

# Markscheme

May 2017

















Integrated humanities

On-screen examination

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

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

Note to all examiners: The approach used in assessment in the application of assessment criteria is a “best fit” model. The examiner or teacher applying an assessment criterion must choose the achievement level that overall best matches the piece of work being marked. It is not necessary for every detailed aspect of an achievement level to be satisfied for that level to be awarded but it must reflect the balance of student achievement against the markband. For example, if student work matches two of the three requirements within a markband but one is seriously lacking, the student should be awarded for the strands that have been met well, but the mark awarded should be at the lower end of the markband to compensate for what is lacking in one strand. If the level of student work spans multiple markbands, compensation depends on the performance in the higher order skills. It is worth noting that the highest level of any given criterion does not represent perfection.

**Question 1a**

Using your own knowledge and your MYP studies, **outline** how **one** scientific or technological innovation helps people manage resources in a sustainable way.

**(Criterion A - 2 marks)**

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student <b>states</b> how one scientific or technological innovation helps people manage resources more sustainably.	The following is an example of the type of response that would be awarded <b>(1 mark)</b> . Solar lighting uses renewable energy for power.
2	The student <b>outlines</b> how one scientific or technological innovation helps people manage resources more sustainably.	The following is an example of the type of response that would be awarded <b>(2 marks)</b> . Solar lighting uses renewable energy for power, which means that people are less dependent on fossil fuels that are not renewable.

**Question 1b**

Using examples from your MYP studies, **explain** how better resource management can improve people’s lives in a community. In your response, you should focus on **at least one** of the following factors:

- Social
- Political
- Economic

**(Criterion A - 8 marks)**

**Note: If the student response refers only to the sources in the exam it can be awarded a maximum of (6 marks).**

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1–2	The student <b>outlines</b> how better resource management can improve people’s lives in a community using <b>minimal</b> examples and <b>limited</b> relevant terminology.	<p>The following is an example of the type of response that would be awarded <b>(2 marks)</b>.</p> <p>Millions of people, particularly women and girls, have to walk long distances to collect water.</p> <p>Providing wells close to where people live would allow them to do other jobs or go to school.</p> <p><i>Additional Guidelines: Brief but accurate statements. No specific references.</i></p>
3–4	The student <b>describes</b> how better resource management can improve people’s lives in a community by focusing on <b>at least one</b> of the perspectives, using <b>satisfactory</b> examples and <b>appropriate</b> relevant terminology.	<p>The following is an example of the type of response that would be awarded <b>(4 marks)</b>.</p> <p>Millions of people, particularly women and girls, have to walk long distances to collect water. Women don’t have time to earn money from other jobs and girls are not able to attend school. <b>Better water management would improve this.</b></p> <p>Providing wells close to where people live would reduce the amount of time it took women and girls to collect water, which would allow them to do other jobs or go to school.</p> <p><i>Additional Guidelines: Accurate and developed statements are provided. <b>References to specific activities or improvements that could be made through improved RM are included</b>, but examples are generic and not linked to places or specific case studies.</i></p>

<p>5-6</p>	<p>The student <b>explains</b> how better resource management can improve people’s lives in a community by focusing on <b>at least one</b> of the perspectives, using accurate <b>examples</b> and <b>appropriate</b> relevant terminology.</p>	<p>The following is an example of the type of response that would be awarded <b>(5 marks)</b>.</p> <p>Better water management addresses both social and economic issues caused by a lack of access.</p> <p>Millions of people, particularly women and girls <b>in countries such as India</b>, have to walk long distances to collect water. Women don’t have time to earn money from other jobs and girls are not able to attend school.</p> <p>Providing wells close to where people live would reduce the amount of time it took women and girls to collect water, which would allow them to do other jobs or go to school. <u>Girls who become educated are able to provide better health care for their own children.</u></p> <p><i>Additional Guidelines: Accurate and developed statements are provided using key I&amp;S ideas and terminology. References to specific activities or improvements that could be made through improved RM are included, <b>examples are linked to places or specific case studies.</b> For example ‘in India’. However, these examples may lack details.</i></p>
<p>7-8</p>	<p>The student <b>thoroughly explains</b> how better resource management can improve people’s lives in a community by focusing on <b>at least one</b> of the perspectives, using <b>accurate</b> and <b>effective</b> examples and <b>appropriate</b> relevant terminology.</p>	<p>The following is an example of the type of response that would be awarded <b>(7 marks)</b>.</p> <p>Improved access to water was one of the <b>UN millennium development goals</b>. <b>Better water management addresses both social and economic issues caused by a lack of access.</b></p> <p>Millions of people, particularly women and girls in countries such as India, have to walk long distances to collect water. This has <b>impacts on gender equality</b> because women don’t have time to earn money from other jobs and girls are not able to attend school. <b>Income loss in India is estimated at billions of US dollars each year.</b></p> <p>Providing wells close to where people live would reduce the amount of time it took women and girls to collect water, which would allow them to do other jobs or go to school. Girls who become educated are able to provide better health care for their own children who then get better jobs themselves and earn more money than their parents. <b>This would help the whole economy of India because income loss would be reduced.</b></p> <p><i>Additional Guidelines: Accurate and developed statements link key I&amp;S ideas, areas of study such as the UN and terminology are provided. References to specific activities or improvements that could be made through improved Resource Management are well supported with examples that are linked to places or specific case studies.</i></p>

