used are <b>occasionally</b> appropriate 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 expression.
3	The style and language used are <b>consistently</b> appropriate 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 expression; language is formal and clear throughout.

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