

Historical Investigation



The IB History Internal Assessment Student Guide

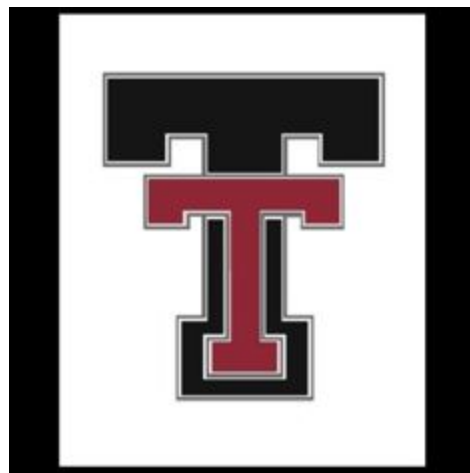


Table of Contents for Diploma History HI Handbook

Focus	Page Number
Table of Contents	2
Outline of the Historical Investigation	3-5
Steps to Writing Your Historical Investigation	6-10
Guidance on How to Structure a Research Question	11-13
Historical Investigation Proposal Form	14
Cited Notes Structure	15
Cited Notes Example	16
First Draft Checklist	17
Assessment Criteria from IB DP History Subject Guide	18-19

Below are deadlines for your historical investigation. Adherence to these will help you to ensure that you create the best product possible. Failure to meet the deadlines will limit your teacher's ability to support you.

December 9th	Historical Investigation Research Intent form completed
December 13th	Research Check
December 19th	First Draft of Historical Investigation
January 6th	Draft returned by teacher
January 14th	Final Draft Due

Historical Investigation

HL 20%

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**.

Students should choose their own topic, with their teacher's guidance and approval. Teachers must approve the topic and question for investigation before work is started. It is crucial that there are sufficient sources to support the investigation, and that the investigation can be assessed by the criteria for internal assessment. Teachers must also make students aware of any relevant ethical considerations when undertaking their investigation, for example, the need to show sensitivity or to respect confidentiality.

The investigation is an opportunity for students to demonstrate the application of their skills and knowledge to a historical topic of their choice. The emphasis must be on a specific historical inquiry that enables the student to develop and apply the skills of a historian by selecting and analyzing a range of source material and considering diverse perspectives. The activity demands that students search for, select, evaluate and use evidence to reach a relevant conclusion consistent with the evidence and arguments that have been put forward.

Section 1: Identification and evaluation of sources

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

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

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

The following are examples of historical investigations 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 “atrocious” 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
Total (maximum word limit)	2,200 words		Total:25 marks

Steps to Writing the Historical Investigation Paper

The Historical Investigation is the Internal Assessment for IB History. It is a 2,200 word research paper on a historical topic of your choosing worth 25 Marks. It is broken up into three different sections:

1. Identification and Evaluation of Sources (6 Marks) - Introduction & 2 OPCVL's
2. Investigation (15 Marks) - Your evidence and analysis
3. Reflections (4 Marks) - Your reflection on the process of researching/writing history

While this may seem like a daunting task, if you follow these steps, it will make the process much easier. **This is not a paper you can adequately throw together the night before it is due.** The time and effort you put into it will be seen in your grade.

Step One: Finding a Topic

The only restrictions on your topic are that it must be historical and more than ten years old. Therefore, whatever topic you choose CANNOT have happened after 2009 (to be safe). You can, and are encouraged, however to use SOURCES that are less than 10 years old. It helps to choose a topic you are interested in (that makes the research more enjoyable). It also helps to choose a topic that is covered in Global History or History of the Americas if you are planning on taking the IB History SL or HL exams, since your research will help prepare you for those Paper II and Paper III questions.

How do you pick a topic? Think-Puzzle-Explore. **Think** of what topics in history have been interesting. What **puzzles** you about this topic? How can you **explore** more about this topic? The topic you choose should be broad enough to find multiple sources on, but narrow enough so that you can adequately analyze the information. Topics can focus on the impact of a leader on a certain event, on how an event impacted society, on how society impacted an event, local people/events, or even on the historical accuracy of a novel or film.

