

Brazilian social studies guide

School-based syllabus, First assessment 2022

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Diploma Programme

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IB mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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Purpose of this document

This publication is intended to guide the planning, teaching and assessment of the subject in schools. Subject teachers are the primary audience, although it is expected that teachers will use the guide to inform students and parents about the subject.

This guide can be found on the programme resource centre: DP resources > School-based syllabuses > Brazilian social studies

Additional resources

Additional publications such as specimen papers and markschemes, subject reports (where available) and grade descriptors can also be found in the “School-based syllabuses” section of the programme resource centre.

Teachers are encouraged to share resources with other teachers, for example: websites, books, videos, journals or teaching ideas. This is particularly important in school-based syllabus subjects, as schools are expected to support each other in the advancement of their subject. The host school for a school-based syllabus is usually able to provide information and contact details of other schools offering the subject. Schools are also given contact details of the host school for their school-based syllabus in their letter of authorization.

Acknowledgment

This school-based syllabus guide was revised by Graded, the American School of São Paulo, in conjunction with the IB.

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First assessment 2022

The Diploma Programme

The Diploma Programme is a rigorous pre-university course designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness and the attitudes necessary for them to respect and evaluate a range of points of view.

The Diploma Programme model

The course is presented as six academic areas enclosing a central core (see Figure 1). It encourages the concurrent study of a broad range of academic areas. Students study two modern languages (or a modern language and a classical language), a humanities or social science subject, an experimental science, mathematics and one of the creative arts. It is this comprehensive range of subjects that makes the Diploma Programme a demanding course designed to prepare students effectively for university entrance. In each of the academic areas, students have flexibility in making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university.

Figure 1
Diploma model



Choosing the right combination

Students are required to choose one subject from each of the six academic areas, although they can, instead of an arts subject, choose two subjects from another area. Normally, three subjects (and not more than four) are taken at higher level (HL), and the others are taken at standard level (SL). The IB recommends 240 teaching hours for HL subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL.

At both levels, many skills are developed, especially those of critical thinking and analysis. At the end of the course, students' abilities are measured by means of external assessment. Many subjects contain some element of coursework assessed by teachers.

The core of the Diploma Programme model

All Diploma Programme students participate in the three elements that make up the core of the model.

Theory of knowledge (TOK) is a course that is fundamentally about critical thinking and inquiry into the process of knowing rather than about learning a specific body of knowledge. The TOK course examines the nature of knowledge and how we know what we claim to know. It does this by encouraging students to analyse knowledge claims and explore questions about the construction of knowledge. The task of TOK is to emphasize connections between areas of shared knowledge and link them to personal knowledge in such a way that an individual becomes more aware of his or her own perspectives and how they might differ from others.

Creativity, activity, service (CAS) is at the heart of the Diploma Programme. CAS enables students to live out the IB learner profile in real and practical ways, to grow as unique individuals and to recognize their role in relation to others. Students develop skills, attitudes and dispositions through a variety of individual and group experiences that provides students opportunities to explore their interests and express their passions, personalities and perspectives. CAS complements a challenging academic programme in a holistic way, providing opportunities for self-determination, collaboration, accomplishment and enjoyment.

The three strands of CAS are as follows:

- Creativity—exploring and extending ideas leading to an original or interpretive product or performance.
- Activity—physical exertion contributing to a healthy lifestyle.
- Service—collaborative and reciprocal engagement with the community in response to an authentic need.

The extended essay, including the world studies extended essay, offers the opportunity for IB students to investigate a topic of special interest in the form of a 4,000-word piece of independent research. The area of research undertaken is chosen from one of the students' six Diploma Programme subjects, or in the case of the interdisciplinary world studies essay, two subjects, and acquaints them with the independent research and writing skills expected at university. This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject or subjects chosen. The extended essay is intended to promote high-level research and writing skills, intellectual discovery and creativity. An authentic learning experience, it provides students with an opportunity to engage in personal research on a topic of choice, under the guidance of a supervisor.

School-based syllabuses—regulations

The following conditions apply to the teaching of school-based syllabuses.

- School-based syllabuses are only available at SL.
- School-based syllabuses may only be offered by schools who have been authorized by the IB to do so prior to the commencement of the course.
- A student may not combine a school-based syllabus with a pilot programme or another school-based syllabus within the same Diploma.

Approaches to teaching and approaches to learning

Approaches to teaching and learning across the Diploma Programme refer to deliberate strategies, skills and attitudes that permeate the teaching and learning environment. These approaches and tools, intrinsically linked with the learner profile attributes, enhance student learning and assist student preparation for the Diploma Programme assessment and beyond. The aims of approaches to teaching and learning in the Diploma Programme are to:

- empower teachers as teachers of learners as well as teachers of content
- empower teachers to create clearer strategies for facilitating learning experiences in which students are more meaningfully engaged in structured inquiry and greater critical and creative thinking
- promote both the aims of individual subjects (making them more than course aspirations) and linking previously isolated knowledge (concurrency of learning)
- encourage students to develop an explicit variety of skills that will equip them to continue to be actively engaged in learning after they leave school, and to help them not only obtain university admission through better grades but also prepare for success during tertiary education and beyond
- enhance further the coherence and relevance of the students' Diploma Programme experience
- allow schools to identify the distinctive nature of an IB Diploma Programme education, with its blend of idealism and practicality.

The five approaches to learning (developing thinking skills, social skills, communication skills, self-management skills and research skills) along with the six approaches to teaching (teaching that is inquiry-based, conceptually focused, contextualized, collaborative, differentiated, and informed by assessment) encompass the key values and principles that underpin IB pedagogy.

For further guidance on approaches to teaching and approaches to learning, please refer to the programme resource centre.

The IB mission statement and the IB learner profile

The Diploma Programme aims to develop in students the knowledge, skills and attitudes they will need to fulfil the aims of the IB, as expressed in the organization's mission statement and the learner profile. Teaching and learning in the Diploma Programme represent the reality in daily practice of the organization's educational philosophy.

Academic integrity

Academic integrity in the Diploma Programme is a set of values and behaviours informed by the attributes of the learner profile. In teaching, learning and assessment, academic integrity serves to promote personal integrity, engender respect for the integrity of others and their work, and ensure that all students have an equal opportunity to demonstrate the knowledge and skills they acquire during their studies.

All coursework—including work submitted for assessment—is to be authentic, based on the student's individual and original ideas, with the ideas and work of others fully acknowledged. Assessment tasks that require teachers to provide guidance to students or that require students to work collaboratively must be completed in full compliance with the detailed guidelines provided by the IB for the relevant subjects.

For further information on academic integrity in the IB and the Diploma Programme, please consult the IB publications *Academic integrity*, *Effective citing and referencing*, *Diploma Programme: From principles into practice* and *General regulations: Diploma Programme*. Specific information regarding academic integrity as it pertains to external and internal assessment components of this Diploma Programme subject can be found in the "Guidance and authenticity" section of this guide.

Learning diversity and learning support requirements

Schools must ensure that equal access arrangements and reasonable adjustments are provided to candidates with learning support requirements that are in line with the IB documents [Access and inclusion policy](#) and *Learning diversity and inclusion in IB programmes: Removing barriers to learning*.

Nature of the subject

Brazilian social studies

The Brazilian social studies course is divided into eight topics covering a variety of areas of study on the geography and history of Brazil. The syllabus content aims to provide a comprehensive view of Brazil's development and its status as a regional power in the global economy. The course, which sits within the individuals and societies subject group, explores physical, political, social, economic, religious, technological and cultural aspects of Brazil.

In both history and geography, students are encouraged to seek answers to broad and complex questions through investigative methods. In history, for example, students are encouraged to reflect on the role of the historian and to appreciate different interpretations of past events. In geography, students are encouraged to recognize the ways in which the Brazilian physical space has been organized as the result of socio-economic processes, as well as to understand the interaction between human beings and the physical environment. Students also reflect on geographical issues by approaching these from various perspectives.

Students are guided through a course that allows them to develop an appreciation of Brazilian culture and society as seen through both historical and geographical lenses. An international perspective is included to make students aware of the role that Brazil plays in the region and the world, and to make them aware of the perceptions of other societies about this country. The specific focus on Brazil allows students to study Brazilian history and geography in the breadth and depth required for the Brazilian universities' entrance examinations.

Brazilian social studies and the core

As with all Diploma Programme courses, Brazilian social studies should both support, and be supported by, the three elements of the Diploma Programme core.

Brazilian social studies and TOK

Individuals and societies subjects are collectively known as the human sciences or social sciences. In essence, these subjects explore the interactions between humans and their environment in time, space and place.

The TOK course provides an opportunity for Diploma Programme students to reflect on how we know what we claim to know. The course explores the methods of inquiry used in different areas of knowledge and tries to establish what it is about these methods that makes them effective as knowledge tools. It also encourages students to become more aware of their own perspective and assumptions, as well as the perspectives of others.

Brazilian social studies raises questions such as, to what extent we can speak with certainty about anything in the past, and whether historians' accounts are necessarily subjective. Both the history and geography sections of the course provide excellent scope for making links to TOK, and the internal assessment task requires students to reflect on the different methods used in specific disciplines to gain knowledge.

Examples of discussion questions that can be used to connect with TOK include the following.

In Brazilian geography:

- Who decides how we classify knowledge? Why might it be useful to classify knowledge?
- To what extent are the methods of the human sciences scientific?
- How are statistical data used differently in different areas of knowledge?

