**The Historical Investigation**



**The**

**IB History**

**Internal**

**Assessment**



Student Guide

2017-8



**H Knight**

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| **Internal Assessment Timeline** | |
| **IA Lessons** | **Deadlines** |
| Beginning of 8th February | Students choose 2 or 3 potential topics and questions. Due **8th Feb** for initial verbal feedback/approval. |
| By the end of February | Students identify and READ at least 3 scholarly sources and develop Research Question. Due week by the end of February. Students should be note-making and keeping a research diary. Teachers will be giving feedback on the quality and suitability of the sources. |
| By Easter Break | Continue working on finding further scholarly sources and if necessary developing Research Question. Students will submit evidence of their research (e.g. notes/research diary) |
| By the end of April | By this stage students should have identified, located, read and recorded notes from at least 7 sources. (It is recommended that you ultimately need 7-10 sources). They should also know which two sources they will use for Section 1. |
| By mid-May | Students should produce a draft of Section 1 for verbal discussion with teacher. |
| By the end of May | Students should produce a full draft of Section 1 based on verbal feedback. Teacher will give written feedback on this draft. |
| Before the end of the academic year | Students to submit their draft thus far and evidence of all their research. This should be kept as a record of pre-summer progress. Written feedback will not be given on this. |
| Over the summer | On return from the summer students will submit a draft of Section 2. This will indicate progress over the summer and be used to form the basis of discussion with the teacher to identify how to move forward. |

**Introduction to the historical investigation**

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.

**Requirements**

**Purpose:**

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.

**Scope of the historical investigation:**

Candidates will be required to….

* Undertake a historical investigation using a good range of historical sources
* Focus on a topic or event that is at least 10 years before the submission date for the investigation
* Provide a title for the historical investigation that should be framed as a question
* Keep an emphasis on a specific historical inquiry that enables you to develop and apply the skills of a historian by selecting and analysing a range of source material and considering diverse perspectives
* Restrict the word limit of the historical investigation to **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.
* Structure the historical investigation (for both SL and HL) according to the criteria:
  + **Criterion A: Identification and evaluation of sources (6 marks)**
  + **Criterion B: Investigation (15 marks)**
  + **Criterion C: Reflection (4 marks)**

**Guidance & 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.

 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.

**Feedback:**

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.

**Time Allocation and Weighting:**

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.

**Choice of topic**

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**. 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.

You should consider the following:

* It is critical to have access to sufficient evidence to research your essay
* Remember, this is a problem-solving investigation. Your title should enable you to explore and investigate different views of the historical period you choose.
* Avoid clichéd topics
* However choosing a topic from an era you know nothing about may make it difficult to place it in historical context.

**Examples of Questions**

**Evidence based**

* + How useful are declassified documents to historians studying the treatment of the Jewish Population of Vichy France?
  + To what extent are photographic sources of the Vietnam War more useful to the Historian than written accounts?
  + How did the coverage of the Falklands/Malvinas War differ in the British and Argentine press?
  + To what extent did the experiences of Vietnam veterans in Tulsa, Oklahoma mirror the US public’s overall perception of the war?
  + In what ways did the Chinese communists use the traditional art form of opera to promote their ideology during the Cultural Revolution?

**Event based**

* + How representative is the My Lai massacre as evidence of American Experience in Vietnam?
  + What was the Significance of the Gulf of Tonkin Incident in terms of American Involvement in the Vietnam War?
  + To what extent were the Moscow Olympic Games of 1980 affected by Cold War tensions?
  + Why, and with what consequences for its citizens, was Dresden bombed in 1945?

**People based**

* + Why was Fidel Castro able to take power in Cuba?
  + Assess the accuracy with which the life and career of Rosa Parks has been depicted by commentators and historians.
  + How typical were the motives of Count Raymond IV of Toulouse for going on The Crusade?
  + What was the historical significance of the sporting career of Muhammad Ali?
  + What were the contributions of Genghis Khan to the rise of Mongol power?

