

Brazilian social studies guide

School-based syllabus

For first examinations May 2012 and November 2013

Diploma Programme
Brazilian social studies—guide

This guide was produced by the Associação Escola Graduada de São Paulo, in conjunction with other Brazilian schools offering the subject, and with the IB

International Baccalaureate Organization
Peterson House, Malthouse Avenue, Cardiff Gate
Cardiff, Wales GB CF23 8GL
United Kingdom
Phone: +44 29 2054 7777
Fax: +44 29 2054 7778
Web site: <http://www.ibo.org>

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Introduction

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.

The original school-based course entitled “Brazilian Social Studies” was prepared jointly by the members of the Brazilian Social Studies department at the British School of Rio de Janeiro and the American School of São Paulo (Graded). The program originated at the British School in 1994 and was adopted by Graded in 1998. Since that time numerous modifications have been made to the syllabus in an effort to streamline the curriculum. The intent was and is to create a program accessible to similar schools that might be interested throughout Brazil.

Currently, the existing subjects available in IB Diploma group 3, (Individuals and Society), do not deliver knowledge content for the Brazilian University Entrance Examination. The fact that the Brazilian universities do not yet recognize the IB Diploma has led to a need for a more relevant course in the Humanities.

The Brazilian Social Studies course is designed to balance the content and examination requirements of the Brazilian universities and the spirit and style of the IB in a coherent approach that avoids overlap with existing IB subjects.

This is a two-year course taught as a Standard Level option in Group 3 and fulfils the criteria for courses in Group 3 “Individuals and Society”.

Acknowledgment

The IB wishes to thank the educators and associated schools, particularly teachers at the Associação Escola Graduada de São Paulo, for generously contributing time and resources to the production of this guide.

School-based syllabuses—regulations

Please note:

- school-based syllabuses are only available at standard level.
- school-based syllabuses may only be offered by schools authorized by the IB to do so prior to the commencement of the course.
- a student may not combine an SBS with a pilot programme or another SBS within the same Diploma.

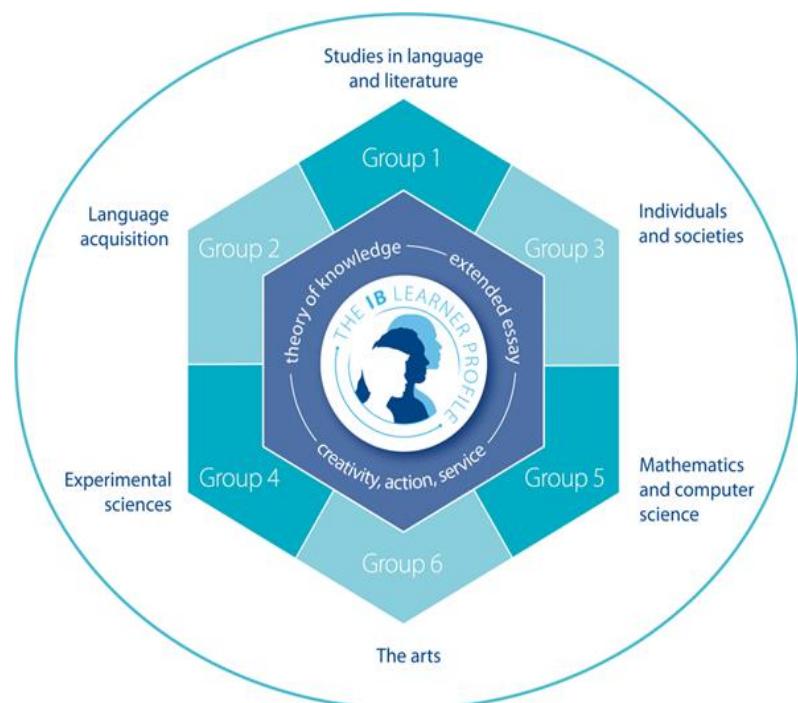
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The Diploma programme

The Diploma Programme is a rigorous pre-university course of study 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 hexagon

The course is presented as six academic areas enclosing a central core. 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; one of the creative arts. It is this comprehensive range of subjects that makes the Diploma Programme a demanding course of study 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.



Choosing the right combination

Students are required to choose one subject from each of the six academic areas, although they can choose a second subject from groups 1 to 5 instead of a group 6 subject. 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. Most IB Diploma subjects are available for examinations in English, French and Spanish. Brazilian Social Studies, however, is an exception, as it is taught and examined in Portuguese; it is also available as an option in English.

The core of the hexagon

All Diploma Programme students participate in the three course requirements that make up the core of the hexagon. Reflection on all these activities is a principle that lies at the heart of the thinking behind the Diploma Programme.

The theory of knowledge course encourages students to think about the nature of knowledge, to reflect on the process of learning in all the subjects they study as part of their Diploma Programme course, and to make connections across the academic areas. The extended essay, a substantial piece of writing of up to 4,000 words, enables students to investigate a topic of special interest that they have chosen themselves. It also encourages them to develop the skills of independent research that will be expected at university. Creativity, action, service involves students in experiential learning through a range of artistic, sporting, physical and service activities.

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.

Nature of the subject

The Brazilian Social Studies course is divided into eight topics covering a variety of areas of study in the geography and history of Brazil. In order to provide a comprehensive view of Brazil's development and its current status as a regional power in a global economy, the course is connected with individuals, society and environment in the widest context: physical, political, social, economic, religious, technological and cultural.

