Lincoln High School

IB History

Internal Assessment

Student Handbook
Information in this guide is gathered from a variety of sources, including, but not limited to:
The IB History Course Guide, Oxford’s IB Skills and Practice, IBOCC, and anecdotal experience.
What is the History IA?

The History IA is your chance to explore a period, theme, or event in history that you are interested in. For full IB Candidates, it also serves as 20% of your final History Grade. The final paper will be assessed by your teacher, with a sampling sent off to IB for score moderation.

The History IA asks you to use the full range of skills you have been taught in class. In particular:
- knowledge and understanding
- application and interpretation
- synthesis and evaluation
- document analysis

The structure of the IA is unlike any history paper you have ever written (and will most likely ever write again). An easy way to think of it is as a “deconstructed research paper,” or for those of you who are mathematically inclined: it’s like being asked to not only have the correct answer, but also to show how you got that answer.

You are expected to spend about 20 hours working on the IA. The final paper must be between 1,500 and 2,000 words. Word count does not include references, headings, subheadings, or the works cited.

This guide, and the work we do in class over the next few weeks, is designed to help you successfully through the process.

A few basic tips before reading further:
- The historical investigation submitted for internal assessment must be your own work.
- The IA must be trying to prove something; it is not investigative or narrative but rather analytical.
- If there is a book with the same title as your topic, your topic is too broad.
- The IA is often what “saves” a candidate’s History Score
- Teachers are only allowed to give advice on a first draft.
Planning Your Historical Investigation

1. Start by reviewing the suggested list of topics and identifying a general area of interest.
2. Narrow it down to a specific question or area of investigation.
3. Choose a working title that may be changed or refined at a later stage.
4. Make sure sufficient resources can be obtained for the planned investigation.
5. Complete section A, the plan, and evaluate the suitability of the research area.
6. Read widely around the area of study and note down resources used.
7. Review the research question and refine it if necessary.
8. Take notes from resources, gathering evidence and diverse opinions.
9. Ensure accurate use of referencing.
10. Sort evidence thematically or chronologically.
11. Choose two suitable sources to evaluate in section C.
12. Review your analysis. Check for differing viewpoints where appropriate.
13. Write the investigation, according to IB guidelines.

Examples of the types of investigations (method) students may undertake are:

- a historical topic or theme using written sources or a variety of sources
- a historical topic based on fieldwork, for example, a museum, archeological site, battlefields, places of worship such as mosques or churches, historic buildings
- a historical problem using documents (this could include newspapers)
- a local history study
- a historical study based on oral interviews
- a historical investigation based on interpreting a novel, film or work of art in historical context
- a historical investigation of cultural issues.
The following are examples of research questions.

- How accurately can the battle of Kursk be reconstructed through archaeological fieldwork?
- In what ways did Operation Condor affect the development of Brazil?
- How did Mussolini come to power in Italy?
- How did Kwame Nkrumah’s Marxist principles clash with his role in the non-aligned movement?
- How historically accurate is the depiction of Saladin in the film Naser Salah el Dine, El (1963)?
- In what ways did the work of Diego Rivera inspire Mexican socialism?
- How did the peasant’s way of life change during the Russian Revolution?
- In what ways did the New Deal’s Farm Security Administration use photography as propaganda to support its programmes?
- How did the experiences of British Second World War veterans serving in Europe compare with those in the Pacific?
- Why, and with what consequences for its citizens, was Dresden (any affected town could be substituted) bombed in 1945?
- In what ways did the Chinese communists use the traditional art form of opera to promote their ideology during the Cultural Revolution?
- To what extent did the experiences of Vietnam veterans in Tulsa, Oklahoma mirror the US public’s overall perception of the war?
- How did the coverage of the Falklands/Malvinas War differ in the British and Argentine press?
- To what extent were the Moscow Olympic Games of 1980 affected by Cold War tensions?
Choice of Topic

Students should select one subject for research from the topics listed below. The same piece of work cannot be submitted to meet the requirements of both the internal assessment and the extended essay. Students also may not submit work related to previous research assignments in class.

All finished papers, regardless of topic, should include an analysis of historiography concerning the topic. At a minimum, students should discuss how their chosen topic is viewed from two different perspective (contrasting contemporary interpretations or over time).

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

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

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

20th Century World History Topics

Prescribed subject 1: Peacemaking, peacekeeping—international relations 1918-36

This prescribed subject addresses international relations from 1918 to 1936 with emphasis on the Paris Peace Settlement—its making, impact and problems of enforcement—and attempts during the period to promote collective security and international cooperation through the League of Nations and multilateral agreements (outside the League mechanism), arms reduction and the pursuit of foreign policy goals without resort to violence. The prescribed subject also requires consideration of the extent to which the aims of peacemakers and peacekeepers were realized and the obstacles to success.

Areas on which the source-based questions will focus are:

- aims of the participants and peacemakers: Wilson and the Fourteen Points
- terms of the Paris Peace Treaties 1919-20: Versailles, St Germain, Trianon, Neuilly, Sèvres/Lausanne 1923
- the geopolitical and economic impact of the treaties on Europe; the establishment and impact of the mandate system
• the League of Nations: effects of the absence of major powers; the principle of collective security and early attempts at peacekeeping (1920-5)
• the Ruhr Crisis (1923); Locarno and the “Locarno Spring” (1925)
• Economic Depression and threats to international peace and collective security: Manchuria (1931-3) and Abyssinia (1935-6).

Topic 1: Causes, practices and effects of wars

War was a major feature of the 20th century. In this topic the different types of war should be identified, and the causes, practices and effects of these conflicts should be studied.

Major themes
Different types and nature of 20th century warfare
• Civil
• Guerrilla
• Limited war, total war
Origins and causes of wars
• Long-term, short-term and immediate causes
• Economic, ideological, political, religious causes
Nature of 20th century wars
• Technological developments, tactics and strategies, air, land and sea
• Homefront: economic and social impact (including changes in the role and status of women)
• Resistance and revolutionary movements
Effects and results of wars
• Peace settlements and wars ending without treaties
• Attempts at collective security pre- and post-Second World War
• Political repercussions and territorial changes
• Post-war economic problems

Material for detailed study
• First World War (1914-8)
• Second World War (1939-45)
• Africa: Algerian War (1954-62), Nigerian Civil War (1967-70)
- Americas: Falklands/Malvinas war (1982), Nicaraguan Revolution (1976-9)
- Europe and Middle East: Spanish Civil War (1936-9), Iran–Iraq war (1980-88), Gulf War (1991)

**Topic 5: The Cold War**

This topic addresses East–West relations from 1945. It aims to promote an international perspective and understanding of the origins, course and effects of the Cold War—a conflict that dominated global affairs from the end of the Second World War to the early 1990s. It includes superpower rivalry and events in all areas affected by Cold War politics such as spheres of interest, wars (proxy), alliances and interference in developing countries.

**Major themes**

**Origins of the Cold War**
- Ideological differences
- Mutual suspicion and fear
- From wartime allies to post-war enemies

**Nature of the Cold War**
- Ideological opposition
- Superpowers and spheres of influence
- Alliances and diplomacy in the Cold War

**Development and impact of the Cold War**
- Global spread of the Cold War from its European origins
- Cold War policies of containment, brinkmanship, peaceful coexistence, détente
- Role of the United Nations and the Non-Aligned Movement
- Role and significance of leaders
- Arms race, proliferation and limitation
- Social, cultural and economic impact

**End of the Cold War**
- Break-up of Soviet Union: internal problems and external pressures
- Breakdown of Soviet control over Central and Eastern Europe

**Material for detailed study**
History of the Americas Topics

9. Political developments in the Americas after the Second World War

1945-79

This section focuses on domestic concerns and political developments after 1945. The majority of states in the Americas experienced social, economic and political changes and challenges. Political responses to these forces varied from country to country: from the continuation of democracy to multi-class “populist” alliances to outright conflict, revolution and the establishment of authoritarian regimes in the 1960s and 1970s. Areas of study include: conditions for the rise to power of new leaders; economic and social policies; treatment of minorities.

- United States: domestic policies of Truman, Eisenhower and Kennedy
- Johnson and “the Great Society”; Nixon’s domestic reforms
- Canada: domestic policies from Diefenbaker to Clark and Trudeau (both were prime ministers in 1979)
- Causes and effects of the Silent (or Quiet) Revolution
- Populist leaders in Latin America: rise to power; characteristics of populist regimes; social, economic and political policies; the treatment of opposition; successes and failures (suitable examples could be Perón, Vargas or any relevant Latin American leader)
  - Note: Vargas and Cárdenas came to power before 1945 but their rule and influence in their respective states continued after 1945.
- The Cuban Revolution: political, social, economic causes; impact on the region
- Rule of Fidel Castro: political, economic, social and cultural policies; treatment of
This section focuses on the development and impact of the Cold War on the region. Most of the second half of the 20th century was dominated by the global conflict of the Cold War. Within the Americas, some countries were closely allied to the United States and some took sides reluctantly. Many remained neutral or sought to avoid involvement in Cold War struggles. A few, influenced by the Cuban Revolution, instituted socialist governments. No nation, however, escaped the pressures of the Cold War, which had a significant impact on the domestic and foreign policies of the countries of the region.

