

# MYP HISTORY SPECIMEN ON-SCREEN EXAMINATION

## *Exemplar Marked Candidate Responses*

This document contains exemplar material which demonstrates how the markscheme was applied to two student responses for the May 2015 Pilot session. Teachers should consider the application of the markscheme and in particular the assessment of longer, open ended responses. Teachers may wish to mark the student response themselves using the published markscheme and then compare their marking to the standard demonstrated in this document.



**Question 1** (31 marks)**Question 1a** (3 marks)**Source A**

In 1833 the British Government passed a Factory Act to improve conditions for children working in factories. The basic act was as follows:

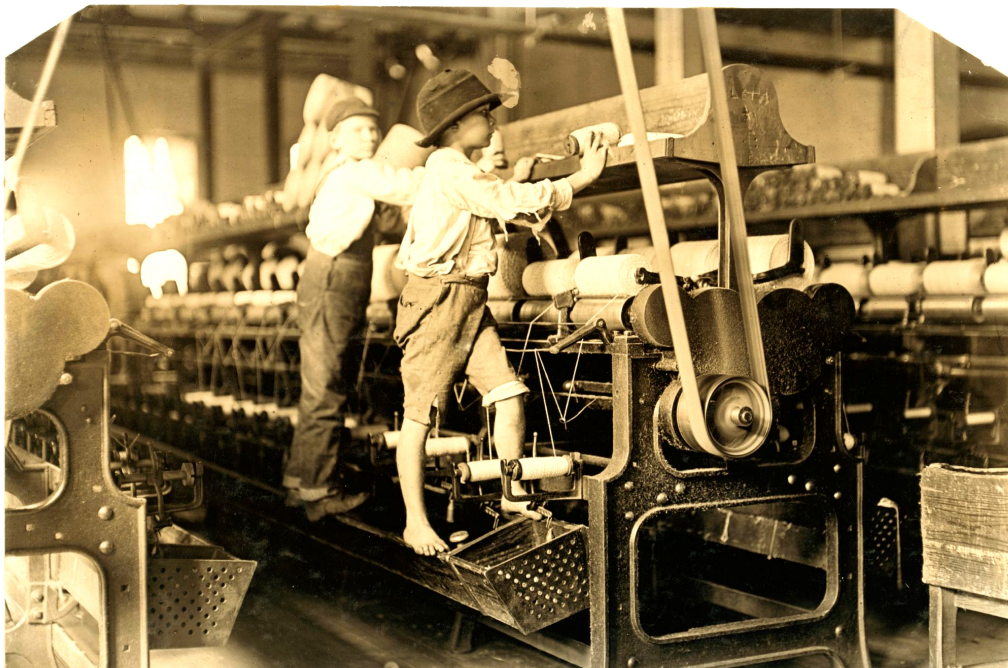
- No child workers under nine years of age
- Employers must have an age certificate for their child workers
- Children of 9–13 years to work no more than nine hours a day
- Children of 13–18 years to work no more than twelve hours a day
- Children are not to work at night
- Two hours' schooling each day for children
- Four factory inspectors appointed to enforce the law.

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According to **Source A** state **three** consequences of the 1833 British Factory Act for child workers.

1. they were able to go to school
2. they didnt have to work at night
3. the law was enforced

**2/3** The first and second responses were consequences of the 1833 British Factory Act. The third response is too vague and more a description of the process of enforcing a law.

**Question 1b** (3 marks)**Source B**

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A photograph by Lewis Hines depicting two boys climbing on a spinning frame to mend the broken threads and replace the empty bobbins at the Bibb Mill, Macon, Georgia, USA (1909).

Using **Source B**, identify **three** features of working conditions for children in factories in the United States of America in the early part of the 20th century.

1. dangerous
2. complex
3. not sufficient clothing (no shoes)

*2/3 The first and third responses each identify a feature of the working conditions for children. The second response is irrelevant.*

**Question 1c** (12 marks)

**Source C**

In factories the machines determined the pace of work and machines rarely, if ever, stopped. Working days of 16 to 18 hours were timed by the clock, the tasks were monotonous and the conditions were unhealthy if not downright dangerous. Very young children were used in textile mills because they could slide underneath the machines and tie together broken threads... The dust, high temperatures, and humidity in airless textile mills may account for high levels of illness amongst workers. Workers not used to, or not willing to, adapt to the more demanding rhythms of the factory led employers to impose discipline by threatening dismissal or levying fines for lateness or poor work. Legislation did take steps towards improving working conditions, but there were limits to how far politicians were willing to go to interfere with private businesses.

