

**Note to all examiners:** The approach used in assessment in the application of assessment criteria is a “best fit” model. The examiner applying an assessment criterion must choose the achievement level that overall best matches the piece of work being marked. It is not necessary for every detailed aspect of an achievement level to be satisfied for that level to be awarded but it must reflect the balance of student achievement against the markband. For example, if student work matches two of the three requirements within a markband but one is seriously lacking, the student should be awarded for the strands that have been met well, but the mark awarded should be at the lower end of the markband to compensate for what is lacking in one strand. If the level of student work spans multiple markbands, compensation depends on the performance in the higher order skills. It is worth noting that the highest level of any given criterion does not represent perfection.

**Note to all examiners:** Examiners should mark positively rewarding what is correct and not take marks away for what is incorrect. Please note that spelling errors should not impact the marks awarded in any part of the examination.

**Question 1a**

Choose **one** of the statements below. **Outline one** example from your MYP studies to support your chosen statement.

- Over the course of history, globalization has improved the welfare of countries through trade.
- Over the course of history, globalization has improved the welfare of countries through aid.

**(2 marks)**

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student <b>states</b> one example to support the chosen statement	<p>The following is an example of a response that would be awarded <b>(1 mark)</b>:</p> <p>The United Nations had committees to aid several communities globally.</p> <p><i>A (1 mark) response is likely to be a basic sentence that gives an example.</i></p>
2	The student <b>outlines</b> one example to support the chosen statement	<p>The following is an example of a response that would be awarded <b>(2 marks)</b>:</p> <p>The United Nations had committees to aid several communities globally <b>which was needed to reduce poverty and disease in many countries</b></p> <p><i>A (2 mark) response is likely to be a single example that is elaborated on; the detail provided will be brief.</i></p>

**Question 1b**

Using an example from your MYP studies, **explain one** negative impact of globalization in history.

**(4 marks)**

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student <b>states one</b> negative impact of globalization	<p>The following is an example of the type of response that would be awarded <b>(1 mark)</b>.</p> <p>The British Empire was able to exploit societies that were less powerful.</p> <p><i>A (1 mark) response is likely to be one sentence that hints at a single aspect.</i></p>
2	The student <b>outlines</b> one negative impact of globalization	<p>The following is an example of the type of response that would be awarded <b>(2 marks)</b>.</p> <p>The British Empire was able to exploit societies that were less powerful <b>such as when they forced China to exchange opium for tea.</b></p> <p><i>A (2 mark) response is likely to be a single sentence with a single aspect that is elaborated on; the detail provided will be brief.</i></p>
3	The student <b>describes</b> one negative impact of globalization	<p>The following is an example of the type of response that would be awarded <b>(3 marks)</b>.</p> <p>The British Empire was able to exploit societies that were less powerful such as when they forced China to exchange opium for tea. <b>The British policy was to help traders find new markets when opium was banned in Europe.</b></p> <p><i>One aspect should be considered in detail without any comprehensive reasons given. An example may be used to support the description.</i></p> <p><i>To provide the required level of detail for (3 marks), a short paragraph is likely to be required.</i></p> <p><i>More important than the length of the response is the quality and depth provided.</i></p>
4	The student <b>explains</b> one negative impact of globalization	<p>The following is an example of the type of response that would be awarded <b>(4 marks)</b>.</p> <p>The British Empire was able to exploit societies that were less powerful such as when they forced China to exchange opium for tea. The British policy was to help traders find new markets when</p>

		<p>opium was banned in Europe. <b>So as countries became more integrated through globalisation, the benefits were unfairly distributed.</b></p>
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*One aspect should be considered in detail, along with reasons. An example may be given to support the explanation but is not essential to be awarded (4 marks).*

