



IB HISTORY

HVITFELDTSKA GYMNASIET

2018–2020

HIGHER LEVEL
STANDARD LEVEL

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WHAT WE WILL STUDY IN IB HISTORY 2018-2020

GERMANY

- A. Germany – Bismarckian Germany 1871-1890 (HL)
 - Germany – Wilhelmine Germany 1890-1918
 - Germany – Weimar Republic 1919-1933
 - Germany – Third Reich (Hitler) 1933-1945
 - ❖ WWI
 - ❖ WWII

ITALY

- Italy 1914-1921
- Italy (Mussolini) 1922-1945
 - ❖ WWI
 - ❖ WWII

RUSSIA/USSR

- B. Russia (Alexander II) 1855-1881 (HL)
- C. Russia (Alexander III) 1881-1894 (HL)
 - Russia (Nicholas II) 1894-1918
 - Russia/USSR (Lenin) 1917-1924
 - USSR (Stalin) 1924-1953
 - ❖ WWI
 - ❖ Russian Civil War
 - ❖ WWII

CHINA

- China 1911/1912- 1949
- China (Mao) 1949-1976
 - ❖ WWI
 - ❖ Chinese Civil War 1927-1937
 - ❖ Sino-Japanese War 1937-1941
 - ❖ WWII 1941-1945
 - ❖ Chinese Civil War 1945-1949

JAPAN

- Japan 1891-1931
- Japan 1931-1941
 - ❖ WWI
 - ❖ Sino-Japanese War 1937-1941
 - ❖ WWII 1941-1945

OTHER

- The League of Nations 1919-1945
- Appeasement
 - ❖ Vietnam War 1946-1954
 - ❖ Vietnam War 1964-1975

IF WE HAVE TIME

- Origin of the Cold War 1945-1949
 - ❖ Spanish Civil War 1936-1939

TEXTBOOKS

Years of Change: EUROPEAN HISTORY 1890-1990 (Robert Wolfson & John Laver)

Germany 1890-1945

Russia 1890-1945

Italy 1890-1945

WWI

League of Nations

WWII

The Move to Global War (Keely Rogers & Jo Thomas)

Japan 1891-1941

Germany 1918-1941

Italy 1918-1941

Causes of 20th Century Wars

WWI

WWII

Chinese Civil War

(Spanish Civil War)

Authoritarian States

Mao

Stalin

Mussolini

+ papers...

PLAN 2018–2020 – STANDARD/HIGHER LEVEL

YEAR 1 – FIRST SEMESTER (2018)

- 20th Century War – Germany before **WWI** (Wilhelmine Germany)
- 20th Century War – **WWI**
- Authoritarian States – Russia – **Lenin**
- 20th Century War – **Russian Civil War**
- Authoritarian States – Russia – **Stalin**

YEAR 1 – SECOND SEMESTER (2019)

- Authoritarian States / Paper One – Italy – **Mussolini**
- **IA** – Start
- Authoritarian States – Weimar Republic – Germany before **Hitler**
- Authoritarian States / Paper One – Third Reich – **Hitler**
- Paper One - **Japan**
- **IA** – Part B: Investigation

END-OF YEAR EXAMS

- ❖ **Paper One**
- ❖ **Paper Two – Authoritarian States / 20th Century War**

YEAR 2 – THIRD SEMESTER (2019)

- **IA** – First complete draft
- 20th Century War – **Chinese Civil War 1927-1937**
- 20th Century War – **WWII**
- 20th Century War – **Chinese Civil War 1945-1949**
- Authoritarian States – China – **Mao**
- **IA** - Completed

YEAR 2 – FOURTH SEMESTER (2020)

- 20th Century War – **Vietnam War 1946-1954 / 1964-1975**

IA – FINAL VERSION

- **IA – Final date – Friday week 6**

MOCK EXAMS

- Revision

PLAN 2018–2020 – HIGHER LEVEL

YEAR 1 – FIRST SEMESTER (2018)

- **12: *Imperial Russia, revolution and the establishment of the Soviet Union (1855-1924)***
(Alexander II / Alexander III / Nicholas II / 1905 Revolution / WWI / 1917 Revolutions / Lenin)
- **13: *Europe and The First World War (1871-1918)***
(Imperialism / Congress of Berlin / Alliance System / Wilhelmine (German) foreign policy / First World War)

