

History Internal Assessment (IA) Guidelines

General Information about the Internal Assessment (I.A)

- * There are three sections that are independently graded in this Internal Assessment.
- * The internal assessment is worth 20% of your final IB grade for history.
- * *IB requires* that a topic be *at least ten (10) years old*. However, Topics that cover events that occurred beyond the year 2000 must have a written proposal and receive written approval from Mr. Cunningham or they will not be accepted.
- * **The word limit** is 2,200 words. No specific penalty will be given for going over the word limit, but readers are to stop reading at 2,200 words with no credit being given for anything after that.
 - * 2,200-word limit means that that the IA should be no less than 2,000 words. (This is 2,000 “good” words” without filler or fluff.)
- * **A Works Cited Page** with consistent and appropriate referencing must be included with each I.A. Bibliographies/Works Cited are not included in the word count.
- * To Begin (*see additional handout: “Research Guide”*)
 - * Create a question to research
 - a. The most important part of creating a question for the IA is that the question is debatable. Do not explore a topic that is obvious, remember this is an investigation.
 - b. Create a question that is historically significant and may have multiple answers.
 - c. By choosing a topic that is measurable (either with statistics or with historical evidence) you will make your job considerably easier. Define how you will “measure” the evidence (Key terms need to be defined; e.g. What does “success” or “failure” or “improvement” or “progress” actually mean?)
 - d. Writing an IA on one of the following categories may be of added benefit to you because in your senior year you will be tested on the following: Renaissance, Reformation, English and French Monarchs of the Early Modern Era, French Revolution, Carolingians, Abbasids, (or other parts of the world during the same time periods for comparisons).
 - e. Topics that are OFF LIMITS (unless you get me to agree to it) are: The atomic bomb, The Salem Witch Trials, 911 conspiracies, JFK conspiracies, (any conspiracy theory really). Any question that begins with “was _____ justified in....?”, any topic that is a biography of a person (meaning you cannot just give me a person’s name and call it a topic), any topic that is just “The _____ War”, broad movements like “Civil Rights” or “Women’s Rights”, or any topic that involved a comparison with “today.” The problems with all of these are that they are either more of an ethical investigation rather than a historical one; they will not have good/credible historical evidence that will stand up to critical analysis (OPCVL); they are too broad and can not be completed in a 2,200 word essay. Some topics may be good, but are tired and done far too often; these topics will not be allowed either.

The following is a list that was provided by I.B for acceptable “on target” topic choices for the I.A.

Mr. Cunningham does not agree that all of these are “good” or “on target” topics.

1. How accurately can the battle of Teutoburg Forest be reconstructed through archaeological fieldwork?
2. In what ways did the guild system affect the development of Norwich?
3. How historically accurate is the depiction of Saladin in the film Naser Salah el Dine, El (1963)? **(Must get special approval in writing from Mr. Cunningham to attempt a topic like this).**
4. In what ways did Henry the Navigator inspire Portuguese exploration?
5. In what ways did the New Deal’s farm Security Administration use photography as propaganda to support its programs?
6. How did the experiences of the British Second world war veterans serving in Europe compare with those who served in the Pacific?
7. Why, and with what consequences for its citizens, was Dresden bombed in 1945?
8. In what ways did the Chinese communists use the traditional art form of Opera to promote their ideology during the Cultural Revolution?
9. To what extent did the experiences of Vietnam veterans in Tulsa, Oklahoma mirror the U.S publics’ overall perception of the war?
10. How did the coverage of the Falklands/Malvinas War differ in the British and Argentine press?
11. To what extent were the Moscow Olympic Games of 1980 affected by Cold War tensions?

Start with a book about a topic, place a note in the book at a certain point where you have a question and return to it after reading the book to see if it was ever answered; if not, you have a great start to your research question.

Usually Questions need to be narrow down.

Broad Questions	Narrow Questions
How did the Cold War impact Sports?	How did the Cold War British domestic policy impact the sport of Track and Field in Britain in the 1976 and 1980 Olympic Games?
What role did women play in World War II?	What were the causes and outcomes of legislative debates regarding Women services pilots of World War II?

Section A. – Identification and Evaluation of the Sources (6 Marks).

(This section should be approximately 500 words)

Section A is not what you would normally think of as the beginning of a history essay. Follow the directions below word for word. This section is not where the introduction, body or the conclusion of this paper belong. **This section is basically an OPCVL (Origin, Purpose, Content, Values and Limitations) Section.** (Notice values and limitations are both plural. Also, note that content of the source should not be discussed by itself, but only as it relates to the values and limitations).

Section 1 must include the following:

1. The topic question for the paper must be clearly stated.
2. There should be a brief explanation of the **origin**, and the **purpose** (or Nature) of two of the sources that you used in writing this paper.
 - a. Origin will include the name of the author, where book was published and date of publication.
 - b. Purpose refers to the reason why this source was originally written. If the source is a book, the author will usually expose the purpose of writing the book in the preface. With many sources however, you will have to determine, on your own, what was the authors' purpose for writing the document.
 - c. An explanation of the relevance these two sources have to the investigation. Relevance refers to specific examples as to why this source, in particular, was especially useful to you while writing this paper. Relevance should include the value and the limitations of the two sources used.
 - d. A detailed analysis of the **values** of the two sources used. **Value** means - Of what value was the document to you in answering your topic question? Use one or two specific examples of how this document helped to answer your question.
 - e. A detailed analysis of the **limitations** of these two sources must be included in this section.