- Truman: containment and its implications for the Americas; the rise of McCarthyism and its effects on domestic and foreign policies of the United States; the Cold War and its impact on society and culture
- Korean War and the United States and the Americas: reasons for participation; military developments; diplomatic and political outcomes
- Eisenhower and Dulles: New Look and its application; characteristics and reasons for the policy; repercussions for the region
- United States’ involvement in Vietnam: the reasons for, and nature of, the involvement at different stages; domestic effects and the end of the war
- United States’ foreign policies from Kennedy to Carter: the characteristics of, and reasons for, policies; implications for the region: Kennedy’s Alliance for Progress; Nixon’s covert operations and Chile; Carter’s quest for human rights and the Panama Canal Treaty
- Cold War in either Canada or one Latin American country: reasons for foreign and domestic policies and their implementation

11. Civil rights and social movements in the Americas
This section focuses on the origins, nature, challenges and achievements of civil rights movements after 1945. Movements represented the attempts to achieve equality for groups that were not recognized or accepted as full members of society. The groups challenged established authority and entrenched attitudes.

- Native Americans and civil rights: Latin America, the United States and Canada
- African Americans and the Civil Rights Movement: origins, tactics and organizations; the US Supreme court and legal challenges to segregation in education; ending of the segregation in the South (1955-65)
• Role of Dr Martin Luther King in the Civil Rights Movement; the rise of radical African American activism (1965-8): Black Panthers; Black Muslims; Black Power & Malcolm X
• Role of governments in civil rights movements in the Americas
• Youth culture and protests of the 1960s and 1970s: characteristics and manifestation of a counterculture
• Feminist movements in the Americas

Independent Interest Topics

This topic focuses on a topic from history not listed above. This topic MUST be preapproved by the instructor. It must be of historical significance and be at least 10 years in the past. It also needs to contribute to a discussion on historiography and focus on an item in which there is a historical debate. Students should ensure that they will have access to the adequate variety of sources needed to complete this investigation.

Although choosing a topic not on the recommended list may be appealing, and is not to be discouraged, students should be aware that selecting a topic from the course guide will further prepare them for the IB History Exams.
The Written Account and Assessment Criteria

Every student must produce a written account totaling between 1,500 and 2,000 words, and consisting of the following six sections.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Description</th>
<th>Marks</th>
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<tbody>
<tr>
<td>A</td>
<td>Plan of the Investigation</td>
<td>3</td>
</tr>
<tr>
<td>B</td>
<td>Summary of Evidence</td>
<td>6</td>
</tr>
<tr>
<td>C</td>
<td>Evaluation of Sources</td>
<td>5</td>
</tr>
<tr>
<td>D</td>
<td>Analysis</td>
<td>6</td>
</tr>
<tr>
<td>E</td>
<td>Conclusion</td>
<td>2</td>
</tr>
<tr>
<td>F</td>
<td>Sources and Word Limit</td>
<td>3</td>
</tr>
</tbody>
</table>

Total 25 marks

A. Plan of the Investigation

Suggested Word Count: 100-150 words

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

Criterion A Tips:
- Title and Research Question should be exactly the same [copy+paste]
- You may briefly explain reasons for choosing your topic, though this is not essential
- Method (the how) describes how you are carrying out your investigation
  - types/nature of sources and evidence to be used
  - different areas of focus or structure of arguments to be presented
  - which two key sources will you be evaluating and why
- Scope (the what) is the parameters of the investigation
  - time frame AND key elements addressed
  - identifies aspects of study that you feel warrant investigation
  - it is not necessary to state what has not been included; however, depending on topic, you may want to explain why a critical piece is deliberately not included
- The most important 3 Marks in the whole paper
  - a good question and plan will enhance the rest of the paper
  - a bad question and plan will limit the rest of the paper

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<thead>
<tr>
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<tbody>
<tr>
<td>0</td>
<td>There is no plan of the investigation, or it is inappropriate.</td>
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</tbody>
</table>
The research question, method and scope of the investigation are not clearly stated.

2
The research question is clearly stated. The method and scope of the investigation are outlined and related to the research question.

3
The research question is clearly stated. The method and scope of the investigation are fully developed and closely focused on the research question.

B. Summary of Evidence

Suggested Word Count: 500-600 words

This section should consist of factual material that is:

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

Criterion B Tips:

- all evidence must be directly related to the paper
- all evidence must be clearly referenced (you can’t over-reference)
- just the facts (plot summary) - NO ANALYSIS here
- introduce facts from multiple sources
  - balance is critical; do not over-focus on one source
- may be written in prose or bulleted
  - bulleting is great for the rough draft as it prevents analysis
  - you don’t have to, but...revise and write it as prose for final draft
- can be thematic or chronological (thematic is strongest)
  - the biggest difference between 3/4 and 5/6 is quality and organization

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<tr>
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<tbody>
<tr>
<td>0</td>
<td>There is no relevant factual material.</td>
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<tr>
<td>1-2</td>
<td>There is some relevant factual material but it has not been referenced.</td>
</tr>
<tr>
<td>3-4</td>
<td>There is relevant factual material that shows evidence of research, organization, and referencing.</td>
</tr>
<tr>
<td>5-6</td>
<td>The factual material is all relevant to the investigation and it has been well researched, organized, and correctly referenced.</td>
</tr>
</tbody>
</table>
C. Evaluation of Sources

Suggested Word Count: 250-400 words

This section should consist of:

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

Criterion C Tips:

- No surprises or new information here! (Double Dipping-regurgitating previous information)
- Origins goes deeper than what is expected for Paper One
  - several sentences, not just a list of the citation (but include a full citation here and in Criterion F)
  - author stalking: who are they, what did they believe, what else did they write, and most importantly what was their intent when they wrote the source
- The sources chosen should be the 2 most important sources for your research, however, you should attempt to do 2 different types of sources; this demonstrates 2 different types of skills
  - primary versus secondary
  - different geographic locations
  - different ideological perspectives
- Deep and critical research into these 2 sources: the publishers, the location and dates published, the authors
  - very strong OPVL evaluation is needed here (the strongest you’ve ever done-no room for discussion of generic limitations and bias)
- THIS IS NOT COMPARE AND CONTRAST, treat each source independently

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<tbody>
<tr>
<td>0</td>
<td>There is no description or evaluation of the sources.</td>
</tr>
<tr>
<td>1</td>
<td>The sources are described but there is no reference to their origin, purpose, value, and limitation.</td>
</tr>
<tr>
<td>2-3</td>
<td>There is some evaluation of the sources but reference to their origin, purpose, value, and limitation may be limited</td>
</tr>
<tr>
<td>4-5</td>
<td>There is evaluation of the sources and explicit reference to their origin, purpose, value, and limitation.</td>
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</tbody>
</table>
D. Analysis

Suggested Word Count: 500-650 words

This section should consist of:

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

Criterion D Tips:

- No surprises or new information here! (Double Dipping-regurgitating previous information)
- Analysis of information presented in Criterion B (no narrative allowed here)
- Highest Markband requires an understanding of the significance of the sources used
  - contradictory sources and opinions are clearly analyzed
  - this one says this, this one says that, but the more valuable evidence is ___ because ____
- Sources evaluated in Criterion C MUST be used here
- Don’t forget to cite your references (highest markband is 2 without referencing)
- *NOTE: If you do not present different interpretations/historical points of view, you can not receive full marks. Make sure your research questions lends itself to this.

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<tbody>
<tr>
<td>0</td>
<td>There is no analysis.</td>
</tr>
<tr>
<td>1-2</td>
<td>There is some attempt at analysing the evidence presented in section B.</td>
</tr>
<tr>
<td>3-4</td>
<td>There is analysis of the evidence presented in section B and references are included. There may be some awareness of the significance to the investigation of the sources evaluated in section C. Where appropriate, different interpretations are considered.</td>
</tr>
<tr>
<td>5-6</td>
<td>There is critical analysis of the evidence presented in section B, accurate referencing, and an awareness of the significance to the investigation of the sources evaluated in section C. Where appropriate, different interpretations are analysed.</td>
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</tbody>
</table>
E. Conclusion

Suggested Word Count: 150-200 words

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

Criterion E Tips:
- No surprises or new information here!
- easiest and shortest part
- provide a CLEAR and DIRECT answer to your research question
  - no open-ended or indecisive conclusions
- nothing wrong with restating the question as the answer
- no surprise or twist ending, do not pose a new question or answer

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</thead>
<tbody>
<tr>
<td>0</td>
<td>There is no conclusion, or the conclusion is not relevant.</td>
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<tr>
<td>1</td>
<td>The conclusion is stated but is not entirely consistent with the evidence presented.</td>
</tr>
<tr>
<td>2</td>
<td>The conclusion is clearly stated and consistent with the evidence presented.</td>
</tr>
</tbody>
</table>

F. Sources and Word Limit

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

Criterion F Tips:
- not a part of the word count
- not a bibliography-only a list of sources
- 8-10 sources
  - balance of types: digital, print, primary, secondary, etc
  - if you list a source in the source list, it must be cited in the body of the paper
  - if you cite a source in the body of your paper, it must be listed in the source list
- #1 reason students lose these easy 3 points: improper format (especially alphabetical...
order)

- if the word count is not identified on the title page, max score here is 1; if the word count exceeds the max limit, max score here is 0.
- if you conducted an interview, and it is one of your sources, you must include the transcript as an appendix.

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<tr>
<td>0</td>
<td>A list of sources is not included, or the investigation is not within the word limit.</td>
</tr>
<tr>
<td>1</td>
<td>A list of sources is included but these are limited, or one standard method is not used consistently, or the word count is not clearly and accurately stated on the title page.</td>
</tr>
<tr>
<td>2</td>
<td>A list of sources using one standard method is included, and the investigation is within the word limit.</td>
</tr>
<tr>
<td>3</td>
<td>An appropriate list of sources, using one standard method, is included. The investigation is within the word limit.</td>
</tr>
</tbody>
</table>
Samples of Internal Assessments with Moderator Comments

The following pages contain four sample IB History Internal Assessments of varying degrees of quality. All four samples are then followed by the score and comments given to each paper.