**Question 1c**

You have been assigned a partner from Sydney High School. She has sent you her research notes to show you what she has done so far.

It contains different types of sources and information about current scientific and technological developments. These developments address issues relating to resource management.

The statement of inquiry for the project is:

“Scientific and technological understanding can be used to overcome specific challenges of resource management within a community.”

**Evaluate** your partner’s investigation process. In your response, you should consider:

- the range and type of sources
- your partner’s choice of method for recording information
- how effectively the information has addressed the statement of inquiry
- how successful the investigation was.

**(Criterion B - 12 marks)**

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student <b>states one</b> strength of the investigative process undertaken by the class.	The following is an example of the type of response that would be awarded <b>(1 mark)</b> .  The student has used a range of sources.
2	The student <b>states strengths</b> or <b>outlines one</b> strength of the investigative process undertaken by the class.	The following is an example of the type of response that would be awarded <b>(2 marks)</b> .  The student has used a range of sources. The information was presented in a clear and visual way. The information does address the statement of inquiry.
3	The student <b>outlines</b> strengths or <b>describes one</b> strength of the investigative process undertaken by the class.	The following is an example of the type of response that would be awarded <b>(3 marks)</b> .  The student has used a range of sources such as a video and an infographic from the World Resource Institute. The video of the interview with target groups and experts is a strength of the research.

4	The student <b>describes</b> strengths or <b>explains one</b> strength of the investigative process undertaken by the class.	The following is an example of the type of response that would be awarded <b>(4 marks)</b> .  The student has used a range of sources such as a video and an infographic from the World Resource Institute. The video of the interview with target groups and experts is a strength of the research. The information was presented in a clear and visual way. The information does address the statement of inquiry.
5	The student <b>explains</b> strengths of the investigative process undertaken by the class.	The following is an example of the type of response that would be awarded <b>(5 marks)</b> .  The student has used a range of sources such as a video and an infographic from the World Resource Institute. The video of the interview with target groups and experts is a strength of the research. The information was presented in a clear and visual way and because of the use of media, I was able to see the impact on a community level. The information does address the statement of inquiry and presents an idea, the Liter of Light for example, that seems possible for our project.

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student <b>states one</b> limitation of the investigative process undertaken by the class.	The following is an example of the type of response that would be awarded <b>(1 mark)</b> .  There is no information given from books or journals.
2	The student <b>states limitations or outlines one</b> limitation of the investigative process undertaken by the class.	The following is an example of the type of response that would be awarded <b>(2 marks)</b> .  There is no information given from books or journals. The information was too general and not very clear.
3	The student <b>outlines</b> limitations or <b>describes one</b> limitation of the investigative process undertaken by the class.	The following is an example of the type of response that would be awarded <b>(3 marks)</b> .  The range of source types was not broad enough and some sources such as the imagination for people screenshot does not provide enough details. There is no information given from books or journals.
4	The student <b>describes</b> limitations or <b>explains one</b> limitation of the investigative process undertaken by the class.	The following is an example of the type of response that would be awarded <b>(4 marks)</b> .  The range of source types was not broad enough and some sources such as the imagination for people screenshot does not provide enough details. Research methods are limited as research has only been done online as there is no information given from books or journals.



5	The student <b>explains</b> limitations or weaknesses of the investigative process undertaken by the class.	<p>The following is an example of the type of response that would be awarded <b>(5 marks)</b>.</p> <p>The information feels incomplete because the Liter of Light looks like a good idea but more research is needed. Only three ideas were presented and some of the information was too general and not very clear. There weren't maps or graphs to show location and scale, this doesn't let us know what area the project should focus on. More statistics would have been better.</p>
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Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student provides a <b>brief</b> appraisal of the instigative process.	<p>The following is an example of the type of response that would be awarded <b>(1 mark)</b>.</p> <p>Overall this investigation is not effective. The information feels incomplete and more research is needed.</p>
2	The student provides a <b>detailed</b> appraisal of the instigative process.	<p>The following is an example of the type of response that would be awarded <b>(2 marks)</b>.</p> <p>Overall this investigation is not effective. The information feels incomplete and more research is needed. For example, the impact of Liter of Light on some individuals in the Philippines was clear, but how we would use it for our project is not clear.</p>

**Question 2**

Now that you have seen the research from your partner, your teacher has asked you to formulate an action plan for the next stages of the project. The next stage will research the use of science and technology to solve resource management problems.

