**Historical Investigation – Internal Assessment in IB History**

* The internal assessment contributes 25% to the final assessment in the SL course and 20% in the HL course.
* Students have a free choice of topic for their historical investigation. 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.
* The topic need not be related to the syllabus but it must be historical, and therefore cannot be on an event that has happened in the last 10 years.
* This element of the course is an opportunity for students to engage in a deeper exploration of the methods of history. 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.
* 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.
* 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.

*Recommended time to be spent on the study: 20 hours*

**Important Dates:**

**Summer Assignment: Preliminary research, and topic selection**

* Look at topics from a provided list – select three topics, and do preliminary research on them. Follow the summer assignment template and complete for each of the topics. Bring summer assignment to first day of school.

**Session 1 HW (Due Aug. 16-20): Sign up for a topic on google doc – Topic selection**

* Do more research on the chosen topic, think about questions

**Session 2 HW (Due Aug. 21-23) : Research questions submission**

* Submit 3 possible research questions on the topic you chose. Submit to Dropbox

**Session 3 HW (Due Aug. 24-28) : Research question decision**

* State your research question
* Explain Rationale: Paragraph – What is your question looking at? How does this question lend itself to analysis? Why is this a worthy question?
* Save as SandraGrudicResearchQuestion , submit to drop box folder: IA Research Question – but use your name, not mine
* After this stage, you need to start focusing on research of the question. For your next submission, you will need to provide arguments and counter arguments, substantiated with evidence. You will need to have a minimum of 8 sources.

**SESSION 9 September 17th – 19th – Presentation of Arguments / Works Cited**

* State your Research Question
* Present 3 to 5 Arguments and Counter Arguments (weaknesses of your argument – each argument you present needs to have a counter argument as well ). Provide 2 pieces of evidence and 2 pieces of analysis for each argument and counter argument.
* Make sure that all evidence you present is cited in MLA style (parenthetical citations)
* Provide Works Cited/ MLA style – make sure that you have a minimum of 8 sources, and that 2/3 of your sources are print sources (books). If you have more electronic than print sources, your grade cannot be higher than 70.
* Save the document as LastNameFirstNameIAPresentationofArguments, submit to drop box folder IA Presentation of Arguments

**Session 12 - September 28th by 7 AM –** Identification and evaluation of sources - please see explanation below (chart attached)

* Save file as LastNameFirstNameIAIES, submit to drop box folder titled Identification and Evaluation of Sources - Days A, B and C – due September 28th by 7 AM to dropbox.

**Session 17, Oct 22nd – Investigation, Works Cited**  - Please see explanation below

* Save file as LastNameFirstNameIAInvestigation, submit to drop box folder titled IA Investigation
* In-text citations and works cited to follow MLA format;
* Submissions for all classes, Days A, B, and C due Oct. 22nd by 7 AM.

**Session 23, November 26th Final IA Rough draft, with Reflection** - please see explanation below

* Needs to have Cover Page, Table of Contents, Evaluation of Sources, Investigation, Reflection, in text citations, and works cited.
* Save file as LastNameFirstNameIAReflection, submit to drop box folder titled IA Rough draft
* Days A, B, and C due Nov. 26th by 7 AM to dropbox

**Session 1: January 8th – Final Draft of IA due**

* Needs to have all parts, just like the rough draft, and all, final improvements need to be made by now. No further revisions of the IA will be done.
* Submit to Dropbox, January 8th by 7 AM. File name should contain your first and last name
* Check against the checklist attached