Michael Rapport, 2005, "Nineteenth Century Europe" (London: Palgrave MacMillan)

**Evaluate Sources A–C** for historians studying social change and the use of child workers. In your response you must consider the values and limitations of each source.

Source A established principle of law which promoted and ultimately required social change. Children were given more rights as workers than they were before. It was an act so it HAD to be followed. Source B visually showed the circumstances under which children were working under and they were rough. A value was that it shined a light on what children were going through but a limitation was that it didn't provide the whole story. A value of source C was that it validated the harsh working conditions children were put under.

*4/12 The candidate explains one value for each source, but only explains a limitation for source B. In this response the candidate is mainly explaining the sources in terms of values and limitations for historians studying social change and the use of child workers, rather than evaluating them. To attain the 7-9 markband the candidate needed to attempt an overall appraisal of the values and limitations for all the sources.*

Question 1d (3 marks)

Source D

**Article 23.**

1. Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.
2. Everyone, without any discrimination, has the right to equal pay for equal work.
3. Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
4. Everyone has the right to form and to join trade unions for the protection of his interests.

**Article 24.**

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

**Article 25.**

1. Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.
2. Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.



Choose one of the articles in **Source D** and **explain** why it was included in the Universal Declaration of Human Rights.

Article 24 was included in the universal declaration of human rights because the article is necessary and proper and is a basic fundamental right for people to be able to rest.

**1/3** The response explains in a limited way why Article 24 was included in the Universal Declaration of Human Rights.

**Question 1e** (10 marks)

The end of child labour in many parts of the world is an example of social change.

Using examples from your MYP History course, **explain** the reasons why social change has been difficult to achieve.

You may use information from **Sources A–D** in your answer.

Social change has been difficult to achieve because there are so many varying opinions on different social subjects.

**1/10** *The candidate has demonstrated basic knowledge and understanding of why social change has been difficult to achieve. To attain the higher 3-5 mark band the candidate needed to provide more detailed analysis and supporting evidence. They would then have demonstrated adequate knowledge and understanding.*

**Question 2** (8 marks)

**Question 2a** (4 marks)

Your teacher has given you the following statement of inquiry as a starting point for your investigation:

“The most important consequence of increased trade between societies has been the cultural exchange it caused.”

**Formulate** a research question to investigate the statement of inquiry.

How is cultural exchange promoted by increased trade between societies?

**2/4** *The research question is clear but it lacks a focus. To attain the higher mark band the candidate needed to provide a specific topic such as the example in the markscheme for the 3-4 mark band.*

**Question 2b** (4 marks)

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

The statement of the inquiry claims that increased trade has promoted cultural appreciation as well as knowledge of different cultures so my research question pondered in what ways has that appreciation taken place.

**1/4** *The candidate provided a basic description of the relevance of their research question. The response needed more detailed explanation to justify the relevance of their research question to the statement of inquiry.*

**Question 3** (2 marks)

Below is a list of sources that you have been given to help you in your investigation.

**Organize** them to form a bibliography. You should use a consistent format for your bibliography.

You are able to drag and drop the text. Double click to edit the text.

1. Last accessed 10th Dec 2014, Brad McDonald (2009). *Back to Basics: Why Countries Trade*. Available: <http://www.imf.org/external/pubs/ft/fandd/2009/12/basics.htm>.
2. Trotter, S. (2014). Available: [http://www.ohiomagazine.com/Main/Articles/Cultural\\_Exchange\\_5003.aspx](http://www.ohiomagazine.com/Main/Articles/Cultural_Exchange_5003.aspx)., *Cultural Exchange*. Last accessed 10th Dec 2014.
3. Cartwright, M. (2012). Available: <http://www.ancient.eu/article/115/>. *Trade in Ancient Greece* . Last accessed 10th Dec 2014.
4. Andrew Hamilton, *Trade and Empire in the Eighteenth-century Atlantic World*, Cambridge Scholars Publication, Newcastle upon Tyne, 2008.
5. Hansen, Valerie, 2012, *The Silk Road: A New History*, Oxford University Press, Oxford,