- How reliable are the methods available for gathering demographic data on hundreds of millions of people?
- How has ready access to vast amounts of information, and the way in which the internet has contributed to our shrinking world, changed our understanding of knowledge?
- Does language simply describe knowledge or is it part of the knowledge itself?
- To what extent do maps reflect reality? What are the hidden messages in maps and the stories behind the way maps are presented?
- Some geographical topics, such as climate change, are controversial. How does the scientific method attempt to address them? Are such topics always within the scope of the scientific method?
- What scientific or social factors might influence the study of a complex phenomenon such as global warming?
- On what basis might we decide between the judgments of experts if they disagree with each other?
- Arguably, while some aspects of geography can be measured, others cannot. To what extent does knowledge need to be quantifiable?
- Many geographers and others value diversity in human affairs. Does globalization increase opportunities to share knowledge or does it diminish diversity?
- What roles do emotion and reason play in individuals' lifestyle choices?
- To what extent might possession of knowledge carry with it moral obligations?

In Brazilian history:

- What is the role of the historian?
- What methods do historians use to gain knowledge?
- Is it possible to describe historical events in an unbiased way?
- Do we learn from history?
- What is the difference between bias and selection?
- Who decides which events are historically significant?
- To what extent does studying history help us to better understand ourselves in the present?
- What is the role of individuals in history?
- How does the context within which historians live affect historical knowledge?

More information for teachers on TOK can be found in the [Theory of knowledge guide](#).

Brazilian social studies and CAS

CAS enables students to put into practice the IB learner profile. Involvement in CAS fosters the development of personal and interpersonal skills and provides students with practical ways to explore personal interests, perspectives and passions.

Examples of CAS experiences that have links to history include the following.

- A creativity experience creating artwork to accompany a school magazine article that commemorates a historical event or figure.
- A service experience volunteering at a care home for elderly patients and talking to the residents about their experiences of living through historical events.
- A combined activity and service experience organizing and participating in a fun run to raise funds for a veterans' charity.

Examples of CAS experiences that have links to geography include the following.

- Plan, participate and implement an activity to help educate selected members of a community about the United Nations' (UN) Sustainable Development Goals regarding habitation and inequality, with virtual reality screenings that increase awareness of the reality of refugee migration.
- Create a community environmental group.
- Explore perspectives on gender and employment through the mediums of storytelling and craftivism.

More information on CAS can be found in the [Creativity, activity, service guide](#).

Brazilian social studies and the extended essay

Extended essays are not allowed in any school-based syllabus. However, ideas for research topics could be developed within the contexts of extended essays in mainstream Diploma Programme subjects, for example, geography or history.

Brazilian social studies and international-mindedness

Students' own cultural perspectives will aid and enhance their study of Brazilian social studies, but they will also be introduced to different perspectives from other times and places, providing them with a lasting platform for the study of human aspirations. Learning in Brazilian social studies will foster in students a wish to become intellectually rigorous, compassionate and active participants in the quest for intercultural understanding that underpins the IB mission.

In this respect, Brazilian social studies aims to help students develop the values that underpin the IB learner profile, in order that they should become "internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help create a better and more peaceful world".

Engaging with sensitive topics

Studying the Brazilian social studies course allows the opportunity for students to engage with exciting, stimulating and personally relevant topics and issues. However, it should be noted that often such topics and issues can be sensitive and personally or culturally challenging. Teachers should be aware of this and provide guidance to students on how to approach and engage with such topics in a responsible manner, providing due cognizance to issues of identity.

Prior learning

The Brazilian social studies course requires no specific prior learning. No particular background in terms of specific subjects studied for national or international qualifications is expected or required. The specific skills of the Brazilian social studies course are developed within the context of the course itself.

Links to the Middle Years Programme

The fundamental concepts of the Middle Years Programme (MYP) individuals and societies subject group provide a useful foundation for students who go on to study the Diploma Programme school-based syllabus Brazilian social studies course.

MYP individuals and societies is a concept-driven curriculum aimed at helping the learner construct meaning through improved critical thinking and the transfer of knowledge. At the top level are key concepts, which are broad, organizing, powerful ideas that have relevance within the subject but also transcend it, having relevance in other subject groups. These key concepts facilitate both disciplinary and interdisciplinary learning as well as making connections with other subjects.

Across the MYP there are 16 key concepts. Those highlighted in bold below link particularly to Diploma Programme Brazilian social studies.

The key concepts across the MYP curriculum			
Aesthetics	Change	Communication	Communities
Connections	Creativity	Culture	Development
Form	Global interactions	Identity	Logic

The key concepts across the MYP curriculum			
Perspective	Relationships	Systems	Time, place and space

Perspective	Relationships	Systems	Time, place and space
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Inquiry-based learning, central to the way in which students in the MYP study individuals and societies, is also the approach taken in Brazilian social studies—students develop their critical-thinking skills in the exploration of a wide range of contextualized historical and geographical contexts.

MYP students in individuals and societies are required to practise and develop their investigation skills, one of the MYP's four assessment objectives. This lays an important foundation for the internal assessment component of the Brazilian social studies course, where students are expected to undertake independent research.

Links to the IB Career-related Programme

In the IB Career-related Programme (CP), students study at least two Diploma Programme subjects, a core consisting of four components and a career-related study, which is determined by the local context and aligned with student needs. The CP has been designed to add value to the student's career-related studies. This provides the context for the choice of Diploma Programme courses. Courses can be chosen from any group of the Diploma Programme. It is also possible to study more than one course from the same group (eg visual arts and film).

The course Brazilian social studies encourages the development of strong communication skills, critical thinking and ethical approaches that will assist students in preparing for the future global workplace. This in turn fosters the IB learner profile attributes that are transferable to the entire CP, providing relevance and support for the student's learning.

For CP students, Diploma Programme courses can be studied at SL or HL. Schools can explore opportunities to integrate CP students with Diploma Programme students.

Aims

Individuals and societies aims

Individuals and societies subjects help young people develop a connection to our shared planet, exploring how to live sustainably and promoting the well-being of all people in our pursuit of a more peaceful world. The aims of all the individuals and societies subjects are to equip young people to:

1. explore and critically engage with multiple perspectives and ways of thinking
2. investigate and evaluate the interactions between individuals and societies
3. think and act as informed and principled individuals in societies
4. understand and value the variety and diversity of the human experience across time and place.

Brazilian social studies aims

The aims of Brazilian social studies are to enable students to:

1. develop historical and geographical understandings of Brazil
2. apply understanding of Brazilian geography and history in order to reflect on personal and national identity in a global context.

Assessment objectives

Assessment objective 1: Knowledge and understanding

Demonstrate knowledge and understanding of:

- source materials
- Brazilian social studies concepts and contexts
- Brazilian culture and society through both historical and geographical studies.

Assessment objective 2: Application and analysis

- Recognize concepts in source materials.
- Formulate clear and coherent arguments.
- Use relevant knowledge as evidence to support arguments.
- Analyse and interpret a variety of materials.

Assessment objective 3: Synthesis and evaluation

- Evaluate source materials as evidence.
- Integrate evidence and analysis to produce an argument.
- Evaluate different perspectives on issues and events.
- Synthesize information from a selection of relevant materials.

Assessment objective 4: Selection, use and application of appropriate skills

- Formulate a suitable, focused question to guide an investigation.
- Demonstrate use of methods and skills, appropriate to a specific investigation, to gather, present, analyse, interpret and reflect on data.

Assessment objectives in practice

Assessment objective (AO)	Paper 1	Paper 2	Internal assessment
Knowledge and understanding (AO1)	√	√	√
Application and analysis (AO2)	√	√	√
Synthesis and evaluation (AO3)	√	√	√
Selection, use and application of appropriate skills (AO4)			√

Command terms are classified according to the assessment objectives of:

- AO1 Knowledge and understanding
- AO2 Application and analysis
- AO3 Synthesis and evaluation
- AO4 Selection, use and application of appropriate skills.

Although command terms are not used explicitly in the syllabus, students must be familiar with them to understand the depth of treatment required in examination questions. The allocation of marks in examination question markbands also reflects this classification of the assessment objectives.

There is a progression in the demands made from AO1 to AO3. AO4 are specific to particular skills which students must demonstrate, wherever appropriate, in the internal assessment investigation. Definitions of these command terms are listed in the "Appendices" section. The command terms within each classification are listed in alphabetical order in the following table.

Objective	Key command term	Depth
AO1 Knowledge and understanding	• Classify • Define • Describe • Determine • Outline • State	These terms require students to demonstrate knowledge and understanding.
AO2 Application and analysis	• Analyse • Distinguish • Explain • Suggest	These terms require students to use and analyse knowledge and understanding.
AO3 Synthesis and evaluation	• Compare and contrast • Discuss • Evaluate • Examine • Justify • To what extent?	These terms require students to make a judgment based on evidence, and when relevant construct an argument.

Key concepts of Brazilian social studies

The Diploma Programme Brazilian social studies course is underpinned by seven concepts: causation, change, culture, identity, perspectives, places and power. These concepts help to connect the disciplinary lenses of history and geography. These concepts help students to think critically about issues, identify and solve problems, make decisions and evaluate materials. The concepts are extremely useful to teachers as a tool for helping to craft creative lessons and activities that avoid passive content delivery, and the concepts provide opportunities for students to build on their prior knowledge and think deeply about issues and events.

