



Question 1 (2 marks)

**Outline** one innovation that was developed during a period of industrialization.

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**Question 2** (8 marks)



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.



### Step 1: Research Question:

“What were the key reasons for the Industrial Revolution starting in 18th century Great Britain?”

### Step 2: Develop key sub-questions:

- When did the Industrial Revolution begin?
- What were the key characteristics of 18th century Britain?
- Who were the significant innovators in Britain during the Industrial Revolution?

### Step 3: Research Methods:

Mind map of possible reasons. Investigate each one.

Perkin, H. J. (1968). The Social Causes of the British Industrial Revolution. *Transactions of the Royal Historical Society*, pp, 123–143. Cambridge University Press.

Taucar, C.E. (2014). *The British System of Government and Its Historical Development*. McGill-Queen's University Press.

Social causes

Political causes

Other causes

Economic

Why did the Industrial Revolution start in Britain?

Kiger, Patrick J. *7 Negative Effects of the Industrial Revolution*,  
Scroll down to continue 004

Storpe, Peter N. (2021). *The*

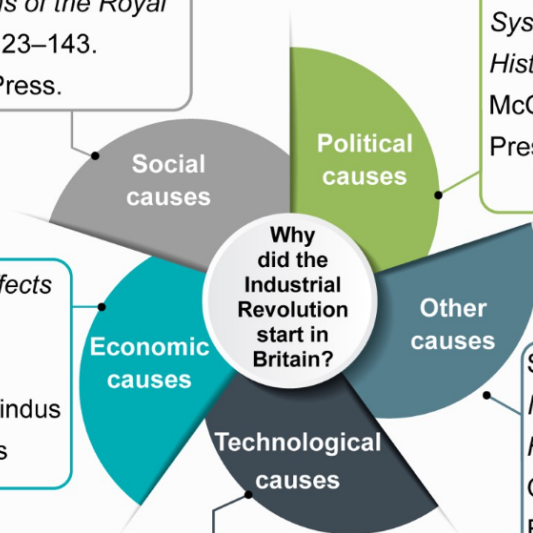
Perkin, H. J. (1968). The Social Causes of the British Industrial Revolution. *Transactions of the Royal Historical Society*, pp, 123–143. Cambridge University Press.

Taucar, C.E. (2014). *The British System of Government and Its Historical Development*. McGill-Queen's University Press.

Kiger, Patrick J. *7 Negative Effects of the Industrial Revolution*, published 9 Nov. 2021, <https://www.history.com/news/industrial-revolution-negative-effects>

Hughes, Tristan. *10 Key Inventions of the Industrial Revolution History Hit*, published 17 Apr. 2020, [www.historyhit.com/key-inventions-of-the-industrial-revolution/](http://www.historyhit.com/key-inventions-of-the-industrial-revolution/)

Stearns, Peter N. (2021). *The Industrial Revolution in World History*. New York Routledge.  
Outman, James L, Outman, Elisabeth M. (2003). *Industrial Revolution: Primary Sources*, UXL.



**Step 4: Evaluate sources used**

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**Step 5: Present the key reasons for the Industrial Revolution in order of importance**



**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.

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Question 3 (4 marks)



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

- Economic
- Political
- Social
- Technological

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Question 4 (12 marks)

Question 4a (2 marks)

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

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Question 4b (4 marks)

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

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Question 4c (1 mark)

Identify one primary source that would be useful in your investigation.

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Question 4d (1 mark)

Identify one secondary source that would be useful in your investigation.

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**Question 4e** (4 marks)

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.

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**Question 5** (18 marks)

Historians can gain a lot of information by investigating primary sources, such as the personal journals of significant individuals, when investigating a historical event. Personal journals provide first-hand evidence of what a significant individual was thinking or how they felt during a turning point in history. They also provide a valuable perspective on events that help the historian gain a better understanding of why events occurred as they did.

Imagine that you are a significant individual in history, someone 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 regarding 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 your chosen individual succeeded, or failed, in their efforts to challenge 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.

Option 1	Option 2	Option 3
Entry 1 – Before a key event	Entry 1 – During event A	Entry 1 – Initial perspective on the system
Entry 2 – During a key event	Entry 2 – During event B	Entry 2 – Development of perspective on the system
Entry 3 – After a key event	Entry 3 – During event C	Entry 3 – Further development of perspective on the system

Name of your chosen individual:

Date of journal entry 1:

Journal entry 1:

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Journal entry 1:

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Date of journal entry 2:

Journal entry 2:

**B I** | ← → |  x<sub>2</sub> x<sup>2</sup> | ☰ ☷ | Ω Σ | Styles ▾ | 📱

Date of journal entry 3:

Journal entry 3:

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Question 6 (6 marks)

The sources in this task explore personal and cultural expression of independence and national identity during the 20th century.



The Singh Twins are contemporary British artists behind several award-winning paintings. In April 2019 they unveiled their artwork *Jallianwala: Repression and Retribution* (Source A) in the Manchester Museum in the United Kingdom to mark the 100th anniversary of the Amritsar or Jallianwala Bagh massacre of 1919. It depicts the moment on 13th April, 1919, when Reginald Dyer, a General of the British Raj, ordered his troops to open fire, without warning, on a peaceful demonstration of un-armed Indian people in the city of Amritsar, Punjab, in northern

Scroll down to continue



Jallianwala Bagh massacre of 1919. It depicts the moment on 13th April, 1919, when Reginald Dyer, a General of the British Raj, ordered his troops to open fire, without warning, on a peaceful demonstration of un-armed Indian people in the city of Amritsar, Punjab, in northern India.

The protesters were Indian nationalists protesting against the British government policy that forced Indians to serve in the army. They were also protesting against the heavy war tax imposed against the Indian people.

