

# Assessment Prep with Kognity

## IBDP History

### What is this guide for?

This guide is designed to help you make the most out of Kognity as a tool to prepare students for success both in formative assessments and IBDP exam preparation.

### How does Kognity help with assessment preparation for IBDP History?

According to [John Hattie](#), Professor of Education and Director of the Melbourne Educational Research Institute at the University of Melbourne, Australia, feedback is an important driver for improving teaching and learning. Formative assessments play a large role in consistent feedback throughout the year as students prepare for their IBDP exams. Kognity provides efficient tools for immediate feedback to both the student and teacher.

“

“Think of feedback as received, not given.”

John Hattie

#### For students:

Students can test their problem solving, interpretation and analysis skills in History through completing worked examples and receiving immediate feedback on their responses. In addition, at the end of each section, students can complete section questions that are auto-graded, allowing them to receive feedback right away on their progress.



#### For teachers:

Teachers get immediate feedback on their students' progress through the Textbook and Questions data, located on the Insights page. Here, teachers can view a visual representation of student quiz and assignment scores. Teachers can then easily identify those students who need help, which makes intervention fast and efficient.

Below you will find some ways teachers can use Kognity's resources to successfully prepare their students for IBDP History assessment components. Click on each picture to explore more in Kognity History!



How does Kognity  
help with formative  
assessments?

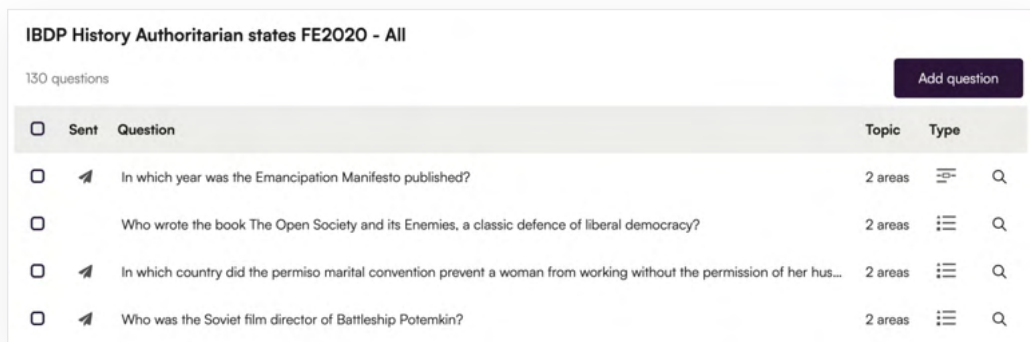


How does Kognity help  
with IB Assessment  
Preparation?

# How does Kognity help with formative assessments?

## Revision Quizzes

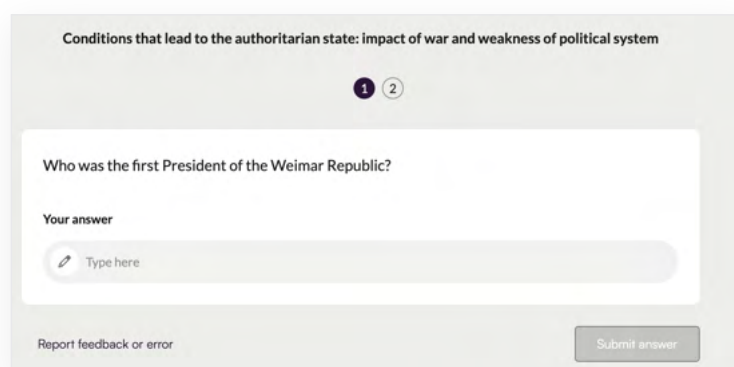
Kognity's question assignments can be used as revision quizzes for review at the end of a unit. Teachers can drill students on specific techniques and tools using multiple examples. All question assignments are auto-graded, so students and teachers can immediately receive the results. Teachers can then revise any common mistakes before starting to teach new content.



