

# Markscheme

May 2017

















History

On-screen examination

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

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

**Note to all examiners:** The approach used in assessment in the application of assessment criteria is a “best fit” model. The examiner or teacher 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.

## Investigating

Your school has asked you to be part of a team to participate in a conference for MYP students from all over the world. The purpose of the conference is to discuss key global issues. The topic this year is:

“Improving cooperation between different ideologies around the world”

### Question 1a

**Identify one** supranational organization or alliance you have studied that will be the focus of your investigation.

**(1 mark)**

Responses **may** include:

- United Nations (UN)
- League of Nations
- NATO
- Warsaw Pact
- Axis powers

Accept any other valid response(s).

Not acceptable answers would include:

- Nazi Party
- Other Political / Ideological Organisations
- Red Cross or other NGOs

**Question 1b**

**Explain** the primary reason why the supranational organization or alliance was created.

**(4 marks)**

**Note: If the student does not refer to an appropriate supra-national organization or alliance, then no marks should be awarded.**

<b>Marks</b>	<b>Descriptor</b>	<b>Notes</b>
0	The student does not achieve a standard described by any of the descriptors below.	
1-2	The student <b>outlines</b> the primary reason that the supranational organization or alliance was created.	The following is an example of a response that would be awarded <b>(2 marks)</b> : The UN was created after the second world war to prevent future wars and improve on the failures of the league of nations.
3-4	The student <b>explains</b> the primary reason that the supranational organization or alliance was created.	The following is an example of a response that would be awarded <b>(3 marks)</b> : The UN was created because in the 20th century the world experienced two horrible wars resulting in the deaths of millions of people. To prevent future wars and solve global problems together world leaders created the UN.

**Question 1c**

With reference to your chosen supranational organization or alliance, **formulate** a clear and focused research question to present at the conference. **(4 marks)**

**Note: If a clear and focused research question is based on an incorrect answer to question 1a, the maximum that can be awarded is (2 marks).**

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors below.	
1-2	The student formulates a research question that is clear <b>and/or</b> focused, with a <b>limited</b> connection to the chosen supranational organization or alliance.	The following is an example of a response that would be awarded <b>(2 marks)</b> : How has ideology affected UN cooperation?
3-4	The student formulates a research question that is clear <b>and</b> focused with a <b>clear</b> connection to the chosen supranational organization or alliance.	The following is an example of a response that would be awarded <b>(3 marks)</b> : How have differences in ideology affected the ability of the UN to solve key global crises?

**Question 1d**

**Justify** the relevance of your research question to the topic of this year's conference. **(4 marks)**

Marks	Descriptor	Notes
0	The student does not achieve the standard described by any of the descriptors given below.	
1-2	The student <b>outlines</b> the relevance of the research question to the topic of the conference	The following is an example of a response that would be awarded <b>(2 marks)</b> : My research question is relevant to the conference topic because it deals with ideological problems in one of the most important organizations today.
3-4	The student <b>justifies</b> the relevance of the research to the topic of the conference.	The following is an example of a response that would be awarded <b>(3 marks)</b> : My research question is relevant to the conference topic because it deals with ideological problems in one of the most important organizations today. The UN deals with some of the most important issues and often times is cannot come to agreements because of the ideology of its members.



**Question 1e**

Ideology should be an important part of your research. With reference to the concept of ideology, **formulate one** sub-question that will guide the investigation of your research question.

**(2 marks)**

**Note: The word ideology does not have to be explicitly stated in the sub-question.**

Marks	Descriptor	Notes
0	The student does not achieve the standard described by any of the descriptors given below.	
1	The student formulates a sub-question with reference to the concept of ideology which is connected to the research question in a <b>limited</b> way.	The following is an example of a response that would be awarded <b>(1 mark)</b> : What have been the main ideologies throughout history?
2	The student formulates a sub-question with reference to the concept of ideology which is connected to the research question in an <b>adequate</b> way.	The following is an example of a response that would be awarded <b>(2 marks)</b> : What are the key ideological divides within the UNO?



**Question 1f**

Cooperation should also be an important part of your research. With reference to the concept of cooperation, **formulate one** sub-question that will guide the investigation of your research question.