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, they 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 are also led to reflect on geographical issues that may require the use of many approaches from various fields.

In addition, students are led through a course of study that allows them to develop an appreciation of Brazilian culture. Assessment of this is woven throughout the assessment of the historical and geographical elements of the course.

Brazilian Social Studies is a challenging course for both students and teachers. It is taught in Portuguese, and, since the May 2009 session has also been assessed through the medium of Portuguese. Permission to change the examination language from English to Portuguese has helped immensely, by allowing the students to write the exam in the language in which the course and materials were given.

Prior learning

Students need not have studied history or geography prior to starting this course. In particular, it is neither expected nor required that specific subjects have been studied for national or international qualifications in preparation for this course. The specific skills and knowledge required are developed throughout the course itself.

Brazilian Studies and Theory of Knowledge

As with other areas of knowledge, there is a variety of ways of gaining knowledge in group 3 subjects. Archival evidence, data collection, experimentation and observation, inductive and deductive reasoning, for example, can all be used to help explain patterns of behaviour and lead to knowledge claims.

Students in group 3 subjects are required to evaluate these knowledge claims by exploring knowledge issues such as validity, reliability, credibility, certainty, and individual, as well as cultural, perspectives.

The relationship between each group 3 subject and Theory of Knowledge is of crucial importance and fundamental to the Diploma Programme. Having followed a course of study in group 3, students should be able to reflect critically on the various ways of knowing and on the methods used in human sciences, and in so doing become "inquiring, knowledgeable and caring young

people" (IB mission statement). During the course a number of issues will arise that highlight the relationship between theory of knowledge and Brazilian Social Studies.

Teachers should be aware of the following questions and aim to use at least one from each set of issues implicitly and explicitly in their teaching of the subject syllabus.

Cultural Knowledge Issues

- To what extent is our identity, and our knowledge of ourselves affected by national culture?
- If people speak more than one language, is what they know different in each language? Does each language provide a different framework for reality?
- Can Portuguese provide a unique way of viewing the world that is different to other languages? If so, what is lost in translation from one language to another?
- Can we understand our own culture without experiencing, either directly or indirectly, another culture?
- To what degree are ways of knowing such as reason, perception and emotion biological or "hard-wired", and hence universal to all human beings? To what extent are they shaped by culture and hence different in different societies?
- Can human behaviour be usefully classified and categorized? Do national grouping provide a useful taxonomy, or should they be combined with gender, age, class, sexuality or other classifications?
- What is the influence of culture on other areas of knowledge, such as the natural and human sciences, history, and the arts?

Historical Knowledge Issues

- Is knowledge of the past ever certain?
- Do different issues arise when we study the distant and the near past?
- What are the differences between studying the past of one's own country and the past of another country?
- Can history help in understanding the present or predicting the future?
- Why do accounts of the same historical event differ? Whose history do we study?
- What determines how historians select evidence and describe/interpret or analyse events?
- In what ways and to what extent are values embedded in the official and unofficial histories of Brazil, and in Brazilian Studies?

Human Sciences Knowledge Issues

- Brazilian Studies is required by the Brazilian government for students sitting the Brazilian University Entrance Examinations. Does this tell you anything about the nature of the course and about knowledge in general?
- Human individuals are unique, but some aspects of human behaviour can be studied by scientific means. Does the meaning of "a scientific law" mean the same in natural and human sciences?
- Brazilian studies are by definition concerned with Brazil. Is Brazil better defined by the lines on a map, the culture of a people or some other means? To what extent do maps reflect reality?
- What scientific or social factors might influence the study of a complex phenomenon such as global warming?
- Often in considering social issues such as, for example, development, a model of reality is created. What does this mean? What are the advantages and disadvantages of creating a model?
- Arguably, while some features of a country can be measured and quantified, others cannot. Is this the case? What is it about a quality that means it can or cannot be quantified?

Ethical Knowledge Issues

- Many people value diversity in human affairs. Is globalization therefore a bad thing?
- How can we know what form of Government is best?
- How important are values ("principles", "ideals") in Brazilian Studies? Is the course primarily concerned with what is or what ought to be?
- Where are the following ideas implicit in this course: justice, human rights, social responsibility, equality and freedom? Is the concept of society an ethical idea?
- How should the language of political debate be analysed and judged? Is there a greater need for analysis in politics than in other areas of knowledge?

Aims

Group 3 aims

The aims of all subjects in **group 3, Individuals and Societies** are to:

1. encourage the systematic and critical study of: human experience and behaviour; physical, economic and social environments; the history and development of social and cultural institutions
2. develop in the student the capacity to identify, to analyse critically and to evaluate theories, concepts and arguments about the nature and activities of the individual and society
3. enable the student to collect, describe and analyse data used in studies of society, to test hypotheses and interpret complex data and source material
4. promote the appreciation of the way in which learning is relevant to both the culture in which the student lives, and the culture of other societies
5. develop an awareness in the student that human attitudes and opinions are widely diverse and that a study of society requires an appreciation of such diversity
6. enable the student to recognize that the content and methodologies of the subjects in group 3 are contestable and that their study requires the toleration of uncertainty.

Brazilian Social Studies aims

The aims of the Brazilian Social Studies course are to:

7. promote an understanding of history and geography as disciplines, including the nature and diversity of sources, methods and interpretations
8. encourage an understanding of Brazil's present through critical reflection upon its past
9. encourage an understanding of the impact of historical, geographical and cultural developments in Brazil at national, regional and international levels
10. develop in the students an awareness of their own national identity through the study of historical, geographical, and cultural developments in Brazil
11. develop in students an awareness of Brazil's links with the globalized world in order to encourage international understanding.

