

Markscheme

November 2016

History

On-screen examination

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Question 1a – Criterion A		
Outline one social protest movement you have studied in your MYP history course.		(2 marks)
Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student identifies one social protest movement.	The following is an example of the type of response that would be awarded (1 mark) . “The women’s liberation movement wanted equal rights for women.”
2	The student outlines one social protest movement.	The following is an example of the type of response that would be awarded (2 marks) . “The women’s liberation movement in the 1970s in many that tried to gain more rights and respect for woman in society, but especially in the workplace.”

Question 1b – Criterion A

Outline two issues that caused the social protest movement you outlined in part (a).

(4 marks)

Marks	Descriptors	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1 – 2	The student lists two or outlines one issue that caused the protest.	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p>“During the late 1960s women received unfair treatment as they tried to gain more equality in the workplace after WWII.</p>
3 – 4	The student outlines two issues that caused the protest.	<p>The following is an example of the type of response that would be awarded (3 marks).</p> <p>“During the late 1960s women received unfair treatment as they tried to gain more equality in the workplace after WWII. Women were being paid less than men.”</p>

Question 1c (Criterion A)		
<p>Explain one significant outcome of the social protest movement you outlined in part (a).</p>		(4 marks)
Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1 – 2	The student describes one significant impact of the social protest movement.	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p>“There has been an improvement over the past 50 years in terms of closing the pay gap between men and women in the workplace. However, the equality of pay issue has still not been satisfactorily solved.”</p>
3 – 4	The student explains one significant outcome of the social protest movement.	<p>The following is an example of the type of response that would be awarded (3 marks).</p> <p>“Although it has not been a complete success, there has been much improvement over the past 50 years in achieving more rights, respect and equal pay for women in society. This was because of their constant struggle to change the attitudes of society”</p>

Question 2a – Criterion B

Formulate a clear and focused research question for an investigation that would help you investigate my statement of inquiry:
"Historically, social protest movements have succeeded in bringing about positive change to systems".

(4 marks)

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1 – 2	The student formulates a research question that is clear and/or focused, with a limited connection to the statement of inquiry.	The following is an example of the type of response that would be awarded (2 marks) . "What were the key reasons for Gandhi's successful protest movement?"
3 – 4	The student formulates a research question that is clear and focused with a clear connection to the statement of inquiry.	The following is an example of the type of response that would be awarded (3 marks) . "What were the key reasons Gandhi's protest movement was able to bring about political change?"

Question 2b – Criterion B

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

(4 marks)

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1 – 2	The student states the relevance of the research question to the statement of inquiry.	The following is an example of the type of response that would be awarded (2 marks) . “The question is relevant to the statement of inquiry because it focuses on the ability of a social protest movement to bring about positive change.”
3 – 4	The student justifies the relevance of the research question to the statement of inquiry	The following is an example of the type of response that would be awarded (3 marks) . “The question is relevant to the statement of inquiry because it focuses on a key social protest movement in history and attempts to analyse the ways that it succeed in making about positive change.”

Question 2c – Criterion B

Identify four pieces of relevant information that would be needed to answer your research question.

(4 marks)

Responses **may** include:

- Which individual(s)/ groups will be investigated
- What the individual(s) / groups protested about
- What actions the individual(s) /groups took
- What were the results of these actions?
- Evidence of change caused by the actions of the individual(s) /groups

Accept any other valid responses that would be useful in answering the research question.

Question 2d – Criterion B

List three methods that could be used to collect the relevant information.

(3 marks)

Responses **may** include:

- Archival research (of primary sources)
- Analysis of secondary sources
- Interviews
- Surveys/questionnaires
- Internet research

Accept any other valid responses.

Question 2e – Criterion B

List three sources that could be used to find the relevant information.

(3 marks)

Responses **may** include:

- Diary entries
- Government Documents
- Newspaper Articles
- History Textbooks
- Personal Interviews with Historians/experts on the topic
- Websites

Accept any other valid responses.

