

INTERNATIONAL BACCALAUREATE'S INTERNAL ASSESSMENT = BE AN HISTORIAN

- History by nature is INTERPRATIVE and CONTROVERSIAL!
- CONCEPTS: change, continuity, causation, consequence, significance, perspectives
- INVESTIGATION TYPES – conduct an investigation that demands ANALYSIS.
 - An investigation of a historical theme, issue, person or event based on a variety of sources.
 - An investigation based on fieldwork of a historical building, place or site.
 - An investigation of a local history.

SUMMER ASSIGNMENT 2018 -- STRONG START (IA): 1 TOPIC, 2 RESEARCH QUESTIONS + 5 SOURCES = 50 points formative...

- Select 1 TOPIC, construct 2 possible research questions and research FIVE (5) scholarly sources related to RQs & Topic
- RESEARCH QUESTION FORMULATION –
 - Question is researchable: variety & availability of sources; sources are readable
 - Question is focused: RQ lends itself to completion within 2200 words
 - Question is engaging: interesting, challenging or controversial questions make better IAs. Do NOT pursue questions with obvious answers.

FOUND	LOOKING FOR...
	RQ Answerable in 2200 words
	RQ includes an IB Command Term
	RQ possesses the ability to analyze, not narrate
	Too BROAD Too NARROW CHRONOLOGY (limit scope by adding years)
	Sources are Scholarly ¹
	Sources are relevant to RQ
	Generic sourcing, lack of research by student OR RQ needs to be amended so that scholarly sources are applicable

Total Points (50): _____

Source Selection:

- Is the source helpful in answering the RQ?
- What value does the source provide? And, what questions or avenues of research does it open up?
- Is the source scholarly?
- Who is the author and what is his/her relationship to the source/field?
- Does the author have a historical specialty and is the accessed source within said specialty?

¹ The selection and use of sources requires a bit of explanation. Scholarly or academic sources are generated and published by acknowledged members of the relevant subject area. A monograph (scholarly work focused on a single subject) containing footnotes (evidence of research and attribution) is valued more highly than a tweet (usually). IB and this educator demand scholarly sources for a successful internal assessment. To paraphrase Supreme Court Justice Potter Stewart, I know a scholarly source when I see it. Another way to look at research is that there is a hierarchy of sources – primary to secondary with scholarly and non-scholarly interwoven throughout; in fact, one can apply the social structure of Victorian England from Kings and Queens through multiple layers of major and minor royalty to gentlemen and ladies, commoners and the working poor to Tiny Tim in determining source value. Valuable sources are those that advance one’s research question, internal assessment, extended essay.

INTERNATIONAL BACCALAUREATE'S IBHA & TOPICS – 2 YEAR COURSE with 6 UNITS

OF STUDY + INTERNAL ASSESSMENT = BE AN HISTORIAN

- History by nature is INTERPRATIVE and CONTROVERSIAL! We examine those events and controversies studying the evidence, analyzing and evaluating historical choices providing our OWN synthesis of the past
- CONCEPTS: change, continuity, causation, consequence, significance, perspectives [course is organized @ these concepts providing multiple perspectives of the past]
- INVESTIGATION TYPES –[select an investigation where one can apply an historical concept, an analysis NOT a narrative of what occurred]:
 - An investigation of a historical theme, issue, person or event based on a variety of sources.
 - An investigation based on fieldwork of a historical building, place or site.
 - An investigation of a local history.
- RESEARCH QUESTION FORMULATION –
 - Question is researchable: variety & availability of sources; sources are readable
 - Question is focused: RQ lends itself to completion within 2200 words
 - Question is engaging: interesting, challenging or controversial questions make better IAs. Do NOT pursue questions with obvious answers.