Assessment objectives

1. Knowledge and understanding

- recall and select historical and geographical knowledge
- demonstrate an understanding of historical and geographical contexts (Paper 1)
- understand historical and geographical sources (Paper 1)
- demonstrate knowledge and understanding of a specific topic (Paper 2)
- show in depth historical or geographical knowledge (Internal Assessment)

2. Application and interpretation

- apply historical or geographical knowledge as evidence (Paper 2)
- show an awareness of different approaches to historical or geographical issues
- compare and contrast historical or geographical sources as evidence (Paper 1)

3. Synthesis and evaluation

- evaluate different approaches to, and interpretations of, historical or geographical issues
- evaluate historical or geographical sources as evidence (Paper 1)
- evaluate and synthesize evidence from both historical and geographical sources and background knowledge (Paper 1, IA)
- synthesize by integrating evidence and critical commentary (Paper 2, IA)

4. Select, use and apply a variety of appropriate skills and techniques

- Show the ability to structure balanced and focused historical/geographical arguments, using relevant evidence to support these. (Paper 2).
- Demonstrate evidence of research skills, organization and referencing (IA).
- Demonstrate evidence of skills of geographical analysis and comprehension of spatial organization. (Paper 2 / IA)
- Demonstrate evidence of skills that enable the student to analyse historical facts and sources. (Paper 2 / IA)

Note: Assessment elements with no specific allocation to a component(s) apply to all components.

Assessments objectives in practice

Assessment Objective	Component which addresses this assessment objective	How is the assessment objective addressed?
1. Knowledge and understanding	Paper 1 Paper 2 Internal Assessment	Paper specific markscheme Component markbands and paper specific markscheme Assessment Criteria
2. Application and interpretation	Paper 1 Paper 2 Internal Assessment	Paper specific markscheme Component markbands and paper specific markscheme Assessment Criteria
3. Synthesis and evaluation	Paper 1 Paper 2 Internal Assessment	Paper specific markscheme Component markbands and paper specific markscheme Assessment Criteria
4. Use of historical /geographical skills	Paper 2 Internal Assessment	Component markbands and paper specific markscheme Assessment Criteria

Syllabus outline

Syllabus component	Approximate hours
<i>*Geographical skills are integrated throughout the course</i>	
Topic 1: The Construction of Brazilian Geographical Space 1.1 Traditional means of production 1.2 Capitalist means of production	15
Topic 2: Brazil in the Globalization Era 2.1 Organization of the modern Brazilian economic activities 2.2 The current role of the Brazilian state in economic policy and its spatial dimensions	20
Topic 3: The Demographic and Urban Dynamics of Contemporary Brazil 3.1 The demographic and urban nature of Brazil 3.2 Demographic structure, growth of population, and population mobility in contemporary Brazil.	15
Topic 4: Environment and Society 4.1 The natural environment—origins and processes 4.2 The natural environment—human activity and its impacts	15
<i>* Historical skills are integrated throughout the course</i>	
Topic 5: From the discovery to the end of the colonial era (1500–1822) 5.1 Brazil within the context of mercantilism 5.2 Colonial Economy and Society (16th – 18th centuries) 5.3 The colonial crisis (18th – 19th centuries)	10
Topic 6: The Monarchical Experience (1822–1889) 6.1 The organization of the First Empire 6.2 The Second Empire: stability and changes	15
Topic 7: Early Republican Brazil (1889–1945) 7.1 The First Republic (1889–1930) 7.2 The Vargas Era (1930–1945)	20
Topic 8: Contemporary Brazil (1945–) 8.1 The democratic interregnum 8.2 Military dictatorship and repression (1964–1985) 8.3 The difficult path to democracy (1986–2002)	20
Internal assessment Historical or geographical investigation	20
Total teaching hours	150

Syllabus details

Introduction

Though the eight topics of the syllabus have been organized according to national requirements for Brazilian university entrance exams, the teaching units are designed to allow for flexibility depending on factors such as local demands, overlap with existing courses, or teaching expertise.

The core topics, **Topic 2: Brazil in the Globalization Era**, and **Topic 7: Early Republican Brazil (1889–1945)** must be taught, and the teaching of all units is recommended: however a course of study may vary in approach and focus. The internal assessment component may be considered as an opportunity for students to study in greater depth those areas that might not be satisfactorily covered during the course.

One of the objectives of the course is to develop the student's ability to comprehend, analyze, evaluate and use source material critically as historical and geographical evidence. Teachers should employ source material with the aim of developing such skills.

Topics in Geography

TOPIC 1: THE CONSTRUCTION OF BRAZILIAN GEOGRAPHICAL SPACE

1.1 TRADITIONAL MEANS OF PRODUCTION

- The role of technology in transforming geographical space
- Traditional means of production and spatial organization of the indigenous geographical space

1.2 CAPITALIST MEANS OF PRODUCTION

- Capitalist production means (The Mercantile Phase)
- Productive specialization of the territory (The Brazilian archipelago)
- Capitalist production means (Industrial Phase).
- Territorial integration (Infrastructure until the 70s)
- The industrialization process in Brazil (from the end of the 19th century until the 1970s)

TOPIC 2: BRAZIL IN THE GLOBALIZATION ERA

CORE TOPIC

2.1 ORGANIZATION OF THE MODERN BRAZILIAN ECONOMIC ACTIVITIES

- Technical, scientific, and informational resources
- Agriculture and livestock ("agropecuária"): development and structure
- Industry: structure of the industrial sector, location and growth of basic and modern industry (Concentration and decentralization)
- Trade and Services: The emergency of a modern service sector, the advance of urbanization since 1945, and the expansion of the informal economy.