Question 3 (Criterion B)

Evaluate the process of the investigation undertaken by the French historian in 1968.

(12 marks)

In your response you should consider:

- its relevance to a historical study on social protest movements
- the lessons that could be learned about the investigative process by Professor Sen.

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1 – 3	The student provides a limited evaluation by outlining the strengths or the weaknesses of the investigation process.	<p>The following is an example of what could be included in a response that would be awarded (3 marks).</p> <p>“The strengths of the investigative process that Professor Sen could use in her study include the number of people surveyed, the range of ages represented, a close to even split among gender and a number of different occupational groups.</p> <p>The questions are focused on the topic of social protest and are therefore relevant to a study on social protest movements. The rating scale is easy to understand.”</p>
4 – 6	The student provides a limited evaluation by outlining the strengths and weaknesses of the investigation process.	<p>The following is an example of what could be included in a response that would be awarded (6 marks). Reward other valid responses.</p> <p>“The strengths of the investigative process that Professor Sen could use in her study include the number of people surveyed, the range of ages represented, a close to even split among gender and a number of different occupational groups.</p> <p>The questions are focused on the topic of social protest and are therefore relevant to a study on social protest movements. The rating scale is easy to understand.</p> <p>Despite these strengths, because it was only a survey the questions did not allow people to explain their decisions.</p>

		In conclusion, it is helpful to Professor Sen because she could learn lessons from it about conducting surveys about historic events.”
7 – 9	The student provides an evaluation by describing the strengths and weaknesses and providing an appraisal of the investigation process.	<p>The following is an example of what could be included in a response that would be awarded (7 marks). Reward other valid responses.</p> <p>“The strengths of the investigative process that Professor Sen could use in her study include the number of people surveyed, the range of ages represented, a close to even split among gender and a number of different occupational groups. This ensures that it is a representative sample from Paris.</p> <p>The questions are focused on the topic of social protest and are therefore relevant to a study on social protest movements. The rating scale is easy to understand for the people answering.</p> <p>Despite these strengths, the investigation could have been improved and the Professor should avoid repeating some of these mistakes. For example, the questions did not allow people to explain their decisions.</p> <p>In conclusion, it is helpful to Professor Sen because she could learn lessons from it about conducting surveys about historic events.”</p>
10 – 12	The student provides a thorough evaluation by explaining the strengths and weaknesses and providing a detailed appraisal of the investigation process.	<p>The following is an example of what could be included in a response that would be awarded (10 marks).</p> <p>“The strengths of the investigative process that Professor Sen could use in her study include the demographic of those surveyed. For example, the number of 3000 provides a good representation of opinions; there is wide range of ages represented, there is a close to even split among gender and a number of different occupational groups. This ensures that it is a representative sample from Paris. The Professor should aim for a good sample size.</p> <p>The questions are focused on the topic of social protest and are therefore relevant to a study on social protest movements. The rating scale used is consistent and would produce informative quantitative data to provide a snapshot of the opinions of those surveyed.</p> <p>Conducting the survey immediately after the protests allowed the journalist to gauge the public’s mood.</p> <p>Despite these strengths, the investigation could have been improved and the Professor should avoid repeating some of these mistakes. For example, the questions did not allow people to explain their decisions.</p> <p>The study could have been more relevant to a historian by looking at opinions on protests through time.</p>

		In conclusion, the study is limited in its relevance to a historical study as a standalone source but is valuable to Professor Sen because she could learn lessons from it about conducting surveys about historic events.”
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Question 4 – Criterion A; Criterion C

You have been asked to produce an article for a website called "Change and the People Behind It – A History of Human Innovation". The website is aimed at MYP Year 5 students.

Use the template below to create an informative article for the website. Using one example of an innovation from the timeline **or** one studied in your MYP history class, **explain** why it has been so significant for human development. **(30 marks)**

Your article must:

- include **one** innovation that was developed between 10 000 BC (BCE) and 2005 AD (CE). You can use one innovation from the timeline **or** one from your MYP studies.
- refer to the short-term and long-term impact of the innovation
- provide supporting descriptions, explanations and examples to justify your choice of innovation
- take into consideration the intended audience of MYP Year 5 students.

