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Markscheme

November 2023

History

On-screen examination

















32 pages



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The following are the annotations available to use when marking responses.

Annotation	Explanation	Shortcut	Annotation	Explanation	Shortcut
	Benefit of the doubt	Alt+5		Irrelevant	
	Clear knowledge shown	Alt+8		On page comment (text box)	Alt+4
	Descriptive			Underline tool (can be expanded)	
	Effective evaluation			Seen	Alt+0
EUOS	Excellent use of sources	Alt+6	*SYN	Synthesis	
	Good analysis			Unclear	Alt+3
	Good example	Alt+7	UA	Unfinished answer	Alt+9
	Good explanation			Vague	
	Incorrect Point	Alt+2			
	Good Response/Good Point	Alt+1			
	Highlight tool				

The following are the command terms used in the exam and markscheme level descriptors, along with their definitions as provided in MYP: From Principles into Practice.

Command term	Definition
Analyse	Break down in order to bring out the essential elements or structure. To identify parts and relationships, and to interpret information to reach conclusions.
Describe	Give a detailed account or picture of a situation, event, pattern or process.
Discuss	Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence.
Evaluate	Make an appraisal by weighing up the strengths and limitations.
Explain	Give a detailed account including reasons or causes.
Formulate	Express precisely and systematically the relevant concept(s) or argument(s).
Identify	Provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature.
Justify	Give valid reasons or evidence to support an answer or conclusion.
Outline	Give a brief account or summary.
Select	Choose from a list or group.
State	Give a specific name, value or other brief answer without explanation or calculation.
Summarize	Abstract a general theme or major point(s).
Synthesize	Combine different ideas in order to create new understanding.
To what extent	Consider the merits or otherwise of an argument or concept. Opinions and conclusions should be presented clearly and supported with appropriate evidence and sound argument.

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 1

Outline one innovation that was developed during a period of Industrialization.

(2 marks)

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student states one innovation that was developed during a period of industrialization.	The following is an example of the type of response that would be awarded 1 mark . The steam engine. <i>A (1 mark) response could be just naming an innovation.</i>
2	The student outlines one innovation that was developed during a period of industrialization.	The following is an example of the type of response that would be awarded 2 marks . The steam engine was used for transportation . <i>A (2 mark) response is likely to be a single sentence with brief detail provided on the innovation.</i>

Question 2

Your History class has been invited to participate in a conference for MYP students from all over the world. The purpose of the conference is to discuss turning points in history. The topic of the conference this year is:

“Innovations are most useful when they arrive at the right time, place, and space.”

One group of students has chosen the Industrial Revolution as a case study to explore the topic of the conference. They have decided to investigate the Industrial Revolution in 18th century Britain.

They have asked you to evaluate their investigative process, shown below.

Evaluate the investigative process undertaken by the team.

In your answer, you may consider:

- the relevance of the research question
- the choice of sub-questions
- the research methodology
- the sources consulted.

(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 states the strength(s) of the investigative process used for the investigation.	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>The student identifies the different reasons.</p> <p><i>Only one 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 outlines the strength(s) of the investigative process in the investigation.	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p>The student identifies the different reasons by breaking them down through a mind map.</p> <p><i>Only one 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 explains the strength(s) of the investigative process in the investigation.	<p>The following is an example of the type of response that would be awarded (3 marks).</p> <p>The student identifies the different reasons by breaking them down through a mind map. This is a good idea because by clarifying the different reasons it makes it easier to find the most important one.</p> <p><i>Only one 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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Limitations		
<i>Note: suggesting alternative methods can be interpreted as addressing limitations.</i>		
Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student states the limitation(s) of the investigative process in the investigation.	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>Only including one source for most of the reasons is insufficient.</p> <p><i>Only one 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 outlines the limitation(s) of the investigative process in the investigation.	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p>Only including one source for most of the reasons is insufficient. A wider variety of perspectives would improve the investigation.</p> <p><i>Only one 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 explains the limitation(s) of the investigative process in the investigation.	<p>The following is an example of the type of response that would be awarded (3 marks).</p> <p>Only including one source for most of the reasons is insufficient A wider variety of perspectives would improve the investigation by strengthening the evidence which could lead to a more convincing conclusion.</p> <p><i>Only one 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>

