

# Assessment in the Diploma Programme

## General

Assessment is an integral part of teaching and learning. The most important aims of assessment in the Diploma Programme (DP) are that it should support curricular goals and encourage appropriate student learning. Both external and internal assessments are used in the DP. IB examiners mark work produced for external assessment, while work produced for internal assessment is marked by teachers and externally moderated by the IB.

There are two types of assessment identified by the IB.

- Formative assessment informs both teaching and learning. It is concerned with providing accurate and helpful feedback to students and teachers on the kind of learning taking place, and the nature of students' strengths and weaknesses, in order to help develop students' understanding and capabilities. Formative assessment can also help to improve teaching quality, as it can provide information to monitor progress towards meeting the course aims and objectives.
- Summative assessment gives an overview of previous learning and is concerned with measuring student achievement.

The DP primarily focuses on summative assessment designed to record student achievement at, or towards the end of, the course of study. However, many of the assessment instruments can also be used formatively during the course of teaching and learning, and teachers are encouraged to do this. A comprehensive assessment plan is viewed as being integral with teaching, learning and course organization. For further information, see the IB *Programme standards and practices* document.

The approach to assessment used by the IB is criterion-related, not norm-referenced. This approach to assessment judges students' work by their performance in relation to identified levels of attainment, and not in relation to the work of other students. For further information on assessment within the DP, please refer to the publication *Diploma Programme assessment: Principles and practice*.

To support teachers in the planning, delivery and assessment of the DP courses, a variety of resources can be found on the online curriculum centre (OCC) or purchased from the IB store ([store.ibo.org](https://store.ibo.org)). Additional publications such as specimen papers and markschemes, teacher support materials, subject reports and grade descriptors can also be found on the OCC. Past examination papers as well as markschemes can be purchased from the IB store.

## Methods of assessment

The IB uses several methods to assess work produced by students.

### Assessment criteria

Assessment criteria are used when the assessment task is open-ended. Each criterion concentrates on a particular skill that students are expected to demonstrate. An assessment objective describes what students should be able to do, and assessment criteria describe how well they should be able to do it. Using assessment criteria allows discrimination between different answers and encourages a variety of responses.

## Internal assessment criteria—SL and HL

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)

### 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 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)**

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–3	<p>The investigation lacks clarity and coherence, and is poorly organized. Where there is a recognizable structure there is minimal focus on the task.</p> <p>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.</p>
4–6	<p>There is an attempt to organize the investigation but this is only partially successful, and the investigation lacks clarity and coherence.</p> <p>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.</p>
7–9	<p>The investigation is generally clear and well organized, but there is some repetition or lack of clarity in places.</p> <p>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.</p> <p>There may be awareness of different perspectives, but these perspectives are not evaluated.</p>
10–12	<p>The investigation is generally clear and well organized, although there may be some repetition or lack of clarity in places.</p> <p>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.</p> <p>There is awareness and some evaluation of different perspectives. The investigation argues to a reasoned conclusion.</p>
13–15	<p>The investigation is clear, coherent and effectively organized.</p> <p>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.</p> <p>There is evaluation of different perspectives. The investigation argues to a reasoned conclusion that is consistent with the evidence and arguments provided.</p>