2.2 THE CURRENT ROLE OF THE BRAZILIAN STATE IN ECONOMIC POLICY AND ITS SPATIAL DIMENSIONS

- From the old world order to the new order
- Brazil and multilateral organizations
- Neo-liberalism and policies on industrialization
- Alternative approaches to development (the concept, practice and evaluation of sustainable development)

TOPIC 3: THE DEMOGRAPHIC AND URBAN DYNAMICS OF CONTEMPORARY BRAZIL

3.1 THE DEMOGRAPHIC AND URBAN NATURE OF BRAZIL

- Urbanization, connections, urban hierarchy, and metropolitan regions ("regiões metropolitanas")
- Population: ethnical diversity, and the myth of "racial democracy"

3.2 DEMOGRAPHIC STRUCTURE, GROWTH OF POPULATION, AND POPULATION MOBILITY IN CONTEMPORARY BRAZIL.

- Population growth and the contribution of the immigration waves
- Demographic structure: age groups and gender
- The distribution and mobility of the Brazilian population: immigration, emigration, and migration.

TOPIC 4: ENVIRONMENT AND SOCIETY

4.1 THE NATURAL ENVIRONMENT—ORIGINS AND PROCESSES

- Geology and geomorphology
- Weather and hydrography
- Soils development
- Biodiversity and natural core areas (Domínios Morfoclimáticos) in Brazil. (Amazonia, Mares de Morro, Caatinga, Cerrado, Pradarias e Mata de Araucárias) and transition areas (Pantanal e Mata dos Cocais).

4.2 THE NATURAL ENVIRONMENT—HUMAN ACTIVITY AND ITS IMPACTS

- Natural resources: the role of mineral and energy resources in economic development and in the environment
- In urban areas (heat islands, temperature inversion, microclimates, acid rain, water pollution).
- In rural areas (the expansion and modernization of rural activities and their impact on the physical environment: soil erosion and degradation, desertification, deforestation and river sedimentation, use of agro-chemicals).

Topics in History

TOPIC 5: FROM DISCOVERY TO THE END OF THE COLONIAL ERA (1500 – 1822)

5.1 BRAZIL WITHIN THE CONTEXT OF MERCANTILISM

- European contacts: discoveries and encounters or “clash” of cultures?
- The colonial system / Colonial Pact

5.2 COLONIAL ECONOMY AND SOCIETY (16th – 18th centuries)

- The “sugar-cane society” (plantation and slavery)
- Colonial expansion and territorial reorganization (the role of cattle raising, the “bandeiras” and the mining economy)
- Mining economy and society

5.3 THE COLONIAL CRISIS (18th – 19th centuries)

- The old colonial system at stake
- Local rebellions and attempts at independence
- The royal family in Brazil and the new political status
- The granting of independence

TOPIC 6: THE MONARCHICAL EXPERIENCE (1822–1889)

6.1 THE ORGANIZATION OF THE FIRST EMPIRE

- Colonial persistence
- Political reorganization: the constitution of 1824
- The socio-economic organization
- The regency period (1831 – 1840)

6.2 THE SECOND EMPIRE: STABILITY AND CHANGES

- Economic changes in the coffee plantation (the growth of coffee production in the Paraíba valley)
- The slave system at stake (international and domestic challenges, the abolition)
- The new coffee frontier: São Paulo (new labor force, new techniques)
- Modernization? (1850): Challenging ideas to the political and economic order (abolitionism, republican aspirations and new relations)
- D. Pedro II and his foreign policy: The Paraguayan War (1864-1870)
- Paths to the proclamation of the Republic (1889)

7.1 THE FIRST REPUBLIC (1889 – 1930)

- The establishment of the republican government (Deodoro da Fonseca and Floriano Peixoto)
- The republic of the farmers and the consolidation of the oligarchic system
- Economic organization (coffee and other exports)
- Industrialization and working class movements
- The 1920s: the republic in crisis (socio-political consequences)
- 1930: Revolution or reform?

7.2 THE VARGAS ERA (1930 – 1945)

- Vargas and the constitution of 1934
- The *Estado Novo* (the fascist nature, domestic and foreign policies)
- Nationalism and populism (cultural and economic developments from 1930 to the 1950's)

TOPIC 8: CONTEMPORARY BRAZIL (1945 -)

8.1 THE DEMOCRATIC INTERREGNUM

- The constitution of 1946 and the conservative government of Dutra
- Vargas' second presidency: challenge and suicide
- The liberal democracy of Juscelino Kubitschek (the five-year development plan)
- Jânio Quadros' short term and the issues about his vice-president João Goulart
- Society and politics (the construction, contradictions and collapse of populism)

8.2 MILITARY DICTATORSHIP AND REPRESSION (1964 – 1985)

- The military *coup d'état* of 1964
- The establishment of a republic of generals
- Political and cultural repression
- Society, cultural protest and other forms of opposition
- The authoritarian modernization and the Brazilian economic miracle

8.3 THE DIFFICULT PATH TO DEMOCRACY (1986 – 2002)

- Political opening and the end of the military dictatorship
- The Nova República: from Sarney to Fernando Henrique Cardoso
- From indirect to direct elections
- The constitution of 1988
- Plano Real: Social and economic effects.