**(2 marks)**

**Note: The word cooperation does not have to be explicitly stated in the sub-question.**

Marks	Descriptor	Notes
0	The student does not achieve the standard described by any of the descriptors given below.	
1	The student formulates a sub-question with reference to the concept of cooperation which is connected to the research question in an <b>limited</b> way.	The following is an example of a response that would be awarded <b>(1 mark)</b> : How have countries cooperated to solve global conflicts?
2	The student formulates a sub-question with reference to the concept of cooperation which connected to the research question in an <b>adequate</b> way.	The following is an example of a response that would be awarded <b>(2 marks)</b> : How does the structure of the UN help develop cooperation?

**Question 1g**

Using both primary and secondary sources is often necessary when carrying out an investigation.

**Describe** the difference between a primary source and a secondary source.

**(4 marks)**

**Note: To reach the upper markband, examples are not mandatory.**

Marks	Descriptor	Notes
0	The student does not achieve the standard described by any of the descriptors given below.	Question is not attempted or answer is not relevant.
1-2	The student <b>outlines</b> the difference between a primary and secondary source	The following is an example of a response that would be awarded <b>(2 marks)</b> : A primary source is one that comes from the time period. A secondary source is produced after the event took place.
3-4	The student <b>describes</b> the difference between a primary and secondary source	The following is an example of a response that would be awarded <b>(3 marks)</b> : A primary source is one that comes from the time period, it can be a newspaper article from the time period or diary of a person living in the period. A secondary source is produced after the event took place.

**Question 1h**

**List two** types of primary sources which your team should use to explore and collect appropriate information for your research.

**(2 marks)**

Responses **may** include:

- diaries
- speeches
- letters
- Interviews with eye-witnesses
- video /text archives.

Accept any other valid response(s).

Award **(1 mark)** per valid response up to a maximum of **(2 marks)**.

**Question 1i**

**List two** types of secondary sources which your team should use to explore and collect appropriate information for your research.

**(2 marks)**

Responses **may** include:

- textbook
- Web articles /blogs
- encyclopedias
- interviews with historians / experts.

Award **(1 mark)** per valid answer up to a maximum of **(2 marks)**.

Accept any other valid response(s).

**Question 1j**

**List three** research methods your team should use to gather information.

**(3 marks)**

Responses **may** include:

- questionnaires/surveys
- interviews
- archive reviews
- online research
- review of second-hand research (e.g. visiting library).

Award **(1 mark)** per valid answer up to a maximum of **(3 marks)**.

Accept any other valid response(s).

**Question 2**

Your MYP history teacher has given another team the task of investigating the impacts of empires throughout history. This is to help them prepare for a different conference on international systems.

Your teacher has asked them to present their investigative process to you to get your feedback.

**Evaluate** the investigative process undertaken by the team.

In your answer, you should consider:

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

**(12 marks)**

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student <b>states</b> one value of the investigative process undertaken by the class.	The following is an example of the type of response that would be awarded <b>(1 mark)</b> : <i>The team chose the research question that is relevant to the statement of inquiry.</i>
2	The student <b>outlines</b> a value of the investigative process undertaken by the class.	The following is an example of the type of response that would be awarded <b>(2 marks)</b> : <i>After <b>discussing the options for the research questions</b>, The team chose the research question that will be good to investigate the statements of inquiry, especially as it deal with empires.</i>
3	The student <b>outlines</b> values of the investigative process undertaken by the class.	The following is an example of the type of response that would be awarded <b>(3 marks)</b> : <i>After discussing the options for the research questions, The team chose the research question that will be good to investigate the statements of inquiry, especially as it deals with empire. And the sub-questions <b>helped guide their investigation</b>.</i>
4	The student <b>describes</b> values of the investigative process undertaken by the class.	The following is an example of the type of response that would be awarded <b>(4 marks)</b> :

		<i>After discussing the options for the research questions, the team chose the research question that will be good to investigate the statements of inquiry, with a focus on the aspect of empires. And the sub-questions will help gather important evidence of two of the most influential empire in history.</i>
5	The student <b>explains</b> values of the investigative process undertaken by the class	The following is an example of the type of response that would be awarded <b>(5 marks)</b> :  <i>After discussing the options for the research questions, The team chose the research question that will be good to investigate the statements of inquiry, <b>since researching both the British and Spanish empires together one could one could find more support for the statement of inquiry.</b> And the sub-questions helped guide their investigation as it would help focus the investigation on each empire to help build more evidence for the investigation.</i>

