



# History MYP Revision Booklet

Rights and social protest

Pioneers, innovators and developers

Significant individuals  
Peace and conflict

Superpowers, empires and supra-  
national organizations

Industrialization, industry and labour

Health and medicine

Intellectual and ideological movements

Globalization: trade, aid, exchange and flows

Independence and national identity

Individual, household and daily life

Social, cultural and artistic developments

**1. Superpowers, empires and supranational orgs:**

I can...

- State when superpowers and the UN emerged
- Explain how and why the superpowers were rivals
- Explain how superpowers link to ideology
- Analyse how superpowers link to a conflict such as a proxy wars
  - Vietnam War
  - Korean War
- Dates of the start of European Empires
- Describe the actions of a European empire such as Britain
  - Positive impacts
  - Negative impacts
- Explain how empire links to globalization unit (trade & exchange)
- Explain the role of the UN to create peace and stability
- Analyse if the UN system is unfair

**2. Peace and conflict**

I can...

- Explain the causes of conflict (proxy war)
- Explain the conflict and its outcome
- How did it end, peace restored?
- Link to the UN if possible

**3. Significant Individuals:**

I can...

- Explain 2 key individuals
  - Explain in detail a scientific innovator. Ensure you know how the time influenced them.
  - Explain in detail an individual linked to rights and protest. Ensure you know how the time influenced them.
- Evaluate the importance of their work and how they changed things in the short and long term e.g laws.

**4. Independence and national identity:**

I can...

- Explain the chronology of India from the arrival of the East India Company to Independence
- Link to the empire unit
- Link to the social protest unit
- Explain the development of nationalism in India
- Explain in depth what Gandhi's nonviolent tactics were
- Explain how a sense of national identity was created by the movement
- Evaluate how other factors led to independence

**5. Rights and social protest**

I can...

- Explain **one** social protest movement
  - Civil Rights in USA
  - Women's Rights
  - Protest to Vietnam War
- Explain the work of **one** relevant key individual
  - MLK/Malcolm X etc
  - Pankhurst
- Explain what they wanted to change (legal, political, social etc)
- Explain their methods
- Analyse the key method to achieve their aims
  - Violence
  - Support of groups
- Link the key person to the significant individuals Unit
- Argue if a significant individual was more important in this protest than other factors

**6. Industrialization, industry and labor:**

I can...

- Know the dates in the UK
- Explain the causes of industrialization
- Link to the empire unit and globalization unit
- Explain Laissez Faire attitude of government
- Explain technical innovations

- Use of iron
- Engines
- Explain about the hard labour focus in children
- Link to the medicine unit and focus on illnesses in the period and new Public Health laws

### 7. Globalisation: trade, aid, exchange and flows

I can...

- Describe the term 'globalisation'.
- Explain origins of globalization
  - Age of discovery and growth of empires
  - After the Silk Roads
- Link and explain how globalisation lead to the rise of European empires
- Explain why global interactions were important for trade, economics etc
- Link to capitalism
- Explain the
  - Positives of globalisation
  - Negatives of globalisation
  - Use a case study for this such as Australia or India

### 8. Pioneers, innovators and developers:

I can...

- Give depth knowledge on the pioneer Captain Cook
- I can link Captain Cook to the units on Empire and Globalisation
- Fully explain at least one scientific innovator
  - Jenner
  - Pasteur
- Explain how the time period influenced them
- Explain how they influenced the period
- Explain their significance
- Explain the changes they made to society – legal, technological, medical etc
- Explain how their work changed how humans interact with each other or the world

### 9. Intellectual and Ideological movements:

I can...

- Define ideology
- Explain in detail one ideology such as:
  - Communism
  - Fascism/Nazism
  - Feminism
- Link the ideology I have chosen to one of my other units such as cold war, social protest etc
- Explain how ideology caused a conflict/protest
- Analyse if ideological movements bring more significant change than conflicts
- Define what an intellectual movement is
- Explain one of the following
  - Humanism
  - Marxism
  - Feminism

### 10. Health and Medicine:

I can...

- Recall the dates or century for the industrial period
- Explain the big picture of how medicine changed through time
- Examine if scientific innovations have sometimes been negative
- Explain why the Renaissance was a turning point
- Explain the Industrial Revolution from the unit and link to medicine and illnesses
- Link industrial medical developments to an innovator and explain the changes they made
- Explain the laissez faire attitude of the government and why this changed
- Explain which factors led to medical developments, e.g. war, government, technology etc.
- Link to daily life by using one of the examples
  - Industrial public health laws
  - Development of the NHS and the welfare state

## 11. Individual, household and daily life:

I can...

