



HISTORY

Nature of the Subject

History is a dynamic, contested, evidence-based discipline that involves an exciting engagement with the past. It is a rigorous intellectual discipline, focused around key historical concepts such as *cause, consequence, change, continuity, significance, and perspective*. History is an exploratory subject that fosters a sense of inquiry while as an interpretive discipline allows opportunity for engagement with multiple perspectives and a plurality of opinions. Studying history develops an understanding of the past, which leads to a deeper understanding of the nature of humans and of the world today.

The IB Diploma Programme (DP) history course is a world history course based on a comparative and multi- perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility.

The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past.

Distinction between Higher and Standard Level:

Students at standard level (SL) and higher level (HL) are presented with a syllabus that has a common core consisting of prescribed subjects and topics in world history. In addition, students at HL are also required to undertake an in-depth study of three sections from one of the HL regional options. While many of the skills of studying history are common to both SL and HL, the difference in recommended teaching hours at SL and HL signals a clear distinction between the demands made on students, with the greater depth of study required for HL.

Syllabus outline

The program consists of three bigger sections divided into smaller units and topics of study. Sections 1 and 2 are studied by all students while section 3 is only for HL candidates.

Section 1

Prescribed topic: Rights and Protest

This prescribed subject focuses on struggles for rights and freedoms in the mid-20th century. Two case studies are prescribed, from two different regions of the world, and both of these case studies must be studied. The first case study explores the civil rights movement in the US between 1954 and the passing of the Voting Rights Act in 1965. The second case study explores protests against apartheid in South Africa. It focuses specifically on the years 1948--1964.

Section 2

World History topics

a) Authoritarian states (20th century)

This topic focuses on exploring the conditions that facilitated the rise of authoritarian states in the 20th century, as well as the methods used by parties and leaders to take and maintain power. The topic explores the emergence, consolidation and maintenance of power, including the impact of the leaders' policies, both domestic and foreign, upon the maintenance of power. States studied include Stalin's USSR, Mao's China, Nazi Germany.

b) Independence movements (1800-2000)

It explores the origins and rise of independence movements, the reasons for their success, the challenges that new states faced in their first 10 years, and the responses to those challenges. Independence movements studied come from different regions in the

world – Vietnam, India & Pakistan, Ghana, Algeria - while students also have an opportunity to choose which ones they would study.

Section 3 (HL students only)

History of Europe

In section 3, HL students cover the topics from three units related to the 19th and 20th centuries: history of imperial Russia and the emergence of Lenin's Soviet Union (1855-1924), USSR, its collapse and the rise of post-Soviet Russia (1924-2000), and finally, the histories of European countries between the world wars (1919-1939), focusing on Germany, Italy, Spain and Kingdom of Yugoslavia.

Prior Learning

Students need not have studied history prior to starting the DP history 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. However, all students are encouraged and supported in developing a deeper interest in historical topics that go beyond the taught syllabus in order to achieve a better understanding how the past informs the present.

Assessment Objectives

Having followed the Diploma Programme course in History, students will be expected to:

- develop an understanding of, and continuing interest in, the past
- encourage students to engage with multiple perspectives and the complex nature of historical concepts
- promote international-mindedness through the study of history from more than one region of the world
- develop an understanding of history as a discipline, as well as key historical skills
- increase students' understanding of themselves and of contemporary society by encouraging reflection on the past.

Teaching Approach

Delivery of the History course aims to help students develop the key attributes of the IB learner profile, together with the necessary set of skills they needed in order grow personally and academically, while studying a variety of historical topics, mostly from the most recent centuries (19th and 20th). Having in mind that students are encouraged to take ownership of their knowledge and achievements, the teaching of the History course aims to allow more

independence and involvement from the students. Students are invited to become constructive contributors to the class work, and to use various opportunities for individual research, group assignments, debates and other formats of learning. Finally, it is the course where we rely much on the culture of collaboration and mutual support.

Why students might choose this subject

IB History is an interesting, thought-provoking and exciting subject for all those who are not only interested in studying the past but acquiring a deeper, nuanced understanding of the current social and political events that we constantly learn about through media channels. As a subject it constantly engages students to critically examine human agency and responsibility in various historical events, develop open mindedness and appreciation of different, sometimes opposing perspectives. Having in mind this set of skills, History course presents itself as a good opportunity for all the students interested in studying law, politics, international relations, journalism, as well as any other aspect of the humanities as an area of scientific knowledge.

Course Assessment

During the course of the two years, students in History will be assessed through a range of tasks and assignments tailored in the way that will allow them to gradually develop effective skills needed in order to meet the aims and objectives of the final exam. This includes group work assignments, individual class participation, performance in different oral and written exercises, as well as working on smaller research projects.

The **final Diploma grade** in the subject is determined by 2 assessment components:

1. Internal assessment: The Historical Investigation

The Historical Investigation is a problem-solving activity that enables students to demonstrate the application of their skills and knowledge to a historical topic that interest them and that need not be related to the syllabus. The investigation is no more than 2200 words long and must follow a specific format which is rather more structured than an essay. Full information on the Historical Investigation is handed out towards the end of the first year of the course while its final completion and submission are expected in the second year, after the winter break.

For Standard level students the internally assessed component counts towards 25% of the final Diploma grade.

For Higher level students the internally assessed component counts towards 20% of the final Diploma grade.

2. External assessment: Written examinations

Standard level students are assessed on two different papers: a) paper one which is a source based paper related to the case studies in Civil Rights Movement and Apartheid in South Africa b) paper two which is an essay based on questions about world history topics: authoritarian states and independence movements. Emphasis in paper one is on the skills of reading and analyzing sources while paper two focuses more on skills of analyzing and critically examining historical knowledge.

Higher level students take the same papers as Standard level students but they also take an additional paper three which is essay writing component based on the topics from History of Europe. The nature of paper three is very similar to paper two but it involves different topics that only HL students study.

For Standard level students the externally assessed component counts towards 75% of the final Diploma grade.

For Higher level students the externally assessed component counts towards 80% of the final Diploma grade.