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, as 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 of study. 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 *Diploma Programme assessment: Principles and practice*.

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.

[Markschemes](#)

This generic term is used to describe analytic markschemes that are prepared for specific examination papers. Analytic markschemes are prepared for those examination questions that expect a particular kind of response and/or a given final answer from the students. They give detailed instructions to examiners on how to break down the total mark for each question for different parts of the response. A markscheme may include the content expected in the responses to questions or may be a series of marking notes giving guidance on how to apply criteria.

Methods of assessment and procedures

The organization of assessment has been guided by the following principles:

1. To enable greater balance in the overall assessment by using a variety of assessment techniques.
2. To test a wide range of performance criteria in terms of knowledge and understanding skills and attitudes.
3. To provide the fullest opportunity for students to demonstrate and apply their abilities in the course.
4. To achieve convergence between IB assessment styles and those of the Brazilian University entrance examination (the Vestibular).

The Brazilian Social Studies examination question papers and markschemes are currently produced by subject teachers, although the IB will be moving towards using external paper-setters for the examinations in the future. The examinations are marked by IB examiners. The assessor (the examiner in charge of the Brazilian Social Studies course) is responsible for:

- the review and approval of examination papers and markschemes
- the moderation of teachers' assessment of the IA investigations
- the marking of the examination work (Paper 1 and Paper 2), with the aid of an assistant examiner when necessary in May examination sessions
- the setting of grade boundaries for Paper 1 and Paper 2 in each examination session. Internal assessment boundaries for Brazilian Social Studies were set for the November 2010 exam session, and these were reviewed in the May 2011 session. The revised IA boundaries approved for **May 2012** will now remain the same for each future May and November examination session, until the subject goes through its next curriculum review.

Assessment outline

Assessment component	Weighting
External Assessment	3 hours
<p>Paper 1 1 hour 30 minutes</p> <p>Short answer, structured questions, based on the two core topics.</p> <p style="text-align: right;">Assessment objectives 1–3</p> <p>Section A: One question on the core topic in Brazilian geography—Topic 2: Brazil in the Globalization Era</p> <p>Section B: One question on the core topic in Brazilian history—Topic 7: Early Republican Brazil (1889–1945)</p> <p>Students answer both questions, which are weighted equally. Each question is divided into sub-sections clearly indicated on the paper. The paper is marked using a paper-specific markscheme.</p> <p>The maximum mark for each question is 20. The maximum mark for the paper is 40.</p>	40%
<p>Paper 2 1 hour 30 minutes</p> <p>Extended-response (essay) questions based on the syllabus topics.</p> <p style="text-align: right;">Assessment objectives 1–4</p> <p>Section A: Four questions: one question on each of the syllabus topics 1, 3 and 4 (Brazilian geography), and one other question. (Topic 2 is the prescribed topic for paper 1, and will not be assessed on paper 2.)</p> <p>Section B: Four questions: one question on each of the syllabus topics 5, 6, and 8 (Brazilian history), and one other question. (Topic 7 is the prescribed topic for paper 1, and will not be assessed on paper 2.)</p> <p>Students answer two questions, one from each section. The paper is marked using a paper-specific markschemes and the Paper 2 markbands in this guide.</p> <p>The maximum mark for each question is 20. The maximum mark for the paper is 40.</p>	40%
Internal Assessment	20 hours
<p>Internal Assessment</p> <p>A historical or geographical investigation related to any area of the syllabus, based on a research question.</p> <p style="text-align: right;">Assessment objectives 1–4</p> <p>This component is internally assessed by the teacher, using the IA assessment criteria in this guide, and externally moderated by the IB at the end of the course.</p> <p>The maximum mark for the internal assessment is 20.</p>	20%

External assessment

External assessment criteria

Two different methods are used to assess students:

- Detailed markschemes specific to each examination paper
- Markbands

For paper 1, there is an analytic markscheme.

For paper 2, there is an analytic markscheme and markbands (published in this syllabus, pages 24–25).

Paper 1

Duration: 1 hour 30 minutes

Weighting: 40%

The prescribed subject for Section A of paper 1, Brazilian geography, is **Topic 2: Brazil in the Globalization Era**.

The prescribed subject for Section B of paper 1, Brazilian history, is **Topic 7: Early Republican Brazil (1889 – 1945)**.

A mix of primary and secondary sources will be used. These may be written, pictorial or diagrammatic.

Documentary sources in Paper 1 cannot be handled with confidence unless students have a strong grasp of the historical context of the prescribed subjects. It is therefore essential that students be directed towards authoritative secondary sources which will provide them with a strong foundation in the prescribed subjects.

The number of documents for each prescribed subject may vary but will not exceed four (or 750 words). Some questions must be answered using only evidence from the documents: in other questions students will be asked to use their own knowledge as well as evidence contained in the documents.

The purpose of this paper is to give students the opportunity to demonstrate the accomplishment of assessment objectives 1–3. (See page 12).

The students must answer all sub-questions on each of the two prescribed subjects.

A question-specific markscheme will be used for marking this paper.

