

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

One way that significant individuals influence societies is by shaping their values. Values can be defined as beliefs about what is important in life. Values also help societies decide what is right and wrong, and how to act in various situations.

Explain one important value held by the society you have chosen.

(4 marks)

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student states one value of their chosen society	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>Religious tolerance.</p> <p><i>Simply providing a value can be awarded (1 mark). No further detail is required.</i></p>
2	The student outlines one value of their chosen society	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p>Religious tolerance means avoiding violence between different religious groups.</p> <p><i>Some additional, brief detail on the value should be provided at this level. 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 describes one value of their chosen society	<p>The following is an example of the type of response that would be awarded (3 marks).</p> <p>Religious tolerance means avoiding violence between different religious groups. In India, this mainly applies to Muslims and Hindus.</p> <p><i>The value should be considered in detail without any comprehensive reasoning provided.</i></p> <p><i>An example may be used to support the description, but this does not need to be thorough. An example is not a formal requirement to achieve (3 marks).</i></p> <p><i>More important than the length of the response is the quality and depth provided.</i></p>

4	The student explains one value of their chosen society.	<p>The following is an example of the type of response that would be awarded (4 marks).</p> <p>Religious tolerance means avoiding violence between different religious groups. In India, this mainly applies to Muslims and Hindus. This is because of the religious violence between these two groups in the past, which led to a desire for a more peaceful society.</p> <p><i>A detailed account of the value and the reason that it is held by the society should be provided to award (4 marks). A significant individual may be mentioned in the response, at any level, but this is not mandatory, and students should not be penalised for not mentioning one.</i></p>
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Question 2a

You are now ready to begin your own investigation using the following statement of inquiry:

Significant individuals influence the identity and culture of societies.

Formulate a clear and focused research question based on the statement of inquiry into how a significant individual influenced a society of your choice.

You may choose the society you wrote about in Question 1 or another society.

(2 marks)

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student formulates a research question that is either clear or focused and connected to the statement of inquiry.	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>To what extent did Gandhi help make India better?</p> <p><i>In the example above, the RQ is clear (you can easily understand the intention of the investigation) and is connected to the Sol by referencing a significant individual and a named society. However, the question lacks focus as it only mentions a general way that Gandhi helped influence India.</i></p> <p><i>The RQ must be connected to the given statement of inquiry.</i></p>
2	The student formulates a research question that is both clear and focused and connected to the statement of inquiry.	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p>To what extent is Gandhi responsible for decreasing levels of religious intolerance in India?</p> <p><i>In the example above, the RQ is clear (you can easily understand the intention of the investigation) and is connected to the Sol by referencing a significant individual and a named society. The RQ is focused on decreasing religious intolerance so merits (2 marks). This RQ provides additional focus by referencing time ('modern India') but focus can be provided in a number of ways and a time period is not always essential.</i></p> <p><i>The RQ must be connected to the given statement of inquiry.</i></p>

Question 2b

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

(4 marks)

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student states the relevance of the research question to the statement of inquiry: Significant individuals influence the identity and culture of societies	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>My question identifies a significant individual and a society.</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 outlines the relevance of the research question to the statement of inquiry: Significant individuals influence the identity and culture of societies	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p>My question identifies a significant individual and a society and looks at ways in which this individual has played a role in the development of India.</p> <p><i>Likely to be a single sentence with two clauses or two/three short sentences that provides brief detail (or a single factor) on how the RQ is relevant to the Sol. If the student states multiple ways that the RQ is relevant to the Sol, 2 marks can be awarded.</i></p>
3	The student describes the relevance of the research question to the statement of inquiry: Significant individuals influence the identity and culture of societies	<p>The following is an example of the type of response that would be awarded (3 marks).</p> <p>My question identifies a significant individual and a society and goes on to look at ways in which this individual has played a role in the development of a specific people's (Indians') culture and identity. It targets specific changes to Indian culture.</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>More important than the length of the response, is the quality and depth provided.</i></p>

4	<p>The student justifies the relevance of the research question to the statement of inquiry: Significant individuals influence the identity and culture of societies</p>	<p>The following is an example of the type of response that would be awarded (4 marks).</p> <p>My question identifies a significant individual and a society and goes on to look at specific ways in which this individual has played a role in the development of a specific people's (Indians') culture and identity. It targets specific changes to Indian culture and the extent to which these were caused by Gandhi himself.</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>More important than the length of the response, is the quality and depth provided.</i></p>
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Question 2c

Outline one challenge you might face in your investigation.