Appraisal		
Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student states an appraisal of the investigative process.	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>The research method process is adequate.</p> <p><i>For (1 mark), the appraisal statement is likely to be a brief judgment on the investigative process.</i></p>

		<i>The appraisal can appear anywhere in the response; it does not have to be a concluding statement.</i>
2	The student outlines an appraisal of the investigative process.	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p>The research method process is adequate. It has a good structure but for the findings to be more credible, more sources are needed.</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 3

Choose **one** of the causes listed below and **explain** how it helped bring about the Industrial Revolution.

(4 mark)

- Economic
- Political
- Social
- Technological

Note: If the cause chosen does not match the written response, the student should not be penalised and the full range of marks are available.

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student states how one cause helped bring about the Industrial Revolution.	The following is an example of the type of response that would be awarded 1 mark . Political causes helped create laws that promoted industrialization. <i>A (1 mark) response is likely to be one sentence that provides a basic contribution.</i>
2	The student outlines how one cause helped bring about the Industrial Revolution.	The following is an example of the type of response that would be awarded 2 marks . Political causes helped create laws that promoted industrialization, such as protection of private property . <i>A (2 mark) response is likely to be a single sentence that elaborates on the contribution; the detail provided will be brief.</i>
3	The student describes how one cause helped bring about the Industrial Revolution.	The following is an example of the type of response that would be awarded 3 marks . Political causes helped create laws that promoted industrialization, such as protection of private property. These types of laws protected the interests and profits of inventors. <i>One contribution should be considered in detail without any comprehensive reasons given. An example may be used to support the description. To provide the required level of detail for (3 marks), a short paragraph is likely to be required. More important than the length of the response is the quality and depth provided.</i>
4	The student explains how one cause helped bring about the Industrial Revolution.	The following is an example of the type of response that would be awarded 4 marks . Political causes helped create laws that promoted industrialization, such as protection of private property. These types of laws protected the interests and profits of inventors, which encouraged them to take more risks and invest in new businesses. <i>One contribution 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).</i>

Question 4a

Although the conference is focused around the concept of **time, place and space**, we can gain an understanding of other concepts by investigating industrialization.

Formulate a clear and focused research question that would help you investigate the relationship between industrialization and any **one** of the key concepts below.

- Change
- Global interactions
- Systems

(2 marks)

Note: If the key concept chosen does not match the written response, the student should not be penalised and the full range of marks are available.

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 or focused and connected to the topic of industrialization and the chosen key concept.	<p>The following are examples of the type of response that would be awarded (1 mark).</p> <p>How did the industrialization change lives?</p> <p>How did the industrialization effect the economic system?</p> <p><i>In the example above, the RQ is clear (you can easily understand the intention of the investigation) and is connected to industrialization and the key concept of change. However, the question lacks focus as it doesn't specify, for example, an aspect of their lives, a demographic or time frame.</i></p>

2	<p>The student formulates a research question that is both clear and focused and connected to the topic of industrialization and the chosen key concept.</p>	<p>The following are examples of the type of response that would be awarded (2 marks).</p> <p>How did industrialization change the family life in the UK?</p> <p>How did the industrialization effect the economic system in the UK?</p> <p><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 families so merits 2 marks.</i></p>
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Question 4b

Justify how your research question would help you better understand your chosen key concept.