Causation	Effective thinkers recognize that many claims made about the past seek to explain and understand more thoroughly how a certain set of circumstances originated. Deep understanding is demonstrated where students recognize that most events are caused by an interplay of diverse and multiple causes that require students to make evidence-based judgments about which causes were more important or significant, or which causes were within the scope of individuals to direct and which were not.
Change	The study of Brazilian social studies involves investigation of the extent to which people and events bring about change. Discussion of the concept of change can encourage sophisticated discussions such as encouraging students to think about, and look for, change where some claim none exists, or using evidence to challenge orthodox theories and assumptions about people and events that it is claimed led to significant change. Students' questions and judgments about historical change should be based on deep understanding of content and on comparison of the situation before and after the events under examination.
Culture	Culture refers to organized systems of symbols, ideas, explanations, beliefs and material production that humans create and manipulate in the course of their daily lives. Culture includes the customs by which humans organize their physical world and maintain their social structure. More recent approaches to culture recognize that cultures are not static, homogenous or bounded but dynamic and fluid. Culture refers to the shared social construction of meanings, but simultaneously culture is often also a site of contested meanings. These recent formulations of the concept recognize that culture may be the subject of disagreement and conflict within and among societies, and this disagreement may include the definition of culture itself.
Identity	Identity can refer either to the individual's private and personal view of the self or the view of an individual in the eyes of the social group. Identity also refers to group identity, which may take the form of religious identity, ethnic identity or national identity.
Perspectives	IB students should be aware of how history and other disciplines are sometimes used or abused to retell and promote a grand narrative, a narrowly focused national view that ignores other perspectives, or to elevate a single perspective to a position of predominance. Students are encouraged to challenge and critique multiple perspectives and to compare them and corroborate them with evidence. Students may also investigate and compare how people, including specific groups such as minorities or women, may have experienced events differently in the past. In this way, there are particularly strong links between exploring multiple perspectives and the development of international-mindedness.
Places	Places can be identified at a variety of scales, from local territories or locations to the national or state level. Places can be compared according to their cultural or physical diversity or according to disparities in wealth or resource endowment. The characteristics of

	a place may be real or perceived, and spatial interactions between places can be considered.
Power	Power is an essential part of social relations and can be considered as a person's or group's capacity to influence, manipulate or control others and resources. In its broadest sense, power can be understood as involving distinctions and inequalities between members of a social group. Some approaches to power focus on structural power or the capacity of power to produce subjectivities. Power is the ability to influence and affect change or equilibrium at different scales. Power is vested in citizens, governments, institutions and other players, and in physical processes in the natural world. Equity and security, both environmental and economic, can be gained or lost as a result of the interaction of powerful forces. Understanding the dynamics of power plays a prominent role in understanding Brazilian social studies.

Syllabus outline

Syllabus component	Teaching hours
Geography: Topics 1–4	65
Topic 1—Agricultural and industrial developments and territorial dynamics in Brazil 1.1 Spatial dimension of the colonial economy 1.2 The industrialization process and Importation Substitution Policy 1.3 Industries' location 1.4 The military dictatorship and industrialization	15
Topic 2—Demographic dynamics and urbanization in Brazil 2.1 Demographic transition 2.2 The role of women from the 1960s 2.3 Changes in demographic structure 2.4 Socio-economic indices 2.5 The formation of the population 2.6 Emigration and immigration 2.7 Internal migration 2.8 Urbanization	20
Topic 3—Brazil's perspectives on the New World Order (Core Topic) 3.1 Constitution of the New World Order 3.2 New phase of capitalism 3.3 Neoliberalism 3.4 Economic opening 3.5 Latifundia 3.6 Green Revolution 3.7 Agrarian Reform 3.8 Working relationships in rural areas 3.9 Current agricultural production 3.10 Reprimarization 3.11 The tertiary sector and gross domestic product (GDP)	15
Topic 4—Environment and society 4.1 Regionalization proposals 4.2 Morphoclimatic domains and biodiversity formation 4.3 Hydrology 4.4 Energy and mineral matrix 4.5 Urban environmental problems 4.6 Rural environmental problems 4.7 Sustainability and conservation	15

Syllabus component	Teaching hours
History: Topics 4–8	65
Topic 5—Assembly, dynamics and crisis of Portuguese colonization in America (1500–1822) 5.1. Colonization (1500–1750) 5.2. Crisis and collapse of Portuguese colonization (1750–1822)	10
Topic 6—Citizenship and formation of the Brazilian state (1822–1930) 6.1 Formation of the Brazilian national state and the construction of citizenship (1822–1848) 6.2 Apogee and crisis of the Brazilian monarchist regime (1848–1889) 6.3 Implementation of the republican regime (1889–1930)	10
Topic 7—The modernization of Brazil (1930–1964) (Core Topic) 7.1. Relations between state, society, economy and labour and their cultural expressions in Brazil in the process of modernization 7.2. Brazil in the international political–ideological web 7.3. Contradictions and ambiguities of modernization	25
Topic 8—Civil–military dictatorship and democratic construction in Brazil (1964–2006) 8.1. The civil–military dictatorship (1964–1985) 8.2. Crisis of the dictatorship and construction of democracy (1985–2006) 8.3. Civil society (1964–2006)	20
Internal assessment Historical or geographical investigation	20
Total teaching hours	150
Geographical and historical skills are integrated throughout the course	

The recommended teaching time is 150 hours to complete SL courses as stated in the document [General regulations: Diploma Programme](#) (p6 article 8.2).

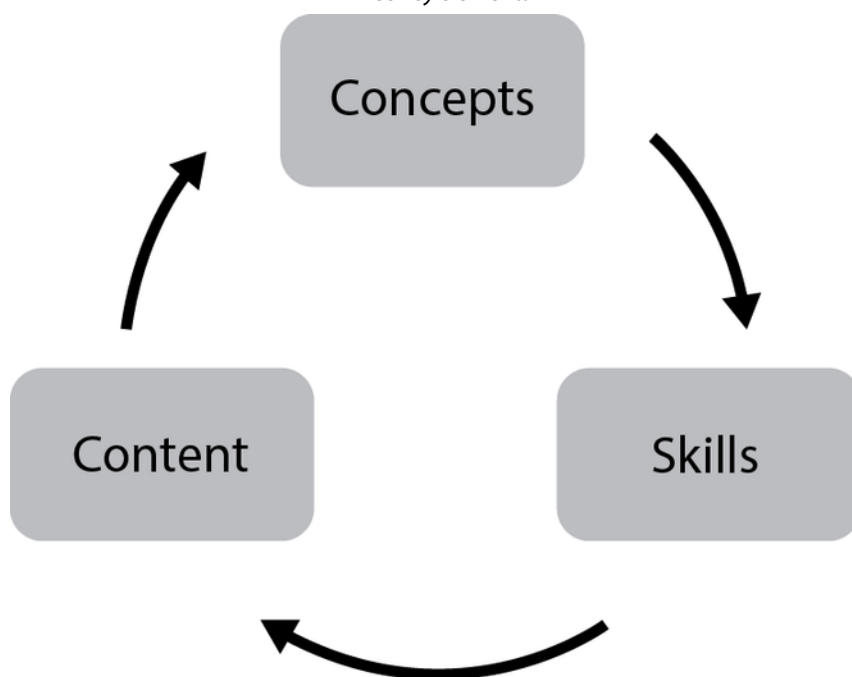
Approaches to teaching and approaches to learning in DP Brazilian social studies

Approaches to teaching and learning in the Diploma Programme refer to deliberate strategies, skills and attitudes that permeate the teaching and learning environment. These approaches and tools are intrinsically linked with the learner profile attributes, enhance student learning and assist student preparation for the Diploma Programme assessment and beyond.

The five approaches to learning (developing thinking skills, social skills, communication skills, self-management skills and research skills) along with the six approaches to teaching (teaching that is inquiry-based, conceptually focused, contextualized, collaborative, differentiated, and informed by assessment) encompass the key values and principles that underpin IB pedagogy. More advice and support on these approaches to teaching and learning can be found in the “Approaches to teaching and learning” section of the programme resource centre.

The Diploma Programme Brazilian social studies course is based on three key elements: concepts, skills and content. These three elements are seen as being inextricably linked (Figure 2).

Figure 2
Three key elements



“Three-dimensional” models, such as this, “value a solid base of critical factual knowledge across the disciplines, but they raise the bar for curriculum and instruction by shifting the design focus to the conceptual level of understanding” (Erickson 2012).

Concepts	Concepts are big powerful ideas that have relevance both within and across subject areas. Concepts help to move students from knowledge to understanding as “knowledge is integrated with existing schemas and cognitive frameworks” (Anderson and Krathwohl 2001). Concepts also help to provide bridges between old knowledge and new knowledge, and facilitate transfer of knowledge across subject areas/contexts. Understanding the “big ideas”
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	behind a topic can also help students get to the heart of why they are learning a particular topic. (See, for example, Perkins 2010.)
Content	Content also plays a crucial role in the Diploma Programme Brazilian social studies course, as there needs to be a solid base of factual knowledge to underpin the development of conceptual understanding. Specific examples and case studies also help to ground abstract concepts, allowing students to see a concept represented in a particular context.
Skills	Throughout the Diploma Programme Brazilian social studies course, students should be encouraged to develop their understanding of the methodology and practice of the different disciplines addressed in the course. Teaching specific skills enriches the student's understanding of the subject and encourages the student to apply them to future study. It is essential that these skills are covered throughout the syllabus, are introduced appropriately, depending on the context, and are not treated in isolation.

Syllabus content

Teaching with prescribed content and suggested examples

Students are required to learn all the “prescribed content”. The content in this column will be used to produce the assessment questions in the final examinations for the course.