Step Two: Turn your topic into a Research Question

Your entire paper is based on this one question, therefore be sure to make it a strong one. If you have a weak research question, then your entire paper will be weak. Avoid "Is water wet?" questions like: Was Hitler a bad guy? Or How bad was the Great Depression? A strong research question has the following elements:

- It has a specific and narrow focus
- It is open ended, it cannot be answered with a "yes" or "no"
- It is debatable, there is no one right way to answer it
- It is researchable, there are many sources of information that cover the topic

Step Three: Deconstruct your Research Question

This step will be completed on the Research Intent Form. You must break down your question and figure out exactly what you are really asking so that when you begin researching, you are clear on what information will help you answer the question.

- ❑ **Topic:** what is the overall issue/topic that is being focused on?
- ❑ **Dates:** are there any, and how will that affect what you can discuss?
- ❑ **Specific Factors:** define these so that you know how they will impact your answer
- ❑ **Command Words:** These are the main instructors telling you what to do, sometimes there may be more than one set.
- ❑ **Key Concept:** Based off of the 6 (change, continuity, causation, consequence, perspective, significance) usually this part will be inferred.

EXAMPLE:

To what extent did the Cold War impact feminism in the US in the 1950's - 70's?

Topic: Feminism

Dates: 1950-1970's

Specific Factors: The Cold War and its impact on feminism

Command Words: To what extent

Key Concept: CHANGE...CAUSATION

Once you break it down, begin brainstorming mini questions you will need to answer to come to your conclusion. This will also help you narrow down what information will be useful to your research:

1. How did Communism view women?
2. How were women viewed in the US PRIOR to the 1950's?
3. How were women treated in the USSR and what propaganda did they use to promote it?
4. How were women treated in the US, and what propaganda was used to promote it?
5. What major events occurred in the 1950's -1970's that may have impacted women?
6. What other factors impacted women in the US in the 1950's - 1970's?

Once you have thought of mini questions, begin thinking of the types of sources you should find to help you find these answers:

- Books on communism....Books on the USSR and society/culture ...Books on Feminism....Books on the Cold War...Newspaper and/or women's magazines and their advertisements to women...USSR propaganda....USA propaganda or books an Advertising....

Step Four: Research and Cited Notes

Before you begin researching, fill out the first question on the Reflection handout about how and why you chose this topic and question. This will help you write the reflection section of the Historical Investigation paper later on.

Now that you have a strong research question, you will need to find many solid and credible sources to get information from. If your research is weak your paper will also be weak. It is unacceptable to write a research paper on websites or web based information alone. You must find books either from our school library or from multiple other libraries in the area. Places to start:

121 Library (TTSD Library Portal)

Washington County Cooperative Library Sources (Tigard/Tualatin Public Libraries)

Avoid sources that do not have authors. It is ok to use Wikipedia for BACKGROUND information, NOT as a main source of information. Use Wikipedia to help you brainstorm key words or people to use in your search for sources. History.com and PBS can also be used for background information, but NOT as main sources of information. This is also true for all encyclopedias.

What sources should you use? BOOKS!!!! MORE BOOKS!!!!

You don't (and shouldn't) read the entire book for your research. Your topic should be narrow and if you used Wikipedia and history.com effectively, you should have a good idea of some key words/people/events that you can look up in the INDEX of the book. If your topic is on the causes of an event, ONLY READ the chapter that deals with the CAUSES, don't waste your time reading information that won't answer your research question. SKIM the sources for keywords that relate to your topic.

Other great sources: Academic journals, newspapers, magazines, biographies, autobiographies, government records, primary sources.

Be wary of documentaries, since editing can promote a specific idea. Know who the director is.