Limitations means- What do you wish this document had included that it did not. ~~What do you wish that it had contained that would have helped you to answer your question?~~ (This question is not appropriate because if one is asking a source to be something it is not, then one is usually reading the wrong source(s)). Or What about this document could be questioned? (Is the source reliable, trustworthy, or incomplete?) Give one or two specific examples when writing. Do Not use bias as a limitation unless you can specifically identify how the bias of the source was limiting your ability to answer the question. *Many times bias is an asset to a debate, not a deficit.*

Value	Limitations
Origin as value	Origin as a limitation
Purpose as value	Purpose as a limitation
Content as value	Content as a limitation

Bias - Must explain the bias and show how it is a limitation or value or both. **Translation** - cannot just say that a translation loses something. You would have to be able to reference the original language itself and how the translation does, in fact, lose something.

Section B. - Investigation (15 Marks)

(This section should be approximately 1,300 words)

Section B is the part of the paper that most closely resembles the kind of essay most of you are accustomed to writing. There should be a brief introduction. A well-organized body of information that uses a great deal of evidence from a many varied sources - primary and secondary (which are properly cited using correct Chicago/Turabian formatting). The body include all of the following listed below, including a conclusion.

1. The investigation must be **clearly and effectively organized**. This means that the body of evidence should be group in some logical manner. There should be proper use of citations and Chicago/Turabian format. (Footnotes/Endnotes (Not parenthetical citation) and a Works Cited page.
2. This section will not only include critical evidence to debate the topic question but will also use **extensive analysis** to debate the topic. In addition to analyzing evidence on its face value, students should also include some analysis of author's motives or bias for writing a book, or the possibility that a source was used as propaganda or some other purpose.
3. **A valid conclusion** must be drawn **based on the evidence and the analysis** in this section. Conclusions concerning debatable topics like this do not have to be definitive. A conclusion may state that although the evidence and analysis does not allow for the question to be answered completely or directly, the writer should explain the how and/or the why he came to his particular judgement and the extent this question can be concluded. In essence, explain what piece(s) of evidence persuaded you to draw the kind of conclusion that you did. How or why did that evidence persuade you?
4. Some generic tips:
 - a. Do not use the phrase(s) "Many historians agree", or "Most people believe". "My response is going to be...". Those types of phrases are worthless.
 - b. If you drop/use a name in your paper that is someone obscure or unknown to most readers, identify who this person is, or his/her value to this debate by including that information after the person's name in parenthesis.

Section C – Reflection (4 Marks)

(This section should be approximately 400 words)

1. Students must reflect on, and express what the investigation/research process has taught them about methods used by historians. Acceptable examples for part C would be:
 - i. Specific examples of the effects of bias in sources
 - ii. Specific examples of the lack of particular evidence,
 - iii. Specific examples of the difficulty in finding or understanding the particular meaning of sources.
 - iv. Specific examples of difficulty having a firm understanding of the context (time period, events surrounding the document, or the intended vs actual meaning of the document).
2. Students must reflect on, and develop what the investigation has taught them about the challenges faced by historians. You should use specific examples from your evidence or from the analysis to cite as examples of what you have learned. The following are discussion questions that could encourage reflection (provided by I.B):
 - i. Specific examples of what methods used by historians did you use in your investigation?
 - ii. Specific examples of what did your investigation highlight to you about the limitations of those methods?
 - iii. Specific example of what were the challenges facing historians? How do they differ from the challenges facing a scientist or a mathematician?
 - iv. Specific examples of what challenges in particular does archive-based history present?
 - v. Specific examples of just how the reliability of sources can be evaluated?
 - vi. Specific examples of what was the difference between bias and selection?

All Sections

Grammar Tips:

- You are writing a history paper. Make sure that your verbs in each sentence are past tense. Use “was” not “is”.
- Do not use pronouns. Use nouns. “Robert E. Lee” not “him”.
- Do not use the passive voice when writing your sentences. Don’t use “would have been” use had.
- Write out numbers of one hundred or less. “Ninety-nine”, not 99.
- Do not use slang.
- Avoid using clichés.
- Metaphors should generally not be used.
- Do not abbreviate or use contractions. “It is”, not It’s.
- Do not use the phrases: “ I think, I feel, I believe” etc.

Writing proper paragraphs (See “The Burger Metaphor to Avoid Bad Paragraphs” on JCunningham.org):

1. Point- Use the first sentence in each paragraph to identify the point that you will make.
2. Evidence- These are specific examples or facts that support the point AND address your original thesis statement.
3. Explanation/Analysis- Describe HOW the evidence proves the point and how the point proves the thesis.
4. Conclusion - use the last sentence to reiterate the topic sentence (not restate) and remind how the point of this paragraph helps prove a part of the thesis.

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 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 for history are the same. All students complete a historical investigation into a historical topic of their choice. The internal assessment allows flexibility for students to select a topic of personal interest. The topic need not be related to the syllabus and students should be encouraged to use their own initiative when deciding on a topic. The free choice of topic means that the historical investigation provides a particularly good opportunity for students to engage with topics that are of personal interest, or topics related to their own local or national history.

Please note: Each individual student must complete an individual historical investigation—group work may not be undertaken.

