

MYP MAY 2016 HISTORY

ON-SCREEN EXAMINATION

Exemplar Marked Candidate Responses

This document contains exemplar material which demonstrates how the markscheme was applied to two student responses for the May 2016 session. Teachers should consider the application of the markscheme and in particular the assessment of longer, open ended responses. Teachers may wish to mark the student response themselves using the published markscheme and then compare their marking to the standard demonstrated in this document.

Question 1 (10 marks)

Watch the video below and answer the questions that follow.



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Question 1a (2 marks)

Outline a change to a system made by **one** historically significant individual.

One change Mahatma Ghandi made to a system was the change in the method of fighting back. Ghandi believed that in order to gain independence, the Indians must fight back the British with peace rather than war. Examples of his method are the non-cooperate movement and the Salt March.

1/2 Legitimate "change" needs to clarify the system better.

Question 1b (4 marks)

Explain one reason why the significant individual changed the system.

Ghandi changed the system because he saw that "fighting fire with fire" was problematic and in return only made the war greater, so he decided to fight oppositely. He lead his tribe to boycotting British products through the non-cooperate movement, and also started a revolution of resistance by managing the Salt March.

2/4 This is an outline, not an explanation. It needs more detail for an explanation. The second sentence doesn't help answer the reason why.

Question 1c (4 marks)

Explain one consequence of this change.

The consequence of this change gave Indians independence, despite waiting several years, in the end the Indians gained independence over their occupiers, all whilst resisting in a peaceful manner.

2/4 This is similar to the exemplar in the markscheme.

Question 2 (12 marks)

You must now show how you would conduct an investigation into the significant individual you chose in question 1 and demonstrate your understanding of the following statement of inquiry: "Systems often change as a result of how certain historically significant individuals manage a key moment in their society."

Question 2a (4 marks)

With reference to the significant individual you identified in Q1(a), **formulate** a clear and focused research question to help you investigate the statement of inquiry.

To what extent did George Washington stepping down as President after two terms effect the course of the United States governmental system?

3/4 The question could be clearer but it is focused and has a clear connection to the statement of inquiry.

Question 2b (4 marks)

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

The research question is relevant because it would analyze the key moment during the change in his society and thus offer much insight into the answer for the statement of inquiry.

1/4 The student gives a limited outline of the relevance of the research question to the statement of inquiry.

Question 2c (4 marks)

With reference to **one** sub-question you would ask, **explain** how it would help you investigate your research question.

To what extent did George Washington oppress the people of the United States as President?

This would be an important sub-question as it would give insight into if during the moment of the system changing in his society did he ever go against the change of system by returning to the ways of the former system.

1/4 A brief account is provided, but it does not connect at all to the research question.

Question 3 (4 marks)

A television history documentary is one type of source of information used in an historical investigation.