Once you find your sources you must take **Cited Notes** (see website for an electronic copy). You will use Chicago style citation. Your cited notes are worth evidence, so make sure you fill them out correctly. When you begin writing your paper, you will need to include citation, this step will make that part MUCH easier.

Every time you do research, at the end of the session, write down information in your Reflection handout. The more you keep up with this the easier it will be to accurately write your reflection section. Be sure your answers are specifically linked to your research and sources and your specific difficulties in finding information. The more general you are, the less marks you will earn in the Reflection section, so be specific.

The minimum amount of sources you should have is 8. You are trying to prove that you are an expert on your topic, this CANNOT be done with only 4 or 5 sources.

Step Five: Organizing your Notes

If you typed your notes, you must have them printed out for this step. It is easier to organize your information if you can lay it all out in front of you instead of having to scroll up and down. Scan over your notes and on a separate

sheet of paper, write down FIVE or more general main ideas that you see throughout your sources. These could be the typical historical themes we see throughout history: economic issues...social issues...war...political issues...Most likely though the main ideas you find will be specific to your research question.

For example with the question:

To what extent did the Cold War impact feminism in the US in the 1950's - 70's?

Your information may be categorized into:

- How women in USSR are looked at/treated
- How women in the USA prior to 1950's were looked at/treated
- Cold War propaganda dealing with women and civil rights
- US Civil Rights Movement and its impact
- Women's movement and its connection to the Cold War
- Possible Counter Argument/Different Perspective(s)

Once you have your general Main Ideas written down, highlight each main idea a different color. Then, as you go back over your notes, highlight each note to a specific main idea. If it can fit in more than one, put both down and decide later where it more strongly fits. Once this is completed, you will turn these notes in for a grade. Failure to organize your ideas will impact your grade.

Step Six: Writing your paper, filling out the template

Look over your main ideas. Decide what is the best way to organize your information, so that you make a strong argument. Possible structures of organization include:

Most important Factors → Least Important Factors

Long Term Causes → Short Term Causes → Trigger of the event

All the information that strongly supports the argument → Information that is counter

Social Issues → Economic Issues → Political Issues....

Once you have decided on the order, number your main ideas accordingly. Open up the Historical Investigation Template in a google doc. Be sure to also save your work periodically on a flash drive. There is **no excuse** for lost work, so be sure to save it in multiple places. Skip Section One and jump to **Section Two: Investigation**. Fill out the template with your information from your notes. **BE SURE TO INCLUDE CITATIONS!!!!** This is also worth a grade!

Once your Section Two is completed, review over it and see which two sources you used the most in your paper. Those are the sources you will use to write OPCVL's for. Make sure those sources are credible.

You may not OPCVL the following sources:

- Any source that does NOT have an author
- Encyclopedias
- Wikipedia
- Websites (including a teacher's website)
- Photographs

- Editorial Cartoons
- Propaganda Posters
- Songs
- Poems
- Young Adult books
- Classroom Textbooks
- BuzzFeed
- Documentary without a director

Fill out the Section One: Identification and Evaluation of Sources in the Historical Investigation Template. ANSWER EVERYTHING.

Lastly, Review over the reflection notes you took and fill out Section Three: Reflection. Make sure your answer in this part is directly linked back to specific issues you had in researching and writing your paper.

Step Seven: Write your Rough Draft & Peer Review

Use your template to write your rough draft in a google doc. Again, be sure to save your work in multiple places, flash drive, etc. As you write, make sure you include the footnote citations. As you write, look back at the rubric for each section and be sure your paper is in line with it.

Have your first draft ready to submit to your teacher on the deadline.

Step Eight: Final Draft

Take the information from your peer reviews and see where changes need to be made. Read your paper out loud. If, as you read out loud, it sounds weird, it probably is. Make appropriate changes.

PROOFREAD for spelling and grammatical errors. These careless mistakes will bring down your final grade. Take pride in your work. If you followed these steps accordingly, then you put a lot of effort into your paper and you should be proud of what you accomplished.

