

**SUMMARY FRONT SCREEN OF ALL THE QUESTIONS**

Question 1 (6 marks) Investigating

In this task (questions 1 to 4), you will evaluate and plan an investigation into the impact of pioneers, innovators and developers on society through the key concept of **systems** and the related concept of **innovation and revolution**.

Your responses will be assessed using criterion A (Knowing and understanding) and **criterion B** (Investigating).

Explain the impact of a pioneer, innovator or developer.

**Throughout history, pioneers, innovators and developers have impacted society.**

Question 2 (6 marks) **Formulate** a research question and justify its relevance.

Question 3 (8 marks) **Evaluate** an investigation process.

Question 4 (6 marks) **Explain** the usefulness of two sources.

Question 5 (18 marks) Communicating

In this task (question 5) you will explore the topic of social, cultural and artistic developments through the key concept of **global interactions** and the related concepts of **culture** and **causality**.

Your response will be assessed using criterion A (knowledge and understanding) and criterion C (communicating).

Write a social media response on your schools' behalf.

Question 6 (6 marks) Thinking critically

In this task (questions 6 to 8), you will consider the relevance of different sources in analysing historical events. You will use the key concept of **change** and the related concepts of **significance** and **perspective**.

The **global context** is **scientific and technical innovation**. Your responses will be assessed using **criterion A** (Knowing and understanding), **criterion C** (Communicating) and **criterion D** (Thinking critically).

Interpret two sources.

Question 7 (6 marks) **Analyse** a source.

Question 8 (24 marks) Write an essay on the impact of scientific and technical innovations on daily life.

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**START OF THE PAPER**

Question 1a (2 marks) With reference to your MYP studies, **list** two historical pioneers, innovators or developers who had an impact on society.

Question 1b (4 marks) Using one of the historical figures that you have listed in part (a), **explain** how your chosen pioneer, innovator or developer had an impact on society.

Question 2 (6 marks) **Formulate** a research question and justify its relevance.

You are a member of your school's History club. The club's coordinator presented you and some of the other club members with the following statement of inquiry to explore one afternoon:

*"Discoveries and inventions throughout history have had a positive impact on society."*

Question 2a (2 marks)

With reference to the statement of inquiry, **formulate** a clear and focused research question.

Question 2b (4 marks)

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

Question 3 (8 marks) Evaluate an investigation process.

Other members of the History club were asked by the club's coordinator to explore this statement of inquiry:

*"Discoveries and inventions throughout history have had a negative impact on society."*

Below is a description of their investigation process. Read through their investigation process and answer the question that follows.

Step 1

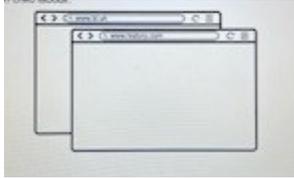
We collected photos of child labour from the United States Library of Congress we

Here is an example of one of the photos: Title: Breaker boys, Woodward Coal Mines, Kingston, Pa.



Step 2

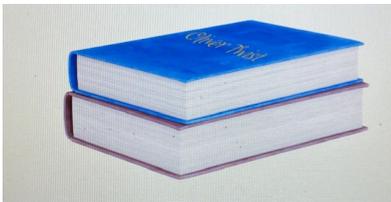
- We browsed the History.com website for information on consequences of child labour during the Industrial Revolution.
- We browsed the British Library ([www.bl.uk](http://www.bl.uk)), which is the national digital library of the UK for statistics on child labour.



### Step 3

We read novels by Charles Dickens, which had child labour as a central theme, so that could understand what it must have been like for children.

1. Oliver Twist, published April 1839
2. David Copperfield, published November 1850



### Step 4

We visited the local museum that had exhibits on child labour, including photographs and diary entries.

### Step 5

We interviewed our history teacher and asked questions about child labour, such as:

1. Why did the parents of children agree to send them to factories?
2. In what industries did the children work?
1. Why did the parents of children agree to send them to factories?
2. In what industries did the children work?
5. When did child labour end?

**Evaluate** the investigation process followed by the second group.

### Question 4 (6 marks)

Select two sources from the list below and **explain** how they could each be useful in researching the negative impacts of the Industrial Revolution.

1. A memoir of a child labourer
2. A biography of a factory owner
3. Newspaper articles) about child labour

4. Documentaries about the Industrial Revolution
5. Interviewing a historian who is an expert on the Industrial Revolution
6. Government report during the 1800s addressing issues of the Industrial Revolution

Question 4a (3 marks)

**Explain** the usefulness of the first source you have selected.

Question 4b (3 marks)

**Explain** the usefulness of the second source you have selected.

Question 5 (18 marks)

Throughout history, global interactions have led to social, cultural and artistic developments.

Your school is organizing a theme week on the importance of global interactions.

The goal of the theme week is to show students how global interactions between individuals and societies have led to positive social, cultural and artistic development throughout history.