However, teaching all the “suggested examples” is not required. These are designed to be illustrative, rather than exhaustive. Selecting suggested examples that are meaningful in teachers’ and students’ contexts, or selecting other relevant examples, is recommended. Particular attention should be given to local examples.

The suggested examples provide schools with flexibility in curriculum planning. They also afford opportunities for student-led inquiry, where students create their own questions, investigate and share a variety of examples.

Topics in geography

Topic 1—Agricultural and industrial developments and territorial dynamics in Brazil (15 hours)

Key concepts: change, perspectives, places, power	
Prescribed content	Suggested examples
1.1 Spatial dimension of the colonial economy - The process of territorial formation from the colonial economy to the bases of industrialization - Bases of the export economy - Population and bases of political power	- Organization of borders: from the Treaty of Tordesillas to the Treaty of Petrópolis - Process of construction and transformation of the geographic space: natural, indigenous and Luso Brazilian and Brazilian - Construction of the states and identity: from the hereditary captaincies to the federative units
1.2 The industrialization process and Importation Substitution Policy - Types of industries and industries prioritized by federal governments: basic industries and the Importation Substitution Policy - Domestic and foreign policies regarding the industrial process - Getúlio Vargas: market protectionism, taxation and creation of IBGE (Brazilian Institute of Geography and Statistics) - Juscelino Kubitschek: “Developmentalism”, Plano de Metas, construction of Brasília e Tripé econômico - Territorial integration	- Compare and contrast the Brazilian model with other countries in Latin America - Creation of state-owned enterprises: Companhia Siderúrgica Nacional (CSN) (National Steel); Companhia (Company) Vale do Rio Doce (CVRD); Petrobrás; BNDES (Brazilian Development Bank)

1.3 Industries' location - Spatial concentration and spread of industries - Region and territorial planning: regional superintendencies	- SUDAM (Superintendência do Desenvolvimento da Amazônia) - SUDENE (Superintendência do Desenvolvimento do Nordeste) - SUDECO (Superintendência de Desenvolvimento do Centro-Oeste) - SUDESUL (Superintendência do Desenvolvimento do Sul)
1.4 The military dictatorship and industrialization - Background: basic reforms and economic policies of João Goulart - The economic geography of the military dictatorship - Military government and territorial management policies: "economic miracle" - Consequences: Decade of Loss (indebtedness and hyperinflation)	- Plano Trienal - Programa de Integração Nacional - Plano Nacional de Desenvolvimento - Obras de infraestrutura: Itaipu, Transamazônica - Projeto JARI

Topic 2—Demographic dynamics and urbanization in Brazil (20 hours)

Key concepts: causation, change, culture, identity	
Prescribed content	Suggested examples
2.1 Demographic transition - Phases and rates of demographic transition - Definition and discussion on demographic indexes	- Fertility rate - Sanitation - Access to education and health
2.2 The role of women from the 1960s The changing role of women in society from the 1960s onwards	- Contraceptive methods - Feminist movements
2.3 Changes in demographic structure - Impacts of demographic changes - Demographic explosion - Demographic implosion - Demographic bonuses	- Gini - Multidimensional poverty index - Gross national product (GNP) - Child mortality - Literacy index - Vulnerability index
2.4 Socio-economic indices Changes in socio-economic indices based on the population structure	- Gross domestic product (GDP)/GDP per capita - Índice de Desenvolvimento Humano (IDH) - Economically-Active Population (EAP) and economic sectors
2.5 The formation of the population - Ethnic diversity - The myth of "racial democracy"	- Racial quotas - Social quotas - Self-declaration as a social classification category

• Population displacements	
2.6 Emigration and immigration - National and international migration trends and policies - Emigration and immigration during “Milagre Econômico” 1980s Brazilian emigration: USA, Japan, Portugal and Paraguay - Return migration due to the 2008 crisis and refugees in the 21st century	- Emigration and immigration from and to different regions: European, African, Asian, American, Oceanic - Contemporary immigration: Syrians, Haitians, Venezuelans, Congolese, Chinese
2.7 Internal migration Types of internal migration: rural exodus, pendular migration, return migration, transhumance, urban–rural, urban–urban	- Rural exodus (NE to SE) - Construction of Brasília - Military Dictatorship Project (National Integration Project) - Return migration (SE to NE)
2.8 Urbanization - Processes and characteristics of urbanization: urban network, urban hierarchy, global cities and megacities, conurbation, metropolization/demetropolization, megalopolis/megaregion - Related problems of urbanization: urban macrocephaly, urban swelling or macrounbanizatoín, gentrification - The housing issue: segregation, favelification and peripheralization	- Brasília and satellite cities - Manaus Free Zone - Transamazon and the process of urbanization - Violence, street population, crime and lack of infrastructure

Topic 3—Brazil’s perspectives on the New World Order (Core Topic) (15 hours)

At the end of the core topic, students should be able to interpret, evaluate and discuss the following sources: maps, cartoons, tables, texts, graphics, infographics, photographs and “cultural artefacts” (newspapers, popular music, magazines, television programmes and films).

Key concepts: change, perspectives, places, power	
Prescribed content	Suggested examples
3.1 Constitution of the New World Order - Multipolar world - The rise of new economic powers	- Old World Orders - Changes in the socialist bloc (Perestroika and Glasnost) - The possible readings of uni-, bi- and multipolarity
3.2 New phase of capitalism - The concepts of globalization and neoliberalism and competition in the multipolar world - Restructuring of production/international division of labour, international and labour migration, economic and social inequality	- Open market, monopoly, oligopoly, trusts, holdings, mergers, cartel, dumping - The European Union (EU) - North American Free Trade Agreement (NAFTA)

• End of state? Transnational corporations, interdependency and regionalization: economic blocks • Internationalization of cultural patterns	• ALCA (Área de Livre Comércio das Américas) versus (União de Nações Sul-Americanas) • Unemployment • Xenophobia
3.3 Neoliberalism • The determinations of the Washington Consensus • Privatization, economic openness and outsourcing • Flexibilization of labour laws and reduction of the welfare state	• Thatcher, Reagan, Pinochet • World Economic Forum—Davos • World Social Forum
3.4 Economic opening • The role of Brazil in the New World Order and the geopolitical power Sul-Sul (BRICS, Mercosul) • Consequences of economic opening: impacts on the industrial sector, trade and the role of the agricultural sector • Reduction of social programmes and the illegal traffic of people, drugs and minerals • Protectionism versus liberalism and privatizations	• Examples of privatization: CSN, CVRD, petrobras, telecommunications, electricity, public transportation, highways
3.5 Latifundia • Questão agrária Brasileira (Brazilian agrarian question) • Hereditary structure: captaincies • Sesmarias • Land Law of 1850 and Land Statute (1964)	• Mapping of hereditary captaincies • Comparison between the Land Law and Homestead Act • Relationship between poverty and land concentration • Comparison between the Land Law and Land Statute
3.6 Green Revolution • Origin (US interests), higher competition (rise of economic inequality), higher concentration of lands and prioritization of exports • New types of industries in the rural area and the role of the small properties: domestic market • “Modernizacao conservadora do campo” • Transgenic and OGM products and the use of chemicals versus organic production	• Rockefeller Group • Debate on the industry of agriculture or agribusiness, industry for agriculture and Agroindustrial Complex • Production and productivity • Family agriculture and food security • The role of the Brazilian Agricultural Research Corporation (EMBRAPA) • The case of Cerrado: soy beans
3.7 Agrarian Reform • Concept of Reforma Agrária no Brasil (Agrarian Reform in Brazil) • The spatialization and tensions of rural social movements • Social conflicts in the countryside: demarcation of indigenous lands and quilombolas • Expansion of the Agricultural Frontier	• Comparison with case studies Mexico/USA • Movements of struggle for land • Mapping of land conflicts • The case of Matopiba
3.8 Working relationships in rural areas	• Compare and contrast the different working relationships

Human and labour conditions in rural spaces: family, salaried, temporary, tenant, partner, posseiro, squatter, debt slave, peasantry	- Mapping family farming - Current situation of debt bondage - Analysis of the Law of Usucapion
3.9 Current agricultural production Characteristics, challenges and innovations in the Brazilian agricultural system	- Brazilian exporting standards - Barriers: zoophytosanitary - Monoculture productions - Carbon credit market - Deforestation
3.10 Reprimarization - Process of reprimarization of the economy - Antagonistic views on the process of reprimarization	- The transformations of the International Labor Division (ITL) - The de-industrialization of some areas - The commodity market
3.11 The tertiary sector and gross domestic product (GDP) The importance of the tertiary sector, including in composition of gross domestic product (GDP)	- Informal work - Autonomous - CLT and labour reform - Qualification of the workforce

Topic 4—Environment and society (15 hours)

Key concepts: change, perspectives, places	
Prescribed content	Suggested examples
4.1 Regionalization proposals - Regionalization of IBGE - Geoeconomic complexes - Relationship between nature and society - Amazônia, Nordeste, Centro-Sul	- Regionalization of Milton Santos - Case studies of regions (metropolitan, mountainous) - The relationship between the geographical site and regional production
4.2 Morphoclimatic domains and biodiversity formation - Dynamics of climate, vegetation, relief/geology and hydrography - Environmental impacts in ecoregions of Brazil	- Domains: Amazônia, Cerrado, Caatinga, Mares de Morros, Pradarias, Mata de Araucárias, Áreas de transição - Carajás - Environmental risk analysis - Hotspots - Ecological corridors
4.3 Hydrology - The hydrosphere - Surface waters: river systems and lake systems - Groundwater	- São Francisco River and Amazon River - Aquífer Guarani and Alter do Chão - Transposition of Rio São Francisco - Belo Monte - Water dispute (eg Rio Paraíba do Sul)
4.4 Energy and mineral matrix - Renewable and non-renewable sources - The country's role in the production and marketing of energy - Mineral extraction and export	- Pre-salt - New hydroelectric plants - Comparison between Brazil and major energy powers - Nuclear power plants in Angra dos Reis

