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Markscheme

November 2024

History

On-screen examination




















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

The following are the command terms used in the exam, 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).
Justify	Give valid reasons or evidence to support an answer or conclusion.
Outline	Give a brief account or summary.
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 regarding all questions: Examiners should mark positively rewarding what is correct and not take marks away for what is incorrect.

Question 1

Describe one key idea that this ideological movement believed in.

(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 idea that the ideological movement believed in.	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>Ideological movement: Nazism</p> <p>They believed in the purity of the German race.</p> <p><i>A (1 mark) response can simply summarise their belief.</i></p>
2	The student outlines the idea that the ideological movement believed in.	<p>The following is an example of the type of response that would be awarded 2 marks:</p> <p>Ideological movement: Nazism</p> <p>They believed in the purity of the German race by removing non-Germans from the country.</p> <p><i>A (2 mark) response is likely to be a single sentence with brief detail on the belief provided.</i></p> <p><i>The following is an example of the type of response that would be awarded 3 marks.</i></p>
3	The student describes the idea that the ideological movement believed in.	<p>Ideological movement: Nazism</p> <p>They believed in the purity of the German race by removing non-Germans, such as Jews. Once Germany was made of only pure Germans, it would become a great empire again.</p> <p><i>One belief should be considered in detail without any comprehensive reasons given. An example may be used to support the description but is not mandatory.</i></p> <p><i>2 to 3 sentences are likely to be required. However, more important than the length of the response is the quality and depth provided.</i></p>

Question 2a

Using **one** of the factors below, **formulate** a clear and focused research question to investigate why people supported an ideological movement in history.

Select **one**:

- Economic conditions
- Education
- Family influence
- Propaganda and news media
- Other [specify]:

(2 marks)

Note: If the selected factor does not match the research question, the student should not be penalised.

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, regarding a key factor in creating popular support for an ideological movement.	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>How did the economic conditions [or simply the economy] create support for Nazism?</p> <p><i>In the example above, the RQ is clear (you can easily understand the intention of the investigation) and is connected to one of the factors. However, the question lacks focus as it doesn't specify, for example, a location.</i></p>
2	The student formulates a research question that is both clear and focused, regarding a key factor in creating popular support for an ideological movement.	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p>How did the economic conditions of the 1930s create support for Nazism?</p> <p><i>In the example above, the RQ is clear (you can easily understand the intention of the investigation) and is connected to one of the factors. The RQ focuses on a time so merits 2 marks.</i></p>

Question 2b

Justify why your research question is worthy of investigation for an MYP student learning about ideological movements in history.

(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 why the research question is worthy of investigation for an MYP student learning about ideological movements in history	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>It is important to study the key reasons that people supported Nazism.</p> <p><i>No detail is required. This is likely to be a single sentence response that makes a simple connection as to the usefulness of the RQ.</i></p>
2	The student outlines why the research question is worthy of investigation for an MYP student learning about ideological movements in history	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p>It is important to study the key reasons that people supported Nazism, an ideology that was one of the most destructive in history.</p> <p><i>Likely to be a single sentence with two clauses or two/three short sentences that provides brief detail on how the RQ will help a student learn more about ideological movements.</i></p>
3	The student describes how the research question is worthy of investigation for an MYP student learning about ideological movements in history.	<p>The following is an example of the type of response that would be awarded (3 marks).</p> <p>It is important to study the key reasons that people supported Nazism, an ideology that was one of the most destructive in history. Nazism arose during a global depression, which might have influenced people to adopt more extreme ideas.</p> <p><i>One argument/factor should be considered in detail without providing reasoning why the RQ will help a student learn more about ideological movements.</i></p> <p><i>To provide the required level of detail for (3 marks), 2 to 3 sentences are likely to be required. However, more important than the length of the response, is the quality and depth provided.</i></p>

4	<p>The student justifies how the research question is worthy of investigation for an MYP student learning about ideological movements in history.</p>	<p>The following is an example of the type of response that would be awarded (4 marks).</p> <p>It is important to study the key reasons that people supported Nazism, an ideology that was one of the most destructive in history. Nazism arose during a global depression, which might have influenced people to adopt more extreme ideas. By analyzing the economic conditions around the time Nazism emerged, we can get a better understanding of why someone would have become a Nazi.</p> <p><i>At least one argument/factor should be considered in detail, along with reasoning why the RQ will help a student learn more about ideological movements.</i></p> <p><i>To provide the required level of detail for (4 marks), a short paragraph is likely to be required. However, more important than the length of the response, is the quality and depth provided.</i></p>
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Question 2c

Using newspaper articles from a certain time period could be a useful primary source for your investigation.