You are the student in charge of your school's social media page. Your job is to inform other students about the theme week and write official answers to students' queries or comments.

One student wrote the following comment:

High school XYZ official page

GLOBAL INTERACTIONS WEEK

Lawrence Fraser @Lawrence\_Fraser 6 May

I disagree with this whole week. I think that in all of history, global interactions have always led to a negative outcome. Dominant cultures take over the less powerful ones, refuse to cooperate and the local cultures are lost.

I disagree with this whole week. I think that in history, global interactions have always led to negative outcome. Dominant cultures take over powerful ones, refuse to cooperate and the local cultures are lost.

#cultural\_imperialism #no\_more\_traditions

Since you are in charge of your school's social media page, you need to write an official response to the student's comment on the social media post.

In your response to the student, **explain** how global interactions in history have been able to contribute positively to social, cultural and/or artistic developments).

In your response:

- include a formal greeting to the student
- include at least one historical example of a social, cultural and/or artistic development
- include an original hashtag - the hashtag needs to support your explanation and be short and easy to remember.

Write your response in the box below.

Question 6 (6 marks)

Aside from playing a key role in large-scale historical events, **scientific and technical innovations** have had a significant impact on the daily life of individuals. Respond to the questions below using information from Source A and Source B.

Source A is an excerpt from the History.com website about inventions that transformed housework.

*The Washing Machine: Killing Off Wash Day'*

*At the dawn of the 20th century, most women could expect to devote an entire day to washing (and drying) their families' clothes by hand, using big pots of boiling water and a scrub board. A lucky woman might own a wringer, operated with a hand crank, to remove excess water before hanging clothes on a line to dry. But getting through an entire load usually entailed hours of intensive labor.*

*Then came Frederick Maytag, a partner in a farm equipment business. In 1907, he was looking for new products to sell that would help the company ride out agriculture's [falling profits].*

*Maytag devised a hand-cranked washing machine, designed to lighten farm wives' burdens. By 1911, he had found a way to use either electricity or gasoline to power the new invention.*

**INSERT IMAGES**

Source B is an excerpt from the book Fifty Things That Made the Modern Economy by Tim Harford.

*A frozen, ready-made dinner doesn't really feel like progress, compared with healthy home-cooked food. But a washing machine is neat and efficient and replaces work that was always drudgery. How could it not have been revolutionary?*

*It was, of course. But the revolution wasn't in the lives of women. It was in how lemon-fresh we all started to smell. The data are clear that the washing machine didn't save a lot of time, because before the washing machine we didn't wash clothes very often. When it took all day to wash and dry a few shirts, people would use replaceable collars and cuffs or dark outer layers to hide the grime on their clothes. But we cannot skip many meals in the way that we can skip the laundry. When it took two or three hours to prepare a meal, that was a job someone had to take the time to do. "The washing machine didn't save much time, and the ready meal did, because we were willing to stink, but we weren't willing to starve.*

Question 6a (2 marks)

According to Source A, **outline** one reason why Frederick Maytag created the washing machine.

Question 6b (4 marks)

**Contrast** the perspective of Source A with that of Source B regarding the significance of the washing machine for daily life.

Question 7 (6 marks)

While scientific and technical innovations have had a significant impact on daily life, other factors, such as war, have also been influential.

Review Source C and answer the questions that follow.

Source C is an excerpt from a lecture by a university professor of fashion design given to first year students.

[https://youtu.be/JK\\_PXGDJZhw](https://youtu.be/JK_PXGDJZhw)



Transcript

Before the First World War, men mostly used pocket watches because wristwatches were seen as a type of jewelry associated with women's fashion at the time. However, on the western front during the First World War, wristwatches

became the second most important tool, along with the rifle.

A major reason behind this was because of a new strategy adopted known as creeping barrage. This involved artillery firing on an enemy trench right before an infantry attack.

In order to be successful, the strategy required precise timing by both heavy artillery and infantry. Failure to be in sync would have deadly consequences, leading to friendly fire from artillery strikes or failure to capture the enemy trench. Commands such as, "Ready your watches", were often heard on the battlefield prior to an attack, and it helped having one's watch easily accessible.

With the help of wristwatches, the war was finally decided. Upon returning home, soldiers brought back this newfound habit of wearing a wristwatch and, with their return, a lot of the ideas that people had about watches began to change.

Question 7a (3 marks)

**Describe** one value of Source C for students studying how war changed daily life.

Question 7b (3 marks)

**Describe** one limitation of Source C for students studying how war changed daily life.

Question 8 (24 marks)

Historians pay too much attention to the importance of scientific and technical innovations in major historical events. They do not recognize that scientific and technical innovations have been more important historically in our everyday lives." To what extent do you agree with this statement?

In your response you must reference:

- at least one national or international event where scientific and technical innovation was significant
- at least one scientific or technical innovation that has impacted daily life.

TWE do you agree thar scientific and tech innovations are more important in our everyday lives in contrast to major historical events?