**Criterion C: Reflection (4 marks)**

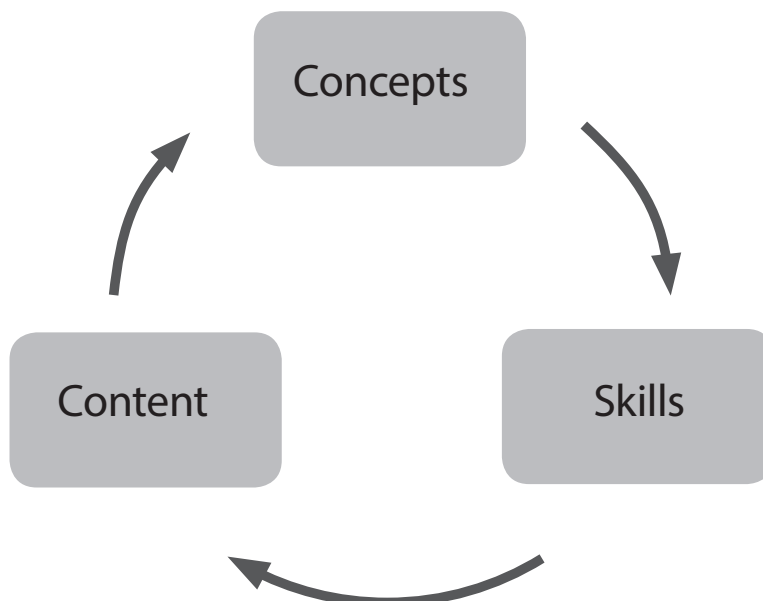
Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	<p>The reflection contains some discussion of what the investigation highlighted to the student about the methods used by the historian.</p> <p>The reflection demonstrates little awareness of the challenges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

## Approaches to teaching and learning in the Diploma Programme history course

Approaches to teaching and learning in the Diploma Programme (DP) refer to deliberate strategies, skills and attitudes that permeate the teaching and learning environment. These approaches and tools are intrinsically linked with the learner profile attributes, enhance student learning and assist student preparation for the DP assessment and beyond.

The five approaches to learning (developing thinking skills, social skills, communication skills, self-management skills and research skills) along with the six approaches to teaching (teaching that is inquiry-based, conceptually focused, contextualized, collaborative, differentiated and informed by assessment) encompass the key values and principles that underpin IB pedagogy. More advice and support on these approaches to teaching and learning can be found in the following pages of this subject guide and also in the *History teacher support material*.

The DP history course is based on three key elements: content, concepts and skills. These three elements are seen as being inextricably linked.



**Figure 9**  
*Three key elements*

“Three-dimensional” models, such as this, “value a solid base of critical factual knowledge across the disciplines, but they raise the bar for curriculum and instruction by shifting the design focus to the conceptual level of understanding” (Erickson 2012).

### Concepts

Concepts are big powerful ideas that have relevance both within and across subject areas. Concepts help to move students from knowledge to understanding as “knowledge is integrated with existing schemas and cognitive frameworks” (Anderson and Krathwohl 2001). Concepts also help to provide bridges between old knowledge and new knowledge, and facilitate transfer of knowledge across subject areas/contexts. Understanding the “big ideas” behind a topic can also help students get to the heart of why they are learning a particular topic. (See, for example, Perkins 2010.)

### Content

Content also plays a crucial role in the DP history course, as there needs to be a solid base of factual knowledge to underpin the development of conceptual understanding. Specific examples and case studies also help to ground abstract concepts, allowing students to see a concept represented in a particular context.

### Skills

Throughout the DP history course, students should be encouraged to develop their understanding of the methodology and practice of the discipline of history. Teaching historical skills enriches the student’s understanding of the subject and encourages the student to apply them to the future study of history or related areas. It is essential that these skills are covered throughout the syllabus, are introduced appropriately, depending on the context, and are not treated in isolation.

## Key concepts for DP history unpacked

The DP history course is focused on six key concepts: causation, consequence, change, continuity, significance and perspectives. In their efforts to place thinking at the centre of historical understanding, researchers in history education have highlighted the role that concepts such as these play in helping to shape our thinking about history (Seixas and Morton 2013). These concepts help students to think critically about historical issues; helping students to identify and solve problems, make decisions, and form judgments about past claims, actors and issues. These concepts are also extremely useful to history teachers as a tool for helping to craft creative lessons and assessment activities that avoid passive content delivery, and that provide opportunities for students to build on their prior knowledge and to think deeply about historical issues and events.

