

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 their 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 are the same.

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. However, if a student could not have completed the work without substantial support from the teacher, this should be recorded on the appropriate form from the *Handbook of procedures for the Diploma Programme*.

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.

As part of the learning process, teachers can give advice to students on a first draft of the internally assessed work. This advice should be in terms of the way the work could be improved, but this first draft must not be heavily annotated or edited by the teacher. The next version handed to the teacher after the first draft must be the final one.

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 malpractice. Each student must sign the coversheet for internal assessment to 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 to a teacher (or the coordinator) for internal assessment, together with the signed coversheet, it cannot be retracted.

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 requirement for teachers and students to sign the coversheet for internal assessment applies to the work of all students, not just the sample work that will be submitted to an examiner for the purpose of moderation. If the teacher and student sign a coversheet, but there is a comment to the effect that the work may not be authentic, the student will not be eligible for a mark in that component and no grade will be awarded. For further details refer to the IB publication *Academic honesty* and the relevant articles in the *General regulations: Diploma Programme*.

The same piece of work cannot be submitted to meet the requirements of both the internal assessment and the extended essay.

Time allocation

Internal assessment is an integral part of the history course, contributing 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 knowledge, 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 at both SL and HL 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
- time for consultation between the teacher and each student
- time to review and monitor progress, and to check authenticity.

Using assessment criteria for internal assessment

For internal assessment, a number of assessment criteria have been identified. Each assessment criterion has level descriptors describing specific levels of achievement 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. Teachers should award the lower marks if the student's work demonstrates the qualities described to a lesser extent.
- Only whole numbers should be recorded; partial marks, such as 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 level of achievement in relation to one criterion will not necessarily attain high levels of achievement in relation to the other criteria. Similarly, a student who attains a low level of achievement 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.

Internal assessment details—SL and HL

Requirements of the historical investigation

Introduction

The historical investigation is a problem-solving activity that enables students to demonstrate the application of their skills and knowledge to a historical topic that interests them and that need not be related to the syllabus. The internal assessment allows for flexibility and should encourage students to use their own initiative. 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 good range of source material and managing diverse interpretations. The activity demands that students search for, select, evaluate and use evidence to reach a relevant conclusion. The investigation should be written in the specific format outlined later in this section.

Examples of the types of investigations students may undertake are:

- a historical topic or theme using written sources or a variety of 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 historical problem using documents (this could include newspapers)
- a local history study
- a historical study based on oral interviews
- a historical investigation based on interpreting a novel, film or work of art
- a historical investigation of cultural issues.

The following are examples of research questions.

- How accurately can the battle of Teutoburg Forest be reconstructed through archeological fieldwork?
- In what ways did the guild system affect the development of Norwich?
- Why was Charlemagne crowned Emperor by the Pope in 800?
- What were the contributions of Genghis Khan to the rise of Mongol power?
- Why was the *Summa Theologica* of Thomas Aquinas important in the medieval Church?
- How historically accurate is the depiction of Saladin in the film *Naser Salah el Dine, El* (1963)?
- In what ways did the work of Henry the Navigator inspire Portuguese exploration?
- How did the geisha's way of life change during the Meiji period?
- In what ways did the New Deal's Farm Security Administration use photography as propaganda to support its programmes?
- How did the experiences of British Second World War veterans serving in Europe compare with those in the Pacific?
- Why, and with what consequences for its citizens, was Dresden (any affected town could be substituted) bombed in 1945?
- In what ways did the Chinese communists use the traditional art form of opera to promote their ideology during the Cultural Revolution?
- To what extent did the experiences of Vietnam veterans in Tulsa, Oklahoma mirror the US public's overall perception of the war?
- How did the coverage of the Falklands/Malvinas War differ in the British and Argentine press?
- To what extent were the Moscow Olympic Games of 1980 affected by Cold War tensions?

Scope of the historical investigation

Students will be required to:

- undertake a historical investigation using a good range of historical sources
- focus on a topic or event with a cut-off date that is at least 10 years before the submission date for the investigation (therefore, an investigation submitted in 2010 would have a cut-off date of 2000; an investigation submitted in 2016 would have a cut-off date of 2006)
- provide a title for the historical investigation that should be framed as a question
- produce a written account of between 1,500–2,000 words for SL and HL, which must consist of:
 - a cover page with student name, number, research question and accurate word count
 - a plan of the historical investigation
 - a summary of evidence
 - an evaluation of sources
 - an analysis
 - a conclusion
 - a list of sources.

The historical investigation will be internally assessed by the teacher and externally moderated by the IB.

Choice of topic

Students should choose their own topic, with the teacher's guidance and approval. The topic should be worthwhile and of interest to the student.

Teachers must approve the topic for investigation and the research question before work is started. They must ensure that there are sufficient sources to support the investigation, and that it can be assessed by the criteria for internal assessment.

Students must be aware of ethical considerations when undertaking any investigation. They must show sensitivity and respect confidentiality.