(4 marks)

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student states how their research question would help them understand the concept chosen.	<p>The following is an example of the type of response that would be awarded (1 marks).</p> <p>This research question focuses on discovering the different ways that family life was changed.</p> <p><i>A (1 mark) response is likely to be one sentence that hints at a single way the concept helps.</i></p>
2	The student outlines how their research question would help them understand the concept chosen.	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p>Industrialization has been one of the biggest causes of change in British history and this research question focuses on discovering the different ways that family life was impacted.</p> <p><i>A (2 mark) response is likely to be a single sentence that elaborates on how the key concept helps; the detail provided will be brief.</i></p>
3	The student describes how their research question would	The following is an example of the type of response that would be awarded (3 marks) .

	<p>help them understand the concept chosen.</p>	<p>Industrialization has been one of the biggest causes of change in British history from politics to economics and this research question focuses on discovering the different ways that family life was impacted as Britain moved from an agricultural economy to an industrial one.</p> <p><i>One way should be considered in detail without any comprehensive reasons given. An example may be used to support the description.</i> <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 justifies how their research question would help them understand the concept chosen.</p>	<p>The following is an example of the type of response that would be awarded (4 marks).</p> <p>Industrialization has been one of the biggest causes of change in British history from politics to economics and this research question focuses on discovering the different ways that family life was impacted as Britain moved from an agricultural economy to an industrial one. By asking how industrialization affected family life we would be able to understand the processes, causes and consequences of industrialization.</p> <p><i>One way 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).</i></p>

Question 4c

Identify one primary source that would be useful in your investigation

(1 mark)

Responses **may** include:

- memoirs or diaries of [a person alive at the time]
- government documents from the time.
- newspaper articles /commentaries from individuals during that time.

Accept any other valid response.

Question 4d

Identify one secondary source that would be useful in your investigation

(1 mark)

Responses **may** include:

- history textbooks on a relevant aspect of industrialization
- documentary on a relevant aspect of industrialization
- movies on a relevant aspect of industrialization.

Accept any other valid response.

Question 4e

All investigations are likely to encounter difficulties that have to be overcome. Think of **one** difficulty for this investigation and **explain** why it might prevent you from effectively answering your research question.

(4 marks)

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student states why a difficulty might prevent you from effectively answering your research question.	The following is an example of the type of response that would be awarded (1 marks) . Accessing primary sources could be a challenge. <i>A (1 mark) response is likely to be one sentence that hints at a single challenge.</i>
2	The student outlines why a difficulty might prevent you from effectively answering your research question.	The following is an example of the type of response that would be awarded (2 marks) . Accessing primary sources could be a challenge. It could be difficult to find them in the time I have to investigate. <i>A (2 mark) response is likely to be a single sentence with a single challenge that is elaborated on; the detail provided will be brief.</i>
3	The student describes why a difficulty might prevent you from	The following is an example of the type of response that would be awarded (3 marks) .

	effectively answering your research question.	<p>Accessing relevant primary sources could be a challenge. It could be difficult to find them in the time I have to investigate. Government documents would be available, and probably easier to access. personal diaries would be more difficult to find online.</p> <p><i>One challenge 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 explains why a difficulty might prevent you from effectively answering your research question.	<p>The following is an example of the type of response that would be awarded (4 marks).</p> <p>Accessing relevant primary sources could be a challenge. It could be difficult to find them in the time I have to investigate. Government documents would be available, and probably easier to access., but order to carry out an investigation into family life, personal stories, Personal Diaries would be more would be more important to use, but more difficult to find online</p> <p><i>One challenge 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).</i></p>

Question 5

Imagine that you are a significant individual in history, an individual who challenged a political, economic or social system.

Write **three** separate journal entries to **explain** your thoughts and feelings on the system you were challenging.

Your journal entries must include:

- an accurate and detailed *perspective of your chosen individual* towards a specific political, economic or social system.
- references to the effect(s) the system had on your chosen individual and their society and how they wanted to change it
- references to how they succeeded, or failed, in their efforts in challenging the system.

There is no one specific way you have to structure your journal entries. Below are some options you could use but you can structure your entries in any way you think is appropriate.