**Question 2**

**Evaluate** the marketing department’s investigation process.

**(8 marks)**

**Note: Students do not need to discuss both strengths and limitations of every part of the investigation to access full marks. Marks are awarded based 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 <b>states</b> the strength(s) of the investigation.	<p>The following is an example of the type of response that would be awarded <b>(1 mark)</b>.</p> <p>Most of the sub-questions are appropriate to show the impact of globalization.</p> <p><i>Only <b>one</b> strength needs to be mentioned to warrant (1 mark). The quality of the response is what is rewarded, not the number of strengths referred to.</i></p> <p><i>A (1 mark) response can be one sentence that refers to a single strength.</i></p>
2	The student <b>outlines</b> the strength(s) of the investigation.	<p>The following is an example of the type of response that would be awarded <b>(2 marks)</b>.</p> <p>Most of the sub-questions are appropriate to show the impact of globalization <b>on the history of a variety of sports, including soccer and the Olympic games.</b></p> <p><i>Only <b>one</b> strength needs to be mentioned and elaborated on to warrant (2 marks). The quality of the response is what is rewarded, not the number of strengths referred to. However, if a student outlines 3 or more strengths, they can be awarded 3 marks.</i></p> <p><i>A (2 mark) response is likely to be a single sentence with two clauses or two/three short sentences; the detail provided will be brief.</i></p>
3	The student <b>explains</b> the strength(s) of the investigation.	<p>The following is an example of the type of response that would be awarded <b>(3 marks)</b>.</p> <p>Most of the sub-questions are appropriate to show the impact of globalization on the history of a variety of sports, including soccer and the Olympic games. <b>By answering these questions, the</b></p>

		<p><b>team will be able to gather enough reliable evidence to determine the impact that sports have had on culture.</b></p> <p><i>Only <b>one</b> strength needs to be mentioned and elaborated on in additional detail with reasoning to warrant (3 marks). The quality of the response is what is rewarded, not the number of strengths referred to.</i></p> <p><i>If a student outlines 3 or more strengths, they can be awarded 3 marks.</i></p>
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**Note:** suggesting alternative methods can be interpreted as addressing limitations

<b>Limitations</b>		
<b>Marks</b>	<b>Descriptor</b>	<b>Notes</b>
0	The student does not reach a standard described by any of the descriptors below.	
1	The student <b>states</b> the limitation(s) of the investigation.	<p>The following is an example of the type of response that would be awarded <b>(1 mark)</b>.</p> <p>Some of the sources presented by the team are repetitive or irrelevant.</p> <p><i>Only <b>one</b> limitation needs to be mentioned to warrant (1 mark). The quality of the response is what is rewarded, not the number of limitations referred to.</i></p> <p><i>A (1 mark) response can be one sentence that refers to a single limitation.</i></p>
2	The student <b>outlines</b> the limitation(s) of the investigation.	<p>The following is an example of the type of response that would be awarded <b>(2 marks)</b>.</p> <p>Some of the sources presented by the team are repetitive or irrelevant, <b>for example one source only looks at a single athlete.</b></p> <p><i>Only <b>one</b> limitation needs to be mentioned and elaborated on to warrant (2 marks). The quality of the response is what is rewarded, not the number of limitations referred to. However, if a student outlines 3 or more limitations, they can be awarded 3 marks.</i></p> <p><i>A (2 mark) response is likely to be a single sentence with two clauses or two/three short sentences; the detail provided will be brief.</i></p>

3	The student <b>explains</b> the limitation(s) of the investigation.	<p>The following is an example of the type of response that would be awarded <b>(3 marks)</b>.</p> <p>Some of the sources presented by the team are repetitive or irrelevant, for example one source only looks at a single athlete. <b>Although she is a well-known athlete, using a source that covers Nadia Comaneci's story will not help the marketing department to reach a conclusion on the impact that sport has had on culture.</b></p> <p><i>Only <b>one</b> limitation needs to be mentioned and elaborated on in additional detail with reasoning to warrant (3 marks). The quality of the response is what is rewarded, not the number of strengths referred to.</i></p> <p><i>If a student outlines 3 or more limitations, they can be awarded 3 marks.</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	An appraisal is <b>stated</b> .	<p>The following is an example of the type of response that would be awarded <b>(1 mark)</b>.</p> <p>The team has provided a good action plan for the investigation process but needs to search for more sources.</p> <p><i>For (1 mark), the appraisal statement is likely to be a summary of the strengths and limitations or a brief judgment on the 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	An appraisal is <b>outlined</b> .	<p>The following is an example of the type of response that would be awarded <b>(2 marks)</b>.</p> <p><b>Overall</b>, the team has provided a good action plan for the investigation process <b>which includes clear steps to follow through the process</b>, however they need to increase the number of sources <b>in order to make the investigation more reliable</b>.</p> <p><i>The appraisal statement will weigh up both positive and negative points (this may be done implicitly or explicitly) and make an overall judgement on the students' investigative process.</i></p> <p><i>The appraisal can appear anywhere in the response; it does not have to be a concluding statement.</i></p>