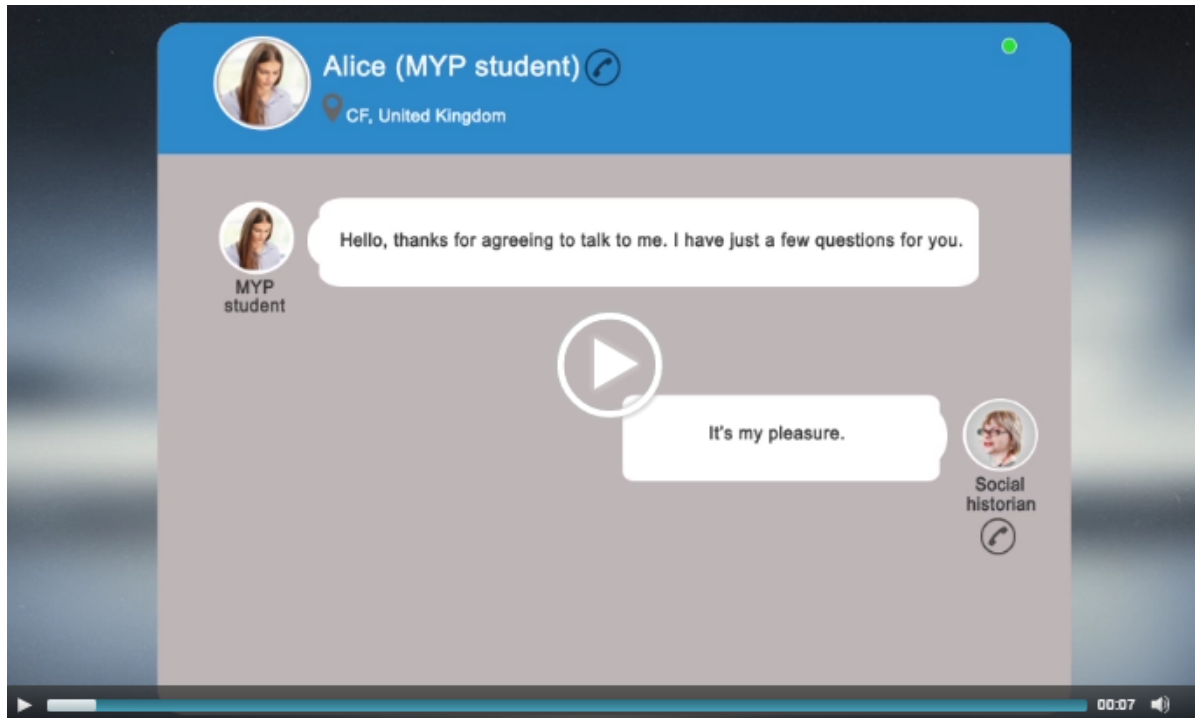
Identify four other types of sources that could be used in your historical investigation.

1. Interviews to historian people that know of that specific theme ✓
2. Interview to people that live on those days ✗ *Too similar to response 1*
3. Look in books that talk about it ✓
4. Look for documents of those days in which you can receive information ✓

3/4

Question 4 (12 marks)

Another MYP student has conducted an investigation into the ability of individuals to influence systems. The student arranged the following online interview with a social historian, who has published numerous articles on the role of individuals in transforming history.



Evaluate the interview as a method for collecting and recording relevant information. In your answer, you must consider:

- the interviewee chosen
- the questions asked.

The interview was very well done. The right questions were asked, and to the right person. The interviewee was a social historian, part of her job is to research these types of questions (about social change) and find the answer. The social histoirian was able to provide the student with detailed answers, and it was easy to tell that she knew what she was talking about. The questions were very clear and required detailed answers. Both are very useful when you're trying to collect and record relevant information.

3/12 Only addresses the strengths. Limited appraisal. Best fit applied.

Question 5 (30 marks)

The editor of your school's newspaper is organizing a special online edition entitled "Understanding Ideology" and she has asked you to write an article to **explain** the role that ideology has played in causing conflict between countries or the people within countries. In your article you must:

- make reference to **at least one** conflict in history
- consider the role that ideology has played in the conflict(s) identified
- seek to engage the audience of the newspaper
- provide a description of what you would like to have as an accompanying image on the webpage.

The School Daily

May 2016

Understanding Ideologies 101: Ideas that started the world war. *Which one?*

It is a sketched cartoon illustrating the Triple alliance and the Triple entente and their beliefs of looking out for each other.

Benefit of doubt

Every debate, argument or screaming battle be it with you and your parents, headmaster Jerry and his wife or two countries, there is always a stimulant. A belief implanted in the thoughts of the participant. The question is how do these issues get from thoughts to actions.

Most conflicts are due to the difference of ideologies, contradicting beliefs of different people resulting in war.

Before the outbreak of The First World War each country was independent, many had colonies around the world and were in constant competition to be the best. Imperialism had a large impact on the beginning of the war. The greed for more was empowering leading nations fighting for territories they believed were there. A big example of this was the Falkens war, the British's belief that those islands belonged to them led to a deadly war. If ideologies are shared then it can form a strong bond where as conflicting beliefs separate the two parties completely, similar to magnets.

These beliefs can be changed and altered but either way they will affect the outcome. Most commonly these beliefs come from people with power and passed through generations of people. Continuing them in a type of perpetual motion.