The statement of inquiry for the project is:

Scientific and technological understanding can be used to overcome specific challenges of resource management within a community.

**Question 2a**

You must do further research into the use of science and technology in solving resource management problems in a community.

Choose **one** country or region you would focus on for this further research.

**Explain** why your choice is the best option for further research.

**(Criterion B - 4 marks)**

**Note: Students may refer to countries that are already using innovations or countries where innovations could be used. Both approaches are valid and should be rewarded.**

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1-2	The student <b>outlines</b> the reasons why <b>one</b> country or region is appropriate to focus on for further research.	The following is an example of the type of response that would be awarded <b>(2 marks)</b> :  Further research could be done in Sub-Saharan Africa as most countries in this region struggle with access to electricity and have limited infrastructure to provide it.  <i>Additional notes: Country stated – (1 mark), Country and issue or innovation/scientific/technological strength stated – (2 marks).</i>

3-4	The student <b>explains</b> the reasons why <b>one</b> country or region is appropriate to focus on for further research.	<p>The following is an example of the type of response that would be awarded <b>(3 marks)</b>:</p> <p>Further research could be done in Sub-Saharan Africa as most countries in this region struggle with access to electricity and have limited infrastructure to provide it. This would make the region a good place for innovations that provide renewable electricity.</p> <p><i>Additional notes: Country and issue or innovation/scientific/technological strength described or explained – (3 marks). If there is a connection to the research / project or context - (4 marks).</i></p>
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**Question 2b**

With reference to the statement of inquiry, **formulate** a clear and focused research question. Your research question should help guide your investigation into the use of science and technology in solving resource management problems.

**(Criterion B - 4 marks)**

**Note: a “clear and focused research question” should include a named time, place or space that is relevant to the concept or context identified in the statement of inquiry.**

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	<i>The statement of inquiry with a question term at the start should be awarded (0 marks).</i>
1-2	The student formulates a research question that is clear <b>and/or</b> focused, with limited reference 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>To what extent is technology being used to develop solutions to limited access to resources in communities?</p> <p><i>Additional notes:</i>  <i>If the question is similar to the statement of inquiry (SOI) but only one element is changed (a country added, a problem or a type of technology or a time frame) – (1 mark).</i>  <i>If the question is similar to the SOI but two elements are included but still very generic “access to resources” – (2 marks).</i>  <i>Questions in this band are either unclear or generic or closed questions.</i></p>

3-4	The student formulates a research question that is clear <b>and</b> focused, with clear reference to the statement of inquiry.	<p>The following is an example of the type of response that would be awarded <b>(3 marks)</b>. To what extent is <b>solar energy</b> being used to solve problems in <b>rural Tanzania</b>?</p> <p>The following is an example of the type of response that would be awarded <b>(4 marks)</b>. To what extent is <b>solar energy</b> being used to solve problems of <b>access to electricity</b> in <b>rural Tanzania</b>?</p> <p><i>Additional notes:</i> <i>If the question is similar to the SOI but <b>two specific elements</b> are included that are specific <b>(3 marks)</b>.</i> <i><b>Three specific elements</b> are provided in a clear question that is appropriate for the context <b>(4 marks)</b>.</i></p>
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**Question 2c**

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

**(Criterion B - 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 <b>states</b> the relevance of the research question to the statement of inquiry and the project.	The following is an example of the type of response that would be awarded <b>(2 marks)</b> . My research question deals with lack of access to electricity. I have chosen rural Tanzania because it has this problem and needs solar energy.
3-4	The student <b>justifies</b> the relevance of the research question to the statement of inquiry and the project.	The following is an example of the type of response that would be awarded <b>(3 marks)</b> . My research question deals with what I think is the most important challenge facing numerous countries in Africa. This challenge is a lack of access to electricity. I have chosen rural Tanzania because it has this problem. Solar energy uses technological understanding.

**Question 2d**

Now that you have formulated your research question, you need to include your plans for further research.

**List two** sources of information to help you address your research question.

**(Criterion B - 2 marks)**

Responses **may** include:

- websites
- journals
- people living in the community
- NGOs.

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

Accept any other valid response(s).