<input type="checkbox"/>	Sent	Question	Topic	Type
<input type="checkbox"/>		In which year was the Emancipation Manifesto published?	2 areas	Q
<input type="checkbox"/>		Who wrote the book The Open Society and its Enemies, a classic defence of liberal democracy?	2 areas	Q
<input type="checkbox"/>		In which country did the permiso marital convention prevent a woman from working without the permission of her hus...	2 areas	Q
<input type="checkbox"/>		Who was the Soviet film director of Battleship Potemkin?	2 areas	Q

## Exit Tickets

Exit tickets are a great type of formative assessment. At the end of class, students respond to a series of questions pertaining to the lesson to consolidate their knowledge and understanding. At the end of every History section are *section questions*, which teachers can set at the conclusion of the lesson. These questions are auto-graded, so both the students and the teacher get the results immediately.



Conditions that lead to the authoritarian state: impact of war and weakness of political system

1 2

Who was the first President of the Weimar Republic?

Your answer

Type here


Report feedback or error

Submit answer

# How does Kognity help with formative assessments?

## Notebook and Checklists

Kognity's notebook feature allows students to make their own notes and print out if necessary for consolidation. Students can use the notebook feature when they are performing self-assessment of knowledge and understanding at the end of each chapter with the checklists.

 **What you should know**

By the end of this **subtopic 1.2 The US, USSR and China – superpower relations (1947–1979)**, you should be able to:

- Compare and contrast foreign policies of the USA, China and the Soviet Union and how they influenced superpower rivalry between 1947 and 1979.
- Determine how significant peaceful coexistence and détente were during the course of the Cold War.
- Discuss the reasons for and the importance of the Sino-Soviet split.
- Explain the causes and consequences of Sino-American rapprochement.
- Determine in what ways and with what results the United States' Cold War policy of containment affected superpower relations.
- Judge the statement: 'Although it began in Europe, the spread of the Cold War to other regions was a much more dangerous development.'
- Evaluate the influence of proxy wars on superpower relations and the course of the Cold War.


## Exam Practice Tasks

Kognity provides exam-style questions, marks schemes and model answers that teachers can use in a variety of different ways with their students. For example, teachers can go over a practice paper as a class, write the answer together, and focus on examiner comments.

**Question 2.1** Paper 2 15 marks

**Question**

Compare and contrast the impact of two leaders, each chosen from a different region, on the development of the Cold War. [15 marks]

 **Exam tip**

**Question introduction**

**Leaders and nations**

The second section is broken down into two parts.

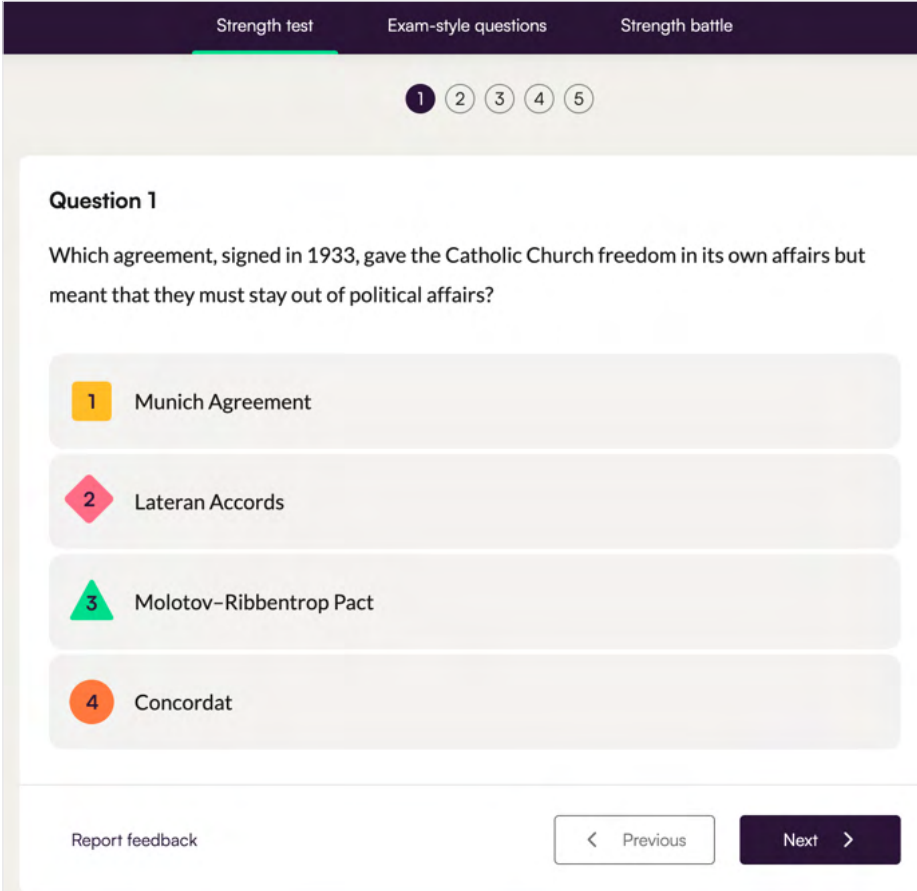
It looks first at the impact of two leaders on the course and development of the Cold War. These leaders have to be from two different regions. Popular choices are comparing Truman with Stalin, or Gorbachev with Reagan. However, they could be any leader that affected the Cold War.