In addition, these thoughts act as a starting point ready to ignite the fire which will engulf are sense of responsibility replacing it with irrationalism.

For example, the treaty of Versailles, this document eased the minds of many European countries but irritated Germany. The seed was implanted in Germany's head, they believed it was unfair to treat them in such a way. Therefore when Adolf Hitler arose, a strong confident man, they trusted him to help them. Some ideologies weaken the mind to seemingly heroic behaviors allowing those to take advantage and cause more trouble than it's worth.

In conclusion, without ideologies we would all be clones of each other with know knew thoughts and beliefs we would not have progressed this far. However, knowledge is power so believing in certain things can stimulate disruption and be more harm than it's worth.

An attempt at a conclusion, but it is basically a summary of the points the student tried to explain.

6/10 Criterion A: Although the organization of the article is confusing, there is satisfactory knowledge and understanding demonstrated. The student begins to explain, but does not really give a clear explanation. Benefit of doubt 6.

7/20 Criterion C: Best fit. The communication of information and ideas are more limited, but the style is somewhat appropriate.

Question 6 (2 marks)

Source A



Using **Source A**, identify **two** examples of personal and cultural expression.

1. Visually appealing structures ✓ *Benefit of doubt*
2. ✗ *1/2*

Question 7 (8 marks)

Source B

Source C



©

Bodiam Castle is a castle from the Middle Ages (Medieval Times) in Kent in south-east England. It was built in 1385.

Source B

Source C



©

Château de Chambord is in the Loire Valley in France and it was constructed for King Francis I of France between 1519 and 1547. It is regarded as a classic example of Renaissance architecture.

With reference to the two castles shown in **sources B** and **C** **discuss** how they demonstrate the key concept of change.

There are many differences between the castles in source b and source c. The castle in source B is built only for protection. The bare stone walls and arrow slits show that this castle was not built with looks in mind and its function is only to protect those inside it. Source C on the other hand was built for aesthetic purposes. You can see that the appearance was valued over the protection that this castle provides. This castle was made as more of a palace to display the owners wealth rather than a place used to protect the owner from an external threat. The difference between these castles shows that as time progressed there became less of a need for defence and rulers began to flaunt their wealth through the architecture of their castles instead.


5/8 The student does not explicitly mention change, but effectively addresses the question posed. The student elaborates on the change in the purpose of the architecture, going beyond explanation. Very similar to the exemplar in the markscheme.

Question 8 (12 marks)

Source D

A team of MYP history teachers created this blog for their students. This page is on how artistry and creation developed during the Renaissance.



MYP HISTORY BLOG May 2016 

As we discussed in our last lesson, I wanted to give you some more background on how artistry and creation developed during the Renaissance.

Florence in Italy could be viewed as the birthplace of the Renaissance. Like other city-states in Italy at the time, Florence was wealthy, benefitting from increased trade during the 14th and 15th centuries. Along with increased wealth, came a new outlook on life, mostly in response to the devastation of the black death (bubonic plague) in the middle of the 14th century.

Florence was at the centre of a new intellectual movement and tried to reconnect with the ancient cultures of Greece and Rome. This movement influenced art significantly, as artists began portraying their subjects in a way to emphasize the natural beauty and potential of humanity. The Medici family – a family of wealthy bankers who had become the political leaders of Florence – was at the heart of the Renaissance in arts and culture during the 15th and 16th centuries. They used their power and wealth to introduce many changes to Florentine society.

Aside from paying for thousands of works of art, the Medicis supported the creation of books. During the Middle Ages many books (called manuscripts) were destroyed and the majority of the population across Europe could not read or write. This changed with the creation of the printing press in 1436, making the spread of knowledge and ideas much easier. And with the support of the Medicis many authors had their works published, which in turn helped both the arts and the sciences to flourish. As a result, there was an increase in the study of medicine, astronomy, and scientific innovations such as the development of the telescope.

Art changed with the subjects of paintings and sculptures being portraits of individuals or battle scenes in order to portray beauty in a more natural and realistic way. The Renaissance, which began in Florence, spread very quickly across Europe.