**Question 3a**

Sport is one factor that has influenced the spread of cultures between societies. There are many other factors, including:

- art
- fashion
- food
- language
- music.

You must now plan your own investigation into the ways in which societies have shared their culture in history.

**Formulate** a clear and focused research question to investigate the statement of inquiry below.

You may choose one factor from the list above or make your own choice.

Statement of inquiry: Throughout the history of globalization, many factors have influenced the sharing of cultures.

**(2 marks)**

Criterion A		
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 <b>either</b> clear <b>or</b> focused <b>and</b> connected to the statement of inquiry.	<p>The following is an example of the type of response that would be awarded <b>(1 mark)</b>.</p> <p>How did fashion influence the culture of different societies throughout the world?</p> <p><i>In the example above, the RQ is clear (you can easily understand the intention of the investigation) and is connected to one of the trends. However, the question lacks focus as it doesn't specify, for example, a location.</i></p>

2	The student formulates a research question that is <b>both</b> clear <b>and</b> focused <b>and</b> connected to the statement of inquiry.	The following is an example of the type of response that would be awarded <b>(2 marks)</b> .  How did fashion influence the culture of India in the 1900s?  <i>In the examples above, the RQ is clear (you can easily understand the intention of the investigation) and is connected to one of the trends. The RQs focus on a place and product so merits 2 marks.</i>
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**Question 3b**

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

Statement of inquiry:

Throughout the history of globalization, many factors have influenced the sharing of cultures.

**(4 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> how the research question is relevant 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>My research question focuses on how culture in India has been affected.</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> how the research question is relevant 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>My research question focuses on how culture in India has been affected, <b>by investigating fashion at a certain period in history</b>.</p> <p><i>Likely to be a single sentence with two clauses or two/three short sentences that provides brief detail on how the RQ is relevant to the Sol.</i></p>
3	The student <b>describes</b> how the research question is relevant 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>My research question focuses on how culture in India has been affected, by investigating fashion at a certain period in history. <b>During this period, fashion in India was influenced by Western society and this would have impacted culture in the country.</b></p> <p><i>At least one argument/factor should be considered in detail without providing reasoning why the RQ is relevant to the Sol.</i></p> <p><i>To provide the required level of detail for (3 marks), a short paragraph is likely to be required.</i></p>

		<p><i>More important than the length of the response, is the quality and depth provided.</i></p>
<p>4</p>	<p>The student <b>justifies</b> how the research question is relevant to the statement of inquiry.</p>	<p>The following is an example of the type of response that would be awarded <b>(4 marks)</b>.</p> <p>My research question focuses on how culture in India has been affected, by investigating fashion at a certain period in history. During this period, fashion in India was influenced by Western society and this would have impacted culture in the country. <b>By studying the development of fashion during this period, we can better understand how it has been an important method for globalization to influence cultures.</b></p> <p><i>At least one argument/factor should be considered in detail, along with reasoning why the RQ is relevant to the Sol.</i></p> <p><i>To provide the required level of detail for (4 marks), a short to mid-length paragraph is likely to be required.</i></p> <p><i>More important than the length of the response, is the quality and depth provided.</i></p>

**Question 3c**

**State** one primary source that would help you in your investigation.

**(1 mark)**

Responses *may* include:

- Newspaper archives on the development/changes in fashion
- Photographs from the time
- Documentaries about the impact of fashion

Accept any valid response.

Note: writing only “Newspapers”, “photographs” or “Documentaries” is not acceptable.

**Question 3d**

**State one** secondary source that would help you in your investigation.

**(1 mark)**

Responses *may* include:

- History textbooks on Indian culture
- Websites about fashion
- Movies about the time period

Accept any valid response.