Criterion A

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1 – 2	The student demonstrates limited knowledge and understanding by outlining their chosen innovation and its significance to human development, using minimal examples and limited relevant terminology.	<p>The following is an extract from the type of response that would be awarded (2 marks).</p> <p>"The radio was a significant innovation in history as it has been used for communicating and entertainment.</p> <p>A key example of its significance is the role it played in spreading Nazi propaganda in the build up to World War II."</p>
3 – 5	The student demonstrates adequate knowledge and understanding by describing their chosen innovation and its significance to human development, using satisfactory examples and appropriate relevant terminology.	<p>The following is an extract from the type of response that would be awarded (5 marks):</p> <p>"The radio was a significant innovation in history as it has had an important impact around the world. It has improved communications between political leaders and the public, it has allowed citizens to become more knowledgeable, it has been influential in the outcome of wars and is used for entertainment.</p> <p>A key example of its significance is the role it played in spreading propaganda in the build up to World War II. The Nazis realized the importance of the radio to influence public opinion. They provided every German household with a cheap</p>

		radio receiver. Without the use of the radio, the Nazi's influence over public opinion would not have been as successful."	
6 – 7	The student demonstrates substantial knowledge and understanding by explaining their chosen innovation and its significance to human development, using accurate examples and appropriate relevant terminology.	<p>The following is an extract from the type of response that would be awarded (6 marks).</p> <p>"The radio was a significant innovation in history as it has had an important impact within countries, but between them It has improved communications between political leaders and the public, it has allowed citizens to become more knowledgeable, it has been influential in the outcome of wars. As in the past, it is still used widely today and continues to be a source of entertainment for many people.</p> <p>One key example of its significance is the role it played in spreading propaganda in the build up to World War II. Joseph Goebbels recognized the importance of the radio in spreading Nazi ideology and influencing public opinion. He provided every German household with a cheap radio receiver. Without the use of the radio, the Nazi's influence over public opinion would not have been as successful."</p>	
8 – 10	The student demonstrates detailed knowledge and understanding by thoroughly explaining their chosen innovation and its significance to human development, using accurate and effective examples and appropriate relevant terminology.	<p>The following is an extract from the type of response that would be awarded (8 marks).</p> <p>"The radio was a significant innovation in history as it has had an important impact both nationally and internationally. It has improved communications between political leaders and the public, it has allowed citizens to become more knowledgeable, it has been influential in the outcome of wars. As in the past, it is still used widely today and continues to be a source of entertainment for many people.</p> <p>One key example of its significance is the role it played in spreading propaganda in the build up to World War II. The Nazi Minister for Propaganda, Joseph Goebbels, recognized the importance of the radio in spreading Nazi ideology and influencing public opinion. In August 1933, he began a campaign to provide every German household with a cheap radio receiver. Even homes without their own radio receivers could listen to broadcasts at public broadcast points. Without the use of the radio, the Nazi's influence over public opinion would not have been as successful."</p>	
Criterion C			
C1 = Format			
Marks	Descriptor	Notes	

0	The student does not achieve a standard described by any of the descriptors given below.	
1-2	The elements of the specified format of an informative online article are somewhat appropriate.	The title, image described and caption are unsuccessful in engaging the reader. The title, image described and caption are limited in their connection to the main article.
3-4	The elements of the specified format of an informative online article are mainly appropriate.	The title, image described and caption engage the reader. The title, image described and caption are connected to the main article.
5-6	The elements of the specified format of an informative online article are entirely appropriate.	The title, image described and caption fully engage the reader. The title, image described and caption are clearly connected to the main article.
C2 = Communicating information and ideas		
Marks	Descriptor	Notes
0		