These samples will be used in-class for activities. Be sure to bring this book with you on IA work days.

Use these samples and moderator comments to learn from the successes and mistakes of your peers.

Keep in mind that these papers were written for different instructors by different students. Assignment specifics (such as APA v. MLA format or scope of topic) may be different in these examples than are required for your paper. Also know that you may disagree with a particular criteria score or comments, each reviewer is different. Ultimately, if you can understand why the paper scored what it did, regardless of how you would have scored it, you will be able to craft a successful finished product.

Sample Questions Included:

Sample 1: With what justification can it be claimed that it was the leadership of Trotsky which promoted Red victory in the Russian Civil War?

Sample 2: To what extent was the United States government involved in the military coup in Chile?

Sample 3: Women in the French Revolution

Sample 4: How did the Alliance system lead to the outbreak of the First World War?
With what justification can it be claimed that it was the leadership of Trotsky which promoted Red victory in the Russian Civil War?

by Selma Bouvier
Section A: Plan of Investigation

Between 1918 and 1920\(^1\), Russia was engaged in civil war between the Bolsheviks and their opponents. The civil war, which consolidated Bolshevik power, saw the emergence of Trotsky as the disciple of Lenin, due to his organizational abilities and leadership regarding the Red Army. To determine the extent of the contribution of Trotsky's leadership to victory, the investigation will examine the nature and extent of the military reorganization of the Red Army, the impact of War Communism, problems inherent in the heterogeneous White/Green opposition and Czech Legion\(^2\), the inadequacy of foreign aid during the Allied Intervention and 'objective factors', which benefited the Bolsheviks.

Word Count: 105

\(^1\) Dates vary from 1917/18 to 1920/21, "Although there were some minor clashes in late 1917, the war began in earnest in the spring of 1918. By this time it was clear that the Bolsheviks wanted to run Russia as a one-party state" defined in Conn, Chris et. al. (2002) Communist Russia under Lenin and Stalin Hodder Murray, London, UK, Page 81

\(^2\) Military force of 50,000 Czechs and Slovaks who deserted the Austro-Hungarian army. Became involved in the Civil War in 1918 and occupied much of the Trans-Siberian Railway, while fighting the Reds.
Section B: Summary of Evidence

Trotsky

- Trotsky appointed War Commissar.  
- Attempted to establish genuine enthusiasm
- Under Trotsky, Bolsheviks fought a propaganda war with 'Agitprop' trains.
- Maintained constant contact with the fronts, through use of his special train.
- Strategy: defense of communication, deny Whites any "opportunity to concentrate large forces in any one location" and to prevent Whites receiving constant supplies of food and ammunition.

Military Reorganization of the Red Army

- Trotsky created a "single, unified command structure"
- Reintroduced hierarchy and military discipline. Recommissioned ex-tsarist officers.
- 1918, conscription introduced.
- Decimation policies applied.
- Death sentence imposed for desertion or disloyalty

3 Trotsky was appointed, in 1918, after the signing of the Treaty of Brest-Litovsk. Trotsky was given a "completely free hand in military matters" by Lenin
5 Trotsky used peasant experience of 'White brutality' to convince them that White reactionary control would mean more misery than under Red control, after Civil War.
6 As Trotsky described: The train linked the front with the base, solved urgent problems on the spot, educated, appealed, supplied, rewarded and punished (Cited in Op. Cit. Trotsky Page 62)
9 Most important former tsarist officer(s) was "an imperial guard officer who had held senior Tsarist Army staff posts, General M. D. Bonch-Bruevich"- was even more important in laying the foundations of the Red Army than Trotsky. Bonch developed the 'concept of screens' to protect Russia against Germany, he also created 91 proper divisions for a million man army. (Cited in Mawdsley, Evan (2002) The Russian Civil War Birlinn Limited, Edinburgh, Scotland, Page 60) Bonch 'resigned' in 1918.
10 The 50,000 recruited officers were to train the workers and peasants that joined the Red Army and remedy for the lack of experienced officers. Political commissioners we attached to the officers as precaution and 'no military order carried final authority unless a commissar signed it,' to placate the disapproving Bolsheviks (Cited in Lynch, Michael (2005) Bolshevik and Stalinist Russia 1918-56 - Third Edition Hodder Murray, London, UK, Page 20)
11 By 1920 the Red Army was 5 million strong. Suspects were conscripted "being formed into labor battalions for back-breaking service behind the lines, digging trenches) loading ammunition and pulling heavy guns" (Cited in Op. Cit. Lynch, Page 21)
12 Ibid. Page 20 - Trotsky declared that war demanded discipline to be tighter - deserters were executed-
Heterogeneous White/Green Opposition

- Whites lacked a sense of common purpose. Stretched across the political pendulum.\textsuperscript{13}
- Failure to sacrifice individual interests.
- Failure to produce an attractive programme due to divergent long term aims,
- Antagonized peasants and workers due to brutality.\textsuperscript{14} Unable to secure vital support of the peasantry.
- Rightists paid lip-service to democratic ideals. Supported military dictatorship until the defeat of the Bolsheviks.
- Failed to recognize separatist national minority groups, seeking autonomy.\textsuperscript{15}
- Yudenich in the west, Denikin\textsuperscript{16} and Wrangel in the south, Makhno’s Insurgent Army and Kolchak in the east were unable to coordinate attacks.\textsuperscript{17}
- Refused to recognize Finnish, Estonian and Latvian independence.
- Reliant on supplies from abroad, seldom arriving in sufficient quantities.\textsuperscript{18}
- Greens: 'anarchist irregulars, opposed all authority.'\textsuperscript{19} Specialist in guerilla warfare, attacking both Reds and Whites.

Allied Intervention and Czech Legion

- Half-hearted and uncoordinated attacks. Little cooperation between occupiers.\textsuperscript{20}
- Allies were suspicious of White reactionaries.
- Despite anti-Bolshevik preaching no concerted attempt to unseat Bolsheviks was made.

\textsuperscript{13} Involved “liberals, former tsarists, nationalists and separatists, Social Revolutionaries and other moderate Socialists” including Mensheviks (Cited in Op. Cit. Corin et. al. Page 80)
\textsuperscript{14} The Cossacks practiced “ethnic cleansing” on non-Cossack peasants in their lands - others were “looted, raped, pillaged for food supplies” driving peasants into the arms of the Reds (Cited in Op. Cit. Corin et. al. Page 88)
\textsuperscript{15} Green peasant movement sought autonomy, was led by anarchists.
\textsuperscript{16} Denikin was a “passionate Russian nationalist.” He had large numbers of non-Russians fighting for him, however he was against independence resulting in his supporting disappearing. (Cited In Lowe, Norman (2002) Mastering Twentieth-Century Russian History Palgrave, New York, USA, Page 149)
\textsuperscript{17} The Red Army prevented the White armies from linking up, safeguarded their own grain supply route and crushed the White armies with major counter attacks. The White armies often quarreled internally due to political differences.
\textsuperscript{18} Op. Cit. Lynch Reaction and Revolution: Russia 1894-1924 Page 134
\textsuperscript{19} Op Cit. Lowe, Page 150
\textsuperscript{20} Britain, France, Japan and US sought to protect own interests. Czechoslovakia, Finland, Lithuania, Poland and Romania sought independence from Russia.
● Lenin appealed to patriotism.21
● Czech Legion overpowered Bolshevik escorts at Cheliabinsk on the Trans-Siberian Railway.22 Britain and France realized Czech potential. Legion won control of much of western Siberia.23
● January 1920 Allies called off blockade. Gave Bolsheviks breathing space.

Lenin's Pragmatism
● Signing of Treaty of Brest-Litovsk with Germany, March 1918.24
● Bolsheviks negotiated agreement, July 1919, with the Poles,25 accepting the independence of: Poles, Estonia, Latvia, Lithuania, Ukraine and Finland. Allowed Lenin flexibility to defeat the Whites and prevent further fronts from emerging
● Centralization of government.26
● 'Neutralizing' of the middle peasant, to prevent bourgeois sympathies. The Eighth Congress passed from neutralizing to a policy of 'stable alliance' to build Socialism and fight White guards and foreign intervention.27

War Communism
● June 1918 - Decree on Nationalization.28 Administered by Supreme Council of National Economy (Vesenkha).29
● Military production given priority.
● Shortages of goods and raw materials led to shrinking of industrial output and inflation.
● Introduced state monopoly of the grain trade - May 1918, Food Supplies

21 Recovered esteem lost to Germany in 1918 by claiming the intervention had been "imperialist invasions of Russia"and that Whites were "intent on restoring reactionary tsardom" destroying the revolution (Cited in Op. Cit. Lynch Bolshevik and Stalinist Russia)
22 Czech Legion was 50,000 men strong. Believed defeat of Austria-Hungary would lead to an independent Czechoslovakia who fought with Russians until the signing of Brest-Litovsk.
23 By 1918 it was weakened by munities and lack of supplies, ceasing to be an effective force.
24 Created independence for Estonia, Poland, Lithuania, Finland and Latvia after German defeat.
25 Whereby the Bolsheviks would recognize the Polish border, so long as the Poles did not assist Denikin in his Moscow Directive. The second benefit of this agreement was to permit the withdrawal of 43,000 Bolshevik troops from the Polish front. (Cited in Anderson, Peter 'Why Did the Bolsheviks Win the Russian Civil War? Peter Anderson Compares the Tactics anri Resources of the Two Sides' found at http://www.qufstia.com/real/5fin063777.Ti (Cited in Op. Cit. Anderson)
26 As the party was too 'cumbersome', centralizing the Party to two sub-committees the Politburo and the Orgburo would create necessary speed for decision making.
28 In two years, it brought major industrial enterprises under central government control.
29 Stopped chaos caused by votes on pay rises, stolen materials for illegal goods and intimidated management. Workers weren’t against nationalization as it would keep factories open, allowing workers to keep jobs.
dictatorship established.\textsuperscript{30}