11th Grade History of the America IB Units—

<p>8: United States' Civil War: Causes, course and effects (1840–1877) This section focuses on the United States' Civil War between the North and the South (1861–1865), which is often perceived as the great watershed in the history of the United States. It transformed the country forever, but the war created a new set of problems: how would the country be reunited? How would the South rebuild its society and economy? How would the four million freed former slaves fit into society?</p> <ul style="list-style-type: none"> • Slavery: cotton economy and slavery; conditions of enslavement; adaptation and resistance; abolitionist debate—ideological, legal, religious and economic arguments for and against slavery, and their impact • Origins of the Civil War: the Nullification Crisis; states' rights; sectionalism; slavery; political issues; economic differences between the North and South • Reasons for, and effects of, westward expansion and the sectional debates; the crises of the 1850s; compromise of 1850; political developments, including the Lincoln–Douglas debates and the presidential election of 1860 • Union versus Confederate: strengths and weaknesses; economic resources; role and significance of leaders during the Civil War; role of Lincoln; significant military battles/campaigns • Factors affecting the outcome of the Civil War; the role of foreign relations; the Emancipation Proclamation (1863) and participation of African Americans in the Civil War • Reconstruction: presidential and congressional plans; methods of southern resistance; economic, social and political successes and failures • African Americans in the New South: legal issues; the black codes; Jim Crow laws 	<p>14: Political developments in Latin America (1945–1980) This section focuses on domestic and political developments in Latin America after 1945. Most Latin American countries experienced social, economic and political changes and challenges. Political responses to these forces varied from country to country—from the continuation of democracy to “populist” movements to outright conflict, revolution and the establishment of authoritarian regimes in the 1960s and 1970s. Areas of study include: conditions for the rise to power of new leaders; economic and social policies; treatment of minorities.</p> <ul style="list-style-type: none"> • The Cuban Revolution: political, social and economic causes • Rule of Fidel Castro: Cuban nationalism; political, economic, social and cultural policies; treatment of opposition; successes and failures; impact on the region • Populist leaders in two countries: rise to power and legitimacy; ideology; social, economic and political policies; the treatment of opposition • Democracy in crisis: reasons for the failure of elected leaders • Rise of a military dictatorship in one country: reasons for their rise to power; economic and social policies; repression and treatment of opposition • Guerrilla movements in one country: origins, rise and consequences • Liberation theology in Latin America: origins, growth and impact 	<p>17: Civil rights and social movements in the Americas post-1945 This section examines the origins, nature, challenges and achievements of civil rights and social movements after 1945. Causes of some of these movements may be pre-1945. These movements represented the attempts to achieve equality for groups that were not recognized or accepted as full members of society, and they challenged established authority and attitudes.</p> <ul style="list-style-type: none"> • Indigenous peoples and civil rights in the Americas • African Americans and the civil rights movement: origins, tactics and organizations; the US Supreme Court and legal challenges to segregation in education; ending of segregation in the south (1955–1980) • Role of Dr Martin Luther King Jr in the civil rights movement; the rise of radical African American activism (1965–1968): Black Panthers; Black Power and Malcolm X; role of governments in civil rights movements in the Americas • Feminist movements in the Americas; reasons for emergence; impact and significance • Hispanic American movement in the United States; Cesar Chavez; immigration reform • Youth culture and protests of the 1960s and 1970s: characteristics and manifestation of a counter-culture
--	--	--

<p style="text-align: center;">RIGHTS & PROTEST</p> <p>Case study 1: Civil rights movement in the United States (1954–1965)</p> <p>Nature and characteristics of discrimination</p> <ul style="list-style-type: none"> • Racism and violence against African Americans; the Ku Klux Klan; disenfranchisement • Segregation and education; Brown versus Board of Education decision (1954); Little Rock (1957) • Economic and social discrimination; legacy of the Jim Crow laws; impact on individuals <p>Protests and action</p> <ul style="list-style-type: none"> • Non-violent protests; Montgomery bus boycott (1955–1956); Freedom Rides (1961); Freedom Summer (1964) • Legislative changes: Civil Rights Act (1964); Voting Rights Act (1965) <p>The role and significance of key actors/groups</p> <ul style="list-style-type: none"> • Key actors: Martin Luther King Jr; Malcolm X; Lyndon B Johnson • Key groups: National Association for the Advancement of Colored People (NAACP); Southern Christian Leadership Conference (SCLC) and Student Non-violent Coordinating Committee (SNCC); the Nation of Islam (Black Muslims) <p>Case study 2: Apartheid South Africa (1948–1964)</p> <p>Nature and characteristics of discrimination</p> <ul style="list-style-type: none"> • “Petty Apartheid” and “Grand Apartheid” legislation • Division and “classification”; segregation of populations and amenities; creation of townships/forced removals; segregation of education; Bantustan system; impact on individuals <p>Protests and action</p> <ul style="list-style-type: none"> • Non-violent protests: bus boycotts; defiance campaign, Freedom Charter • Increasing violence: the Sharpeville massacre (1960) and the decision to adopt the armed struggle • Official response: the Rivonia trial (1963–1964) and the imprisonment of the ANC leadership <p>The role and significance of key actors/groups</p> <ul style="list-style-type: none"> • Key individuals: Nelson Mandela; Albert Luthuli <p>Key groups: the African National Congress (ANC); the South African Communist Party (SACP) and the MK (Umkhonto we Sizwe—“Spear of the Nation”)</p>	<p>World history topic 9: Evolution and development of democratic states (1848–2000)</p> <p>This topic covers the evolution and development of democratic multi-party states in a global context from the mid-19th century through to the end of the 20th century. The topic focuses on exploring the emergence of democratic states, the challenges they faced in maintaining and extending democratic practices (sometimes unsuccessfully), responses to social, economic and political issues, and the extension of constitutional rights. Examination questions for this topic will expect students to make reference to specific democratic states in their responses, and some examination questions will require discussion of states from more than one region of the world. In order for students to be able to make meaningful comparisons across all aspects of the prescribed content, it is recommended that a minimum of three democratic states should be studied.</p> <p>Emergence of democratic states</p> <ul style="list-style-type: none"> • Conditions that encouraged the demand for democratic reform: aftermath of war and/or political upheaval; political, social and economic factors; external influences • The role and significance of leaders • Development of political parties, constitutions and electoral systems; the significance/impact of those developments <p>The development of democratic states</p> <ul style="list-style-type: none"> • Factors influencing the evolution of democratic states: immigration; ideology; economic forces; foreign influences • Responses to, and impact of, domestic crises • Struggle for equality: suffrage movements; civil protests <p>Impact of democracy on society</p> <ul style="list-style-type: none"> • Social and economic policies and reforms: education; social welfare; policies towards women and minorities; the distribution of wealth • The extent to which citizens benefit from those policies <p>Cultural impact; freedom of expression in the arts and media</p>	<p>World history topic 10: Authoritarian states (20th century)</p> <p>This topic focuses on exploring the conditions that facilitated the rise of authoritarian states in the 20th century, as well as the methods used by parties and leaders to take and maintain power. The topic explores the emergence, consolidation and maintenance of power, including the impact of the leaders’ policies, both domestic and foreign, upon the maintenance of power. Examination questions for this topic will expect students to make reference to specific authoritarian states in their responses, and some examination questions will require discussion of states from more than one region of the world. In order for students to be able to make meaningful comparisons across all aspects of the prescribed content, it is recommended that a minimum of three authoritarian states should be studied.</p> <p>Emergence of authoritarian states</p> <ul style="list-style-type: none"> • Conditions in which authoritarian states emerged: economic factors; social division; impact of war; weakness of political system • Methods used to establish authoritarian states: persuasion and coercion; the role of leaders; ideology; the use of force; propaganda <p>Consolidation and maintenance of power</p> <ul style="list-style-type: none"> • Use of legal methods; use of force; charismatic leadership; dissemination of propaganda • Nature, extent and treatment of opposition • The impact of the success and/or failure of foreign policy on the maintenance of power <p>Aims and results of policies</p> <ul style="list-style-type: none"> • Aims and impact of domestic economic, political, cultural and social policies • The impact of policies on women and minorities • Authoritarian control and the extent to which it was achieved
---	---	--