(2 marks)

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student states one challenge they might face in their investigation	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>It may be hard to find relevant sources.</p> <p><i>For (1 mark), the challenge may be general or generic but this can be rewarded.</i></p>
2	The student outlines one challenge they might face in their investigation	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p>Since I don't live in India, it might be challenging to find relevant sources, such as books.</p> <p><i>To award (2 marks), the student must provide some brief detail on the challenge and the response should relate to their investigation.</i></p>

Question 2d

Outline one way you would overcome the challenge outlined in part (c).

(2 marks)

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student states one way they would overcome this challenge	The following is an example of the type of response that would be awarded (1 mark) . I would use digital books. <i>For (1 mark), students would provide a solution in a basic manner.</i>
2	The student outlines one way they would overcome this challenge	The following is an example of the type of response that would be awarded (2 marks) . I would search various sites, such as Amazon and Google Books, to see if digital versions of relevant books were available. <i>For (2 marks), students should elaborate on their solution with some brief detail.</i>

Question 2e

State one type of primary source that would help your investigation.

(1 mark)

Responses *may* include:

- Documents written by Indians at the time of Gandhi's death
- Letters exchanged between significant individuals at the time
- Newspapers articles from that period

Accept any valid response.

Question 3

Using **one** example of each, **describe** the difference between methods of collecting information and methods of recording information.

(3 marks)

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student states the difference between methods of collecting and methods of recording information	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>Collecting information is about obtaining it and recording information is about noting it down.</p> <p><i>For (1 mark), the difference can be provided by saying what each method is. If only one of the methods is mentioned, then (0 marks) should be awarded. Examples are likely to not be included at this level.</i></p>
2	The student outlines the difference between methods of collecting and methods of recording information, using examples.	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p>Methods of collecting information are things like interviews, while methods of recording information refer to the way we note down that information, for instance using spreadsheets.</p> <p><i>At this level, the difference between the methods should be illustrated with examples provided to support the response.</i></p>
3	The student describes the difference between methods of collecting and methods of recording information, using examples.	<p>The following is an example of the type of response that would be awarded (3 marks).</p> <p>Methods of collecting information are things like interviews with open-ended questions to gather in-depth information, while methods of recording information refer to the way we note down that information, for instance using spreadsheets to organize the details logically in rows and columns.</p> <p><i>At this level, the difference between the methods should be illustrated with detailed examples provided to support the response. The level of details required is in bold.</i></p>

Question 4

A classmate shares with you the action plan they used when investigating for an essay on the role that Nelson Mandela played in shaping South African society.

The statement of inquiry for the investigation is as follows: Significant individuals influence the identity and culture of societies.

Evaluate your classmate’s investigative process.

(8 marks)

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.	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>The investigation process is split into manageable stages.</p> <p><i>Only one strength needs to be mentioned to warrant (1 mark). General responses such as ‘it is well planned’ can be accepted at this level.</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.	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p>The investigation process is split into manageable stages, with clear tasks to be completed.</p> <p><i>Only one strength needs to be mentioned and elaborated on with brief detail to warrant (2 marks). One or two outlines provided results in (2 marks). However, if a student outlines three or more strengths, they can be awarded (3 marks).</i></p>

3	The student explains the strength(s) of the investigative process.	<p>The following is an example of the type of response that would be awarded (3 marks).</p> <p>The investigation process is split into manageable stages, with clear tasks to be completed. By providing a list of the resources required, my classmate will be able to make sure that they are fully prepared to complete each stage of the investigation.</p> <p><i>Only one strength needs to be mentioned and elaborated on in additional detail with reasoning to warrant (3 marks).</i></p> <p><i>If a student outlines <u>three or more</u> strengths, they can be awarded (3 marks).</i></p>
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Limitations

Note: Considering how the action plan could be improved can be rewarded under this markband.

