IB Diploma History Syllabus

Curriculum Details

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Curriculum Aims

The aims of all subjects in group 3, individuals and societies are to:

- 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
- 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
- enable the student to collect, describe and analyse data used in studies of society, to test hypotheses and interpret complex data and source material
- 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
- 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
- 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.

The aims of the history course at SL and HL are to:

- promote an understanding of history as a discipline, including the nature and diversity of its sources, methods and interpretations
- encourage an understanding of the present through critical reflection upon the past
- encourage an understanding of the impact of historical developments at national, regional and international levels
- develop an awareness of one’s own historical identity through the study of the historical experiences of different cultures.
The Theory of Knowledge in the study of History:

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 history. Teachers should be aware of the following questions and use them implicitly and explicitly in their teaching of the history syllabus.

- Why study history?
- Is knowledge of the past ever certain?
- Does the study of history widen our knowledge of human nature?
- Can history help in understanding the present or predicting the future?
- To what extent does emotion play a role in an historian’s analysis? Is (historical) objectivity possible?
- 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?
- What problems are posed for the study of history by changes in language and culture over time?
- Can history be considered in any sense “scientific”?
Learning Outcomes

The IB History student should be able to achieve the following skills:

a) The gathering and sorting of historical evidence
   - developing research skills of locating and selecting relevant and appropriate evidence, from books, articles, websites and audio-visual resources
   - recognizing the distinctions between different kinds of evidence: primary and secondary, textual, audio-visual, oral, graphic, tabular.

A student’s progress should be characterized by increasing confidence and independence in locating and using a variety of historical sources.

b) The evaluation of historical evidence
   - recognizing the subjective nature of the historical evidence
   - examining sources for information and interpretations, and for cases where they corroborate, complement or contradict each other
   - recognizing the value and uses of sources, and reasons to use them cautiously
   - recognizing and appreciating why and how opinions and interpretations differ.

A student’s progress should be characterized by increasing awareness and acknowledgment of historical opinions and interpretations.

c) Recognizing and understanding historical processes and their relationships to human experience, activity and motivation
   - recognizing, explaining and analysing causes and consequences
   - recognizing, explaining and analysing continuity, change and development over time
   - recognizing, explaining and analysing similarity and difference
   - relating human activities, experiences and motivations in history to a range of cultural and social dimensions
   - synthesizing material studied across time and space.

A student’s progress should be characterized by a maturing appreciation of the nature of human experience in a range of contexts.

d) Organizing and expressing historical ideas and information
   - posing questions and hypotheses and answering or testing them
   - handling and synthesizing several sources for one inquiry
   - selecting and deploying information and ideas
   - constructing narratives, with ideas, analysis and relevant substantiation
   - summarizing and arriving at conclusions.

A student’s progress should be characterized by increasingly sophisticated and effective skills of oral and written communication.
Course Description

Group 3 subjects study individuals and societies. More commonly, these subjects are collectively known as the human sciences or social sciences. In essence, group 3 subjects explore the interactions between humans and their environment in time, space and place.

History is more than the study of the past. It is the process of recording, reconstructing and interpreting the past through the investigation of a variety of sources. It is a discipline that gives people an understanding of themselves and others in relation to the world, both past and present.

Students of history should learn how the discipline works. It is an exploratory subject that poses questions without providing definitive answers. In order to understand the past, students must engage with it both through exposure to primary historical sources and through the work of historians. Historical study involves both selection and interpretation of data and critical evaluation of it. Students of history should appreciate the relative nature of historical knowledge and understanding, as each generation reflects its own world and preoccupations and as more evidence emerges. A study of history both requires and develops an individual’s understanding of, and empathy for, people living in other periods and contexts.

Diploma Programme history consists of a standard level (SL) and higher level (HL) core syllabus comprising an in-depth study of an individual prescribed subject and the selection of two topics. Students and teachers have a choice of route 1 that explores the main developments in the history of Europe and the Islamic world (from 500 to 1570) or route 2, which we cover in LIS, that encompasses the main developments in 20th century world history. At HL students select from a range of optional syllabuses that cover a wider time span encouraging in-depth study.