Students are required to provide references or acknowledgments for all sources used.

The written account

Every student **must** produce a written account consisting of the following six sections.

- A Plan of the investigation
- B Summary of evidence
- C Evaluation of sources
- D Analysis
- E Conclusion
- F Sources and word limit

Total: 1,500–2,000 words

25 marks

A Plan of the investigation

Students should:

- state the topic of the investigation, which should be formulated as a question
- define the scope of the investigation
- explain the method of the investigation.

B Summary of evidence

This section should consist of factual material that is:

- drawn from sources that are appropriate for the investigation
- correctly and consistently referenced
- organized thematically or chronologically.

C Evaluation of sources

This section should consist of:

- a critical evaluation of **two** important sources appropriate to the investigation
- explicit reference to the origin, purpose, value and limitation of the selected sources.

D Analysis

This section should consist of:

- an analysis that breaks down complex issues in order to bring out the essential elements, any underlying assumptions and any interrelationships involved
- an understanding of the issue in its historical context
- a critical examination of the factual material presented in section B
- an awareness of the significance of the sources used, especially those evaluated in section C
- a consideration of different interpretations of evidence, where appropriate.

E Conclusion

The conclusion must be clearly stated, consistent with the evidence presented and relevant to the research question.

F Sources and word limit

A bibliography or list of sources and all citations, using one standard method, must be included; any illustrations, documents, or other supporting evidence should be included in an appendix. None of these will form part of the word count. The word count for the investigation must be clearly and accurately stated on the title page.

Assessment objectives for the internal assessment

Section	Assessment objective
Plan of the investigation	1. Knowledge and understanding <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of a specific historical topic
Summary of evidence	2. Application and interpretation <ul style="list-style-type: none"> • Present a summary of evidence 4. Use of historical skills <ul style="list-style-type: none"> • Demonstrate evidence of research skills, organization and referencing
Evaluation of sources	3. Synthesis and evaluation <ul style="list-style-type: none"> • Evaluate historical sources as evidence
Analysis	3. Synthesis and evaluation <ul style="list-style-type: none"> • Present an analysis of a summary of evidence
Conclusion	3. Synthesis and evaluation
Sources and word limit	4. Use of historical skills <ul style="list-style-type: none"> • Demonstrate evidence of research skills, organization and referencing

Internal assessment criteria—SL and HL

The historical investigation (SL and HL) is assessed against six criteria that are related to the objectives for the Diploma Programme history course.

Criterion A	Plan of the investigation	3 marks
Criterion B	Summary of evidence	6 marks
Criterion C	Evaluation of sources	5 marks
Criterion D	Analysis	6 marks
Criterion E	Conclusion	2 marks
Criterion F	Sources and word limit	3 marks
	Total	25 marks

A Plan of the investigation

Marks	Level descriptor
0	There is no plan of the investigation, or it is inappropriate.
1	The research question, method and scope of the investigation are not clearly stated.
2	The research question is clearly stated. The method and scope of the investigation are outlined and related to the research question.
3	The research question is clearly stated. The method and scope of the investigation are fully developed and closely focused on the research question.

B Summary of evidence

Marks	Level descriptor
0	There is no relevant factual material.
1–2	There is some relevant factual material but it has not been referenced.
3–4	There is relevant factual material that shows evidence of research, organization and referencing.
5–6	The factual material is all relevant to the investigation and it has been well researched, organized and correctly referenced.

C Evaluation of sources

Marks	Level descriptor
0	There is no description or evaluation of the sources.
1	The sources are described but there is no reference to their origin, purpose, value and limitation.
2–3	There is some evaluation of the sources but reference to their origin, purpose, value and limitation may be limited.
4–5	There is evaluation of the sources and explicit reference to their origin, purpose, value and limitation.

D Analysis

Marks	Level descriptor
0	There is no analysis.
1–2	There is some attempt at analysing the evidence presented in section B.
3–4	There is analysis of the evidence presented in section B and references are included. There may be some awareness of the significance to the investigation of the sources evaluated in section C. Where appropriate, different interpretations are considered.
5–6	There is critical analysis of the evidence presented in section B, accurate referencing, and an awareness of the significance to the investigation of the sources evaluated in section C. Where appropriate, different interpretations are analysed.

E Conclusion

Marks	Level descriptor
0	There is no conclusion, or the conclusion is not relevant.
1	The conclusion is stated but is not entirely consistent with the evidence presented.
2	The conclusion is clearly stated and consistent with the evidence presented.

F Sources and word limit

Marks	Level descriptor
0	A list of sources is not included or the investigation is not within the word limit.
1	A list of sources is included but these are limited or one standard method is not used consistently or the word count is not clearly and accurately stated on the title page.
2	A list of sources using one standard method is included and the investigation is within the word limit.
3	An appropriate list of sources, using one standard method, is included. The investigation is within the word limit.