Time allocation

Internal assessment contributes 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 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 (SL and HL) of teaching time 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 and ask questions
- time for consultation between the teacher and each student individually
- time to review and monitor progress, and to check authenticity.

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. As part of the learning process, teachers should read and give advice to students on **one draft** of the work. The teacher should provide oral or written advice on how the work could be improved, but should not edit the draft. The next version handed to the teacher must be the final version for submission.

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. 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 academic misconduct. Each student must 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 it cannot be retracted. The requirement to confirm the authenticity of work applies to the work of all students, not just the sample work that will be submitted to the IB for the purpose of moderation. For further details, refer to the IB publication *Academic honesty in the IB educational context, The Diploma Programme: From principles into practice* and the relevant articles in *General regulations: Diploma Programme*.

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—SL and HL

Historical investigation

Duration: 20 hours

Weighting: 25% SL, 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 up of three sections.

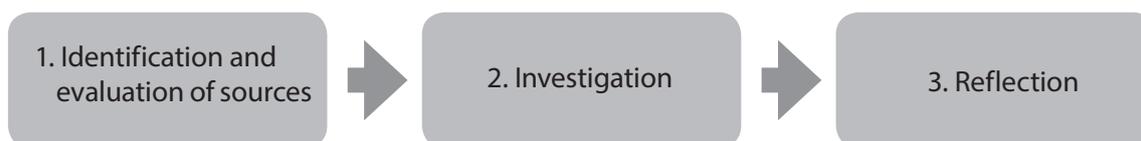


Figure 8
Historical investigation

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 analysing 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 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.

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

Further guidance

Additional guidance on the internal assessment task can be found in the *History teacher support material*.

Using assessment criteria for internal assessment

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

Internal assessment criteria (SL and HL)

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 analyse 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	<p>The reflection contains some discussion of what the investigation highlighted to the student about the methods used by the historian.</p> <p>The reflection demonstrates little awareness of the challenges facing the historian and/or the limitations of the methods used by the historian.</p> <p>The connection between the reflection and the rest of the investigation is implied, but is not explicit.</p>
3–4	<p>The reflection is clearly focused on what the investigation highlighted to the student about the methods used by the historian</p> <p>The reflection demonstrates clear awareness of challenges facing the historian and/or limitations of the methods used by the historian.</p> <p>There is a clear and explicit connection between the reflection and the rest of the investigation.</p>

Historical Research

Part I: Develop a specific research proposal. (Specificity is antidote for many headaches later in the process).

1. Finding a Topic (Broad background reading):

- a. One must find a topic of interest. If you do not have a topic of interest then you will not desire to keep working on it. If you begin reading about a topic and lose interest then move on to another topic.
- b. One must specify the topic. Topics like, “The Cold War,” or even “The Soviet Military during the Cold War” are far too broad. There are thousands of sources that cover those topics. You must narrow it down by doing background reading. One must learn the basics about the topic and get an overview of the general idea. When learning about the Soviet Military one may come across several interesting ideas. For example, Krushchev began to institute a high school military training program to prepare young men for military careers. This may be a topic that sparks interest and leads one to say, “I want to learn more about this high school military program in Russia.”
- c. With a specific topic in mind one can begin focused or specific background reading. What is the sentence that caught your attention?

2. Finding a research question (Specific background reading):

- a. Once one finds that sentence of interest, one must begin to find a way to ask a specific question. Simply asking, “What was the high school military program like?” is not a question that leads to very good research. **It does not give the paper direction.** Without direction the paper will never get written. There will only be vague ideas thrown on a page.
- b. A few ideas on how to specify a question:
 1. One may begin to question the sources or conventional wisdom. *“Some sources often exclaim that Galileo was a good scientist being persecuted by religious institution bent on censoring science. Did the Church really want to hold scientific progress back?”*
 2. One may want to complicate an issue. *“Even though economic instability brought to light problems with the Soviet government, to what extent did American media smuggled into the Soviet Union present doubts about that government to the Soviet people?”*
- c. Remember that unfounded assumptions can lead to very limited research. *“Why were the German soldiers under Hitler so much more susceptible to blindly following orders than American soldiers?”* How do you know that they were?
- d. The answer to your question must fit into the limits of the assignment. For example, a 5-page paper must be more narrow than a 10-page paper.
- e. A question must also be truly researchable. A question that can be answered with a google search is not a research question.
 1. “In what year did Isaac Newton publish *Principia*?”
 2. “Which delegates did not sign the U.S. Constitution at the convention in 1787?”
However, this last question can be something that sparks a more interesting research question, like “How did the arguments used by those who would not support the new constitution reflect a segment of American society, and why was did this segment exist?”
- f. One must then think about how one will evaluate / measure this
 1. In the example above, how would one measure the amount of “reflection” of the particular segment of society.
 2. Another example for evaluation, in the question *“How did the propaganda used by NASA during the Mercury missions create a society more willing to support space exploration?”* The researcher would be taken with finding a way to evaluate/measure the change in “willingness” of the American society to support NASA’s mission rather than just tell about the types of propaganda used.

(Tip: When using a book for broad background reading, place a note on a piece of paper in the book where you have a question. If the question is not answered directly , or if the answer to your question is a bit lacking, then you have a decent topic.)

Part II: Developing a thesis statement. (The Thesis is the specific answer to the research question. Although, at this stage it might be called a hypothesis because it will need to be tested and supported with factual information.)