The answer should state **where** the information is found not **what** the information is.

**Question 2e**

**List two** methods of data collection you would use to investigate your research question.

**(Criterion B - 2 marks)**

Responses **may** include:

- interviews
- surveys
- gathering statistics
- experiments.

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

Accept any other valid response(s) that demonstrate active collecting of relevant data.

**Question 2f**

**Outline one** problem or challenge you might face when carrying out your research.

**(Criterion B - 2 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> problem	The following are examples of the type of response that would be awarded <b>(1 mark)</b> . There will be a language barrier
2	The student <b>outlines one</b> problem.	The following is an example of the type of response that would be awarded <b>(2 marks)</b> . It might be difficult for me to interview the people whose lives would be improved by the innovation because of the language barrier.

**Question 3**

The activities of economic agents (producers, consumers, governments, banks) can cause economic development but they can also have negative effects on the environment.

Planning for a sustainable future involves maximizing [hover: making the most of] economic development while keeping a healthy environment.

Using the tools below, create a **visual** (infographic / poster / flow chart) to **explain** to a country's policymakers how economic activity affects development and the environment.

Your visual must:

- include a title, annotations and images.
- inform the policymakers about the positive and negative effects economic activity can have on economic development and the environment.
- refer to specific examples of economic activities and statistics provided in the source, if appropriate.

**(30 marks)**

**Note: There is a text box below the Universal Canvas - please ensure you scroll down to check for additional text provided underneath.**

**If there is only one example provided but the explanation is detailed and in depth, a maximum of (7 marks) can be awarded.**

**Terminology to look for as part of Criterion A are as follows: Terms or phrases such as cooperation, economic need, corporations, banks, supply, demand, consumers, producers.**

**Criterion A: Knowing and understanding**

Marks	Descriptor	Notes
1-2	The student demonstrates <b>limited</b> knowledge and understanding by <b>outlining</b> the effects of economic activity on development and the environment, using <b>minimal</b> examples and <b>limited</b> relevant terminology	<p>The following is an extract from the type of response that would be awarded <b>(2 marks)</b>.</p> <p>Text box examples:</p> <p>Producers make more goods available to consumers.</p> <p>Consumers become healthier and population grows.</p> <p>The increased population affects the environment, for example pollution.</p> <p><b>Additional Notes:</b> Annotations in this band are generic and brief like “consumers become healthier” There are few annotations and they communicate a basic level of understanding. Annotations may be repetitive.</p>



<p>3-5</p>	<p>The student demonstrates <b>adequate</b> knowledge and understanding by <b>describing</b> the effects of economic activity on development and the environment, using <b>satisfactory</b> examples and <b>appropriate</b> relevant terminology</p>	<p>The following is an extract from the type of response that would be awarded <b>(5 marks)</b>.</p> <p>Text box examples:</p> <p>Producers improve growth by making large quantities and varieties of goods and services available to consumers.</p> <p>The population of consumers grows and becomes healthier and better educated. These consumers provide better quality labour, allowing increased production The increased population leads to greater demands on the environment, especially in terms of land and resource use. For example, increased use of fossil fuels leads to pollution.</p> <p><b>Additional Notes:</b> <i>Annotations in this band are generic descriptions of economic effects for example “Producers improve development by making large quantities and varieties of goods and services available to consumers.”</i></p> <p><i>There may be few annotations but they communicate an adequate level of understanding. Annotations include some specific examples like “increased use of fossil fuels leads to pollution”.</i></p>
<p>6-7</p>	<p>The student demonstrates <b>substantial</b> knowledge and understanding by <b>explaining</b> the effects of economic activity on development and the environment, using <b>accurate</b> examples and <b>appropriate</b> relevant terminology</p>	<p>The following is an extract from the type of response that would be awarded <b>(6 marks)</b>.</p> <p>Text box examples:</p> <p>Producers improve growth by making large quantities and varieties of goods and services available to consumers.</p> <p>Due to increased access to goods and services, the population of consumers grows and becomes healthier and better educated. These consumers provide better quality labour, allowing increased production The increased population leads to greater demands on the environment, especially in terms of land and resource use. For example, increased use of fossil fuels leads to air pollution.</p> <p><b>Additional Notes:</b> <i>Annotations in this band explain (give reasons for) economic effects for example “Due to increased access to goods and services, the population of consumers grows and becomes healthier and better educated.”</i></p> <p><i>Annotations communicate a well-developed level of understanding of the relationship between economic agents, their activities and effects. Annotations include several specific examples like “increased use of fossil fuels leads to air pollution”.</i></p>