	Reserves of uranium (Caetité)
4.5 Urban environmental problems - Heat islands and thermal inversion - Acid rain - Solid waste and pollution: ground, water, sound and visual - Floods, slips, and the occupancy of risk areas	- Microclimates - Tragedy of the Rio Doce (2015) - Tragedy of the mountain region of Rio de Janeiro (2011) - Sustainable cities - Mitigation
4.6 Rural environmental problems - Erosion of soils, desertification and deforestation - Use of agrochemicals - Waste from mining	- Other soil impacts (compaction, leaching, laterization) - Ravines - Voçoroca - Siltation of rivers
4.7 Sustainability and conservation - Sustainable development - Conferences of the environment	- Stockholm (1972), Rio or Eco (1992), Rio +20 - Conferences of the Parties (COPs—UN climate change annual conference) - Global warming—Intergovernmental Panel on Climate Change (IPCC)

Topics in history

Topic 5—Assembly, dynamics and crisis of Portuguese colonization in America (1500–1822) (10 hours)

Key concepts: causation, change, culture, identity, perspectives, power	
Prescribed content	Suggested examples
5.1. Colonization (1500–1750) - The colonization of Portuguese America in the context of the advent of European commercial capitalism - The different configurations of colonial administration and economy, the structural pillars of colonization and relationship to conditioning external forces - Exchanges, accommodations, tensions and forms of resistance resulting from the social formations of the colony: the indigenous, European and African matrix	- Maritime expansion; mercantilism; Iberian Union; Dutch domination - Hereditary captaincies, general government, municipalities - Pau Brasil, sugar production, drugs of the sertão, livestock, mining - Slave system and slave trade; catechization and clashes over indigenous slavery; bandeirantismo - Confederation of Tamoios; Palmares
5.2. Crisis and collapse of Portuguese colonization (1750–1822) - Political and social tensions, criticisms and contestations, conspiracies and revolts in the colony - Influence of the enlightenment and Atlantic revolutionary experiences, European geopolitics of the early 19th century	- Reforms of Pombal and its successors - The Inconfidência Mineira and the Conjuração Baiana - The example of the American Revolution and the echoes of the Haitian Revolution - The Industrial Revolution and the geopolitical growth of the United Kingdom

- Portuguese reformism and the reformulation of the administration of colonial dominions in America: the Joanino period - The collapse of colonization: the process of Independence of Brazil (1821–1822); the Regency of Dom Pedro, the disputes for future political alternatives and the clashes with the Lisbon Courts	- Opening of ports (1808) and commercial treaties of 1808 and 1810 - Brazilian deputies in the Lisbon Courts and the rhetoric of recolonization
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Topic 6—Citizenship and formation of the Brazilian state (1822–1930) (10 hours)

Key concepts: causation, change, identity, perspectives, power	
Prescribed content	Suggested examples
6.1 Formation of the Brazilian national state and the construction of citizenship (1822–1848) - Process of Independence: meanings, armed conflicts and external recognition - Political parties, power relations, institutions and legal apparatus - Political and social projects for Brazil and the construction of citizenship - The dynamics of building national identity	- Wars of Independence - Constitution of 1824; Additional Act of 1834 - Ideals of monarchy and republic in Brazil in the first half of the 19th century - Provincial revolts: decentralization and federalism - IHGB (Instituto Histórico e Geográfico Brasileiro) - Romanticism, Indian Literature and the press
6.2 Apogee and crisis of the Brazilian monarchist regime (1848–1889) - Institution of the parliamentary system, Conciliation and electoral reforms - Transition from slave labour to free labour: legislation, social movements, slave resistance and immigrantism - Foreign Policy: diplomacy and conflict - The monarchist crisis and the republican movement	- Parliamentary backwards - Abolitionist laws, Land Law, Tarifa Alves Branco - Systems of contracting immigrant labour: partnership and settlement - The dispute in the region of the Silver and War of Paraguay and the strengthening of the Army - The influence of Positivism in Brazil and the republican parties - Slavocrats in the context of the crisis of the Empire
6.3 Implementation of the republican regime (1889–1930) - Social, political, economic and cultural processes that generate conflict and negotiation, inequality and equality, exclusion and inclusion 1889 coup d'état, republican projects and constitutionalization of the new regime - Federal Pact and state politics: mechanisms of domination - Urbanization and socio-economic rise of average groups; urban and rural movements of insurgency for citizenship	- Constitution of 1891 - Coronelism, halting vote, Coffee-with-milk policy - Rural and urban revolts: Canudos, Contestado, messianismo e cangaço, Revolt of the Chibata, Revolt of the Vaccine, strike of 1917, anarcho-syndicalism - Modernization and urban reform; hygienist policy - Tenentistas movements (1922, 1924 and 1926) 1930 movement

Topic 7—The modernization of Brazil (1930–1964) (Core Topic) (25 hours)

Key concepts: causation, change, culture, perspectives, power	
Prescribed content	Suggested examples
7.1. Relations between state, society, economy and labour and their cultural expressions in Brazil in the process of modernization - Transformations of the structure of the state and apparatuses of control and propaganda - Sociopolitical and cultural aspects: associations, political parties and trade unions - Economic aspects: industrialization, liberalism, statism and interventionism	- Constitutions (1934, 1937 and 1946) and CLT - Electoral justice and ministries - Political parties and organizations - Cultural expressions: samba; "malandragem"; carnival; national cinema (Chanchada and New Cinema) - CSN - Plan "SALTE"
7.2. Brazil in the international political-ideological web - National and international ideologies and their repercussions in Brazil - The influences of the international conjuncture on the political relations of Brazil with the world powers	- Liberalism, Socialism, Fascism, Communism, Nationalism "Intentonas" Communist (1935) and Integralista (1938) - ESG (Escola Superior de Guerra), ISEB (Instituto Superior de Estudos Brasileiros), CEPAL/ECLAC (Comissão Econômica para a América Latina e o Caribe/Economic Commission for Latin America and the Caribbean), IBAD (Instituto Brasileiro de Ação Democrática) - CGT (Comando Geral dos Trabalhadores), Peasant Leagues, Student Movement, IBAD (Instituto Brasileiro de Ação Democrática), IPES (Instituto de Pesquisa e Estudos Sociais) - Pendular politics and Brazil in the Second World War - The effects of the Cold War after the Cuban Revolution (Alliance for Progress and Operation Brother Sam)
7.3. Contradictions and ambiguities of modernization - The impact of modernization on social relations: urban and rural conflicts - Consequences of urban and rural conflicts: disputes, negotiations and disruptions in the institutional order	- Block Worker–Peasant - Peasant Leagues - Constitutionalist "Revolution" of 1932 - Debates on the basic reforms, political polarization and the civil–military coup of 1964 (press and mass movements)

Topic 8—Civil–military dictatorship and democratic construction in Brazil (1964–2006) (20 hours)

Key concepts: causation, change, culture, perspectives, power	
Prescribed content	Suggested examples
8.1. The civil–military dictatorship (1964–1985)	Institutional Acts (AI-1 and AI-2)

• The use of legal methods and propaganda during the civil–military dictatorship • Impact of the regime on the population, treatment of opposition on the maintenance of power • Aims and impact of domestic economic policies • Impact of the international context and the Cold War on the establishment and maintenance of the regime	• DOI-CODI (Destacamento de Operações de Informação—Centro de Operações de Defesa Interna) and SNI (Serviço Nacional de Informações) • Censorship of the press • Changes in electoral legislation during the regime • Economic growth and inequality; post-coup economic stabilization, “economic miracle”, oil shock and consequences in Brazil • Operation Condor
8.2. Crisis of the dictatorship and construction of democracy (1985–2006) • Conditions that encouraged the process of Abertura in Brazil • Changes in the Brazilian electoral system after 1979: adoption of the multiparty system, Dante de Oliveira amendment, 1985 elections and 1988 Constituent Assembly • Characteristics of the democratic regime: freedom of expression, arts and media in democratic Brazil (1985–2006) • Search for economic stabilization in Brazil, social policies and impacts on the population	• High inflation and stagnation of economic growth during Geisel government • End of the Cold War • Political parties after 1979 • Civil, political and social rights under the 1988 Constitution • Brazilian rock in the 1980s; MEC (Ministério da Educação), Rouanet Law and Audiovisual Law • Economic plans and population impacts—from Cruzado to Real • Social programme (School Grant, Family Grant, Zero Hunger)
8.3. Civil society (1964–2006) • Aims and strategies of civil society and protests in Brazil 1964–1985: censorship and cultural resistance; AI-5 and armed resistance; “Diretas Já” movement • Aims and strategies of civil society and protests in Brazil 1985–2006 • Changing relations between the state and citizens in the authoritarian and democratic regimes	• Engaged culture (music, theatre and cinema) • Student Movement and ENE III (Encontro Nacional dos Estudantes) • PCB and Guerrilla of Araguaia • Trade union movement and strikes in ABC (Santo André, São Bernardo do Campo, São Caetano do Sul) • Land concentration and the MST (Movimento dos Trabalhadores Rurais Sem Terra) • MTST (Movimento dos Trabalhadores Sem Teto) and housing dispute • Establishment of popular councils

Assessment in the Diploma Programme

General

Assessment is an integral part of teaching and learning. The most important aims of assessment in the Diploma Programme are that it should support curricular goals and encourage appropriate student learning. Both external and internal assessments are used in the Diploma Programme. IB examiners mark work produced for external assessment, while work produced for internal assessment is marked by teachers and externally moderated by the IB.