Thus Diploma Programme history provides both structure and flexibility, fostering an understanding of major historical events in a global context. It requires students to make comparisons between similar and dissimilar solutions to common human situations, whether they be political, economic or social. It invites comparisons between, but not judgments of, different cultures, political systems and national traditions.

The content of the history course is intrinsically interesting and it is hoped that many students who follow it will become fascinated with the discipline, developing a lasting interest in it, whether or not they continue to study it formally.

The international perspective in Diploma Programme history provides a sound platform for the promotion of international understanding and, inherently, the intercultural awareness necessary to prepare students for global citizenship. Above all, it helps to foster respect and understanding of people and events in a variety of cultures throughout the world.
Course Curriculum

In LIS we follow the Route 2: 20th Century World History option. Within this route there are various choices available to study.

1. 20th Century World History—Prescribed Subjects (SL and HL)

The following subjects are offered as part of the prescribed subjects, of which one must be chosen:

- Peacemaking, peacekeeping—international relations 1918–36
- The Arab–Israeli conflict 1945–79
- Communism in crisis 1976–89

Currently in LIS we cover:

Peacemaking, peacekeeping—international relations 1918–36

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

- aims of the participants and peacemakers: Wilson and the Fourteen Points
- terms of the Paris Peace Treaties 1919–20: Versailles, St Germain, Trianon, Neuilly, Sèvres/Lausanne 1923
- the geopolitical and economic impact of the treaties on Europe; the establishment and impact of the mandate system
- the League of Nations: effects of the absence of major powers; the principle of collective security and early attempts at peacekeeping (1920–5)
- the Ruhr Crisis (1923); Locarno and the “Locarno Spring” (1925)
- Depression and threats to international peace and collective security: Manchuria (1931–3) and Abyssinia (1935–6).
2. **20th Century World History—Topics (SL and HL)**

The following topics are offered of which **two** must be chosen

- Causes, practices and effects of wars
- Democratic states—challenges and responses
- Origins and development of authoritarian and single-party states
- Nationalist and independence movements in Africa and Asia and post-1945 Central and Eastern European states
- The Cold War

Currently in LIS we cover the *Causes, practices and effects of wars & the Cold War*

**Causes, practices and effects of wars**

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

**Major themes**

a. Different types and nature of 20th century warfare
   - Civil
   - Guerrilla
   - Limited war, total war

b. Origins and causes of wars
   - Long-term, short-term and immediate causes
   - Economic, ideological, political, religious causes

c. Nature of 20th century wars
   - Technological developments, tactics and strategies, air, land and sea
   - Home front: economic and social impact (including changes in the role and status of women)
   - Resistance and revolutionary movements

d. Effects and results of wars
   - Peace settlements and wars ending without treaties
   - Attempts at collective security pre- and post-Second World War
   - Political repercussions and territorial changes
   - Post-war economic problems
**Material for detailed study**

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

Currently in LIS we cover the First and Second World Wars, the Spanish and Chinese Civil Wars and the Falklands and Persian Gulf Wars.

**The Cold War**

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

**Major Themes**

a. Origins of the Cold War:
   - Ideological differences
   - Mutual suspicion and fear
   - From war time allies to post war enemies

b. Nature of the Cold War:
   - Ideological opposition
   - Superpowers and spheres of influence
   - Alliances and diplomacy in the Cold War

c. Development and impact of the Cold War:
   - Global spread of the Cold War from its European origins
   - Cold War policies of containment, brinkmanship, peaceful co-existence and détente.
   - Role of the United Nations and the non-alignment movement
   - Role and significance of leaders
   - Arms race, proliferation and limitation
   - Social, cultural and economic impact
d. End of the Cold War:
   - Break-up of the Soviet Union; internal problems and external pressures
   - Breakdown of Soviet control over central and eastern Europe