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2. Trotter, S. (2014). Available: [http://www.ohiomagazine.com/Main/Articles/Cultural\\_Exchange\\_5003.aspx](http://www.ohiomagazine.com/Main/Articles/Cultural_Exchange_5003.aspx)., *Cultural Exchange*. Last accessed 10th Dec 2014.
3. Cartwright, M. (2012). Available: <http://www.ancient.eu/article/115/>. *Trade in Ancient Greece* . Last accessed 10th Dec 2014.
4. Andrew Hamilton, *Trade and Empire in the Eighteenth-century Atlantic World*, Cambridge Scholars Publication, Newcastle upon Tyne, 2008.
5. Hansen, Valerie, 2012, *The Silk Road: A New History*, Oxford University Press, Oxford,

**1/2** The candidate gained one mark because they provided a consistent format in their bibliography for three of the five sources. To attain the second mark the candidate need to provide a consistent format for four of the five sources.

**Question 4** (20 marks)

**Create** a presentation to explain to your class the action plan you would follow to investigate the research question formulated in **Question 2a**.

You should:

- **Identify** the sub-questions you need to consider.
- **Outline three** research methods to be used in the investigation.
- **Identify** sources of information (you may use those listed in **Question 3** but also provide your own).
- **Summarize** the key points in a concluding statement.

Slide 1: Research question and sub-questions

Slide 2: Research methods

Slide 3: Sources of information

Slide 4: Conclusion

Sub questions: In what ways has trade between societies created cultural knowledge? How do

**2/20** *The student only provided one sub-question in Slide 1. To attain the 3-5 mark band in criterion B the candidate needed to provide an adequate response in three of the slides. To attain the 3-5 mark band in criterion C the candidate needed to complete at least two slides with appropriate details.*



**Question 5** (6 marks)

A TV channel devoted to presenting history topics is creating a show about the top ten historically significant individuals who have brought about social change through innovation in the past. You have been asked to help prepare the script for the show.

One of the significant individuals the TV channel has selected is George Cadbury. **Source E** contains information they may choose to include.

To help you prepare for your role, the producer has set you the following question.

**Source E**

George Cadbury was a social entrepreneur who lived and worked in the United Kingdom during the second-half of the 19th Century and the early part of the 20th Century.

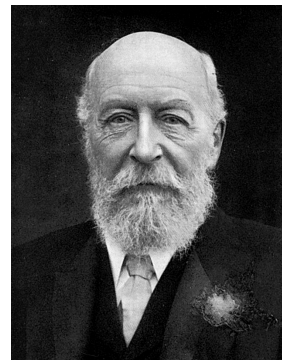
George, and his elder brother Richard, ran a company called Cadburys which was the first company in the UK to sell cocoa powder.

George was also a great philanthropist and spent much of his spare time helping those poorer and more disadvantaged people in society. This included:

- He had 300 houses built for his workers which formed the village of Bournville

- He had a school, hospital and bathhouses built for the people of the village
- He taught classes every Sunday at the Birmingham Adult School
- He provided sport and recreational facilities for his workers
- He started a pension fund for his workers

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**Suggest three** reasons why George Cadbury helped the poor and disadvantaged.

- To help them succeed in life
- To give them purpose
- To help and brighten the future

**3/6** All three responses were worthy of 1 mark each but they needed more detailed explanation for the second mark.

**Question 6 (4 marks)**

The TV channel's research question for the documentary is:

"How have social entrepreneurs brought about social change and greater equality throughout history?"

List two reasons why historians should study this question.

Reason 1

They help people at a disadvantage become equal

Reason 2

It can be used to help more people and create more social change

*3/4 The first response is too simplistic and needed more detail for the second mark. The second response is very good as it is a clearly explained reason.*

**Question 7 (8 marks)**

One of the researchers for the TV show used the following research methods to investigate George Cadbury.

<b>Media (sources to investigate)</b>	<ul style="list-style-type: none"> <li>• Cadbury website</li> <li>• Local newspaper archives</li> <li>• Internet search engine</li> </ul>
<b>Interview (who? types of questions)</b>	<ul style="list-style-type: none"> <li>• Current Cadbury employees</li> <li>• Relatives of George Cadbury – “Were you aware of George Cadbury’s social entrepreneurship?”</li> <li>• Historians – “Was George Cadbury unique at this time in helping the poor?”</li> </ul>
<b>Survey (data to collect? how?)</b>	<ul style="list-style-type: none"> <li>• Number of workers helped by George Cadbury’s work</li> <li>• Long-term benefits</li> <li>• Surviving staff</li> </ul>
<b>Observation</b>	<ul style="list-style-type: none"> <li>• Visit Cadbury factory</li> </ul>

Evaluate the process of this investigation.