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.	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>The investigation lacks a variety of sources.</p> <p><i>Only one limitation needs to be mentioned to warrant (1 mark).</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.	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p>The investigation lacks a variety of sources. Studying other sources such as documentaries would improve the investigation.</p> <p><i>Only one limitation needs to be mentioned and elaborated on to warrant (2 marks). One or two outlines provided results in (2 marks). However, if a student outlines three 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.	<p>The following is an example of the type of response that would be awarded (3 marks).</p> <p>The investigation lacks a variety of sources. Studying other sources such as documentaries would improve the investigation because they might be more up-to-date and include more recent findings about Mandela's influence.</p> <p><i>Only one limitation needs to be mentioned and elaborated on in additional detail with reasoning to warrant (3 marks).</i></p> <p><i>If a student outlines <u>three or more</u> limitations, they can be awarded (3 marks).</i></p>

Appraisal

Note: An appraisal sentence that stands on its own can be rewarded as such (i.e., if it leads to new aspects that aren't mentioned in the response, then it's either a strength or a limitation and not an appraisal).

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student states an overall appraisal of the investigative process.	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>Overall, the investigation is good but there is room for improvement.</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 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>
2	The student outlines an overall appraisal of the investigative process.	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p>Overall, the proposed investigation process is good as it has some strengths, it provides guidance as to which tasks need to be completed and in what order. However, the sources of information could be improved to make the findings more up-to-date.</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 5

You are part of an environmental group that has come up with a solution that can solve the negative impacts of human activity on the environment. Your aim is to convince people to sign an online petition so that authorities will take action to prevent human activity from harming a specific biome. You have decided to advertise your petition using social media sites.

In order to convince people to sign your petition, your social media post must **explain** the following:

- how human activity is harming **one** biome you have studied
- how your solution will reduce the harm caused to the biome.

Your social media post should be aimed at the general public who may not be aware of the issue.

(18 marks)

Criterion A (6 marks)

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

Note: Text that is copied from the source should not be rewarded.

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 how human activity is having an impact on one biome and their solution, using limited examples and limited relevant terminology.	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>We all depend on soil to feed us but over time, we damaged soil and increased deforestation. Tree planting is an effective way to restore soil and counter desertification. Please sign this petition so that our government takes action.</p> <p><i>Responses are likely to be brief, with little detail. Simply restating how human activity is having an impact on one biome should not be awarded (1 mark). There is a requirement in the descriptor to include an example but the lack of one does not mean the student cannot be awarded (1 mark). Terminology may be limited in terms of accuracy and/or frequency.</i></p>

<p>2-3</p>	<p>The student demonstrates adequate knowledge and understanding by describing how human activity is having an impact on one biome and their solution, using satisfactory examples, and appropriate relevant terminology.</p>	<p>The following is an example of the type of response that would be awarded (3 marks).</p> <p>We all depend on soil to feed us but over time, we damaged soil and increased deforestation. Can you believe that millions of hectares of land become infertile every year? We need to act now to reverse the terrible trend caused primarily by human activities. Over time, we have developed farming methods that damage soil and increased deforestation. Tree planting is the most effective way to stop soil drying out and counter desertification. Please sign this petition so that our government takes action.</p> <p><i>It should be evident that the student has knowledge of how human activity is having an impact on one biome 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. 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). Terminology should be accurately used in the correct context.</i></p>
<p>4-5</p>	<p>The student demonstrates substantial knowledge and understanding by explaining how human activity is having an impact on one biome and their solution, using accurate examples, and appropriate relevant terminology.</p>	<p>The following is an example of the type of response that would be awarded (4 marks).</p> <p>The United Nations explained that desertification is the loss of fertile land. We all depend on soil to feed us but the rich ecosystem that converts matter into nutrients necessary for plant growth is slowly disappearing. Can you believe that millions of hectares of land become infertile every year? We need to act now to reverse the terrible trend caused primarily by human activities. Over time, we have developed farming methods and bred cattle and this has damaged soil and increased deforestation. Less forests causes the soil to dry out. Tree planting is the most effective way to stop soil drying out and counter desertification. Please sign this petition so that our government takes action. Planting trees is an easy and affordable solution!</p> <p><i>At this level, students need to demonstrate good understanding of how human activity is having an impact on one biome by providing a detailed response to the question. The student should call on appropriate example(s) that support their point(s). 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). Terminology should be accurately and effectively used in the correct context.</i></p>