(18 marks)

Criterion A (6 marks)

Note: for criterion A, students should only be awarded marks for the content of their argument(s). Criterion A does not assess the format, style or organization of the response.

Note: The exemplar answers provided below represent one journal entry only. The quality of the response needs to be assessed over all three entries for an overall criterion A mark to be determined.

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student demonstrates limited knowledge and understanding by outlining a significant individual's perspective on a system, using limited examples and limited relevant terminology.	<p>The following is an extract from the type of response that would be awarded (1 mark).</p> <p>Name of individual: Woodrow Wilson Date: Jan 11th 1919</p> <p>I am here in Paris the night before the Peace Conference is about to begin and what a large job I have in front of me. We need to change the system and ensure that another war like this does not break out.</p> <p><i>Responses are likely to be brief, with little detail.</i></p> <p><i>There is requirement to include an example but the lack of one does not mean the student cannot be awarded (1 mark).</i></p> <p><i>Terminology may be limited in terms of accuracy and/or frequency.</i></p>
2-3	The student adequate knowledge and understanding by describing a significant individual's perspective on a system, using satisfactory	<p>The following is an extract from the type of response that would be awarded (3 marks).</p> <p>Name of individual: Woodrow Wilson Date: Jan 11th 1919</p>

	<p>examples, and appropriate relevant terminology.</p>	<p>I am here in Paris the night before the Peace Conference is about to begin and what a large job I have in front of me. We need to change the system and ensure that another war like this does not break out. We need a way to solve our disputes and that is why I will continue to support a League of Nations. It will be difficult to convince Lloyd George and Clemenceau of my position because they are looking for more justice.</p> <p><i>It should be evident that the student has knowledge of the individual's perspective on the system and they should be able to call on relevant example(s) to support their point(s) but these examples, which can include the date of the journal entries, 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 if 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 should be accurately used in the correct context.</i></p>
<p>4-5</p>	<p>The student substantial knowledge and understanding by explaining a significant individual's perspective on a system, using accurate examples, and appropriate relevant terminology.</p>	<p>The following is an extract from the type of response that would be awarded (4 marks).</p> <p>Name of individual: Woodrow Wilson Date: Jan 11th 1919</p> <p>I am here in Paris the night before the Peace Conference is about to begin and what a large job I have in front of me. We need to change the system and ensure that another war like this does not break out. We need a way to solve our disputes diplomatically and that is why I will continue to support a League of Nations. It will be difficult to convince Lloyd George and Clemenceau of my position because they are looking for more justice but this is not how we will establish international peace. It will only lead to more war.</p> <p><i>At this level, students need to demonstrate good understanding of the individual's perspective on the system by providing a detailed response to the question.</i></p>

		<p><i>The student should call on appropriate example(s), which can include the date of the journal entries, 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 should be accurately and effectively used in the correct context.</i></p>
<p>6</p>	<p>The student detailed knowledge and understanding by thoroughly explaining a significant individual's perspective on a system, using accurate and effective examples, and appropriate relevant terminology</p>	<p>The following is an extract from the type of response that would be awarded (6 marks).</p> <p>Name of individual: Woodrow Wilson Date: Jan 11th 1919</p> <p>I am here in Paris the night before the Peace Conference is about to begin and what a large job I have in front of me. We need to change the system and ensure that another war like this does not break out. We need a way to solve our disputes diplomatically and that is why I will continue to support a League of Nations. It will be difficult to convince Lloyd George and Clemenceau of my position because they are looking for more justice, but this is not how we will establish international peace. It will only lead to more war. We need more democracy, more self-determination and freedom for people and nations who have caught up in power politics in Europe, even if they were fighting with the Central Powers.</p> <p><i>The response should be very detailed and provide clear reasoning, making use of example(s), which can include the date of the journal entries. Comprehensive understanding of the individual's perspective on the system 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> <p><i>Terminology used should be accurately and effectively used in the correct context.</i></p>

C1: Format

Marks	Descriptor
0	The student does not achieve a standard described by any of the descriptors given below.
1	<p>Two of the following features are included:</p> <ul style="list-style-type: none"> • 3 separate journal entries • 3 separate dates are provided (<i>Note: the accuracy of the dates are not assessed in this criterion</i>) • The entries are written in the first person
2	<p>Three of the following features are included:</p> <ul style="list-style-type: none"> • 3 separate journal entries • 3 separate dates are provided (<i>Note: the accuracy of the dates are not assessed in this criterion</i>) • The entries are written in the first person

C2: Communicating information and ideas.