Describe one relevant historical event that would have been reported on in a newspaper at that time.

(3 marks)

Note: if the event is **clearly** not relevant to the investigation, [0 marks] should be awarded.

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student states the event that they would want to read about.	<p><i>The following is an example of the type of response that would be awarded 1 mark.</i></p> <p>The Great Depression.</p> <p><i>A (1 mark) response is likely to be one sentence that names the event.</i></p>

2	The student outlines the event that they would want to read about.	<p>The following is an example of the type of response that would be awarded 2 marks:</p> <p>The Great Depression, which affected the unemployment rates in Germany.</p> <p><i>A (2 mark) response is likely to be a single sentence with a named event that is elaborated on; the detail provided will be brief.</i></p>
3	The student describes the event that they would want to read about.	<p>The following is an example of the type of response that would be awarded 3 marks.</p> <p>The Great Depression affected the unemployment rates in Germany. The high levels of unemployment changed political support in favour of the Nazi Party in the country.</p> <p><i>One event 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), 2 to 3 sentences are likely to be required. However, more important than the length of the response is the quality and depth provided.</i></p>

Question 2d

List two additional primary sources, other than newspaper articles, that could be useful for your investigation. **(2 marks)**

Responses **may** include:

- memoirs or diaries of leaders of the ideologies
- government archives on policies resulting from /dealing with ideological movements
- propaganda posters relevant to the issue or event.

Accept any other valid response. Award [1 mark] per valid response up to a maximum of [2 marks].

Question 2e

Explain the usefulness of **one** of the sources you listed in part (d) for your investigation.

(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 usefulness of the chosen primary source for their investigation.	The following is an example of the type of response that would be awarded (1 mark) . Government economic data could show how bad the economy was at the time. <i>A (1 mark) response is likely to be one sentence that comments on a single benefit.</i>
2	The student outlines the usefulness of the chosen primary source for their investigation.	The following is an example of the type of response that would be awarded (2 marks) . Government economic data could show how bad the economy was at the time including the types of industries that were most affected . <i>A (2 mark) response is likely to name a single benefit of the source with some brief detail.</i>
3	The student describes the usefulness of the chosen primary source for their investigation.	The following is an example of the type of response that would be awarded (3 marks) . Government economic data could show how bad the economy was at the time including the types of industries that were most affected. The government data would include accurate information for all industries across different regions of Germany. <i>One benefit 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), 2 to 3 sentences are likely to be required. However, more important than the length of the response, is the quality and depth provided.</i>
4	The student explains the usefulness of the chosen primary source for their investigation.	The following is an example of the type of response that would be awarded (4 marks) . Government economic data could show how bad the economy was at the time including the types of industries that were most affected. The government data would include accurate information for all industries across different regions of Germany. This would help me to reach my own conclusions on the overall impact of the economic conditions on the rise of Nazism.

		<p><i>One benefit should be considered in detail, along with reasons. To provide the required level of detail for (4 marks), a short paragraph is likely to be required. However, more important than the length of the response, is the quality and depth provided.</i></p>
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Question 3

Evaluate the investigation carried out by your classmates.

(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 investigation.	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>The sources used all come from credible writers.</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 investigation.	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p>The sources used all come from credible writers and they are all relevant to the research question and to their specific sub-question.</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 investigation.	<p>The following is an example of the type of response that would be awarded (3 marks).</p> <p>The sources used all come from credible writers and they are all relevant to the research question and to their specific sub-question. The sources will provide enough evidence to demonstrate that ideological movements often cause tremendous harm to societies, which therefore addresses at least one side of the research question.</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
 Note: suggesting alternative methods can be interpreted as addressing limitations.

