



## IB WORLD SCHOOL 1309 (ZSO13 Gdańsk)

### History HL

#### syllabus & course of study

(based on History guide, first exams 2020, 6h/week)



#### **A. 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.

#### **B. History aims**

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

7. develop an understanding of, and continuing interest in, the past
8. encourage students to engage with multiple perspectives and to appreciate the complex nature of historical concepts, issues, events and developments
9. promote international-mindedness through the study of history from more than one region of the world
10. develop an understanding of history as a discipline and to develop historical consciousness including a sense of chronology and context, and an understanding of different historical perspectives
11. develop key historical skills, including engaging effectively with sources
12. increase students' understanding of themselves and of contemporary society by encouraging reflection on the past.

#### **C. Course overview:**

##### **C.1 Prescribed subject:**

1. The move to global war

##### **C.2 World history topics:**

1. Authoritarian states (20th century)
2. Causes and effects of 20th-century wars

##### **C.3 HL options: Depth studies**

1. History of Europe

##### **C.4. Internal Assessment**

## D. COURSE OF STUDY

Content – topics and guiding questions		Time provision
The Tsarist Russia from Alexander II to Nicholas II.	The transformation of the Russian State under the last Tsars and its results.	48 hours
The causes, practice and results of WWI.	<p>The long- and short-term causes of WWI.</p> <p>The impact of the modern war technologies on the warfare.</p> <p>The impact of the war on the civilians, including women and ethnic minorities.</p> <p>The reasons for the failure of the Central Powers.</p> <p>Terms of the peace settlement and its assessment.</p>	48 hours
Emerging of the Soviet State. The USSR under Stalin, 1917-1940.	<p>Conditions in which the USSR emerged: economic factors; social division; impact of war; weakness of political system</p> <p>Methods used to establish authoritarian states: persuasion and coercion; the role of leaders; ideology; the use of force; propaganda</p> <p>Use of legal methods; use of force; charismatic leadership; dissemination of propaganda</p> <p>Nature, extent and treatment of opposition</p> <p>The impact of the success and/or failure of foreign policy on the maintenance of power</p> <p>Aims and impact of domestic economic, political, cultural and social policies</p> <p>The impact of policies on women and minorities</p> <p>Authoritarian control and the extent to which it was achieved</p>	48 hours
From the Weimar Republic to the Third Reich.	<p>Conditions in which the Third Reich emerged: economic factors; social division; impact of war; weakness of political system</p> <p>Methods used to establish authoritarian states: persuasion and coercion; the role of leaders; ideology; the use of force; propaganda</p> <p>Use of legal methods; use of force; charismatic leadership; dissemination of propaganda</p> <p>Nature, extent and treatment of opposition</p> <p>The impact of the success and/or failure of foreign policy on the maintenance of power</p> <p>Aims and impact of domestic economic, political, cultural and social policies</p> <p>The impact of policies on women and minorities</p> <p>Authoritarian control and the extent to which it was achieved</p>	48 hours
Emerging of the Fascist State in Italy.	Conditions in which the Fascist State emerged: economic factors; social division; impact of war; weakness of political system	24 hours

	<p>Methods used to establish authoritarian states: persuasion and coercion; the role of leaders; ideology; the use of force; propaganda</p> <p>Use of legal methods; use of force; charismatic leadership; dissemination of propaganda</p> <p>Nature, extent and treatment of opposition</p> <p>The impact of the success and/or failure of foreign policy on the maintenance of power</p> <p>Aims and impact of domestic economic, political, cultural and social policies</p> <p>The impact of policies on women and minorities</p> <p>Authoritarian control and the extent to which it was achieved</p>	
The move to the Global War. The causes, practice and results of WWII.	<p>The long- and short-term causes of WWI.</p> <p>The impact of the modern war technologies on the warfare.</p> <p>The Genocides, including the Holocaust.</p> <p>The impact of the war on the civilians, including women and ethnic minorities.</p> <p>The reasons for the failure of the Axis Powers.</p> <p>Terms of the peace settlement and its assessment.</p> <p>The reasons for the Cold War.</p>	48 hours
The causes, practice and results of the Civil War in China. The People's Republic of China under Mao.	<p>Conditions in which the People's Republic of China emerged: economic factors; social division; impact of war; weakness of political system</p> <p>Methods used to establish authoritarian states: persuasion and coercion; the role of leaders; ideology; the use of force; propaganda</p> <p>Use of legal methods; use of force; charismatic leadership; dissemination of propaganda</p> <p>Nature, extent and treatment of opposition</p> <p>The impact of the success and/or failure of foreign policy on the maintenance of power</p> <p>Aims and impact of domestic economic, political, cultural and social policies</p> <p>The impact of policies on women and minorities</p> <p>Authoritarian control and the extent to which it was achieved</p>	48 hours
Internal Assessment.		24 hours

**(More detailed content and specific skills, knowledge, concepts build and/or explored in unit planners)**

## E. ASSESSMENT

### E.1 Assessment outline:

Assessment component	Weighting
<b>External assessment (5 hours)</b> <b>Paper 1 (1 hour)</b> Source-based paper based on the five prescribed subjects. Choose one prescribed subject from a choice of five. Answer four structured questions. <b>(24 marks)</b> <b>Paper 2 (1 hour 30 minutes)</b> Essay paper based on the 12 world history topics. Answer two essay questions on two different topics. <b>(30 marks)</b> <b>Paper 3 (2 hours 30 minutes)</b> Separate papers for each of the four regional options. For the selected region, answer three essay questions. <b>(45 marks)</b>	<b>80%</b> 20% 25% 35%
<b>Internal assessment</b> This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Historical investigation Students are required to complete a historical investigation into a topic of their choice. <b>(25 marks)</b>	<b>20%</b>