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student <b>states one</b> limitation of the investigative process undertaken by the class.	The following is an example of the type of response that would be awarded <b>(1 mark)</b> :  <i>The research question was not the most appropriate one for this statement of inquiry.</i>
2	The student <b>outlines</b> a limitation of the investigative process undertaken by the class.	The following is an example of the type of response that would be awarded <b>(2 marks)</b> :  <i>The research question focuses too much on the aspect of empires and not the whole statement of inquiry</i>

3	The student <b>outlines</b> limitations of the investigative process undertaken by the class.	<p>The following is an example of the type of response that would be awarded <b>(2 marks)</b>:</p> <p><i>The research question focuses too much on the aspect of empires and not the whole statement of inquiry. The team should have used sources aside from the ones taken from the internet.</i></p> <p><i>Although the research question is relevant, and does get at more than one empire, it is not the best option to choose from. It is <b>not as focused as the other choices</b>. And although there were a wide variety of internet sources, the team <b>should have used different types of sources</b>.</i></p>
4	The student <b>describes</b> limitations of the investigative process undertaken by the class.	<p>The following is an example of the type of response that would be awarded <b>(4 marks)</b>:</p> <p><i>The research question focuses too much on the aspect of empires and not the whole statement of inquiry. It does not focus specifically on peace and stability. The team should have used sources aside from the ones taken from the internet. Using primary sources, like documents from the Americas would be very useful.</i></p>
5	The student <b>explains</b> limitations of the investigative process undertaken by the class	<p>The following is an example of the type of response that would be awarded <b>(5 marks)</b>:</p> <p><i>The research question focuses too much on the aspect of empires and not on the statement of inquiry as a whole. By ignoring the element of peace and stability it is difficult to see the relevance of the research question. Also, the team should have used sources aside from the ones taken from the internet. Using primary sources, like documents from the Americas would be very useful because they could help answer the sub-question posed.</i></p>

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student provides a brief concluding statement related to the evaluation	<p>The following is an example of the type of response that would be awarded <b>(1 mark)</b>:</p> <p><i>Overall, the team's investigation process could be improved by starting with a more focused research question</i></p>

2	The student provides a concluding statement supported with a reason.	The following is an example of the type of response that would be awarded <b>(6 marks)</b> :  <i>Overall, the team's investigation process could be improved by starting with a more focused research question, since starting with too big a question will not all the investigation to be as focused and therefore as convincing as it could be.</i>
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## Communicating

### Question 3

You have been asked to help organize an exhibition at your school library on independence movements in history. Your part of the exhibition will be on how independence movements can help create a sense of identity. The exhibition will be open to students, parents and teachers. To publicize the event, you have been asked to:

- choose one independence movement from your MYP history course that helped form a sense of identity
- work on a poster based on your chosen example to promote the exhibition make links to the related concepts of sustainability, globalization and processes
- provide information for the school library's website explaining how the independence movement formed a sense of identity.

Your poster will be displayed around the school grounds. To design your poster:

- select one of the images provided that you think relates to your chosen independence movement
- write a title and subtitle for the exhibition poster and provide a brief description linking your chosen independence movement to your image.

People will be able to access the library's website through a QR code on the poster. The QR code can be scanned with a smartphone or a tablet.

The library's website will be used to promote the exhibition and give further information on your chosen independence movement. The school librarian has given you the prompt below.

With reference to time, place and space, **explain** how your chosen independence movement formed a sense of identity.

The information you provide for the website should clearly link to the poster you have designed.

**(30 marks)**

**Note to examiners: Independence movements are not limited to traditional political revolutions (e.g. The American Revolution, Indian Independence). A movement can be considered an independence movement, as long as the student demonstrates the reasons it should be considered as such (e.g. The 99% movement can be considered an independence movement for the purposes of this question if sufficiently explained).**

Criterion A: Knowing and understanding		
Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	