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1–2	The student communicates information and ideas using a style and language that are rarely appropriate to the format of a personal journal.	<p><i>Language is rarely clear or appropriate to what would be expected in a journal entry. The text is too formal and impersonal.</i></p> <p><i>Language is not reflective and appears to address an audience.</i></p> <p><i>Text may be extremely short so that not enough evidence is available to award a higher level.</i></p>
3–4	The student communicates information and ideas using a style and language that are occasionally appropriate to the format of a personal journal.	<i>Language is clear and appropriate to what would be expected in a journal entry.</i>

		<p><i>The text reads like a private memoir, but at times is too formal, providing information for an audience rather than for a personal journal.</i></p> <p><i>Some language features such as colloquialisms, rhetorical questions, affirmations, emotive vocabulary are used to demonstrate a reflective perspective.</i></p>
5–6	<p>The student communicates information and ideas using a style and language that are consistently appropriate to the format of a personal journal.</p>	<p><i>Language is clear and completely appropriate to what would be expected in a journal entry.</i></p> <p><i>The text reads like a personal reflection throughout, for example by clarifying beliefs or goals and assessing them.</i></p> <p><i>Language features such as colloquialisms, rhetorical questions, affirmations, emotive vocabulary are often used to demonstrate a reflective perspective</i></p>

C3: Organizational structure

Marks	Descriptor	Notes
0	<p>The student does not achieve a standard described by any of the descriptors given below.</p>	
1	<p>The student structures information and ideas in a way that is rarely effective and appropriate for an individual documenting how they challenged a system in a journal.</p>	<p><i>Ideas and entries rarely build on each other in a logical manner.</i></p> <p><i>When appropriate, the student rarely uses effective transitions within sentences and/or between sentences and/or paragraphs to show relationships between ideas.</i></p>
2	<p>The student structures information and ideas in a way that is occasionally effective and appropriate for an individual documenting how they challenged a system in a journal.</p>	<p><i>Ideas and entries occasionally build on each other in a logical manner.</i></p> <p><i>When appropriate, the student sometimes uses effective transitions within sentences and/or between sentences and/or paragraphs entries to show relationships between ideas.</i></p>

3	The student structures information and ideas in a way that is mainly effective and appropriate for an individual documenting how they challenged a system in a journal.	<i>Ideas and entries frequently build on each other in a logical manner.</i> <i>When appropriate, the student often uses effective transitions within sentences and/or between sentences and/or paragraphs entries to show relationships between ideas.</i>
4	The student structures information and ideas in a way that is consistently effective and appropriate for an individual documenting how they challenged a system in a journal.	<i>Ideas and entries consistently build on each other in a clear and logical manner.</i> <i>When appropriate, the student always uses effective transitions within sentences and/or between sentences and/or paragraphs entries to show relationships between ideas.</i>

Question 6a

State the origin of **source A**.

(1 mark)

Responses **may** include:

- The Singh Twins
- Artwork from exhibition in April 2019

Accept any valid response regarding artist or date.

Question 6b

State the purpose of **source A**.

(1 mark)

Responses **may** include:

- To inform audience about Amritsar massacre in India when under British rule
- To depict the Amritsar massacre in India when under British rule
- To mark the 100th anniversary of the massacre

Accept any valid response.

Question 6c

Explain one value or one limitation of source A to a MYP History student studying independence and national identity.