Topic selection is the students' choice as long as it follows the directives noted above; nevertheless, selecting a topic within the units studied during the 11th and 12th grade years allows the internal assessment to do double-duty as preparation for IB exams in May of one's senior year. A word of caution, the IA cannot and must not infringe upon one's extended essay topic.

2200 Words: Checklist prior to submitting work...

- **Identification & Evaluation of Sources (6 marks) [500]**
 - Does the investigation have an appropriate question clearly stated in the identification and evaluation of sources?
 - Has the student selected, identified, and referenced (using a consistent format) appropriate and relevant sources?
 - Is there a clear explanation of the relevance of the sources to the investigation? Use content drawn from the source to support your analysis
 - Is there detailed analysis and evaluation of TWO sources with explicit discussion of the value and limitations, with reference to their origins, purpose and content? BIAS IS EVERYWHERE; THEREFORE, MOVE BEYOND IT ASSESSING THRU ORIGIN AND PRUPOSE WHY BIAS IS THERE...
 - **STRUCTURE: RQ + link to 2 top sources in answering one's RQ; OPCVL²**
- **Investigation (15 marks) [1300] {write an analytic essay to answer one's research question}**
 - Is the investigation clear, coherent and effectively organized?
 - Does the investigation contained well-developed critical analysis clearly focused on the stated question?
 - Is there evidence from a range of sources used effectively to support an argument?
 - Is there evaluation of different perspectives [arguments, claims, experiences, etc.]on the topic and/or question?
 - Does the investigation provide a reasoned conclusion that is consistent with the evidence and arguments provided?
 - **STRUCTURE: an analytical essay in which the student answers their own RQ demonstrating their historical knowledge and skill**
- **Reflection (4 marks) [400] {trace the IA's path: forming a RQ, researching, challenges faced ...}**
 - Does the student focus clearly on what the investigation revealed about the methods used by historians?
 - Does the reflection demonstrate clear awareness of the challenges facing historians and/or limitations of the methods used by historians?
 - Is there an explicit connection between the reflection and the rest of the investigation (questions, sources used, evaluation and analysis)?
 - **STRUCTURE: Students reflect on the meandering historical journey that they just completed with its twists, turns, dead-ends & eureka moments demonstrating an understanding of history with its challenges and rewards.**
- **Bibliography (does not count towards word count)**
 - Is the word count clearly stated?
 - Is a single bibliographic style or format consistently used?
 - Is the bibliography clearly organized and includes all the sources you have referenced or used as evidence in the investigation?