Writing Research Questions¹

This is not supposed to be easy. **You cannot write a full statement of purpose/rationale until you have gathered and read some information on your topic.** Once you have, you'll almost be ready to write your research question.

WRITE IN PENCIL - YOU MAY DO LOTS OF ERASING HERE

Step 1: <u>Name Your Topic and Time Period</u>	<i>Early in your research, describe your work in one sentence. Use adjectives to describe your nouns. Choose a topic you REALLY like that is sure to keep your interest.</i>
<u>Example:</u> I am studying public funding for the arts in the 1960s	
Complete the Sentence: I am learning about (or <i>reading about</i> , or <i>studying</i>)...	
Scope (time period being studied)...during the time of....	

Step 2: <u>Suggest a Question</u>	<i>Try to describe your research by developing a question that specifies something about your topic.</i>
<u>Example:</u> I am studying public funding for the arts in the 1960s because I want to find out how accessible the arts were to those people who are members of the working poor.	
Complete the Sentence: I am learning about (or <i>reading about</i> , or <i>studying</i>)... <i>From Step 1</i>	
...because (in order to) I want to find out (who, what, when, where, why, or how)	

Step 3:
Add a Rationale

Take your questioning one step further by adding a second question aimed at determining your rationale.

Example: I am studying public funding for the arts in the 1960s because I want to find out how accessible the arts are to the working poor so I can determine whether our tax dollars support cultural enrichment for all citizens regardless of their socio-economic status.

Complete the Sentence: I am studying/learning...

From Step 1

...because I want to...

From Step 2

...in order to understand (how, why, or whether)...

Step 4:
Build the Question

Put all 3 parts together into a question. Play around with them. Don't stop after one try.

Example: **To what extent** did state and federal tax dollars support cultural enrichment for all citizens regardless of their socio-economic status in the 1960s?

Repeat the Process

Now, repeat steps 1-4 as often as it takes for you to write enough detail to believe in what you are researching, know what you want to find out, and understand your reason for undertaking your research. Oh-and in between your attempts to work through these steps-have someone read your answers. This will force you to stay on track and keep working.

**Step 5:
Break Down the Question**

Break your question down into pieces to determine what you are actually trying to answer

Main topic:

Scope (time period):

History Command Term (*link in the digital version*):

This word may not be directly stated in the question, but hidden as part of the question

What does the Command Term want you to do?

What is the historical knowledge you need in order to answer this question?

- Idea 1:
- Idea 2:
- Idea 3:
- Idea 4:

*****If you do not have one of these parts, you need to rewrite your question*****

Mini-Question 1:

Mini-Question 2:

Mini-Question 3:

Mini-Question 4:

Mini-Question 5:

Historical Investigation: Research Intent Form

Name: _____ Block: _____

Once this is complete, it must be signed by your teacher to allow you to begin research

The purpose of this document is to help you deconstruct your research question and develop a game plan for what to research. This can be used in your Reflection section to show how you developed your ideas and why you chose to look at certain aspects of the question.

Research Question:	
Topic:	
Dates/Scope:	
Specific Factors:	
Command Words:	
Key Concept(s):	

Now that you've broken down your question, what specific things do you need to find out or define in order to answer this question effectively?

Mini Questions	
1.	
2.	
3.	
4.	
5.	
6.	

When looking for information, what **types** of sources and topics will be most helpful in answering your research question?

Broad Types of Sources: primary, secondary, tertiary

Narrow Types of Sources: books, encyclopedias, scholarly articles, newspapers, magazines, etc.