- Link to the medicine unit
  - Industrial period and public health laws
  - Vaccination
  - The NHS
- Or** explain how 1920s innovations changed aspects of family life
  - Mass production of the car and development of suburbia
  - Electricity in the house – led to household goods
- Compile a biography of an unknown individual and an event that changed their lives
  - E.g. 60s protest, WWII, Berlin Blockade, Indian Independence, colonial dominance in Australia

## 12. Social cultural and artistic developments

I can...

- Explain the 1960s
- Explain why there was a change after WWII
- Explain boomers and youth counter culture
- Explain how the 1960s was a period of massive change
- Explain how British music spread to the USA and the rest of the world
- Analyse if soc, cul and artistic changes always create benefits
- Social Protest
  - CRM
  - Vietnam War
  - Feminist movement
- Explain a large variety of changes below (but not all)
  - Art
    - Specific genres (Pop, Op, Psychedelic, Minimalism, Feminist, Performance and Conceptual Art)
    - Artists such as Warhol, Ono, Beuys, Judd, Stella, Bacon etc
  - Music
    - The Beatles, Rolling Stones, The Who, The Doors, Hendrix, Dylan etc
    - Motown- Stevie Wonder, Diana Ross, Marvin Gaye, Areatha Franklin etc
    - Protest musicians/bands – Baez, Jonie Mitchell, Creedence Clearwater Revival etc
    - The Woodstock festival
  - Literature
    - I Know Why the Caged Bird Sings- Maya Angelou (and poetry)
    - To Kill a Mockingbird- Harper Lee
    - The Feminine Mystique- Betty Friedan
  - Fashion
    - Female- Flower power, Psychedelic, Mini Skirts, go-go boots, bold prints rtc
    - Male- Flares, Tye die, turtlenecks





**Unit 1 – Sources. Superpowers.**



Source F- A Soviet cartoon published in 1950 showing the White House.

**Compare and contrast** the perspectives presented in Source F and Source G on the American foreign policy. 6 marks.

Source G -A cartoon published in GB 30<sup>th</sup> June 1950 after the North Korean invasion of South Korea.

Caption- History doesn't repeat itself



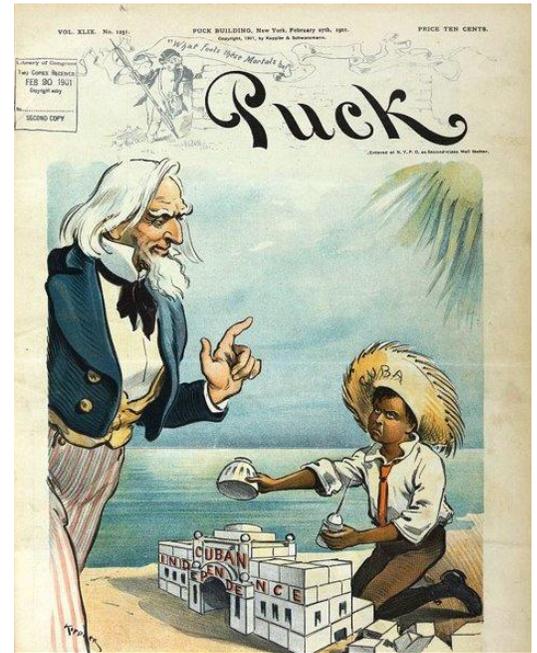






**Unit 1 - Sources. Empire.**

**1. Analyse the message of the source. 6 marks**



Encouraging the child . By Keppler. 1901 February 27. Puck Magazine published New York. Caption: Uncle Sam That's right, my boy! Go ahead! But, remember, I'll always keep a Father's eye on you!

**2. Assess the values of the origin and/or purpose of the source. 3 marks.**

**3. Assess the limitations of the origin and/or purpose of the source. 3 marks.**

## Unit 1 - Sources. Empire.

Source D. John Smithfield owned a successful merchant shipping company in Liverpool. He had become very wealthy from the expansion of the British Empire

*'.. Imperialism is good for business for all! I contend that we have civilized the territories under the British flag, and brought the benefits of our civilization to the natives.'*  
Smithfield, J. August 1836. Letter to The Times [British newspaper].

Source E. This source was written by an Indian historian, in a history textbook

*... Imperialism was not profitable for India. The British stripped away India's raw materials and prevented her from industrializing and modernizing... The British were arrogant and racist...*  
1989. The British in India. India.