**Material for Detailed Study**

- Wartime alliance: Potsdam and Yalta
- U.S policies in Europe: Truman Doctrine, Marshall Plan and NATO
- Soviet policies in Europe: sovietization of eastern Europe, Comecon and Warsaw Pact
- Sino - Soviet relations
- U.S - Chinese relations
- Germany and Berlin 1945-61, Congo 1960-64, Afghanistan 1979-88, Korea, Vietnam, Cuba and the Middle East
- Castro, Gorbachev, Kennedy, Mao, Truman, Stalin, Reagan.

### 3. Higher Level Options (HL only)

The following options are offered of which **one** must be chosen.

- Aspects of the history of Africa
- Aspects of the history of the Americas
- Aspects of the history of Asia and Oceania
- Aspects of the history of Europe and the Middle East

This option covers major trends in Europe and the Middle East in the period from the mid 18th century to the end of the 20th century. Europe and the Middle East are geographically close, and their similarities and differences have resulted in periods of cooperation and enmity. Major developments included revolutions; the decline of empires and the establishment of nation states; political, social and economic reforms; and the emergence of dictatorships and the re-emergence of democracy. Although the focus is on major countries, developments in other states can be studied through case studies. Currently in EISP we cover the *Aspects of the history of Europe and the Middle East* and within this topic we have selected the following three options:

**Imperial Russia, revolutions, emergence of Soviet State 1853-1924**

This section deals with the decline of imperial power in Tsarist Russia and the emergence of the Soviet State. It requires examination and consideration of the social, economic and political factors that inaugurated and accelerated the process of decline. Attempts at domestic reform and the extent to which these hastened or hindered decline should be studied, together with the impact of war and foreign entanglements.

- Alexander II (1855-81): emancipation of the serfs; military, legal, educational, local government reforms; later reaction
Policies of Alexander III (1881-94) and Nicholas II (1895-1917): backwardness and attempts at modernization; nature of tsardom; growth of opposition movements
Significance of the Russo-Japanese War; 1905 Revolution; Stolypin and the Duma; the impact of the First World War (1914-18) on Russia
1917 Revolutions: February/March Revolution; Provisional Government and Dual Power (Soviets); October/November Bolshevik Revolution; Lenin and Trotsky
Lenin’s Russia (1917-24): consolidation of new Soviet state; Civil War; War Communism; NEP; terror and coercion; foreign relations

Interwar years: conflict and cooperation 1919-39

This section deals with the period between the two World Wars and the attempts to promote international cooperation and collective security. Obstacles to cooperation, such as post-war revisionism, economic crises and challenges to democracy and political legitimacy in Italy, Germany and Spain respectively, all require examination and consideration. The policies of the right-wing regimes and the responses of democratic states are also the focus of this section.

Germany 1919-33: political, constitutional, economic, financial and social problems
Italy 1919-39: Mussolini’s domestic and foreign policies
The impact of the Great Depression (case study of its effect on one country in Europe)
Spanish Civil War: background to the outbreak of the Civil War; causes and consequences; foreign involvement; reasons for Nationalist victory
Hitler’s domestic and foreign policy (1933-39)
Search for collective security; appeasement in the interwar years; the failure of international diplomacy;
the outbreak of war in 1939

European Diplomacy and the First World War 1870 to 1923

This section deals with the longer- and shorter-term origins of the First World War, its course and consequences. The breakdown of European diplomacy pre-1914 and the crises produced in international relations should be examined. It covers how the practice of war affected the military and home fronts. The section also investigates reasons for the Allied victory/Central Powers’ defeat plus a study of the economic, political and territorial effects of the post-war Paris Peace Settlement.