1-2	The student communicates information and ideas using a style and language that are somewhat appropriate to the audience of MYP year 5 students and purpose of informing.	<p>The style of writing is not consistent with what would be expected in an informative online article for MYP year 5 students. For example, the tone is overly academic.</p> <p>Language may be unclear. Informative language or terminology is rarely used. For example, terms or phrases such as 'innovation', 'perspective', 'significance'</p>
3-4	The student communicates information and ideas using a style and language that are mainly appropriate to the audience of MYP year 5 students and purpose of informing	<p>The style of writing is mainly consistent with what would be expected in an informative online article for MYP year 5 students. For example, the tone is friendly.</p> <p>Language is mainly clear and concise. Informative language is used. For example, terms or phrases such as 'innovation', 'perspective', 'significance',</p>
5-6	The student communicates information and ideas using a style and language that are always appropriate to the audience of MYP year 5 students and purpose of informing	<p>The style of writing is entirely consistent with what would be expected in an informative online article for MYP year 5 students. For example, the tone is friendly and not overly academic and avoids unnecessary use of slang or colloquialisms.</p> <p>Language is clear and concise, communicating points effectively. Informative language is used throughout. For example, terms or phrases such as 'innovation', 'perspective', 'significance'.</p>
C3 = Organizational structure		
Marks	Descriptor	Notes
0		

1-2	The article is structured in a way that is occasionally effective and appropriate to the audience of MYP year 5 students and the purpose of informing.	Ideas do not always build on each other in a logical manner. Links between paragraphs/sections are not always clear.
3-4	The article is structured in a way that is somewhat effective and appropriate to the audience of MYP year 5 students and the purpose of informing.	Ideas build on each other in a mainly logical manner. There are clear links between paragraphs and/or sections.
5-6	The article is structured in a way that is mainly effective and appropriate to the audience of MYP year 5 students and the purpose of informing.	Ideas build on each other in a logical manner. There are clear links between paragraphs and sections.
7-8	The article is structured in a way that is effective and completely appropriate to the audience of MYP year 5 students and the purpose of informing.	Ideas build on each other in a logical manner. There are clear and cohesive links between paragraphs and sections.

Question 5 – Criterion D

In terms of its origin, purpose, values and limitations, **analyse** the usefulness of the video to an MYP student studying the history of globalization.
(6 marks)

(a) Origin (1 mark)	(b) Purpose (1 mark)	(c) Value (2 marks)	(d) Limitations (2 marks)
<p>Response may include:</p> <p>Globalization For All</p>	<p>Response may include:</p> <p>To show its audience how globalization has been unfair to some throughout history.</p>	<p>Response may include:</p> <p>Provides an overview of economic exchange from the 15th century to the 20th century.</p> <p>Makes reference to key themes, ideas, events about globalization.</p> <p>Visuals capture the extent of European domination of land.</p> <p>Award (1 mark) per value up to a maximum of (2 marks).</p> <p>Accept any other valid responses.</p> <p>NOTE: If only one value is given but outlined adequately, then 2 marks should be awarded.</p>	<p>Response may include:</p> <p>Focuses only on the economic aspects of globalization.</p> <p>Produced by an NGO, that is fighting for a cause; it may fail to offer a balance view.</p> <p>As a short documentary it may not go into sufficient depth to justify its argument.</p> <p>Award (1 mark) per limitation up to a maximum of (2 marks).</p> <p>Accept any other valid responses.</p> <p>NOTE: If only one limitation is given but outlined adequately, then 2 marks should be awarded.</p>

Question 6 – Criterion D

Analyse Ferguson’s views on imperialism **from the perspective** of the NGO called Globalization For All.

