

# **Markscheme**

**May 2022**

















**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				

The following are the command terms used in the exam and markscheme level descriptors, 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).
Identify	Provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature.
Justify	Give valid reasons or evidence to support an answer or conclusion.
Outline	Give a brief account or summary.
Select	Choose from a list or group.
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 to all examiners:** Examiners should mark positively rewarding what is correct and not take marks away for what is incorrect. Please note that spelling errors should not impact the marks awarded in any part of the examination.

### Question 1

**Evaluate** your classmate’s choice of sources for their investigation into the history of hip-hop music in the 1970s and 1980s. **(8 marks)**

Criterion B1 - Strengths		
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> the strength(s) of the sources chosen.	<p>The following is an example of the type of response that would be awarded <b>1 mark</b>.</p> <p>Sources included are both primary and secondary.</p> <p><i>Only <b>one</b> strength needs to be mentioned to warrant (1 mark).</i></p> <p><i>A (1 mark) response can be one sentence that refers to a single strength.</i></p>
2	The student <b>outlines</b> the strength(s) of the sources chosen.	<p>The following is an example of the type of response that would be awarded <b>2 marks</b>.</p> <p>Sources included are both primary and secondary, <b>making the information detailed and varied</b>.</p> <p><i>Only <b>one</b> strength needs to be mentioned and elaborated on with brief detail to warrant (2 marks). However, if a student outlines three or more strengths, they can be awarded (3 marks)</i></p>
3	The student <b>explains</b> the strength(s) of the sources chosen.	<p>The following is an example of the type of response that would be awarded <b>3 marks</b>.</p> <p>Sources included are both primary and secondary, making the information detailed and varied. <b>The history book, a secondary source, will provide valuable background for a better understanding of the interview, the song and the photographs (primary sources).</b></p>

		<p>Only <b>one</b> strength needs to be mentioned and elaborated on in additional detail with reasoning to warrant (3 marks). If a student <b>outlines <u>three or more</u></b> strengths, they can be awarded (3 marks).</p> <p>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.</p>
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### Criterion B2 – Limitations

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

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> the limitation(s) of the sources chosen.	<p>The following is an example of the type of response that would be awarded <b>1 mark</b>.</p> <p>The history book chosen is very general.</p> <p>Only <b>one</b> limitation needs to be mentioned to warrant (1 mark).</p> <p>A (1 mark) response can be one sentence that refers to a single limitation.</p>
2	The student <b>outlines</b> the limitation(s) of the sources chosen.	<p>The following is an example of the type of response that would be awarded <b>2 marks</b>.</p> <p>The history book chosen is very general. <b>It covers the entire 20<sup>th</sup> century so is likely to be very limited for such an investigation.</b></p> <p>Only <b>one</b> limitation needs to be mentioned and elaborated on with brief detail to warrant (2 marks). However, if a student outlines 3 or more limitations, they can be awarded 3 marks.</p> <p>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.</p>
3	The student <b>explains</b> the limitation(s) of the sources chosen.	<p>The following is an example of the type of response that would be awarded <b>3 marks</b>.</p> <p>The history book chosen is very general. It covers the entire 20<sup>th</sup> century so is likely to be very limited for such an investigation <b>that probably needs a specialist book on the subject of Hip Hop.</b></p> <p>Only <b>one</b> limitation needs to be mentioned and elaborated on in additional detail with reasoning to warrant (3 marks).</p> <p>If a student <b>outlines <u>three or more</u></b> limitations, they can be awarded (3 marks).</p>



Criterion B3 - Appraisal		
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> an overall appraisal of the sources chosen.	<p>The following is an example of the type of response that would be awarded <b>1 mark</b>.</p> <p>Overall, there are too many primary sources.</p> <p><i>For [1 mark], the appraisal statement is likely to be a summary of the strengths and limitations <b>or</b> a brief judgment on the choice of sources</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 <b>outlines</b> an overall appraisal of the sources chosen.	<p>The following is an example of the type of response that would be awarded <b>2 marks</b>.</p> <p>Overall, there are good primary sources, <b>but there needs to be more secondary sources for an effective investigation</b>.</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' choice of sources</i></p> <p><i>The appraisal can appear anywhere in the response; it does not have to be a concluding statement.</i></p>



### Question 2a

You will now plan your own investigation into social, cultural and artistic developments in order to explore the following statement of inquiry:

Individuals and groups express their ideas and identities through social, cultural and artistic movements.

You will be asked to choose a movement in history, create a research question, and reflect on sources.

