

Internal Assessment Guidelines

For Brown/Keith IB History of the Americas

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.

Individual Assessment

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

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.



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** .

Section 1: Identification and evaluation of sources: 500 Words

This section requires students to analyse in detail **two** of the sources that they will use in their investigation. The sources can be either primary or secondary sources. In this section students must:

- clearly state the question they have chosen to investigate (this must be stated as a question)
- include a brief explanation of the nature of the two sources they have selected for detailed analysis, including an explanation of their relevance to the investigation
- analyse two sources in detail. With reference to the origins, purpose and content, the student should analyse the value and limitations of the two sources in relation to the investigation.

A crucial element of this section of the internal assessment task is formulating an appropriate question to investigate. The six key concepts for the history course (causation, consequence, continuity, change, significance and perspectives) can be a very useful starting point in helping students to formulate a question.

Section 2: Investigation: 1,300 Words

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: 400 Words

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.

Annotated Bibliography

As students compile research, an annotated bibliography will be due periodically. For each source it must be cited in MLA format and answer the following three questions:

- 1.) What is this source about?
- 2.) What is the perspective of this source?
- 3.) How will you use this source?

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.

Above are suggested word allocations for each section of the historical investigation. Please note that these word allocations are suggestions only.

Expectations for Brown/Keith IA

- 15 sources minimum total for primary and secondary
- 3 primary sources minimum
- 1 Interview conducted with someone who has unique information or perspective on the topic
- Topic does NOT overlap with your EE
- Questions are approved by Keith/Brown
- Questions use an IB Command Term and concept can be clearly identified
- Reflections on work done tri-weekly, focus on work of a historian
- Historiography- opposing sources and an awareness is present in your essay
- Open a book

Timeline For Brown

2/11/18- Planning Guide Due

3/8/18- 3 Sources in an annotated bibliography

4/1/18- Rough draft Question is due

4/15/18- 6 total sources in an annotated bibliography (min. 1 primary source, min. 2 interview attempts)

5/6/18- 9 total sources in an annotated bibliography (min. 2 primary sources, min. 4 interview attempts)

5/20/18- Part 1 (Source analysis) Due

Summer- continue to research and collect sources

Rough Draft by end of Quarter 1

Final draft by first Friday of December