The Paper 1 exam assesses the following objectives:

Question	Assessment objective
The first question (For Section A and for Section B) will test understanding of a source in part (a) and (b).	1. Knowledge and understanding understand historical and geographical sources
The second question will test analysis of sources through the comparing and contrasting of two sources.	2. Application and interpretation compare and contrast historical or geographical sources as evidence
The third question for History will ask students to discuss two sources in relation to their origin, purpose, value, and limitations. The third question for Geography will ask students to compare two (or three) sources in relation to one specific theme that is present in both (or all).	3. Synthesis and evaluation evaluate historical or geographical sources as evidence
The fourth question will test evaluation of sources and contextual knowledge.	1. Knowledge and understanding demonstrate an understanding of historical and geographical contexts 2. Synthesis and evaluation evaluate and synthesize evidence from both historical and geographical sources and background knowledge

Paper 2

Duration: 1 hour 30 minutes

Weighting: 40%

This examination paper assesses objectives 1- 4. All the assessment objectives for the paper are tracked through to the markband descriptors (See "Markbands for Paper Two"). This paper consists of essay questions.

The six topics on which the questions are based are:

- | | |
|---------|---|
| Topic 1 | The construction of Brazilian geographical space |
| Topic 3 | The Demographic and Urban Dynamics of Contemporary Brazil |
| Topic 4 | Environment and Society |
| Topic 5 | From discovery to the end of colonial era (1500–1822) |
| Topic 6 | The monarchical experience (1822–1889) |
| Topic 8 | Contemporary Brazil (1945–) |

Students must answer two questions of their choice: one on **Section A**: Topics 1, 3, and 4 (Topic 2 is the prescribed topic for paper 1, and is not assessed in paper 2) and one on **Section B**: Topics 5, 6, and 8 (Topic 7 is the prescribed topic for paper 1, and is not assessed in paper 2.)

Students are expected to demonstrate in-depth historical and geographical knowledge and skills. Vague generalizations and opinions unsupported by historical or geographical evidence are not acceptable.

Students are expected to demonstrate a knowledge of territorial dynamics regarding the relationship between society and nature. Vague generalizations and opinions unsupported by reliable sources are not acceptable.

The purpose of this paper is to give students the opportunity to demonstrate the accomplishment of the 4 assessment objectives. (See page 12).

A question-specific markscheme is used for marking each of the questions, together with the markbands for paper 2 (see below).

Markbands for paper 2

The generic markbands are intended to be read in conjunction with the paper-specific markscheme.

The markbands concentrate on positive achievement, although for lower levels failure to achieve may be included in the description.

Markband

Marks	Level descriptor
0	If the answer does not achieve the standard described in markband 1-7 ("at the bottom end of that mark range"), 0 should be recorded.
1-5	<p>At the bottom end of this mark range</p> <ul style="list-style-type: none"> there is very little understanding of the question or relevant knowledge. appropriate skills and organizational structure are lacking. the student's answer is no more than a collection of generalizations or a paragraph or two of facts, bearing little relation to the question. <p>In the middle of this mark range</p> <ul style="list-style-type: none"> little understanding is shown of the question, which is not addressed effectively. although some historical or geographical facts and comments are present they are limited, often inaccurate, and of marginal relevance. there is also very little evidence of appropriate skills and the structure is basic. <p>At the top end of this mark range</p> <ul style="list-style-type: none"> there is some indication that the question is understood. the question is partially addressed, and there is a limited amount of accurate and relevant knowledge. there is a limited demonstration of skills, focus and structure.
6-10	<p>At the bottom end of this mark range</p> <ul style="list-style-type: none"> the demands of the question are generally understood. the question may be answered with a relevant coherent argument, which is supported by limited material. alternatively, the answer contains accurate knowledge but is mainly descriptive or narrative, with only implicit analysis and few explanatory comments, or it is only made relevant by its conclusion. <p>In addition:</p> <p>Answers to history questions</p> <ul style="list-style-type: none"> demonstrate some attempt to structure an answer chronologically or analytically. <p>Answers to geography questions</p> <ul style="list-style-type: none"> demonstrate some attempt to structure an answer using appropriate concepts and terminology.

	<p>At the top end of this mark range</p> <ul style="list-style-type: none"> the demands of the question are understood and addressed, although not all the issues are considered. the answer is supported by accurate, relevant and adequate knowledge. <p>In addition:</p> <p>Answers to history questions</p> <ul style="list-style-type: none"> should have some evidence of analysis. <p>Answers to geography questions</p> <ul style="list-style-type: none"> should have an appropriate structure, and/or an understanding of relevant concepts and terminology. should include examples and case studies but these are limited in detail.
11-15	<p>Throughout this mark range</p> <p>The demands of the question are effectively and relevantly addressed, in a structured framework.</p> <p>In addition:</p> <p>Answers to history questions</p> <ul style="list-style-type: none"> are clearly supported by appropriated factual knowledge demonstrate a consistent level of explicit understanding and analysis. <p>Answers to geography questions</p> <ul style="list-style-type: none"> are well-structured, and show an understanding of relevant concepts, and terminology examples case studies are included and are well chosen.
16-20	<p>Throughout this mark range</p> <p>The demands of the question are effectively and relevantly addressed in a clearly structured and focused essay. Arguments are detailed and well developed.</p> <p>In addition:</p> <p>Answers to history questions demonstrate a consistent level of explicit understanding and ability. Where appropriate, the answer will demonstrate one or more of the following:</p> <ul style="list-style-type: none"> a well developed awareness of historical processes a good conceptual ability a successful challenge to the assumptions implied in the question. <p>Answers to geography questions</p> <ul style="list-style-type: none"> show accurate, specific, in-depth understanding of relevant concepts and terminology. Include examples and case studies that are well-chosen and developed. demonstrate a good and well-balanced attempt at evaluation/synthesis.