(4 marks)

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student states one value or one limitation of the source.	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>The value of the source is that it is a painting that depicts an example of violence of the British army towards the Indian people.</p> <p><i>A (1 mark) response is likely to be one sentence that gives a single value or limitation.</i></p>
2	The student outlines one value or one limitation of the source	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p>The value of the source is that it is a painting that depicts an example of colonial violence when India was gaining independence from British colonial rule. It shows the brutality of the British army towards the Indian people.</p> <p><i>A (2 mark) response is likely to be 1-2 sentences that elaborate on a single value or limitation with some brief detail.</i></p>
3	The student describes one value or one limitation of the source	<p>The following is an example of the type of response that would be awarded (3 marks).</p> <p>The value of the source is that it is a painting that depicts an example of colonial violence that played a factor in India gaining independence from British colonial rule. It shows the brutality of the British army, which are shown to be made up of multiple ethnicities, towards the Indian people.</p> <p><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></p>

4	The student explains one value or one limitation of the source,	<p>The following is an example of the type of response that would be awarded (4 marks).</p> <p>The value of the source is that it is a painting that depicts an example of colonial violence that played a factor in India gaining independence from British colonial rule. It shows the brutality of the British army, which are shown to be made up of multiple ethnicities, towards the Indian people. It would show the student the struggles and oppression that Indians experienced in order to gain their independence.</p> <p><i>The response should be detailed and provide reasoning why the source is of value or is limited.</i></p>
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Question 7

Analyse source B and source C in terms of how Ghana has expressed its national identity since gaining independence.

(6 marks)

Note: If a student only analyses one of the sources, the maximum mark that can be awarded is (3 marks).

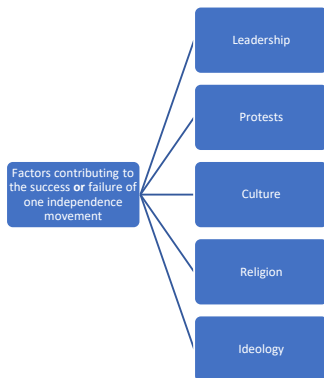
Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student states how source B and source C in terms of how Ghana has expressed its national identity since gaining independence	<p>The following is an example of the type of response that would be awarded 1 mark.</p> <p>In Source B the author shows how Kwame Nkrumah has taken a political approach to develop national identity. While in Source C the artist Wiz Kuduwor celebrates national identity through art.</p> <p><i>In this markband, students are likely to provide very brief and/or limited evidence of Ghana's national identity from the sources.</i></p> <p><i>The two sources do not need to be covered in equal depth. It is possible that only one source is covered in this markband.</i></p> <p><i>Implicit/explicit connection(s) between the sources will not be made in this markband.</i></p>

<p>2-3</p>	<p>The student outlines how source B and source C in terms of how Ghana has expressed its national identity since gaining independence</p>	<p>The following is an example of the type of response that would be awarded 3 marks.</p> <p>In Source B the author shows how Kwame Nkrumah has taken a political approach to develop national identity by using traditions, a national flag, currency and anthem. While in Source C the artist Wiz Kudowor expresses Ghanaian national identity through art when celebrating their independence from colonial rule.</p> <p><i>To reach this markband, students are likely to provide evidence of Ghana's national identity in the sources.</i></p> <p><i>The two sources do not need to be covered in equal depth. Implicit/explicit connection(s) between the sources are not likely to be made in this markband.</i></p>
<p>4-5</p>	<p>The student analyses how source B and source C in terms of how Ghana has expressed its national identity since gaining independence</p>	<p>The following is an example of the type of response that would be awarded 4 marks.</p> <p>In Source B the author shows how Kwame Nkrumah has taken a political approach and used basic tenets of nationhood to express Ghanaian national identity such as through rich traditions, a national flag, currency and anthem. While in Source C the artist Wiz Kudowor expresses Ghanaian national identity through art so that Ghanaians develop pride in their heritage when celebrating their independence from colonial rule.</p> <p>This demonstrates how symbolism is significant in expressing national identity, such as using ancient symbols the usual symbols of nationhood such as the flag and anthem.</p> <p><i>To reach this markband, students are likely to provide evidence from the sources that Ghana's national identity can be expressed in different ways – e.g. political and artistic.</i></p> <p><i>The two sources do not need to be covered in equal depth. Implicit/explicit connection(s) between the sources may be made.</i></p>