- Established surplus-appropriation system.
- Private trade abolished.\textsuperscript{31}
- Working committees replaced by single managers.
- Labor discipline. Fines for lateness and absenteeism. "He who does not work, neither shall he eat."\textsuperscript{32}
- Internal passports produced to prevent workers fleeing.
- Rationing introduced. Labor force and Red Army given priority.\textsuperscript{33}
- Red Terror\textsuperscript{34}: Cheka\textsuperscript{35} - led by Felix Dzerzhinsky\textsuperscript{36}

"Objective Factors"

- Bolsheviks controlled the industrial heartland of Russia, including Petrograd and Moscow, with the largest population.\textsuperscript{37}
- Bolsheviks had a reservoir of labor and recruits. 135,000,000 million lived in Bolshevik held territory; 30,000,000 lived in “rebel” held territory.\textsuperscript{38}
- Communists controlled much of the railway, allowing them to “move forces and munitions from one front to the other”\textsuperscript{39}
- Whites were “scattered around the edges of the central area, separated by large distances”\textsuperscript{40}

Word Count: 581

\textsuperscript{30} Bitterly resented and resisted by peasants. Was particularly resented by Kulaks, who stopped producing food as they saw no point if the government was not going to buy it at a reasonable price.
\textsuperscript{31} Extreme chaos led to the development of a black market.
\textsuperscript{32} Op. Cit. History of the Communist Party of the Soviet Union/Bolsheviks/ Page 229
\textsuperscript{33} Civil servants and professionals were given smaller rations, with the middle class getting the least.
\textsuperscript{34} In 1919 alone the Bolsheviks had 7,500 concentration camps, 4,100 labor camps and the Cheka had suppressed 39 uprisings. (Cited in Op, Cit. Anderson) Red Terror had 2 fronts:'against conscious political enemies and against 'non-political 'popular opposition'(Cited in Op. Cit. Mawdsley. Page 82)
\textsuperscript{35} “The All-Russian Extraordinary Commission for Fighting Counter-Revolution, Sabotage and Speculation” - terms were so elastic they could be stretched to cover anything of which the Bolsheviks disapproved (Cited in Lynch Bolshevik and Stalinist Russia Page 18)
\textsuperscript{36} Remorselessness was shown in directives “Do not concern yourselves with the forms of revolutionary justice. We have no need for justice now, Now we have need of a battle to the death!” (Cited in Ibid. Page 18)
\textsuperscript{37} The heartland was “reorganized to produce materials and men for the war effort” (Cited in Oxley, Peter (2001) Russia 1855-1991: From Tsars to Commissars Oxford University Press, Oxford, UK, Page 124 - People living in the regions were required to contribute food and resources to the Bolshevik war effort.
\textsuperscript{38} Russian Civil War 1918-1920'available at http://www.onwar.com/aced/data/ronneo/mssial918.htm (accessed 02.10.10)
\textsuperscript{39} Op Cit. Oxley. Page 125
\textsuperscript{40} Op. Cit. Corin et. al. Page 90 - Communication was difficult particularly in the case of coordinating attacks and men.
Section C: Evaluation of Sources

Extract A

This text, listing the successes of the Bolsheviks in the Civil War, published in Moscow 1939 was approved by Stalin as the official version of the Communist rise and consolidation of power. Its purpose was to reinforce the myth of a popular Bolshevik seizure and consolidation of power. Having been approved by Stalin it does not once mention Trotsky as a benefactor to the Soviet war effort against the Whites, Greens and Allies as War Commissar in the Civil War. Rather, it explains Bolshevik victory due to the Party being: “united in its solidarity and discipline,” “strong in its revolutionary spirit,” and its “readiness for any sacrifice in the common cause.” Trotsky is not once mentioned when military commanders, political educators and military commissars are listed. The value of the source is that it reveals the manipulation of history to serve the ends of Stalinist rule and exorcise the spirit of Trotskyism. The source recognizes the handicaps and deficiencies of the Red Army but stresses the point of the Bolsheviks having "the right policy," being “absolutely loyal and faithful to its people” thus the Red Army being the “offspring of the people.” The limitations, illustrated by, for example, failure to mention Trotsky, are that the account is subjective and its accuracy affected by omission of detail for political purposes by the time of the Terror/Purges of 1936-8

Word Count: 227

Extract B

A primary source this poster was produced by Viktor Deni, a leading poster artist for the Bolsheviks, in 1920. The purpose is to promote the Bolshevik war effort. Dent depicts Trotsky as Saint George slaying the counter-revolutionary dragon. Saint George being the patron saint of Russia allows Trotsky to project the image

41 History of the Communist Party of the Soviet Union - Bolsheviks (see Appendix 1)
42 Saint George - Leon Trotsky (see Appendix 2)
of defender of Russia and Communism. The original myth claims that Saint George protected himself with the holy cross; however the poster shows Trotsky defending himself and the Russian people with a shield imprinted with the hammer and sickle, representing the workers and peasants he was defending. The image of Saint George slaying the dragon came from the Moscow Coat of Arms. The source is valuable because it demonstrates Bolshevik hostility to the Allies and emphasizes Trotsky's valuable role as War Commissar during the Civil War. The Bolsheviks' use of visual imagery in propaganda demonstrated their ability to reach a broader audience, including the large illiterate peasant masses of rural Russia, however also demonstrated the narrow selection of facts and the appeal to emotion rather than reason. The source is limited because it was produced as propaganda representing a very subjective view portraying the Bolsheviks and Trotsky as the saviors of Russian pride, while portraying the Allies as imperialists.

Word Count: 212
Section D: Analysis

Trotsky, as War Commissar, organized the new formally created Workers' and Peasants' Red Army in 1918. A “realist”, he did not believe that an army could be created with “raw untrained levies.” Trotsky instead recruited former Tsarist officers and introduced central control and hierarchy. However, while Trotsky contributed greatly to the war effort Mawdsley argued that his personal contributions should not be overrated, as Bonch was more important in laying the foundations of the Red Army, since it was he who “initiated the recruitment of officers.” Mawdsley also claimed that “Soviet forces were able to live off the Tsarist arsenals of central Russia for much of the Civil War,” and that the army “gave a living for the unemployed and attracted veterans with no experience” explaining the willing conscription of the massive army in 1918, Trotsky however, attached a commissar to each officer and was ruthless in maintaining discipline insisting that: “all cowards, self-seekers and traitors will not escape the bullet.” As Lynch wrote, Trotsky “saw his essential task as being to inspire and, where necessary to terrorize the Reds into victory.”

The heterogeneous nature of the Whites contributed to their failure to co-operate and co-ordinate attacks, thus enabling the Reds to slowly eliminate them. While the Whites were heavily outnumbered they also lacked political leaders. The revelation of Denikin being a “passionate Russian nationalist” led to the loss of the Whites' non-Russian supporters, which constituted much of Denikin's army, Soviet Russia was hardly a “monolithic entity” and the refusal of the Whites to recognize the

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44 Information found in footnote 7 on page 3.
46 Ibid. Page 63
47 Ibid. Page 62
50 Neither Kolchak nor Denikin had any political experience or instinct.
51 Ibid. Page 149
ethnic minorities living in Russia and liberate national minorities lost them vital support. The Whites were often attacked by anarchist Greens who saw them as “representatives of the former landlords,” allowing the Reds to claim that peasants would once again lose land won in the revolution. The Whites used violence to conscript their armies, resulting in massive desertion; the Whites were generally seen as “corrupt and incompetent” claims Lowe.54

The Allies began their half-hearted intervention partly because they feared the revolutionary goals of the Bolsheviks in Europe. Churchill favored intervention stating: “after having defeated all the tigers and lions I don't like to be defeated by baboons,” though this was not realized as Allied countries focused on their own domestic problems, the new balance of power and the League of Nations. Allied Intervention gave the Bolsheviks the opportunity to appeal to patriotism- they were perceived as defenders of Russia, The Czech Legion, well-equipped and trained, created a military advantage for the Whites as they controlled much of the Trans-Siberian Railway, however being weakened, by 1918, due to mutinies and a lack of supplies, they ceased to be effective.

The Bolshevik revolution coincided with the decline of industry, as in 1914 it converted to war production and suffered from the blockade of imported fuel and raw materials. In June 1918 large factories were nationalized and the government's central control came into full effect. Radical Bolshevik economic policies helped consolidate power as slogans like “Loot the looters!” won them support due to the oppression of factory and land owners. However the 'workers control' of factories contributed to the decline of production. Food shortages created urban unrest and the peasantry became increasingly anti-Bolshevik due to the pressure of grain requisitioning and the loss of the main food-surplus producing regions. Political terror was a major weapon used by the Bolsheviks - and was an important element to maintain their new found control. The Red Terror “brought short-term

54 Ibid. Page 150
56 Op. Cit. Mawdsley Page 74
benefits at a terrible price”57 for the Bolsheviks, they: “seized power with limited support, and they tried to impose a maximalist economic program.”58 The political and social conflict caused by the distress of the economic policies was quickly repressed by the Bolsheviks with Red Terror; to the Bolsheviks any measure of oppression was justified.