Add a comment...

February 02/01/2016

Archive

In terms of their origin, purpose, values and limitations, **analyse** the usefulness of **Source C** and **Source D** to an MYP history student studying the Renaissance.

Source C:

Origin: -

Purpose: to show the castle of Chateau de Chambord in the Renaissance times.

Values: Visual image of castle, which shows the architecture. Short description, which gives some information

Limitations: There is no information about the author, or the date of publication. There is only facts, but no explanation of the information.

Usefulness: It gives as the visual information, which is very good, because we understand what buildings were like at those times

Source D:

Origin: MYP history teachers

Purpose: To explain the importance of art in the Renaissance period and to tell about the origin of Renaissance (background information)

Values: This document has a good information, with dates of publishing. Also you can leave your comment if you want, which makes authors to have a feedback.

Limitations: In compare with Source C, this source had less images. Source D needs some information to add.

Usefulness: This source is useful, because we find information about the background of the Renaissance. Also it talks about arts and its role in society.

5/12 Lacking explanation. This is just description. More elaboration is needed to better analyse the sources.

Question 9 (30 marks)

To what extent has creative expression influenced social, cultural and artistic developments throughout history?

You should write a well-structured essay to answer the question. You must:

- provide examples from your MYP history course where creative expression has brought about social, cultural and artistic change
- consider other perspectives on what influences social, cultural and artistic change
- synthesize all perspectives to make a well-supported argument.

Creative expression has influenced social, cultural and artistic developments throughout history to a very big extent. A well known example of this is propaganda. Propaganda is a form of art but it is specially made about one person, to show the world how great they are and for example to convince people that they need to support this person for who the propaganda is made. Hitler was a man who had a lot of propaganda to make people think that he was a great leader. Because of the propaganda people would think that he actually is a great leader and they will start supporting him. Propaganda is an example of art that made a huge social change.

Another completely different example is Andy Warhol. He came up with an idea that when something was a masterpiece, it would be a masterpiece again if you recreated it so this is what he did. He was very fascinated by the normal things in life like a bottle of coke. He would make a painting of this and let other people recreate it for him. They had a special technique for this that would make it go a lot faster and easier. This process had a big influence on reproduction because new ideas for faster reproduction were invented such as taking pictures. This caused a big cultural and artistic change.

These examples show that creative expression has influenced social, cultural and artistic development to a very big extent. It may be in bad ways such as propaganda, but it may also be in good ways like the ideas of Andy Warhol which had a great influence on the techniques of reproduction.

13/30

Criterion A: The Student provides two examples offering in each an explanation of the role creative expression has impacted social development and cultural and artistic development. However, in the first example the development itself is dealt with in a vague manner. And in the second example, the explanation is unclear at times. Best fit applies. 5/10

Criterion C: The organisational structure is effective, but arguments are at times unclear regarding cultural and artistic change. 5/10

Criterion D: A summary is provided, but other perspective on what influences social, cultural and artistic developments is not addressed. Best Fit applies. 3/10

Question 1 (10 marks)

Watch the video below and answer the questions that follow.



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Question 1a (2 marks)

Outline a change to a system made by **one** historically significant individual.

Martin Luther King Jr is an individual who has had a major impact on the way society was in the United States of America. He has changed the system of the USA in a way that darker skinned people were more accepted into the society.

2/2 A satisfactory outline is provided.

Question 1b (4 marks)

Explain one reason why the significant individual changed the system.

The reason why Martin Luther King Jr changed the system was because he did not agree with the way the system worked. He did not agree with the segregation of african americans and how they did not have equal rights to the "white people".

3/4 There is an explanation present, but it is not sufficient depth to merit the highest mark for this question.

Question 1c (4 marks)

Explain one consequence of this change.

The consequence of this change was that there was more equality in the USA. This means that both "blacks" and "whites" had equal rights. This was a major step in the right direction of the American development. It also opened the eyes of the world and changed many people's perspective.

3/4 Again, there is not sufficient explanation of the consequence of the change to merit the highest mark. More detail is needed.