6	The student thoroughly analyses how source B and source C in terms of how Ghana has expressed its national identity since gaining independence	<p>The following is an example of the type of response that would be awarded 6 marks.</p> <p>In Source B the author shows how Kwame Nkrumah has taken a political approach and used basic tenets of nationhood, inspired by his international experience, to express Ghanaian national identity such as through rich traditions, a national flag, currency and anthem. While in Source C the artist Wiz Kudowor uses traditional African symbolism to express Ghanaian national identity through art so that Ghanaians develop pride in their heritage when celebrating their independence from colonial rule. This demonstrates how symbolism is significant in expressing national identity, such as using ancient symbols derived from the rich cultural heritage and depicting the way of life and aspirations of Ghanaians in addition with the usual symbols of nationhood such as the flag and anthem.</p> <p><i>To reach this markband, students should provide detailed evidence from the sources that Ghana's national identity can be expressed in different ways – e.g. political and artistic.</i></p> <p><i>The two sources do not need to be covered in equal depth to be awarded (6 marks).</i></p> <p><i>Implicit/explicit connection(s) between the sources may be made but are not essential to be awarded (6 marks).</i></p>
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Question 8

The success or failure of independence movements in history were dependent on certain factors. Some possible factors are provided in the diagram below.



Discuss the **two** most important factors that have contributed to the outcome of **one or more** independence movements.

In a well-structured essay, you:

- can choose to refer to **one or more** independence movement(s)
- may use the factors shown in the diagram **or** other factors from your MYP History studies
- must provide explanations and examples to support your arguments.

(24 marks)

Note: If a student only discusses one factor, the maximum mark that can be awarded is (4 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 limited contextual and conceptual understanding in an outline , using limited examples and limited terminology	<ul style="list-style-type: none"> • Responses are likely to be brief, with little detail. • 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. • Terminology may be limited in terms of accuracy and/or frequency.
3-4	The student demonstrates adequate contextual and conceptual understanding in a description , using satisfactory examples and appropriate terminology.	<ul style="list-style-type: none"> • It should be evident that the student has knowledge of the particular issue/topic. • Example(s) to support their point(s) relating to their chosen independence movement(s) and factors are accurate but might be lacking in detail or not be the most appropriate. • 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). • Terminology should be accurately used in the correct context.
5-6	The student demonstrates substantial contextual and conceptual understanding in an explanation , using accurate examples and appropriate terminology.	<ul style="list-style-type: none"> • At this level, students need to demonstrate a very good understanding of the issue/topic by providing a response that is historically accurate and responds to the question posed. An explanation requires reasons to be included. • The student should call on appropriate examples that support their points relating to their chosen independence movement(s) and factors. At this level, they might not cover the two factors in equal detail. Best fit should be applied (see best-fit guidance at the start of this document). • Terminology should be accurately and effectively used in the correct context most of the time.
7-8	The student demonstrates detailed contextual and conceptual understanding in a thorough explanation , using accurate and effective examples and appropriate terminology.	<ul style="list-style-type: none"> • The response should provide accurate historical detail throughout and provide clear reasons that support the point(s) made, making use of examples that demonstrate a comprehensive understanding of the issue/topic. • For (7-8 marks), the response must reference at least one independence movement and two factors that influenced the outcome of the independence movement.

