

## 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 Ian 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



Student work (PDF)



Moderator comments

**PAPER 1**

Example 6

Example 7

Example 8

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

The reflection is clearly focused on what the investigation highlighted to the student about the methods used by historians and challenges facing historians but not the limitations of methods. It is clearly focused on the rest of the investigation.

**Total: 20 marks**

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