Question 2 (12 marks)

You must now show how you would conduct an investigation into the significant individual you chose in question 1 and demonstrate your understanding of the following statement of inquiry:
"Systems often change as a result of how certain historically significant individuals manage a key moment in their society."

Question 2a (4 marks)

With reference to the significant individual you identified in Q1(a), **formulate** a clear and focused research question to help you investigate the statement of inquiry.

R.Q.: To what extent did Indian government change since Mahatma Gandhi's oppositions to social discrimination?

2/4 Needs to be clearer, with more emphasis on a system

Question 2b (4 marks)

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

The research question itself already contains the idea of system's change under the ideas of a historical figure, which is Mahatma Gandhi. It asks the size of the changes brought to the system. The question has that 'key moment in society' that was managed by Gandhi - social discrimination. So, the research question reveals and represents a tight connection with the statement of inquiry.

3/4 Sufficient explanation but could be more detailed

Question 2c (4 marks)

With reference to **one** sub-question you would ask, **explain** how it would help you investigate your research question.

Sub-question: What are Gandhi's oppositions against social inequality and their consequences?

This sub-question will reveal the actions made by the political leader and the consequences it brought, which will definitely contain the information about changes in government and system brought.

1/4 This response is only an outline, not an explanation, and it is not clear enough to be awarded 2 marks.

Question 3 (4 marks)

A television history documentary is one type of source of information used in an historical investigation.

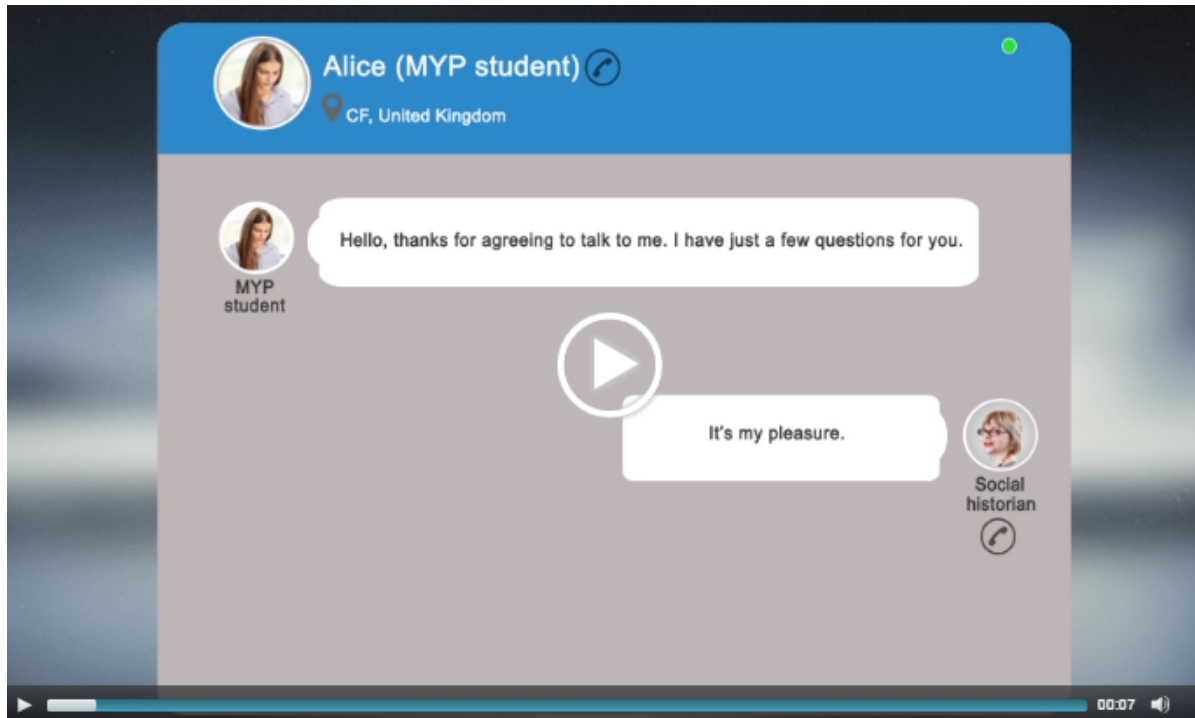
Identify four other types of sources that could be used in your historical investigation.