### Change

The study of history involves investigation of the extent to which people and events bring about change. Discussion of the concept of change can encourage sophisticated discussions such as encouraging students to think about, and look for, change where some claim none exists, or using evidence to challenge orthodox theories and assumptions about people and events that it is claimed led to significant change. Students’ questions and judgments about historical change should be based on deep understanding of content and on comparison of the situation before and after the events under examination.

<b>Continuity</b>	While historical study often focuses on moments of significant change, students should also be aware that some change is slow, and that throughout history there is also significant continuity. Students can demonstrate deep historical knowledge and understanding by, for example, showing awareness that there are times when there has been considerable continuity in the midst of great historical change. Alternatively, students may question and assess whether a change in political leadership, for example, brought about a change in foreign policy, or whether it was more accurately mirroring policies of previous governments.
<b>Causation</b>	Effective historical thinkers recognize that many claims made about the past seek to more thoroughly explain and understand how a certain set of circumstances originated. Deep historical understanding is demonstrated where students recognize that most historical events are caused by an interplay of diverse and multiple causes that require students to make evidence-based judgments about which causes were more important or significant, or which causes were within the scope of individuals to direct and which were not.
<b>Consequence</b>	History is the understanding of how forces in the past have shaped future people and societies. Students demonstrate competency as historical thinkers where they understand and can explain how significant events and people have had both short-term and long-lasting effects. Students use evidence and interpretations of those people and events to make comparisons between different points in time, and to make judgments about the extent to which those forces produced long-lasting and important consequences.
<b>Significance</b>	History is not simply the record of all events that have happened in the past. Instead, history is the record that has been preserved through evidence or traces of the past, and/or the aspects that someone has consciously decided to record and communicate. Students should be encouraged to ask questions about why something may have been recorded or included in a historical narrative. Similarly, they should be encouraged to think about who or what has been excluded from historical narratives, and for what reasons. Additionally, students' questions should encourage them to think about, and assess, the relative importance of events, people, groups or developments, and whether the evidence supports the claims that others make about their significance.
<b>Perspectives</b>	IB students should be aware of how history is sometimes used or abused to retell and promote a grand narrative of history, a narrowly focused national mythology that ignores other perspectives, or to elevate a single perspective to a position of predominance. Students are encouraged to challenge and critique multiple perspectives of the past, and to compare them and corroborate them with historical evidence. Students should recognize that for every event recorded in the past, there may be multiple contrasting or differing perspectives. Using primary-source accounts and historians' interpretations, students may also investigate and compare how people, including specific groups such as minorities or women, may have experienced events differently in the past. In this way there are particularly strong links between exploring multiple perspectives and the development of international-mindedness.

## Skills

The DP history course, as with all DP courses, provides rich opportunities to develop students' thinking, research, communication, social and self-management skills. More advice on developing these five categories of skills in the history course can be found in the *History teacher support material*. Four examples of the types of skills developed throughout the history course are outlined below.

<p><b>Example 1: The gathering and sorting of historical evidence</b></p> <p>Many of the skills developed in the history course relate to the gathering and sorting of historical evidence. This area includes research skills such as locating and selecting relevant and appropriate evidence from books, articles, websites and audio-visual resources; and recognizing the distinctions between different kinds of evidence. The course provides the opportunity for students to increase their confidence and independence in locating and using a variety of historical sources.</p>	<p><b>Example 2: The evaluation of historical evidence</b></p> <p>A key element of the course relates to the development of thinking and research skills relating to the evaluation of historical evidence. These skills include recognizing the subjective nature of the historical evidence; examining sources for information and interpretations, and for cases where they corroborate, complement or contradict each other; recognizing the value and uses of sources, and reasons to use them cautiously; and recognizing and appreciating why and how opinions and interpretations differ. The course provides the opportunity for students to increase their awareness of multiple perspectives, historical opinions and interpretations.</p>
<p><b>Example 3: Recognizing and understanding historical processes and their relationships to human experience, activity and motivation</b></p> <p>The history course allows students to develop their appreciation of the nature of human experience in a range of contexts. It achieves this through a focus on skills such as recognizing, explaining and analysing causes and consequences; recognizing, explaining and analysing continuity, change and development over time; recognizing, explaining and analysing similarity and difference; relating human activities, experiences and motivations in history to a range of cultural and social dimensions; and synthesizing material studied across time and space.</p>	<p><b>Example 4: Organizing and expressing historical ideas and information</b></p> <p>The history course places a strong emphasis on developing the communication skills needed to organize and express ideas and information with clarity. These skills include: posing questions and hypotheses, and answering or testing them; handling and synthesizing several sources for one inquiry; selecting and deploying information and ideas; constructing narratives, with ideas, analysis and relevant substantiation; and summarizing and arriving at conclusions. The development of these skills helps increase students' confidence and sophistication in both oral and written communication.</p>