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 investigation.	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>The students don't consider different perspectives.</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 investigation.	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p>The students don't consider different perspectives. They make the assumption that ideological movements always cause more problems than they solved.</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	<p>The student explains the limitation(s) of the investigation.</p>	<p>The following is an example of the type of response that would be awarded (3 marks).</p> <p>The students don't consider different perspectives. They make the assumption that ideological movement always cause more problems than they solved. By wording the RQ as it is, they have not really looked for examples where ideological movements were successful so this would result in an investigation that was not objective.</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 investigation.	<p>The following is an example of the type of response that would be awarded (1 mark).</p> <p>Overall, the investigation is too biased.</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 appraisal of the investigation.	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p>Overall, the sources used are credible but because of the way the RQ is phrased, the investigation is too biased.</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 4

Write a script to **explain** how **one** supra-national institution or organization **either** succeeded **or** failed in reducing conflict and promoting peace at a particular time in history.

You must provide:

- a title for this specific episode of the podcast
- a written script of what you would say as a guest on the podcast
- historical information to support your points.

(18 marks)

Criterion A

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student demonstrates limited knowledge and understanding by outlining how a supra-national institution or organization has either succeeded or failed in reducing conflict and promoting peace, 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>When Japan invaded Manchuria, the League of Nations failed to take serious action, and this worsened international relations.</p> <p><i>Responses are likely to be brief, with little detail. A supra-national institution or organization should be named or be referred to.</i></p> <p><i>Terminology may be limited in terms of accuracy and/or frequency.</i></p>

<p>2-3</p>	<p>The student demonstrates adequate knowledge and understanding by describing how a supra-national institution or organization has either succeeded or failed in reducing conflict and promoting peace, 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>When Japan invaded Manchuria, the League of Nations failed to take serious action. The League decided that Japan had to abandon Manchuria. Japan refused to do so, and the League could not agree on the sanctions that they should impose. This worsened international relations. Japan eventually abandoned the League.</p> <p><i>It should be evident that the student has knowledge of the policies or actions taken by a supra-national institution or organization and their impact on global interactions and they should be able to call on relevant example(s) to support their point(s) but these examples might be lacking in detail or not be the most appropriate.</i></p> <p><i>There is likely to be little or no reasoning provided in the response i.e. there may be some reasoning provided but the examples/terminology/detail in the response is not sufficient enough to warrant a mark in the higher band then a mark in this band should be awarded (see best-fit guidance at the start of the document).</i></p> <p><i>Terminology used should be accurately used in the correct context.</i></p>
<p>4-5</p>	<p>The student demonstrates substantial knowledge and understanding by explaining how a supra-national institution or organization has either succeeded or failed in dealing with conflict, 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>When Japan invaded Manchuria in 1931, the League of Nations failed to take serious action. There was a long delay before the League decided that Japan had to abandon Manchuria. Japan refused to do so, and in 1933 they announced they would invade more of China. The League could not agree on the sanctions that they should impose. This worsened international relations. Japan eventually abandoned the League and this damaged its reputation as a peace-keeping organization.</p> <p><i>At this level, students need to demonstrate good understanding of the policies or actions taken by a supra-national institution or organization and their impact on global interactions by providing a detailed response to the question.</i></p> <p><i>The student should call on appropriate example(s) that support their point(s).</i></p>

		<p><i>There may be some reasoning provided but if the examples/terminology/detail in the response are not sufficient to warrant a mark in the higher band then a mark in this band should be awarded (see best-fit guidance at the start of the document).</i></p> <p><i>Terminology used should be accurately and effectively used in the correct context.</i></p>
6	<p>The student demonstrates detailed knowledge and understanding by thoroughly explaining how a supra-national institution or organization has either succeeded or failed in dealing with conflict, using accurate and effective examples, and appropriate relevant terminology.</p>	<p>The following is an example of the type of response that would be awarded (6 marks).</p> <p>The League of Nations was set up in 1919 to encourage countries to cooperate and discourage aggression from any nation, but its success was limited. When Japan invaded Manchuria in 1931, the League of Nations failed to take serious action. There was a long delay before the League decided that Japan had to abandon Manchuria. Japan refused to do so, and in 1933 they announced they would invade more of China. The League could not agree on the sanctions that they should impose. Since the US was not part of the League, members considered economic sanctions would not be effective, so no one was willing to anger the Japanese by banning them arms sale for fear that Japan would react, and war would accelerate. This worsened international relations. Japan eventually abandoned the League and this damaged its reputation as a peace-keeping organization, which Hitler and Mussolini would later take advantage of.</p> <p><i>The response should be very detailed and provide clear reasoning, making use of example(s). Comprehensive understanding of the time period 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>One of the following features are included:</p> <ul style="list-style-type: none"> • A relevant title • An appropriate introduction or ending to the podcast/script (only one is required)
2	<p>Two of the following features are included:</p> <ul style="list-style-type: none"> • A relevant title • An appropriate introduction or ending to the podcast/script (only one is required)