**4. Compare and contrast** the sources regarding the authors perspective on imperialism. 6 marks



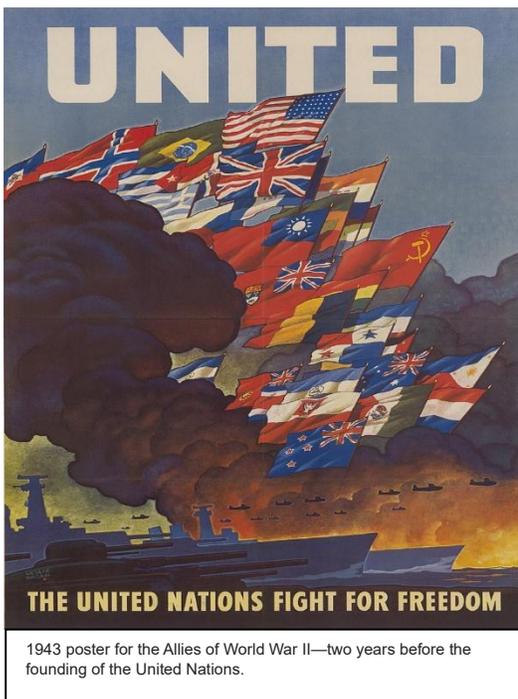






Source R- Brandon Lyons a cartoonist depicts the response of the UN to the Rwandan Genocide. It is call 'Global responsibility' published in 2016.

The building has Rwanda written on it.



Outline what the source is saying about the creation of UN. 2 marks

1943 poster for the Allies of World War II—two years before the founding of the United Nations.



**Unit 2 – Mind map. Peace and Conflict.**







## Unit 2- Sources. Peace and Conflict.

2. Compare and contrast the sources regarding the relationships between leaders during the Cuban Missile Crisis. 6 marks.

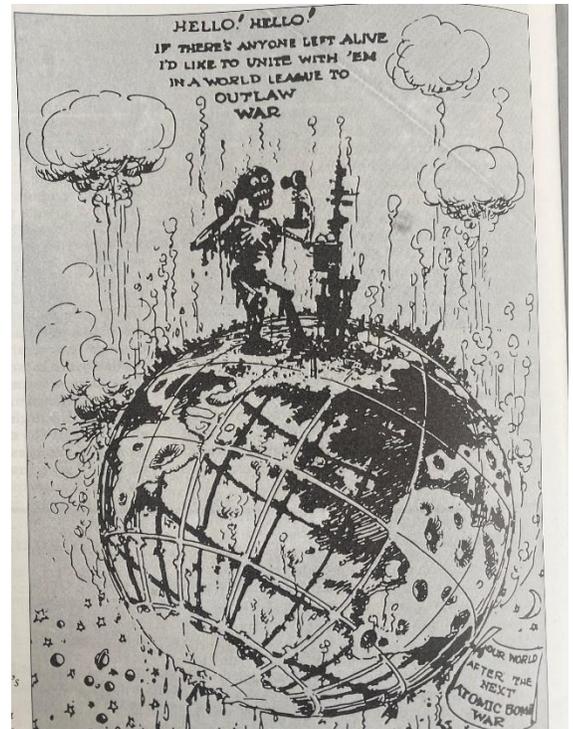


A cartoon from GB October 1962. President Kennedy is on the left and Castro and Khrushchev is on the right.



A cartoon from the USA November 1962. President Kennedy and Khrushchev is on the box

Analyse the message of the source F. 6 marks.



Source F - An American cartoon from the 1960s commenting on the failure of the USA and USSR to agree to a reduction in nuclear weapons.

## Unit 2 – Sources. Peace and Conflict.

With reference to the origin and/or purpose, **describe** one value OR one limitation of source B for a student studying international conflict 3 marks



**Source B** -A photograph of Hiroshima by Shigeo Hayashi a Japanese photographer 2 months after the atom bomb was dropped.

**Source A** – Extract from a letter by Harry Truman President at that time.

"I sent a message to the Japanese Government asking them to surrender unconditionally and I hoped that would end the war. They refused and then I ordered the bombs dropped on Hiroshima and Nagasaki ( ) The dropping of the bombs ended the war and that was the objective. [ . ] It was a means to end the war and save 250 000 men from being killed on our side and that many on the Japanese side, plus twice that many being injured for life.

With reference to source C and at least one of source A or B, **analyse** how the concept of time, place and space can influence one's perspective on historical events. 6 marks

**Source C** - Extract from a speech by former President Barack Obama in Hiroshima. 27th May 2016.

Seventy-one years ago, on a bright cloudless morning, death fell from the sky and the world was changed. A flash of light and a wall of fire destroyed a city and demonstrated that mankind possessed the means to destroy itself.

Why do we come to this place, to Hiroshima? We come to ponder a terrible force unleashed in a not so distant past. We come to mourn the dead, including over 100.000 Japanese men, women and children, thousands of Koreans, a dozen Americans held prisoner...

That is why we come to this place. We stand here in the middle of this city force ourselves to imagine the moment the bomb fell. We force ourselves to feel the dread.. We listen to a silent cry. We remember all the of that terrible war and the wars that came before and the wars that follow. Mere words cannot give voice to such suffering. But we have a shared responsibility to look directly into the eye of history and ask what we must do differently to curb such suffering again...

You will need to pick a period of time you have studied to be the focus of your investigation.