It was a good and long process that probably paid off. They found sources, held interviews which created a hand on aspect to the investigation as well as garnering evidence which helped quantitatively.

*2/8 The candidate provided a basic description of the research methods. To attain the 3-4 mark band the candidate needed to discuss at least one value and one limitation in more detail.*

**Question 8** (6 marks)

Excluding George Cadbury, make your own suggestion for an individual you would include in the top ten.

From your MYP History course select an appropriate historically significant individual who brought about social change and **explain** why you made this choice.

Barack Obama has created many programs that initiate social change. He has been working hard to give medicare to all people in need even if they cant afford it. This is social change becuae he is sucessfully helping millions of people of whom otherwise would not be able to afford healthcare.

**2/6** The candidate named an appropriately historically significant individual and explained their choice with one justifiable reason. To attain the 3-4 mark band the candidate needed to provide more reasons and evidence to explain their choice of an appropriate historically significant individual.

**Question 9** (10 marks)

Choose **two** themes from the list below that the TV show should analyse for your chosen significant individual. **Justify** your decision to the TV show's producer.

- social
- economic
- political
- environmental

Theme 1

Barack Obama is a politician and the president of the United states. Analysing the theme of politics is essential to a TV show centered around Barack Obama because it can explore his political agenda as well as his views and solutions to political/social justice problems.

Theme 2

President Barack Obama knows alot about economics in general as well as the economics in this country. This should be a theme that the TV show analyses because Obama's economic viewpoints can range from taxes to benefits and there would always be a topic dealing with economics totalk about on the show.

**4/10** With criterion A the responses were correct but the knowledge and understanding lacked depth. There needed to be more supporting evidence to justify the chosen themes. With criterion C the candidate needed to use more persuasive/emotive language to persuade the show's producer in order to attain a higher mark.

**Question 10** (25 marks)

During the TV show, there will be a section on each historically significant individual. In the script, **evaluate** the role of the individual that you suggested in **Question 8** in creating social change.

You should use a style that is appropriate to the TV audience.

You should consider the following points:

- Their impact at the time
- The long term effects (legacy) of their actions.

Narrator: President Barack Obama has made huge leaps in progress when it comes to social change. President Obama was the first president to ever publically speak about LGBT marriage which essentially motivated a national debate and really started the conversation. And now about 6 years later, LGBT marriage may be ruled constitutional by the supreme court. President Barack Obama has also been a proponent of social programs involving healthcare of individuals starting the national healthcare debate. He has enticed social change on many levels during his term as president.

Narrator 2: President Barack Obama will leave many marks on American history for being a well liked, progressive leader. His policies will carry through the years creating a legacy and a platform for much more social change in the many years to come.

**15/25** For criterion C the narration effectively informs the TV show audience about the role of President Obama in creating social change while the language and style is appropriate. For criterion D the candidate provides a very good evaluation of the values of President Obama's social changes. To attain the the 9-12 mark band the candidate needed to evaluate the limitations of President Obama's policies in bringing about social change and provide an overall appraisal.

**Question 1** (31 marks)**Question 1a** (3 marks)**Source A**

In 1833 the British Government passed a Factory Act to improve conditions for children working in factories. The basic act was as follows:

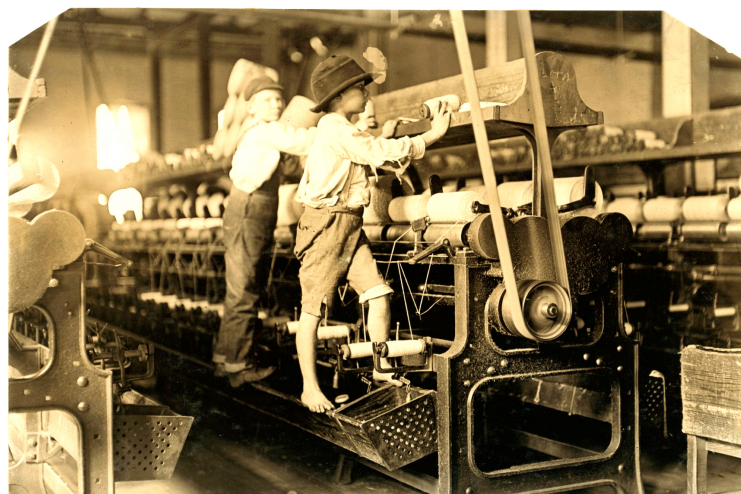
- No child workers under nine years of age
- Employers must have an age certificate for their child workers
- Children of 9–13 years to work no more than nine hours a day
- Children of 13–18 years to work no more than twelve hours a day
- Children are not to work at night
- Two hours' schooling each day for children
- Four factory inspectors appointed to enforce the law.