8-10	The student demonstrates <b>detailed</b> knowledge and understanding by <b>thoroughly explaining</b> the effects of economic activity on development and the environment, using <b>accurate</b> and <b>effective</b> examples and <b>appropriate</b> relevant terminology	<p>The following is an extract from the type of response that would be awarded <b>(8 marks)</b>.</p> <p>Text box examples:</p> <p>Producers improve growth by making large quantities and varieties of goods and services available to consumers. They do this through specialisation and use of technology.</p> <p>Due to increased access to goods and services, the population of consumers grows and becomes healthier and better educated. These consumers provide better quality labour, allowing the producers to make even more goods and services.</p> <p>The increased population leads to greater demands on the environment, especially in terms of land and resource use. For example, increased use of fossil fuels leads to more air pollution and greenhouse gases.</p> <p><b>Additional Notes:</b> <i>Annotations give detailed reasons of the effects of economic agents.</i></p> <p><i>Annotations communicate a well-developed, detailed level of understanding of the relationship between economic agents, their activities and effects. Annotations include specific and detailed examples like "increased use of fossil fuels leads to air pollution and greenhouse gases."</i></p>
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**Criterion C: Communicating**

<b>C1 – Format</b>		
<b>Marks</b>	<b>Descriptor</b>	<b>Notes</b>
0	The student does not achieve a standard described by any of the descriptors given below.	
1–2	The elements of the specified format of an annotated visual are <b>somewhat appropriate</b>	The title may be unclear. Images and annotations are used but do not relate to each other.
3-4	The elements of the specified format of an annotated visual are <b>mainly appropriate</b>	The title is clear. Images and annotations are used are connected but are not positioned logically in relation to the image or diagram.  <i>Additional notes: If there is no clear title but the connection between annotations and images/elements and agents is good a maximum of <b>(4 marks)</b> can be awarded. Some connection should be evident for <b>(4 marks)</b>.</i>
5-6	The elements of the specified format of an annotated visual are <b>entirely appropriate</b>	The title is clear and informative (gives the reader a brief overview or breakdown of acronym - EU/Un etc).  Images and annotations are used that are clearly connected and well positioned.  <i>Additional notes: To award <b>(5 marks)</b>, some annotations should be on the Universal Canvas but it is acceptable for most or much of the explanation is underneath. For <b>(6 marks)</b> the annotations should be clearly connected and well positioned.</i>

<b>C2 – Communicating information and ideas</b>		
<b>Marks</b>	<b>Descriptor</b>	<b>Notes</b>
0	The student does not achieve a standard described by any of the descriptors given below.	If the only text provided is copied from sources (and a title) <b>(0 marks)</b> should be awarded.
1-2	The student communicates information and ideas using a style and language that are <b>somewhat appropriate</b> to the audience of a country's policymakers and purpose of informing.	<p>The style of writing is not consistent with what would be expected in a visual to inform policymakers. It may be oversimplified or use colloquialisms.</p> <p>Language may be unclear. Informative language or terminology is rarely used.</p> <p><i>Additional notes: 1 - unclear. For <b>(2 marks)</b>, the annotations may be sparse but they communicate the point.</i></p>
3-4	The student communicates information and ideas using a style and language that are <b>mainly appropriate</b> to the audience of a country's policymakers and purpose of informing.	<p>The style of writing is mainly consistent with what would be expected in a visual to inform policymakers however some colloquial language may still feature. Overall the tone and style is appropriate.</p> <p>Language is mainly clear and concise. Informative language is often used.</p>
5-6	The student communicates information and ideas using a style and language that are <b>always appropriate</b> to the audience of a country's policymakers and purpose of informing.	<p>The style of writing is entirely consistent with what would be expected in a visual to inform policymakers. It features academic language and key terminology is used throughout.</p> <p>Language is clear and concise, communicating points effectively. Informative language is used throughout.</p>