6a. **Formulate** a clear and focused research question based on the Statement of Inquiry *Global competition can be a cause of conflict* 2 marks

6b. **Justify** the relevance of your research question to the Statement of inquiry. 4 marks

6c. **Describe** the difference between primary and secondary source. 4 marks

6d. **List** two types of primary sources appropriate for your research. 2 marks

6e. Choose a secondary source and **outline** the usefulness of the source. 1 mark

6f. **Identify** two people you would interview to improve the investigation. 2 marks

6g. **Explain** why one research method from the list below is the most appropriate for your investigation:

- archival research
- personal interviews
- surveys
- biographical accounts

4 marks

**Unit 3 - Mind map. Significant Individual.**







## Unit 2 – Sources. Significant Individuals.

*'In some respects it was the most remarkable funeral procession London has ever seen. It was a tribute of women to a woman who, in their eyes at least, had achieved martyrdom for the cause which they all represent. No one would grudge to the memory of Emily Wilding Davison any part of that tribute of honour and respect which her fellow women Suffragettes have desired to render at her obsequies funeral rights] ... She was herself the most unassuming and the gentlest of creatures, though she possessed a spirit capable of heroic deed and sacrifice.'* Sunday Times, 15 June 1913, commenting on Emily Davison's funeral.

With reference to its origin and/or purpose, **describe** one value for an MYP student studying women's rights. 3 marks

With reference to its origin and/or purpose, **describe** one limitation for an MYP student studying X. 3 marks

You will be a member of Group A and will argue that the main cause of change in history has been the ideas, actions or **innovations of significant individuals**. You will need to pick one significant individual to be the focus of your investigation.

3a. With reference to any one significant individual in history, **formulate** a clear and focused research question that will guide your investigation to help you prepare for the debate: *“Significant individuals are the main cause of change in history.”* 2 marks

3b. Justify the relevance of your research question to the Unit of the debate. Statement of inquiry: *“Significant individuals are the main cause of change in history.”* 4 marks

3c. Choose one related concept from the table below. **Formulate** one relevant sub-question related to your chosen concept that will help your investigation for the debate. 1 mark

Causality	Civilization	Conflict	Cooperation
Culture	Identity	Ideology	Innovation and revolution

3d. **Outline** one challenge you might face when carrying out your investigation.

2 marks

4 . Evaluate the choice of research methods presented by Group B who are using the Statement of Inquiry : “Significant individuals are the main cause of change in history.” 8 marks

- Interview with an American historian about the impact of the Wall St Crash
- Media research: Website research for documentaries showing peoples reactions to the Wall St Crash
- Statistics on the economic situation of different social classes

*5a Identify one primary source you would use to help Group B’s investigation.*

*1 mark*

*5b Identify one secondary source you would use to help Group B’s investigation.*

*1 mark*

### Unit 3 - ©r©t©e©r©i©©n B. Significant Individuals. N21

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!*

NOT ALLOWED Famous individuals such as:	ALLOWED Ordinary individuals such as:
Queen Elizabeth I , Winston Churchill , Edward Jenner, Joan of Arc , Martin Luther King etc	a grandparent/relative , a local leader, factory worker, peasant, soldier

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.*

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. 4 marks

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 important to your investigation. Write your most important source here and explain why you think this source is the most important to your investigation. 3 marks



## Unit 4 – Mind Map. Independence and National Identity. N21.

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: *What makes the study of history significant is not only the events, but rather how individuals respond to those events.*

Hi Class!

Here are some more instructions for your investigation. The individual you choose should be an individual 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 his or her 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!

NOT ALLOWED Famous individuals such as:	ALLOWED Ordinary individuals such as:
<ul style="list-style-type: none"><li>• Queen Elizabeth I</li><li>• Winston Churchill</li><li>• Edward Jenner</li><li>• Joan of Arc</li><li>• Martin Luther King</li><li>• Joseph Stalin</li><li>• Mahatma Gandhi</li></ul>	<ul style="list-style-type: none"><li>• A grandparent/relative</li><li>• A local leader</li><li>• Factory worker</li><li>• Peasant</li><li>• Soldier</li></ul>

Who is the ordinary individual you will investigate? What is the event that your chosen individual lived through?

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

Question 1b 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

Question 1c-**Justify** the relevance of your research question to the statement of inquiry 4 marks

Question 1d -Complete sentence below by choosing a related concept that is appropriate to your investigation.

"From this investigation we can learn an important lesson about \_\_\_\_\_ (identity, perspective, culture, causality (cause and consequence), significance, conflict, cooperation, ideology, innovation and revolution, interdependence, perspective, governance).

Explain how your chosen related concept is connected to your investigation. 4 marks

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

Question 1f – From the three primary sources you identified in part (e), choose one that you think is the most important to your investigation. **Explain** why you think this source is the most important to your investigation. 3 marks













**Unit 5- Mind Map. Rights and Social Protest.**







Unit 5 © 2014 © 2014 © 2014 © 2014 © 2014 B. Social Protest.