Teacher Signature: _____

Cited Notes

Name: _____

How to take cited notes:

- **Step One:** Find your sources and write the [Chicago Style Citation](#) for the source
- **Step Two:** Underneath your citation, write notes **IN YOUR OWN STYLE** and **IN YOUR OWN WORDS**, paraphrase the information. You may include some direct quotes, but they should be no longer than 2 sentences and **MUST have quotations** around them. With EVERY entry you MUST, in parentheses, write the page number from where you found the information in that source.
 - Hints for getting good notes efficiently: [Annotate & Skim](#)
- **Step Three:** Before you begin writing down notes, ask yourself "**How does this help me answer my research question or provide a counter argument?**" If it doesn't help you, don't write it down.
 - **EXAMPLE:** if you are writing about a dictator's quality of leadership. DO NOT write anything about his childhood. ONLY write down what he did AS A LEADER.

NOTES RUBRIC: Books: _____ Websites: _____

Exceeding	Meeting	Nearly Meeting	Beginning
<input type="checkbox"/> 8+ credible sources used <input type="checkbox"/> Cited in Chicago Style <input type="checkbox"/> Notes are adequate to the source and paraphrased, NOT copy and pasted <input type="checkbox"/> Page numbers or paragraphs are given after each entry <input type="checkbox"/> Minimum - 2 books <input type="checkbox"/> Maximum - 2 websites	<input type="checkbox"/> 7-8 credible sources <input type="checkbox"/> Cited with a recognized citation style (APA, MLA) <input type="checkbox"/> Notes are mostly adequate, and mostly paraphrased. Some are clearly copy and pasted <input type="checkbox"/> Page numbers or paragraphs are given after most entries <input type="checkbox"/> Minimum - 1 book <input type="checkbox"/> 3-4 websites	<input type="checkbox"/> 5-6 credible sources <input type="checkbox"/> Cited in some way <input type="checkbox"/> Notes mostly appear copy and pasted <input type="checkbox"/> Lack of information is apparent <input type="checkbox"/> Page and/or paragraph numbers are not consistent for each entry <input type="checkbox"/> No book used <input type="checkbox"/> 4+ websites or only sources were websites	<input type="checkbox"/> Less than 5 credible sources used <input type="checkbox"/> No citations <input type="checkbox"/> Notes were copy and pasted, <input type="checkbox"/> Lack of information is apparent <input type="checkbox"/> Page and/or paragraph numbers are nonexistent or inconsistent

CHICAGO STYLE CITATION GUIDE:

Type	Citation	Example
Book	Last name, First name. <i>Title of the Book</i> . Place of publication: Publisher, Year of publication.	Faulkner, William. <i>Absalom, Absalom!</i> . New York: Vintage Books, 1990.
Online Journal	Last name, First name. "Title of the Article." <i>Journal Name</i> , Edition/volume, date of publication. Page numbers.1 Web address	Bent, Henry E. "Professionalization of the Ph.D. Degree." <i>College Composition and Communication</i> 58, no.4 (2007): 0-145. http://www.jstor.org/stable/1978286 .
Newspaper/ Magazine	Last name, first name. "Title of the Article." <i>Name of Newspaper</i> , date of publication, page no.	Kepner, Tyler. "And a Second Baseman Shall Be First for Yanks." <i>New York Times</i> , March 25, 2002, sec. D, p. 7.
Website	Last name, First name. "Title of Web Page." <i>Publishing Organization or Name of the Website in Italics</i> . Publication date (if available). URL.	"John F. Kennedy Library." John F. Kennedy Foundation. https://www.jfklibrary.org
Film/ Documentary	<i>Title of the film</i> . Directed by First name Last Name. Year of Copyright. Place of production: Production Company, year the film was formatted, format.	<i>Joe Versus the Volcano</i> . Directed by John Patrick Shanley. 1990. Burbank, CA: Warner Home Video, 2002.DVD.
Interview	Last Name, First Name of person interviewed. <i>Name of program he/she was interviewed on</i> . First name Last name of the interviewer. Station. Date.	Rodriguez, Carrie. <i>Acoustic Caf�</i> . By Cuz Frost. 88.3 WGWG FM, November 20, 2008.
Government Document	Official Title of the Government administration. <i>Title of the Document</i> . Place the document was created, year it was created.	U. S. Department of Commerce. Office of Consumer Affairs. <i>Product Safety: Responsive business approaches to consumer needs</i> . Washington, D. C., 1992.
YouTube Video	"Title of the video." YouTube Video, duration of time. Where it is taken from. Who posted it and the date it was first posted. URL.	"Kennedy-Nixon First Presidential Debate, 1960." YouTube video, 58:34. From televised debate September 26, 1960. Posted by John F. Kennedy Library Foundation, September 21, 2010. http://www.youtube.com/watch?v=gbrcRKqLSR .