<b>C3 – Organizational structure</b>		
<b>Marks</b>	<b>Descriptor</b>	<b>Notes</b>
0	The student does not achieve a standard described by any of the descriptors given below.	
1-2	The visual is structured in a way that is <b>occasionally effective and appropriate</b> to the audience of policymakers and the purpose of informing.	<p>Ideas do not always build on each other in a logical manner. There are links between annotations and images are unclear at times. The connection between agents / elements / images are simple.</p> <p>The organisation of images on the page is <b>not clear</b>. It is difficult for the reader to determine where to begin and end. Annotations are not clearly linked to images.</p>
3-4	The visual is structured in a way that is <b>somewhat effective and appropriate</b> to the audience of policymakers and the purpose of informing.	<p>Ideas build on each other in a somewhat logical manner. The connection between agents / elements / images are appropriate.</p> <p>The images are <b>organised</b> on the page with a logical progression/layout that the reader can follow.</p>
5-6	The visual is structured in a way that is <b>mainly effective and appropriate</b> to the audience of policymakers and the purpose of informing.	<p>Ideas build on each other in a mainly logical manner. The connection between agents / elements / images are appropriate and clear.</p> <p>The images are <b>organised</b> on the page and the <b>layout is clear</b> with a logical progression/layout of visuals that flows to engage the reader</p>
7-8	The visual is structured in a way that is <b>effective and completely appropriate</b> to the audience of policymakers and the purpose of informing.	<p>Ideas build on each other in a logical manner. The connection between agents / elements / images are <b>effective</b>.</p> <p>The images are <b>well-organised</b> on the page and the <b>layout is consistently clear</b> with a logical progression/layout of visuals that flows to engage the reader</p>

**Question 4**

In terms of its origin, purpose, values and limitations, **analyse** the usefulness of **Source A** to an MYP History teacher preparing an inquiry into the meaning of “Peacekeeping”.

**(Criterion D - 6 marks)**

**Question 4a**

Origin

**(1 mark)**

Responses **may** include:

- better World Peacekeeping
- UN Peacekeepers.

**Question 4b**

Purpose

**(1 mark)**

Responses **may** include:

- to inform people about peacekeeping
- to promote what the UN does around the world.

**Question 4c**

Values to an MYP History teacher preparing an inquiry into the meaning of “peacekeeping”.

**(2 marks)**

Responses **may** include:

- it directly addresses the meaning of peacekeeping
- gives examples of peacekeeping
- a short video is easier to understand
- using a celebrity catches people’s attention.

**Question 4d**

Limitations to an MYP History teacher preparing an inquiry into the meaning of “peacekeeping”.

**(2 marks)**

Responses **may** include:

- it could be biased as it is made by the UN
- there aren't many facts included
- it doesn't say how successful the UN has been
- it doesn't give a clear definition of peacekeeping
- the message is not presented seriously (using a celebrity, colourful graphics).

**Note: If a response talks about the value or limitation for a History teacher using the video in the class, this is considered relevant. In this response generally it is expected that two statements will be provided for each, however if one value or limitation is outlined or well explained (more in depth than the examples) (2 marks) can be awarded. The format of the response does not matter (paragraph, list, bullet points etc).**

**Question 5 – Criterion D**

**Compare** the perspectives on peacekeeping shown in **Source A** and **Source B**. In your response, you should provide **two** similarities. **(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 <b>outlines one</b> similarity between the perspectives presented in each source, referring to both sources <i>or</i> <b>states two</b> similarities.	The following is an example of the type of response that would be awarded <b>(2 marks)</b> .  Both sources see peacekeeping as being more than just stopping war. Both also suggest that peacekeeping requires international cooperation.
3–4	The student <b>outlines two</b> similarities between the perspectives presented in each source, referring to both sources.	The following is an example of the type of response that would be awarded <b>(3 marks)</b> .  Both sources see peacekeeping as being more than just stopping war. In source A it shows soldiers delivering aid and source B mentions improving people’s lives and jobs. Both also suggest that peacekeeping requires international cooperation.



**Question 6 – Criterion D**

Sources C, D and E are examples of produced during times of war.

To what extent do these sources show that women are willing to support wars. You should refer to Sources C, D and E in your response.

**(10 marks)**

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1–2	The student considers the argument that the sources prove that women are willing to support wars <b>to a limited extent</b> , making <b>limited</b> reference to the sources.	The following is an example of the type of response that would be awarded <b>(2 marks)</b> .  The sources show that during wars women have worked in factories and were soldiers and nurses. All the sources show that women supported wars.
3–5	The student <b>satisfactorily</b> considers the argument that the sources prove that women are willing to support wars, making reference to each of the sources to form a <b>limited</b> opinion.	The following is an example of the type of response that would be awarded <b>(5 marks)</b> .  Source E says that women were willing to work in factories during the war. Some women may have been patriotic and wanted to support the war but some could have just wanted to earn money. Source C shows women as soldiers holding weapons. Source D shows that women were used as medics in World War Two. Both sources suggest that women were willing to volunteer to do these things. The sources show that women are willing to participate in wars.