3. Answer the most important question: “Why is this important?” (Why should someone care?)

- a. The reason, “because its interesting” is not enough. One must find how this event plays a part or is significant in a larger narrative of history.
- b. For example, “*College football changed during World War II because colleges began to incorporate military training programs.*” may be interesting, but it is not good history because it does not answer the most important question.
- c. However, the statement “*During World War II, the U.S. military used the college football field as a training ground to instill the discipline and leadership skills necessary for successful military officers.*” tells the reader that they are not just reading the paper to get an understanding of how football changed during World War II, but it also explains that the change over time was significant in the larger story of the U.S. military during the War.

4. Forming a good thesis: (some may want to call it a hypothesis at this stage).

- a. One begins by answering the question that was created in step 3.
- b. Next, find any vague phrasing that may need to be defined or clarified in order to more accurately understand the question or answer.
 1. For example, in the question “*Even though economic instability brought to light problems with the Soviet government, to what extent did American media smuggled into the Soviet Union present doubts about the government to the Soviet people?*” What type(s) of media are we referencing? What problems are we referencing, and are they the same issues that led the Soviet people doubt their government’s stability? Are we dealing with any particular time period? Do we have solid evidence that the Soviets (1) had and watched black market American media, and (2) that they doubted their government’s stability?
 2. As one begins to clarify these things, one naturally begins to form a hypothesis, which in turn can be tested.
- c. Testing the hypothesis means that we are beginning to fit historical evidence into the argument. In other words, we are doing real research.
- d. The next step will be to “tweak” the thesis so that it fits all aspects of the information found in the research (see the next step).

Part III: The actual research

5. Research: (from hypothesis to thesis)

Researching in the Information Age

One problem that faces a student of the “information age” is the overload of information available. It used to be much more difficult to locate secondary and primary sources for research. Today, many primary sources are translated, scanned, placed online, and easily accessible. Secondary sources are no longer found in a card catalog but rather through online stores and nationwide library searches. This significantly limits the work of finding sources, but it also can create so much information that student researchers become overwhelmed. This is why step 2 is so important.

One should begin by finding the secondary sources available. If one searches for book on their topic and finds hundreds of books then the topic is too broad and must be narrowed. *For example, a quick search on Harvard Library’s HOLLIS Catalog for “Galileo” returned over 1,700 sources, while a search for “Galileo AND the Jesuits” returned 9; “Galileo and the Pope” returned 13. Of course this is only one index and does not include scholarly journal articles. If there are too many sources then go back to step 2 and keep narrowing.*

Books

One can further narrow down the sources by only dealing with those sources that are scholarly. Begin by asking the simple question “Who is the intended audience?” If you can tell by the style of the book that the author was writing for those no higher than 6th grade then, while the book may give a nice overview, there will not be much detail. If the book was designed to be a “coffee table book,” then, again, the detail will be lacking. However, if the book contains a strong bibliography indicating good academic research, or, better yet, the book has footnotes or endnotes, then one can be assured that the author has done a lot of research and is presenting the research for scrutiny. These are signs of good academic and scholarly work. One may also check publication information. Books published by well-know academic presses or university presses tend to have higher academic standards. Also, when was the book published? Older does not mean better. A book published in 1935 about the Civil War will have a different perspective than one published in 1965 or 2005. All of them are going to have some bias based on the society at the time they were written, and more recent publications have the advantage of using a previous book as a starting off point. They may get more in depth in a particular argument by presenting more evidence, or the historian may present evidence that challenges the previous historian’s thesis.

However, this new technological approach (i.e. internet only catalog search) is lacking something very significant from the “old school.” Do not rely solely on database searches and online catalogs. We all tend to miss things. Go to the section in the library where your sources are located. Look around the shelves. You will find many sources that did not appear in your search because you were using key words that may not appear in the title. This may lead you to even more searches using different key words.

Remember, you are not limited to just your school library. You also have access to public libraries, you librarian can often get a book on loan from another library. Also, a nearby university library may be rich in sources.

Finally, you are not reading every page of every book ever written on a topic. You are limiting the books by specifying your topic. Further still, one need not read the entire book, but rather look at the table of contents, the index, and the preface/introduction. When one finds a book that has value for one’s particular research topic, then one may use the book more throughly. However, only certain parts of the book will be relevant.

Journal articles

There are numerous historical journals published that contain papers written by historians on specific topics.

Journal articles are just as valuable as books, if not more valuable for a researcher because they deal with very specific topics. In fact, many books by historians began as a journal article and then expanded. There is a difference between a journal article and a magazine article. Journals are often scholarly/peer reviewed and are generally more academic.

There are several ways to find Journal articles. Here are a few:

Ebscohost - Magazine and Journal articles - accessed through Galileo

Proquest - Magazine and Journal articles - accessed through Galileo

Questia - 75,000 full-text books, and 5 million articles online - accessed through a questia account login given out by the IB program at Douglas County.

JSTOR - a database of scholarly journals - only accessible through with password and login. (University Libraries often have this available, but one would have to be at the school).

Primary Sources

Do not rely solely on secondary sources. The most rewarding investigations involve primary sources.

True research must take into account primary sources. A good project will have numerous primary sources. Of course, primary sources are limited as one researches farther back in the timeline. The lack of English translations for some topics are also a limiting factor in primary sources. This should be taken into consideration when choosing a topic.