# Glossary of command terms

## Command terms for history

Students should be familiar with the following key terms and phrases used in examination questions, which are to be understood as described below. Although these terms will be used frequently in examination questions, other terms may be used to direct students to present an argument in a specific way.

Command term	Assessment objective level	Definition
<b>Analyse</b>	AO2	Break down in order to bring out the essential elements or structure.
<b>Compare</b>	AO3	Give an account of the similarities between two (or more) items or situations, referring to both (all) of them throughout.
<b>Compare and contrast</b>	AO3	Give an account of similarities and differences between two (or more) items or situations, referring to both (all) of them throughout.
<b>Contrast</b>	AO3	Give an account of the differences between two (or more) items or situations, referring to both (all) of them throughout.
<b>Discuss</b>	AO3	Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence.
<b>Evaluate</b>	AO3	Make an appraisal by weighing up the strengths and limitations.
<b>Examine</b>	AO3	Consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue.
<b>To what extent</b>	AO3	Consider the merits or otherwise of an argument or concept. Opinions and conclusions should be presented clearly and supported with appropriate evidence and sound argument.

Each criterion comprises a set of hierarchically ordered level descriptors. Each level descriptor is worth one or more marks. Each criterion is applied independently using a best-fit model. The maximum marks for each criterion may differ according to the criterion's importance. The marks awarded for each criterion are added together to give the total mark for the piece of work.

## Markbands

Markbands are a comprehensive statement of expected performance against which responses are judged. They represent a single holistic criterion divided into level descriptors. Each level descriptor corresponds to a range of marks to differentiate student performance. A best-fit approach is used to ascertain which particular mark to use from the possible range for each level descriptor.

## Markschemes

Markschemes are prepared for those examination questions that expect a particular kind of response and/or a given final answer from students. They give detailed instructions to examiners on how to break down the total mark for each question for different parts of the response.

## Marking notes

Marking notes are provided for some assessment components marked using assessment criteria. Marking notes give guidance on how to apply assessment criteria to the particular requirements of a question.

# Inclusive assessment arrangements

Inclusive assessment arrangements are available for candidates with assessment access requirements. These arrangements enable candidates with diverse needs to access the examinations and demonstrate their knowledge and understanding of the constructs being assessed.

The IB document *Candidates with assessment access requirements* provides details on all the inclusive assessment arrangements available to candidates with learning support requirements. The IB document *Learning diversity in the International Baccalaureate programmes: Special educational needs within the International Baccalaureate programmes* outlines the position of the IB with regard to candidates with diverse learning needs in the IB programmes. For candidates affected by adverse circumstances, the IB documents *General regulations: Diploma Programme* and the *Handbook of procedures for the Diploma Programme* provide details on access consideration.

The school is required to ensure that equal access arrangements and reasonable adjustments are provided to candidates with learning support requirements that are in line with the IB documents *Candidates with assessment access requirements* and *Learning diversity in the International Baccalaureate programmes: Special educational needs within the International Baccalaureate programmes*.

# Acknowledging the ideas or work of another person

Coordinators and teachers are reminded that candidates must acknowledge all sources used in work submitted for assessment. The following is intended as a clarification of this requirement.