Comments:

- Avoid narration, Analytical response to RQ!
- Sources should be scholarly or primary and not over-reliant on the internet—historians read and write books, YOU SHOULD DO THE SAME!!!!!!!!!!!!!!!!!!!!!!
- Focus on the answering the RQ of your investigation
- **All ideas not your own and historical evidence MUST BE CITED properly! No exceptions!**

Internal Assessment	FCPS Conversion	Internal Assessment	FCPS Conversion
1 = 0-2	2 or below = 50	5 = 13-15	15=89; 14=87; 13=85
2 = 3-5	5=64; 4=60; 3=55	6 = 16-19	19=98; 18=96; 17=94; 16=91
3 = 6-8	8=75; 7=73; 6=70	7 = 20-25	20+ = 100
4 = 9-12	12=83; 11=81; 10=79; 9=77		

DOUBLE CHECK YOUR SECTIONS TO MAKE SURE THEY REACH THE HIGHEST MARKBANDS!

Internal assessment criteria (SL and HL)

Criterion A: Identification and evaluation of sources (6 marks)

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	The question for investigation has been stated. The student has identified and selected appropriate sources, but there is little or no explanation of the relevance of the sources to the investigation. The response describes, but does not analyze or evaluate, two of the sources.
3–4	An appropriate question for investigation has been stated. The student has identified and selected appropriate sources, and there is some explanation of the relevance of the sources to the investigation. There is some analysis and evaluation of two sources, but reference to their value and limitations is limited.
5–6	An appropriate question for investigation has been clearly stated. The student has identified and selected appropriate and relevant sources, and there is a clear explanation of the relevance of the sources to the investigation. There is a detailed analysis and evaluation of two sources with explicit discussion of the value and limitations of two of the sources for the investigation, with reference to the origins, purpose and content of the two sources.

Criterion B: Investigation (15 marks)

0	The work does not reach a standard described by the descriptors below.
1–3	The investigation lacks clarity and coherence, and is poorly organized. Where there is a recognizable structure there is minimal focus on the task. The response contains little or no critical analysis. It may consist mostly of generalizations and poorly substantiated assertions. Reference is made to evidence from sources, but there is no analysis of that evidence.
4–6	There is an attempt to organize the investigation but this is only partially successful, and the investigation lacks clarity and coherence. The investigation contains some limited critical analysis but the response is primarily narrative/descriptive in nature, rather than analytical. Evidence from sources is included, but is not integrated into the analysis/argument.
7–9	The investigation is generally clear and well organized, but there is some repetition or lack of clarity in places. The response moves beyond description to include some analysis or critical commentary, but this is not sustained. There is an attempt to integrate evidence from sources with the analysis/argument. There may be awareness of different perspectives, but these perspectives are not evaluated.
10–12	The investigation is generally clear and well organized, although there may be some repetition or lack of clarity in places. The investigation contains critical analysis, although this analysis may lack development or clarity. Evidence from a range of sources is used to support the argument. There is awareness and some evaluation of different perspectives. The investigation argues to a reasoned conclusion.
13–15	The investigation is clear, coherent and effectively organized. The investigation contains well-developed critical analysis that is focused clearly on the stated question. Evidence from a range of sources is used effectively to support the argument. There is evaluation of different perspectives. The investigation argues to a reasoned conclusion that is consistent with the evidence and arguments provided.

Criterion C: Reflection (4 marks)

0	The work does not reach a standard described by the descriptors below.
1–2	The reflection contains some discussion of what the investigation highlighted to the student about the methods used by the historian. The reflection demonstrates little awareness of the challenges facing the historian and/or the limitations of the methods used by the historian. The connection between the reflection and the rest of the investigation is implied, but is not explicit.
3–4	The reflection is clearly focused on what the investigation highlighted to the student about the methods used by the historian The reflection demonstrates clear awareness of challenges facing the historian and/or limitations of the methods used by the historian. There is a clear and explicit connection between the reflection and the rest of the investigation.

Purpose of internal assessment²

Internal assessment is an integral part of the course and is compulsory for both SL and HL students. It enables students to demonstrate the application of skills and knowledge, and to pursue their personal interests, without the time limitations and other constraints that are associated with written examinations. The internal assessment should, as far as possible, be woven into normal classroom teaching and not be a separate activity conducted after a course has been taught.

The internal assessment requirements at SL and at HL for history are the same. All students complete a historical investigation into a historical topic of their choice. The internal assessment allows flexibility for students to select a topic of personal interest. The topic need not be related to the syllabus and students should be encouraged to use their own initiative when deciding on a topic. The free choice of topic means that the historical investigation provides a particularly good opportunity for students to engage with topics that are of personal interest, or topics related to their own local or national history.

Please note: Each individual student must complete an individual historical investigation—group work may not be undertaken.

Time allocation

Internal assessment contributes 25% to the final assessment in the SL course and 20% in the HL course. This weighting should be reflected in the time that is allocated to teaching the skills and understanding required to undertake the work, as well as the total time allocated to carry out the work.