Then it looks at the economic, social and cultural impact of the Cold War on two countries. Again these have to be from two different regions. The regions are Asia and Oceania, Africa and the Middle East, Europe, and the Americas. Previously, the question stated that the USA and Soviet Union could not be used. However, in exams from 2020 onward, this is allowed.

# How does Kognity help with formative assessments?

## Self-Study

To provide students with resources for self-directed active recall study, use strength tests and battles. Students can also use self-assessment checklists before a test or exam to help students identify areas of weakness.

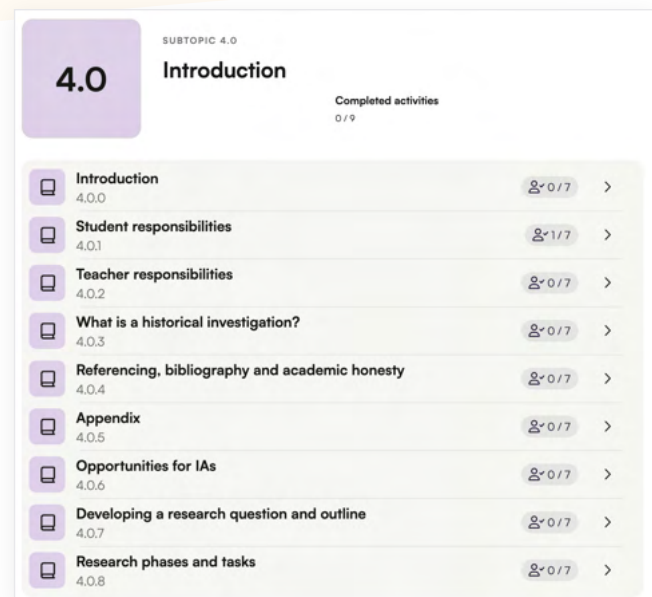


The screenshot displays a digital assessment interface. At the top, there are three tabs: 'Strength test' (which is highlighted with a green underline), 'Exam-style questions', and 'Strength battle'. Below the tabs is a progress indicator consisting of five numbered circles (1-5), with the first circle filled in black. The main content area is titled 'Question 1' and contains the text: 'Which agreement, signed in 1933, gave the Catholic Church freedom in its own affairs but meant that they must stay out of political affairs?'. Below the question are four answer options, each in a light grey rounded rectangle. Option 1 is 'Munich Agreement' with a yellow square icon containing the number 1. Option 2 is 'Lateran Accords' with a pink diamond icon containing the number 2. Option 3 is 'Molotov-Ribbentrop Pact' with a green triangle icon containing the number 3. Option 4 is 'Concordat' with an orange circle icon containing the number 4. At the bottom left of the interface is a 'Report feedback' link. At the bottom right are two buttons: 'Previous' with a left-pointing arrow and 'Next' with a right-pointing arrow. A pink decorative graphic is visible in the bottom right corner of the screenshot.