/19

You will need to pick a period of time you have studied to be the focus of your investigation.

4a. **Formulate** a clear and focused research question based on the Statement of Inquiry *Civil Rights and social protest movements have led to significant changes in the fairness and equality of societies.* 2 marks

4b. **Justify** the relevance of your research question to the Statement of inquiry. 4 marks

4c. **Describe** the difference between primary and secondary source. 4 marks

4d. **List** two types of primary sources appropriate for your research. 2 marks

4e. Choose a secondary source and **outline** the usefulness of the source. 1 mark

4f. **Identify** two people you would interview to improve the investigation. 2 marks

4g. **Explain** why one research method from the list below is the most appropriate for your investigation:

- archival research
- personal interviews
- surveys
- biographical accounts

4 marks









## Unit 6 – Sources. Industrialisation, Industry and Labour.

Many of the houses are old, dirty and too small. Masses of refuse, offal and sickening filth lie among stagnant pools of water; the air is poisoned by the smell of muck and darkened by the smoke of a dozen factory chimneys. A group of ragged women and children swarm here and they are as filthy as the pigs that live amongst the rubbish tips and refuse. The whole rookery (slum) is a disgusting sight.

**From *The Condition of the Working Class of England* by Frederick Engels, a German socialist and close friend of Karl Marx. He wrote this description after visiting Manchester in 1842.**

With reference to its origin and/or purpose, **describe** one value for an MYP student studying living conditions in industrial England. 3 marks.

You will need to pick a period of time you have studied to be the focus of your investigation.

21a. **Formulate** a clear and focused research question based on the Statement of Inquiry *Innovations in science and technology can lead to revolutionary changes in the way we live/work.* 2 marks

2b. **Justify** the relevance of your research question to the Statement of inquiry. 4 marks

2c. **List** two types of primary sources appropriate for your research. 2 marks

2d. **List** two types of secondary sources appropriate for your research. 2 marks

2e. **Explain** the usefulness of one of your secondary sources. 4 marks

2f. **List** three research methods you should use to gather information. 3 marks











## Unit 7. Sources. Globalisation: Trade, Aid and Exchange.

**Compare and contrast** the perspectives presented in Source I and Source J about the conditions of enslaved people. 6 marks.

*Source J - From the autobiography of Olaudah Equiano, a formerly enslaved man*

*'One day, two of my wearied countrymen who were chained together jumped into the sea: immediately another quite dejected fellow, who on account of his illness was allowed to be out of irons, also followed their example ... Two of the wretches were drowned but they got the other, and afterwards flogged him unmercifully for preferring death to slavery. In this manner we continued to undergo more hardships than I can now tell, hardships which are inseparable from this accursed trade.'*

*Source I - Testimony of James Perry, the captain of a slave ship, to a British Parliamentary Committee, 1789*

- *'The slave ships at Liverpool are built...with air ports and gratings for the purpose of keeping the slaves cool.*
- *The slaves are comfortably lodged in rooms fitted for them, which are washed and fumigated every day.*
- *The whole of the slaves are brought upon deck every day, when the weather permits.*
- *The surgeon also generally attends to wash their mouths with vinegar or lime juice in order to prevent scurvy.*
- *They are amused with instruments of music of their own country.*
- *A warm meal is provided for tell*
- *The women are supplied with beads which they make into ornaments.*

**Assess** the values of the origin and/or purpose of the source J. 3 marks.

**Assess** the limitations of the origin and/or purpose of the source I. 3 marks.











1. With reference to one **innovation**, **formulate** a clear and focused research question relevant to help you investigate the following statement of Inquiry *The significance of pioneers, innovators and developers is dependent on their time and place.* 2 marks

1b. **Justify** the relevance of your research question to the title of the episode. 4 marks