It is recommended that a total of approximately 20 hours (SL and HL) of teaching time should be allocated to the work. This should include:

- time for the teacher to explain to students the requirements of the internal assessment
- class time for students to work on the internal assessment component and ask questions
- time for consultation between the teacher and each student individually
- time to review and monitor progress, and to check authenticity.

Guidance and authenticity

The historical investigation submitted for internal assessment must be the student's own work. However, it is not the intention that students should decide upon a title or topic and be left to work on the internal assessment component without any further support from the teacher. The teacher should play an important role during both the planning stage and the period when the student is working on the internally assessed work. It is the responsibility of the teacher to ensure that students are familiar with:

- the requirements of the type of work to be internally assessed
- the assessment criteria; students must understand that the work submitted for assessment must address these criteria effectively.

Teachers and students must discuss the internally assessed work. Students should be encouraged to initiate discussions with the teacher to obtain advice and information, and students must not be penalized for seeking guidance. As part of the learning process, teachers should read and give advice to students on **one draft** of the work. The teacher should provide oral or written advice on how the work could be improved, but should not edit the draft. The next version handed to the teacher must be the final version for submission.

It is the responsibility of teachers to ensure that all students understand the basic meaning and significance of concepts that relate to academic honesty, especially authenticity and intellectual property. Teachers must ensure that all student work for assessment is prepared according to the requirements and must explain clearly to students that the internally assessed work must be entirely their own. All work submitted to the IB for moderation or assessment must be authenticated by a teacher, and must not include any known instances of suspected or confirmed academic misconduct. Each student must confirm that the work is his or her authentic work and constitutes the final version of that work. Once a student has officially submitted the final version of the work it cannot be

² Guidance on pages 5-8 drawn from the IB History Subject Guide.

retracted. The requirement to confirm the authenticity of work applies to the work of all students, not just the sample work that will be submitted to the IB for the purpose of moderation. For further details, refer to the IB publication *Academic honesty in the IB educational context*, *The Diploma Programme: From principles into practice* and the relevant articles in *General regulations: Diploma Programme*.

Authenticity may be checked by discussion with the student on the content of the work, and scrutiny of one or more of the following.

- The student's initial proposal
- The first draft of the written work
- The references cited
- The style of writing compared with work known to be that of the student
- The analysis of the work by a web-based plagiarism-detection service

Please note: The same piece of work cannot be submitted to meet the requirements of both the internal assessment and the extended essay. [emphasis added]

Historical investigation Duration: 20 hours Weighting: 25% SL, 20% HL

Students at both SL and HL are required to complete a historical investigation into a **topic of their choice**. The historical investigation is made of up three sections.

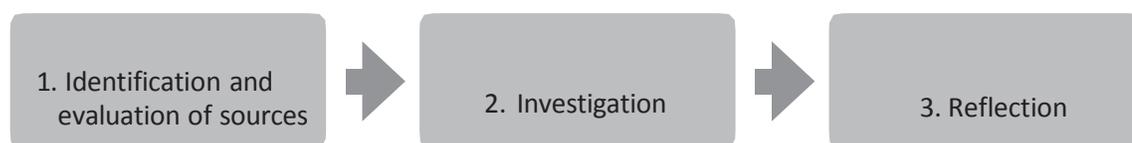


Figure 8
Historical investigation

Students have a free choice of topic for their historical investigation—the topic need not be related to the syllabus, and students should be encouraged to use their own initiative when deciding on a topic. However, the topic must be historical, and therefore **cannot be on an event that has happened in the last 10 years**.

Students should choose their own topic, with their teacher's guidance and approval. Teachers must approve the topic and question for investigation before work is started. It is crucial that there are sufficient sources to support the investigation, and that the investigation can be assessed by the criteria for internal assessment. Teachers must also make students aware of any relevant ethical considerations when undertaking their investigation, for example, the need to show sensitivity or to respect confidentiality.

The investigation is an opportunity for students to demonstrate the application of their skills and knowledge to a historical topic of their choice. The emphasis must be on a specific historical inquiry that enables the student to develop and apply the skills of a historian by selecting and analyzing a range of source material and considering diverse perspectives. The activity demands that students search for, select, evaluate and use evidence to reach a relevant conclusion consistent with the evidence and arguments that have been put forward.

Section 1: Identification and evaluation of sources

This section requires students to analyze in detail **two** of the sources that they will use in their investigation. The sources can be either primary or secondary sources. In this section students must:

- clearly state the question they have chosen to investigate (this must be stated as a question)
- include a brief explanation of the nature of the two sources they have selected for detailed analysis, including an explanation of their relevance to the investigation
- analyze two sources in detail. With reference to the origins, purpose and content, the student should analyze the value and limitations of the two sources in relation to the investigation.

A crucial element of this section of the internal assessment task is formulating an appropriate question to investigate. The six key concepts for the history course (causation, consequence, continuity, change, significance and perspectives) can be a very

useful starting point in helping students to formulate a question.