6	The student demonstrates detailed knowledge and understanding by thoroughly explaining how human activity is having an impact on one biome and their solution, using accurate and effective examples, and appropriate relevant terminology	<p>The following is an example of the type of response that would be awarded (6 marks).</p> <p>The United Nations explained that desertification is the degradation of land and vegetation, soil erosion and the loss of topsoil and fertile land in arid, semi-arid and dry sub-humid areas. We all depend on soil to feed us but the rich ecosystem that converts matter into nutrients necessary for plant growth is slowly disappearing because 2/3 of the planet is desertifying. Can you believe that twelve million hectares of land become infertile every year? This is definitely not sustainable! We need to act now to reverse the terrible trend caused primarily by human activities. Over time, we have developed farming methods and bred cattle and this has damaged soil and increased deforestation. Less forests causes the soil to dry out. To stop soil from drying out and help the 110 countries affected by soil degradation, we need to plant a massive number of trees. Trees help the soil store carbon and it acts as a fertilizer for plants. Planting trees also stabilizes landscapes and secures the healthy soil. Tree planting is the most effective way to stop soil drying out and counter desertification. Please sign this petition so that our government takes action. Planting trees is an easy and affordable solution that can ensure the safety of the planet in the future!</p> <p><i>The response should be very detailed and provide clear reasoning, making use of example(s). Comprehensive understanding of how human activity is having an impact on one biome 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>
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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	One of the following features are included: <ul style="list-style-type: none">• A title/slogan/hashtag that is related to the content of the social media post• A relevant image is described
2	Two of the following features are included: <ul style="list-style-type: none">• A title/slogan/hashtag that is related to the content of the social media post• A relevant image is described

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 social media post and the purpose of convincing.	<p><i>Language is rarely clear or appropriate to what would be expected in a convincing social media post. The text reads more formally e.g. like an essay.</i></p> <p><i>Language is basic/simple and doesn't convince the audience effectively.</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 social media post and the purpose of convincing.	<p><i>Language is clear and appropriate to what would be expected in a convincing social media post.</i></p> <p><i>The text reads at times more like an essay and at times like a social media post to convince. (A social media post that is written more like an essay is likely to be awarded (3 marks). If it is written more like a social media post to convince, it is likely to be awarded (4 marks). Best-fit should always be applied.)</i></p> <p><i>Some language features such as hyperbole, metaphor, rhetorical questions, concise sentences and emotive vocabulary are used to convince the audience.</i></p>
5–6	The student communicates information and ideas using a style and language that are consistently appropriate to the format of a social media post and the purpose of convincing.	<p><i>Language is clear and completely appropriate to what would be expected in a convincing social media post.</i></p> <p><i>The text reads like a social media post to convince throughout, for example by using informal language (if it is appropriate to the tone of the post) or first person plural.</i></p> <p><i>Language features such as hyperbole, metaphor, rhetorical questions, concise sentences and emotive vocabulary are often used to convince the audience.</i></p>

C3: Organizational structure

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student structures information and ideas in a way that is rarely effective and appropriate to the general public who may not be aware of the issue and the purpose of convincing them.	<p><i>Ideas 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> <p><i>Text may be extremely short so that not enough evidence is available to award a higher level.</i></p>
2	The student structures information and ideas in a way that is occasionally effective and appropriate to the general public who may not be aware of the issue and the purpose of convincing them.	<p><i>Ideas 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 to show relationships between ideas.</i></p>
3	The student structures information and ideas in a way that is mainly effective and appropriate to the general public who may not be aware of the issue and the purpose of convincing them.	<p><i>Ideas frequently build on each other in a logical manner.</i></p> <p><i>When appropriate, the student often uses effective transitions within sentences and/or between sentences and/or paragraphs to show relationships between ideas.</i></p>
4	The student structures information and ideas in a way that is consistently effective and appropriate to the general public who may not be aware of the issue and the purpose of convincing them.	<p><i>Ideas consistently build on each other in a clear and logical manner.</i></p> <p><i>When appropriate, the student always uses effective transitions within sentences and/or between sentences and/or paragraphs to show relationships between ideas.</i></p>

Question 6

In terms of its origin, purpose, values and limitations, analyse the usefulness of Source A for an MYP student researching racial and ethnic discrimination in the world today.

Question 6a

State the origin of **Source A**.