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 school podcast episode and the purpose of explaining.	<p>Language is rarely clear or appropriate to what would be expected in a school podcast episode. The text reads more formally e.g. like an essay.</p> <p>Language is basic/simple and doesn't engage the audience effectively.</p> <p>Text may be extremely short so that not enough evidence is available to award a higher level.</p>
3-4	The student communicates information and ideas using a style and language that are occasionally appropriate to the format of a school podcast episode and the purpose of explaining.	<p>Language is clear and appropriate to what would be expected in a school podcast episode.</p> <p>The text reads at times more formally e.g. like an essay and at times like a school podcast episode. (A script that is written more like an essay is likely to be awarded 3 marks. If it is written more like a school podcast episode, it is likely to be awarded 4 marks. Best-fit should always be applied.)</p> <p>Some language features such as rhetorical questions, analogies and concise sentences are used to engage the audience.</p>

5-6	The student communicates information and ideas using a style and language that are consistently appropriate to the format of a school podcast episode and the purpose of explaining.	<p>Language is clear and completely appropriate to what would be expected in a school podcast episode.</p> <p>The text reads like a school podcast episode throughout, for example by making repeated direct addresses to the audience, clarifications for understanding or references to other episodes.</p> <p>Language features such as rhetorical questions, analogies and concise sentences are often used to engage the audience.</p>
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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 audience of a school podcast and purpose of explaining.	<p>Ideas rarely build on each other in a logical manner.</p> <p>When appropriate, the student rarely uses effective transitions within sentences and/or between sentences and/or paragraphs to show relationships between ideas.</p>
2	The student structures information and ideas in a way that is occasionally effective and appropriate to the audience of a school podcast and purpose of explaining.	<p>Ideas occasionally build on each other in a logical manner.</p> <p>When appropriate, the student sometimes uses effective transitions within sentences and/or between sentences and/or paragraphs to show relationships between ideas.</p>
3	The student structures information and ideas in a way that is mainly effective and appropriate to the audience of a school podcast and purpose of explaining.	<p>Ideas frequently build on each other in a logical manner.</p> <p>When appropriate, the student often uses effective transitions within sentences and/or between sentences and/or paragraphs to show relationships between ideas.</p>

4	The student structures information and ideas in a way that is consistently effective and appropriate to the audience of a school podcast and purpose of explaining.	Ideas consistently build on each other in a clear and logical manner. When appropriate, the student always uses effective transitions within sentences and/or between sentences and/or paragraphs to show relationships between ideas.
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Question 5a

Based on **Source A**, **outline** how Nelson Mandela’s actions support the following statement: “Significant individuals are willing to make sacrifices for what they believe in.”

(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 how Mandela actions support the statement.	The following is an example of the type of response that would be awarded (1 marks) . Mandela went to jail for 27 years. <i>A (1 mark) response is likely to be one sentence that hints at a single example of how Mandela sacrificed.</i>
2	The student outlines how Mandela’s actions support the statement.	The following is an example of a response that would be awarded (2 marks) . Mandela went to jail for 27 years because he fought against Apartheid. <i>A (2 mark) response is likely to be a single sentence with a single example of Mandela sacrificed with a link to what he believed in.</i>

Question 5b

Outline the purpose of **Source A**.

(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 the purpose of Source A.	The following is an example of a response that would be awarded (1 mark) . To show how Mandela changed society. <i>For (1 mark), a basic purpose can be given.</i>
2	The student outlines the purpose of Source A.	The following is an example of a response that would be awarded (2 marks) . To show how Mandela's constant effort to end Apartheid changed society. <i>For (2 marks), some brief detail regarding the purpose should be provided.</i>

Question 5c

With reference to the purpose, **explain one** value **or one** limitation of Source B for a student studying the impact of significant individuals on social identity.