There are two types of assessment identified by the IB.

- Formative assessment informs both teaching and learning. It is concerned with providing accurate and helpful feedback to students and teachers on the kind of learning taking place and the nature of students' strengths and weaknesses in order to help develop students' understanding and capabilities. Formative assessment can also help to improve teaching quality because it can provide information to monitor progress towards meeting the course aims and objectives.
- Summative assessment gives an overview of previous learning and is concerned with measuring student achievement.

The Diploma Programme primarily focuses on summative assessment designed to record student achievement at, or towards, the end of the course. However, many of the assessment instruments can also be used formatively during the [course](#) of teaching and learning, and teachers are encouraged to do this. A comprehensive assessment plan is viewed as being integral with teaching, learning and course organization. For further information, see the IB [Programme standards and practices](#) document.

The approach to assessment used by the IB is criterion-related, not norm-referenced. This approach to assessment judges students' work by their performance in relation to identified levels of attainment, and not in relation to the work of other students. For further information on assessment within the Diploma Programme, please refer to the publication [Assessment principles and practices—Quality assessments in a digital age](#).

To support teachers in the planning, delivery and assessment of the Diploma Programme courses, a variety of resources can be found on the programme resource centre or purchased from the IB store (<http://store.ibo.org>). Additional publications, such as specimen papers and markschemes, teacher support materials, subject reports and grade descriptors, can also be found on the programme resource centre. Past examination papers as well as markschemes can be purchased from the IB store.

Methods of assessment

The IB uses several methods to assess work produced by students.

Assessment criteria

Assessment criteria are used when the assessment task is open-ended. Each criterion concentrates on a particular skill that students are expected to demonstrate. An assessment objective describes what students should be able to do, and assessment criteria describe how well they should be able to do it. Using assessment criteria allows discrimination between different answers and encourages a variety of responses. Each criterion comprises a set of hierarchically ordered level descriptors. Each level descriptor is worth one or more marks. Each criterion is applied independently using a best-fit model. The maximum marks for each criterion may differ according to the criterion's importance. The marks awarded for each criterion are added together to give the total mark for the piece of work.

Markbands

Markbands are a comprehensive statement of expected performance against which responses are judged. They represent a single holistic criterion divided into level descriptors. Each level descriptor corresponds to a range of marks to differentiate student performance. A best-fit approach is used to ascertain which particular mark to use from the possible range for each level descriptor.

Analytic markschemes

Analytic markschemes are prepared for those examination questions that expect a particular kind of response and/or a given final answer from students. Analytic markschemes give detailed instructions to examiners on how to break down the total mark for each question for different parts of the response.

Marking notes

For some assessment components marked using assessment criteria, marking notes are provided. Marking notes give guidance on how to apply assessment criteria to the particular requirements of a question.

Responsibilities of the school

The school is required to ensure that equal access arrangements and reasonable adjustments are provided to candidates with learning support requirements that are in line with the IB documents [Access and inclusion policy](#) and [Learning diversity and inclusion in IB programmes: Removing barriers to learning](#).

Acknowledging the ideas or work of another person

Coordinators and teachers are reminded that candidates must acknowledge all sources used in work submitted for assessment. The following is intended as a clarification of this requirement.

Diploma Programme candidates submit work for assessment in a variety of media that may include audio-visual material, text, graphs, images and data published in print or electronic sources. If a candidate uses the work or ideas of another person, the candidate must acknowledge the source using a standard style of referencing in a consistent manner. A candidate's failure to acknowledge a source will be investigated by the IB as a potential breach of regulations that may result in a penalty imposed by the IB final award committee.

The IB does not prescribe which style(s) of referencing or in-text citation should be used by candidates; this is left to the discretion of appropriate faculty or staff in the candidate's school. The wide range of subjects, three response languages and the diversity of referencing styles make it impractical and restrictive to insist on particular styles. In practice, certain styles may prove most commonly used, but schools are free to choose a style that is appropriate for the subject concerned and the language in which candidates' work is written. Regardless of the reference style adopted by the school for a given subject, it is expected that the minimum information given includes: name of author, date of publication, title of source, and page numbers as applicable.

Candidates are expected to use a standard style and use it consistently so that credit is given to all sources used, including sources that have been paraphrased or summarized. When writing text, a candidate must clearly distinguish between their words and those of others by the use of quotation marks (or another method, such as indentation) followed by an appropriate citation that denotes an entry in the bibliography. If an electronic source is cited, the date of access must be indicated. Candidates are not expected to show faultless expertise in referencing but are expected to demonstrate that all sources have been acknowledged. Candidates must be advised that audio-visual material, text, graphs, images and data published in print or in electronic sources that is not their own must also attribute the source. Again, an appropriate style of referencing or citation must be used.

Inclusive assessment arrangements

Inclusive assessment arrangements are available for candidates with assessment access requirements. These arrangements enable candidates with diverse needs to access the examinations and demonstrate their knowledge and understanding of the constructs being assessed.

The IB document *Access and inclusion policy* provides details on all the inclusive assessment arrangements available to candidates with learning support requirements. The IB document *Learning diversity and inclusion in IB programmes: Removing barriers to learning* outlines the position of the IB with regard to candidates with diverse learning needs in the IB programmes. For candidates affected by adverse circumstances, the IB documents *General regulations: Diploma Programme* and the *Diploma Programme Assessment procedures* provide details on access consideration.

Assessment outline

First assessment 2022

Assessment component	Weighting
External assessment (3 hours) Paper 1 (1 hour 30 minutes) Source-based paper based on the two core topics. Answer all structured questions. (40 marks)	75% 35%
Paper 2 (1 hour 30 minutes) Essay questions based on the six non-core topics. Answer two essay questions on two different topics. (30 marks)	40%
Internal assessment (20 hours) This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. A historical or geographical investigation Students are required to complete a historical or geographical investigation into a topic of their choice. (28 marks)	25%

External assessment

Two different methods are used to assess work produced by students.

- Detailed markschemes specific to each examination paper
- Markbands

The markbands for each component are published in the “Paper 1” and “Paper 2” sections.

For paper 1 and paper 2, there are markbands and markschemes.

The markbands are related to the assessment objectives established for the Brazilian social studies course and the individuals and societies grade descriptors. The markschemes are specific to each examination.

External assessment details—SL

Paper 1

Duration: 1 hour 30 minutes

Weighting: 35%

Paper 1 is a source-based examination paper based on the core geography and history topics.

Section A

Structured questions on the core topic in Brazilian geography—**Topic 3: Brazil's perspectives on the New World Order.**

This section will contain three sources, which may be maps, cartoons, tables, texts, graphics, infographics or photographs. The section will consist of several questions, and students must answer all questions. Some questions will be answered referring to information from the sources. In other questions, students will be asked to use their own knowledge related to information contained in at least one source. Where relevant, students should refer to case studies or examples.

First question, part A and part B (AO1)	These questions will test knowledge and understanding of one of the sources.	5 marks
Second and third questions (AO2)	These questions will ask students to analyse the information in one or more sources.	6 marks
Final question (AO3)	This will be an evaluative question based on the core topic that asks students to draw on their own knowledge in their evaluation and refer to one or more of the sources.	9 marks

The maximum mark for this section is 20. The section is marked using a paper-specific markscheme, except for the final question, which is marked using the generic markbands that follow, in addition to a paper-specific markscheme.

Section B

Structured questions on the core topic in Brazilian history—**Topic 7: The modernization of Brazil (1930—1964).**

This section will contain three sources. Sources will be a mixture of primary and secondary, and may be written, pictorial or diagrammatic. The section will consist of several questions, and students must answer all questions. Some questions will be answered referring to information from the sources. In other questions, students will be asked to use their own knowledge related to information contained in at least one source.

First question (AO1)	This question will test understanding of one of the sources.	2 marks
Second question (AO2)	This question will ask students to analyse the value and limitations of one source. In their analysis of value and limitations, students should refer to the origin, purpose and content of the specified source.	4 marks
Third question (AO3)	This question will ask students to compare and contrast what two of the sources reveal to a historian studying the particular aspect of the core topic.	5 marks
Fourth question (AO3)	This will be an evaluative question that asks students to draw on their own knowledge in their evaluation and refer to one or more of the sources.	9 marks

The maximum mark for this section is 20. The section is marked using a paper-specific markscheme, except for the final question, which is marked using the generic markbands that follow, in addition to a paper-specific markscheme.

External markbands—paper 1 (sections A and B, final question)

Marks	Level descriptor
0	The response does not reach a standard described by the descriptors below.
1–3	The response lacks focus on the question. Own knowledge is demonstrated, but it is inaccurate or irrelevant. References to one or more sources are made, but at this level these references are likely to consist of descriptions of the content of one or more source rather than the source(s) being used as evidence to support the analysis.
4–6	The response is generally focused on the question. Own knowledge is demonstrated, but it lacks relevance or accuracy. References are made to one or more sources. There is little or no attempt to synthesize own knowledge and source material.
7–9	The response is focused on the question. Accurate and relevant own knowledge is thoroughly demonstrated. Clear references are made to one or more sources, and these references are used effectively as evidence to support the analysis.