(8 marks)

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1 – 2	The student provides a limited analysis by identifying the NGO’s perspective on Ferguson’s views.	The following is an example of the type of response that would be awarded (2 marks) . “Ferguson thinks that imperialism is good because it spread many good ideas, but he doesn’t see the negative results of imperialism.”
3 – 4	The student provides a satisfactory analysis by outlining the NGO’s perspective on Ferguson’s views.	The following is an example of the type of response that would be awarded (4 marks) . “Ferguson has a positive view on imperialism because he argues that it has helped spread liberal capitalism and parliamentary democracy. But this view is limited because Ferguson does not see that not all countries have benefited from the wealth that capitalism has created. Also, Ferguson says that imperialism spread parliamentary democracy but empires were not run democratically.”
5 – 6	The student provides analysis of Ferguson’s views on imperialism from the perspective of the NGO.	The following is an example of the type of response that would be awarded (5 marks) . “Ferguson takes a positive view on imperialism because he argues that it has helped spread liberal capitalism and parliamentary democracy. But his view is limited since he does not see that not all countries have benefited from the wealth that capitalism has created – many have been exploited for the benefit of the more powerful nations such as Britain. Ferguson claims that imperialism spread parliamentary democracy, but there was nothing democratic about the way regions such as Africa were administered by the Europeans.”
7 – 8	The student provides a thorough analysis of Ferguson’s views on imperialism from the perspective of the NGO.	The following is an example of the type of response that would be awarded (7 marks) . “Ferguson takes a positive view on imperialism because he argues that it has helped spread liberal capitalism, parliamentary democracy and the English

		<p>language. But his view is limited since he does not see that not all countries have benefited from the wealth that capitalism has created – many have been exploited for the benefit of the more powerful nations such as Britain.</p> <p>Ferguson also says that imperialism spread parliamentary democracy but there was nothing democratic in the way regions such as Africa were administered by the Europeans.</p> <p>It is not clear whether the spread of the English language is entirely positive, as many times indigenous language and cultures suffer as a result of the spread of English.</p> <p>Ferguson does not take into account the negative aspects which had a greater impact on the world.”</p>
<p>Note: As this question addresses the related concept of perspective, the question is asking for the students to do 2 things: 1) look at the issue of imperialism by taking into consideration the events of the past, and 2) understand different sides of the issue regarding the events of the past. (see page 51, of the Individuals & Societies Guide).</p>		

Question 7 – Criterion D

Compare and contrast source C and **source D** in terms of how they portray global interactions involving the US.

(6 marks)

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1 – 2	The student provides a limited account of the similarities and differences between how the sources portray US global interactions.	<p>The following is an example of the type of response that would be awarded (2 marks).</p> <p>“Both sources show the US taking active measures in the world, but source C shows how the US takes a peaceful approach when interacting with the world and source D shows how the US takes a more militaristic approach.”</p>
3 – 4	The student provides a satisfactory account of the similarities and differences between how the sources portray US global interactions.	<p>The following is an example of the type of response that would be awarded (3 marks).</p> <p>“Both sources show the US taking active measures in the world, but source C shows how the US takes a peaceful approach when interacting with the world and source D shows how the US takes a more militaristic approach. Both sources also show how influential the US President is in US global interaction</p>
5 – 6	The student provides a detailed account of the similarities and differences between how the sources portray US global interactions.	<p>The following is an example of the type of response that would be awarded (5 marks).</p> <p>“Both sources show the US taking active measures in the world, but source C shows how the US takes a peaceful approach by sending Americans to work alongside those less fortunate in the areas of education, food production and health. Source D shows how the US takes a more militaristic approach, threatening to sink any ship with arms going to Cuba. Both sources also show how influential the US President is in US global interaction, but source C shows how the President needs volunteers to carry out the Peace Corps program, whereas with the blockade he will rely only on the military.”</p>

Note: A response which provides similarities **or** differences only can be awarded a maximum of [4 marks].

Question 8 – Criterion A; Criterion C; Criterion D

Possible reasons for increased interconnectedness among peoples and societies over the course of history:

- to increase wealth
- to conquer / exert individual or national power
- a curiosity for the world
- to share or spread ideas
- to exchange or obtain goods
- the development of suitable technologies.

In a well-structured essay, **discuss** the argument that increased interconnectedness in history resulting from these reasons has been beneficial for peoples and societies.