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| --- | --- | --- | --- | --- | --- | --- |
| **Section** | **Suggested word allocation** | **Marks** |  |  |  | **Comment** |
| **1. Identification and evaluation of sources** | 500 | 6 | This section requires you to analyse in detail two of the sources that you will use in your investigation. The sources can be either primary or secondary sources. This section might be structured as follows:  **c. 100 Words**  • Clearly state the question you have chosen to investigate (“This study will investigate the question…”)  • Include a brief explanation of the nature of the two sources you have selected for detailed analysis, including an explanation of their relevance to the investigation (“The first source I have selected for detailed analysis is…[describe *what* it is, *who* produced it, *when*, *where* and *why*]” / “This source is particularly relevant to the investigation because… [explain]”)  **c. 400 Words (i.e. 200 words per source)**  • Analyse the value and limitations of the two sources in relation to the investigation, with reference to their origins, purpose and content (“The origin of this source is…from this we can deduce its purpose is…On this basis it is valuable for an investigation of the key question because [*focus on what it says/implies, why we should trust it*]…Nevertheless the source does have some limitations for this particular investigation because…[*focus on what it leaves out, why it might not be totally reliable*]”) | The work does not reach a standard described by the descriptors below. | 0 |  |
| • 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. | 1-2 |  |
| • 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. | 3-4 |  |
| • 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. | 5-6 |  |
| **2. Investigation** | 1,300 | 15 | This section of the internal assessment task consists of the actual investigation. In this section, you must use a range of evidence to support your argument. You can use primary sources, secondary sources, or a mixture of the two. This section might be structured as follows:  **Introduction (c. 100-150 words)**  • Set the scene / generate reader interest by establishing why this question was important at the time, and remains relevant today.  • Summarise the different historical perspectives that exist in relation to the question.  • Outline how the essay will be structured, and the main conclusions that will be reached.  **Main Body (c. 1000-1100 words)**  Evaluate the evidence for several different perspectives in separate paragraphs. Within each paragraph, start with a clear topic sentence (argument) which is clearly focused on the question. Then explain it with carefully selected and properly referenced evidence (use quotes as necessary). Explain the limitation of your argument, and provide evidence for it. Then tie your investigation back to your RQ.  **Conclusion (c. 100-150 words)**  Provide a direct answer to the question you set yourself by synthesizing the main points of the essay. In particular, stress which historical perspective you agree with most and why, and which historical perspective you reject and why, or whether you think it is possible to accept different elements of different perspectives to provide a new interpretation. | • The work does not reach a standard described by the descriptors below. | 0 |  |
| • 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. | 1-3 |  |
| • 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. | 4-6 |  |
| • 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. | 7-9 |  |
| • 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. | 10-12 |  |
| • 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 consistent with the evidence & arguments provided. | 13-15 |  |
| **3. Reflection** | 400 | 4 | This section of the internal assessment task requires you to reflect on what you have learned through this investigation 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 is the role of the historian?  • Should historians aim to inform, or to persuade?  • How can the reliability of sources be evaluated?  • How do historians decide which factors to include, and which to omit?  • How do historians keep the scope of their investigations manageable?  • What is the difference between bias and selection?  • If historians are able to disagree so easily, does that mean that there is no such thing as historical truth?  • Who decides, and on what criteria, which events are historically significant?  • Is it possible, or advisable, to describe historical events in an unbiased way?  • What methods used by historians did you use in your investigation, and 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?  Within this section, give clear and explicit examples of three or four such issues that your investigation has helped you form a judgement about. (“One issue raised by this study relating to the methods used by historians is the challenge of …” / “In terms of this particular study, this issue manifested itself in the following manner…” / “I tackled this issue by ….” / “Through this process I learned/reached the conclusion that…” ) | • The work does not reach a standard described by the descriptors below. | 0 |  |
| • 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. | 1-2 |  |
| • 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. | 3-4 |  |
| ***Bibliography*** | *N/A* | *N/A* | A bibliography and clear referencing of all sources **must** be included in the investigation, but these are not included in the overall word count.  There is not a specific criterion relating to, or rewarding, the inclusion of a bibliography. However, one **must** be included to avoid academic honesty infringement. You need to use Chicago Style Manual, with endnotes. | | *n/a* |  |
| **Total** | **2,200 words MAX** | **25** | The word limit for the historical investigation is 2,200 words. If the word limit is exceeded, then the teacher's assessment must be based on the first 2,200 words. | |  |  |

**IA Criteria Checklist/Peer Review**

Go through every part of the checklist and make sure that your IA follows the criteria and formatting requirements.

**Formatting:**

* Filed Name: FirstLast2020HistoryIA.docx
* Word count: within 2200 words
* Font size: 12, Times New Roman or Calibri
* double spaced
* 1 inch margins
* Page numbers , upper right

**Cover page: only includes the following**

* Center of the page: IB Internal Assessment in History
* Title of yoru IA
* Research question
* bottom of the page (centered): Examination Session: May 2020
* Word count: (state the total word count – this includes part A, B, C – does not include works cited, table of contents or cover page.

**Table of Contents:**

* Identification and Evaluation of Source -- state pg. number
* Investigation – pg. number
* Reflection – pg. number
* Works Cited – s pg. number

**Body:**

* **Have headings for each section:** 
  + Part A: Identification and Evaluation of Sources
  + Part B: Investigation
  + Part C: Reflection
  + State word count at the end of each section

**Works Cited:**

* In MLA style , hanging paragraphs
* You have used every source in your works cited at least once in the IA – if you have not used a source at least once, it cannot be in the bibliography
* For internet sources, make sure to include the URL – IB wants URLS listed

**Part A: Source identification and evaluation**

**--Appropriate question clearly stated**

**--Identified and selected appropriate and relevant sources**

**--Explained why sources are relevant to investigation**

**--Analyze and evaluate 2 sources with explicit reference to their purpose, origin, and content**

Part B: Investigation

**--Investigation is clear, coherent, effectively organized**

**--Well-developed critical analysis focused on question**

**--Evidence from range of sources used effectively to support argument**

**--Evaluation of different perspectives**

**--Reasoned conclusion consistent with evidence/arguments**

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C: Reflection

--**Clearly focused of what investigation highlighted to student about historical methods**

**--Clear awareness of challenges facing historian and/or limitations of methods**

**used by historians**

**--Clear + explicit connection between reflection and A and B**