	<ul style="list-style-type: none"> • <i>Terminology should be accurately and effectively used in the correct context all of the time.</i> • <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>
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C1: format	
Marks	Descriptor
0	The student does not achieve a standard described by any of the descriptors given below.
1	Two of the following elements are included: introduction, a main body of argument or a conclusion. Note: The elements must appear as separate paragraphs. If this is not the case (0 marks) should be awarded.
2	Three of the following elements are included: introduction, a main body of argument and a conclusion. Note: The elements must appear as separate paragraphs.

C2: communicating information and ideas		
Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The style and language used are rarely appropriate to the audience and purpose of informing.	The style of writing is rarely consistent with what would be expected in an essay. Language may be mostly unclear. Text may be extremely short so that not enough evidence is available to award a higher level.
2	The style and language used are occasionally appropriate to the audience and purpose of informing.	The style of writing is not always consistent. It may appear to be more informal in style than expected in an essay. Language may be less clear in places.
3	The style and language used are consistently appropriate to the audience and purpose of informing.	The style of writing is consistent with what would be expected in an essay. Language is formal and clear.

C3: organizational structure		
Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The organizational structure is rarely effective.	Paragraphs/ideas sometimes build on each other in a logical manner. When appropriate, rarely uses effective transitions within sentences or between sentences and/or paragraphs to show relationships between ideas. Text may be extremely short so that not enough evidence is available to award a higher level.
2	The organizational structure is occasionally effective.	Paragraphs/ideas build on each other in a mainly logical manner. When appropriate, sometimes uses effective transitions within sentences and between sentences and/or paragraphs to show relationships between ideas.
3	The organizational structure is consistently effective.	Paragraphs/ideas build on each other in consistently clear and logical manner. When appropriate, uses effective transitions within sentences and between sentences and/or paragraphs to show relationships between ideas.

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 at least one perspective (factor) in a basic analysis and summarizes information to a limited extent in response to the question posed	<ul style="list-style-type: none"> • One or two factors is included and only considered superficially, i.e. only general or vague points are made. • The response might not reach a conclusion or fully answer the question at this level (for example, not concluding which factors are most important or why) • 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.
3-4	The student provides different perspectives (factors) in an analysis and summarizes information to make	<ul style="list-style-type: none"> • Two factors must be included with development of these to show an understanding of both and their influence on the outcome of the movement; the two perspectives do not have to be equally considered/balanced.

	<p>clear arguments in response to the question posed.</p>	<ul style="list-style-type: none"> • A conclusion indicating why the two factors are the most important, which is likely to be not fully developed at this level, is expected (students may conclude that they are equally important). Superficial reference(s) to other factors may be made and should be credited but it is not essential to include more than two factors. • The response should include evidence of examples being used to inform the student's argument.
5-6	<p>The student provides different perspectives (factors) in an analysis and synthesizes information to make clear arguments in response to the question posed.</p>	<ul style="list-style-type: none"> • Two factors must be included with substantial development of these to show a good understanding of both and their influence on the outcome of the movement, although the two perspectives might not be equally considered/balanced. • Ideas on the factors are combined to form a clear and coherent conclusion indicating why these factors are the most important (students may conclude that they are equally important). Additional factors may be referenced in the response and this should be credited but it is not essential to include more than two factors. The synthesis (combining ideas) could appear in the main body of the essay or in the conclusion. • The response should include evidence of examples being used effectively to inform and support an argument.
7-8	<p>The student provides different perspectives (factors) in a detailed discussion and synthesizes information to make clear arguments in response to the question posed.</p>	<ul style="list-style-type: none"> • Two factors must be included with thorough coverage of these to show an excellent understanding of both and their influence on the outcome of the movement. The two perspectives must be equally considered/balanced. • Ideas on the factors are combined to form a clear, coherent and convincing conclusion indicating why these factors are the most important is required (students may conclude that they are equally important). Additional factors may be referenced in the response and this should be credited but it is not essential to include more than two factors. The synthesis (combining ideas) could appear in the main body of the essay or in the conclusion. • The response should include evidence of examples being used effectively to inform and support a comprehensive argument. • 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.