Some historians consider the outrage that followed the massacre a significant step towards the end of British rule in India.

Look at **Source A** and answer the questions that follow.

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**Source A**

A cropped version of *Jallianwala: Repression and Retribution* by the Singh Twins.







Question 6a (1 mark)

**State** the origin of **Source A**

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Styles ▾



Question 6b (1 mark)

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

**B** *I* | ← → |  x<sub>2</sub> x<sup>2</sup>  |  $\frac{1}{2}$   $\frac{3}{4}$  |  $\Omega$   $\Sigma$

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**Question 6c** (4 marks)

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

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**Question 7** (6 marks)

Look at **source B** and **source C** and answer the question that follows.

**Source B** is an extract from an article by a professor of history. It explains how Kwame Nkrumah, who was the first Prime Minister and President of Ghana, created a sense of national identity after the country gained independence from Britain in 1957.

### Source B

After becoming Prime Minister of Ghana, one of Nkrumah's major, but daunting, tasks was to achieve national unity and [...] national identity. The years that he spent living and traveling overseas, particularly in the United States of America and Britain, as well as his studies of modern nations and nationalism, gave him a detailed level of understanding about [...] nation building.

He found that there were certain basic tenets of nationhood that modern nation-states had in common [...].

Nkrumah felt that Ghana would have to emulate these traditions, albeit in an Africanized way. This included constructing a national narrative that centered on having a glorious historical past and rich traditions, as well as having founding fathers, national heroes, a currency, postage stamps, a flag, an anthem, a coat of arms, museums, and monuments.



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Source B

Source C

Source C transcript

*News presenter:*

Ghanaian artist Wiz Kudowor is showcasing his work to celebrate 63 years of the country's independence. Kudowor's paintings are influenced by rich African symbolism, from which he creates messages that reflect the lives of the Ghanaian people. CGTN's Nabil Ahmed Rifai reports now from Accra.

*News reporter:*

A celebration of 63 years of Ghanaian independence, Wiz Kudowor has been painting for more than 30 years and has teamed up with his friend and fellow artist, Sami Bentil, for this special exhibition.

*Wiz Kudowor:*

The work is to only remind people that, you know, independence brought us a certain life, you know; people have become more aware, people have become more focused, even though the general look is that we are not doing that well, you know. But I intend to give people hope.

*News reporter:*

Under the theme “independence vibes”, the work on display reflects the way of life of the Ghanaian people and their aspirations.

*News reporter:*

Wiz Kudowor uses ancient symbols derived from Ghana’s rich cultural heritage as a tool for his paintings.

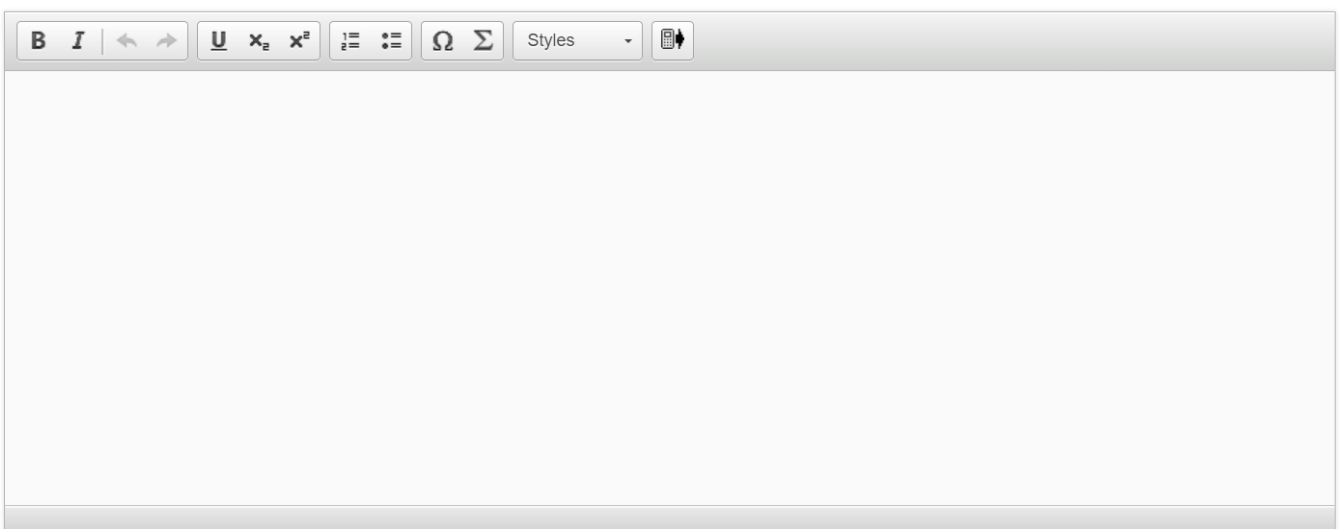
*News reporter:*

Wiz Kudowor and his friend Sami Bentil use their art to speak about social and cultural issues.

*News reporter:*

Wiz Kudowor hopes it will make Ghanaians feel proud about their heritage as they celebrate their independence from colonial rule. Nabil Ahmed Rifai, CGTN, Accra, Ghana.

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



A rich text editor toolbar with the following icons from left to right: Bold (B), Italic (I), Undo (left arrow), Redo (right arrow), Underline (U), Subscript (x<sub>2</sub>), Superscript (x<sup>2</sup>), Bulleted List (three horizontal lines with a dot), Numbered List (three horizontal lines with numbers), Link (Ω), Unlink (Σ), Styles (a dropdown menu labeled 'Styles'), and a Save icon (a floppy disk).

**Question 8** (24 marks)

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



**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.