There are numerous types of primary sources, from diaries to newspapers, to pictures, to letters, etc... Here are a few examples and where to find them.

The Digital Library of Georgia - Maps, photos, other primary sources - accessed through Galileo

Georgia Government Publications - accessed through Galileo

Other State Government publications - through their government web pages.

U.S. National Archives - some things are online

Newspapers - some are online, others are on microfilm at various libraries.

Internet History Sourcebook - by Fordham University

Museums and presidential libraries have a lot of good things, you may need to call and ask if they can help.

6. Formulating a Thesis

As you test the hypothesis through the accumulation of more and more source material/evidence, you begin to tweak your hypothesis so that it forms a strong argument. Ask questions like, "Is my thesis really correct?" "Is there any piece of evidence (especially primary source) that puts my thesis into question?" "How can I tweak/alter my thesis so that it is accurate and provable?" The answer to your research question is your thesis. The rest of the paper involves you proving that your thesis is correct.

Your argument should be unique.

If in the course of your research you find the exact answer to your question, then you must adjust your research to be truly yours. For example, if you are asking "*How did the Medici of Florence become powerful and why did it not last?*" and you come across the book by Christopher Hibbert titled *The House of Medici: Its Rise and Fall*, then you have a problem. Your question has apparently been answered. If your entire paper can be summarized with "*For a better (or more in depth) explanation see Christopher Hibbert's book.*" then you are not presenting a unique argument and you do not have a research paper. All you have is a book report. You may, however, challenge Hibbert's argument, or take a stance against one particular assumption made. After all, he wrote a book on the topic, you are writing a much smaller paper and need a much more specific topic. (Guess it's back to step 2 again).

Developing a good thesis is a very difficult process. It takes time. It takes work. There is no answer that you will come across. The thesis is your unique argument, born from your own knowledge, analysis, synthesis, and development after digging into source material.

Part IV: Putting the project together - this can only be accomplished after good research.

7. Writing the Paper

Organization

How will you organize your thoughts so that the argument you make is clear and precise. One should state their conclusion from the outset. In other words, present the thesis. Then, one must arrange the evidence so that the audience easily follows the case being made. The evidence is clear; the conclusions are well laid out.

Analysis

Each and every piece of information used in a research paper or essay should be specifically designed to help further the arguments being presented.

Over the course of research one will learn a lot of interesting facts. The key to distinguish between *interesting* facts and *important* ones. If something is interesting alone, it should be left out. If something is important it should be used and its importance should be clearly and succinctly given.

Style

The style of the paper should match the proper academic tone of the subject. For example, History papers are written in past tense, while literature papers are written in present tense. Thus, in a history paper an author *said* something; however, in a literature paper, the author *is saying* something. History is also written in active voice. It is important to follow the rules and be consistent.

Citation: A final note

Citations for history papers should be Chicago Style, also called Turabian style. The *Chicago Manual of Style* can be accessed online. It will show how to cite things in footnotes/endnotes and bibliography (works cited).¹ So, make sure you know where every piece of information used in your project came from. Remember inadvertent plagiarism is still plagiarism.

Other citation styles are used in other academic areas. For example MLA is used for paper in Literature; APA is used for some Social Sciences.

Style guides for all types of sources can be found online for each of the guides. For example, one can find the proper citation for a book with one author, book with two authors, an online article, a webpage, the Bible, and many virtually any other source.

Style guides are for more than just footnotes/endnotes and the bibliography; they also show the proper way to put headings on a paper, the margins, etc... While most of these aspects is the same across style guides, there are some notable differences that, if done incorrectly, would make one's paper stand out in bad way.

¹ Footnotes come at the foot of a page and are designated with small superscript numbers such as the one to the left of this note that corresponds to the number in the text above. Footnotes should not be used for clarification purposes (as I am doing here). They should be used to cite the source and tell the reader from where the information came and can be found. Additionally, the footnotes increase in number throughout the paper. One does not use the same number over and over again to reference a particular source.

End notes are just like footnotes except rather than appearing at the end of the page, they appear all together at the end of the paper. The superscript numbers follow the same rules as above.

A Bibliography/Works Cited page is not the same as endnotes. A Bibliography/Works Cited page is an alphabetical listing of all sources used in the paper. Sometimes, sources are broken into different types of sources (e.g. Primary and Secondary) and then listed alphabetically (this depends on the project and the citation guide). Sometimes, as a requirement for a specific project, an annotated bibliography is included. This type of bibliography explains the values and limitations of each source.

2017-2018

IB History Course Outline

Paper 1 - Military Leaders (Source Criticism)

Paper 2 - World History Comparison

Paper 3 - History of Europe

Paper 1

Prescribed subject 1: Military leaders - Genghis Khan and Richard the Lionhearted

This prescribed subject focuses on two well-known medieval military leaders, the Mongol leader Genghis Khan and Richard I of England, and on their impact. Two case studies are prescribed, from different regions of the world, and **both** of these case studies must be studied. The first case study focuses on Genghis Khan and the expansion of the Mongol Empire in the early 13th century. The second case study focuses on Richard I of England, from his revolt against his father, Henry II, in 1173 until his death in 1199.