**Note:** writing only “History textbooks” or “websites” is not acceptable.

**Question 3d**

**State one** secondary source that would help you in your investigation.

**(1 marks)**

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student <b>states</b> why <b>one</b> of the sources would be useful	<p>The following is an example of a response that would be awarded <b>(1 mark)</b>:</p> <p>Photographs from the time would let me see how fashion changed.</p> <p><i>A (1 mark) response should give a basic reason as to why one of the sources is useful.</i></p>
2	The student <b>outlines</b> why <b>one</b> of the sources would be useful	<p>The following is an example of a response that would be awarded <b>(2 marks)</b>:</p> <p>Photographs from the time would let me see how <b>traditional Indian garments</b> changed <b>to a more Western style</b>.</p> <p><i>A (2 mark) response should provide some detail as to why the source is of use.</i></p>

**Question 3e**

**Outline** why **one** of the sources you provided in part (c) or part (d) would be useful to your investigation.

**(2 marks)**

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student <b>states</b> why <b>one</b> of the sources would be useful	<p>The following is an example of a response that would be awarded <b>(1 mark)</b>:</p> <p>Photographs from the time would let me see how fashion changed.</p> <p><i>A (1 mark) response should give a basic reason as to why one of the sources is useful.</i></p>
2	The student <b>outlines</b> why <b>one</b> of the sources would be useful	<p>The following is an example of a response that would be awarded <b>(2 marks)</b>:</p> <p>Photographs from the time would let me see how <b>traditional Indian garments</b> changed <b>to a more Western style</b>.</p> <p><i>A (2 mark) response should provide some detail as to why the source is of use.</i></p>

**Question 3f**

**Outline** one challenge you would face during your investigation.

**(2 marks)**

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student <b>states</b> one challenge	<p>The following is an example of a response that would be awarded <b>(1 mark)</b>:</p> <p>It would be difficult to collect reliable information.</p> <p><i>For (1 mark), a relevant challenge needs to be correctly identified.</i></p>
2	The student <b>outlines</b> one challenge	<p>The following is an example of a response that would be awarded <b>(2 marks)</b>:</p> <p>It would be difficult to collect reliable information <b>due to an inability to access primary sources</b>.</p> <p><i>For (2 marks), a relevant challenge needs to be correctly identified with some brief detail on the reason.</i></p>

**Question 4**

Your teacher has asked you to prepare a presentation for your classmates that addresses the key concept of **time, place and space**. Your presentation must **explain** the role that key events played in **one** of the following:

- a national independence movement
- the creation of a national identity.

In your presentation you **must**:

- provide a heading that identifies the topic and time period
- use sub-headings to name **at least three** key events and explain their role
- provide a concluding statement that clarifies the relevance of time, place or space to your chosen events
- adopt an informal tone that engages your classmates.

**(18 marks)**

Criterion A

**Note:** Responses do not need to refer to all three elements of time, place and space.

**Note:** If a student only provides one key event, the maximum that can be awarded is 2 marks. If a student only provides two key events, the maximum that

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student demonstrates <b>limited</b> knowledge and understanding by <b>outlining</b> the role key events played in one national independence movement or the creation of a national identity <b>without</b> reference to the relevance of time, place or space, using <b>limited</b> examples and <b>limited</b> relevant terminology.	<p><i>The following is an <b>extract</b> from the type of response that would be awarded (1 mark).</i></p> <p><b>The American Revolution (1760- 1789)</b></p> <p><u>1774: Establishment of the Intolerable Acts:</u></p> <p>This was a series of acts by the British that started the war.</p> <p><i>Responses are likely to be brief, with little detail.</i></p> <p><i>There is requirement to include an example but the lack of one does not mean the student cannot be awarded (1 mark).</i></p>