(30 marks)

In your essay, you should:

- tell the reader what you think are the two most important reasons for the world becoming more interconnected throughout history (taken from the above list or from your own knowledge)
- provide examples and explanations from history to support your arguments
- write about how increased interconnectedness impacted different individuals and societies in history
- consider different perspectives and counter-arguments to the benefits of increased interconnectedness.

Criterion A (strand ii)

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1 – 2	The student demonstrates limited knowledge and understanding by identifying reason(s) for increased interconnectedness with minimal examples.	<p>The following is an extract from the type of response that would be awarded (2 marks).</p> <p>“One of the most important reasons for increased interconnectedness in history has been human beings’ desire to increase wealth, like during Columbus’ explorations.</p> <p>Another important reason was the development of suitable technologies during Columbus’ time that made increased interconnectedness possible.”</p>
3 – 5	The student demonstrates adequate knowledge and understanding by describing the reasons for increased interconnectedness, using satisfactory examples.	<p>The following is an extract from the type of response that would be awarded (5 marks).</p> <p>“One of the most important reasons for increased interconnectedness in history has been human beings’ desire to increase wealth, like during Columbus’ exploration. This desire for wealth motivated Europeans to explore beyond their borders and it increased interconnectedness.</p> <p>Another important reason was the development of the necessary technologies, such as the development of the caravel and new navigational tools like the astrolabe. The caravels were larger ships with different types of sails, allowing it to sail against the wind. The astrolabe was a device that improved sailors’ ability to determine their location.”</p>

6 – 7	The student demonstrates substantial knowledge and understanding by explaining the reasons for increased interconnectedness and by providing an accurate and in-depth explanation of the one of the reasons, using accurate examples.	<p>The following is an extract from the type of response that would be awarded (6 marks).</p> <p>“One of the most important reasons for increased interconnectedness in history has been human beings’ desire to increase wealth, as seen during the Age of exploration. This desire for wealth for oneself and one’s country motivated Europeans to explore beyond their borders, looking for riches and seeking to exchange goods and ideas with others. This led to increased interconnectedness between peoples and cultures.</p> <p>Another important reason was the development of suitable technologies that made increased interconnectedness possible, such as the development of the caravel and new navigational tools like the astrolabe. The caravels were larger ships with different types of sails, allowing it to sail against the wind. The astrolabe was a device that improved sailors’ ability to determine their location allowing them to travel longer distances more safely which helped increase interconnectedness.”</p>	
8 – 10	The student demonstrates detailed knowledge and understanding by providing an accurate and in-depth explanation of the both of the reasons for increased interconnectedness, using accurate and effective examples.	<p>The following is an extract from the type of response that would be awarded (8 marks).</p> <p>“One of the most important reasons for increased interconnectedness in history has been human beings’ desire to increase wealth, as seen during the Age of exploration. The desire for riches for oneself and one’s country led European countries to seek ways to profit from the spice trade with Asia. This desire for wealth is what ultimately led to the discovery of the Americas by Europeans, but more importantly, it motivated Europeans explore beyond their borders, looking for riches and seeking to exchange goods and ideas with others. Thus, the desire to seek wealth for one’s own sake allowed peoples and cultures to interact and develop economic, political and social relations. All of these promoted interconnectedness.</p> <p>Another important reason was the development of necessary technologies that made increased globalization possible, like the development of the caravel and new navigational tools like the astrolabe. The caravels were larger ships with different types of sails, allowing it to sail against the wind. The astrolabe was a device that improved sailors’ ability to determine their location. The result of these improved technologies was longer and safer voyages, making interaction with other societies less costly and therefore making interconnectedness more likely.”</p>	

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

C2 = Communicating information and ideas		
Marks	Descriptor	Notes
0		
1	The style and language used are somewhat appropriate to the audience and purpose of informing	The style of writing is not consistent with what would be expected in an informative essay.
2	The style and language used are mainly appropriate to the audience and purpose of informing	The style of writing is not always consistent, for example sometimes it appears to be more informal in style than an essay. Language lapses into colloquialisms or is not always clear
3	The style and language used are always 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 to inform the reader.