The Bolshevik controlled area was central and compact, containing the country's “population, heavy industry and administrative apparatus.”59 As Lebedev60 wrote, explaining the value of the Russian heartland: “in Moscow we would get masses of troops, there we would get the whole brain of our country, all her soul, all that is talented in Russia.”61 Yet the surrounding White forces overreached themselves as their lines of communications became longer in attempting to come closer to reaching the objectives of Moscow and Petrograd.

Word Count: 714

57 Ibid. Page 83
58 Ibid. Page 81
60 Lebedev was ‘one of the SR leaders of the little Komuch-Czechoslovak force that took Kazan in 1918’ (Cited in Op. Cit Mawdsley Page 274)
Section E: Conclusion

Trotsky's description of how his Infamous train was used can be used to describe his role as War Commissar: "the train linked the front with the base, solved urgent problems on the spot, educated, appealed, supplied, rewarded and punished."\(^{62}\)

Trotsky, as Medvedev\(^{63}\) stated, "did not aim to become a military leader in the strict sense of the word. He remained a civilian."\(^{64}\) As Red Army leader he is accredited with success, however use of Red Terror and the population's need for employment and food explains the size of the army. The Reds were successful in defeating the Whites as they controlled the Russian heartland and because of the White failure to co-ordinate attacks. The Bolsheviks were pragmatic in their policies as they sought to satisfy the needs of the people.\(^{65}\) It can be justly claimed that Trotsky was the major benefactor to the Red Army; however he alone was not the cause of Red victory.

Word Count: 155
Total Word Count: 1994

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\(^{63}\) Roy Medvedev is a renowned Russian historian, who became a prominent Russian politician who also served as a consultant to Mikhail Gorbachev. He wrote a dissident book on Stalinism 'Let History Judge' first published in 1972.

\(^{64}\) Op. Cit. Page 62

\(^{65}\) By signing Brest-Litovsk and negotiating with the Poles and centralizing their government.
Section F: Bibliography

Works cited:
Corin, Chris; Flehn, Terry (2002) Communist Russia under Lenin and Stalin Hodder Murray, London, UK

Articles cited:

Websites:
- 'Russian Civil War 1918-1920' available at http://www.onwar.com/aced/data/romeo/russial918.htm

Appendices

Original student paper contained 3 Appendix sections. One was a scanned copy of extract A, another a copy of the poster discussed as extract B (the two sources analyzed in Section C), and the third was a scanned copy of several pages from another unidentified source. These appendices are not duplicated here.
To what Extent was the United States government involved in the military coup in Chile?

IB History Internal Assessment
by Todd Flanders

Word count: 1889
To what extent was the United States Government involved in the military coup in Chile?

Plan

On September 11th, 1973, socialist president Salvador Allende was overthrown by a military regime led by General Pinochet. The presence of the United States during the coup d'etat, their financial investments in Chile and their “usual cold war argument that communism could not be allowed to take root in the Americas”¹ brought their involvement in the actions taken on September 11th into question, However to what extent was the United States government involved in the military coup in Chile? This investigation will focus on American presence leading up to the coup and their involvement during the coup. In order to discuss American involvement, sources such as journal articles published in both the United States and Chilean newspapers from the time will be used, as well as newly declassified documents released by the US State Department, documentaries and texts.

Word Count: 146

Summary of Evidence

In the 1960s and beginning of the 1970s, the United States had a strong economic interest in Chilean Industry, Many American businessmen had set up enterprises that were generating large sums of money. The copper industry in Chile was flourishing. Chile was seen as one of the leading producers of copper internationally and internally as copper “was Chile's larger foreign exchange earner.”² The U.S. government also shared a “close relationship with the International Telephone and Telegraph Company (ITT)”³ in Chile, With Dr. Salvador Allende's rise to popularity, a shift in the political system towards a more socialist government was foreseen. This was a perceived threat to U.S. business and overall interest in the region because privately owned businesses were to be nationalized. However in 1970, the American government “told the business men to carry on business as usual and that the US had not decreased involvement as they had led everyone to believe and the business men should not take any political opinion openly or get involved politically”⁴

The United States government was also involved in the political scene in Chile. They “poured in huge amounts of money to help elect rightist candidates,”⁵ such as the members of the Chilean Christian Democratic Party and Alessandri who ran for the presidency against Allende in the congressional run-offs. When Allende won the presidential elections on November 3rd 1970, he was named “the world's first democratically elected Marxist head of state”⁶. The presence of another socialist

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¹ Nicholas Karl, U.S. Foreign Policy: Chile, 1993
² Nicholas Karl, U.S. Foreign Policy: Chile, 1993
³ Kristian Gustafson, Hostile Intent, 2007
⁴ Edward Korry(U.S. Ambassador to Santiago), Cables on the Election of Salvador Allende and efforts to block his assumption to Presidency, 1970
⁵ Nicholas Karl, U.S. Foreign Policy: Chile, 1993
⁶ Nicholas White, Chile: the other 9/11, 2006
government in South America threatened the U.S. and, although it was believed that “during the three years of Allende's Administration the American involvement was on much more of an economic level,” the “CIA mounted a propaganda campaign” to persuade the public to reject socialism/communism. Political ties between U.S. operatives in Chile and the military became stronger over the years following the election and “the Chilean military was being monitored quite closely by Allende forces” as a result of this newly formed alliance.

On Tuesday morning, September 11th, 1973, the presidential palace in Santiago was bombed by a military regime led by General Augusto Pinochet. Based on recently declassified documents belonging to the American State Department, and additional documentation, “there is no doubt of U.S. government interference” in the coup. President Nixon “offered 10 million dollars” for “Allende be overthrown by a coup” in which they were to utilize “every appropriate resource” in order to succeed. Following this, a group “consisting of four CIA officers” and a U.S. army attaché, led by Mr. Thomas Karamessines, were assigned the confidential task of promoting the end of the Allende Administration. Kissenger was to be the messenger between the group and the President, The CIA “focused on provoking a military coup” by “established contact with Chilean intermediaries or principles interested.” As a result, “a Chilean task force was assembled and functioning three days after the CIA was assigned the mission.” It was “imperative that these actions [the coup] be implemented clandestinely and securely so that the USG and the American hand would be hidden.”

Word Count: 653

Source Evaluation


The book Hostile Intent: U.S. covert operations in Chile 1964-1974, by Canadian Author, Kristin Gustafson, was written in 2007 to inform the public of the extent of U.S. involvement in the 1973 Chilean Coup. This source was written thirty-four years after the coup which allows hindsight and the ability for the author to do additional research making this source valuable. Through this source we are

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7 Nicholas White, Chile: the other 9/11, 2006
8 CIA, report of Chilean task force activities, 1970
9 CIA, report of Chilean task force activities, 1970
10 Nicholas Karl, U.S. Foreign Policy: Chile, 1993
11 CIA, Genesis of project FUBELT, 1970
12 Thomas Karamessines, Operating Guidance Cable on Coup Plotting, 1970
13 Thomas Karamessines, Operating Guidance Cable on Coup Plotting, 1970
14 CIA, report of Chilean task force activities, 1970
15 CIA, report of Chilean task force activities, 1970
16 CIA, report of Chilean task force activities, 1970
17 CIA, report of Chilean task force activities, 1970
18 Thomas Karamessines, Operating Guidance Cable on Coup Plotting, 1970
able to see a middle-of-the road view to the situation. Furthermore, the author is knowledgeable in this area as he did his history PHD at Cambridge in American Policy “focusing on intelligence, especially in South America in the 1960s and 1970s” and has been giving lectures on the subject for a numbers of years now, rendering the source reliable. However this source may be limited in the sense that the Gustafson was not there and doesn't know every detail of the incidents that happen leading up to the coup and during the coup. The Media from this time was controlled so information released from around the same time period as the coup could be unreliable evidence to base a book of off. Finally, this source does contain some level of bias as the author strongly defends the stance that the U.S. was only financially involved in ousting President Allende and had no knowledge of the coup.


This report on the CIA Chilean task force activities was written by the Central Intelligence Agency group responsible for overseeing the progress made towards a military coup in Chile to overthrow President Allende. The report was sent to Secretary of State, Henry A Kissenger, to inform him of the progress made and information uncovered. This report is valuable to the investigation as it is evidence of United States involvement in the coup as well as providing the same information that Kissenger would have had to use to make decisions regarding Chile, allowing us to have the same knowledge as he would have had. The source was written at the time of the coup and provides an account from the American point of view of the situation in Chile which enables us to know what the CIA is thinking and doing within Chile. As this is not an official document/statement, it provides more truthful insight. However the report only shows one side of the situation. More information would be needed to draw a conclusion, as well as Kissenger's response and reaction. The imitating factor of this report is the text which remains blacked out even though this is a declassified document.

Word Count: 482

*Analysis*

The evidence presented in these documents demonstrates that the United States was involved in the military coup that took place on September 11th 1973, in Santiago Chile. However, the extent of American involvement is a controversial topic. While some historians believe “the impression that the United States strongly supported and perhaps even engineered the coup...is deeply imbedded in popular mythology,” others say, “there is no doubt of U.S. government interference.” From the research done, the United States government was financially involved through investments, industry and economic aid to the Chilean Christian Democratic party, in addition to being politically involved in the coup.

