

## **N21 Past Paper**

*Question 1 is 18 marks in total*

1a. Your teacher has given you a research project that will investigate how an individual of your choice responded to a significant event in history. Your statement of inquiry is: ***It is not only events that make the study of history significant, but how individuals respond to those events.***

*Hi class!*

*Here are some more instructions for your investigation.*

*The individual you choose should be someone who has not made it into the history books.*

*It should not be someone like Winston Churchill, Edward Jenner or Martin Luther King. It could be someone like a grandparent who served in a war or a local leader who helped their community during a crisis. If you don't know anyone like this, you could even focus on an individual that you can imagine lived during a dramatic period in history.*

*The key to this investigation is that you are trying to research the life of someone that you would not read about or discuss in our history class.*

*Good luck!*

<b>NOT ALLOWED</b>	<b>ALLOWED</b>
Famous individuals such as:	Ordinary individuals such as:
Queen Elizabeth I	a grandparent/relative
Winston Churchill	a local leader
Edward Jenner	a factory worker
Joan of Arc	a peasant
Martin Luther King	a soldier.
Mahatma Gandhi	

Who is the ordinary individual you will investigate?

What is the event that your chosen individual experienced?

1a. 2 marks. **Outline** the significance of this event for ordinary individuals like the one you have chosen.

1b.2 marks

With reference to the individual you have chosen, formulate a clear and focused research question to investigate the statement of inquiry:

It is not only events that make the study of history significant, but how individuals respond to those events.

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1c. 6 marks

Justify the relevance of your research question to the statement of inquiry: *It is not only events that make the study of history significant, but how individuals respond to the events.*

1d. 4 marks

Complete the sentence below by choosing a related concept that is appropriate to your investigation.

- Identity
- Perspective
- Culture
- Causality (cause and consequence)
- Significance
- Conflict
- Cooperation
- Ideology
- innovation and revolution
- Interdependence
- Governance.

From this investigation, we can learn an important lesson about \_\_\_\_\_.

Explain how your chosen related concept is connected to your investigation.

**1e.** List three primary sources that are essential to your investigation. 3 marks

-  
**1f.** From the three primary sources you identified in part (e), choose one that you think is the most important to your investigation. Write your most important source here:

**Explain** why you think this source is the most important to your investigation. 3 marks

**2.** 8 marks

A student in your class has asked for feedback on the action plan for their investigation. Look at the action plan below and answer the question that follows.

You will be asked to evaluate this investigation.

Click here to open  
the notebook

# My action plan

Click here to turn the page

### Statement of inquiry:

It is not only events that make the study of history significant, but how individuals respond to those events.

### Research question:

Why did Pastor André Trocmé risk his life to save Jewish refugees during the Holocaust?

### Sub-question 1:

What was the Holocaust?

Book: *The Second World War* by Anthony Beevor

Website: *The story of Le Chambon-sur-Lignon* (a village in France where the pastor was from; the village accepted Jewish refugees who were escaping the Holocaust) from the US Holocaust Memorial Museum's website.

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### Sub-question 2:

Who was Pastor André Trocmé?

Websites:

- Biography of Pastor André Trocmé on the "Jewish Refugees for the Righteous" website (a site that honours those who helped Jews during the Holocaust).
- The official webpage of the village of Le Chambon-sur-Lignon.

Other methods:

- Interview with current Pastor of Trocmé parish in France.
- Survey of local inhabitants about Trocmé's life.

Pastor André Trocmé



This media is interactive

[Click here to turn the page](#)

### **Sub-question 3:**

How many Jewish refugees were in France (and in Le Chambon-sur-Lignon)?

### **Book:**

*Choices Under Fire: Moral Dimensions of World War II* by Professor Michael Bess.

### **Archival Research:**

Local newspaper archives from the time.