**Written Account**

**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.

*The following are examples of historical investigations recently submitted by students.*

* How systematic were the deportations of the Jewish population of Dusseldorf to Minsk between 1941 and 1942?
* How significant were economic problems as a cause of the Bamberg Witch Trials (1623–1633)?
* What were the most important reasons for the failure of Operation Market Garden?
* To what extent was weak leadership responsible for the collapse of the Egyptian Old Kingdom in 2125BC?

**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 “atrocity” 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.

**Developing your Question:**

1. Startby identifying a general area of interest. Period, Region, Type of History, Type of investigation.
2. Narrow it down to a specific question or area of investigation.
3. Choose a working title that may be changed or refined at a later stage.
4. Make sure sufficient resources can be obtained for the planned investigated.
5. Read widely around the area of study and note down resources used.
6. Read IA samples
7. Review the research question and refine it if necessary.
8. Take notes from resources, gathering evidence and diverse opinions.
9. Ensure accurate use of referencing.
10. Choose two suitable sources to evaluate in Section 1.
11. Review your analysis. Check for differing viewpoints where appropriate.
12. Write the investigation, according to IB guidelines.

**The following table could help you get started. (From Active History)**

|  |  |  |  |
| --- | --- | --- | --- |
| In what ways was... | [Event]  [Situation]  [Development]  [Individual]  [Policy] | responsible for... | [Event]  [Situation]  [Development]  [Policy] |
| the most important result of... |
| How useful is... | the Novel...  the Album...  oral testimony...  photography...  the painting...  the film... | to the historian studying... |

|  |  |  |  |
| --- | --- | --- | --- |
| **Summary Chart** | | | |
| **Section** | **Marks** | **Suggested Word Allocation** | **Include** |
| **One - Criterion A**  Identification and Evaluation of Sources | 6 | 500 | * Clearly state the question that will be investigated * Brief explanation of the nature of the two sources being analysed (beyond primary and secondary) * Explanation of relevance to investigation * Analysis of two sources in detail * OPC to be used to assess the VL in relation to the investigation |
| **Two - Criterion B**  Investigation | 15 | 1,300 | * Clearly and effectively organized * Must contain critical analysis focused on the question * Must include a conclusion based on the analysis * Must use a range of sources to support argument |
| **Three - Criterion C**  Reflection | 4 | 400 | * Reflect on what your investigation highlighted to about the methods used by, and the challenges facing, the historian * Use the suggested discussion questions to shape your ideas |
| **Bibliography** | Not Applicable | Not Applicable | * Format according to MLA standard |

**Completion Checklist**

|  |  |
| --- | --- |
| **Task** | **Completed** |
| Do you have a cover page with your name, candidate number, research question, and accurate word count? |  |
| Are all the pages numbered? |  |
| Have you completed section 1? |  |
| Have you completed section 2? |  |
| Have you completed section 3? |  |
| Have you formatted your sources according to the guidelines? |  |
| Does your bibliography contain ALL the sources used? |  |
| Are your citations and bibliography formatted according to MLA standards? |  |
| Have you submitted your investigation to Turnitin? |  |
| Is your investigation within the word limit of 2,200 words? |  |
| Has your teacher asked you to sign the relevant forms? |  |

IA Proposal Form – Planning Document

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| Topic Area |  |
| Topic Questions | 1.  2.  3. |

My main areas of concern at the moment are:

|  |
| --- |
|  |

Justification for topic choice

|  |
| --- |
|  |

Two sources I could use for Section 1

|  |
| --- |
|  |

List Eight Sources (Appropriate, fully referenced and demonstrating range) I have found, can access and are relevant. Say how you will use this in your investigation.

|  |  |
| --- | --- |
| Title, Author, Publisher, Year of Publication, Type of Source | Summary of use / notes |
|  |  |
|  |  |
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