(4 marks)

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	

<p>1</p>	<p>The student states one value or one limitation of the source.</p>	<p>The following is an example of the type of response that would be awarded (1 mark). The source gives good examples of the positive impact Mandela had on society. <i>A (1 mark) response is likely to be one sentence that gives a single value or limitation. At this level, students do not need to reference the purpose to be awarded (1 mark).</i></p>
<p>2</p>	<p>The student outlines one value or one limitation of the source, with reference to the purpose of the source.</p>	<p>The following is an example of the type of response that would be awarded (2 marks). The source gives good examples of the positive impact Mandela had on society by showing that fighting for issues that were important for citizens he was able to unify the nation. <i>A (2 mark) response is likely to be 1-2 sentences that elaborate on a single value or limitation with some brief detail. Reference to the purpose is required at this level, which may be implicit. If the student provides an outline without reference to the purpose, they should be awarded (1 mark).</i></p>
<p>3</p>	<p>The student describes one value or one limitation of the source, with reference to the purpose of the source.</p>	<p>The following is an example of the type of response that would be awarded (3 marks). The source gives good examples of the positive impact Mandela had on society by showing that fighting for issues that were important for citizens he was able to unify the nation. The source highlights the fact that Mandela was the first black president democratically elected and that in his presidential speech he used specific words, like: we, us, our, to try to achieve his aim of transmitting a common message to all citizens.</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> <p><i>Reference to the purpose is required at this level, which may be implicit. If the student provides a description without reference to the purpose, they should be awarded (2 marks).</i></p>
<p>4</p>	<p>The student explains one value or one limitation of the source, with reference to the purpose of the source.</p>	<p>The following is an example of the type of response that would be awarded (4 marks).</p> <p>The source gives good examples of the positive impact that Mandela had worldwide in changing social identity by showing that by fighting for issues that were important for citizens he was able to unify the nation. The source highlights the fact that Mandela was the first black president democratically elected and that in his presidential speech he used specific words, like: we, us, our, to try to achieve his aim of transmitting a common message to all citizens. This shows how effective he was in generating a sense of belonging and creating change.</p> <p><i>The response should be detailed and provide reasoning why the source is of value or is limited.</i></p> <p><i>The response does not have to explicitly refer to the student studying the impacts of significant individuals.</i></p> <p><i>Reference to the purpose is required at this level, which may be implicit. If the student provides an explanation without reference to the purpose, they should be awarded (3 marks).</i></p>

Question 6

With reference to **Source A and Source B**, **analyse** Mandela's and Stalin's different approaches to leadership.

(4 marks)

Marks	Descriptor	Notes
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0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student states Mandela's and Stalin's approaches to leadership	<p>The following is an example of the type of response that would be awarded (1 mark)</p> <p>Unlike Mandela, Stalin was a violent dictator.</p> <p><i>For (1 mark), a basic summary should be provided. Reference to the source(s) may be implicit or explicit.</i></p>
2	The student outlines Mandela's and Stalin's approaches to leadership	<p>The following is an example of the type of response that would be awarded (2 marks)</p> <p>Unlike Mandela, who led through peaceful ways, Stalin was a violent dictator. As we can see in Source C, Stalin got rid of anyone who opposed him.</p> <p><i>For (2 marks), both sources should be referred to (implicitly or explicitly) and a brief account of how leadership styles should be given.</i></p>
3	The student describes Mandela's and Stalin's approaches to leadership	<p>The following is an example of the type of response that would be awarded (3 marks)</p> <p>Unlike Mandela, who led through peaceful ways, Stalin was a violent dictator. As we can see in Source C, Stalin got rid of anyone who opposed him by either killing them or imprisoning them. Mandela focused on unifying the country through his speeches or rugby, which was a popular national sport.</p> <p><i>For (3 marks), both sources should be referred to (implicitly or explicitly) and with some detail provided about how the approaches to leadership.</i></p>

4	The student analyses Mandela's and Stalin's approaches to leadership	<p>The following is an example of the type of response that would be awarded (4 marks)</p> <p>Unlike Mandela, who led through peaceful ways, Stalin was a violent dictator. As we can see in Source C, Stalin got rid of anyone who opposed him by either killing them or imprisoning them. Mandela focused on unifying the country through his speeches or rugby, which was a popular national sport. We can see that Mandela was focused on making the lives of all South Africans better. However, Stalin's totalitarian regime was clearly more focused on his own power rather than what was good for the people of the Soviet Union.</p> <p><i>For (4 marks), both sources should be referred to (implicitly or explicitly) and there must be some interpretation of their leadership styles by extracting essential information from the sources.</i></p>
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Question 7

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

To what extent have significant individuals been the main factor in influencing historical events?