(1 mark)

Responses *may* include:

- Data is from the Kaiser Family Foundation
- Data is from a non-profit independent national organization
- Data is from a non-profit independent US organization

Accept any valid response.

Question 6b

State the purpose of **Source A**.

(1 mark)

Responses *may* include:

- To inform about racism
- To inform about the danger Black, Hispanic, White people have faced
- To compare the danger Black, Hispanic, White people have experienced

Accept any valid response.

Question 6c

Outline one value of **Source A** for an MYP student researching racial and ethnic discrimination.

(2 marks)

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student states one value of Source A for an MYP student researching racial and ethnic discrimination.	<p>The following are examples of the type of response that would be awarded (1 mark).</p> <p>It shows different ways that lives of people have been in danger. It includes statistics. <i>A (1 mark) response is likely to be one sentence that gives a single value. The context does not have to be explicitly referred to.</i></p>
2	The student outlines one value of Source A for an MYP student researching racial and ethnic discrimination.	<p>The following are examples of the type of response that would be awarded (2 marks).</p> <p>It shows different ways that lives of Black, Hispanic, White people have been in danger. For example, denial of job, housing or prevention from voting. It includes statistics, which to allow for comparisons across racial groups. <i>A (2 mark) response is likely to be 1-2 sentences that elaborate on a single value with some brief detail.</i></p>

Question 6d

Outline one limitation of **Source A** for an MYP student researching racial and ethnic discrimination.

(2 marks)

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student states one limitation of Source A for an MYP student researching racial and ethnic discrimination.	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>Data shows racism in the US only. <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></p>
2	The student outlines one limitation of Source A for an MYP student researching racial and ethnic discrimination.	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p>Data shows racism in the US only and does not show which groups of people experience racial discrimination in other countries. <i>A (2 mark) response is likely to be 1-2 sentences that elaborate on a single limitation with some brief detail.</i></p>

Question 7

Using **Source B**, **analyse** the changes and continuities of protest groups over time.

(6 marks)

Note: If a student only refers to changes or continuities in their response, the maximum mark that can be awarded is (3 marks).

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student states the changes and/or continuities of protest groups over time using source B.	<p>The following is an example of the type of response that would be awarded (1 mark). Protest has united people throughout time and continues to mobilize people to take action.</p> <p><i>In this markband, students may only refer to change or continuities. This can still be rewarded.</i> <i>Students may refer to both change and continuities but not do so in sufficient detail to warrant a mark in a higher band.</i></p>
2–3	The student outlines the changes and/or continuities of protest groups over time using source B.	<p>The following is an example of the type of response that would be awarded (3 marks). Protest about social discrimination has united people throughout time and continues to mobilize people to take action. The most important factor that has changed the way groups of people are protesting is the use of social media.</p> <p><i>In this markband, students may only refer to change or continuities. This can still be rewarded.</i> <i>A reminder that if only change or continuity is referred to, then the maximum mark that can be awarded is (3 marks). See best-fit guidance at the start of this document.</i> <i>At this level, the response does not reach a conclusion.</i></p>

<p>4-5</p>	<p>The student analyses the changes and continuities of protest groups over time using source B.</p>	<p>The following is an example of the type of response that would be awarded (4 marks). Protest about social discrimination has united people throughout time and continues to mobilize people to take action. The most important factor that has changed the way groups of people are protesting is the use of social media. Protest events are communicated quickly and involve an increasing number of people. One continuity, as seen in Source B, is that peaceful protests can still result in violence against innocent people because these are sensitive issues that are difficult to resolve.</p> <p><i>To reach this markband, students should provide a good level of understanding and interpret information to reach conclusions. For (4 marks), the response includes one conclusion either for changes or continuities. For (5 marks), the response includes two conclusions for both changes and continuities. Changes and continuities do not need to be covered in equal depth but both must be addressed to reach this markband.</i></p>
<p>6</p>	<p>The student analyses in detail the changes and continuities of protest groups over time using source B.</p>	<p>The following is an example of the type of response that would be awarded (6 marks). Protest about social discrimination has united people throughout time and continues to mobilize people to take action. While many of the goals of protests may remain similar, other factors such as technology have shifted the methods and perceptions of protests today. The most important factor that has changed the way groups of people are protesting is the use of social media and merchandise to promote their cause. This leads to protest events being communicated quickly and involves an increasing number of people worldwide. One continuity, as seen in Source B, is that peaceful protests can still result in violence against innocent people because these are sensitive issues that are difficult to resolve. Protest goals have remained similar over time. For example, Source B shows that civil and human rights, democratic governance and educational opportunities have been the focus of many major demonstrations, showing that these are on-going issues.</p> <p><i>To reach this markband, the student should provide detailed evidence and interpret information to reach detailed conclusions. Changes and continuities do not need to be covered in equal depth to be awarded (6 marks) but both must be addressed.</i></p>