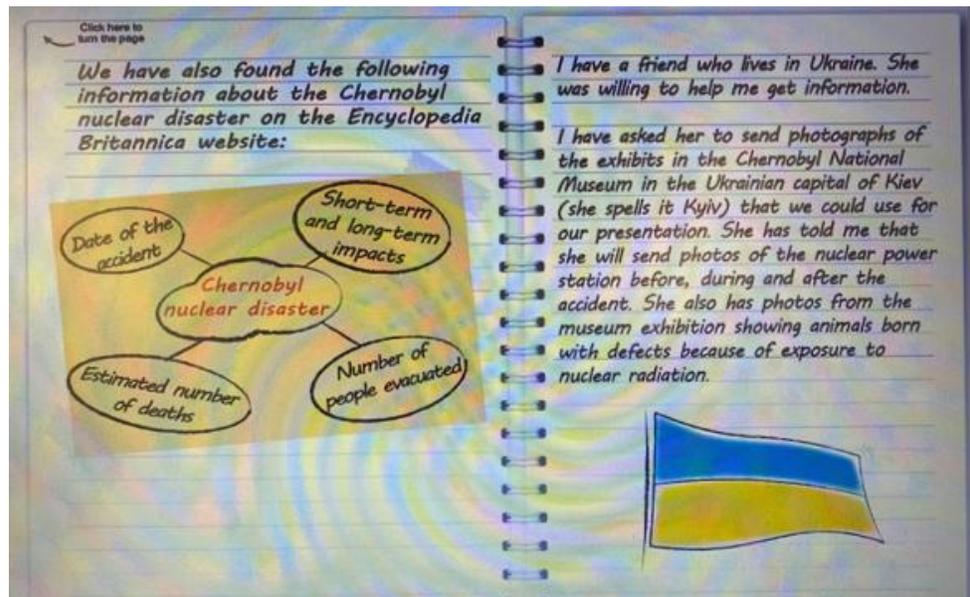
1c. The students in a partner school have been asked to make a presentation based on the statement of inquiry. **Scientific & technical innovation has made significant negative change to the health of communities in History.**

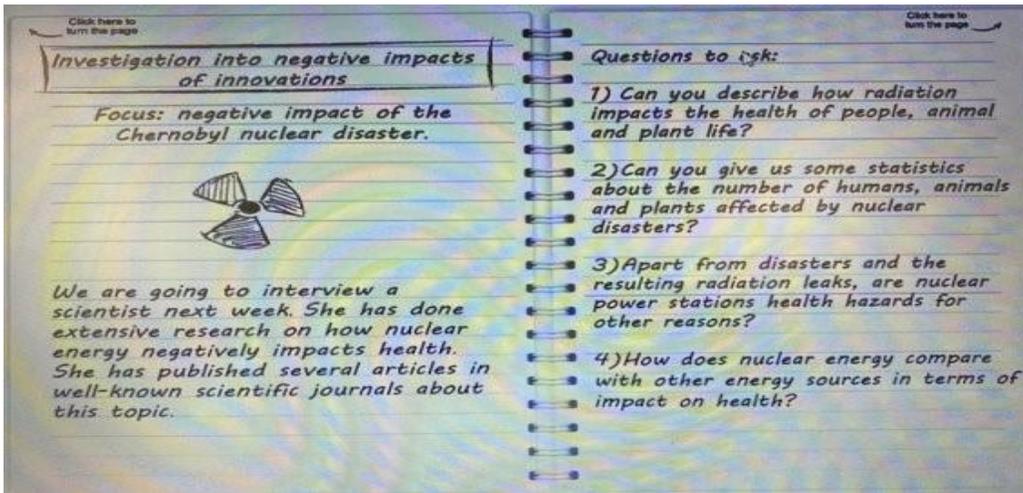
The students chose to investigate Chernobyl nuclear disaster in Ukraine, 1986. One of the students kept notes on their research.

**Evaluate** the process of their investigation. You must consider:

- The choice of research methods
- The usefulness of the research methods

8 marks





2a. **Identify** two individuals you would have interviewed to improve the investigation.

2 marks

2b. **State** two relevant questions you would ask one of the people in the above question.

2 marks

## Unit 9- Mind Map. Intellectual and Ideological Movements. N20.

SOI - Global interactions cause significant impacts on the identities and relationships of the stakeholders involved.

You and your classmates have been asked to be part of a group of researchers working on a new TV documentary series informing people about the significance of innovation in history. The first episode is about how key inventions have changed the way we view and understand the world; it will focus on the invention of the microscope but has not yet been finished. Select the related concept that is most appropriate to the Unit of the episode: how key inventions have changed the way we view and understand the world.

1a. **Select** the related concept that is most appropriate to the Unit of the episode: how key inventions have changed the way we view and understand the world. 1 mark