1. Doing a survey for some historian or someone who knows a lot about Martin Luther's speech and the consequences it had. ✓
2. Interviewing someone related to Martin Luther King. ✓
3. Obtaining information in official history websites such as the BBC. ✓
4. ✗

3/4

Question 4 (12 marks)

Another MYP student has conducted an investigation into the ability of individuals to influence systems. The student arranged the following online interview with a social historian, who has published numerous articles on the role of individuals in transforming history.



Evaluate the interview as a method for collecting and recording relevant information. In your answer, you must consider:

- the interviewee chosen
- the questions asked.

I think this interview was successful. I think that Alice asked appropriate questions to the Social historian. Although she left her questions open she still got specific answers. I think that the Social historian was a good person to ask because she knows about different social movements that occur and who is involved. I think that it was good that Alice had questions for the responses she gave it helped lead her to the end. Although Alice asked a question about her opinion she then asked for evidence which was important for making sure it was credible. I think the information received is very relevant to the matter of the subject and that with these answers she could develop a clear understanding of how individuals influenced the system.

6/12 There is weak appraisal, but there needs to be more substance in terms of limitations. Limited discussion on the limitations, but good analysis on the strengths. Best fit applied.

Question 5 (30 marks)

The editor of your school's newspaper is organizing a special online edition entitled "Understanding Ideology" and she has asked you to write an article to **explain** the role that ideology has played in causing conflict between countries or the people within countries. In your article you must:

- make reference to **at least one** conflict in history
- consider the role that ideology has played in the conflict(s) identified
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- provide a description of what you would like to have as an accompanying image on the webpage.

The School Daily

May 2016

To different ideas always lead to conflict?

An image of a propaganda poster from Hitler's Germany would be used, preferably one about "a greater Germany" to show how he spread his nationalist ideals.

Ideology is specific to an individual or groups of people. Since we all have different beliefs and values (about religion, equality, political organization), it is virtually impossible that we can all agree. Different ideologies respond to different groups of people's needs, but, especially in terms of governments, they can lead to greater conflicts.

Let's take a famous example: WWII. Apart from a large range of economical, political and social factors, one name comes to mind when we talk about this conflict: Hitler. The Holocaust, the invasion of Czechoslovakia or the need to expand his territory all spring from the same idea: a great Germany. Already this expression evokes Nationalism. In fact, the word Nazi mean "National Socialist".

After the Treaty of Versailles, Germany lost territories (Alsace and Lorraine for e.g.), had to pay war debts and lost industrial power. The discontent grew in Weimar's republic, and Hitler took advantage of this situation. Germany had to regain its old power. From his nationalist point of view, it had been undermined. The solution to this? More land. Reunite the German people. And the only way to do this was to expand his territory and take over countries where smaller populations of Germans were living and use military force. Clearly, Hitler was motivated by his extreme right-wing nationalistic beliefs, and the invasion of Poland is the last straw for the Allies (even if they had not immediately acted.)

Would the Holocaust have happened if it weren't for Hitler's ideology and anti-semitism? The supremacy of the aryan race is also one example of how ideology motivates conflicts, and in this case, a genocide.

There is a large range of other examples of conflicts in history: Nationalists against the Red Army in the Chinese revolution, racism and segregation in the United States, the revolutions of different countries against their colonialist powers (India's independence for example)... all of these come from different groups of people (often led by one significant figure) disagreeing in their beliefs. When speaking about conflicts caused by ideology, it is almost always a political or religious reason. Even now, where difference tends to be more accepted, wars and conflicts are caused because of ideology. One clear example is the creation of the Islamic State.

And unfortunately, being humans, we will probably never agree on anything fully. We are influenced by our cultural background, our personal experiences, our needs...which will never be the same. Disagreement comes from instability as well: the solutions available to solve different conflicts between countries. Therefore, it is safe to say that as much as belief and ideology can unite groups of people, it also divides: and sometimes, this division is so drastic that there is no way that both can coexist in a peaceful manner.