**Outline one** social, cultural or artistic movement in history.

**(2 marks)**

Criterion A		
Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	<i>If the student only names a movement (for example 'The Renaissance'), then 0 marks should be awarded.</i>
1	The student <b>identifies one</b> valid social, cultural or artistic movement.	<p>The following is an example of the type of response that would be awarded <b>1 mark</b>.</p> <p>The Renaissance was a European artistic movement.</p> <p><i>For 1 mark, students would provide a statement/fact about their choice.</i></p>
2	The student <b>outlines one</b> valid social, cultural or artistic movement.	<p>The following is an example of the type of response that would be awarded <b>2 marks</b>.</p> <p>The Renaissance was a European artistic movement <b>of the 15<sup>th</sup> and 16<sup>th</sup> Centuries</b>.</p> <p><i>For 2 marks, students would elaborate on the movement with some brief detail.</i></p>

**Question 2b**

**Explain** one idea or opinion that was expressed by the people involved in the movement outlined in question 2a

**(4 marks)**

**NOTE: If the movement referenced in the response is not the same as in the previous question, full marks can still be awarded.**

Criterion A		
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> idea or opinion that was expressed by the people involved in the movement outlined in part 2a.	<p>The following is an example of the type of response that would be awarded <b>1 mark</b>.</p> <p>During the Renaissance, artists started to think art should be more realistic.</p> <p><i>A (1 mark) response is likely to be one sentence that gives brief information about the movement. They do not need to provide details on specific individuals or the work they did.</i></p>
2	The student <b>outlines one</b> idea or opinion that was expressed by the people involved in the movement outlined in part 2a.	<p>The following is an example of the type of response that would be awarded <b>2 marks</b>.</p> <p>During the Renaissance, <b>artists expressed a new interest in human beings, portraying them in a more realistic way.</b></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. They do not need to provide details on specific individuals or the work they did.</i></p>
3	The student <b>describes one</b> idea or opinion that was expressed by the people involved in the movement outlined in part 2a.	<p>The following is an example of the type of response that would be awarded <b>3 marks</b>.</p> <p>During the Renaissance, artists expressed a new interest in human beings, <b>a movement called Humanism. Before that, religion and God were more important for artists. One of their new perspectives was to represent humans in correct anatomical proportions, like the Vitruvian Man by Leonardo da Vinci.</b></p> <p><i>The idea or perspective should be considered in detail without any comprehensive reasoning provided.</i></p> <p><i>An example may be used to support the description, but this does not need to be thorough. An example is not a formal requirement to achieve (3 marks).</i></p> <p><i>More important than the length of the response is the quality and depth provided.</i></p>

4	<p>The student <b>explains one</b> idea or opinion expressed by the people involved in the movement outlined in part 2a.</p>	<p>The following is an example of the type of response that would be awarded <b>4 marks</b>.</p> <p>During the Renaissance, artists expressed a new interest in human beings, a movement called Humanism. Before that, religion and God were more important for artists, <b>as the Church had a strong control on society. However, during the Renaissance, artists wanted to show more realistic images</b>, like the Vitruvian Man by Leonardo da Vinci. <b>It was part of a movement that rejected the control of the Church and looked to better understand humans, their bodies and their minds. Man was put in the center, not God.</b></p> <p><i>The response should be detailed and provide reasoning about the idea or perspective chosen.</i></p> <p><i>An example may be used to support the explanation. An example is not a formal requirement to achieve (4 marks).</i></p> <p><i>More important than the length of the response is the quality and depth provided.</i></p>
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### Question 2c

With reference to the movement outlined in question 2a, **formulate** a clear and focused research question to help you investigate the statement of inquiry:

Individuals and groups express their ideas and identities through social, cultural and artistic movements

**(2 marks)**

**NOTE: If the movement referenced in the response is not the same as in the previous question, full marks can still be awarded.**

Criterion B		
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 <b>either</b> clear <b>or</b> focused <b>and</b> connected to the statement of inquiry.	<p>The following is an example of the type of response that would be awarded <b>1 mark</b>.</p> <p>What new ideas about society did the Renaissance express?</p> <p><i>In the example above, the RQ is clear (you can easily understand the intention of the investigation) and is connected to the Sol by referencing a cultural and artistic movement. However, the question lacks focus when referring to ideas, identities, individuals or groups.</i></p>
2	The student formulates a research question that is <b>both</b> clear <b>and</b> focused <b>and</b> connected to the statement of inquiry.	<p>The following is an example of the type of response that would be awarded <b>2 marks</b>.</p> <p>How did <b>artists</b> express their new ideas during the Renaissance?</p> <p><i>In the example above, the RQ is clear (you can easily understand the intention of the investigation) and is connected to the Sol by referencing ideas. The RQ is focused on Renaissance artists so merits 2 marks.</i></p>

## Question 2d

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

Individuals and groups express their ideas and identities through social, cultural and artistic movements.