YEAR 1 – SECOND SEMESTER (2019)

- **14: *Europe states in the inter-war years (1918-1939)***
(Germany – Weimar Republic and the Third Reich / Hitler / Italy - Mussolini)
- **15: *Versailles to Berlin: Diplomacy in Europe (1919-1945)***
(Peace Settlements / League of Nations / German foreign policy / Italian foreign policy)

END-OF YEAR EXAMS

- ❖ **Paper One**
- ❖ **Paper Two – Authoritarian States / 20th Century War**

YEAR 2 – THIRD SEMESTER (2019)

- **15: *Versailles to Berlin: Diplomacy in Europe (1919-1945) – continuation***
(Collective Security / Appeasement / WWII)
- **16: *The Soviet Union and post-Soviet Russia (1924-1953)***
(USSR under Stalin)

YEAR 2 – FOURTH SEMESTER (2020)

- Revision

IA – FINAL VERSION

- **IA – Final date – Friday week 6**

MOCK EXAMS

- Revision

PAPER ONE – DETAILS

Japanese expansion in East Asia (1931–1941)

Causes of expansion

- The impact of Japanese nationalism and militarism on foreign policy
- Japanese domestic issues: political and economic issues, and their impact on foreign relations
- Political instability in China

Events

- Japanese invasion of Manchuria and northern China (1931)
- Sino-Japanese War (1937–1941)
- The Three Power/Tripartite Pact; the outbreak of war; Pearl Harbor (1941)

Responses

- League of Nations and the Lytton report
- Political developments within China—the Second United Front
- International response, including US initiatives and increasing tensions between the US and Japan

German and Italian expansion (1933–1940)

Causes of expansion

- Impact of fascism and Nazism on the foreign policies of Italy and Germany
- Impact of domestic economic issues on the foreign policies of Italy and Germany
- Changing diplomatic alignments in Europe; the end of collective security; appeasement

Events

- German challenges to the post-war settlements (1933–1938)
- Italian expansion: Abyssinia (1935–1936); Albania; entry into the Second World War
- German expansion (1938–1939); Pact of Steel, Nazi–Soviet Pact and the outbreak of war

Responses

- International response to German aggression (1933–1938)
- International response to Italian aggression (1935–1936)
- International response to German and Italian aggression (1940)

PAPER TWO – DETAILS

World history topic 10: Authoritarian states (20th century)

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.

Russia/USSR – Lenin

Italy—Mussolini

Germany—Hitler

USSR—Stalin

China—Mao

Emergence of authoritarian states

- 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

Consolidation and maintenance of power

- 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

Aims and results of policies

- 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

World history topic 11: Causes and effects of 20th century wars

This topic focuses on the causes, practice and effects of war in the 20th century. The topic explores the causes of wars, as well as the way in which warfare was conducted, including types of war, the use of technology, and the impact these factors had upon the outcome. Examination questions for this topic will require students to make reference to specific 20th-century wars in their responses, and some examination questions will require discussion of wars from more than one region of the world. Please note that the suggested examples for this topic include “cross-regional” wars such as the First and Second World Wars. In examination questions that ask students to discuss examples of wars from different regions, students may use these wars in a regional context (for example, the Second World War in the Pacific) but may not then use the same war in a different region (for example, the Second World War in Europe) in the same response.

First World War (1914–1918)

Russian Civil War (1917–1922)

Chinese Civil War (1927–1937)

Second World War (1939–1945)

Chinese Civil War (1946–1949)

Vietnam (1946–1954)

Vietnam (1964–1975)

Causes of war

- Economic, ideological, political, territorial and other causes
- Short- and long-term causes

Practices of war and their impact on the outcome

- Types of war: civil wars; wars between states; guerrilla wars
- Technological developments; theatres of war—air, land and sea
- The extent of the mobilization of human and economic resources
- The influence and/or involvement of foreign powers

Effects of war

- The successes and failures of peacemaking
- Territorial changes
- Political repercussions
- Economic, social and demographic impact; changes in the role and status of women

PAPER THREE – DETAILS

HIGHER LEVEL ONLY

12: Imperial Russia, revolution and the establishment of the Soviet Union (1855–1924)

This section deals with modernization and conservatism in tsarist Russia and the eventual collapse of the tsarist autocracy, as well as the revolutions of 1917, the Civil War and the rule of Lenin. There is a focus on the concepts of change and continuity, with examination and consideration of the social, economic and political factors that brought about change.