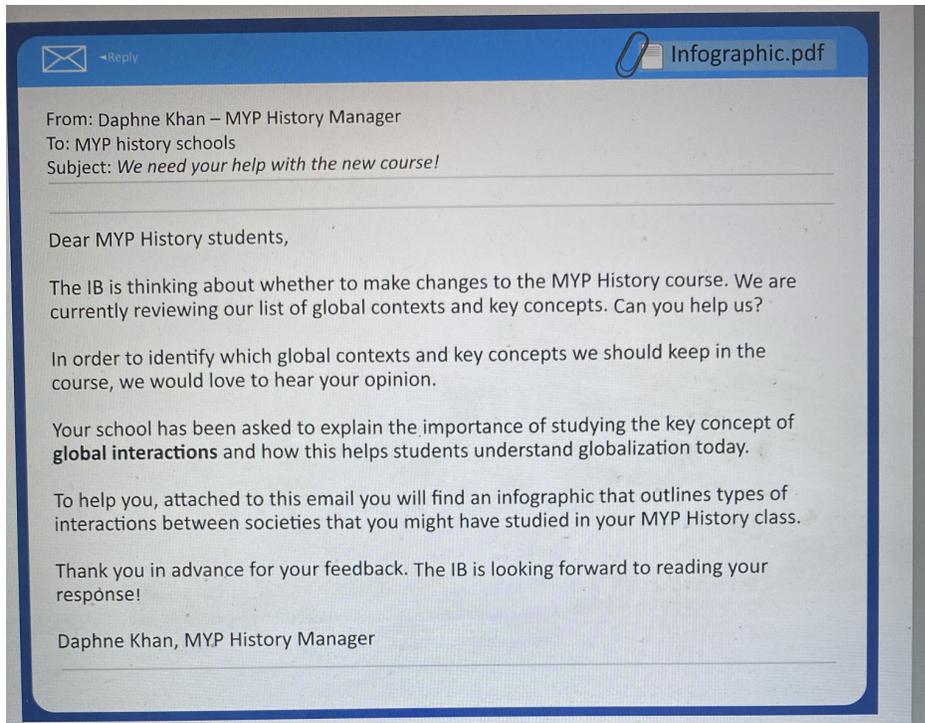
### **Other methods:**

Interviews with surviving Jewish refugees, their children, or their grandchildren.

Evaluate the student's action plan for their investigation.

3. 18 marks.

Your school has received the following email from the IB:



Write a formal response to the email to **explain** why it is important for an MYP History student study the key concept of global interactions in history.

In your email, you should:

- include your own knowledge and historical examples) of at least one interaction between different societies or civilizations
- consider the consequences of such interactions
- consider how the study of global interactions in history helps us understand globalization today.

4.2marks

Source A is about the Italian Renaissance. Watch the video and answer the question follows. You can pause the video if required.

<https://youtu.be/yEddRtsnBp4>

Transcript

During the Renaissance which began in the 14th century, Italy rediscovered the cultures of Ancient Rome and Greece. It inspired artists like Botticelli and Raphael to create extraordinary works of art that celebrated these cultures.

This new style of art relied on new techniques that made it more natural and realistic; The aim was to capture the beauty of the world as it really was. Renaissance thinkers believed in human potential and had a more optimistic view of what life had to offer.

However, in Renaissance Italy, most women from the upper classes had only two options in life: marriage or becoming a Christian nun, both of which required a dowry.

Once married, an upper-class woman was expected to take care of the home and have children. She was also responsible for the education of her young children. These children were later sent to school, or in the case of young girls, sometimes boarded at convents. There, the nuns taught them sewing, reading and writing.

## Glossary

- Nun: a member of a religious community of women
- 
- Dowry: an amount of property or money given to the church or a husband
- 
- Convents: a place where nuns lived together

**Identify** two examples of cultural change in Source A.

### 5.6marks

Source B gives a different perspective of the life of women in Renaissance Italy. Read the source and answer the question that follows.

#### Source B *The accomplishment of Lavinia Fontana*

Lavinia Fontana (1552-1614) was born in Bologna, Italy.

She is regarded as the first female painter outside of a convent to be paid for a job that previously only men were allowed to do. This was a huge accomplishment. Although her father was a well-known painter at the time, Fontana became more famous than him and was the main provider for her eleven children. Being a woman proved difficult in a society used to male artists, but this did not stop her from becoming a respected painter.

Glossary:

- Convent: a place where nuns lived together

Analyse the following statement from Source A from the perspective of Lavinia Fontana:

Renaissance thinkers believed in human potential and had a more optimistic view of what life had to offer.



6. 4 marks

Just like intellectual and ideological movements, conflicts can also have significant impacts on society.

Source C is an excerpt from a television show on World War II, which was shown in Iowa in the USA. Watch the video and answer the questions that follow.

<https://www.youtube.com/watch?v=k9UPIznow-k>



## TRANSCRIPT

In 1941, the United States was still recovering from the Great Depression. The jobless rate had been as high as 25 percent, bankruptcy was not uncommon, and the standard of living for most Americans was 60 percent lower than before the stock market crash of 1929. When the war started, all that changed. More people were needed to produce the food and weapons for the men on the front lines. The new jobs were taken by many who had been out of work for several years. As more men were sent away to fight, women were hired to take over their positions on the assembly lines.

Before World War II, women had generally been discouraged from working outside the home.

Now they were being encouraged to take over jobs that had been traditionally considered "men's work". Existing companies changed their lines from consumer goods to war materials, and new plants were constructed strictly for the creation of products for the war effort.

6a. 2 marks.

**Outline** one value of Source C to an MYP Year 5 student studying the impact of World War I

6b.

**Outline** one limitation of Source C to an MYP Year 5 student studying the impact of World War II. 2 marks

7. 24 marks **To what extent do you agree with the following statement?  
"Intellectual and ideological movements bring more significant change than conflicts.**

In a well-structured essay, you must:

- consider different perspectives on the statement

- provide examples from the sources and/or your MYP History studies
- consider the impact of at least one intellectual/ideological movement
- consider the impact of at least one conflict.