**(4 marks)**

Criterion B		
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> the relevance of the research question to the statement of inquiry.	<p>The following is an example that would be awarded <b>1 mark</b>.</p> <p>The research question is relevant because it explores the ideas of artists within a new development.</p> <p><i>No detail is required. This is likely to be a single sentence response that makes a simple connection between the Sol and the RQ.</i></p>
2	The student <b>outlines</b> the relevance of the research question to the statement of inquiry.	<p>The following is an example that would be awarded <b>2 marks</b>.</p> <p>The research question is relevant because it explores the ideas of artists within a new development <b>and how they expressed their views in their artwork</b>.</p> <p><i>Likely to be a single sentence with two clauses or two/three short sentences that provides brief detail (or a single factor) on how the RQ is relevant to the Sol.</i></p>
3	The student <b>describes</b> the relevance of the research question to the statement of inquiry.	<p>The following is an example that would be awarded <b>3 marks</b>.</p> <p>The research question is relevant because it explores the ideas of artists within a new development and how they expressed their views in their artwork. <b>It will investigate how these different ideas created a new artistic movement.</b></p> <p><i>At least one argument/factor should be considered in detail without providing reasoning why the RQ is relevant to the Sol</i></p> <p><i>More important than the length of the response, is the quality and depth provided.</i></p>
4	The student <b>justifies</b> the relevance of the research question to the statement of inquiry.	<p>The following is an example that would be awarded <b>4 marks</b>.</p>

		<p>The research question is relevant because it explores the ideas of artists and how they expressed their views in their artwork <b>during a specific development, the Renaissance</b>. This research question allows me to investigate <b>their vision of humanity, and how their ideas created a new cultural and artistic movement</b>.</p> <p><i>At least one argument/factor should be considered in detail, along with reasoning why the RQ is relevant to the Sol.</i></p> <p><i>More important than the length of the response, is the quality and depth provided.</i></p>
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## Question 2e

With reference to **one** of the chosen concepts below, **formulate one** relevant and focused sub-question that will help your investigation.

**(2 marks)**

**NOTE:** Sub-questions are narrower questions used to gain relevant information so that research question could be answered successfully. An effective sub-question is set within the context of the larger research question, It should be focused on a specific topic within the investigation itself, not an alternative research question.

Criterion B		
Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	<p>Examples of responses that are not valid:</p> <ul style="list-style-type: none"> <li>- "To what extent were artists the driving force behind the renaissance?</li> <li>- How did renaissance artists revolutionize the art in Italy during the 15<sup>th</sup> century?</li> </ul>
1	The student formulates a sub question that is <b>either</b> relevant <b>or</b> focused <b>and</b> references the chosen concept (explicitly or implicitly)	<p>The following is an example of the type of response that would be awarded <b>1 mark</b>.</p> <p>How did Renaissance artists work together?</p> <p><i>In the example above, the sub question is relevant (it will add to the investigation) and references the chosen concept (cooperation). However, the question lacks focus by not dealing with a specific reason for cooperation.</i></p> <p><i>The chosen concept does not need to be mentioned explicitly in the sub-question.</i></p>
2	The student formulates a sub question that is <b>both</b> relevant <b>and</b> focused <b>and</b> references the chosen concept (explicitly or implicitly)	<p>The following is an example of the type of response that would be awarded <b>2 marks</b>.</p> <p>How did Renaissance artists work together to exchange their new techniques?</p> <p><i>In the example above, the sub question is relevant (it will add to the investigation) and references the chosen concept (cooperation). The question is focused on techniques and perspectives so merits 2 marks.</i></p>

		<i>The chosen concept does not need to be mentioned explicitly in the sub-question.</i>
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## Question 2f

Choose **one** individual or group of individuals you could interview to help your investigation. The individual(s) chosen could be a specific person or a general occupation.

**Explain** why the interview would be helpful

**(3 marks)**

Criterion B		
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> why interviewing a person or group would help their investigation.	<p>The following is an example that would be awarded <b>1 mark</b>.</p> <p>A director of a museum would know a lot about artists of the time”  <i>No detail is required. This is likely to be a single sentence response on why the named person or group would help the investigation.</i></p>
2	The student <b>outlines</b> why interviewing a person or group would help their investigation.	<p>The following is an example that would be awarded <b>2 marks</b>.</p> <p>A director of a museum would know a lot about artists of the time <b>and how their works represent the ideas of the renaissance.</b>  <i>Likely to be a single sentence with two clauses or two/three short sentences that provides brief detail (or a single factor) on why the named person or group would help the investigation.</i></p>
3	The student <b>explains</b> why interviewing a person or group would help their investigation.	<p>The following is an example that would be awarded <b>3 marks</b>.</p> <p>A director of a museum would know a lot about artists of the time and how their works represent the ideas of the renaissance. <b>They will probably help me better understand the meaning of certain paintings or sculptures that I couldn't tell by just looking at them.</b>  <i>At least one argument/factor should be considered in detail, along with reasoning why the named person or group would help the investigation.</i></p> <p><i>More important than the length of the response, is the quality and depth provided.</i></p>