## E.2 Assessment criteria

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

External markbands—paper 2 and Paper 3 (SL and HL)	
0	Answers do not reach a standard described by the descriptors below.
1-3	There is little understanding of the demands of the question. The response is poorly structured or, where there is a recognizable essay structure, there is minimal focus on the task.
	Little knowledge of the world history topic is present.
	The student identifies examples to discuss, but these examples are factually incorrect, irrelevant or vague.
	The response contains little or no critical analysis. The response may consist mostly of generalizations and poorly substantiated assertions.
4-6	The response indicates some understanding of the demands of the question. While there may be an attempt to follow a structured approach, the response lacks clarity and coherence.
	Knowledge of the world history topic is demonstrated, but lacks accuracy and relevance. There is a superficial understanding of historical context.
	The student identifies specific examples to discuss, but these examples are vague or lack relevance.

	There is some limited analysis, but the response is primarily narrative/descriptive in nature rather than analytical.
7-9	The response indicates an understanding of the demands of the question, but these demands are only partially addressed. There is an attempt to follow a structured approach.
	Knowledge of the world history topic is mostly accurate and relevant. Events are generally placed in their historical context.
	The examples that the student chooses to discuss are appropriate and relevant. The response makes links and/or comparisons (as appropriate to the question).
	The response moves beyond description to include some analysis or critical commentary, but this is not sustained.
10-12	The demands of the question are understood and addressed. Responses are generally well structured and organized, although there is some repetition or lack of clarity in places.
	Knowledge of the world history topic is mostly accurate and relevant. Events are placed in their historical context, and there is some understanding of historical concepts.
	The examples that the student chooses to discuss are appropriate and relevant, and are used to support the analysis/evaluation. The response makes effective links and/or comparisons (as appropriate to the question).
	The response contains critical analysis, which is mainly clear and coherent. There is some awareness and evaluation of different perspectives. Most of the main points are substantiated and the response argues to a consistent conclusion.
13-15	Responses are clearly focused, showing a high degree of awareness of the demands and implications of the question. Responses are well structured and effectively organized.
	Knowledge of the world history topic is accurate and relevant. Events are placed in their historical context, and there is a clear understanding of historical concepts.
	The examples that the student chooses to discuss are appropriate and relevant, and are used effectively to support the analysis/evaluation. The response makes effective links and/or comparisons (as appropriate to the question).
	The response contains clear and coherent critical analysis. There is evaluation of different perspectives, and this evaluation is integrated effectively into the answer. All, or nearly all, of the main points are substantiated, and the response argues to a consistent conclusion.

Internal assessment criteria (SL and HL)

**Criterion A: Identification and evaluation of sources (6 marks)**

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1-2	The question for investigation has been stated. The student has identified and selected appropriate sources, but there is little or no explanation of the relevance of the sources to the investigation. The response describes, but does not analyse or evaluate, two of the sources.
3-4	An appropriate question for investigation has been stated. The student has identified and selected appropriate sources, and there is some explanation of the relevance of the sources to the investigation. There is some analysis and evaluation of two sources, but reference to their value and limitations is limited.
5-6	An appropriate question for investigation has been clearly stated. The student has identified and selected appropriate and relevant sources, and there is a clear explanation of the relevance of the sources to the investigation. There is a detailed analysis and evaluation of two sources with explicit discussion of the value and limitations of two of the sources for the investigation, with reference to the origins, purpose and content of the two sources.

**Criterion B: Investigation (15 marks)**

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1-3	The investigation lacks clarity and coherence, and is poorly organized. Where there is a recognizable structure there is minimal focus on the task. The response contains little or no critical analysis. It may consist mostly of generalizations and poorly substantiated assertions. Reference is made to evidence from sources, but there is no analysis of that evidence.
4-6	There is an attempt to organize the investigation but this is only partially successful, and the investigation lacks clarity and coherence. The investigation contains some limited critical analysis but the response is primarily narrative/descriptive in nature, rather than analytical. Evidence from sources is included, but is not integrated into the analysis/argument.
7-9	The investigation is generally clear and well organized, but there is some repetition or lack of clarity in places. The response moves beyond description to include some analysis or critical commentary, but this is not sustained. There is an attempt to integrate evidence from sources with the analysis/argument. There may be awareness of different perspectives, but these perspectives are not evaluated.
10-12	The investigation is generally clear and well organized, although there may be some repetition or lack of clarity in places. The investigation contains critical analysis, although this analysis may lack development or clarity. Evidence from a range of sources is used to support the argument. There is awareness and some evaluation of different perspectives. The investigation argues to a reasoned conclusion.

Marks	Level descriptor
13-15	<p>The investigation is clear, coherent and effectively organized.</p> <p>The investigation contains well-developed critical analysis that is focused clearly on the stated question. Evidence from a range of sources is used effectively to support the argument.</p> <p>There is evaluation of different perspectives. The investigation argues to a reasoned conclusion that is consistent with the evidence and arguments provided.</p>

**Criterion C: Reflection (4 marks)**

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1-2	<p>The reflection contains some discussion of what the investigation highlighted to the student about the methods used by the historian.</p> <p>The reflection demonstrates little awareness of the challenges facing the historian and/or the limitations of the methods used by the historian.</p> <p>The connection between the reflection and the rest of the investigation is implied, but is not explicit.</p>
3-4	<p>The reflection is clearly focused on what the investigation highlighted to the student about the methods used by the historian. The reflection demonstrates clear awareness of challenges facing the historian and/or limitations of the methods used by the historian.</p> <p>There is a clear and explicit connection between the reflection and the rest of the investigation.</p>