Citation #1

<p>NOTES</p> <p><u>Style of Notes:</u> Outline Cornell Flow Mind Map Other</p> <p><i>Don't be embarrassed to try new styles of notes</i> <i>High school is all about being embarrassed</i></p>	<p>Page #</p>

First Draft Checklist

Identification and Evaluation of Sources	
My question is clearly stated	
My two selected sources are summarized and relevance to investigation explained	
Value and Limitations of each source to the investigation are evaluated using their origin, purpose and content	
Investigation	
Investigation is clearly organized (Thesis, Clear Topic Sentences, Transitions, etc...)	
Demonstrative Evidence from a range of source is included and documented	
Each paragraph includes clear analysis that explains evidence, connects back to the specific point and overall argument	
Perspectives are evaluated to show an awareness of historiography	
Clear Conclusion on the research question is reached	
Reflection	
Reflection has identified a knowledge issue that historians face in the creation of historical knowledge/conclusions	
Connections are made between the writer's experience and the knowledge issue identified	

Assessment Criteria

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)

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 analyze or evaluate, two of the sources.
3–4	An appropriate question for investigation has been stated. The student has identified and selected appropriate sources, and there is some explanation of the relevance of the sources to the investigation. There is some analysis and evaluation of two sources, but reference to their value and limitations is limited.
5–6	An appropriate question for investigation has been clearly stated. The student has identified and selected appropriate and relevant sources, and there is a clear explanation of the relevance of the sources to the investigation. There is a detailed analysis and evaluation of two sources with explicit discussion of the value and limitations of two of the sources for the investigation, with reference to the origins, purpose and content of the two sources.

Criterion B: Investigation (15 marks)

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–3	The investigation lacks clarity and coherence, and is poorly organized. Where there is a recognizable structure there is minimal focus on the task. The response contains little or no critical analysis. It may consist mostly of generalizations and poorly substantiated assertions. Reference is made to evidence from sources, but there is no analysis of that evidence.

- 4–6 There is an attempt to organize the investigation but this is only partially successful, and the investigation lacks clarity and coherence.
The investigation contains some limited critical analysis but the response is primarily narrative/descriptive in nature, rather than analytical. Evidence from sources is included, but is not integrated into the analysis/argument.
- 7–9 The investigation is generally clear and well organized, but there is some repetition or lack of clarity in places.
The response moves beyond description to include some analysis or critical commentary, but this is not sustained. There is an attempt to integrate evidence from sources with the analysis/argument.
There may be awareness of different perspectives, but these perspectives are not evaluated.
- 10–12 The investigation is generally clear and well organized, although there may be some repetition or lack of clarity in places.
The investigation contains critical analysis, although this analysis may lack development or clarity. Evidence from a range of sources is used to support the argument.
There is awareness and some evaluation of different perspectives. The investigation argues to a reasoned conclusion.
- 13–15 The investigation is clear, coherent and effectively organized.
The investigation contains well-developed critical analysis that is focused clearly on the stated question. Evidence from a range of sources is used effectively to support the argument.
There is evaluation of different perspectives. The investigation argues to a reasoned conclusion that is consistent with the evidence and arguments provided.

Criterion C: Reflection (4 marks)

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