### Question 2g

**Identify** one primary source, **other than** an interview, that you could use to help your investigation.

Answers *may* include:

- Memoirs or diaries of [a specific person relevant to the investigation]
- Government archives on the topic
- Radio broadcasts on the topic
- First-hand accounts from witnesses relevant to the investigation
- Newspaper article(s) about the topic
- Images/photos from the time period

Accept any valid response which is a primary source (created during the time period).  
Generic responses such as 'diaries' or 'newspaper articles' should be awarded (0 marks).

**(1 marks)**



### Question 3

Imagine you are living during the time of a particular intellectual or ideological movement.

You must write a persuasive speech to **explain** to your audience why you are in favour of **or** against the ideas and beliefs held by the followers of the movement.

**(18 marks)**

You must:

- provide the:
  - name of the movement
  - date
  - location (for example, city or country)
  - intended audience for your speech
- provide background information on your chosen movement to support your argument
- consider the impact the movement has had on society, for example. on daily lives, the economy, human rights.

Write the name of your chosen intellectual or ideological movement here:

Write the date, location and audience for your speech here:

Write your speech here:

### 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 <b>limited</b> knowledge and understanding by <b>outlining</b> why they are in favour of <b>or</b> against the ideas and beliefs held by the followers of the movement, using <b>limited</b> examples and <b>limited</b> relevant terminology and context (date and location).	<p>The following is an example of the type of response that would be awarded <b>(1 mark)</b>.</p> <p>Date: 1932 Location: Berlin Audience: German workers</p> <p>Dear German workers!</p> <p>You must vote against the Nazi Party! In this time of economic crisis, Hitler says he is our only hope, but it is a lie. He blames the Jews for this, but it is not true. We will only get out of this by staying united.</p> <p>Don't vote for the Nazis in the elections!</p> <p><i>Responses are likely to be brief, with little detail. The date and location provided may be inaccurate or inappropriate at this level.</i> <i>There is requirement to include an example but the lack of one does not mean the student cannot be awarded (1 mark).</i> <i>Terminology may be limited in terms of accuracy and/or frequency.</i></p>
2–3	The student demonstrates <b>adequate</b> knowledge and understanding by <b>describing</b> why they are in favour of <b>or</b> against the ideas and beliefs held by the followers of the movement, using <b>satisfactory</b> examples, and <b>appropriate relevant</b> terminology and context (date and location).	<p>The following is an example of the type of response that would be awarded <b>(3 marks)</b>.</p> <p>Date: 1932 Location: Berlin Audience: German workers</p> <p>Dear German workers!</p> <p>You must vote against the Nazi Party! In this time of economic crisis, Hitler says he is our only hope, but it is a lie. <b>We have been hit hard by the Great depression, we have lost our jobs, many of you can't feed your children.</b> Hitler blames the Jews for this, but it is not true. We will only get out of this by staying united. <b>Hitler speaks of nationalism but this is only for a select few and not all Germans.</b></p>

		<p><b>The Nazis are violent, you can see them beat up people in the street. They are thugs!</b></p> <p><b>I know many of you are upset at the Treaty of Versailles, but we can solve this problem peacefully.</b></p> <p><b>Hitler is dangerous</b>, don't vote for the Nazis in the <b>November</b> elections!</p> <p><i>It should be evident that the student has knowledge of the movement 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>The date and location provide may still contain inaccuracies, but does not necessarily detract from the objective of the speech. .</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>
4–5	<p>The student demonstrates <b>substantial</b> knowledge and understanding by <b>explaining</b> why they are in favour of <b>or</b> against the ideas and beliefs held by the followers of the movement, using <b>accurate</b> examples, and <b>appropriate relevant</b> terminology and context (date and location).</p>	<p>The following is an example of the type of response that would be awarded <b>(4 marks)</b>.</p> <p>Date: 1932 Location: Berlin Audience: German workers</p> <p>Dear German workers!</p> <p>You must vote against the Nazi Party! In this time of economic crisis, Hitler says he is our only hope, but it is a lie. We have been hit hard by the Great depression, we have lost our jobs, many of you can't feed your children. Hitler blames the Jews for this, but it is not true. <b>This crisis is global, and it has nothing to do with the Jews.</b> We will only get out of this by staying united. Hitler speaks of nationalism but this is only for a select few and not all Germans.</p> <p><b>Voting for Hitler will lead to division in our country.</b> The Nazis are violent, you can see the <b>SA</b> beat up people in the street. They are thugs!</p> <p>I know many of you are upset at the Treaty of Versailles, but we can solve this problem peacefully.</p>

