

Woodmont IB Historical IA Timeline

July 31, 2024	Discussion of requirements for the Internal Assessment. Students must choose a topic.
July 31, 2024	Confirm topic in the form of a historically debatable question and narrowly focused. TITLE PAGE - share with Mr. Horn with your question as the title.
July 31, 2024	List of 3 potential scholarly sources in MLA format due at the start of class. Use the Citation Machine website for help as needed. Textbooks, encyclopedias, and Wikipedia are not acceptable academic sources for the IA. These should be biographies or non-fiction work by historians.
Summer 2024	Work on your Research into your IA Topic
September 13, 2024	Outline due. As well as the Bibliography of all 8-10 sources
October 31, 2024	Section 2 of the IA is due Total of 1300 words
November 13, 2024	Section 1 of the IA is due Total of 500 words
November 25, 2024	Sections 3 of the IA is due a Total of 400 Words
December 18, 2024	Rough Draft due. This needs to be shared with Mr. Horn through a Google Doc and submitted through Turnitin.com for a plagiarism check. Papers will be returned by December 13, 2024
December and January	Students should be working on their final adjustments to their IA PAPER
February 3, 2025	One printed copy of the Historical IA needs to be submitted with Mr. Horn. Make sure that you have also already shared your IA with Mr. Horn and submitted on Turnitin.com

From the IB Guide -- emphasis has been added

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 (Junior Year)
- class time for students to work on the internal assessment component and ask questions (Junior and Senior Year)
- 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.

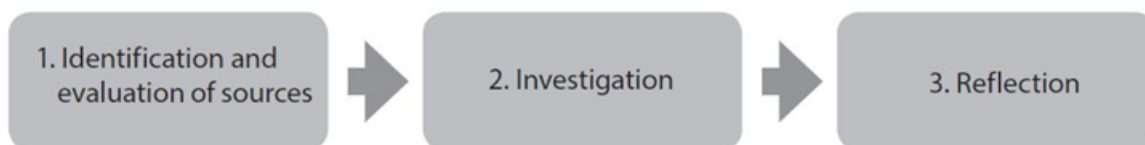
Teachers and students must discuss the internally assessed work. Students should be encouraged to initiate discussions with the teacher to obtain advice and information, and students must not be penalized for seeking guidance. As part of the learning process, teachers should read and give advice to students 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's 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.



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 based 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.

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.

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.

The following are examples of historical investigations.

- 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 2125 BC?

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 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.

Section 2: Investigation (15 marks)

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.

Marks	Level descriptor
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.

Section 3: Reflection (4 marks)

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 “atrocities” 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?

Marks	Level descriptor
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.

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

Mr. Horns' guidelines for historical writing:

- ☐ Past Tense
- ☐ I will not write in 1st person!!
- ☐ Do not use slang.
- ☐ Do not tell the reader what you are going to write about, just write about it.
- ☐ Good – There are several reason settlers moved west in the mid 1880s.
- ☐ Bad – In this essay, I am going to tell you why settlers moved west.
- ☐ Indent your paragraphs.
- ☐ All claims should be explained with reasoning.
- ☐ Reasoning should be following with evidence -- not generalizations.
- ☐ Evidence should be further analyzed and explained to give it context.
- ☐ Cite sources -- use the author's full name when referring to them in your writing the first time.
- ☐ MLA is the preferred method used by historians, but you may use whatever you are most comfortable with as long as you are consistent.

Common problems encountered when writing the rough draft:

Section 1:

- ☐ The 1st paragraph should be a direct copy of the research question.
 - ☐ This should be followed by a brief description of what types of sources will be utilized.
 - ☐ EX: "In order to answer this question, this investigation will be using primary sources such as This will provide insight into... Secondary sources such as....will be used to provide the orthodox/revisionist perspective.
 - ☐ Next is the OPVL's
 - ☐ The origin of one source used by this investigation...
 - ☐ The purpose of this source is to ----- The author's thesis is....
 - ☐ The value of this to the investigation is
 - ☐ Author's reputation
 - ☐ Perspective it offers (orthodox/revisionist)
 - ☐ Specific evidence
 - ☐ One limitation of this source.... Therefore, this investigation will... such as...

Section 2:

- ☐ Start with an introduction using the formula from class
 - ☐ HC -- this should be the context for your specific topic and should not stray too far off task.
 - ☐ X -- this is the point that you are arguing against. If you prefer the revisionist pov, this would be orthodox and vice versa.

- ☐ ABC -- These are the three major themes of your paper. If you are using subject headings this is where you introduce the main ideas.
- ☐ Thesis -- this is the point of your paper. If I ask you, "what are you trying to say" this is your answer.
- ☐ Cite everything. Every single fact or quote needs a footnote (or MLA citation). Your sources will all be listed after section 3 on a Works Cited page. If you are struggling with this -- check this out: <https://owl.english.purdue.edu/owl/section/2/>
- ☐ Stay on task. If it is a really cool fact but it doesn't help you argue your point it shouldn't be in the paper.
- ☐ Most papers have been narratives up to this point with little or no analysis of events or inclusion of historical perspectives.
 - ☐ Look at what you have written about as key events -- what have historians said about it?
 - ☐ Do you agree or disagree? Why/Why not - use more evidence (and cite it).
- ☐ Conclusion for your research should be here -- no 1st person in Section 2.

Section 3:

- ☐ What was your research method -- how did you find sources? Be specific.
- ☐ How did you solve problems?
- ☐ What can you apply to future research?

Internal Assessment Checklist

End of school year:

- ☐ Topic
- ☐ Three Sources -- OPVL's

Outline-- Due September 13, 2024

Rough Draft -- Due October 30-31

Horns' Guidelines

- ☐ Minimum of seven scholarly sources
- ☐ Maximum of 2200 words (IB) -- Minimum of 1500 (Horn) -- citations do not count.

Title Page

- ☐ Research topic
- ☐ Word Count
- ☐ Candidate Number

Section 1

- ☐ States the research topic EXACTLY as it appears on the title page
- ☐ Reasoning for investigation
- ☐ 2 OPVL's for most important sources used.

Section 2

- ☐ Research

- ☐ Citations (consistent format)
- ☐ Critical analysis of sources
- ☐ Critical analysis of different perspectives
- ☐ Conclusion

Section 3

- ☐ Reflection on the research process/methods
- ☐ Reflection on challenges faced and solutions
- ☐ Share with Mr. Horn on Google Docs by 11:59 pm September 13.

Final Copy Due February 3, 2025

- ☐ Turn in hard copy to Mr. Horn in class -- no staples.
- ☐ Share with Mr. Horn on Turnitin.com -- Class Code /Enrollment Key:

Title of IA:

Candidate Number:

Sections	Score	Comments
Section 1: 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 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.		
Section 2: 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.		
Section 3: Reflection (4 marks) 0The 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.		
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FINAL SCORE

Grade	1	2	3	4	5	6	7
Mark Range	0-3	4-7	8-9	10-12	13-15	16-18	19-25
Numeric	50	70	80	85	92	95	100