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19 Foreign policy and international Trade Canada, Interview with Kristian Gustafson, PhD student in History, 2008.
20 Kristian Gustafson, Hostile Intent, 2007
21 Nicholas Karl, U.S. Foreign Policy: Chile, 1993
From an economic point of view, the United States government, through the CIA, financed the coup and the rightist leaders. This could have been motivated by the investments and industries that American business controlled. The loss of these businesses would have meant economic loss for America, as well as a decrease of support from the US citizens living in Chile and other Latin American countries for the American government. The pressure of these possible loses influenced the United States government to take action by initially supporting other candidates who were pro-capitalist, but when this failed, by financing and supplying arms to a military regime to overthrow socialist President Allende. Without the economic aid received from America, General Pinochet would not have been capable of acquiring the power needed to oust the Allende Administration.

Politically, the United States saw the democratic election of a socialist government in a Latin American country as a threat to democracy and capitalism in the West. This showed that in Chile there was a strong support for socialism which caused anxiety for the United States. America feared the domino theory in Latin America, although geographically Chile is isolated by the desert in the North, the Andes Mountains to the East, the Pacific Ocean to the West and Arctic tundra in the South, it was the second country to fall to communism in South America. When “President Nixon had decided that an Allende regime in Chile was not acceptable to the United States” and implemented a covert group assigned with the task of promoting a military coup, he increased the level in which America was involved in the coup. Through this CIA group, the 1973 coup in Chile was engineered and executed all the while their involvement was being kept secret. This elevated the likelihood of success, for without the planning and collaboration of the CIA, Pinochet would not have had the military equipment or strategy to accomplish removing Allende from power.

Word Count: 447

Conclusion

The question, “to what extent was the United States government involved in the military Coup in Chile,” is controversial as individuals share different opinions. Although historians such as Kristian Gustafson state that CIA was not involved in the planning, the information demonstrated through the recently declassified documents implicates the United States in the planning and financing of the coup without a doubt. American businessmen had invested in the Chilean economy while the government sent economic aid to the rightist parties of Chile. From the documents belonging to the State Department, we are able to deduce that under President Nixon's orders, a specialized group of CIA staff was put together with the goal of organizing a successful military coup to remove President Salvador Allende from power. From the evidence collected and the analysis, we can come to the conclusion that the United States of America financed and orchestrated the coup in Chile on September 11th 1973, even though their involvement was hidden.

Word Count: 161

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22 CIA, Genesis of project FUBELT, 1970
References

9. Kissenger, Henry A. "Policies towards Chile." Memo to Secretaries of State and Defense. 9 Nov. 1970. PDF file,
History of the Americas
Women in the French Revolution
by Dewey Largo
Word Count: 1,721
Section A: Plan of Investigation

Peasant French women were always politically active in times of crises— they were responsible for putting bread on the table, and during times of distress, such as famine (when bread wasn't supplied or it was too expensive) women had traditionally marched to the civic center to call upon the local government to alleviate their misery. During the French Revolution, this tradition would be followed with one exception: Parisian women could no longer march to the civic center to petition the local magistrates, but rather they marched first to the royal palace of Versailles, twelve miles outside Paris to send their petitions directly to the king, then marched to the national legislature in Paris forcing the royal family back to Paris.
Section B: Summary of Evidence

In the late eighteenth century, King Louis XVI called the French Estates General into session for the first time in 175 years to deal with the kingdom's financial crises. Rather than deal with the financial problems, the first issue that the Estates General dealt with was how voting was to take place: by order (one vote per estate) or by head (one vote per member), as the Third Estate (the largest estate) wanted.

The Estates General was made up of three estates: the clergy, the nobility, and the commoners (everyone else). Each estate had one vote and often the nobility and clergy voted together to defeat proposals for reform from the commoners (Third Estate). The commoners, determined that that would not happen in the 1789 assembly, pushed for the vote of each representative to be counted as a separate vote. The Estates General and King were unable to agree on a voting method so, the Third Estate left and met in a tennis court where they took an oath not to disband until a new constitution for France had been agreed (Tennis Court Oath). A Royal Session was organized to offer concessions but ordered the three estates to discuss voting procedures separately and the King wanted the nobility to have a veto over the entire Estates General. Some of the nobles began to join the National Assembly causing Louis XVI to admit defeat, he ordered the other nobles to join the National Assembly.

As the political crisis deepened, civil authority broke down, the economic crisis deepened, and bread prices rose in Paris and in the countryside. The Bastille Fortress represented Louis XVI's absolute power - when it was stormed, it meant that the Ancient Regime had also collapsed. Although the National Assembly had taken the Tennis Court Oath and the Bastille had fallen at the hands of the crowd, the peasant
women of Paris still found that there was a considerable bread shortage and the prices were very high. Their families were hungry. In August; the National Assembly introduced the "Declaration of the Rights of Man and Citizen," which contained the ideas of liberty and equality: the right to own property; and the right of all citizens to resist oppressive treatment. The king refused to agree to the Declaration, and on October 5, 1789, there were more uprisings in Paris. (Two years later, in 1791 the royal family attempted to flee the country in the "Flight of Varennes," but Louis XVI was captured, brought back to Paris and was later forced to accept a new constitution.). This represented a turning point after which popular hostility towards the monarchy as an institution became more pronounced.

After the new constitution was accepted, the political scene was relatively calm, considering there was a revolution in progress. The revolution at that point was orderly: people paraded, petitioned the National Assembly, edited newspapers, debated the issues of the day, and participated in parliamentary activities, while the legislators went about the business of founding a new government, specifically writing a new constitution in which the French people would govern themselves. For about two years, the National Assembly drafted the Constitution of 1791: reorganized the nation into 83 departments; eliminated the nobility as a legally defined class; made the Catholic Church an agency of the state: appropriated church property to pay off the monarchy's debt and finance the revolution, and extended full citizenship to Jews and Protestants.

In the meantime, women formed political clubs (auxiliaries to the men's political clubs) where they met to learn how to become citizens of a nation, rather than subjects
of a king, and how to press for specific legislation. Revolutionary era women wanted equality of rights within marriage; the right to divorce, extend rights of widows over property and of widowed mothers over their minor children; publicly guaranteed opportunities for girls, and support for midwives in all provinces; guaranteed right to employment; and the exclusion of men from specific traditionally-female professions, such as weaving.
Section D: Analysis

The revolution continued with less support for the monarchy and louder calls for a republic. The Declaration of the Rights of Man and Citizen was promulgated by the National Assembly. In 1791, the National Assembly was replaced by a newly elected body, the National Convention, based on a constitutional monarchy.

In 1791, Olympe de Gouges wrote the "Declaration of the Rights of Women and the Citizen," which was possibly the best known tract on the rights of women from the period as a response to the Declaration of the Rights of Man and its silence regarding women. Declaring that "woman is born free and lives equal to man in her rights," her document is an early statement that women ought to share the same political rights that men possessed. The petition sought not only women's suffrage, but the rights of women to be elected as deputies to the federal Parliament and to be appointed as magistrates. Although she supported the Revolution, she spoke out against the bloodshed and against Robespierre and Marat. She was guillotined in 1793 as a reactionary" royalist.

Throughout the entire period women took an active part on both sides of the revolution from organizing salons and marches to writing monarchist or revolutionary tracts. Women debated, petitioned, marched, lectured, and ran schools for the new citizens.

Women's participation almost always proved controversial. In the eighteenth century, those who favored improving status of women insisted primarily on women's right to an education (rather than on the right to vote). The writers of the Enlightenment most often took a traditional stance on "the woman question” who were viewed as biologically and socially different from men, destined to play domestic roles inside the
family rather than public or political ones, because they were viewed as biologically inferior. Jean-Jaques Rousseau published the most influential works on women's role in society. In his book Emile, he described his vision of an ideal education for women. Women should take an active role in the family, by breast-feeding and educating their children, but they should not venture to take active positions outside the home. Rousseau's writings on education electrified his audience, both male and female. The men and women of the time had different spheres of influence; the men's sphere was in the public, and women had private spheres.

Although women's property rights and financial independence met with many restrictions under French custom and law, most men and women agreed with Rousseau and other Enlightenment thinkers that women belonged in the private sphere of the home and therefore had no role to play in public affairs. Most of France's female population worked as peasants, shopkeepers, laundresses, weavers,- yet women were defined primarily by their gender and not by their occupations.
Section D: Evaluation of Sources

This excerpt is taken from Karen Often, *European Feminisms 1700-1795: A Political History*:

Finally, you have decreed that the path to dignities and honors should be open without prejudice to all talents; yet you continue to throw up insurmountable barriers to our own! Do you think, then, that nature, this mother who is so generous to all her children, has been stingy to us, and that she grants her graces and favors only to our pitiless tyrants? Open the great book of She past and see what illustrates women have done in all ages, the honor of their provinces, the glory of our sex, and judge what we would be capable of, if your blind presumption, your masculine aristocracy, did not incessantly chain down our courage, our wisdom, and our talents.