		<p>Hitler is dangerous, don't vote for the Nazis in the November elections!</p> <p><i>At this level, students need to demonstrate good understanding of the belief system and ideas that guided the chosen intellectual or ideological movement 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>The date and location provided should be accurate and appropriate to the speech.</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 <b>detailed</b> knowledge and understanding by <b>thoroughly explaining</b> why they are in favour of <b>or</b> against the ideas and beliefs held by the followers of the movement, using <b>accurate</b> and <b>effective</b> descriptions and explanations, and <b>appropriate relevant</b> terminology and context (date and location).</p>	<p>The following is an example of the type of response that would be awarded <b>(6 marks)</b>.</p> <p>Date: 1932 Location: Berlin Audience: German workers</p> <p>Dear German workers!</p> <p>You must vote against the Nazi Party! In this time of economic crisis, Hitler says he is our only hope, but it is a lie. We have been hit hard by the Great depression, we have lost our jobs, many of you can't feed your children. Hitler blames the Jews for this, but it is not true. <b>He is anti-semitic.</b> This crisis is global, and it has nothing to do with the Jews. We will only get out of this by staying united. Hitler speaks of nationalism but this is only for a select few and not all Germans.</p> <p>Voting for Hitler will lead to division in our country. The Nazis are violent, you can see the SA beat up people in the street. They are thugs!</p> <p><b>Voting for Hitler will only lead us to war with other European countries. He made it clear in Mein Kampf, where he says that he wants Germany to go to war with the USSR. We don't want war! We have suffered too much in World War One!</b></p> <p>I know many of you are upset at the Treaty of Versailles, but we can solve this problem peacefully. <b>Foreign Minister Stresemann has already done a lot, through diplomacy. We can continue his work.</b></p> <p>Hitler is dangerous, don't vote for the Nazis in the November elections!</p>

		<p><i>The response should be very detailed and provide clear reasoning, making use of example(s). Comprehensive understanding of the beliefs and values of the movement should be demonstrated. The date and location provided should be accurate and appropriate to the speech.</i></p> <p><i>The student may have demonstrated an excellent understanding, however this does not mean that the response must be perfect or the best example of a response you have seen; there are multiple ways of demonstrating ability and quite different responses may be awarded the same mark.</i></p> <p><i>Terminology used should be accurately and effectively used in the correct context.</i></p>
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**C1: Format**

Marks	Descriptor
0	The student does not achieve a standard described by any of the descriptors given below.
1	<p><b>One</b> of the following features are included:</p> <ul style="list-style-type: none"> <li>• An introduction/opening statement</li> <li>• A conclusion or a call to action</li> </ul>
2	<p><b>Two</b> of the following features are included:</p> <ul style="list-style-type: none"> <li>• An introduction/opening statement</li> <li>• A conclusion or a call to action</li> </ul>

**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 <b>rarely appropriate</b> to the format of a <i>persuasive speech</i> for the purpose of persuading.	<p>Language is rarely clear or appropriate to what would be expected in a <i>persuasive speech</i>. 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>Emotive language is rarely used</p>
3–4	The student communicates information and ideas using a style and language that are <b>occasionally appropriate</b> to the format of a <i>persuasive speech</i> for the purpose of persuading.	<p>Language is clear and appropriate to what would be expected in a <i>persuasive speech</i>.</p> <p>The text reads at times more formally e.g. like an essay and at times like a speech. (A <i>persuasive speech</i> that is written more like an essay is likely to be awarded 3 marks. If it is written more like a <i>persuasive speech</i>, it is likely to be awarded 4 marks. Best-fit should always be applied.)</p> <p>Emotive language is used to engage the audience (examples could be language like hyperbole, metaphor, rhetorical questions or other emotive vocabulary).</p>
5–6	The student communicates information and ideas using a style and language that are <b>consistently appropriate</b> to the format of a <i>persuasive speech</i> for the purpose of persuading.	<p>Language is clear and completely appropriate to what would be expected in a <i>persuasive speech</i>.</p> <p>The text reads like a <i>persuasive speech</i> throughout.</p> <p>Emotive language is often used to engage the audience (examples could be language like hyperbole, metaphor, rhetorical questions or other emotive vocabulary).</p>

