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*Course Syllabus*

*History*

*diploma programme*

***Course Overview***

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 exposures 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 Program 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 will study Route 2 which 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 Program 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 (www.ibo.org).

***Learning Outcomes***

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

1. Develop an understanding of, and continuing interest in, the past
2. Encourage students to engage with multiple perspectives and to appreciate the complex nature of historical concepts, issues, events and developments
3. Promote international-mindedness through the study of history from more than one region of the world
4. 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
5. Develop key historical skills, including engaging effectively with sources increase students’ understanding of themselves and of contemporary society by encouraging reflection on the past.

***Unit Overviews***

*Paper 1 - The Move to Global War: Japan, Germany, and Italy*

***Approximate Length****: 8 weeks*

This prescribed subject focuses on military expansion from 1931 to 1941. Two case studies are prescribed, from different regions of the world, and both of these case studies must be studied. The first case study explores Japanese expansionism from 1931 to 1941, and the second case study explores German and Italian expansionism from 1933 to 1940. The focus of this prescribed subject is on the causes of expansion, key events, and international responses to that expansion. Discussion of domestic and ideological issues should therefore be considered in terms of the extent to which they contributed to this expansion, for example, economic issues, such as the long-term impact of the Great Depression, should be assessed in terms of their role in shaping more aggressive foreign policy.

*Paper 2: Topic 10: Authoritarian States - Hitler*

***Approximate Length****: 6 weeks*

An examination of the conditions facilitating Hitler’s rise to power, as well as his consolidation and maintenance of power. This also looks at the domestic policies, specifically economic and impacts on different segments of society. This includes the conditions of the emergence of the state and methods used to establish and authoritarian states. The consolidation of rule through various methods, including legal, qualities of Hitler as a leader and use of propaganda as well as the use of foreign policy in maintenance of power and nature and extent of opposition. The actual rule of the will be examined looking at the aims and political, economic, cultural and social impacts of domestic policies. The effects of policies on women and minority groups. Finally, the extent of achievement of authoritarianism will be assessed.

 *Paper 2: Topic 10: Authoritarian States - Mao*

***Approximate Length****: 6 weeks*

An examination of the conditions facilitating Mao’s rise to position of leadership, as well as his consolidation and maintenance of power. This also looks at the domestic policies, specifically economic and impacts on different segments of society. This includes the conditions of the emergence of the state and methods used to establish and authoritarian states. The consolidation of rule through various methods, including legal, qualities of Mao as a leader and use of propaganda as well as the use of foreign policy in maintenance of power and nature and extent of opposition. The actual rule of the will be examined looking at the aims and political, economic, cultural and social impacts of domestic policies. The effects of policies on women and minority groups. Finally, the extent of achievement of authoritarianism will be assessed.

*Paper 2: Topic 11: 20h Century Wars – Chinese Civil War & Spanish Civil War*

***Approximate Length****: 6 weeks*

This comparative unit covers the economic, ideological, political, etc. causes of the Chinese and Spanish Civil War. It will also evaluate the impact of human and economic resources, and foreign intervention on the outcome of these two wars. The Spanish Civil War will provide deeper context for understanding Hitler’s aggressive foreign policy during the 1930s. This will also serve as a foundation for understanding the rise of Mao as the political repercussions of the war. The examination of the economic, social impacts of the war, including changes to the status and role of women will be discussed in the Mao unit.

*Paper 2: Topic 11: 20h Century Wars – First and Second World Wars*

***Approximate Length****: 6 weeks*

This comparative unit will cover the economic, ideological, political, etc. causes of the First and Second World War. It will evaluate the impact of air, naval and land technological develops on the outcome of wars. It will also examine the importance of the mobilization of human and economic resources to determine the outcome of wars. It will conclude by evaluating the successes and failures of the peace-making process and territorial changes after the First World War. The examination of the economic, demographic and social impacts of the war, including changes to the status and role of women will also be discussed.

*Paper 3 (HL only): History of Europe – Europe and the First World War (1871-1918)*

***Approximate Length****: 6 weeks*

This unit deals with the shorter and long term origins of the First World War. It covers the breakdown of European diplomacy pre-1914 and the crises that occurred in international relations. 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.

*HL Topic 3: History of Europe – Inter-war domestic developments in European states (1918–1939)*

***Approximate Length****: 6 weeks*

This unit examines the political, economic, and social situation, between the years 1919-1939, in Germany, Italy, Spain and the United Kingdom. This will include Weimar Germany (1919-1933) and the political, social and economic challenges faced; the rise of Hitler (1933-39) and the social, economic, and political policies of the regime; the rise of Mussolini and social, economic and political policies of the regime (1919-1939); Post-WWI Spain and the Primo de Rivera dictatorship, the Second Spanish Republic and the Spanish Civil War; Interwar (1919-1939) United Kingdom and the domestic political, economic and social developments of the period.

*Paper 3 (HL only): History of Europe – Diplomacy in Europe (1919-1945)*

***Approximate Length****: 6 weeks*

This section addresses international relations in Europe from 1919 to 1945 with initial emphasis on the Paris peace treaties: their aims, impact and the problems relating to their enforcement. The section covers attempts 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. This section also addresses the individual foreign policies of Italy, Germany, France, Britain and Russia/Soviet Union, looking at the aims, issues and success of each one. It concludes with a study of the Second World War, looking particularly at the impact of the war and the reasons for Axis defeat and Allied victory.

***Assessment***

Students will be evaluated using formative and summative assessments. The purpose of formative assessments and homework is to prepare students for summative assessments. Formative assessments will take many forms with the goal of scaffolding the knowledge, skills and the critical thinking required to successfully complete summative assessments. All summative assessments will be graded on the 1-7 IB scale. All reports will reflect the IB 1-7 grading scale and will be based the best-fit approach to assessment. Grade Boundaries for each summative will be published to students by the teacher after the summative assessments are graded.

***Paper 1***

**Assessment Description**: Skills based assessment consisting of primary and secondary and primary documents based on the prescribed topic of Japan, Germany and Italy’s foreign policy leading to WWII.

**Duration**: 1 hour

***Paper 2***

**Assessment Description**: Paper 2 consists of two essays based on the topics dealing with authoritarian states and 20th century wars.

**Duration**: 1.5 hours

***Paper 3 (higher level only)***

**Assessment Description:** Paper 3 consists of three essays based on the higher level topics of Europe and the First World War, Diplomacy in the interwar period, European states during the interwar period.

**Duration:** 2.5 hours

***Internal Assessment***

Students write a 2200-word research essay on a topic of their choice.

 ***IB Component Breakdown***

Standard Level

World Exams

* Paper 1: 30%
* Paper 2: 45%

Internal Assessment: 25%

External Assessment: 75%

Higher Level

World Exams

* Paper 1: 20%
* Paper 2: 25%
* Paper 3: 35%

Internal Assessment: 20%

External Assessment: 80%

***Course Grade Descriptors***

While we will look carefully at the grades students have achieved on the various assessments, ultimately, quarterly grades as well as predicted grades will be based on the following grade descriptors.

**Grade 7**

Demonstrates conceptual awareness, insight, and knowledge and understanding which are evident in the skills of critical thinking; a high level of ability to provide answers which are fully developed, structured in a logical and coherent manner and illustrated with appropriate examples; a precise use of terminology which is specific to the subject; familiarity with the literature of the subject; the ability to analyse and evaluate evidence and to synthesize knowledge and concepts; awareness of alternative points of view and subjective and ideological biases, and the ability to come to reasonable, albeit tentative, conclusions; consistent evidence of critical reflective thinking; a high level of proficiency in analysing and evaluating data or problem solving.

**Grade 6**

Demonstrates detailed knowledge and understanding; answers which are coherent, logically structured and well developed; consistent use of appropriate terminology; an ability to analyse, evaluate and synthesize knowledge and concepts; knowledge of relevant research, theories and issues, and awareness of different perspectives and contexts from which these have been developed; consistent evidence of critical thinking; an ability to analyse and evaluate data or to solve problems competently.

**Grade 5**

Demonstrates a sound knowledge and understanding of the subject using subject-specific terminology; answers which are logically structured and coherent but not fully developed; an ability to provide competent answers with some attempt to integrate knowledge and concepts; a tendency to be more descriptive than evaluative although some ability is demonstrated to present and develop contrasting points of view; some evidence of critical thinking; an ability to analyse and evaluate data or to solve problems.

**Grade 4**

Demonstrates a secure knowledge and understanding of the subject going beyond the mere citing of isolated, fragmentary, irrelevant or “common sense” points; some ability to structure answers but with insufficient clarity and possibly some repetition; an ability to express knowledge and understanding in terminology specific to the subject; some understanding of the way facts or ideas may be related and embodied in principles and concepts; some ability to develop ideas and substantiate assertions; use of knowledge and understanding which is more descriptive than analytical; some ability to compensate for gaps in knowledge and understanding through rudimentary application or evaluation of that knowledge; an ability to interpret data or to solve problems and some ability to engage in analysis and evaluation.

**Grade 3**

Demonstrates some knowledge and understanding of the subject; a basic sense of structure that is not sustained throughout the answers; a basic use of terminology appropriate to the subject; some ability to establish links between facts or ideas; some ability to comprehend data or to solve problems.

**Grade 2**

Demonstrates a limited knowledge and understanding of the subject; some sense of structure in the answers; a limited use of terminology appropriate to the subject; a limited ability to establish links between facts or ideas; a basic ability to comprehend data or to solve problems.

**Grade 1**

Demonstrates very limited knowledge and understanding of the subject; almost no organizational structure in the answers; inappropriate or inadequate use of terminology; a limited ability to comprehend data or to solve problems.

***Student Responsibilities***

***Academic Honesty***

As the IB (2009) notes, “The candidates are responsible for ensuring that the final version of any work is authentic. Candidates themselves must bear the consequences if they submit any work for assessment that is not their own, regardless of whether the plagiarism was deliberate or the result of poor research skills. The same principle applies to collusion.”

The IB (2009) defines malpractice in the following ways:

* plagiarism: this is defined as the representation of the *ideas or work* of another person as the candidate’s own. Students can avoid plagiarism by properly acknowledging both direct quotes, images, etc. as well as the ideas of others.
* collusion: this is defined as supporting malpractice by another student, as in allowing one’s work to be copied or submitted for assessment by another
* duplication of work: this is defined as the presentation of the same work for different assessment components and/or diploma requirements
* any other behaviour that gains an unfair advantage for a student or that affects the results of another candidate (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record).

**Protocol For In-School Academic Malpractice**

The following steps will be followed in cases of malpractice:

1. Teachers will advise students of suspicion of misconduct
2. A record of the incident will be forwarded to the Diploma Programme Coordinator
3. The Diploma Programme Coordinator will discuss the incident with the teacher
4. The Diploma Programme Coordinator will interview the student involved
5. The Diploma Programme Coordinator will action appropriate disciplinary measures commensurate to the offense making note of the incident in the SIS which will in turn prompt a communication with parents.

**Malpractice on Assessments to be Submitted to the IB**

According to the Academic Honesty (2009) document, in cases of malpractice on assessments or exam that are intended for submission to the IB, the following protocol has been put in place.

Once a candidate has submitted his or her work to a teacher (or the coordinator) for external or internal assessment together with the coversheet signed (or authenticated electronically) to the effect that it is the final version of the work, neither the work nor the coversheet can be retracted by the candidate. If the candidate is subsequently suspected of plagiarism or collusion, it is no defense to claim that the incorrect version of the work was submitted for assessment.

After a candidate has signed and dated the coversheet (or authenticated electronically)to the effect that his or her work is authentic and constitutes the final version of that work, the candidate’s teacher (or supervisor in the case of an extended essay) must also sign and date the coversheet to the effect that to the best of his or her knowledge it is the authentic work of the candidate. Any suspicion of malpractice that arises after the candidate has signed the coversheet must be reported to the coordinator help desk at IB Cardiff for investigation. However, if there is no tangible evidence of malpractice (such as the source of plagiarism) the candidate must be given the benefit of any doubt and the coversheet must be signed by the teacher/supervisor. It is not acceptable for the teacher to:

* delete the declaration and then sign the coversheet
* submit the work for assessment without his or her signature
* sign the declaration and then write comments on the work or coversheet that raise doubts about the work’s authenticity.
* In the above circumstances the IB will not accept the work for assessment (or moderation) unless confirmation is received from the school that the candidate’s work is authentic.

If a teacher is unwilling to sign a coversheet owing to a suspicion of malpractice, the matter must be resolved within the school. The coordinator has the option of informing the coordinator help desk that the work will not be submitted on behalf of the candidate (resulting in no grade being awarded for the subject or diploma requirement).

**Malpractice in Testing Situations:**

Students may not:

* take unauthorized material into an examination room (see below)
* leave and/or access unauthorized material in a bathroom/restroom that may be visited during a test
* pass on information to another student about the content of an examination, this includes facilitating the exchange information between other students in any way
* steal examination papers
* using an unauthorized calculator during an examination

Students must not have unauthorized material (for example, own rough paper, notes, a mobile/cell phone or an electronic device other than a permitted calculator) in their possession during a testing situation. “In their possession” may be taken to mean on the person of the student, in the student’s immediate proximity (such as on the floor or desk) or placed somewhere (such as a bathroom/restroom) for access during the test. It is very important to note that guilt will be confirmed by the school administration regardless of whether this material is used, was or was not intended for use or contains information relevant or potentially relevant to the test. The actual possession of unauthorized material constitutes malpractice; the school administration is not required to establish whether the student used or intended to use the material. No leniency is shown to a candidate who claims that they were unaware the material was in their possession.

The full GWA DP/CP Academic Honesty Policy is located [here](https://docs.google.com/a/ood.gemsedu.com/document/d/14_D19IoHchA5BTatQwOepeLB5ZDX4AnWHxNOqdAz_5A/edit?usp=sharing).

***Late Assessment Policy***

Late assessments are a disciplinary issue and zeros will not be included in student’s progress.

Late Assessments:

Should a student not complete a summative assessment on time (this includes summative drafts) teachers will:

* Speak with the student to find out why the assessment has not been submitted.
* If the assessment is pending, once received, they log the infraction in the “reward and conduct” tab in iSAMS regarding the tardiness of the assessment.
	+ Note: in the case of pending assessments, any arrangements with students will not exceed 24 hours.
* If the assessment has not been submitted on ManageBac, or is not received as promised (as noted in previous point), the teacher will contact parents and copy students into the email noting that the student will be required to remain at school until 3:45 each day (including Thursdays) until such time as the assessment has been completed.
* If a student does not attend after school to work on the assessment, the teacher will confer with the student and, if necessary, refer the incident to the Grade Leader. The Grade Leader will discuss the situation with the student to see if support is required or consequences need to be imposed. The Grade Leader will subsequently record the incident in iSAMS. Further incidents of truancy will be escalated to the Secondary School Administration.
* If there is a second incident of a late submission of an assessment, the teacher will report it in an email to the Grade Leader who may contact parents for a meeting where you may be included. The Grade Leader will record their actions in iSAMS.
* Further incidents of late assessments will be reported to Grade Leaders who will forward the incident(s) to the Secondary School administration who, if warranted, will initiate an in-school suspension where students will complete the assessment until it is completed to standard. A record of the suspension will be recorded in iSAMS and prompt a communication with parents.
* Any subsequent incidents of late assessments will necessitate a parent meeting with a member of the Secondary School Administration to determine the best way forward.

Tests Absenteeism

* + - In cases where students are not in school on a test day, a communication from parents will be required if they are to write the test (absenteeism for a school function will be communicated by the supervisor). Should an authorized absence not be received, the student may not be permitted to write the test and an “N/A” representing an “incomplete” will appear on the next quarterly report.
		- Aside from school activities, all test absences will be recorded in iSAMS by the teacher with a note in the “record description” whether the test absence was authorized or not. The Grade Level Leader may follow-up with the student, if necessary.
		- Should a student have a legitimate reason for non-attendance, teachers may assign students to the test completion room on Thursdays from 1:30-3:45, depending on the length of the test.
		- Should a second incident occur, the student and parent will need to meet with a member of the Secondary School Administration to discuss a way to avoid test absenteeism in the future.

***Teacher Assessment Commitments***

***All teachers will:***

* Mark (grade and or provide narrative feedback) all formative assessments within one calendar week of receipt. Managebac will be updated in the same timeframe.
* Post on Managebac (shaded in purple) any formative assessment (including homework) no later than 5:00PM the day it is assigned. If the formative assessment is not posted by this time there is no expectation that the assessment will be completed for the next day.
* Discuss with students prior to posting summative assessments and provide at least one calendar week lead time for students to prepare. Summative assessments will be posted on Managebac at least one week in advance of the due date (shaded in blue).
* Work collaboratively with their teacher colleagues and coordinator to work toward the goal of students having no more than two (2) summative assessments on a given day.
* Return summative assessments to students with feedback no later than three calendar weeks after the due date.
* Update Managebac immediately upon completion of marking/feedback.
* Communicate, in a timely fashion, with colleagues and administration about students who are turning in late formative and summative tasks in order to implement late assessment procedures, as outlined in the Assessment Policy. Late assessment procedures are outlined below.
* Communicate with parents when assignments/assessments are not turned in on the due date and clearly articulate the next steps for the student.