Karen Offers publishes on the history of Modern Europe, mostly France and its global influence. She also published on the thought and politics with reference to gender, women's history and the national, regional and global histories of feminism.
Section E: Conclusion

Women were important contributors toward the popular movement during the French Revolution. They staged demonstrations, presented petitions to the National Assembly, and brought the royal family back to the government capital. They were supported in their pleas for equality by influential Enlightenment thinkers as the Marquis de Condorcet, Olympe de Gouges, and Englishwomen Mary Wollstonecraft. Everyone at that time, whether or not they supported women's aspirations to equality, believed that women belonged in the home, caring for their families. Rather than using the new civil and political freedoms they had won to better their families, the women caused disorder. When women broke out of the traditional mold and used their newfound rights for purposes, they found themselves right where they had started, pushed back into the home and the suffocating embrace of their husbands and fathers.
Works Cited:
How Did the Alliance System lead to the Outbreak of the First World War?

by Lenny Leonard

IB History of the Americas

Word count: 1841
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How did the Alliance System Lead to the Outbreak of the First World War?

Criterion A: Plan of Investigation

The investigation evaluates the effect that the alliance system in Europe had on the outbreak of World War I. It assesses the significance of the Dual Alliance, the Triple Alliance, the Reinsurance Treaty, the Franco-Russian Alliance, the Anglo-Russian Entente, the Entente Cordiale, and the Triple Entente. Two of the sources used, *Europe’s Crucial Years* by Dwight E. Lee and *The Origins of the First and Second World Wars* by Frank McDonough will be extensively analyzed for their origins, purposes, values and limitations to determine their usefulness to the investigation.

This investigation does not assess any treaties or alliances not mentioned above, the Balkan Crisis, the Ottoman Empire or imperial ambitions harbored by involved nations.

Criterion B: Summary of Evidence

The Dual Alliance between Austria-Hungary and Germany, signed on October 7, 1879, is one of the earliest alliances that contributed to cause World War I. Articles 1 and 2 of the alliance stated that if either country was attacked by Russia, the other country would give assistance. If either of the countries were attacked by a different European power, the other country would remain neutral (The Dual Alliance). Otto von Bismarck, the German Chancellor, created the alliance. He believed the agreement would restrain Austro-Hungarian aims in the Balkans. Bismarck next created the Triple Alliance on May 20, 1882. This alliance was between Germany, Austria-Hungary and Italy, but it
never became clear whether Bismarck truly committed to the agreement (McDonough 4). In Article 2, the alliance states that if either Italy or Germany is attacked by France, then the other parties would help. Article 3 states that if any of the three parties are attacked by two or more Great Powers then the other parties will come to their aid. This alliance was kept secret (The Triple Alliance).

The doubt about Bismarck's commitment to the Triple Alliance stems from his signing of the Reinsurance Treaty with Russia on June 18, 1887, Article 1 of this treaty states that if either Germany or Russia is attacked by a third Great Power, the other will maintain neutrality. The exception to this is if Germany attacked France or Russia attacked Austria-Hungary, Russia and Germany, respectively, do not have to remain neutral (The Reinsurance Treaty). Bismarck designed this treaty to give Germany diplomatic options. It was kept a secret. Bismarck wanted to be able to reach a peaceful outcome in future conflicts (McDonough 4). Russia refused to renew the treaty in 1890 (McDonough 6).

German support for the Austro-Hungarians during the Bulgarian Crisis drove France and Russia to closer relations (McDonough 10). They formed the Franco-Russian Alliance on August 18, 1892. Article 1 states that "[i]f France is attacked by Germany, or by Italy supported by Germany, Russia shall employ all her available forces to attack Germany" and "[i]f Russia is attacked by Germany, or by Austria supported by Germany, France shall employ all her available forces to attack Germany." Article 2 created clear mobilization schedules for an attack by any of the powers of the Triple Alliance (The Franco-Russian Alliance). The alliance was to remain secret and was created with the clear aim of having a check against growing German ambitions (McDonough 10). France needed some sort of strong alliance if it wanted to retain any
hope of regaining the territory of Alsace-Lorraine. The alliance was necessary for France to maintain her status as a great power (Grenville 28). At this point, Britain, a major power in Europe, was not part of the alliance system. Britain was in "splendid isolation" hoping that she would be able to have diplomatic significance in resolving the conflicts (McDonough 11).

In April 1904, Great Britain and France signed the Entente Cordiale. In article 1 the French agreed not to interfere in Egypt, and in article 2 Britain agreed not to interfere in Morocco (The Entente Cordiale). The entente was only an agreement related to colonial disputes and had no military stipulations attached. The Kaiser feared that it was actually a secret military agreement created to encircle Germany (McDonough 11). Italy welcomed the entente because, after forming secret alliances with both France and Britain, she no longer had to choose between the two nations (Lee 73).

German fear of encirclement increased when the Anglo-Russian Entente was signed in 1907. The entente settled colonial disagreements. Persia was divided between the two powers, Britain was given power in Afghanistan, and disputes over Tibet were resolved (The Anglo-Russian Entente). The French approved of the entente. The Anglo-Russian Entente led to the signing of the Triple Entente that same year. The Triple Entente states that "[t]he British, French, and Russian Governments mutually engage not to conclude peace separately during the present war" which gave them a formal alliance (The Triple Entente). This increased Germany's fear of encirclement (Lee 164).
Criterion C: Evaluation of Sources

*Europe's Crucial Years* written by Dwight E. Lee describes itself as "The Diplomatic Background of World War I." Lee focuses on diplomatic relations, and excludes several important social and economic events. Lee begins in 1902 and provides some background information as insight into why these alliances and agreements may have been formed. The book covers events through 1914 and the outbreak of World War I. Lee's purpose was not to "discover who was guilty but what events and decisions led, often unwittingly, to a situation in which the only available recourse was war" (Lee vii). This can also be seen as a value. Lee admits when he first began the work he believed the Treaty of Versailles had been too harsh on Germany. This pre-established opinion may add some bias, skewing his retelling of the events to make Germany appear in a more favorable light. Lee does not say whether the conclusions he came to in the final product were still biased, making some of the information difficult to interpret. Another limitation of *Europe's Crucial Years* is that the account does not begin until 1902. Several treaties and alliances analyzed in this investigation were formed in the late 1800s. While Lee references these alliances, he does not examine their origins and significance.

As the title suggests, *The Origins of the First and Second World Wars* by Frank McDonough examines the causes of the First World War and goes through the Second World War. McDonough uses a wide variety of sources to give an accurate historical account of the origins of the war. A value of McDonough's account is that it begins in 1871, thirty-one years before Lee's account. McDonough, a British author, has a different perspective of the events than Lee, an American author. The history presented by
McDonough is limited by its conciseness. While information is presented equally across different subjects, there is little background information giving the reasons for the actual events.

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**Criterion D: Analysis**

A large part of the alliance system set up in Europe was secret, contributing to an overall distrust of what other nations were doing. The system became so complex that if one power went to war, it inevitably would force all of the others to join in. One of the first alliances, the Dual Alliance between Germany and Austria, set up by German Chancellor Otto von Bismarck, was created as a defensive agreement. With the Triple Alliance, created three years later, Germany gained Italy as an ally (McDonough 4). This was the first alliance that began to divide the continent. Germany would not be able to fight Russia without the support of Austria-Hungary, or fight France without Italy. Bismarck's formation of the Reinsurance Treaty with Russia was intended to keep options open for Germany, but after the Bulgarian Crisis the Russians did not want to renew it and viewed the treaty as "a worthless and unscrupulous agreement" (McDonough 6). Bismarck was removed from the chancellorship, and most of Germany's diplomatic actions ended with his removal. While his intentions may have been good, Bismarck's actions initiated the need for opposing powers to strengthen their ties with other nations.

The formation of the Triple Alliance can be pinpointed as one of the reasons for the Franco-Russian Alliance, an alliance clearly designed as a safeguard against growing German power. This alliance went so far as to set up mobilization schedules. The next agreement between Britain and France, the Entente Cordiale, was by no means a
military agreement, but was seen by Germany as one. This started the German fear of encirclement. Germany was also angered by its exclusion from Morocco by the French and British. When the British and Russians sorted out their disagreements and formed the Anglo-Russian Entente with the subsequent formation of the Triple Entente, Germany’s fears grew worse: Germany feared a two-front war.

The assassination of Archduke Franz Ferdinand brought the problem of these multiple alliances to a head. The alliance system largely prevented any option of a localized war because "every country was concerned above all with living up to formal treaty obligations rather than to an overall concept of long-range common interest" (Kissinger 211). Strict mobilization agreements created by the various alliances forced all great powers to go to war if a single power declared war. This would occur through an inevitable succession of overlapping alliances being put into action. An older treaty between Britain and Belgium insured that once war was declared and the Schlieffen Plan was put into action by Germany, Britain was forced to abandon hopes of neutrality after Belgian neutrality was broken (Kissinger 216). The entry of Britain into the war made it a true war between the super powers of Europe. Whether or not war was in a country's best interests, she was obligated to fulfill the agreements made in her alliances.

Alliances that were originally formed as defensive alliances became more aggressive. With the creation of each new alliance, the opposing side became more fearful and hence tried to strengthen its own alliances. The alliance powers aligned against the entente powers. Once Germany declared war on Russia in 1914, both France and Austria-Hungary were forced into the war. Belgian neutrality was promptly violated, forcing Britain into the war. The single exception was the Italian decision to remain neutral. These alliances forced mobilization schedules that once started could not be
stopped.

One of Bismarck’s goals when establishing the Dual Alliance and the Reinsurance Treaty was to maintain some flexibility in Europe, but by the time war broke out "the balance of power had lost any semblance of the flexibility it had during the eighteenth and nineteenth centuries" (Kissinger 206). Bismarck aimed to preserve options for peaceful outcomes, but instead the system became so complex and rigid that the exact opposite became inevitable.