- **Alexander II (1855–1881): the extent of reform**
- **Policies of Alexander III (1881–1894) and Nicholas II (1894–1917): economic modernization, tsarist repression and the growth of opposition**
- **Causes of the 1905 Revolution (including social and economic conditions and the significance of the Russo-Japanese War); consequences of the 1905 Revolution (including Stolypin and the Dumas)**
- **The impact of the First World War and the final crisis of autocracy in February/March 1917**
- **1917 Revolutions: February/March Revolution; provisional government and dual power (Soviets); October/November Revolution; Bolshevik Revolution; Lenin and Trotsky**
- **Lenin’s Russia/Soviet Union; consolidation of new Soviet state; Civil War; War Communism; New Economic Policy (NEP); terror and coercion; foreign relation**

13: Europe and the First World War (1871–1918)

This section deals with the shorter- and longer-term origins of the First World War. It covers the breakdown of European diplomacy pre-1914 and the crises that occurred in international relations. It covers how the practice of war affected the military and home fronts. The section also investigates reasons for the Allied victory/Central Powers’ defeat.

- **European diplomacy and the changing balance of power after 1871; imperial expansion in Africa and Asia, and its impact on European diplomacy; the Congress of Berlin and European Alliance system**
- **Foreign policy of Kaiser Wilhelm II: domestic conditions that impacted on German foreign policy; its impact/influence on other countries, including Britain, France, Russia and Austria-Hungary**
- **Causes of the First World War: short- and long-term causes; relative importance of causes; the Alliance system; the decline of the Ottoman Empire; German foreign policy; Austria-Hungary, Russia and Balkan nationalism; the arms race and diplomatic crises; the July Crisis of 1914**
- **Impact of the First World War on civilian populations of two countries from the region between 1914 and 1918**
- **Factors leading to the defeat of Germany and the other Central Powers, and to the victory of the Entente Powers: strategic errors; economic factors; entry and role of the US; domestic instability in the Central Powers**

14: European states in the inter-war years (1918–1939)

This section deals with domestic developments in certain key European states in the period between the two world wars. It requires the study of four European countries: Germany, Italy, Spain and any one other country. The section considers the impact of the end of the First World War, then examines the economic, social and cultural changes in each country during the 1920s and 1930s.

- **Weimar Germany: constitutional, political, economic/financial and social issues (1918–1933); initial challenges (1918–1923); “Golden Era” under Stresemann (1924–1929); the crisis years and the rise of Hitler (1929–1933)**
- **Hitler’s Germany (1933–1939): consolidation of power; Hitler’s pre-war domestic policies, including economic, social and political policies; nature of the Nazi state; the extent of resistance to the Nazis**
- **Italy (1918–1939): rise of Mussolini; consolidation of power; Mussolini’s pre-war domestic policies, including economic, social and political policies; nature of the fascist state**
- *Spain (1918–1939): political, social and economic conditions in Spain; the Primo de Rivera regime; polarization and political parties under the Second Republic; Azaña and Gil Robles; causes of the Civil War; foreign involvement; reasons for nationalist victory under Franco*
- *Case study of domestic political, economic and social developments in one European country (other than Germany, Italy or Spain) in the inter-war years.*

15: Versailles to Berlin: Diplomacy in Europe (1919–1945)

This section addresses international relations in Europe from 1919 to 1945 with initial emphasis on the Paris Peace Settlement: its goals, impact and the problems relating to its enforcement. The section covers attempts to promote collective security and international cooperation through the League of Nations and multilateral agreements (outside the League mechanism), arms reduction and the pursuit of foreign policy goals without resort to violence. This section also addresses the individual foreign policies of Italy, Germany, France, Britain and Russia/Soviet Union, looking at the aims, issues and success of each one. It concludes with a study of the Second World War, looking particularly at the impact of the war and the reasons for German defeat and Allied victory.