Internal assessment

Purpose of internal assessment

Internal assessment is an integral and compulsory part of the course. It enables students to demonstrate the application of their skills and knowledge, either historical or geographic, 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.

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. However, if a student could not have completed the work without substantial support from the teacher, this should be recorded on the appropriate form from the *Handbook of procedures for the Diploma Programme*.

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.

As part of the learning process, teachers can give advice to students on a first draft of the internally assessed work. This advice should be in terms of the way the work could be improved, but this first draft must not be heavily annotated or edited by the teacher. The next version handed to the teacher after the first draft must be the final one.

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 malpractice. Each student must sign the coversheet for internal assessment to 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 to a teacher (or the coordinator) for internal assessment, together with the signed coversheet, it cannot be retracted.

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 requirement for teachers and students to sign the coversheet for internal assessment applies to the work of all students, not just the sample work that will be submitted to an examiner for the purpose of moderation. If the teacher and student sign a coversheet, but there is a comment to the effect that the work may not be authentic, the student will not be eligible for a mark in that component and no grade will be awarded. For further details refer to the IB publication *Academic honesty* and the relevant articles in the *General regulations: Diploma Programme*.

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

Time allocation

Internal assessment is an integral part of the Brazilian Social Studies standard level course, contributing 20% to the final assessment. 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 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
- time for consultation between the teacher and each student
- time to review and monitor progress, and to check authenticity.

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 levels of achievement 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.

- The aim is to find, for each criterion, the descriptor that conveys most accurately the level attained by the student, using the best-fit model. A best-fit approach means that compensation should be made when a piece of work matches different aspects of a criterion at different levels. The mark awarded should be one that most fairly reflects the balance of achievement against the criterion. It is not necessary for every single aspect of a level descriptor to be met for that mark to be awarded.

- When assessing a student’s work, teachers should read the level descriptors for each criterion until they reach a descriptor that most appropriately describes the level of the work being assessed. If a piece of work seems to fall between two descriptors, both descriptors should be read again and the one that more appropriately describes the student’s work should be chosen.
- Where there are two or more marks available within a level, teachers should award the upper marks if the student’s work demonstrates the qualities described to a great extent. Teachers should award the lower marks if the student’s work demonstrates the qualities described to a lesser extent.
- Only whole numbers should be recorded; partial marks, such as 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 level of achievement in relation to one criterion will not necessarily attain high levels of achievement in relation to the other criteria. Similarly, a student who attains a low level of achievement 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

Requirements of the historical or geographical investigation

INTRODUCTION

The Brazilian Social Studies internal assessment investigation is a problem-solving activity that enables students to demonstrate the application of their skills and knowledge to a historical or geographical topic that interests them, and that need not be related to the syllabus. The internal assessment allows for flexibility and should encourage students to use their own initiative. 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 analyzing a good range of source material and managing diverse interpretations. The activity demands that students search for, select, evaluate and use evidence to reach a relevant conclusion.

The investigation will be internally assessed by the teacher and externally moderated by the IB.

CHOICE OF TOPIC

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

Teachers must approve the topic for investigation and the research question before work is started. They must ensure that there are sufficient sources to support the investigation, and that it can be assessed by the criteria for internal assessment.

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

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

The list below gives some examples of topics students have undertaken, which are manageable within the word count and have a range of sources. Investigations do not need to be related to any of these.

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

Investigations related to the Military Dictatorship

- US involvement in the 1964 'coup'
- Castelo Branco's rule 1964-6
- Student resistance to the military
- Torture and military rule
- Economic miracle and the military
- Music and the dictatorship
- Theatre and resistance to censorship

Investigations related to current social/cultural issues

- 'Favelização' as urban model
- Football and its roots
- Brasilia—planning and architecture
- Development v environment- São Francisco dam project

Investigations related to the Vargas era

- Vargas and propaganda
- Vargas and industrialisation
- Estado Novo

Investigations related to the Republic 1889-1930

- What type of republic was it?
- How democratic was the republic?
- Canudos: a threat to the new republic?

Investigations related to the Empire

- The Paraguayan war—causes and results
- Abolition of slavery and the end of empire
- Barão de Mauá and industrialization

THE WRITTEN ACCOUNT

Every student **must** produce a written account of their investigation consisting of the following seven sections:

- A** Plan of the investigation
- B** Summary of information/evidence
- C** Evaluation of sources (*history*) or Justification for selection of evidence (*geography*)
- D** Analysis
- E** Conclusion
- F** List of sources and word limit

Minimum of 1,800 and a maximum of 2,200 words

20 marks

A Plan of the investigation

Students should:

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

B Summary of information/evidence

This section should consist of factual material that is:

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

C Evaluation of sources (*history*) or Justification for selection of evidence (*geography*)

For **historical** investigations, this section should consist of:

- a critical evaluation of at least two important sources appropriate to the investigation (and of the information/evidence collected)
- explicit reference to the origin, purpose, value and limitation of the selected sources.

For **geographical** investigations, this section should consist of:

- a justification for the data gathered through secondary research. 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 United Nations (UN) agencies, non-governmental organizations (NGOs), government publications, statistical yearbooks, censuses, the Internet or CD-Roms. All sources of data must be acknowledged.