		<p><i>Terminology may be limited in terms of accuracy and/or frequency.</i></p>
<p>2-3</p>	<p>The student demonstrates <b>adequate</b> knowledge and understanding by <b>describing</b> the role key events played in one national independence movement or the creation of a national identity with a <b>description</b> of the relevance of time, place or space, using <b>satisfactory</b> examples and <b>appropriate</b> terminology.</p>	<p><i>The following is an <b>extract</b> from the type of response that would be awarded (3 marks).</i></p> <p><b>The American Revolution (1760- 1789)</b></p> <p><u>1774: Establishment of the Intolerable Acts:</u></p> <p>This was a series of acts that sought to impose control over the American colonists, especially in Massachusetts. The acts closed the port of Boston, allowed British soldiers accused of crimes to be tried in the UK and forced colonists to quarter British soldiers. This is a major factor that started the war.</p> <p>From these events we can see how the concept of time, place and space plays an important role in the American Revolution.</p> <p><i>It should be evident that the student has knowledge of the impact an individual has had and they should be able to call on relevant example(s) to support their point(s) but these examples might be lacking in detail or not be the most appropriate.</i></p> <p><i>There is likely to be little or no reasoning provided in the response i.e. there may be some reasoning provided but the examples/terminology/detail in the response is not sufficient enough to warrant a mark in the higher band then a mark in this band should be awarded (see best-fit guidance at the start of the document).</i></p> <p><i>Terminology used should be accurately used in the correct context.</i></p>
<p>4-5</p>	<p>The student demonstrates <b>substantial</b> knowledge and understanding by <b>explaining</b> the role key events played in one national independence movement or the creation of a national identity with <b>explanation</b> of the relevance of time, place or space, using <b>accurate</b> examples and <b>relevant</b> terminology.</p>	<p><i>The following is an <b>extract</b> from the type of response that would be awarded (4 marks).</i></p> <p><b>The American Revolution (1760- 1789)</b></p> <p><u>1774: Establishment of the Intolerable Acts:</u></p> <p>This was a series of acts that sought to impose control over the American colonists, especially in Massachusetts. The acts closed the port of Boston, allowed British soldiers accused of crimes to be tried in the UK and forced colonists to quarter British soldiers. <b>These acts further frustrated the colonies, believing that the crown violated the rights to the colonists. The frustration led to the outbreak of war for independence.</b></p>

		<p>From these events we can see how the concept of time, place and space plays an important role in the American Revolution. <b>One event inevitably leads to another through time.</b></p> <p><i>At this level, students need to demonstrate good understanding of the impact of the individual 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>6</p>	<p>The student demonstrates <b>detailed</b> knowledge and understanding by <b>thoroughly explaining</b> the role key events played in one national independence movement or the creation of a national identity with <b>effective explanation</b> of the relevance of time, place or space, using <b>accurate and effective</b> examples and <b>relevant</b> terminology.</p>	<p><i>The following is an <b>extract</b> from the type of response that would be awarded (6 marks).</i></p> <p><b>The American Revolution (1760- 1789)</b></p> <p><u>1774: Establishment of the Intolerable Acts:</u></p> <p>This was a series of acts that sought to impose control over the American colonists, especially in Massachusetts. The acts closed the port of Boston, allowed British soldiers accused of crimes to be tried in the UK and forced colonists to quarter British soldiers. These acts further frustrated the colonies, believing that the crown violated the <b>natural and constitutional</b> rights to the colonists. The frustration led to <b>a colonial militia confronting British soldiers at Lexington and Concord in 1775</b>, which initiated the war for independence.</p> <p>From these events we can see how the concept of time, place and space plays an important role in the American Revolution. One event inevitably leads to another through time. <b>If it were not imposition of the intolerable acts and initial fighting, it would be difficult to justify the Declaration of Independence.</b></p> <p><i>The response should be very detailed and provide clear reasoning, making use of example(s). Comprehensive understanding of the impact of the individual should be included.</i></p> <p><i>The student may have demonstrated an excellent understanding, however this does not mean that the response must be perfect or the best example of a response you have seen; there are multiple ways of demonstrating ability and quite different responses may be awarded the same mark.</i></p>

		<i>Terminology used should be accurately and effectively used in the correct context.</i>
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Criterion C1: Format