# How does Kognity help with IB Assessment Preparation?

## Internal Assessment

Kognity is useful for the Internal Assessment in that it allows the students to look ahead to things they will be studying. The links/sources/references often provide an easy entry into possible subjects for the IA.



SUBTOPIC 4.0		Introduction		Completed activities	
4.0				0/9	
📖	Introduction	4.0.0	0/7	>	
📖	Student responsibilities	4.0.1	1/7	>	
📖	Teacher responsibilities	4.0.2	0/7	>	
📖	What is a historical investigation?	4.0.3	0/7	>	
📖	Referencing, bibliography and academic honesty	4.0.4	0/7	>	
📖	Appendix	4.0.5	0/7	>	
📖	Opportunities for IAs	4.0.6	0/7	>	
📖	Developing a research question and outline	4.0.7	0/7	>	
📖	Research phases and tasks	4.0.8	0/7	>	

The incorporation of videos and interactive resources often spark student curiosity and interest, which is important when students are trying to come up with a topic for their IA. Having the resources listed at the end of the section helps them go deeper into research for their topic.

The IA section itself is well set up and has links to practical sources (such as Purdue's OWL guide to citations) The 'important' boxes help provide an overview of a lot of crucial points (such as the 10 year rule).

- ✓ **Important**
- To get high marks, your investigation needs to be considered as follows:
- It needs to be clear, coherent and effectively organised with a beginning, middle and end.
  - It needs to have well-developed critical analysis that is focused clearly on your question. Your evidence needs to be from a range of sources and used effectively to support your argument.
  - You need to evaluate different perspectives. It needs a reasoned conclusion that is consistent with the evidence and arguments provided.

The IA section has simplified explanations of the three parts of the IA that connect to familiar tasks for a student in identifying cross connections and transfer skills between different IB assessment components in History.

# How does Kognity help with IB Assessment Preparation?

## Paper 1

To prepare for Paper 1 skills, the class can practise each type of question together as a class, then in groups, then individually, and finally as a summative assessment. Students can spend a lesson working on one type of Paper 1 question (i.e. OPCVL, Compare and contrast, etc.) Teachers can use the sources embedded in the text for Paper 1 practice, or use the exam style questions as well.

**Source A**

An extract from a speech by Adolf Hitler at Koenigsberg on 25 March 1938.

Certain foreign newspapers have said that we fell on Austria with brutal methods. I can only say: even in death they cannot stop lying. I have in the course of my political struggle won much love from my people, but when I crossed the former frontier (into Austria) there met me such a stream of love as I have never experienced. Not as tyrants have we come, but as liberators.

**Question:** What actions contradict Hitler's claim that he and his army came to Austria 'Not as tyrants ... but as liberators'?

[» Show solution](#)

## Papers 2 and 3

For Papers 2 and 3, teachers could set possible essay questions for each section using 'exam-style assignments' and specifying that students or groups write only a thesis statement, an outline, or a full at-home essay for proper scaffolding. The exam style questions include tips and techniques on Paper 2 success, example answers and mark schemes to give students as much support as possible.

**Question**

Examine the role of the Soviet Union in the emergence of superpower rivalry in Europe between 1945–1949. [15 marks]

**Exam tip**

**Introduction to Paper 2**

Paper 2 requires you to answer two essay questions in 1 hour 30 minutes. Each essay is worth 15 marks. The whole paper is worth 30 marks. There are 24 questions from 12 topics. However, normally you would have studied just two of these topics and therefore should be able to answer four of the questions. You should only choose questions from topics that you have written essays about. Just because you watched a film on a topic doesn't make you able to get a good grade in a DP History essay.