- Governance
- Significance
- Conflict
- Ideology

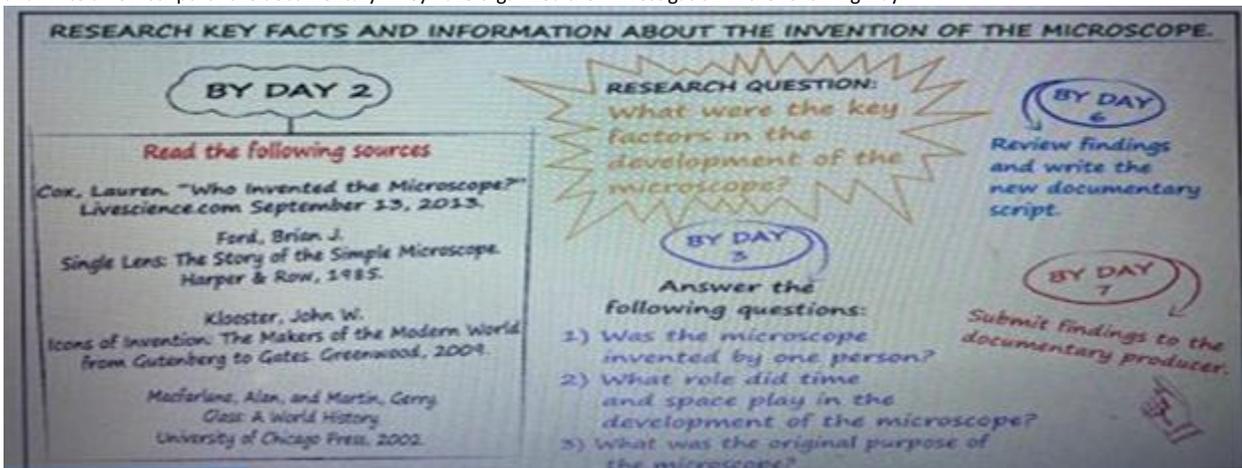
1b. **Select** whether the following statement is true or false. The microscope has led to improvements in human health. 1 mark

- True
- False

2. Other than the SOI, explain the significance of one invention that has changed the way we understand the world.

4 marks

3. Some of your classmates have been given one week to further investigate the origins of the microscope. Their aim is to add more factual information to the episode and write a new script for the documentary. They have organized their investigation in the following way.



**Evaluate** the investigative process undertaken by the research team. In your response, consider the following:

- the purpose of the investigation
- the research question and sub-questions
- sources consulted.

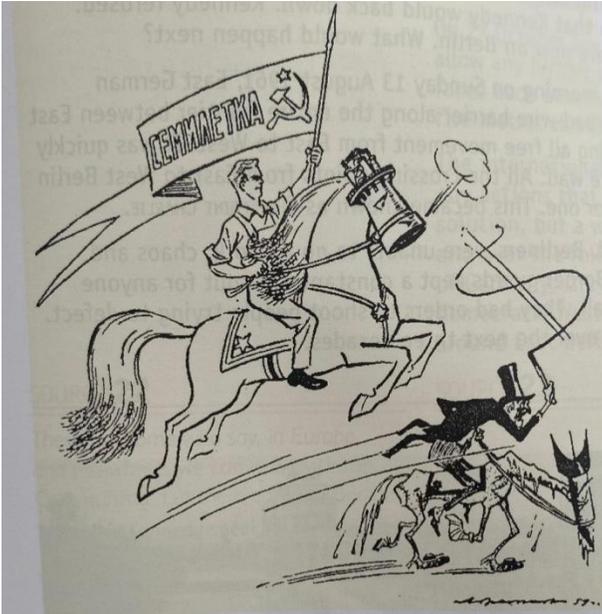
8 marks







Unit 9 – Source. Intellectual and ideological Movements.



A 1959 Soviet cartoon – the caption was: 'The socialist stallion far outclasses the capitalist donkey.'

Analyse the message of the source. 6 marks.











---

**Unit 10 – Sources. Health & Medicine.**

*Source B shows a doctor's advice for avoiding the Black Death in the 14th century. It was written in 1349 in Islamic Spain. In it, the doctor describes the spread of the plague and tries to explain it using a combination of ancient Roman knowledge, Arab tradition, and religion.*

Source B

- *Keep the air around you pure and sweet, scented with perfumes when possible.*
- *Sleep in a room open to the north wind; avoid the south winds.*
- *Keep your body quiet and calm, and do not breathe deeply.*
- *Keep your mind and spirit calm; relax and read soothing texts, especially the Quran.*
- *In your diet, avoid eating old meat but eat black bread regularly.*

1. **Outline** why 14<sup>th</sup> century societies didn't deal with the plague effectively.

1 mark.

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

3 marks.

3. With reference to its origin and/or purpose **describe** one limitation of Source B for an MY student studying health and medicine in the 14th century. 3 marks.

4a. **Formulate** a clear and focused research question that will guide your investigation to help you research for your article using the Statement of Inquiry *The health of communities requires effective governance and the development of welfare systems.* 2 marks

4b. **Justify** the relevance of your research question. 4 marks

4c. List two types of secondary sources appropriate for your research. 2 marks

4d. Identify two people you would interview. 2 marks

4e. Explain why one research method from the list below is the most appropriate for your investigation:

- archival research
- personal interviews
- surveys
- biographical accounts

4 marks









THE DAILY MAIL

# 30,000,000 PATIENTS ALREADY

By Daily Mail Reporter

**I**N its first ten weeks the National Health Service treated nearly 30,000,000 people.

More than a million people went to the dentist, and the rush for spectacles was so great that the output cannot keep up with the demand.

An ebullient Mr. Bevan disclosed these figures in London yesterday to the men and women who administer the Service—the Executive Councils Association, an organisation representing local health authorities—and told them the Act is going “reasonably smoothly.”