Question 8

Write a well-structured essay in response to the following question:

With reference to your MYP studies and your own knowledge, **to what extent** has **one** protest group been successful in achieving its aims?

In your essay, you must include:

- **one** protest group, which can be either historical or contemporary
- the time and place in which the protest group was formed and active
- different perspectives.

(24 marks)

Marks	Descriptor for Criterion A	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, i.e. an outline. • 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. 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. • There are likely to be few or no reasons provided in the response i.e. there may be some reasons provided but if the examples/terminology/detail in the response are not sufficient enough to warrant a mark in the higher band then a mark in this band should be awarded (see best-fit guidance at the start of the document). • 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 detailed response to the question. An explanation requires reasons to be included. • The student should call on appropriate examples that support their points. • 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 be very detailed and provide clear reasons, making use of examples that work to demonstrate a comprehensive understanding of the issue/topic. • 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. • Terminology should be accurately and effectively used in the correct context all of the time.

Note: A response that includes one perspective is likely to be awarded (1-2 marks).

Note: A response that does not include a conclusion indicating to what extent [...] is likely to be awarded (1-2 marks).

Marks	Descriptor for criterion D	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1–2	The student provides one perspective in a basic analysis and summarizes information to a limited extent in response to the question posed	<ul style="list-style-type: none"> • One perspective is included and is only considered superficially, i.e. only general or vague points are made. • The response might not reach a conclusion or fully answer the question (for example, deciding on whether the group has been successful or not) at this level • 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 in an analysis and summarizes information to make clear arguments in response to the question posed.	<ul style="list-style-type: none"> • At least two perspectives (which may be perspectives on whether the group was successful, whether their aims were worthwhile or whether their methods were appropriate for example) must be included with development of these to show some understanding of both and their implications; the perspectives will not to be equally considered/balanced. • A conclusion indicating whether the group was successful is expected (students may conclude that it is difficult to decide), but is likely to be not fully developed at this level. • The response should include evidence of examples being used to help inform the student's argument.
5–6	The student provides different perspectives in an analysis and synthesizes information to make clear arguments in response to the question posed.	<ul style="list-style-type: none"> • At least two perspectives (which may be perspectives on whether the group was successful, whether their aims were worthwhile or whether their methods were appropriate for example) must be included with development of these to show a good understanding of both and their implications, the perspectives will be equally considered/balanced but might not be highly detailed. • Ideas on the protest group are combined to form a clear and coherent conclusion indicating whether the group was successful in achieving its aims (students may conclude that it is difficult to decide). • 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 help inform and support an argument.
7–8	The student provides different perspectives in a detailed discussion and synthesizes information to make clear arguments in response to the question posed.	<ul style="list-style-type: none"> • At least two perspectives (which may be perspectives on whether the group was successful, whether their aims were worthwhile or whether their methods were appropriate for example) must be included with thorough development of these to show an excellent understanding of both and their implications. The perspectives must be equally considered/balanced and detailed. • Ideas on the protest group are combined to form a clear, coherent and convincing conclusion indicating whether the group was successful is required (students may conclude that it is difficult to decide). • The response should include evidence of examples being used effectively to help inform and support a comprehensive argument.

	<ul style="list-style-type: none"> 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.
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C1: Format	
Marks	
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. Note: A conclusion should not introduce significant, new arguments into the essay (minor points or examples may be accepted).

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 an essay.	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 an essay.	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 an essay.	The style of writing is consistent with what would be expected in an essay. Language is formal and clear

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

3	The organizational structure is consistently appropriate and effective.	Paragraphs/ideas build on each other in consistently clear and logical manner. Uses effective transitions within sentences and between sentences and/or paragraphs to show relationships between ideas.
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