<p>1-2</p>	<p>The student demonstrates <b>limited</b> knowledge and understanding by <b>outlining</b> how the independence formed a sense of identity with <b>minimal</b> reference to time, place and space using <b>minimal</b> examples and <b>limited</b> relevant terminology.</p>	<p>The following is an example of a response that would be awarded <b>(2 marks)</b>:</p> <p><i>Being an ocean apart from the mother country helped create a common identity as the American independence movement began to take shape and over time, <b>the desire for rights and freedom against the Crown was shared by more and more colonists which only helped to develop a common identity.</b></i></p>
<p>3-5</p>	<p>The student demonstrates <b>adequate</b> knowledge and understanding by <b>describing</b> how the independence formed a sense of identity with <b>satisfactory</b> reference to time, place and space using <b>satisfactory</b> examples and <b>appropriate</b> relevant terminology.</p>	<p>The following is an example of a response that would be awarded <b>(5 marks)</b>:</p> <p><i>Being an ocean part from the mother country helped create a common identity as the American independence movement began to take shape. Over time, the desire for rights and freedom was shared by more and more colonists. This common identity was developed even more when the British sent its army into the colonies which the colonists thought they had no right to do. <b>Many were willing to fight against the Crown to defend their land, a place that was their own, not just the property of the King.</b></i></p>
<p>6-7</p>	<p>The student demonstrates <b>substantial</b> knowledge and understanding by <b>explaining</b> how the independence formed a sense of identity with <b>substantial</b> reference to time, place and space using <b>accurate</b> examples and <b>appropriate</b> relevant terminology.</p>	<p>The following is an example of a response that would be awarded <b>(6 marks)</b>:</p> <p><i>As the American colonists began seeking more independence from the UK, a new sense of identity began to form. Yet this didn't happen immediately. <b>Many colonists still wanted to be part of the Crown throughout the independence movement.</b> But being an ocean part from the mother country already helped create a common identity as the independence movement began to take shape. And over time, <b>the struggle for rights and freedom</b> was shared by more and more colonists. This common identity was developed even more when the British sent its army into the colonies which the colonists thought they had no right to do. <b>Many were willing to fight against the Crown to defend their land, a place that was their own, not just the property of the King.</b></i></p>
<p>8-10</p>	<p>The student demonstrates <b>detailed</b> knowledge and understanding by <b>thoroughly explaining</b> how the independence movement formed a sense of identity with <b>detailed</b> reference to time, place and space using <b>accurate</b> and <b>effective</b> examples and <b>appropriate</b> relevant terminology.</p>	<p>The following is an example of a response that would be awarded <b>(8 marks)</b>:</p> <p><i>As the American colonists began seeking more independence from the UK, a new sense of identity began to form. Yet this didn't happen immediately. Many colonists still wanted to be part of the Crown throughout the independence movement. But being an ocean part from the mother country already helped create a common identity as the independence movement began to take shape. And over time, the struggle for rights and freedom was shared by more and more colonists. <b>The more the King tried to assert control over the colonies, the more the colonists resisted, and as a result, they realized that they had more in common with each other than other British citizens.</b> This common identity was developed even more when the British sent its army into the colonies which the colonists thought they had no right to do. <b>Many were willing to fight against the Crown to defend their land, a place that</b></i></p>

		<i>was their own, not just the property of the King. This shared revolutionary experience from the original calls for independence to the defeat of the British army has been the foundation of the American identity.</i>
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<b>Criterion C1: Format</b>		
<b>Marks</b>	<b>Descriptor</b>	<b>Notes</b>
0		
1-2	The elements of the specified format of a promotional poster are <b>somewhat</b> appropriate.	The title and subtitle may be unclear in terms of what it is promoting. The Choice of image is <b>not clear</b> . It is difficult for the reader to understand the links between the image and chosen event.
3-4	The elements of the specified format of a promotional poster are <b>mainly</b> appropriate.	The title and subtitle are clear in terms of what it is promoting. The Choice of image is <b>clear</b> . There is a link between the image and chosen event.
5-6	The elements of the specified format of a promotional poster are <b>entirely</b> appropriate.	The title and subtitle are clear and engaging in terms of what it is promoting. The Choice of image is <b>clear</b> . There is a strong link between the image and chosen event.

Criterion C2: Communicating information and ideas		
Marks	Descriptor	Notes
0		
1-2	The student communicates information and ideas using a style and language that are <b>somewhat appropriate</b> to the audience and purpose of informing about the topic discussed	The style of writing is inappropriate for what would be expected of an informative piece on a library website. Language is unclear.
3-4	The student communicates information and ideas using a style and language that are <b>mainly appropriate</b> to the audience and purpose of informing about the topic discussed	The style of writing is appropriate and sometimes effective with what would be expected of an informative piece on a library website. Language is mostly clear.
5-6	The student communicates information and ideas using a style and language that are <b>always appropriate</b> to the audience and purpose of informing about the topic discussed	The style of writing is appropriate and effective with what would be expected of an informative piece on a library website. Language is clear and concise, communicating points effectively.