25/30

Criterion A: The student demonstrates detailed knowledge and explains the role ideology played in the conflict of WWII. 8/10

Criterion C: Ideas are communicated accurately and the style used is appropriate for the audience. 17/20

Question 6 (2 marks)

Source A



Using **Source A**, identify **two** examples of personal and cultural expression.

1. One example of architecture was the cathedral of Florence, Il Duomo ✓
2. The other example of painting was the most well known development of the Renaissance of art that was the "Birth of Venus". ✓

2/2

Question 7 (8 marks)

Source B

Source C



©

Bodiam Castle is a castle from the Middle Ages (Medieval Times) in Kent in south-east England. It was built in 1385.

Source B

Source C



©

Château de Chambord is in the Loire Valley in France and it was constructed for King Francis I of France between 1519 and 1547. It is regarded as a classic example of Renaissance architecture.

With reference to the two castles shown in **sources B** and **C** **discuss** how they demonstrate the key concept of change.

The aim constructions had and their purpose was constantly changing through the years. All this was of course based on the society. During the middle ages people did not care too much about the design. When constructing a castle, such as Bodiam Castle in England, they didn't pretend to make it good looking, just efficient. The goal was to create a fortress with thick and resistant walls. As the time passed, castles started to lose their original purpose and started to become a luxury house for kings. It was then when they decided to decorate it, to make better looking, but still with that basic structure with towers at the end of each wall. Not only the outside changes, also the way they wanted the inside to look. We can find these differences if we look at the windows. Bodiam Castle has small windows, which didn't let much light enter but did let a person from inside look at the horizon. Château de Chambord shows us how the windows became bigger and made up of glass, and also how they got to spread all over the castle, in order to illuminate all the inside.


5/8 The student discusses how both castles demonstrate the concept of change, but more detail is required to access the top band.

Question 8 (12 marks)

Source D

A team of MYP history teachers created this blog for their students. This page is on how artistry and creation developed during the Renaissance.



MYP HISTORY BLOG May 2016 

As we discussed in our last lesson, I wanted to give you some more background on how artistry and creation developed during the Renaissance.

Florence in Italy could be viewed as the birthplace of the Renaissance. Like other city-states in Italy at the time, Florence was wealthy, benefitting from increased trade during the 14th and 15th centuries. Along with increased wealth, came a new outlook on life, mostly in response to the devastation of the black death (bubonic plague) in the middle of the 14th century.

Florence was at the centre of a new intellectual movement and tried to reconnect with the ancient cultures of Greece and Rome. This movement influenced art significantly, as artists began portraying their subjects in a way to emphasize the natural beauty and potential of humanity. The Medici family – a family of wealthy bankers who had become the political leaders of Florence – was at the heart of the Renaissance in arts and culture during the 15th and 16th centuries. They used their power and wealth to introduce many changes to Florentine society.

Aside from paying for thousands of works of art, the Medicis supported the creation of books. During the Middle Ages many books (called manuscripts) were destroyed and the majority of the population across Europe could not read or write. This changed with the creation of the printing press in 1436, making the spread of knowledge and ideas much easier. And with the support of the Medicis many authors had their works published, which in turn helped both the arts and the sciences to flourish. As a result, there was an increase in the study of medicine, astronomy, and scientific innovations such as the development of the telescope.

Art changed with the subjects of paintings and sculptures being portraits of individuals or battle scenes in order to portray beauty in a more natural and realistic way. The Renaissance, which began in Florence, spread very quickly across Europe.

Add a comment...

February 02/01/2016

Archive

In terms of their origin, purpose, values and limitations, **analyse** the usefulness of **Source C** and **Source D** to an MYP history student studying the Renaissance.