Section 2: Investigation

This section of the internal assessment task consists of the actual investigation. The internal assessment task provides scope for a wide variety of different types of historical investigation, for example:

- a historical topic or theme using a variety of written sources or a variety of written and non-written sources
- a historical topic based on fieldwork, for example, a museum, archeological site, battlefields, places of worship such as mosques or churches, historic buildings
- a local history study.

The investigation must be clearly and effectively organized. While there is no prescribed format for how this section must be structured, it must contain critical analysis that is focused clearly on the question being investigated, and must also include the conclusion that the student draws from their analysis.

In this section, students must use a range of evidence to support their argument. Please note that students can use primary sources, secondary sources, or a mixture of the two.

Section 3: Reflection

This section of the internal assessment task requires students to reflect on what undertaking their investigation highlighted to them about the methods used by, and the challenges facing, the historian.

Examples of discussion questions that may help to encourage reflection include the following.

- What methods used by historians did you use in your investigation?
- What did your investigation highlight to you about the limitations of those methods?
- What are the challenges facing the historian? How do they differ from the challenges facing a scientist or a mathematician?
- What challenges in particular does archive-based history present?
- How can the reliability of sources be evaluated?
- What is the difference between bias and selection?
- What constitutes a historical event?
- Who decides which events are historically significant?
- Is it possible to describe historical events in an unbiased way?
- What is the role of the historian?
- Should terms such as “atrocious” be used when writing about history, or should value judgments be avoided?
- If it is difficult to establish proof in history, does that mean that all versions are equally acceptable?

Bibliography

A bibliography and clear referencing of all sources **must** be included with every investigation, but these are not included in the overall word count.

Word limit

The word limit for the historical investigation is 2,200 words. A bibliography and clear referencing of all sources **must** be included in the investigation, but are not included in the overall word count.

Below are suggested word allocations for each section of the historical investigation. Please note that these word allocations are suggestions only.

Section	Suggested word allocation	Associated assessment criteria	Marks
1. Identification and evaluation of sources	500	A. Identification and evaluation of sources	6 marks
2. Investigation	1,300	B. Investigation	15 marks
3. Reflection	400	C. Reflection	4 marks
Bibliography	Not applicable	Not applicable	Not applicable
Total (maximum word limit)	2,200 words		Total: 25 marks

Using assessment criteria for internal assessment

A number of assessment criteria have been identified for the internal assessment task. Each assessment criterion has level descriptors describing specific achievement levels, together with an appropriate range of marks. The level descriptors concentrate on positive achievement, although for the lower levels failure to achieve may be included in the description.

Teachers must judge the internally assessed work at SL and at HL against the criteria using the level descriptors.

- The same assessment criteria are provided for SL and HL.
- The aim is to find, for each criterion, the descriptor that conveys most accurately the level attained by the student, using the best-fit model. A best-fit approach means that compensation should be made when a piece of work matches different aspects of a criterion at different levels. The mark awarded should be one that most fairly reflects the balance of achievement against the criterion. It is not necessary for every single aspect of a level descriptor to be met for that mark to be awarded.
- When assessing a student's work, teachers should read the level descriptors for each criterion until they reach a descriptor that most appropriately describes the level of the work being assessed. If a piece of work seems to fall between two descriptors, both descriptors should be read again and the one that more appropriately describes the student's work should be chosen.
- Where there are two or more marks available within a level, teachers should award the upper marks if the student's work demonstrates the qualities described to a great extent; the work may be close to achieving marks in the level above. Teachers should award the lower marks if the student's work demonstrates the qualities described to a lesser extent; the work may be close to achieving marks in the level below.
- Only whole numbers should be recorded; partial marks (fractions and decimals) are not acceptable.
- Teachers should not think in terms of a pass or fail boundary, but should concentrate on identifying the appropriate descriptor for each assessment criterion.
- The highest level descriptors do not imply faultless performance but should be achievable by a student. Teachers should not hesitate to use the extremes if they are appropriate descriptions of the work being assessed.
- A student who attains a high achievement level in relation to one criterion will not necessarily attain high achievement levels in relation to the other criteria. Similarly, a student who attains a low achievement level for one criterion will not necessarily attain low achievement levels for the other criteria. Teachers should not assume that the overall assessment of the students will produce any particular distribution of marks.
- It is recommended that the assessment criteria be made available to students.

To summarize, the internal assessment is a “scripted” activity whereby students demonstrate their historical skills to IB; IB assesses a student’s skill according to the rubric defined above which demands adherence to its requirements. In other words, the IA may be described as a “history lab”, a component of the overall grade IB assembles. A lab where the student selects the topic and research question and undertakes an investigation to answer the RQ. It is expected that the student’s research will modify, to some extent, or in other cases, completely rework the RQ.