Criterion C3: Organizational structure		
Marks	Descriptor	Notes
0		
1-2	The article is structured in a way that is <b>occasionally effective and appropriate</b> to the audience and the purpose of informing.	Ideas do not always build on each other in a logical manner. There are links between paragraphs/sections but they are not always clear.
3-4	The article is structured in a way that is <b>somewhat effective and appropriate</b> to the audience and the purpose of informing.	Ideas build on each other in a mainly logical manner. There are clear links between paragraphs and/or sections.
5-6	The article is structured in a way that is <b>mainly effective and appropriate</b> to the audience and the purpose of informing.	Ideas build on each other in a logical manner. There are clear links between paragraphs and sections.
7-8	The article is structured in a way that is <b>effective and completely appropriate</b> to the audience and the purpose of informing.	Ideas build on each other in a consistently logical manner. There are clear and cohesive links between paragraphs and sections.

**Thinking critically**

**Question 4a**

**Outline** one value of **Source A** for MYP students studying the key concept of change in history.

**(2 marks)**

<b>Marks</b>	<b>Descriptor</b>	<b>Notes</b>
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student <b>states</b> one value of the source for students studying the key concept of change in history	The following is an example of the type of response that would be awarded <b>(1 mark)</b> : The source is valuable since the historian has studied social change and its causes.
2	The student <b>outlines</b> one value of the source for students studying the key concept of change in history.	The following is an example of the type of response that would be awarded <b>(2 marks)</b> : The source is valuable since the historian has studied social change and gives an explanation for the causes of change from his studies.

**Question 4b**

**Outline one** limitation of **Source A** for MYP students studying the key concept of change in history.

**(2 marks)**

<b>Marks</b>	<b>Descriptor</b>	<b>Notes</b>
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student <b>states</b> one limitation of the source for students studying the key concept of change in history	The following is an example of the type of response that would be awarded <b>(1 mark)</b> : The source is limited because it is only one view presented.
2	The student <b>outlines</b> one limitation of the source for students studying the key concept of change in history.	The following is an example of the type of response that would be awarded <b>(2 marks)</b> : The source is limited because it is only one view presented. The historian states that individuals create change, but there may be other important factors too.

**Question 5**

“Throughout history innovation has come from individuals responding to crises”.

**To what extent** to you agree with this statement? You should use **one** example from your MYP history studies to support your answer.

**(8 marks)**

**Note: Students were provided with the definition of a crisis during the exam - “an emergency that requires action”.**

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1-2	The student uses a limited or non-specific example to <b>outline</b> the position taken. No counter-claim is offered	<p>The following is an example of the type of response that would be awarded <b>(2 marks)</b>:</p> <p><i>“I agree with the claim. Developments, such as in technology have been in response to previous crises. For example, <b>space exploration began in the middle of the cold war.</b>”</i></p>
3-4	The student uses an appropriate example to <b>describe</b> the position taken. A counter-claim is not considered	<p>The following is an example of the type of response that would be awarded <b>(4 marks)</b>:</p> <p><i>“I agree with the claim. <b>Many innovations in technology have been the resulted from a need for security or survival.</b> For example, the space race came about during the Cold War when the US and USSR were fighting for domination over the other. Once Russia become the first country to explore space, the US was fearful that their security was declining, so they created NASA.</i></p>
5-6	The student uses an appropriate and detailed example to <b>describe</b> the position taken. A counter-claim is considered	<p>The following is an example of the type of response that would be awarded <b>(5 marks)</b>:</p> <p><i>I agree with the claim. <b>Many innovations in technology have been the resulted from a need for security or survival. Others however have come from a personal desire to improve the world.</b> For example, the space race came about during the Cold War when the US and USSR were fighting for domination over the other. Once Russia launched Sputnik in 1957, and became the first country to explore space, the US was fearful that their security was declining, so they started NASA. and began spending billions of dollars of space technology”</i></p>