<b>Marks</b>	<b>Descriptor</b>
0	The student does not reach a standard described by any of the descriptors below.
1	<p><b>One</b> of the following features is included:</p> <ul style="list-style-type: none"> <li>• A heading that identifies the topic and time period</li> <li>• At least 3 sub-headings</li> </ul>
2	<p><b>Two</b> of the following features are included:</p> <ul style="list-style-type: none"> <li>• A heading that identifies the topic and time period</li> <li>• At least 3 sub-headings</li> </ul>

Criterion C2: Communicating ideas and Information

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1-2	The student communicates information and ideas using a style and language that are <b>rarely appropriate</b> for a class presentation	<p>Language is rarely clear or appropriate to what would be expected in a <i>presentation</i>. The text reads more formally e.g. like an essay.                      Language is basic/simple and doesn't engage the audience effectively.</p> <p>Text may be extremely short so that not enough evidence is available to award a higher level.</p>
3-4	The student communicates information and ideas using a style and language that are <b>occasionally appropriate</b> for a class presentation	<p>Language is clear and appropriate to what would be expected in a <i>presentation</i>. The text reads at times more like an essay. (A <i>presentation</i> that is written more like an essay is likely to be awarded 3 marks. If it is written more like a <i>presentation</i>, for example having a conversational tone or using first-person, it is likely to be awarded 4 marks. Best-fit should always be applied.)</p> <p>Some language features such as concise sentences and emotive vocabulary are used to engage the audience.</p>
5-6	The student communicates information and ideas using a style and language that are <b>consistently appropriate</b> for a class presentation	<p>Language is clear and completely appropriate to what would be expected in a <i>presentation</i>.</p> <p>The text reads like a presentation throughout, for example having a conversational tone or using first-person, it is likely to be awarded 4 marks. Best-fit should always be applied.)</p> <p>Language features such as concise sentences and emotive vocabulary are <b>often</b> used to engage the audience.</p>

Criterion C3: Organizational Structure

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student structures information and ideas in a way that is <b>rarely</b> effective and appropriate for a presentation on the major events of a national identity or independence movement.	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 occasionally effective and appropriate for a presentation on the major events of a national identity or independence movement.	Ideas <b>occasionally</b> build on each other in a logical manner. When appropriate, the student sometimes uses effective transitions within sentences and/or between sentences and/or paragraphs to show relationships between ideas.
3	The student structures information and ideas in a way that is <b>mainly</b> effective and appropriate for a presentation on the major events of a national identity or independence movement.	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>consistently</b> effective and appropriate for a presentation on the major events of a national identity or independence movement.	Ideas <b>frequently</b> build on each other in a logical manner. When appropriate, the student <b>consistently</b> uses effective transitions within sentences and/or between sentences and/or paragraphs to show relationships between ideas

**Question 5**

Using source B, **outline** the perspective of the student regarding Christopher Columbus as a discoverer.

**(2 marks)**

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below	Students should not receive marks for general factual comments about the text, for example: Natives had a difficult time Natives were enslaved Columbus enslaved and killed the native population
1	The student <b>identifies</b> the student's perspective	The following is an example of the type of response that would be awarded <b>(1 mark)</b> The student takes a negative perspective toward Columbus  <i>For (1 mark), the response should provide a summative statement about the student's perspective.</i>
2	The student <b>outlines</b> the student's perspective	The following is an example of the type of response that would be awarded <b>(2 marks)</b> The student takes a negative perspective toward Columbus <b>by pointing out the harmful impacts his discovery caused.</b>  <i>For (2 marks), the response should provide some brief detail about the student's perspective.</i>