©

According to **Source A** state **three** consequences of the 1833 British Factory Act for child workers.

1. limits children who are in desperate need of money to work for more than 9/12 hours for additional money
2. limits children who needs to work, and makes them work before school or right afterschool
3. It forces those children whose parents cant afford them to go to school, to make more money, or perhaps even put the children into work, to pay for their own school fees.

**1/3** The first response was a consequence of the 1833 British Factory Act. The second response is too similar to the first reponse and the third response is not a consequence of the 1833 British Factory Act.

**Question 1b** (3 marks)**Source B**

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A photograph by Lewis Hines depicting two boys climbing on a spinning frame to mend the broken threads and replace the empty bobbins at the Bibb Mill, Macon, Georgia, USA (1909).

Using **Source B**, identify **three** features of working conditions for children in factories in the United States of America in the early part of the 20th century.

1. there are specific working areas for children (as shown in the picture, there is a stepping block designed for children)
2. they appear to have no adult supervision
3. they appear to be dangerous as they could slip and potentially get caught in the machines that are functioning

**2/3** The second and third responses are correct as it 'appears' there is no adult supervision and the work is dangerous. The third response is incorrect as the photograph does not show a stepping block or a designated work area for children.

**Question 1c** (12 marks)

**Source C**

In factories the machines determined the pace of work and machines rarely, if ever, stopped. Working days of 16 to 18 hours were timed by the clock, the tasks were monotonous and the conditions were unhealthy if not downright dangerous. Very young children were used in textile mills because they could slide underneath the machines and tie together broken threads... The dust, high temperatures, and humidity in airless textile mills may account for high levels of illness amongst workers. Workers not used to, or not willing to, adapt to the more demanding rhythms of the factory led employers to impose discipline by threatening dismissal or levying fines for lateness or poor work. Legislation did take steps towards improving working conditions, but there were limits to how far politicians were willing to go to interfere with private businesses.

Michael Rapport, 2005, "Nineteenth Century Europe" (London: Palgrave MacMillan)

**Evaluate Sources A–C** for historians studying social change and the use of child workers. In your response you must consider the values and limitations of each source.

Source A is good, and shows us exactly what happened, concisely, it gives us the details of what laws/rules were enforced and when it was enforced, it is the only source that actually provide us of a specific social change that has occurred, it does not explain why these rules were enforced, although we can tell that it is due to child labor, we do not know the details.

Source B is not as reliable as it is simply a picture with 2 children working and a text that explains they are fixing a machine, We cant really tell what they are feeling, perhaps they dont even know that the machine can hurt them, however we have a visual image, which could potential explain a lot

Source C is explaining the risk of the work that are given to the workers, who could be little kids, it also tells us how politicians did try to help improve the working condition of these people, however they didnt do much as they 'cant be bothered' It appears to be reliable, however seems a bit biased

**10/12** The candidate thoroughly evaluates the sources for values and limitations and provides an appraisal for each source. For the higher marks the candidate needed to provide more values and limitations or more detailed descriptions of the values and limitations already provided.

## Question 1d (3 marks)

## Source D

**Article 23.**

1. Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.
2. Everyone, without any discrimination, has the right to equal pay for equal work.
3. Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
4. Everyone has the right to form and to join trade unions for the protection of his interests.

**Article 24.**

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

**Article 25.**

1. Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.
2. Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

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Choose one of the articles in **Source D** and **explain** why it was included in the Universal Declaration of Human Rights.

**Article 24.**

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

It is included in the universal declaration of human rights as it is trying to say that everyone has the right to have free time, and should not be forced to work 20+ hours a day, meaning that factories and other jobs should give their workers a good working time frame, with decent pay. If this article did not exist, there would be more and more sweatshop which forces their workers to work up to 20 hours a day.

**2/3** The candidate explained in a limited way why they chose Article 24. They provided two reasons. They needed at least one more reason for the third mark.

**Question 1e** (10 marks)

The end of child labour in many parts of the world is an example of social change.