European diplomacy and the changing balance of power in 1870
Aims, methods, continuity and change in German foreign policy until 1914, global colonial rivalry
Relative importance of: the alliance system, the decline of the Ottoman Empire, Austria-Hungary and Balkan nationalism, arms race, international and diplomatic crises
Effects on civilian population, impact on women socially and politically
Factors that led to the defeat of Germany and the other Central Powers, strategic errors, economic factors and the impact on the United States on the war
Post war peace treaties and their territorial, economic and social impact on Europe

4. **Internal Assessment (SL and HL)**

As part of their end of course assessment students are required to complete a historical investigation into a topic of their choice. Internal assessment is an integral part of the course and is compulsory for both SL and HL students. 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. The internal assessment requirements at SL and at HL are the same.

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 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 inquiry that enables the student to develop and apply the skills of a historian by selecting and analysing 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 should be written in the specific format outlined later in this section.

*Examples of the types of investigations students may undertake are:*

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

*The scope of the historical investigation should:*

- undertake a historical investigation using a good range of historical sources
- focus on a topic or event with a cut-off date that is at least 10 years before the submission date for the investigation (therefore, an investigation submitted in 2010 would have a cut-off date of 2000; an investigation submitted in 2016 would have a cut-off date of 2006)
- provide a title for the historical investigation that should be framed as a question
- produce a written account of between 1,500-2,000 words for SL and HL, which must consist of:
- a cover page with student name, number, research question and accurate word count
- a plan of the historical investigation
- a summary of evidence
- an evaluation of sources
- an analysis
- a conclusion
- a list of sources.

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

1. IB Assessment Criteria

Assessment objective 1: Knowledge and understanding

- Recall and select relevant historical knowledge
- Demonstrate an understanding of historical context
- Demonstrate an understanding of historical processes: cause and effect; continuity and change
- Understand historical sources (SL/HL paper 1)
- Deploy detailed, in-depth knowledge (HL paper 3)
- Demonstrate knowledge and understanding of a specific historical topic (IA)

Assessment objective 2: Application and interpretation

- Apply historical knowledge as evidence
- Show awareness of different approaches to, and interpretations of, historical issues and events
- Compare and contrast historical sources as evidence (SL/HL paper 1)
- Present a summary of evidence (IA)

Assessment objective 3: Synthesis and evaluation

- Evaluate different approaches to, and interpretations of, historical issues and events
- Evaluate historical sources as evidence (SL/HL paper 1 and IA)
- Evaluate and synthesize evidence from both historical sources and background knowledge (SL/HL paper 1)
- Develop critical commentary using the evidence base (SL/HL paper 2 & HL paper 3)
- Synthesize by integrating evidence and critical commentary (HL paper 3)
- Present an analysis of a summary of evidence (IA)

Assessment objective 4: Use of historical skills

- Demonstrate the ability to structure an essay answer, using evidence to support relevant, balanced and focused historical arguments (SL/HL paper 2 and HL paper 3)
- Demonstrate evidence of research skills, organization and referencing (IA)
2. **IB Mark scheme**

IBDP History is assessed at the end of Year 12 and a grade is awarded based on the following criteria.

<table>
<thead>
<tr>
<th>Component</th>
<th>Higher Level</th>
<th>Standard Level</th>
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<tbody>
<tr>
<td></td>
<td>Marks</td>
<td>Percent</td>
</tr>
<tr>
<td>Paper One</td>
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<td>Internal Assessment</td>
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3. **IB Grade Boundaries**

The grade boundaries are set annually by the IB and are subject to change at any time. The boundaries given below are from May 2012 only and should only be taken as a guideline and are likely to be different in the next exam session.

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<td>66-100</td>
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Grade boundaries from May/June 2012
4. **In School Assessment**

Year 12 & 13 assessment will employ a combination of the following assessment methods:

- Fact checking quizzes
- IB style exam questions
- Summative exams prior to reporting periods.

<table>
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<tr>
<th>Report Period</th>
<th>Fact Check Quiz</th>
<th>IB Style Questions</th>
<th>Summative Exam</th>
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**Notes and Comments**