Case study 1: Genghis Khan (c1200–1227)

Leadership

- Rise to power; uniting of rival tribes
- Motives and objectives; success in achieving those objectives
- Reputation: military prowess; naming as Genghis Khan (1206)
- Importance of Genghis Khan's leadership to Mongol success

Campaigns

- Mongol invasion of China: attacks on the Jin dynasty; capture of Beijing (1215)
- Mongol invasion of Central Asia and Iran; Mongol invasion of Khwarezmia (1219–1221)
- Mongol military technology, organization, strategy and tactics

Impact

- Political impact: administration; overthrowing of existing ruling systems; establishment of Mongol law/Yassa; move towards meritocracy
- Economic impact: establishment, enhancement and protection of trade routes
- Social, cultural and religious impact: population displacement; terror, looting and murdering; raiding and destruction of settlements; religious, cultural and technological exchange; religious freedom under the Mongols

Case study 2: Richard I of England (1173–1199)

Leadership

- Rise to power: revolt of Richard I and his brothers against Henry II (1173–1174)
- Reputation: military prowess; chivalry; “Richard the Lionheart”
- Motives and objectives: defense and recovery of the French lands; defense of the crusader states and recovery of lost territory; success in achieving those objectives

Campaigns

- Occupation of Sicily (1190–1191); conquest of Cyprus (1191)
- Involvement in the Third Crusade (1191–1192)
- The course, outcome and effects of Richard I's campaigns in France, the Mediterranean and the Middle East

Impact

- Political impact in England: absence of the king; political instability; revolt of John and Philip in Richard's absence
- Political impact in France: growth in prestige and strength of the Capetian monarchy; expansion of royal control
- Economic impact: raising money for campaigns; taxation of clergy; raising of the ransom after his capture and imprisonment by Leopold V, Duke of Austria and Henry VI, Holy Roman Emperor (1193)
- Social, cultural and religious impact: anti-Jewish violence; treatment of Muslim prisoners during the Third Crusade

Paper 2 is a source based exam. Students will be given four sources usually three text sources and one non-text, unusually in a combination of primary and secondary sources. Students will be asked to illustrate an understanding of one or two of the sources (give one significant point for each mark value of the question). Students will then be asked to analyze the value and limitations of a source based on the source's origin, purpose, and content, all of which should be discussed. Students will be asked to compare and contrast what two of the sources reveal about a particular historical topic. Finally, students will be asked to use all of the sources and their own knowledge to examine/evaluate a historical view (thesis/hypothesis), assumption, impact, or contribution to continuity or historical change over time.

Paper 2 ***World History Comparisons***

Paper 2 World History topics include twelve topics ranging chronologically from 750 AD until the end of the 20th century. The topics include:

- 1 *Society and economy (750–1400)*
- 2 **Causes and effects of medieval wars (750–1500)**
- 3 **Dynasties and rulers (750–1500)**
- 4 **Societies in transition (1400–1700)**
- 5 *Early Modern states (1450–1789)*
- 6 *Causes and effects of Early Modern wars (1500–1750)*
- 7 *Origins, development and impact of industrialization (1750–2005)*
- 8 *Independence movements (1800–2000)*
- 9 *Evolution and development of democratic states (1848–2000)*
- 10 *Authoritarian states (20th century)*
- 11 *Causes and effects of 20th-century wars*
- 12 *The Cold War: Superpower tensions and rivalries (20th century)*

Bold - directly covered in-depth
italics - indirectly covered, not in-depth.

Students will be given two questions from each topic and will be required to answer a total of two questions each from a different topic. Thus, from topics 2,3,4 a total of six questions will be given and students will choose two questions to write their essays. (Both questions may not come from the same topic. Almost every question will require the student to compare and contrast the historical idea from two different parts of the world (see map below), using the key historical concepts of **Continuity** versus **Change over time**, **Causes**, **Consequences**, **Significance**, and write with clarity that shows good analysis of historical events along with the consideration of differing **Perspectives**.



Students will be required to compare events/time periods from two different parts of the world.

World History Topic 2: Causes and effects of medieval wars (750–1500)

Students will be expected to make reference to specific conflicts in their responses. Some examination questions will require them to make reference to conflicts from two different regions, so examples of dynastic, territorial and religious conflicts from different regions of the world must be studied. Please note that the suggested examples for this topic include “cross-regional” wars such as the Crusades. In examination questions that ask students to discuss examples of wars from different regions, students may use these wars in a regional context (for example, the impact of the Crusades in the Middle East) but may not then use these same wars in a different region (for example, the impact of the Crusades in Europe) in the same response.

* Types of wars

- * Dynastic,
- * Territorial,
- * Religious Disputes

* Causes of Wars

- * Economics - Competition for resources
- * Ideological and Political Causes
- * Religious Causes
- * Long term/short term/immediate causes

* Course and practices

- * Role and significance for leaders
- * Raising armies: knighthood, military service, mercenaries, taxation
- * Logistics, tactics, and organization of warfare
- * Women and war

* Effects of wars

- * Conquest, boundary changes, and dynasty changes
- * Treaties and Truces
- * Political Repercussions
- * Economic changes
- * Cultural Changes
- * Social Changes
- * Religious changes
- * Demographic changes and population movements

Examples of wars:

Norman conquest of England (1066);
England and France at war (1154–1204);
The Hundred Years’ War (1337–1453);

The Wars of the Roses (1455–1487);