7-8	The student uses an appropriate and detailed example to <b>explain</b> the position taken. A counter-claim is considered	<p>The following is an example of the type of response that would be awarded <b>(7 marks)</b>:</p> <p><i>“To a large extent, I agree with the claim. <b>Many innovations in technology have been the resulted from a need for security or survival. Others however have come from a personal desire to improve the world, space exploration today is mostly done out of curiosity . But it origins come from a crisis</b></i></p> <p><i>The space race came about during the Cold War when the US and USSR, for fighting a global battle of ideology.</i></p> <p><i><b>Discovering the benefits of space technology was crucial for the security of each country. Once Russia launched Sputnik in 1957, and became the first country to explore space, the US was fearful that their security was declining, so they started NASA. and began spending billions of dollars of space technology, The space race eventually led to the achievements of the moon landing and the satellites that used everyday.</b></i></p>
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Question 6

**Compare and contrast** the perspectives presented in **Source B** and **Source C** on the significance of technological innovation for society. **(8 marks)**

**Note: Quoting the sources is not necessary to provide a high-quality response.**

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1-2	The student <b>compares and/or contrasts</b> the perspectives on technological innovation presented in Source B and Source C <b>to a limited extent</b>	The following is an example of the type of response that would be awarded <b>(2 marks)</b> :  <i>“Both sources refer to technological innovation, but Source B has a positive attitude towards it, whereas Source C has more of a negative attitude.”</i>
3-4	The student <b>satisfactorily compares and/or contrasts</b> the perspectives on technological innovation presented in Source B and Source C	The following is an example of the type of response that would be awarded <b>(4 marks)</b> :  <i>“Both sources refer to technological innovation, and both sources refer to the potential of science to make life better. In Source B it states that you can do “your work in less than half the time,” while in Source C the author states that nuclear energy “had great potential for the common good”. However, Source C is more sceptical and shows how destructive innovations can be.</i>
5-6	The Student <b>compares and contrasts in detail</b> the perspectives on technological innovation presented in Source B and Source C	The following is an example of the type of response that would be awarded <b>(5 marks)</b> :  <i>“Both sources refer to technological innovation, and both sources refer to the potential of science to make life better. In Source B it states that you can do “your work in less than half the time,” while in Source C the author states that nuclear energy “had great potential for the common good”. However, Source B takes a completely positive attitude towards technology, showing how it can make daily life easier. Source C on the other hand, is much more sceptical of technological innovation, clearly showing how destructive it could be.”</i>

7-8	The student <b>thoroughly compares and contrasts</b> the perspectives on technological innovation presented in Source B and Source C	<p>The following is an example of the type of response that would be awarded <b>(7 marks)</b>:</p> <p><i>“Both sources refer to technological innovation, and both sources refer to the potential of science to make life better. In Source B it states that the washer saves time for working mothers, while in Source C the author states that nuclear energy “had great potential for the common good”. However, Source B takes a completely positive attitude towards technology, showing how it can be used to make life easier. <b>It is promoting the use of technology to improve an individual’s standard of living.</b></i></p> <p><i>Source C on the other hand, is much more sceptical of technological innovation, clearly showing how destructive it could be. <b>Rather than an advertisement, it offers a warning. It also focuses on the implication of science for humanity as a whole, while Source B focuses on science for the benefit of the daily life of the family or individual.</b>”</i></p>
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**Question 7**

Using examples from your MYP history course, **discuss** the following statement:  
 “Pioneers, innovators and developers are influenced most by the period in which they live”.

In your essay, you should:

- refer to one pioneer, innovator or developer who has made a significant impact in history
- write about how his/her discoveries have changed the way human beings interact with others or with their environment
- consider how the selected individual influenced his/her time **and** was influenced by it.

**(30 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 <b>limited</b> contextual and conceptual understanding by <b>outlining</b> how a pioneer, innovator or developer was influenced by (or influenced) the period in which they lived, using limited relevant terminology	The following is an extract from the type of response that would be awarded <b>(2 marks)</b> : <i>“Henry Ford’s development of the assembly line and the ability to production things quickly and cheaply changed the way things were bought and sold, and how we could travel.”</i>
3-5	The student demonstrates <b>adequate</b> contextual and conceptual understanding by <b>describing</b> how a pioneer, innovator or developer was influenced by and/or influenced the period in which they lived, using relevant terminology	The following is an extract from the type of response that would be awarded <b>(5 marks)</b> : <i>Henry Ford’s development the automobile, but more importantly, the assembly line and the ability to production things quicker, cheaper and in mass changed the way things were bought and sold, and how we could travel. <b>This not only occurred in making cars, but also in other goods as well. In the 1920s, consumption in the US grew and the economy changed forever.</b></i>