Source C:

The origin of this source is a photo of King Francis I of France castle, Chateau de Chambord. Its purpose is to show classic Renaissance architecture. Its value is that it shows the beautiful and grand nature of the architecture which was a staple of the Renaissance era. Its limitations is that it just shows the architecture of the Renaissance era and not the other significant changes during society also its limited by its lack of comparison to castles from other eras as one cannot comprehend if this one is just very grand and luxurious or if all castles throughout history have been like this. Its usefulness is that it allows the viewer to make their own judgement on the picture also it allows the reader to actually see the Renaissance era and almost experience the change that occurred during the era in architecture.

Source D:

The origin of this source is a blog post by MYP history teachers. Its purpose is to explain "how artistry and creation developed during the Renaissance". The value of this is that it is created by MYP history teachers for MYP history students and thus it is 100% information that you will need to know. On the otherhand, this causes the limitation that it may not tell the whole story of the Renaissance but just the story you will need to know for the MYP or the story you will need to know according to your history teacher. Its usefulness is that it is directly from MYP history teachers and thus is very direct and easy to take in and all the information is relevant and important but the one negative would be that for an era that is so artistic in nature there was no display of this art in the blog.

8/12 Weak argument for strengths and limitations of source C. More explanations for source D, but best fit applies.

Question 9 (30 marks)

To what extent has creative expression influenced social, cultural and artistic developments throughout history?

You should write a well-structured essay to answer the question. You must:

- provide examples from your MYP history course where creative expression has brought about social, cultural and artistic change
- consider other perspectives on what influences social, cultural and artistic change
- synthesize all perspectives to make a well-supported argument.

IDEAS FEELINGS VALUES BELIEFS

Creative expression and the many manners in which people across the globe, and throughout history, has influenced social development to a great extent. In instances throughout history, art, artistry and creation have led to social change, influencing ideologies and perspectives to change societal views on beauty and acceptance.

During the Civil Rights Movement, in American history, art and the perception of beauty was a great asset in the communication of new social ideologies, and a method in which to establish them. To elaborate, the famous Black Power movement, used media and art to communicate their new acceptance and love for themselves and their race. This is exemplified in the organization's slogan, "Black is Beautiful". These three words had a major impact on America's population of African-Americans, whom for decades prior to this, been dehumanized, and deemed inferior to the White majority in America. After being subjected to so much brutality and prejudice, it is understandable that this group of people would feel inferior, and ashamed of their skin color and dark features. But, the Black Power organization released this slogan, which successfully empowered African-Americans, so that they would no longer feel lesser than a White person. Additionally, this brought about social and artistic change, as the slogan encouraged African-Americans to wear traditional African hairstyles and clothing, and naturally express who they were, rather than dressing like a White person. This was clearly a major change in fashion and art in America, and positively exposed it to a new level of culture. This is an incredible way in which words and art were used in order to communicate a strong message of empowerment, and influence social change.

During the Vietnam War, which was declared due to fear of the "domino effect", and the spread of Communism throughout Indo-China, American youth responded to the mass injustices taking place in Vietnam during the time of the war, such as the My Lai Massacre, using art as a weapon, to threaten the authority American Government. The Hippie Movement emerged in America during the occupation of American troops in Vietnam, and used art such as paintings, illustrations and specifically music, to promote peace, and express their disapproval of US interference in Vietnam. This brought about social change, as it received major media coverage, and the movement was even supported by major artists in the industry such as Bob Dylan and John Lennon. This was another instance in history, in which creative expression was utilised in order to communicate feelings, beliefs, values and ideas in a peaceful manner.

To conclude, creative expression is a method of opposing societal values or systems peacefully, while still communicating vital perspectives, and influencing social, cultural and artistic change. This is evident in various eras of history, whether it was during the Civil Rights Movement or the Hippie Movement, art always seems to be a worthy response to injustice, and is extremely influential in changing our perception of beauty and the world we live in.

Criterion A: Good discussion of the creative expression in both examples. Provides detailed description of the expressions but could detail a bit more the actual development social development to reach full marks. Also, only social developments is thoroughly discussed. Best applies. 8/10

Criterion C: Effective organisation, but in order to reach the highest markband, the conclusion could be more coherent. 7/10

Criterion D: Best fit: Another perspective is implied in reference to the fear of communism and a synthesis is presented in the conclusion. 5/10

20/30