

History TSM

General guidance

The purpose of the teacher support material

Putting the course together

Approaches to learning

Approaches to teaching

Unit planning (and sample unit plans)

Sample lesson plans

Guidance on the internal assessment task

Assessed student work

Overview

INTERNAL ASSESSMENT

Example 1

Example 2

Example 3

Example 4

Example 5

EXTERNAL ASSESSMENT:

Example 1: To what extent did Hitler create a totalitarian system of government?

To view the various elements of this example, please use the icons at the side of the screen.

Criterion A: 4 marks

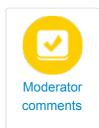
The question for investigation has been clearly stated and it is appropriate. Two sources are identified. (The sources consist only of extracts which themselves appear to have been taken from Hite and Hinton, *Weimar Germany and Hitler*, which is a shame.) One source is primary. The value relates to its origin but not to its purpose or content and the explanation is not developed. There is repetition of "confusion" without identifying what is meant or how this is relevant to the research question. Limitations are more developed. It has been chosen as an example of the Structuralist viewpoint. Second source is secondary. The origin is not clearly addressed, for example there is no information about the author. The limitations are not fully explained and are little more than generalisations. It is chosen an example of the Intentionalist viewpoint.

Criterion B: 12 marks

This starts with an error, in that Hitler used the Enabling Act to merge the offices of Chancellor and President in 1934 and he became recognized leader of the Nazi party as early as 1921. There is no definition of "Totalitarian System of Government". There is an attempt to describe the two viewpoints of Hitler's rule, namely Structuralist and Intentionalist, then critical analysis of the two supported by examples, coming to the conclusion that Hitler's rule should be seen as a mixture of the two as according to lan Kershaw. The investigation is focused on the research question and clearly shows different perspectives with a reasoned conclusion. Some examples are given to support both viewpoints but more could have been given and at times the investigation is not developed.

Criterion C: 4 marks





PAPER 1 The reflection is clearly focused on what the investigation highlighted to the student about the methods used by Example 6 historians and challenges facing historians but not the Example 7 limitations of methods. It is clearly focused on the rest of the investigation. Example 8 Total: 20 marks Example 9 **EXTERNAL ASSESSMENT:** PAPER 2 Example 10 Example 11 Example 12 Example 13 Example 14 **EXTERNAL ASSESSMENT:** PAPER 3 Example 15 Example 16 Example 17 Example 18 Example 19 Example 20 Example 21 Example 22 Example 23 Example 24 Example 25 Example 26 Example 27 Example 28 Example 29 Example 30

© International Baccalaureate Organization | Mission statement | Learner profile