6-7	The student demonstrates <b>substantial</b> contextual and conceptual understanding by <b>describing</b> how a pioneer, innovator or developer was influenced by <u>and</u> influenced the period in which they lived, using clear and relevant terminology.	<p>The following is an example of the type of response that would be awarded <b>(6 marks)</b>:</p> <p><i>“Innovators, like Henry Ford have a lot of influence in the time that they live. His development the automobile, but more importantly, the assembly line and the ability to production things quicker, cheaper and in mass changed the way things were bought and sold, and how we could travel. <b>This not only occurred in making cars, but also in other goods as well. In the 1920s, consumption in the US grew and the economy changed forever.</b> Yet, Henry Ford was also a product of his time. <b>Living in a country that believed in individual ownership and innovation, the conditions were right for Ford to start his own business and prosper from his ideas. the United States was already growing economy at this time and was blessed with natural resources. And the business was strongly supported by the US government.</b></i></p>
8-10	The student demonstrates <b>detailed</b> contextual and conceptual understanding by <b>explaining</b> how a pioneer, innovator or developer was influenced by <u>and</u> influenced the period in which they lived, using clear, relevant and effective terminology.	<p>The following is an extract from the type of response that would be awarded (8 marks):</p> <p><i>Innovators, like Henry Ford have a lot of influence in the time that they live. His development the automobile, but more importantly, the assembly line and the ability to production things quicker, cheaper and in mass changed the way things were bought and sold, and how we could travel. <b>This not only occurred in making cars, but also in other goods as well. Because of innovations like the assembly line during the 1920s prices of goods fell and people bought more things. This new consumer society would change US economy and culture forever. Therefore, Ford is one of the most significant innovators in US history.</b> Yet, Henry Ford was also a product of his time. Living in a country that believed in individual ownership and innovation, the conditions were right for Ford to start his own business and prosper from his ideas. the United States was already a growing economy at this time and was blessed with natural resources. And business was strongly supported by the US government.. <b>It was conditions like these that provided Ford with an outstanding opportunity to take advantage of his ideas.</b></i></p>

**Note: If the student does not format their introduction, body and conclusion in separate paragraphs, a maximum of 2 marks can be awarded.**

Criterion C1: Format		
Marks	Descriptor	Notes
0		
1	The content is structured in a way that is <b>somewhat appropriate</b> to the specified format of an essay	One of the following elements is included: introduction, a main body of argument or a conclusion
2	The content is structured in a way that is <b>mainly appropriate</b> to the specified format of an essay	Two of the following elements are included: introduction, a main body of argument or a conclusion
3	The content is structured in a way that is <b>entirely appropriate</b> to the specified format of an essay	All of the following elements are included: introduction, a main body of argument or a conclusion

**Note: If the student does not attempt to inform about the question posed, (0 marks) should be awarded.**

Criterion C2: Communicating information and ideas		
Marks	Descriptor	Notes
0		
1	The style and language used are <b>somewhat appropriate</b> to the audience and purpose of informing about the question posed	The style of writing is not consistent with what would be expected in an informative essay.
2	The style and language used are <b>mainly appropriate</b> to the audience and purpose of informing about the question posed	The style of writing is not always consistent, for example sometimes it appears to be more informal in style than an essay. Language lapses into colloquialisms.

3	The style and language used are <b>always appropriate</b> to the audience and purpose of informing about the question posed.	The style of writing is consistent with what would be expected in an essay. Language is formal and clear to inform the reader.
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<b>Criterion 3: Organizational structure</b>		
<b>Marks</b>	<b>Descriptor</b>	<b>Notes</b>
0		
1	The organization structure is <b>occasionally effective</b>	Ideas build on each other in a somewhat logical manner
2	The organizational structure is <b>somewhat effective.</b>	Ideas build on each other in a logical manner.
3	The organizational structure is <b>mainly effective</b>	Ideas build on each other in a consistently logical manner.
4	The organizational structure is <b>completely effective</b>	Ideas build on each other in a consistently clear and logical manner.