In your essay, you must refer to:

- **a time period prior to 2010**
- **at least one** significant individual that you have studied in your MYP History course
- **at least one** other factor (such as political, economic, social or other events that you have studied) that have influenced historical events aside from significant individuals.

(24 marks)

Criterion A

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 one historical example. • 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 impact of one factor on historical events. • Example(s) to support their point(s) 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 impact caused by one factor on historical events by providing a response that is accurate and responds to the question posed. • The student should call on appropriate examples that support their points. • There are reasons provided using relevant and appropriate examples/terminology/detail. • Terminology should be accurately and effectively used in the correct context in most of the essay.
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 detail throughout and provide clear reasons that support the point(s) made, making use of examples that demonstrate a comprehensive understanding of the impact caused by one factor on historical events. • For (7-8 marks), the response must reference examples in detail to support their points.

		<ul style="list-style-type: none"> Terminology should be accurately and effectively used in the correct context throughout the essay. 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.
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Criterion 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 elements are included: introduction, a main body of argument or a conclusion.</p> <p>Additional notes: The elements must appear as separate paragraphs. If this is not the case (0 marks) should be awarded.</p>
2	<p>Three of the following elements are included: introduction, a main body of argument and a conclusion.</p> <p>Additional notes: The elements must appear as separate paragraphs.</p>

Criterion C2: communicating information and ideas

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below	
1	The style and language used are rarely appropriate to the audience and purpose of informing.	<p>The style of writing is rarely consistent with what would be expected in an essay.</p> <p>Language is rarely clear.</p> <p>Text may be extremely short so that not enough evidence is available to award a higher level.</p>

2	The style and language used are occasionally appropriate to the audience and purpose of informing	The style of writing is not always consistent. Language is less clear in places.
3	The style and language used are 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 .	<p>Paragraphs/ideas sometimes build on each other in a logical manner.</p> <p>When appropriate, rarely uses effective transitions within sentences or between sentences and/or paragraphs to show relationships between ideas.</p> <p>Text may be extremely short so that not enough evidence is available to award a higher level</p>
2	The organizational structure is occasionally effective	<p>Paragraphs/ideas build on each other in a mainly logical manner.</p> <p>When appropriate, sometimes uses effective transitions within sentences and between sentences and/or paragraphs to show relationships between ideas</p>

3	The organizational structure is consistently-appropriate and effective .	<p>Paragraphs/ideas build on each other in consistently clear and logical manner.</p> <p>When appropriate, uses effective transitions within sentences and between sentences and/or paragraphs to show relationships between ideas</p>
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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 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 at this level.
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 (e.g. the impact caused by a significant individual as well as one caused by another factor) must be included with development of these to show some understanding and their implications; the perspectives do not have to be equally considered/balanced. • A conclusion is expected but is likely to be not fully developed at this level.
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 (e.g. the impact caused by a significant individual as well as one caused by another factor) must be included with substantial development of these to show a good understanding and their implications, although the perspectives might not be equally considered/balanced. • Ideas on the impacts that an innovation has had on individuals' well-being are combined to form a clear and coherent conclusion. • The synthesis (combining ideas) could appear in the main body of the essay or in the conclusion.
7-8	The student provides different perspectives in a detailed discussion and synthesizes information to	<ul style="list-style-type: none"> • At least two perspectives or more (e.g. the impact caused by a significant individual as well as one caused by another factor) must be included with

	make clear arguments in response to the question posed.	thorough development of these to show an excellent understanding and their implications. The perspectives must be equally considered/balanced. <ul style="list-style-type: none">• Ideas on the impacts that an innovation has had on individuals' well-being are combined to form a clear, coherent and convincing conclusion to give a judgment on whether the impact is more positive or negative or equally balanced.• The synthesis (combining ideas) could appear in the main body of the essay or in the conclusion.• 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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