DP candidates submit work for assessment in a variety of media that may include audio-visual material, text, graphs, images and/or data published in print or electronic sources. If a candidate uses the work or ideas of another person, the candidate must acknowledge the source using a standard style of referencing in a

consistent manner. A candidate's failure to acknowledge a source will be investigated by the IB as a potential breach of regulations that may result in a penalty imposed by the IB final award committee.

The IB does not prescribe which style(s) of referencing or in-text citation should be used by candidates; this is left to the discretion of appropriate faculty/staff in the candidate's school. The wide range of subjects, three response languages and the diversity of referencing styles make it impractical and restrictive to insist on particular styles. In practice, certain styles may prove most commonly used, but schools are free to choose a style that is appropriate for the subject concerned and the language in which candidates' work is written. Regardless of the reference style adopted by the school for a given subject, it is expected that the minimum information given includes: name of author, date of publication, title of source and page numbers, as applicable.

Candidates are expected to use a standard style and use it consistently so that credit is given to all sources used, including sources that have been paraphrased or summarized. When writing text, a candidate must clearly distinguish between their words and those of others by the use of quotation marks (or other method, such as indentation) followed by an appropriate citation that denotes an entry in the bibliography. If an electronic source is cited, the date of access must be indicated. Candidates are not expected to show faultless expertise in referencing, but are expected to demonstrate that all sources have been acknowledged. Candidates must be advised that for audio-visual material, text, graphs, images and/or data published in print or in electronic sources that is not their own, they must also attribute the source. Again, an appropriate style of referencing/citation must be used.

# Assessment outline—SL

## First assessment 2017

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

# Assessment outline—HL

## First assessment 2017

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

## External assessment

Two different methods are used to assess work produced by students.

- Markbands
- Detailed markschemes specific to each examination paper

The markbands for each component are published in this guide. The markbands are related to the assessment objectives established for the history course and the group 3 grade descriptors. The markschemes are specific to each examination.

## External assessment details

### Paper 1 (SL and HL)

**Duration:** 1 hour

**Weighting:** 30% SL, 20% HL

Paper 1 is a source-based examination paper based on the prescribed subjects. Each prescribed subject consists of two specified case studies, and in each examination session the paper will focus on **one** of the two case studies specified for each prescribed subject.

The paper will contain four sources for each prescribed subject. Sources will be primary or a mixture of primary and secondary, and may be written, pictorial or diagrammatic. The paper will consist of four questions for each prescribed subject, and students must answer all four questions from their chosen prescribed subject. Some questions will be answered using only evidence from one or more of the sources, as indicated. In other questions students will be asked to use their own knowledge of the prescribed subject as well as evidence contained in the sources.

First question, part A	This question will test understanding of one of the sources.	3 marks
First question, part B	This question will test understanding of one of the sources.	2 marks
Second question	This question will ask students to analyse the value and limitations of one of the sources. In their analysis of value and limitations, students should refer to the origin, purpose and content of the specified source.	4 marks
Third question	This question will ask students to compare and contrast what two of the sources reveal to a historian studying the particular aspect of the prescribed subject.	6 marks
Fourth question	This will be an evaluative question that asks students to draw on both the sources and their own knowledge in their evaluation.	9 marks

The maximum mark for this paper is 24. The paper is marked using a paper-specific markscheme, except for the final question for each prescribed subject, which is marked using the generic markbands that follow, in addition to a paper-specific markscheme.