C3 = Organizational structure		
Marks	Descriptor	Notes
0		
1	The organization structure is occasionally appropriate and effective	Ideas build on each other in a somewhat logical manner.
2	The organizational structure is somewhat appropriate and effective.	Ideas build on each other in a mainly logical manner.
3	The organizational structure is mainly appropriate and effective	Ideas build on each other in a consistently logical manner.
4	The organizational structure is completely appropriate and effective	Ideas build on each other in consistently clear and logical manner.

Criterion D (strand ii and iv)		
Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1 – 2	<p>The student analyses issues/theories relating to increased interconnectedness to a limited extent.</p> <p>The student summarizes information to a limited extent to make arguments about the benefits of increased interconnectedness throughout history, with limited interpretation of differing perspectives.</p>	<p>The following is an extract from the type of response that would be awarded (2 marks).</p> <p>“The desire to increase one’s wealth, and the role of technological advancements have helped ideas and innovation spread to all parts of the world, and therefore increased interconnectedness has been overall beneficial for individuals and societies.”</p>

3 – 5	<p>The student analyses issues/theories relating to increased interconnectedness.</p> <p>The student summarizes information regarding the benefits of increased interconnectedness throughout history. The student interprets different perspectives and their possible implications.</p>	<p>The following is an extract from the type of response that would be awarded (5 marks).</p> <p>“The desire to increase one’s wealth and the role of technological advancements has often been used by the more powerful societies to take advantage of the weaker ones and to benefit much more from increased interconnectedness. But without increased interconnectedness, the less developed peoples of the world would not have the opportunity to experience and share in ideas and innovations that have led to progress. Therefore, increased interconnectedness has been overall beneficial for individuals and societies throughout history.”</p>
6 – 7	<p>The student discusses issues/theories relating to increased interconnectedness.</p> <p>The student synthesizes information to make clear arguments regarding the benefits of increased interconnectedness throughout history. The student effectively interprets different perspectives and their possible implications.</p>	<p>The following is an extract from the type of response that would be awarded (6 marks).</p> <p>“The desire to increase both individual and national wealth and the role of technological advancements like weaponry and navigational tools, have often been used by the stronger societies as a way of conquering weaker societies, and benefitting from increased interconnectedness more. Yet, although the motives selfish and resulted in a lot of suffering by poorer and weaker societies, without increased interconnectedness, the less developed peoples of the world would not have the opportunity to experience and share in ideas and innovations that has led to progress in the world. Although there is still much suffering, increased interconnectedness has increased prosperity to the world and therefore it has been beneficial overall for individuals and societies.”</p>
8 – 10	<p>The student thoroughly discusses issues/theories relating to increased interconnectedness.</p> <p>The student synthesizes information to make clear and well-supported arguments regarding the benefits of increased interconnectedness throughout history. The student effectively and thoroughly interprets different perspectives and their possible implications.</p>	<p>The following is an extract from the type of response that would be awarded (8 marks).</p> <p>“The desire to increase both individual and national wealth, as seen by the European explorations of the 15th and 16th century, and the role of technological advancements like the development of navigational tools and industrial machinery, have often been used by the more dominant societies as a way of conquering weaker societies, and disproportionately benefitting from increased interconnectedness. Yet, although the motives were often guided by self-interest and resulted in a lot of suffering by poorer and weaker societies, the motivation to increase wealth has promoted ideas, innovations, overall progress for the world. One should not forget that without increased interconnectedness, the less developed peoples of the world would not have the opportunity to experience and share in ideas and innovations that have led to increased prosperity in the world. Even if some advancements like weaponry have caused destruction between societies, most advancements have allowed people and societies to interact and exchange goods and share ideas much easier. Prosperity has increased all over</p>

		the world and although there is still much suffering, increased interconnectedness has been overall beneficial for individuals and societies.”