Using examples from your MYP History course, **explain** the reasons why social change has been difficult to achieve.

You may use information from **Sources A–D** in your answer.

Social change is very difficult to achieve as there are always differing opinions on subject. People who are high up would want sweatshop and such to be legal as it would benefit them, whereas the working class would be against it, as it is bad for them. Sustainability is also a big social problem as some wants to make money, whereas others wants valuable products to be protected and shared. In short social change is very hard to achieve as everyone has different opinions, and desires which creates conflict, thus most people don't even try to create change, as at worst an international war could start. The only way social change would ever happen is if the government intervenes and states specific things that people has to follow, depending on what they say, some people may or may not be against it at first, but eventually the problem will die down, and those who are against it, will adapt.

*7/10 The response attained seven marks because it contained three reasons and two examples. To attain the highest markband the candidate needed to provide more examples, reasons or detailed explanation.*

**Question 2** (8 marks)

**Question 2a** (4 marks)

Your teacher has given you the following statement of inquiry as a starting point for your investigation:

“The most important consequence of increased trade between societies has been the cultural exchange it caused.”

**Formulate** a research question to investigate the statement of inquiry.

What are the effects of cultures being exchanged due to trades between one society and another, are these effects negative or positive, how?

*2/4 The first research question is clear but it lacks a focus. To attain the highest mark band the candidate needed to provide a focus to the research question by having a topic such as the example provided in the markscheme.*



**Question 2b** (4 marks)

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

"The most important consequence of increased trade between societies has been the cultural exchange it caused."

What are the effects of cultures being exchanged due to trades between one society and another, are these effects negative or positive, how?

The statement states that the biggest negative aspect of increasing trade between societies is the fact that cultures have been spread and shared.

I believe that this statement is sort of biased as I personally don't believe that it is a bad thing to share cultures, thus my research question covers the main point, is what's happening negative or positive, between who and where, and how is it positive/negative, by creating a research question that is not biased, it allows the researcher to find more information, instead of just limiting it to the negative side of things.

**1/4** The response was confusing and not completely focused on the question. The response needs to directly answer the question to attain a higher mark.

**Question 3** (2 marks)

Below is a list of sources that you have been given to help you in your investigation.

**Organize** them to form a bibliography. You should use a consistent format for your bibliography.

You are able to drag and drop the text. Double click to edit the text.

1. Last accessed 10th Dec 2014, Brad McDonald (2009). *Back to Basics: Why Countries Trade*. Available: <http://www.imf.org/external/pubs/ft/fandd/2009/12/basics.htm>.
2. Trotter, S. (2014). Available: [http://www.ohiomagazine.com/Main/Articles/Cultural\\_Exchange\\_5003.aspx](http://www.ohiomagazine.com/Main/Articles/Cultural_Exchange_5003.aspx)., *Cultural Exchange*. Last accessed 10th Dec 2014.
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2. *Cultural Exchange*. Trotter, S. (2014) Last accessed 10th Dec 2014. Available: [http://www.ohiomagazine.com/Main/Articles/Cultural\\_Exchange\\_5003.aspx](http://www.ohiomagazine.com/Main/Articles/Cultural_Exchange_5003.aspx).,

3. *Trade in Ancient Greece*. Cartwright, M. (2012). Last accessed 10th Dec 2014. Available: <http://www.ancient.eu/article/115/>.

4. *Trade and Empire in the Eighteenth-century Atlantic World*, Andrew Hamilton, Newcastle upon Tyne, Cambridge Scholars Publication, 2008.

5. *The Silk Road: A New History*, Hansen, Valerie, Oxford University Press, Oxford, 2012,

**2/2** The candidate organized all five of the sources into a consistent format, and therefore, attained the highest marks.

#### Question 4 (20 marks)

**Create** a presentation to explain to your class the action plan you would follow to investigate the research question formulated in **Question 2a**.

You should:

- **Identify** the sub-questions you need to consider.
- **Outline three** research methods to be used in the investigation.
- **Identify** sources of information (you may use those listed in **Question 3** but also provide your own).
- **Summarize** the key points in a concluding statement.

Slide 1: Research question and sub-questions

What are the effects of cultures being exchanged due to trades between one society and another, are these effects negative or positive, how?