<p>6-7</p>	<p>The student considers <b>in detail</b> the argument that the sources prove that women are willing to support wars, making reference to each of the sources to form an opinion.</p>	<p>The following is an example of the type of response that would be awarded <b>(6 marks)</b>.</p> <p>Propaganda is often used during wartime to persuade people to support the war. Ideas and opinions are spread but they may not always be completely true.</p> <p>Source E says that millions of women in USA were willing to work in factories. Some women may have been patriotic and wanted to support the war but some could have just wanted to earn money.</p> <p>Source C shows Palestinian women as soldiers holding weapons. Source D shows that women were used as medics in World War Two. Both sources suggest that governments wanted women to do these things but they do not tell us how many actually did it willingly.</p> <p>The sources show that women are willing to participate in some wars in some ways.</p> <p><i>Additional Notes: In this band it is expected that there is an explicit reference to the motivation to be involved. The student should demonstrate that they are conscious or aware of the imperfection of the sources (propaganda).</i></p>
<p>8-10</p>	<p>The student <b>thoroughly</b> considers the argument that the sources prove that women are willing to support wars, making reference to each of the sources to form a <b>well-supported</b> opinion.</p>	<p>The following is an example of the type of response that would be awarded <b>(8 marks)</b>.</p> <p>Propaganda is often used during wartime to persuade people to support the war. Ideas and opinions are spread but they may not always be completely true.</p> <p>Source E says that millions of women in USA were willing to work in factories. Some women may have been patriotic and wanted to support the war but many of them may have been more interested in the opportunities to earn money and to be more independent.</p> <p>Source C shows Palestinian women as soldiers holding weapons. Source D shows that women were used as medics in World War Two. Both sources suggest that governments wanted women to do these things but they do not tell us how many actually did it willingly.</p> <p>The three sources only relate to two wars so there are lots that are not mentioned. Without more information, it is not possible to say whether women are willing to support wars.</p> <p>The sources show to some extent that women are willing to participate in some wars in some ways, especially if they are defending their own country from an attack by another.</p> <p><i>Additional Notes: Explicit reference to the motivation to be involved. The student should demonstrate that they are conscious or aware of the imperfection of the sources (propaganda) as well as consideration of both sides of the argument.</i></p>

**Question 7**

**Discuss** whether any group or community can be justified in going to war.

In your answer you should:

- provide example(s) from your MYP studies or your own knowledge
- focus on one conflict (you can also refer to others, if relevant to your argument)
- consider the three criteria presented in the diagram (you can also consider other factors, if relevant to your argument)
- consider different perspectives

**(30 marks)**

**Criterion A: Knowing and understanding**

**Note for marking criterion A in the essay - Look for specific contextual examples and conceptual knowledge of issues related to conflicts. Also note that the notes are extracts and not full examples, more is expected than what is provided in the notes.**

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 about whether any group or community can be justified in going to war in <b>an outline</b> , using <b>minimal</b> examples and <b>limited</b> relevant terminology.	The following is an extract from the type of response that would be awarded <b>(2 marks)</b> . The USA entered the war in Vietnam because of the “Domino theory”. It was afraid that communism would spread.
3–5	The student demonstrates <b>adequate</b> contextual and conceptual understanding about whether any group or community can be justified in going to war in <b>a description</b> , using <b>satisfactory</b> examples and <b>appropriate</b> relevant terminology.	The following is an extract from the type of response that would be awarded <b>(5 marks)</b> . The USA entered the war in Vietnam because of the “Domino theory”. The US government believed that, if Vietnam fell, other countries would also become communist. The US government believed that it had an obligation to protect the South Vietnamese people. Other countries might also lose faith in the USA if it did not stand up against the communists so American soldiers were sent to Vietnam.

<p>6–7</p>	<p>The student demonstrates <b>substantial</b> contextual and conceptual understanding about whether any group or community can be justified in <b>an explanation</b>, using <b>accurate</b> examples and <b>appropriate relevant</b> terminology.</p>	<p>The following is an extract from the type of response that would be awarded <b>(6 marks)</b>.</p> <p>The USA entered the war in Vietnam because of the “Domino theory”. The US government believed that, if Vietnam fell, other countries would also become communist. The USA had been supporting South Vietnam and the US government believed that it had an obligation to protect the South Vietnamese people. Other countries might also lose faith in the USA if it did not stand up against the communists. President Lyndon Johnson made the decision to send American troops to Vietnam</p>
<p>8–10</p>	<p>The student demonstrates <b>detailed</b> contextual and conceptual understanding about whether any group or community can be justified in going to war in <b>a thorough explanation</b>, using <b>accurate</b> and <b>effective examples</b> and <b>appropriate relevant</b> terminology.</p>	<p>The following is an extract from the type of response that would be awarded <b>(8 marks)</b>.</p> <p>The USA entered the war in Vietnam because of the “Domino theory”. The US government believed that, if Vietnam fell, other countries in Southeast Asia would also become communist. The USA had been supporting South Vietnam since 1954 and so the US government believed that it had an obligation to protect the South Vietnamese people. Other countries might also lose faith in the USA if it did not stand up against the communists. President Lyndon Johnson made the decision to send American troops to Vietnam. Other countries, such as Australia, also sent troops to fight in Vietnam because they believed there was “just cause”.</p>