**External markbands—paper 1 (fourth question) (SL and HL)**

Marks	Level descriptor
0	The response does not reach a standard described by the descriptors below.
1–3	<p>The response lacks focus on the question.</p> <p>References to the sources are made, but at this level these references are likely to consist of descriptions of the content of the sources rather than the sources being used as evidence to support the analysis.</p> <p>No own knowledge is demonstrated or, where it is demonstrated, it is inaccurate or irrelevant.</p>
4–6	<p>The response is generally focused on the question.</p> <p>References are made to the sources, and these references are used as evidence to support the analysis.</p> <p>Where own knowledge is demonstrated, this lacks relevance or accuracy. There is little or no attempt to synthesize own knowledge and source material.</p>
7–9	<p>The response is focused on the question.</p> <p>Clear references are made to the sources, and these references are used effectively as evidence to support the analysis.</p> <p>Accurate and relevant own knowledge is demonstrated. There is effective synthesis of own knowledge and source material.</p>

**Paper 2 (SL and HL)****Duration:** 1 hour 30 minutes**Weighting:** 45% SL, 25% HL

Paper 2 is an essay paper based on the 12 world history topics.

The paper consists of two questions for each of the 12 topics. Students must answer **two** questions, each selected from a **different** topic. Some comparative questions on this paper require that examples be drawn from more than one region. When the word “region” is used in a paper 2 question, it refers to one of the four regional options defined by the world map in the introduction to the world history topics in the “World history topics” section.

The maximum mark for this paper is 30. The paper is marked using generic markbands and a paper-specific markscheme.

**Paper 3 (HL only)****Duration:** 2 hours 30 minutes**Weighting:** 35%

Each of the four HL regional options has a separate examination paper. Students are registered for one of these papers.

The paper 3 examination paper for each regional option will consist of 36 questions, consisting of two essay questions on each of the 18 sections specified for the regional option. Students must answer any **three** questions. Questions that refer to specific countries, events or people are restricted to those listed in the syllabus descriptions. The maximum mark for this paper is 45. The paper is marked using generic markbands and a paper-specific markscheme.

## External markbands—paper 2 (SL and HL)

Marks	Level descriptor
0	Answers do not reach a standard described by the descriptors below.
1–3	<p>There is little understanding of the demands of the question. The response is poorly structured or, where there is a recognizable essay structure, there is minimal focus on the task.</p> <p>Little knowledge of the world history topic is present.</p> <p>The student identifies examples to discuss, but these examples are factually incorrect, irrelevant or vague.</p> <p>The response contains little or no critical analysis. The response may consist mostly of generalizations and poorly substantiated assertions.</p>
4–6	<p>The response indicates some understanding of the demands of the question. While there may be an attempt to follow a structured approach, the response lacks clarity and coherence.</p> <p>Knowledge of the world history topic is demonstrated, but lacks accuracy and relevance. There is a superficial understanding of historical context.</p> <p>The student identifies specific examples to discuss, but these examples are vague or lack relevance.</p> <p>There is some limited analysis, but the response is primarily narrative/descriptive in nature rather than analytical.</p>
7–9	<p>The response indicates an understanding of the demands of the question, but these demands are only partially addressed. There is an attempt to follow a structured approach.</p> <p>Knowledge of the world history topic is mostly accurate and relevant. Events are generally placed in their historical context.</p> <p>The examples that the student chooses to discuss are appropriate and relevant. The response makes links and/or comparisons (as appropriate to the question).</p> <p>The response moves beyond description to include some analysis or critical commentary, but this is not sustained.</p>



Marks	Level descriptor
10–12	<p>The demands of the question are understood and addressed. Responses are generally well structured and organized, although there is some repetition or lack of clarity in places.</p> <p>Knowledge of the world history topic is mostly accurate and relevant. Events are placed in their historical context, and there is some understanding of historical concepts.</p> <p>The examples that the student chooses to discuss are appropriate and relevant, and are used to support the analysis/evaluation. The response makes effective links and/or comparisons (as appropriate to the question).</p> <p>The response contains critical analysis, which is mainly clear and coherent. There is some awareness and evaluation of different perspectives. Most of the main points are substantiated and the response argues to a consistent conclusion.</p>
13–15	<p>Responses are clearly focused, showing a high degree of awareness of the demands and implications of the question. Responses are well structured and effectively organized.</p> <p>Knowledge of the world history topic is accurate and relevant. Events are placed in their historical context, and there is a clear understanding of historical concepts.</p> <p>The examples that the student chooses to discuss are appropriate and relevant, and are used effectively to support the analysis/evaluation. The response makes effective links and/or comparisons (as appropriate to the question).</p> <p>The response contains clear and coherent critical analysis. There is evaluation of different perspectives, and this evaluation is integrated effectively into the answer. All, or nearly all, of the main points are substantiated, and the response argues to a consistent conclusion.</p>