How are the people of that society reacting to the exchange of cultures

What sort of things(objects, opinions) have been created due to the exchange of these cultures

are these things that were created due to the exchange of cultures positive or negative

Slide 2: Research methods

mindmap to brainstorm what you know, what you want to know

create tables or organize your data

Slide 3: Sources of information

youtube videos, books from the library, articles from the internet, interview with people that has knowledge regarding these things

Slide 4: Conclusion

summarize your research

give our your opinion

back up your opinion using repetition of things you've mentioned in your presentation

**11/20** For criterion B most of the slides contain detailed information including two relevant sub-questions, two valid research methods and at least two sources of information. To attain the 8-10 mark band the candidate needed to provide three valid research methods and a thorough summary. For criterion C all the slides are completed with appropriate information but the structure is straightforward. To attain the 6-7 mark band the candidate needed to make use of the organisational structures available in the exam.

**Question 5** (6 marks)

A TV channel devoted to presenting history topics is creating a show about the top ten historically significant individuals who have brought about social change through innovation in the past. You have been asked to help prepare the script for the show.

One of the significant individuals the TV channel has selected is George Cadbury. **Source E** contains information they may choose to include.

To help you prepare for your role, the producer has set you the following question.

**Source E**

George Cadbury was a social entrepreneur who lived and worked in the United Kingdom during the second-half of the 19th Century and the early part of the 20th Century.

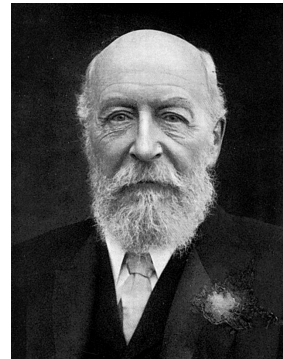
George, and his elder brother Richard, ran a company called Cadburys which was the first company in the UK to sell cocoa powder.

George was also a great philanthropist and spent much of his spare time helping those poorer and more disadvantaged people in society. This included:

- He had 300 houses built for his workers which formed the village of Bournville

- He had a school, hospital and bathhouses built for the people of the village
- He taught classes every Sunday at the Birmingham Adult School
- He provided sport and recreational facilities for his workers
- He started a pension fund for his workers

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**Suggest three** reasons why George Cadbury helped the poor and disadvantaged.

- 1) during the period he lived in, there were a lot of child labors, perhaps he couldnt stand watching children work.
- 2) Since he was an owner of a company, he has to do something related to CSR, inorder to make his comp any look good
- 3) He himself could be a victim of child labor, and thus he could sympathize with these people, which make s him want to help them, as he understands how hard their life would be.

**6/6** *The candidate explained three valid reason and attained the highest mark.*

**Question 6** (4 marks)

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The TV channel's research question for the documentary is:

"How have social entrepreneurs brought about social change and greater equality throughout history?"

**List two** reasons why historians should study this question.

Reason 1

you can see how social entrepreneurs has affected our society and in what ways

Reason 2

it allows the historians to see how certain things has changed our history, and if it is good, we can r  
epeat it, to make our planet better.

**4/4**     *The candidate explained two valid reasons and attained the highset mark.*

**Question 7** (8 marks)

One of the researchers for the TV show used the following research methods to investigate George Cadbury.

<b>Media (sources to investigate)</b>	<ul style="list-style-type: none"> <li>• Cadbury website</li> <li>• Local newspaper archives</li> <li>• Internet search engine</li> </ul>
<b>Interview (who? types of questions)</b>	<ul style="list-style-type: none"> <li>• Current Cadbury employees</li> <li>• Relatives of George Cadbury – “Were you aware of George Cadbury’s social entrepreneurship?”</li> <li>• Historians – “Was George Cadbury unique at this time in helping the poor?”</li> </ul>
<b>Survey (data to collect? how?)</b>	<ul style="list-style-type: none"> <li>• Number of workers helped by George Cadbury’s work</li> <li>• Long-term benefits</li> <li>• Surviving staff</li> </ul>
<b>Observation</b>	<ul style="list-style-type: none"> <li>• Visit Cadbury factory</li> </ul>

**Evaluate** the process of this investigation.

I believe this investigation is really well made as in terms of media/ survey and interview you can see at least 3 different perspectives as they were all by different people who may or may not like Cadbury, this is a good thing as you won't have someone constantly bad mouthing a company because he didn't get a refund that he wanted, or someone who works/gets paid by the company to advertise them.