**Question 6**

**Contrast** source C and source D in terms of the impact of innovations in history.

**(3 marks)**

**Note:** No marks should be given for similarities that are identified. Marks should be awarded only for differences.

Marks	Descriptor	Notes
1	The student <b>states</b> difference(s) between Source C and Source D	<p>The following is an example of the type of response that would be awarded <b>(1 mark)</b></p> <p>Source A shows positive impacts while Source B shows negative impacts.  <i>For (1 mark), a basic difference should be identified. Providing a difference may implicitly or explicitly reference each source; either approach is acceptable.</i></p>
2	The student <b>outlines</b> difference(s) between Source C and Source D	<p>The following is an example of the type of response that would be awarded <b>(2 marks)</b></p> <p>Source A shows <b>how chlorine has improved the lives of millions of people</b>, while Source B shows <b>how explosives have made many people’s lives worse</b>.  <i>For (2 marks), both sources should be referred to and a brief account of their portrayal of the innovations should be given.</i></p>
3	The student <b>describes</b> difference(s) between Source C and Source D	<p>The following is an example of the type of response that would be awarded <b>(3 marks)</b></p> <p>Source A shows how chlorine has improved the lives of millions of people <b>through the manufacture of products such as contact lenses</b>, while Source B shows how explosives have made many people’s lives worse <b>through an enormous amount of death and destruction</b>.  <i>For (3 marks), both sources should be referred to and with some detail provided about how they portray the innovations.                      It is not essential for the products to be mentioned explicitly.</i></p>

**Question 7a**

**State** the origin of source E.

Responses *may* include:

- The National Oceanic and Atmospheric Administration
- The URL provided (<https://response.restoration.noaa.gov/oil-and-chemical-spills/significant-incidents/exxon-valdez-oil-spill/timeline-ecological-recovery-infographic.html>)

Accept any valid response.

**(1 mark)**

**Question 7b**

**Outline** the purpose of source E.

**(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 purpose of Source E.	The following is an example of a response that would be awarded <b>(1 mark)</b> . To show the effects of the oil spill. <i>For (1 mark), a basic purpose can be given. A one-word response is acceptable if the answer is appropriate.</i>
2	The student <b>outlines</b> the purpose of Source E.	The following is an example of a response that would be awarded <b>(2 marks)</b> . To show the <b>continued</b> impact of the <b>Exxon Valdez</b> oil spill. <i>For (2 marks), some brief detail regarding the purpose should be provided.</i>

**Question 7c**

**Explain one value or one limitation of source D to an MYP year 5 student studying problems caused by innovations.**

**(4 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 one</b> value/limitation of Source E to an MYP 5 student studying problems caused by innovations	The following is an example of a response that would be awarded <b>(1 mark)</b> . It comes from a government agency. <i>A (1 mark) response is likely to be one sentence that gives a single limitation. The context does not have to be explicitly referred to.</i>
2	The student <b>outlines one</b> value/limitation of Source E to an MYP 5 student studying problems caused by innovations	The following is an example of a response that would be awarded <b>(2 marks)</b> . It comes from a government agency <b>that is responsible for investigating environmental conditions</b> . <i>A (2 mark) response is likely to be 1-2 sentences that elaborate on a single limitation with some brief detail.</i>
3	The student <b>describes one</b> value/limitation of Source E to an MYP 5 student studying problems caused by innovations	The following is an example of a response that would be awarded <b>(3 marks)</b> . It comes from a government agency that is responsible for investigating environmental conditions, <b>and the source shows the amount of destruction that the spill has caused on wildlife</b> . <i>A (3 mark) response is likely to be 2-3 sentences with a single value or limitation that is elaborated on in detail but reasoning will be absent or incomplete.</i>
4	The student <b>explains one</b> value/limitation of Source E to an MYP 5 student studying problems caused by innovations	The following is an example of a response that would be awarded <b>(4 marks)</b> . It comes from a government agency that is responsible for investigating environmental conditions, and the source shows the amount of destruction that the spill has caused on wildlife. <b>This is useful because it is a reputable source showing that innovations can have a disastrous long-term impact on the environment</b> . <i>For (4 marks), the response should be detailed and provide reasoning why the source is of value or is limited.</i>

**Question 8**

**To what extent** have pioneers **or** innovators **or** developers in history brought about change for the good of society?

In your essay you **must**:

- focus on the time period before 2010
- consider the positive **and** negative impact of **at least one** pioneer or innovator or developer.