D Analysis

This section should consist of:

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

E Conclusion

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

F Sources and word limit

A bibliography or list of sources and all citations, using one standard method, must be included; documents, or other supporting evidence (e.g. for geographical investigations, tables of statistical or numerical data, or of categories, classes or group names), should be included in an appendix. None of these will form part of the word count. However, maps and other illustrative material **can** be included in the body of the investigation, where strictly relevant, and these are not included in the word count, unless they include annotations of more than 10 words. The word count for the investigation must be clearly and accurately stated on the title page.

The following are **not** included in the word count.

- Title page
- Acknowledgments
- Contents page
- Titles and subtitles
- Bibliography/references
- Footnotes—up to a maximum of 15 words each
- Titles or captions accompanying illustrations, of fewer than 10 words
- Map legends and/or keys
- Labels (on maps or illustrations)—of 10 words or less
- Appendices

All the main text is included in the word count, including the research question, analysis, conclusion and evaluation, as well as all annotations over 10 words and any footnotes over 15 words.

Where work is over the limit, moderators are advised to stop reading and students are likely to lose marks not only under criterion F but possibly also under criteria D and E as well.

GENERAL ADVICE FOR GEOGRAPHICAL INVESTIGATIONS

Maps

It is strongly recommended that maps are student-generated, either by being hand-drawn or computer-derived, and they must be made relevant to the study. Maps that are downloaded or photocopied should be adapted to the student's own information and this may be achieved effectively by overlays. Normal map conventions must be followed.

Binding the report

Details on how to bind and present the reports for moderation are available in the *Handbook of procedures for the Diploma Programme*.

Internal assessment criteria

The historical or geographical investigation is assessed against the six criteria which are related to the objectives of the Brazilian Social Studies course.

Criterion A	Plan of the investigation	3 marks
Criterion B	Summary of information/evidence	4 marks
Criterion C	Evaluation of sources (<i>history</i>) or Justification for selection of evidence (<i>geography</i>)	4 marks
Criterion D	Analysis	4 marks
Criterion E	Conclusion	2 marks
Criterion F	List of sources and word limit	3 marks
		Total
		20 marks

A	Plan of the investigation
Markband	
0	There is no plan of the investigation, or it is inappropriate.
1	The research question, method, and scope of the investigation are not clearly stated.
2	The research question is clearly stated. The method and scope of the investigation are outlined and related to the research question.
3	The research question is clearly stated. The method and scope of the investigation are fully developed and closely focused on the research question.

B	Summary of information/evidence
Markband	
0	There is no relevant factual information.
1	There is some relevant factual information but this has not been adequately referenced.
2 - 3	There is adequate and relevant factual material that shows evidence of research, organization and referencing.
4	The factual material is all relevant to the investigation, with appropriate, possibly innovative, sources used. It has been well researched, organized and correctly referenced.

C	Evaluation of sources (historical investigations) or Justification for selection of information/evidence (geographical investigations)
Markband	
0	<p>History: There is no description or evaluation of sources.</p> <p>Geography: There is an absence of any justification for the selection of information/evidence and no comment on the reliability and validity of the evidence selected.</p>
1	<p>History: the sources are described but there is no reference to their origin, purpose, value and limitation.</p> <p>Geography: there is very limited and possibly inaccurate justification for the selection of information/evidence, although there may be some consideration of its reliability and validity.</p>
2 - 3	<p>History: there is some evaluation of the sources but reference to their origin, purpose, value and limitation may be limited.</p> <p>Geography: there is limited but accurate justification or explanation for the information/evidence selected, and there may be some good consideration of its reliability or validity.</p>
4	<p>History: there is clear and detailed evaluation of the sources and explicit reference to their origin, purpose, value and limitation.</p> <p>Geography: there is clear and accurate justification for the evidence selected and good consideration of its reliability or validity.</p>

D	Analysis
Markband	
0	There is no analysis.
1	There is an attempt at analysing the evidence presented in Section B, but this may be incomplete or superficial.
2 - 3	There is analysis throughout the investigation of the evidence presented in Criterion B. Where appropriate, different interpretations are considered.
4	There is detailed and critical analysis of the evidence presented in Criterion B. Where appropriate, different interpretations are fully considered.

E	Conclusion
Markband	
0	There is no conclusion, or the conclusion is not relevant to the evidence presented.
1	The conclusion is stated but is not entirely consistent with the evidence presented.
2	The conclusion is clearly stated and consistent with the evidence presented.

F	List of sources and word limit
Markband	
0	A list of sources is not included or the investigation is not within the word limit (between 1800–2200).
1	A list of sources is included but these are limited or one standard method is not used consistently, or the word count is not clearly and accurately stated on the title page.
2	A list of sources using one standard method is included and the investigation is within the word limit.
3	An appropriate list of sources, using one standard method, is included. The investigation is within the word limit.

Glossary of command terms

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.

Analyse	AO2	Break down in order to bring out the essential elements or structure.
Compare	AO3	Give an account of the similarities between two (or more) items or situations, referring to both (all) of them throughout.
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.
Contrast	AO3	Give an account of the 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.
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.
Identify	AO1	Provide an answer from a number of possibilities.
Justify	AO3	Give valid reasons or evidence to support an answer or conclusion.
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.

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These are examples of reference books and other media that some Diploma Programme Brazilian Social Studies teachers have found useful. The IB is not responsible for the content of any of these.

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