OPcVL Worksheet – IBHA/Topics

OPcVL asks students to ASSESS the VALUE and LIMITATIONS of a source while referencing its origin and purpose; therefore, IB expects 2 values and 2 limits to be drawn from one's source examination. Value and limit can be found in the TYPE of document as well as from the CONTENT of the document. Below one will find an outline to assist in developing OPcVL skills.

Flow of ¶ ...



ORIGIN

VALUE (type)

PURPOSE

LIMITATIONS (1 type + 1 content)

(content)

VALUE

OPcVL is an extraction and evaluation of information from a source. The content must be filtered against its origin and purpose (the who and the why behind the source). OPcVL is an interaction between the historian + document according to IB processes. Why are you reading/accessing the source? What do you hope to gain from the historical interaction? What knowledge do you hope to acquire from the source?

A guide for analyzing historical documents OPCVL: Origin, Purpose, Content, Value, Limitation³

Origin, Purpose, Content, Value, Limitation (OPCVL) is a technique for analyzing historical documents. It is used extensively in the International Baccalaureate curriculum and testing materials, and is incredibly helpful in teaching students to be critical observers and analytical thinkers.

Origin:

In order to analyze a source, you must first know what it is. Sometimes not all of these questions can be answered. The more you do know about where a document is coming from, the easier it is to ascertain purpose, value and limitation. This is where you would also identify if it is a primary or secondary source.

- **Primary Source**— letter, journal, interview, speeches, photos, paintings, etc. Primary sources are created by someone who is the “first person.” Primary documents have not been filtered through interpretation or evaluation by others.
 - **Secondary Source** – materials that are written with the benefit of hindsight and materials that filter primary sources through interpretation or evaluation. Books commenting on a historical incident in history are secondary sources.
 - *Note: One is not more reliable than the other. Valuable information can be gleaned from both types of documents. A primary document can tell you about the original author’s perspective; a secondary document can tell you how the primary document was received during a specific time period or by a specific audience.*
- Who is the author?
 - When was it created?
 - When was it published?
 - Where was it published?
 - Who is publishing it?
 - *Is there anything we know about the author that is pertinent to our evaluation?*
 - This last question is especially important. The more you know about the author of a document, the easier it is to answer the following questions. Knowing that *George* was the author of a document might mean a lot more if you know you are talking about *George Washington* and know that he was the first president, active in the creation of the United States, a General, etc.

Purpose:

This is the point where you start the real evaluation of the piece and try to figure out the purpose for its creation. You must be able to think as the author of the document. At this point you are still only focusing on the single piece of work you are evaluating.

- Why does this document exist?
- Why did the author create this piece of work? What is the intent?
- Why did the author choose this particular format?
- Who is the intended audience? Who was the author thinking would receive this?
- Can it tell you more than is on the surface?
 - If you are teaching at the high school level, try to steer students away from saying “I think the document means this...” Obviously, if students are making a statement it is coming from their thinking. Help them practice saying “The document means this...*because it is supported by x evidence.*”

³ <https://www.google.com/search?q=IB+OPCVL+value+and+limitations+by+type&ie=utf-8&oe=utf-8> (February 14, 2018)

Content:

This component requires a summary of the source in order to demonstrate your ability to understand its meaning. Be careful not to place purpose and content together – they are two unique components! You will use content to help assess the next two points (V & L) – so make sure you understand the document!

- What does the document “say?”
- What is the main idea of the source?
- What arguments, analysis, or conclusion are present within the source’s content?

*****With reference to origin, purpose and content, analyze the values and limitations of the source. *****

Value:

Now comes the hard part. Putting on your historian hat, you must determine: Based on *who*

wrote it (origin), *when/where* it came from, *why* it was created (purpose) and *what* the source says (content)...what value does this document have as a piece of information? This is where you show your expertise and put the source in context. Bring in your outside information here.

- What can we tell about the author and/or time period from the piece?
- Under what circumstances was the piece created and how does the piece reflect those circumstances?
- What can we tell about any controversies from the piece?
- What can we tell about the author’s perspectives from the piece?
- What was going on in history at the time the piece was created and how does this piece accurately reflect it?
(Put the document in historical context!)
 - It helps if you know the context of the document and can explain what the document helps you to understand about the context.
 - The following is an example of value analysis: *The journal entry was written by President Truman prior to the dropping of the atomic bomb on Japan and demonstrates the moral dilemma he was having in making the decision of whether to drop the bomb or not. It shows that he was highly conflicted about the decision and very aware of the potential consequences both for diplomatic/military relations and for the health and welfare of the Japanese citizens.*

Limitation:

The task here is not to point out weaknesses of the source, but rather to say: at what point does this source cease to be of value to us as historians? With a primary source document, having an incomplete picture of the whole is a given because the source was created by one person and naturally they will not have given every detail of the context. Do not say that the author left out information unless you have concrete proof (from another source) that they *chose* to leave information out. Also, it is obvious that the author did not have prior knowledge of events that came after the creation of the document. Do not state that the document “does not explain X” (if X happened later).