- **Peace settlements (1919–1923): Versailles; Neuilly; Trianon; St Germain; and Sèvres/Lausanne—aims, issues and responses**
- **The League of Nations and Europe: successes and failures; the search for collective security; developments in the successor states of central and eastern Europe**
- **Italian and German foreign policies (1919–1941): aims, issues and extent of success**
- **Collective security and appeasement (1919–1941): aims, issues and extent of success; role of British, French and Russian/Soviet foreign policies (1919–1941); Chamberlain and the Munich Crisis**
- **Causes of the Second World War and the development of European conflict (1939–1941); the wartime alliance (1941–1945); reasons for Axis defeat in 1945 and for Allied victory; role of economic, strategic and other factors**
- **Impact of the Second World War on civilian populations in any two countries between 1939–1945**

16: The Soviet Union and post-Soviet Russia (1924–2000)

This section examines the consolidation of the Soviet state from 1924 and the methods applied to ensure its survival, growth and expansion inside and outside the borders of the Soviet Union. It explores the rise and nature of the rule of Stalin, Khrushchev, Brezhnev and their policies. East–West relations post-1945 in relation to Soviet aims and leadership should also be considered. Finally, the decline and collapse of the Soviet Union should be considered, as well as political and economic developments in post-Soviet Russia.

- **Soviet Union (1924–1941): Stalin and the struggle for power (1924–1929); defeat of Trotsky; Stalin’s policies of collectivization and the Five-Year Plans; government and propaganda under Stalin; the purges and the Great Terror**
- **The impact of the Great Patriotic War (1941–1945); post-war Soviet Union (1945–1953): political and economic developments**

ASSESSMENTS - PERCENTAGE

STANDARD LEVEL

Assessment component	Weighting
<p>External assessment (2 hours 30 minutes)</p> <p>Paper 1 (1 hour) Source-based paper based on the five prescribed subjects. Choose one prescribed subject from a choice of five. Answer four structured questions. (24 marks)</p> <p>Paper 2 (1 hour 30 minutes) Essay paper based on the 12 world history topics. Answer two essay questions on two different topics. (30 marks)</p>	<p>75%</p> <p>30%</p> <p>45%</p>
<p>Internal assessment (20 hours)</p> <p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Historical investigation Students are required to complete a historical investigation into a topic of their choice. (25 marks)</p>	<p>25%</p>

HIGHER LEVEL

Assessment component	Weighting
<p>External assessment (5 hours)</p> <p>Paper 1 (1 hour) Source-based paper based on the five prescribed subjects. Choose one prescribed subject from a choice of five. Answer four structured questions. (24 marks)</p> <p>Paper 2 (1 hour 30 minutes) Essay paper based on the 12 world history topics. Answer two essay questions on two different topics. (30 marks)</p> <p>Paper 3 (2 hours 30 minutes) Separate papers for each of the four regional options. For the selected region, answer three essay questions. (45 marks)</p>	<p>80%</p> <p>20%</p> <p>25%</p> <p>35%</p>
<p>Internal assessment (20 hours)</p> <p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Historical investigation Students are required to complete a historical investigation into a topic of their choice. (25 marks)</p>	<p>20%</p>

INTERNAL ASSESSMENT

Weighting: 25% SL, 20% HL

Purpose of internal assessment

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 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.

Internal assessment details

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.

1. Identification and evaluation of sources

2. Investigation

3. Reflection

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 analysing 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 analyse 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
- analyse two sources in detail. With reference to the origins, purpose and content, the student should analyse 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?

Word limit and marks

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.

1. Identification and evaluation of sources. The suggested word allocation is *500 words*. This part can give you a maximum of **6 marks**.

2. Investigation. The suggested word allocation is *1,300 words*. This main part of the IA can give you a maximum of **15 marks**.

3. Reflection. The suggested word allocation is *400 words*. This part can give you a maximum of **4 marks**.

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.

Total (2,200 word limit). Total maximum marks = **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.

Internal assessment criteria

The historical investigation for both SL and HL is assessed against three criteria.

- Criterion A: Identification and evaluation of sources (6 marks)
- Criterion B: Investigation (15 marks)
- Criterion C: Reflection (4 marks)

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

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 analyse 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.