<b>Criterion D</b>		
<b>Marks</b>	<b>Descriptor</b>	<b>Notes</b>
0	The student does not achieve a standard described by any of the descriptors given below.	
1-2	The student <b>summarizes</b> the information presented to a limited extent to make a argument related to the topic in general.	The following is an extract from the type of response that would be awarded <b>(2 marks)</b> : <i>The information provides a summary of an argument but it is mostly implied.</i> <i>[Ford's development the automobile, but more importantly, the assembly line and the ability to production things quicker, cheaper and in mass changed the way things were bought and sold, and how we could travel. This not only occurred in making cars, but also in other goods as well. In the 1920s, consumption in the US grew and the economy changed forever.]</i> <b>Therefore, Henry Ford had a lot of influence in the time that he lived.</b>

<p>3-5</p>	<p>The student <b>summarizes</b> the information presented to make a valid argument related to the topic in general. The student <b>identifies</b> different perspectives on the statement presented in the question</p>	<p>The following is an extract from the type of response that would be awarded <b>(5 marks)</b>:</p> <p><i>The Information is summarized clearly but is not always effective in convincing the reader of the position taken</i> <i>The student identifies</i> <i>[Ford's development the automobile, but more importantly, the assembly line and the ability to production things quicker, cheaper and in mass changed the way things were bought and sold, and how we could travel. This not only occurred in making cars, but also in other goods as well. In the 1920s, consumption in the US grew and the economy changed forever.</i> <i>Yet, Henry Ford was also a product of his time. Living in a country that believed in individual ownership and innovation, the conditions were right for Ford to start his own business and prosper from his ideas. the United States was already growing economy at this time and was blessed with natural resources. And the business was strongly supported by the US government. ]</i> <b>Therefore, Henry Ford took advantage of the opportunities created in his time and helped change the way that the US economy worked, not only in his day, but throughout the 20<sup>th</sup> century.</b></p>
<p>6-7</p>	<p>The student <b>synthesizes</b> information the presented to make a clear and valid argument to the topic in general. The student <b>interprets</b> different perspectives on the statement presented in the question.</p>	<p>The following is an extract from the type of response that would be awarded <b>(6 marks)</b>:</p> <p><i>The Information is synthesized clearly and effectively to convince the reader of the position..</i> <i>The interpretation of the different perspectives are used to support the argument.</i> <i>[Innovators, like Henry Ford have a lot of influence in the time that they live. His development the automobile, but more importantly, the assembly line and the ability to production things quicker, cheaper and in mass changed the way things were bought and sold, and how we could travel. This not only occurred in making cars, but also in other goods as well. In the 1920s, consumption in the US grew and the economy changed forever.</i> <i>Yet, Henry Ford was also a product of his time. Living in a country that believed in individual ownership and innovation, the conditions were right for Ford to start his own business and prosper from his ideas. the United States was already growing economy at this time and was blessed with natural resources. And the business was strongly supported by the US government. ]</i> <b>Therefore, <u>it was the time period that allowed Ford to successfully develop his ideas.</u> But Ford took advantage of the opportunities created in his time and helped change the way that the US economy worked, not only in his day, but throughout the 20<sup>th</sup> century.</b></p>

8-10	<p>The student <b>synthesizes</b> the information presented to make a clear and valid argument to <b>the question at posed</b>. The student <b>effectively interprets</b> different perspectives on the statement presented in the question.</p>	<p>The following is an extract from the type of response that would be awarded <b>(8 marks)</b>:</p> <p><i>The Information is synthesized clearly and effectively to convince the reader of the position taken towards the question posed.</i></p> <p><i>The interpretation of the different perspectives are detailed and used to support the argument.</i></p> <p><i>[Innovators, like Henry Ford have a lot of influence in the time that they live. His development the automobile, but more importantly, the assembly line and the ability to production things quicker, cheaper and in mass changed the way things were bought and sold, and how we could travel. This not only occurred in making cars, but also in other goods as well. In the 1920s, consumption in the US grew and the economy changed forever.</i></p> <p><i>Yet, Henry Ford was also a product of his time. Living in a country that believed in individual ownership and innovation, the conditions were right for Ford to start his own business and prosper from his ideas. the United States was already growing economy at this time and was blessed with natural resources. And the business was strongly supported by the US government. ]</i></p> <p><b><u>Therefore, if it wasn't for the prosperity and the values that society in the US was believing in at the time, it is possible that Henry Ford wouldn't have been as successful as he was. The time period created conditions for Ford to develop his ideas. But Ford took advantage of the opportunities created in his time and helped change the way that the US economy worked, not only in his day, but throughout the 20<sup>th</sup> century.</u></b></p>
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