Cadbury's website would obviously state the good things they have done

whereas the local newspaper could have complaints

the internet has all sort of opinions so you can see what they have to say

By interviewing his employees we can truly see if this man was a good guy depending on their reaction

his relatives could potentially be biased as they would obviously want to help him, but once again, different perspectives

historians would probably give good information as they are usually not biased towards one person and would judge someone based on the information that they have used to research

By having a survey you can see how a certain group of people see this person, and compare it to how another group sees him

By visiting the Cadbury factory, you can see for yourself if this is a good place or not, and judge Mr Cadbury based on what you have experienced for yourself. (probably the best way to get information, up close and not from someone who could tell you something biased)

**6/8** The response evaluates the values and some limitations. To attain the highest mark band the candidate needed to provide more evaluation of the limitations of the process and a thorough appraisal.

**Question 8** (6 marks)

Excluding George Cadbury, make your own suggestion for an individual you would include in the top ten.

From your MYP History course select an appropriate historically significant individual who brought about social change and **explain** why you made this choice.

Bill Gates is someone who i believe would be a very historically significant individual, as he is now, he is known to be the man who created microsoft, "the richest man in the world" Although this isnt much in terms of being significant but, i believe the fact that he had created a program for the computer has created a massive social change as without him, none of the social medias would be possible, internet browsing, collecting information from all over the place, facebook, twitter all of these would not be as easy to access as it is now. He was involved in lots and lots philanthropical projects, in which he help tremendous amounts of people by donating more than a billion dollars.

**3/6** *The candidate demonstrated some adequate knowledge about their chosen appropriate historically significant individual but more evidence and detailed understanding is required for a higher mark.*

**Question 9** (10 marks)

Choose **two** themes from the list below that the TV show should analyse for your chosen significant individual. **Justify** your decision to the TV show's producer.

- social
- economic
- political
- environmental

Theme 1

Social because it is him, who allowed all of us to have a computer which creates the opportunity for all of us to use the internet, to gather all our information from all sort of people, i believe if it werent for him, more people today would still think that all middle eastern people are 'terrorists'. Phone and handwritten mails would still be our form of communication and more things technologically related. Thanks to his donation and philanthropical projects a lot of people are living a better life.

Theme 2

He is the richest man in the world, surely there are a lot of things to analyze, how did he come up with the idea, how did he make sure that people were going to use the product, how has he helped people through donations, what does he plan to do with all the money he has. Questions and questions related to money would naturally come up, when discussing about Bill Gates.

**6/10** *For criterion A the candidate justifies their choice with adequate knowledge and understanding. To attain the 4-5 mark band the response needed to contain more reasons and evidence. For criterion C the justification was clear and well-organised but to attain the 4-5 mark band the candidate needs to use more persuasive and emotive language.*

**Question 10** (25 marks)

During the TV show, there will be a section on each historically significant individual. In the script, **evaluate** the role of the individual that you suggested in **Question 8** in creating social change.

You should use a style that is appropriate to the TV audience.

You should consider the following points:

- Their impact at the time
- The long term effects (legacy) of their actions.

At number <insert rankings>, for the most significant individual, we have Mr Bill Gates, the owner of Microsoft, and the richest man in the world. He is the man who created Microsoft, the well known software for the majority of the computers that we are using these days. By creating Microsoft, Bill Gates has allowed us to use the technology that we have, even better. If it weren't for him, I'd say we would still have just started using computers and not everyone would've had one. Google Chrome, Firefox, none of these famous browsers/companies would be big currently. It is because of Bill Gates and his program, which caused more and more people to buy a computer and to use it for whatever they need it for, which in turn caused Matt Zuckerberg to create Facebook, which causes Google to be the most famous company, it is all thanks to Bill Gates that these things are well known all over the world. Because of his creation of Microsoft, people from now and into the future, would have the joy of using a computer, browsing the web, playing games for leisure and more. He also donated a lot of his money to charity, which in turn could help those people to live a better life, resulting in a world with less poverty and less famine. Microsoft is a really big company, which means they would need a lot of employees, thus because of Bill Gates, there are more job opportunities for people. Although Bill Gates wasn't the man to create the World Wide Web, it was him that made it possible to access for everyone. All this information that we exchange using the computer is thanks to him.

**12/25** For criterion C the candidate's narration accurately informs the TV show audience and the language is mostly appropriate. To attain the highest markband the response needed to be in a style that was more suited to a TV script. For criterion D the candidate explains the role of their chosen historically significant individual by mainly referring to their values. To attain the highest markband the candidate needed to evaluate the limitations in more depth.