**C3: Organizational structure**

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student structures information and ideas in a way that is <b>rarely</b> effective and appropriate to the purpose of persuading.	Ideas <b>rarely</b> build on each other in a logical manner. When appropriate, the student <b>rarely</b> uses effective transitions within sentences and/or between sentences and/or paragraphs to show relationships between ideas.
2	The student structures information and ideas in a way that is <b>occasionally</b> effective and appropriate to the purpose of persuading	Ideas <b>occasionally</b> build on each other in a logical manner. When appropriate, the student <b>sometimes</b> uses effective transitions within sentences and/or between sentences and/or paragraphs to show relationships between ideas.
3	The student structures information and ideas in a way that is <b>mainly</b> effective and appropriate to the purpose of persuading.	Ideas <b>frequently</b> build on each other in a logical manner. When appropriate, the student <b>often</b> uses effective transitions within sentences and/or between sentences and/or paragraphs to show relationships between ideas.
4	The student structures information and ideas in a way that is <b>consistently</b> effective and appropriate to the purpose of persuading.	Ideas <b>consistently</b> build on each other in a clear and logical manner. When appropriate, the student <b>always</b> uses effective transitions within sentences and/or between sentences and/or paragraphs to show relationships between ideas.

#### Question 4

**Outline** why 14th century societies didn't deal with the plague effectively.

**(2 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 <b>states</b> why the 14 <sup>th</sup> Century societies didn't deal with the plague effectively.	<p>The following is an example of the type of response that would be awarded <b>1 mark</b>.</p> <p>They lacked scientific knowledge.</p> <p><i>Only <b>one</b> reason needs to be mentioned to warrant (1 mark).</i></p>
2	The student <b>outlines</b> why the 14 <sup>th</sup> Century societies didn't deal with the plague effectively.	<p>The following is an example of the type of response that would be awarded <b>2 marks</b>.</p> <p>They lacked scientific knowledge <b>and relied on religious beliefs instead</b>.</p> <p><i>Only <b>one</b> reason needs to be mentioned and elaborated on with brief detail to warrant (2 marks).</i></p>

#### Question 5a

With reference to its origin and/or purpose **describe one** value of Source B for an MYP student studying health and medicine in the 14th century.

**(3 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 one</b> value to a MYP student studying health and medicine in the 14th century.	<p>The following is an example of the type of response that would be awarded <b>(1 mark)</b>.</p> <p>The source is a useful primary source.</p> <p><i>At this level, students will likely only provide one value of the source. If no mention of the origin or purpose is evident, the student should be awarded 1 mark..</i></p>
2	The student <b>outlines one</b> value to a MYP student studying health and medicine in the 14th century.	<p>The following is an example of the type of response that would be awarded <b>(2 marks)</b>.</p> <p>The source is a useful primary source, it shows how an actual doctor at the time attempted to treat the plague.</p>



		<i>If a student implicitly refers to origin and/or purpose and provides a brief account of one value, they are likely to be awarded 2 marks.</i>
3	The student <b>describes one</b> value to a MYP student studying health and medicine in the 14th century.	<p>The following is an example of the type of response that would be awarded <b>(3 marks)</b>.</p> <p>The source is a useful primary source, it shows how an actual doctor at the time attempted to treat the plague. Source B is useful since it was written during the plague so the doctor was most likely dealing with infected people.</p> <p><i>To be awarded 3 marks, students must clearly refer to the origin and/or purpose and give a detailed account of the value of the source.</i></p>

### Question 5b

With reference to its origin and/or purpose **describe one** limitation of Source B for an MYP student studying health and medicine in the 14th century. **(3 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 one</b> limitation to a MYP student studying health and medicine in the 14th century.	<p>The following is an example of the type of response that would be awarded <b>(1 mark)</b>.</p> <p>The excerpt is only from 1 doctor in one part of the world.</p> <p><i>At this level, students will likely only provide one limitation of the source. If no mention of the origin or purpose is mentioned, the student should be awarded 1 mark.</i></p>
2	The student <b>outlines one</b> limitation to a MYP student studying health and medicine in the 14th century.	<p>The following is an example of the type of response that would be awarded <b>(2 marks)</b>.</p> <p>The excerpt is only from 1 doctor in one part of the world, and not from Europe where the plague was most deadly.</p> <p><i>If a student implicitly refers to the origin and/or purpose and provides a brief account of one limitation, they are likely to be awarded 2 marks.</i></p>
3	The student <b>describes one</b> limitation to a MYP student studying health and medicine in the 14th century.	<p>The following is an example of the type of response that would be awarded <b>(3 marks)</b>.</p> <p>The excerpt is only from 1 doctor in one part of the world, and not from Europe where the plague was most deadly. Furthermore, the doctor is not named. So we do not know how important he was in the community.</p>

		<i>To be awarded 3 marks, students must clearly refer to origin and/or purpose and give a detailed account of the limitation of the source.</i>
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## Question 6

**Explain** the difference in perspectives on dealing with epidemics between the 14<sup>th</sup> century and the beginning of the 20<sup>th</sup> century.