Paper 2

Duration: 1 hour 30 minutes

Weighting: 40%

Section A

Six essay questions: two questions on each of the **non-core topics** in Brazilian geography—**topics 1, 2 and 4**. Topic 3 is the prescribed topic for paper 1 and will not be assessed in paper 2.

Section B

Six essay questions: two questions on each of the **non-core topics** in Brazilian history—**topics 5, 6 and 8**. Topic 7 is the prescribed topic for paper 1 and will not be assessed in paper 2.

Students must answer **two** questions, one from section A and one from section B. Section A essays should be geography focused, while section B essays should be history focused.

The maximum mark for this paper is 30. The paper is marked using generic markbands and a paper-specific markscheme.

External markbands—paper 2

Marks	Level descriptor
0	Answers do not reach a standard described by the descriptors below.
1–3	There is little understanding of the demands of the question. The response is poorly structured or, where there is a recognizable essay structure, there is minimal focus on the task. Little knowledge is present. Where examples and case studies are referred to, they are factually incorrect, irrelevant or vague. The response contains little or no critical analysis. The response may consist mostly of generalizations and poorly substantiated assertions.
4–6	The response indicates some understanding of the demands of the question. While there may be an attempt to follow a structured approach, the response lacks clarity and coherence. Knowledge is demonstrated but lacks accuracy and relevance. (For history only: there is a superficial understanding of historical context.) Specific examples and/or case studies are identified to discuss, but these are vague or lack relevance. There is some limited analysis, but the response is primarily narrative or descriptive in nature rather than analytical.
7–9	The response indicates an understanding of the demands of the question, but these demands are only partially addressed. There is an attempt to follow a structured approach. Knowledge is mostly accurate and relevant. (For history only: events are generally placed in their historical context.) The examples and/or case studies chosen for discussion are appropriate and relevant. The response makes links and/or comparisons (as appropriate to the question). The response moves beyond description to include some analysis or critical commentary, but this is not sustained.
10–12	The demands of the question are understood and addressed. Responses are generally well structured and organized, although there is some repetition or lack of clarity in places. Knowledge is accurate and relevant. There is some understanding of relevant concepts. (For history only: events are placed in their historical context.) The examples and/or case studies that the candidate chooses to discuss are appropriate and relevant and are used to support the analysis or evaluation. The response makes effective links and/or comparisons (as appropriate to the question). The response contains critical analysis, which is mainly clear and coherent. There is some awareness and evaluation of different perspectives. Most of the main points are substantiated and the response argues to a consistent conclusion.
13–15	Responses are clearly focused, showing a high degree of awareness of the demands and implications of the question. Responses are well structured and effectively organized. Knowledge is detailed, accurate and relevant. There is a clear understanding of relevant concepts. (For history only: events are placed in their historical context.) The examples and/or case studies that the candidate chooses to discuss are appropriate and relevant, and are used to support effectively the analysis or evaluation. The response makes effective links and/or comparisons (as appropriate to the question). The response contains clear and coherent critical analysis. There is evaluation of different perspectives, and this evaluation is integrated effectively into the answer. All, or nearly all, of the main points are substantiated, and the response argues to a consistent conclusion.

Internal assessment

Purpose of internal assessment

Internal assessment is an integral part of the course and is compulsory. It enables students to demonstrate the application of their skills and knowledge, and to pursue their personal interests without the time limitations and other constraints that are associated with written examinations. The internal assessment should, as far as possible, be woven into normal classroom teaching and not be a separate activity conducted after a course has been taught.

Time allocation

Internal assessment is an integral part of the Brazilian social studies course, contributing 25 percent to the final assessment in the course. This weighting should be reflected in the time that is allocated to teaching the knowledge, skills and understanding required to undertake the work, as well as the total time allocated to carry out the work.

It is recommended that a total of approximately 20 hours of teaching time should be allocated to the work. This should include:

- time for the teacher to explain to students the requirements of the internal assessment
- class time for students to work on the internal assessment component and ask questions
- time for consultation between the teacher and each student
- time to review and monitor progress, and to check authenticity.

Guidance and authenticity

The historical or geographical investigation submitted for internal assessment must be the student's own work. However, it is not the intention that students should decide upon a title or topic and be left to work on the internal assessment component without any further support from the teacher. The teacher should play an important role during both the planning stage and the period when the student is working on the internally assessed work. It is the responsibility of the teacher to ensure that students are familiar with:

- the requirements of the type of work to be internally assessed
- the assessment criteria; students must understand that the work submitted for assessment must address these criteria effectively.

Teachers and students must discuss the internally assessed work. Students should be encouraged to initiate discussions with the teacher to obtain advice and information, and students must not be penalized for seeking guidance. As part of the learning process, teachers should read and give advice to students on one draft of the work. The teacher should provide oral or written advice on how the work could be improved but not edit the draft. The next version handed to the teacher must be the final version for submission.

It is the responsibility of teachers to ensure that all students understand the basic meaning and significance of concepts that relate to academic honesty, especially authenticity and intellectual property. Teachers must ensure that all student work for assessment is prepared according to the requirements and must explain clearly to students that the internally assessed work must be entirely their own. Where collaboration between students is permitted, it must be clear to all students what the difference is between collaboration and collusion.

All work submitted to the IB for moderation or assessment must be authenticated by a teacher, and must not include any known instances of suspected or confirmed academic misconduct. Each student must

confirm that the work is his or her authentic work and constitutes the final version of that work. Once a student has officially submitted the final version of the work, it cannot be retracted. The requirement to confirm the authenticity of work applies to the work of all students, not just the sample work that will be submitted to the IB for the purpose of moderation. For further details, refer to the IB publications *Academic integrity, Diploma Programme: From principles into practice* and the relevant articles in *General regulations: Diploma Programme*.

Authenticity may be checked by discussion with the student on the content of the work, and scrutiny of one or more of the following.

- The student's initial proposal.
- The first draft of the written work.
- The references cited.
- The style of writing compared with work known to be that of the student.
- The analysis of the work by a web-based plagiarism detection service.

The same piece of work cannot be submitted to meet the requirements of both the internal assessment and the extended essay.

Using assessment criteria for internal assessment

For internal assessment, a number of assessment criteria have been identified. Each assessment criterion has level descriptors describing specific achievement levels, together with an appropriate range of marks. The level descriptors concentrate on positive achievement, although for the lower levels failure to achieve may be included in the description.

Teachers must judge the internally assessed work against the criteria using the level descriptors.

- For each criterion, the aim is to find the descriptor that conveys most accurately the level attained by the student, using the best-fit model. A best-fit approach means that compensation should be made when a piece of work matches different aspects of a criterion at different levels. The mark awarded should be one that most fairly reflects the balance of achievement against the criterion. It is not necessary for every single aspect of a level descriptor to be met for that mark to be awarded.
- When assessing a student's work, teachers should read the level descriptors for each criterion until they reach a descriptor that most appropriately describes the level of the work being assessed. If a piece of work seems to fall between two descriptors, both descriptors should be read again and the one that more appropriately describes the student's work should be chosen.
- Where there are two or more marks available within a level, teachers should award the upper marks if the student's work demonstrates the qualities described to a great extent; the work may be close to achieving marks in the level above. Teachers should award the lower marks if the student's work demonstrates the qualities described to a lesser extent; the work may be close to achieving marks in the level below.
- Only whole numbers should be recorded; partial marks (fractions and decimals) are not acceptable.
- Teachers should not think in terms of a pass or fail boundary but should concentrate on identifying the appropriate descriptor for each assessment criterion.
- The highest level descriptors do not imply faultless performance but should be achievable by a student. Teachers should not hesitate to use the extremes if they are appropriate descriptions of the work being assessed.
- A student who attains a high achievement level in relation to one criterion will not necessarily attain high achievement levels in relation to the other criteria. Similarly, a student who attains a low achievement level for one criterion will not necessarily attain low achievement levels for the other criteria. Teachers should not assume that the overall assessment of the students will produce any particular distribution of marks.
- It is recommended that the assessment criteria be made available to students.

Internal assessment details—SL

Historical or geographical investigation

Duration: 20 hours

Weighting: 25%

Word limit: maximum of 2,200

Maximum mark: 28

Assessment objectives: AO1, AO2, AO3, AO4

Students are required to complete a historical or geographical investigation into **a topic of their choice**. The investigation is made up of four sections.

- Plan of investigation
- Identification and evaluation of sources/data
- Analysis, argument and evaluation
- Conclusion

Students have a free choice of topic for their historical or geographical investigation—the topic need not be related to the syllabus, and students should be encouraged to use their own initiative when deciding on a topic. However, for investigations with a historical focus, the topic must be historical, and therefore **cannot be about an event that has happened in the last 10 years**.

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

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

Section 1: Plan of investigation

Students should:

- clearly state the question they have chosen to investigate (this must be stated as a question)
- define the scope of the investigation
- explain the method of the investigation.

A crucial element of this section of the internal assessment task is formulating an appropriate question to investigate. The seven key concepts for the Brazilian social studies course (causation, change, culture, identity, perspectives, places and power) can be a useful starting point in helping students to formulate a question.

The table below gives some examples of topics from which students could develop research questions that are manageable and have a range of possible sources. Investigation topics will be a matter of personal interest and subsequent choice by students. The topics included in the table could inform students' choices or students could explore other ideas in consultation with their teacher.