**(24 marks)**

**Note:** *If the response does not make reference to the pioneer/innovator/developer the maximum mark that can be awarded is (6 marks).*

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 outline, using limited examples and limited terminology	<ul style="list-style-type: none"> <li>● Responses are likely to be <b>brief</b>, with <b>little detail</b>.</li> <li>● There is requirement to include positive and negative impacts, as per the question but at this level only one may be covered.</li> <li>● Terminology may be <b>limited</b> in terms of accuracy and/or frequency.</li> </ul>
3-4	The student demonstrates <b>adequate</b> contextual and conceptual understanding in a description, using satisfactory examples and appropriate terminology.	<ul style="list-style-type: none"> <li>● It should be evident that the student has <b>knowledge of the positive and negative impacts</b> of the individual.</li> <li>● Example(s) to support their point(s) are <b>accurate</b> but <b>might be lacking in detail</b> or not be the most appropriate.</li> <li>● 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 <b>accurately used in the correct context</b>.</li> </ul>
5-6	The student demonstrates <b>substantial</b> contextual and conceptual understanding in an explanation, using accurate examples and appropriate terminology.	<ul style="list-style-type: none"> <li>● At this level, students need to demonstrate a <b>very good understanding</b> of the positive and negative impacts of the individual by providing a response that is accurate and responds to the question posed.</li> <li>● The student should call on <b>appropriate</b> examples that support their points.</li> <li>● There are reasons provided using <b>relevant</b> and <b>appropriate</b> examples/terminology/detail.</li> <li>● Terminology should be <b>accurately</b> and <b>effectively</b> used in the correct context in most of the essay.</li> </ul>

**Criterion C1: format**

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

**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	The style and language used are <b>rarely appropriate</b> to the audience and purpose of informing.	The style of writing is rarely consistent with what would be expected in an essay. Language is rarely clear. Text may be extremely short so that not enough evidence is available to award a higher level.
2	The style and language used are <b>occasionally appropriate</b> to the audience and purpose of informing.	The style of writing is not always consistent. Language is less clear in places.
3	The style and language used are <b>consistently appropriate</b> to the audience and purpose of informing.	The style of writing is consistent with what would be expected in an essay. Language is formal and clear.

**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 organizational structure is <b>rarely effective</b> .	<p>Paragraphs/ideas sometimes build on each other in a logical manner.</p> <p>When appropriate, rarely uses effective transitions within sentences or between sentences and/or paragraphs to show relationships between ideas.</p> <p>Text may be extremely short so that not enough evidence is available to award a higher level.</p>
2	The organizational structure is <b>occasionally effective</b> .	<p>Paragraphs/ideas build on each other in a mainly logical manner.</p> <p>When appropriate, 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-appropriate and effective</b> .	<p>Paragraphs/ideas build on each other in consistently clear and logical manner.</p> <p>When appropriate, uses effective transitions within sentences and between sentences and/or paragraphs to show relationships between ideas.</p>

**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 (e.g. only positive or negative) is included and is only considered superficially, i.e. only <b>general</b> or <b>vague</b> points are made.</li> <li>● The response might not reach a conclusion or fully answer the question at this level</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>● At least two perspectives (e.g. positive and negative impacts) must be included with <b>development</b> of these to show <b>some understanding</b> and their implications; the perspectives do not have to be equally considered/balanced.</li> <li>● A conclusion is expected but is likely to be <b>not fully developed</b> at this level.</li> </ul>
5-6	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.	<ul style="list-style-type: none"> <li>● At least two perspectives (e.g. positive and negative impacts) must be included with <b>substantial development</b> of these to show <b>a good understanding</b> and their implications, although the perspectives might not be equally considered/balanced.</li> <li>● Ideas on the impacts that an individual had on society are combined to form <b>a clear and coherent</b> conclusion.</li> <li>● The synthesis (combining ideas) could appear in the main body of the essay or in the conclusion.</li> </ul>
7-8	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.	<ul style="list-style-type: none"> <li>● At least two perspectives or more (e.g. positive and negative impacts) must be included with <b>thorough development</b> of these to show <b>an excellent understanding</b> and their implications. The perspectives must be equally considered/balanced.</li> <li>● Ideas on the impacts that an individual had on society are combined to form <b>a clear, coherent and convincing</b> conclusion to give a judgment on whether the impact is more positive or negative or equally balanced.</li> <li>● The synthesis (combining ideas) could appear in the main body of the essay or in the conclusion.</li> <li>● 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.</li> </ul>