**(4 marks)**

**Note: Students do not need to reference the sources in their answers at any level.**

Criterion D		
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> the difference in perspectives on dealing with epidemics have changed between the 14 <sup>th</sup> and 20 <sup>th</sup> centuries.	<p>The following is an example of the type of response that would be awarded <b>(1 mark)</b>.</p> <p>The way societies dealt with epidemic changed from a religious approach to a scientific approach.</p> <p><i>For 1 mark, a simple but valid argument/point is made. The response can be general i.e. not mentioning any details.</i></p>
2	The student <b>outlines</b> the difference in perspectives on dealing with epidemics have changed between the 14 <sup>th</sup> and 20 <sup>th</sup> centuries.	<p>The following is an example of the type of response that would be awarded <b>(2 marks)</b></p> <p><b>Advances in medicine changed the way</b> societies dealt with epidemic, going from a religious approach to a scientific approach.</p> <p><i>For 2 marks, a valid argument/point is made which provides some brief detail on the approach(es).</i></p>
3	The student <b>describes</b> the difference in perspectives on dealing with epidemics have changed between the 14 <sup>th</sup> and 20 <sup>th</sup> centuries.	<p>The following is an example of the type of response that would be awarded <b>(3 marks)</b>.</p> <p>Advances in medicine changed the way societies dealt with epidemic, going from a religious approach to a scientific approach. <b>In the 14<sup>th</sup> Century, people and doctors didn't understand where the disease came from In the 20th Century, doctors understood diseases so used disinfectant and antibiotics to eradicate the disease.</b></p> <p><i>The differences in perspective should be considered in detail without any comprehensive reasoning provided.</i></p> <p><i>An example may be used to support the description, but this does not need to be thorough. An example is not a formal requirement to achieve (3 marks), but if used it should be relevant to the argument made. More important than the length of the response is the quality and depth provided.</i></p>
4	The student <b>explains</b> the difference in perspectives on dealing with epidemics	<p>The following is an example of the type of response that would be awarded <b>(4 marks)</b>.</p>

	<p>have changed between the 14<sup>th</sup> and 20<sup>th</sup> centuries.</p> <p>Advances in medicine changed the way societies dealt with epidemic, going from a religious approach to a scientific approach. In the 14<sup>th</sup> Century, people and doctors didn't understand where the disease came from. <b>They explained it with religious reasons, like a punishment from God.</b> In the 20<sup>th</sup> Century, doctors understood diseases so used disinfectant and antibiotics to eradicate the disease. <b>Because of the research of Pasteur and Koch and their work on bacteria, they were able to create effective methods to help stop the epidemic.</b></p> <p><i>The response should be detailed and provide reasoning about the differences in perspective.</i></p> <p><i>An example may be used to support the explanation. An example is not a formal requirement to achieve (4 marks)., but if used it should be relevant to the arguments made.</i></p> <p><i>More important than the length of the response is the quality and depth provided</i></p>
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### Question 7

Write a well-structured essay on the following question.

**To what extent** has scientific innovation always brought positive change to the health and wellbeing of societies?

**(24 marks)**

In your essay:

- provide examples from **at least one** scientific innovation in history to support your arguments
- consider different perspectives.

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 in an <b>outline</b> , using <b>limited</b> examples and <b>limited</b> terminology	<ul style="list-style-type: none"> <li>• Responses are likely to be brief, with little detail.</li> <li>• There is requirement to include an example but the lack of one does not mean the student cannot be awarded a mark in this band.</li> <li>• Terminology may be limited in terms of accuracy and/or frequency.</li> </ul>
3-4	The student demonstrates <b>adequate</b> contextual and conceptual understanding in	<ul style="list-style-type: none"> <li>• It should be evident that the student has knowledge of the particular issue/topic.</li> <li>• Example(s) to support their point(s) relating to their chosen scientific innovation(s) and changes are accurate but might be lacking in detail or not be the most appropriate.</li> </ul>