The Crusades (1095–1291) (3rd);

(Kublai Khan) Toluid Civil War 1260–1264;

Great 'Abassid Civil War (809–813);

Byzantine–Seljuq Wars (1048–1308);

Byzantinian–Bulgarian Wars under Khan Krum (807–814);

Tepanec War with the Aztecs (1428–1430)

Examples of leaders:

Nur al-Din (1118–1174);

Saladin (1137/1138–1193);

Richard I of England (1157–1199);

Edward III of England (1312–1377);

Louis VII of France (1120–1180);

Charles V of France (1338–1380);

Genghis Khan (c1162–1227);

Kublai Khan (1215–1294);

Tamerlane (1336–1405)

Note: Students should approach the effects and change of society brought about by the Crusades from the Muslim perspective in order to compare to European wars such as the Norman Conquest or the Hundred Years’ War

World history topic 3: Dynasties and rulers (750–1500)

The question of how dynastic states emerged will be a central focus of this topic. What powers did individual rulers hold and lay claim to? How did they govern their states and legitimize their rule? What institutions emerged? Students will be expected to make reference to specific dynasties in their responses, and some examination questions will require them to make reference to dynasties from different regions of the world.

- * Dynasties and Rulers
 - * Individual Rulers'
 - * Nature of power and rule
 - * Aims
 - * Achievements
 - * Methods to legitimize, consolidate, and maintain rule
 - * Expansion
 - * reasons for expansion
 - * Methods to expand power
 - * invasion and settlement
- * Law, governing institution, and administration
 - * Models and methods
 - * sources of religions and secular law
 - * Administration and interpretation of Law
 - * Role and duties of officials
 - * Role of the nobility and the elite
- * Challenges
 - * Success and Failures of dynasties and rulers
 - * Internal challenges to power
 - * External challenges to power
 - * Success with which these (internal and external) challenges were overcome
 - * Rebellion and/or political opposition
 - * Rivalries and issues of succession

Examples of dynasties:

Carolingian Empire (800–888);

Second Bulgarian Empire (1185–1396);
dynasty of Kievan Rus (882–1283);
Comnenian dynasty (1081–1204)

Abbasid Caliphate (750–1258);

Fatimid Caliphate (909–1171);
Tulunid dynasty (868–905);
Ayyubid dynasty (1171–1341) (Saladin);

Zagwe dynasty (900–1270);

Almohad dynasty (c1120–1269);

Song dynasty (900–1279);

Jin dynasty (1115–1234);

Mongol Empire (1206–1368);

Trần dynasty of Vietnam (1225–1400);

Kingdom of Cusco (1197–1438);

Examples of rulers:

Charlemagne (768–814);

Louis VI of France (1108–1137);

Matilda (1141);

Frederick I (Barbarossa) (Holy Roman Emperor 1155–1190);

Basil II (976–1025);

Empress Theodora (1042–1056);

Harun al-Rashid (786–809);

‘Abd al-Rahman III of Spain (912–961);

Baibars (1260–1277)

Tamerlane (1370–1405);

Hongwu (1368–1398);

Itzcoatl (1427–1440);

World history topic 4: Societies in transition (1400–1700)

This topic focuses on exploring societal change. It centers on the transition from the medieval to the modern world; a period of dramatic economic, social and cultural change. Students will be expected to make reference to specific examples in their responses, and some examination questions will require students to make reference to examples from two different regions of the world.

* Social Change

- * Chaining social structures and systems
- * Role of Women in Society
- * Population expansion and movements
- * Treatment of minorities

* Economic Change

- * Development and changing patterns of
 - * trade
 - * Role of Merchants and travelers

* Cultural change

- * Artistic movements
- * Cultural movements
- * Cross Cultural Exchange

* Intellectual Change

- * Intellectual movements
- * Scientific developments
- * technological developments
 - * Social and cultural impact of those technological and scientific developments
- * Role and significance of key intellectual/scientific figures

* Religious Change

- * Religion and the State
 - * Interactions and relationships
 - * Religion as support or challenge to the state
- * Religious expansion and conversion
- * Religious division
- * Religious conflict
- * Religious discrimination and persecution

Europe:

The Renaissance;

The Enlightenment;

Gutenberg printing press (1450);

Decline of feudalism;

the Spanish Inquisition;

the Reformation and Catholic Reformation;

Impact of inventions such as new navigational instruments;

Impact of scientific pioneers such as

Copernicus, Kepler, Newton or Galileo

Africa and the Middle East:

The impact of trade in salt and gold on the rise and decline of African empires;

Christian art and architecture in Ethiopia;

Bantu migration;

impact of slavery on the economy and society in Africa;

spread of Islam in western Africa and the Swahili Coast

Asia and Oceania:

Indian Ocean trade;

collapse of the Ming dynasty;

the Azuchi-Momoyama period in Japan (1568–1600)

The Americas:

treatment of indigenous peoples in the Americas;

transatlantic trade;

Paper 3

History of Europe In-depth Study

There are eighteen options ranging from 1066 until the year 2000. The options are as follows:

- 1: Monarchies in England and France (1066–1223)**
- 2: Muslims and Jews in medieval Europe (1095–1492)
- 3: *Late medieval political crises (1300–1487)*
- 4: The Renaissance (c1400–1600)**
- 5: *The Age of Exploration and its impact (1400–1550)*
- 6: The Reformation (1517–1572)**
- 7: *Absolutism and Enlightenment (1650–1800)*
- 8: The French Revolution and Napoleon I (1774–1815)**
- 9: France (1815–1914)
- 10: Society, politics and economy in Britain and Ireland (1815–1914)
- 11: Italy (1815–1871) and Germany (1815–1890)
- 12: Imperial Russia, revolution and the establishment of the Soviet Union (1855–1924)
- 13: Europe and the First World War (1871–1918)
- 14: European states in the inter-war years (1918–1939)
- 15: Versailles to Berlin: Diplomacy in Europe (1919–1945)
- 16: The Soviet Union and post-Soviet Russia (1924–2000)
- 17: Post-war western and northern Europe (1945–2000)
- 18: Post-war central and eastern Europe (1945–2000)

Bold - directly covered in-depth

italics - indirectly covered, not in-depth.

Students will be given two questions from each of the eighteen topics and will choose three total questions to answer in essay form. Essays must be in-depth, full of detail, clearly illustrating historical analysis of the significance of the historical details to prove a thesis built on continuity versus change over time, causes, consequences, and illustrate an understanding of different historical perspectives.

1: Monarchies in England and France (1066–1223)

This section deals with the establishment, characteristics and changing nature of royal government in England and France. It is concerned with the impact of the Norman invasion of England, which introduced many changes in government and administration. During the second half of the 11th and 12th centuries, monarchies in England and France became more sophisticated and powerful by substantiating their claims to increased authority, although noble power remained a key feature in both.

- Pre-Norman England and the impact of the Norman invasion
- Normans in England: William I, Duke of Normandy (King of England 1066–1087); establishment of authority; domestic and foreign policies; Domesday Book; Henry I (1100–1135)
- Angevin Commonwealth: Henry II (1154–1189); policies in England, Ireland and Gascony
- The Duchy of Normandy and its relations with France: rivalry and wars between the dukes of Normandy, as kings of England, and the kings of France; role played by John, Richard I, Henry II and Phillip II; effects in England and France
- Extension of the royal demesne and power in France under the Capetians (1108–1223); expansion of Capetian power under Louis VI, Louis VII and Phillip II, the nature of their governments, and reasons for their success in expanding royal authority
- Comparison of the nature of royal government in England and France

4: The Renaissance (c1400–1600)

This section examines the origins and characteristics of Renaissance government and society in Italy in the 14th century, and its later spread throughout Europe. The wealth and cultural vitality of the Italian cities played a crucial role in the Renaissance. Powerful princely and ecclesiastical patrons promoted art for a range of reasons—economic, political and dynastic. This period also saw the advent of new ideas on the nature of authority and the state.

- Origins, causes and development of the Renaissance in Italy; social and political situation in Florence
- Forms of government in Italian city states: Milan; Florence; Venice
- The importance of patronage: role and significance of Lorenzo de Medici and Ludovico Sforza; papal patronage
- Cultural and intellectual developments: art, literature, architecture and political writings
- The northern Renaissance: spread to Burgundy and Germany
- Case study of the spread and impact of the Renaissance to **one** European country not already mentioned in this section

6: The Reformation (1517–1572)

This section focuses on religious change in Europe in the 16th century. It examines the development of Protestantism, including its origins and spread, within Germany and more broadly. The attitudes of kings and princes will also be considered, especially those who protected and fostered Protestantism. There will also be focus on the religious reasons for the spread of Protestantism. The section also includes the reactions of the papacy and the Catholic powers to Protestantism, and the outbreak of religious conflict up to 1572.

- The state of the Catholic church in Europe at the start of the 16th century, and reasons for criticism
- The religious ideas and impact of Luther and Calvin
- Reasons for the successful spread of Lutheran ideas in Germany to 1547, including the attitudes of the German princes
- Religion and conflict in Germany: the Peasants' War; the Schmalkaldic League and the Peace of Ausburg (1555)
- The role of spread and impact of Protestant ideas in any **one** of England, Scotland, France or the Netherlands: religious factors; aims and role of rulers; economic reasons; popular sentiments; religious conflicts
- The Catholic Reformation: spiritual movements; the Jesuits and other Catholic orders; clerical education and discipline; the Council of Trent (1545–1563)

8: The French Revolution and Napoleon I (1774–1815)

This section deals with the origins, outbreak, course and impact of the French Revolution. It focuses on the social, economic, political and intellectual challenges confronting the *Ancien Régime* and the stages of the revolutionary process during this period, culminating in the rise and rule of Napoleon Bonaparte. The section requires investigation of the impact of the French Revolution, as well as Napoleon's domestic and foreign policies, upon France and its European neighbors.

- Crisis of the *Ancien Régime*: role of the monarchy, specifically Louis XVI; intellectual, political, social, financial and economic challenges
- Monarchy to republic: causes and significance of the Revolution; the 1791 Constitution; the fate of the monarchy; the terror; Robespierre; the Thermidorean reaction
- The political, social and economic impact of the Revolution; French revolutionary wars (1792–1799)
- Establishment of, nature of, and collapse of the Directory (1795–1799)
- Rise and rule of Napoleon (1799–1815); impact of Napoleon's domestic and foreign policies on France
- Napoleonic Wars (1803–1815); collapse of the Napoleonic Empire; military defeat; the Hundred Days