**External markbands—paper 3 (HL)**

Marks	Level descriptor
0	Response does not reach a standard described by the descriptors below.
1–3	<p>There is little understanding of the demands of the question. The response is poorly structured or, where there is a recognizable essay structure, there is minimal focus on the task.</p> <p>Little knowledge is present. Where specific examples are referred to, they are factually incorrect, irrelevant or vague.</p> <p>The response contains little or no critical analysis. It may consist mostly of generalizations and poorly substantiated assertions.</p>
4–6	<p>The response indicates some understanding of the demands of the question. While there may be an attempt to follow a structured approach, the response lacks clarity and coherence.</p> <p>Knowledge is demonstrated but lacks accuracy and relevance. There is a superficial understanding of historical context. The answer makes use of specific examples, although these may be vague or lack relevance.</p> <p>There is some limited analysis, but the response is primarily narrative/descriptive in nature, rather than analytical.</p>
7–9	<p>The response indicates an understanding of the demands of the question, but these demands are only partially addressed. There is an attempt to follow a structured approach.</p> <p>Knowledge is mostly accurate and relevant. Events are generally placed in their historical context. Examples used are appropriate and relevant.</p> <p>The response moves beyond description to include some analysis or critical commentary, but this is not sustained.</p>
10–12	<p>The demands of the question are understood and addressed. Answers are generally well structured and organized, although there may be some repetition or lack of clarity in places.</p> <p>Knowledge is accurate and relevant. Events are placed in their historical context, and there is a clear understanding of historical concepts. Examples used are appropriate and relevant, and are used to support the analysis/evaluation.</p> <p>Arguments are mainly clear and coherent. There is some awareness and evaluation of different perspectives.</p> <p>The response contains critical analysis. Most of the main points are substantiated, and the response argues to a consistent conclusion.</p>

Marks	Level descriptor
13–15	<p>Responses are clearly focused, showing a high degree of awareness of the demands and implications of the question. Answers are well structured, balanced and effectively organized.</p> <p>Knowledge is detailed, accurate and relevant. Events are placed in their historical context, and there is a clear understanding of historical concepts. Examples used are appropriate and relevant, and are used effectively to support the analysis/evaluation.</p> <p>Arguments are clear and coherent. There is evaluation of different perspectives, and this evaluation is integrated effectively into the answer.</p> <p>The answer contains well-developed critical analysis. All, or nearly all, of the main points are substantiated, and the response argues to a reasoned conclusion.</p>

# Internal assessment

## 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.

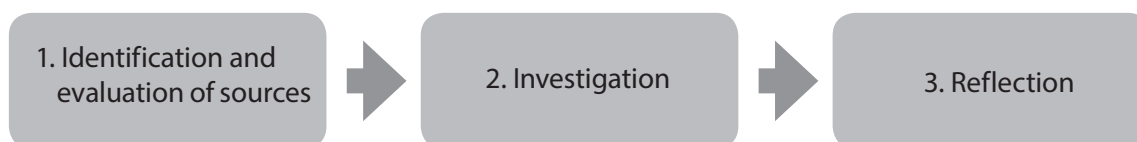
## Internal assessment details—SL and HL

### 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 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.

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 2125 BC?

## 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 “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?

**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
<b>Total (maximum word limit)</b>	<b>2,200 words</b>		<b>Total: 25 marks</b>

**Further guidance**

Additional guidance on the internal assessment task can be found in the *History teacher support material*.



## 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.