	<p>a <b>description</b>, using <b>satisfactory</b> examples and <b>appropriate</b> terminology.</p>	<ul style="list-style-type: none"><li>• <i>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).</i></li><li>• <i>Terminology should be accurately used in the correct context.</i></li></ul>
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5-6	The student demonstrates <b>substantial</b> contextual and conceptual understanding in an <b>explanation</b> , using <b>accurate</b> examples and <b>appropriate</b> terminology.	<ul style="list-style-type: none"> <li>• <i>At this level, students need to demonstrate a very good understanding of the issue/topic by providing a response that is historically accurate and responds to the question posed. An explanation requires reasons to be included.</i></li> <li>• <i>The student should call on appropriate examples that support their points relating to their chosen scientific innovation(s) and changes.</i></li> <li>• <i>At this level, they might not cover different changes in equal detail. Best fit should be applied (see best-fit guidance at the start of this document).</i></li> <li>• <i>Terminology should be accurately and effectively used in the correct context most of the time.</i></li> </ul>
7-8	The student demonstrates <b>detailed</b> contextual and conceptual understanding in a <b>thorough explanation</b> , using <b>accurate and effective</b> examples and <b>appropriate</b> terminology.	<ul style="list-style-type: none"> <li>• <i>The response should provide accurate historical detail throughout and provide clear reasons that support the point(s) made, making use of examples that demonstrate a comprehensive understanding of the issue/topic.</i></li> <li>• <i>For (7-8 marks), the response must reference at least one scientific innovation in detail.</i></li> <li>• <i>Terminology should be accurately and effectively used in the correct context all of the time.</i></li> <li>• <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></li> </ul>

C1: format	
Marks	Descriptor
0	The student does not achieve a standard described by any of the descriptors given below.
1	Two of the following elements are included: introduction, a main body of argument or a conclusion. <b>Note: The elements must appear as separate paragraphs. If this is not the case (0 marks) should be awarded.</b>
2	Three of the following elements are included: introduction, a main body of argument and a conclusion. <b>Note: The elements must appear as separate paragraphs.</b>

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

3	The organizational structure is <b>consistently</b> effective.	Paragraphs/ideas build on each other in consistently clear and logical manner. When appropriate, uses effective transitions within sentences and between sentences and/or paragraphs to show relationships between ideas.
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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 <b>at least one</b> perspective in a <b>basic analysis</b> and <b>summarizes</b> information to a <b>limited extent</b> in response to the question posed	<ul style="list-style-type: none"> <li>• One or two perspectives are included and only considered superficially, i.e. only general or vague points are made.</li> <li>• The response might not reach a conclusion or fully answer the question at this level (for example, not concluding whether or not scientific innovation always brings positive change to the health and wellbeing of societies)</li> <li>• The response will show little or no evidence of examples being used to help inform the student's argument. The argument may not always be relevant or appropriate.</li> </ul>
3-4	The student provides <b>different</b> perspectives in an <b>analysis</b> and <b>summarizes</b> information to make <b>clear</b> arguments in response to the question posed.	<ul style="list-style-type: none"> <li>• Two perspectives must be included with development of these to show an understanding of both and their influence on the change brought about by scientific innovation; the two perspectives do not have to be equally considered/balanced.</li> <li>• A conclusion indicating how scientific innovation has impacted societies, which is likely to be not fully developed at this level, is expected.</li> <li>• The response should include evidence of examples being used to inform the student's argument.</li> </ul>
5-6	The student provides <b>different</b> perspectives (factors) in an <b>analysis</b> and <b>synthesizes</b> information to make <b>clear</b> arguments in response to the question posed.	<ul style="list-style-type: none"> <li>• Two perspectives must be included with substantial development of these to show a good understanding of both and their influence on the change brought about by scientific innovation, although the two perspectives might not be equally considered/balanced.</li> <li>• Ideas on scientific innovation are combined to form a clear and coherent conclusion indicating the impact it has had on the health and wellbeing of societies.</li> <li>• The synthesis (combining ideas) could appear in the main body of the essay or in the conclusion.</li> <li>• The response should include evidence of examples being used effectively to inform and support an argument.</li> </ul>
7-8	The student provides <b>different</b> perspectives (factors) in a <b>detailed discussion</b> and <b>synthesizes</b> information	<ul style="list-style-type: none"> <li>• Two perspectives must be included with thorough coverage of these to show an excellent understanding of both and their influence on the change brought about by scientific innovation. The two perspectives must be equally considered/balanced.</li> <li>• Ideas on scientific innovation are combined to form a clear, coherent and convincing conclusion indicating whether its impact has been positive or negative for the health and wellbeing of societies.</li> </ul>



	<p>to make <b>clear</b> arguments in response to the question posed.</p>	<ul style="list-style-type: none"><li>• <i>The synthesis (combining ideas) could appear in the main body of the essay or in the conclusion.</i></li><li>• <i>The response should include evidence of examples being used effectively to inform and support a comprehensive argument.</i></li><li>• <i>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.</i></li></ul>
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