This was the Health Minister's progress report:

With reference to Source A, outline what the newspaper is trying to say about the NHS. 2 marks

You will need to pick a period of time you have studied to be the focus of your investigation.

1a. **Formulate** a clear and focused research question based on the Statement of Inquiry *Scientific & technical innovation has made significant positive change to the health of communities in History.* 2 marks

1b. **Justify** the relevance of your research question to the Statement of inquiry. 4 marks

1c. **List** two types of primary sources appropriate for your research. 2 marks

1d. **List** two types of primary sources appropriate for your research. 2 marks

1e. **Outline** one challenge you may face when carrying out the investigation. 2 marks

1f. **Identify** two people you would interview to improve the investigation. 2 marks

1g. **List** three research methods you should use to gather information. 3 marks











**Unit 12 – Sources. Social, Cultural and Artistic developments.**

1. With reference to Source F, **outline** what the person is trying to say about society. 2 marks

*Source F – Jim Morrison, lead singer of the Doors. 1969. I like ideas about the breaking away or overthrowing c established order. I am interested in anything about rev disorder, chaos, especially activity that seems to have n meaning. It seems to me to be the road towards freedom - eternal freedom is a way to bring about internal freedom.*

2. From the list of related concepts, select **one** and **justify** its connection to source G. 4 marks

*Source G- A statement issued by Students for a Democratic Society (SDS) in 1962*

*\*Universal controlled disarmament must replace deterrence and arms control as the (American) national defense goal...It is necessary that America make disarmament, not nuclear deterrence, "credible" to the Soviets and to the world,'*

Causality  
Significance  
Perspectives  
Innovation & rev  
Governance  
Ideology  
Cooperation  
Interdependence  
Civilization  
Identity  
Conflict  
Culture

3. In terms of values **and** limitations, **analyse** the usefulness of Source **H** to an MYP student studying about societal changes in the 1960s. 6 marks

Source H- From the song "The Times they are A-changin'" by Bob Dylan, written in 1963

*\*Come mothers and fathers throughout the land  
And don't criticize what you can't understand  
Your sons and your daughters are beyond your command  
Your old road is rapidly ageing  
Please get out of the new one if you can't lend a hand  
For the times they are a-changin\*\*  
"Come mothers and fathers throughout the land  
And don't criticize what you can't understand  
Your sons and your daughters are beyond your command  
Your old road is rapidly ageing  
Please get out of the new one if you can't lend a hand  
For the times they are a-changin\**

4. With reference to source I, **analyse** its message. 6 marks

Source I - Mario Savio, a student from Berkeley University, California, which was one of the centres of student radicalism

"There is a time when the operation of the machine becomes so odious, makes you sick at heart, that you can't take part; you can't even passively take part and you've got to put your bodies upon the gears and upon the wheels, upon the levers, upon all the apparatus and you've got to make it stop.'

5a. **Formulate** a clear and focused research question that will guide your investigation to help you research for your article using the Statement of Inquiry *Social, cultural and artistic movements reflect the time, place and space of their civilization.* 2 marks

5b. **Justify** the relevance of your research question to the Unit of the debate. Statement of inquiry: “Significant individuals are the main cause of change in history.” 4 marks

5c. List two types of secondary sources appropriate for your research. 2 marks

5d. Identify two people you would interview. 2 marks

5e. Explain why one research method from the list below is the most appropriate for your investigation:

- archival research
- personal interviews
- surveys
- biographical accounts

4 marks



Question 2. You will now plan your own investigation in social, cultural and artistic developments in order to explore the following statement of inquiry: *Individuals and groups express their ideas and identities through social, cultural and artistic developments*. You will be asked to choose another movement in history, create a research question and reflect on sources.

2a. Outline one social, cultural and artistic movement in history. 2 marks

2b. Explain one idea or opinion that was expressed by the people involved in the movement outlined in question 2a . 4 marks

2c. With reference to the movement outlined in question 2a, formulate a clear and focused research question to help you investigate the statement of inquiry: *Individuals and groups express their ideas and identities through social, cultural and artistic developments*. 2 marks

2d. Justify the relevance of your research question to the statement of inquiry: *Individuals and groups express their ideas and identities through social, cultural and artistic developments*. 4 marks

2e. With reference to one of the concepts below, formulate one relevant and focused sub question that will help your investigation: 2 marks

Choose one of the following:    Cooperation                  Culture    Identity    Innovation & Revolution                  Perspective                  Significance

2f. Choose one individual or group of individuals you could interview to help your investigation. The individuals(s) chosen could be specific person or a general occupation.

Choose individual/group of individuals: 1 mark

Explain why the interview would be helpful 2 marks

2g. Identify one primary source, other than an interview, that you could use to help your investigation. 1 mark