**Criterion C: Communicating**

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

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

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

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

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

**Criterion D: Thinking critically**

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1-2	<p>The student <b>analyses</b> issues/theories relating to “just war” to a <b>limited</b> extent.</p> <p>The student <b>summarizes</b> information to a <b>limited extent</b> to make arguments about whether any group or community can be justified in going to war.</p> <p>The student <b>identifies</b> different perspectives on justifications for war.</p>	<p>The following is an extract from the type of response that would be awarded <b>(2 marks)</b>.</p> <p>The Vietnam War was an attempt by the USA to prevent the spread of communism, which many people feared at the time. However, many people felt the war was more to do with the USA’s power.</p> <p><i>Additional notes: Brief summary of a conflict and a comment on the criteria are made separately from each other.</i></p>
3-5	<p>The student <b>analyses</b> issues/theories relating to “just war”.</p> <p>The student <b>summarizes</b> information to make arguments about whether any group or community can be justified in going to war.</p> <p>The student <b>interprets</b> different perspectives on justifications for war.</p>	<p>The following is an extract from the type of response that would be awarded <b>(5 marks)</b>.</p> <p>The Vietnam War could be justified as it was an attempt by the USA to prevent the spread of communism, which many people feared at the time. The USA saw itself as defending the free world against communist regimes. However, others believed that this war had more to do with the USA’s power rather than concern for people in Vietnam and their freedom. The US felt it had no other option but to support South Vietnam. However, others argued that the US resorted to war too quickly rather than trying other more diplomatic tactics.</p> <p><i>Additional notes: Satisfactory summary of a conflict and a summary of the criteria are made separately from each other. Some different views of conflict are introduced.</i></p>
6-7	<p>The student <b>discusses</b> issues/theories relating to “just war”.</p> <p>The student <b>synthesizes</b> information to make <b>clear</b> arguments about whether any group or community can be justified in going to war.</p> <p>The student <b>effectively interprets</b> different perspectives on justifications for war.</p>	<p>The following is an extract from the type of response that would be awarded <b>(6 marks)</b>.</p> <p>The Vietnam War (1955-75) could be justified as it was an attempt by the USA to prevent the spread of communism, which many people feared at the time. This could be viewed as a good cause because the USA saw itself as defending the free world against communist regimes. However, others believed that this war had more to do with the USA’s power rather than concern for people in Vietnam and their freedom. The US felt it had no other option as past attempts to keep South Vietnam free from communism, such as sending advisors, had not been successful. However, others argued that the US resorted to war too quickly rather than trying other more diplomatic tactics.</p> <p><i>Additional notes: A conflict and the criteria are connected to each other in order to argue if conflicts can be justified or not. Different perspectives of the conflict are woven into the argument.</i></p>



<p>8-10</p>	<p>The student <b>thoroughly discusses</b> issues/theories relating to “just war”.</p> <p>The student <b>synthesizes</b> information to make <b>clear</b> and <b>well-supported</b> arguments about whether any group or community can be justified in going to war.</p> <p>The student <b>thoroughly and effectively interprets</b> different perspectives on justifications for war.</p>	<p>The following is an extract from the type of response that would be awarded <b>(8 marks)</b>.</p> <p>The Vietnam War (1955-75) could be justified as it was an attempt by the USA to prevent the spread of communism, which many people feared at the time. This could be viewed as a good cause because the USA saw itself as defending the free world against communist regimes. However, others believed that this war had more to do with the USA’s power rather than concern for people in Vietnam and their freedom.</p> <p>The US felt it had no other option as past attempts to keep South Vietnam free from communism, such as sending advisors, had not been successful. However, others argued that the US resorted to war too quickly rather than trying other more diplomatic tactics.</p> <p>However, others believed that this war had more to do with the conflict between the superpowers of the Soviet Union and the USA rather than concern for people in Vietnam and their freedom. They also argued that the regime that the US was defending was itself undemocratic.</p> <p>The South Vietnam free from communism, such as sending advisors, had not been successful. However, others argued that the US resorted too quickly to strategies like mass bombings rather than trying other more diplomatic tactics.</p> <p><i>Additional notes: A conflict and the criteria are effectively intertwined in order to argue if conflicts can be justified or not. Different perspectives of the conflict are woven into the argument to produce a balanced review of the criteria in relation to one or multiple conflicts.</i></p>
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