Geography topics	History topics
• Urbanization	• The early Brazilian republic: state and citizenship
• Society and environment	• Modernization of Brazil: the Juscelino Kubitschek years, Brasília as the capital of modern Brazil

Geography topics	History topics
Brazilian population dynamics	The Vargas Era: industrialization, citizenship, populism and propaganda
Globalization	The years of dictatorship: institutionalization, resistance and openness
Geographic dynamics of the city–country relationship	Economy and politics: the economic plans of the dictatorship and re-democratization

It should be stressed that this is merely a list of topics and that students will need to frame a suitable research question, developed from the topic they choose.

Section 2: Identification and evaluation of sources/data

Students should:

- identify relevant information from the sources or data to be used in the investigation
- evaluate the relevance of the chosen sources or data to the investigation. The evaluation includes assessment of the strengths and limitations of the sources or data.

For historical investigations

Assess the strengths and limitations of two sources in detail, with reference to the origins, purpose and content.

For geographical investigations

Assess the strengths and limitations of data gathered through secondary research in relation to the investigation. Secondary research involves gathering data from sources that have already been compiled in written, statistical or mapped forms. This data could be drawn from published sources such as UN agencies, non-governmental organizations (NGOs), government publications, statistical yearbooks, censuses or reliable online sources. All sources of data must be acknowledged.

Section 3: Analysis, argument and evaluation

The investigation must be clearly and coherently organized. It must contain critical analysis that is focused clearly on the research question being investigated. Clear, well-developed arguments must be supported by a range of evidence. Different perspectives must be evaluated. Understanding of relevant concepts and methodology is important, as is the accurate use of terminology specific to the area of study.

Section 4: Conclusion

Students should:

- formulate a conclusion that is consistent with the analysis, argument and evaluation in section 3.
- reflect on the limits of their investigation and what they have learned about the challenges facing historians or geographers.

Word limit

The word limit for the investigation is 2,200 words. A bibliography and clear referencing of all sources **must** be included in the investigation but are not included in the overall word count.

Internal assessment criteria—SL

The historical or geographical investigation is assessed against four criteria.

- Criterion A: Plan of investigation (4 marks)
- Criterion B: Identification and evaluation of sources/data (6 marks)
- Criterion C: Analysis, argument and evaluation (12 marks)
- Criterion D: Conclusion (6 marks)

Criterion A: Plan of investigation (4 marks)

This criterion assesses the clarity and relevance of the research question, and the method and scope of the investigation. The relevance and coherence of the question, the research method and the scope are evaluated in relation to the area of knowledge and topic of investigation.

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	The research question is established, but it does not relate coherently to the area of knowledge and the topic being investigated. The research method and scope are established, but they do not relate coherently to the area of knowledge and the topic being investigated.
3–4	The research question is clearly established and relates coherently to the area of knowledge and the topic being investigated. The research method and scope are clearly established and relate coherently to the area of knowledge and investigation.

Criterion B: Identification and evaluation of sources/data (6 marks)

This criterion assesses the identification and evaluation of sources or data used in the investigation. Evaluation includes an understanding of strengths and weaknesses. The robustness of the investigation depends on the quantity and quality of the information used.

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	The information identified relates superficially to the research question. The selected information is lacking in quantity and quality in relation to the scope of the investigation. Evaluation of sources or data is elementary; the strengths and limitations of sources or data are superficially assessed.
3–4	The information identified relates to the research question but is inconsistent. The quantity of selected information is sufficient in relation to the scope of the investigation but its quality is inconsistent. There is some justification of sources or data; either the strengths or limitations of sources or data is assessed well, but not both.
5–6	The information identified relates clearly to the research question. The quantity and quality of selected information is appropriate for the scope of the investigation. There is thorough justification of sources or data; the strengths and limitations of sources or data are fully assessed.

Criterion C: Analysis, argument and evaluation (12 marks)

This criterion concerns the development of critical analysis, well-supported arguments and evaluation of the effectiveness of different perspectives. Understanding of relevant concepts and methodology is important, as is the accurate use of terminology specific to the area of study. Clear, coherent organization underpins these aspects of the investigation.

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.

Marks	Level descriptor
1–3	The investigation lacks organization. Analysis of sources or data is ineffective and not focused on the research question. Little understanding of relevant concepts and methodology is evident, and terminology specific to the area of study is seldom used. The range of sources or data is insufficient to support an argument. Different perspectives are not evaluated.
4–6	The investigation is organized but lacks clarity and coherence. Critical analysis of sources or data is limited, and focus on the research question is inconsistent. There is some understanding of relevant concepts and methodology, and terminology specific to the area of study is inconsistently used. A limited range of sources or data is used to support an inconsistent argument. Different perspectives are ineffectively evaluated.
7–9	The investigation is organized. Critical analysis of sources or data is evident, and this is focused on the research question. An understanding of relevant concepts and methodology is evident, and terminology specific to the area of study is used. Evidence from sources or data is used to support an argument. Different perspectives are evaluated.
10–12	The investigation is clearly and coherently organized. Critical analysis of sources or data is thorough and effective, and this is focused clearly on the research question. A very good understanding of relevant concepts and methodology is evident and the use of terminology specific to the area of study is accurate. Evidence from an appropriate range of sources or data is used effectively to support a coherent argument. Different perspectives are thoroughly evaluated.

Criterion D: Conclusion (6 marks)

This criterion evaluates the consistency of the conclusion with the analysis of evidence and development of arguments. The conclusion synthesizes the critical thinking developed in the body of the work and reflects on the limits of the investigation and the challenges facing historians or geographers.

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	The conclusion responds superficially to the research question and presents inconsistent arguments developed in the body of the work. The conclusion is descriptive and superficially reflects on the limits of the investigation. The conclusion does not include reflection on the challenges facing the historian or geographer or limitations of the methods used by the historian or geographer.
3–4	The conclusion responds to the research question and includes some synthesis of the argument developed in the body of the work. The conclusion demonstrates some critical thinking and partially reflects on the limits of the investigation.

Marks	Level descriptor
	The conclusion includes some reflection on the challenges facing the historian or geographer and/or limitations of the methods used by the historian or geographer.
5–6	The conclusion clearly responds to the research question and synthesizes clear, coherent arguments developed in the body of the work. The conclusion demonstrates critical thinking and clearly includes reflection on the limits of the investigation. The conclusion reflects thoroughly on the challenges facing the historian or geographer and/or limitations of the methods used by the historian or geographer.

Glossary of command terms

Command terms for Brazilian social studies

Students should be familiar with the following key terms and phrases used in examination questions, which are to be understood as described below. Although these terms will be used frequently in examination questions, other terms may be used to direct students to present an argument in a specific way.

Command term	Assessment objective level	Definition
Analyse	AO2	Break down in order to bring out the essential elements or structure.
Classify	AO1	Arrange or order by class or category.
Compare and contrast	AO3	Give an account of similarities and differences between two (or more) items or situations, referring to both (all) of them throughout.
Define	AO1	Give the precise meaning of a word, phrase, concept or physical quantity.
Describe	AO1	Give a detailed account.
Determine	AO1	Obtain the only possible answer.
Discuss	AO3	Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence.
Distinguish	AO2	Make clear the differences between two or more concepts or items.
Evaluate	AO3	Make an appraisal by weighing up the strengths and limitations.
Examine	AO3	Consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue.
Explain	AO2	Give a detailed account including reasons or causes.
Justify	AO3	Give valid reasons or evidence to support an answer or conclusion.

Command term	Assessment objective level	Definition
Outline	AO1	Give a brief account or summary.
State	AO1	Give a specific name, value or other brief answer without explanation or calculation.
Suggest	AO2	Propose a solution, hypothesis or other possible answer.
To what extent	AO3	Consider the merits or otherwise of an argument or concept. Opinions and conclusions should be presented clearly and supported with appropriate evidence and sound argument.

Bibliography

This bibliography lists the principal works used to inform the writing of the curriculum. It is not an exhaustive list and does not include all the literature available: judicious selection was made to better advise and guide teachers. This bibliography is not a list of recommended textbooks.

Anderson, LW and Krathwohl, DR (eds). 2001. *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. New York, USA. Longman.

Erickson, HL. 2012. *Concept-based teaching and learning*. IB position paper. Cardiff, UK. International Baccalaureate Organization.

Perkins, D. 2010. *Making Learning Whole: How Seven Principles of Teaching Can Transform Education*. San Francisco, USA. Jossey-Bass.

Updates to the publication

This section outlines the updates made to this publication over the past two years. The changes are ordered from the most recent to the oldest updates. Minor spelling and typographical corrections are not listed.

Updates for August 2023

Introduction

"Assessment objectives in practice"

Removal of out-of-date or incorrect content.

The key command terms "Compare" and "Contrast" have been removed from the AO3 Synthesis and evaluation section. The combined term, "Compare and contrast", has not been removed.

Syllabus

"Syllabus outline"

Introduction of revised or improved content.

Within each topic, the titles of sub-topics have been updated to better reflect the course content.

Syllabus > Syllabus content

"Teaching with prescribed content and suggested examples"

Introduction of revised or improved content.

This section has been added to explain how to use the prescribed content and suggested examples outlined in the table for each individual topic.

"Topics in geography"

Introduction of revised or improved content.

Within each table outlining the individual topics, the column titled "Learning outcome" has been removed. The titles of sub-topics, the prescribed content and the suggested examples have been updated to better reflect the course content.

"Topics in history"

Introduction of revised or improved content.

Within each table outlining the individual topics, the column titled "Learning outcome" has been removed. The titles of sub-topics, the prescribed content and the suggested examples have been updated to better reflect the course content.