- What part of the story can we NOT tell from this document?
- Does the author represent a particular ‘side’ of a controversy or event?
- Does this piece inaccurately reflect anything about the time period?
- What does the author leave out and why does he/she leave it out (if you know)?

- What is purposely not addressed?
 - Being biased does not necessarily limit the value of a source! If you are going to comment on the bias of a document, you must go into detail. Who is it biased towards? Who is it biased against? What part of a story does it leave out? What part of the story is MISSING because of parts left out?
 - This is again an area for you to show your expertise of the context. You need to briefly explain the parts of the story that the document leaves out. What parts of the story/context can this document *not* tell?

Source Types: Value and Limitations⁴

Primary Sources:

In general:

Values:

- provide first-hand knowledge of the events / topics
- Give a 'snapshot' of opinion at the time.

Limitations:

- Often too wrapped up in their moment, so authors often miss the 'big picture' of their situations
- Sometimes subject to censorship

Private letters, diaries, memoirs

Values:

- Can provide an intimate glimpse into the effects of historical events and the lives of individuals experiencing them first-hand
- If the source was never intended to be read by a large audience, its contents might be of a more candid and revealing nature.
- Valuable as a study of the personality by whom it was written

Limitations:

- If the document was intended for disclosure, it runs the risk of being an apology, contrived to justify or defend the author's opinions or actions/inactions
- Such a personal documents are inherently limited in their scope in that they present only one viewpoint, one interpretation of what happened.
- Inevitably biased- molded by the opinions, prejudices, and cultural standpoint of the author (must be read critically)
- If the document is a result of recollections many years after the period described, the details might have become blurred with the passing of time, certain aspects consciously or subconsciously forgotten, and memoirs molded to conform to views evolved since then (i.e. benefit of hindsight).
- Selective by nature, more important in what is excluded than included)

Poems, novels

Values:

- Can provide an interesting perspective into the spirit and culture of the time in which they were written
 - Can chronicle the experiences and feelings of specific individuals living through a period of history, providing a focused and personal portrait of a time
 - Often offer an emotional appeal, allowing the reader to identify more closely with circumstances and individuals of a time
 - Can provide information on a certain period of history in more easily digestible format through engaging the interest of the reader
- Limitations:
- Often not solely concerned with providing a factual account- a certain degree of imagination and creative license involved, and, therefore, perhaps not as useful as a factual account of history.
 - Inevitably flavored by biases of creator.

Drawings, paintings, cartoons

Values:

- Can effectively capture the spirit of a time, and the opinions and sentiments generally characterizing that time.
 - Contain evidence about a culture at specific moments in history- its customs, styles, preferences, atmosphere, architecture, manner of dress, appearance.
 - Provide a visually stimulating piece of historical evidence.
 - Examples of art styles of the time.
 - Comment on features of regime.
 - Can show how people viewed a time.
- Limitations:
- Produced by an artist with a definite point of view, and therefore inevitably biased, being influenced by the opinions and prejudices of its creator.
 - Limited scope- generally highlights one specific aspect of a period of history.

⁴ <http://share.nanjing-school.com/dphistory/files/2013/02/OPVL-helper-for-various-primary-and-secondary-sources-21p0fjb.pdf>
(February 14, 2018)

- Artist not generally concerned with providing a factual account of a historical event or circumstance, but rather with producing a creative piece of work or expressing own opinions and emotional reactions.

Photographs/Film

Values:

- Can capture moments in history in vivid detail, providing a unique glimpse into a point in time and simulating piece of historical evidence.
- Examples of propaganda
- Can show aspects of the culture-i.e. dress
- Often posed
- Reflections of attitudes, trends in filmmaking at a specific time.

Limitations:

- Behind every photograph of film is a creator with own personal biases and prejudices, which may be reflected in a work, either consciously or subconsciously.
- Can be manipulated by the creator to convey a certain point or impress upon the viewer his/her own conceptions. e.g.:
 - parts can be edited
 - parts can be cut out
 - certain details can be excluded or downplayed
 - certain details can be accentuated or focused on
 - angle the photographs are taken from naturally limit perspective and therefore

can be used to create visual bias

- The creator ultimately holds the power to decide the impression conveyed by the photograph or film (more important than the photographs is the photographer).
- Tendency- for commercial reasons, to lack scenes which are graphic and interesting.

Newspapers

Values:

- Can provide indication of the nature of a society and on specific aspects of its culture.
- Can provide a daily record of events occurring in history (albeit perhaps a limited one).

Limitations:

- A product of the societies in which they are produced, and therefore offering only a limited perspective.
- In a dictatorship, certain details might be suppressed to preserve the authority of the government in power- censorship.
- A newspaper might be primarily an instrument of propaganda.
- Commercial motives
- All have political agendas

Statistics

Values:

- Provide a raw factual evidence of historical trends (provided they are reliable).