E. Conclusion

The alliances initially formed as defensive alliances, but soon turned into offensive alliances. Chancellor Bismarck began creating them as a path for flexibility and peace negotiation in the event of conflict. However, as alliances were created, mobilization plans were created along with them. These plans strictly forced one country to mobilize once an ally mobilized. By 1907, enough alliances existed that if Germany, Austria-Hungary, France or Russia declared war, all of the others would be brought in. The German plan, which resulted in the violation of Belgian neutrality, predictably forced Britain into the war. Henry Kissinger claims that "World War I started not because countries broke their treaties, but because they fulfilled them to the letter" (211). These treaties were the driving force for mobilization transforming a single act of aggression into the beginning of a war involving all major European powers.

Word count: 1841
Criterion F: Bibliography

Works Cited


Lee, Dwight Erwin. Europe's Crucial Years: The Diplomatic Background of World War
Leonard - 11


<http://wwi.lib.byu.edu/index.php/The_Franco-Russian_Alliance_Military_Convention>,


Moderator Comments - Trotsky and the Russian Civil War

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**General comments**

Interesting in this example is the extensive referencing but it is not intrusive and the detail contained therein is largely explanatory of the points raised rather than an obvious attempt to circumvent word limit levels.

**Criterion A**

In this tightly focused plan of investigation the student has shown evidence of context and a clearly articulated research question that permits the student to work towards providing a balanced judgment after a consideration of factors. The way in which the task is then broken down and areas of investigation noted to allow for a judgment to be reached reveals a succinct and focused coverage of scope and method. While it only uses 105 words, the student has set the scene for what follows in terms of organization in the following section.

**Criterion B**

The summary of evidence has been treated in bullet-point form. This can help to avoid the tendency of students to venture into the field of analysis. The section requires the selection and deployment of evidence that can be used as the basis for analysis in section D. The use of sub-headings has aided in the organization of the factual material. Most of these sub-headings are based on the areas identified in the previous section (with some relevant additions such as "Lenin’s Pragmatism"). This organization of material, based upon what has been identified in section A, has much merit in terms of keeping the investigation focused.

Referencing is very full and largely accurate in the use of a consistent method of footnoting. The footnotes are a mixture of referencing of detail as well as information footnotes clarifying content.

The details are appropriate and cover most of what is identified as the appropriate themes or factors in section A. There are points which are not always clearly explained or where the significance is not clear (see Lenin’s Pragmatism and the fourth bullet point, for example). At other points, too much information is present and it drifts into analysis.

**Criterion C**

The source types selected—one textual and one visual—are appropriate and relevant.

There is explicit coverage of the necessary OPVL areas for each source and the student has gone beyond generalizations about bias and dealt quite specifically with the problematic nature of the selected sources. There are elements of description of content but these are followed by relevant critical evaluation and comment associated with this brief description.
Moderator Comments - Trotsky and the Russian Civil War

The student has shown sufficient understanding of the process of evaluation to meet the demands expressed in level 4–5 of section C.

**Criterion D**

The section is effectively referenced. It refers to a variety of historians’ views in an integrated fashion in the analysis. The critical commentary is largely consistent with what has been stated in section B, though there could have been “some evidence of awareness of the significance to the investigation of the sources evaluated in section C”. There is a well-written and balanced coverage of factors in this 714-word section.

**Criterion E**

The conclusion could be better written (see the claim that Trotsky was “the major benefactor”, perhaps better as “a major benefactor”) but it is clear enough and consistent with the evidence provided. In this case a best-fit approach would result in a mark at the top of the level for section E.

**Criterion F**

The works are set out according to a standard bibliographical convention. The sources used are appropriate to the area of study and are largely text based. Most are secondary, with some primary sources.
Criterion A

The research question is articulated within the plan of investigation. There needed to be more consideration of areas to be examined in order to permit an effective treatment of such a “To what extent...?” task. Describing the sources to be used (that is, contemporary accounts and recently declassified documents) is not an adequate replacement for a structured and explicit identification of what factors are to be dealt with in the subsequent section B evidence base which will then form the basis for analysis in section D.

The plan is best described by the descriptor for level 2: “The research question is clearly stated. The method and scope of the investigation are outlined and related to the research question.” This descriptor is more appropriate than that applicable for just 1 mark but note the lack of development necessary to reach the level 3 markband.

Criterion B

While the student has referenced the section this has not been done accurately or, in some cases, comprehensively enough (provenance of the source being omitted in cases). Such errors, together with errors in spelling the names of important figures (“Slavador Allende”, “Kissenger”), could have been eliminated by better proofreading. The student at times strays into opinion rather than the presentation of factual evidence and, arguably, bullet points and a structured approach (sub-headings) might have helped to produce a better product. While the section is fairly well focused, more “hard” evidence rather than the citing of opinions might have been welcome.

Hence the descriptor “[t]here is relevant factual material that shows evidence of research, organization and referencing” applies but there are weaknesses in terms of the nature of the evidence and its referencing that prevents it from accessing the highest award for this section.

Criterion C

Two sources are evaluated and the OPVL are addressed, sometimes with explicit reference to the category, sometimes not. The first source is less well dealt with than the second arguably. The question of “value” in the first source is rather general and the use of the term “reliable” makes the reader ask what exactly it is reliable for. Reference to the “controlled” media in the first source needed development.

There is an attempt to carry out evaluation, however, and the award is a borderline 3/4. The best fit is the bottom of level 4–5.

Criterion D

The analysis required more detail and development of points raised and clarification where speculative
Moderator Comments - US Coup in Chile

assertions were being made. The last paragraph’s first sentence contains a paradox or contradiction which could have benefited from further comment. While there is referencing, more was necessary and the inclusion of details which were not referred to in section B should be avoided.

Hence while "[t]here is analysis of the evidence presented in section B and references are included" the award lies in the level 3–4 markband.

Criterion E
The conclusion is clearly stated and consistent with the evidence presented.

Criterion F
The last section headed “References” is not well set out and provides insufficient detail of where exactly the material can be accessed. A standard method or bibliographical convention is not used. The investigation is within the word limit and the word count is present on the title page.
Moderator Comments - Women in the French Revolution

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General comments

A coversheet is provided along with a topic area (rather than a focused question suitable for effective investigation) as well as a word count.

The student needed from the start to provide a question or task that would allow for a judgment to be reached. Providing a general topic heading simply invites a narrative attempt which, in combination with a failure to produce relevant factual detail to serve as a base for analysis, cannot score well.

Criterion A

There is no explicit research question stated in this section, merely general points about the political “activity” of “peasant French women” during “times of crises”. Without a clear task at the outset, the student necessarily jeopardizes her performance in the internal assessment component. The absence of a focused task is accompanied by the lack of clear indications of areas to be examined in order to successfully reach a judgment on the ill-defined, or rather non-existent, question. Since there is no appropriate research question, treatment of scope and method cannot be successfully undertaken.

Criterion B

None of the information referred to in this section is referenced, either in text or in footnotes. This failure to reference alone resulted in the award being limited to level 1–2, “[t]here is some relevant factual material but it has not been referenced”. The evidence itself consists of a narration of events linked to events in France 1789–91. The topic of “Women in the French Revolution”, which already lacks an explicitly articulated task in section A, is noted in a marginal fashion at best.

Criterion C

This section has been wrongly lettered by the student as section D. It should have followed the summary of evidence section (section B). Only one source has been selected for evaluation. The evaluation attempt has resulted in a long quotation of dubious relevance. The “origin” is not complete in that publisher and date are omitted. Reference to purpose, values and limitations of the source is lacking. The little that is present is brief and is an extremely general description of the author’s publishing history.

Why two sources have not been attempted is curious. Of the one done there is so little written that this is a borderline call. The level descriptor for level 1 states “[t]he sources are described but there is no reference to their origin, purpose, value and limitation”. In this case sources (plural) have not been dealt with and the level of evaluation is so weak that an award of 0 is the best fit.

Criterion D
Moderator Comments - Women in the French Revolution

No referencing is provided which limits the level to the 1–2 markband.

Much of what is covered in this section is content that was not produced in section B. The analysis needs to be based on relevant material, suitably researched, set out and referenced in the summary of evidence. Hence the “analysis” in this section cannot be awarded many marks.

**Criterion E**

It is necessary for the conclusion to be consistent and relevant to what has gone before. Given the lack of an explicit research question at the beginning, the “investigation” has had difficulty in meeting the requirements of many of the criteria. The best fit here is probably level 1: “There is a conclusion stated but it is not entirely consistent with the evidence presented.” It is once more open to some interpretation as to whether this is borderline 0/1.

**Criterion F**

The investigation is within the word limit and the word count is clearly stated on the title page. There is some attempt to set out the works in a standardized bibliographical convention but there are errors and omissions of relevant detail. On balance an award of 2 marks is appropriate.
**Criterion A**

The research question is stated but should be included in the body of the plan of investigation. The scope is stated but method is somewhat limited. Stating the two sources for OPVL and what will not be included in the investigation is not necessary and has limited value. It would be better to describe the type of sources needed to answer the question and incorporate those into the method. This narrowly falls into level 2.

**Criterion B**

There are some issues with the citation style for a number of sources. Analysis has been included in this section which should have been included in section D. There is some relevant factual material that is referenced (although not always correctly) with some organization.

**Criterion C**

OPVL are addressed but in a limited fashion.

**Criterion D**

There is some inconsistency around the discussion of the Reinsurance Treaty but there is some analysis with references. There is also limited awareness of the significance of sources used in section C.

**Criterion E**

The conclusion is consistent with material in the paper.

**Criterion F**

A standard style is used with an appropriate list of sources.
Notes: