

History guide

First examinations 2017



International Baccalaureate®
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Syllabus content

Prescribed subjects

One prescribed subject must be chosen for study from the following list.

1. Military leaders
2. Conquest and its impact
3. The move to global war
4. Rights and protest
5. Conflict and intervention

The following pages detail the content that must be studied for each prescribed subject. For each prescribed subject two case studies, from different regions of the world, are identified. **Both** of the case studies for the prescribed subject selected must be studied. Each of the case studies has quite a narrow focus, so it is therefore important that teachers also help students to understand the wider context in which the case study takes place.

The prescribed subjects are assessed on paper 1, which is a source-based examination paper (see the “External assessment” section for more details). It is therefore important that the content for the chosen prescribed subject be explored using a range of original evidence and secondary works, so that students develop the skills required for this component.

Prescribed subject 1: Military leaders

This prescribed subject focuses on two well-known medieval military leaders, the Mongol leader Genghis Khan and Richard I of England, and on their impact. Two case studies are prescribed, from different regions of the world, and **both** of these case studies must be studied. The first case study focuses on Genghis Khan and the expansion of the Mongol Empire in the early 13th century. The second case study focuses on Richard I of England, from his revolt against his father, Henry II, in 1173 until his death in 1199.

Case studies	Material for detailed study
Case study 1: Genghis Khan c1200–1227	<p>Leadership</p> <ul style="list-style-type: none"> • Rise to power; uniting of rival tribes • Motives and objectives; success in achieving those objectives • Reputation: military prowess; naming as Genghis Khan (1206) • Importance of Genghis Khan's leadership to Mongol success <p>Campaigns</p> <ul style="list-style-type: none"> • Mongol invasion of China: attacks on the Jin dynasty; capture of Beijing (1215) • Mongol invasion of Central Asia and Iran; Mongol invasion of Khwarezmia (1219–1221) • Mongol military technology, organization, strategy and tactics <p>Impact</p> <ul style="list-style-type: none"> • Political impact: administration; overthrowing of existing ruling systems; establishment of Mongol law/Yassa; move towards meritocracy • Economic impact: establishment, enhancement and protection of trade routes • Social, cultural and religious impact: population displacement; terror, looting and murdering; raiding and destruction of settlements; religious, cultural and technological exchange; religious freedom under the Mongols
Case study 2: Richard I of England (1173–1199)	<p>Leadership</p> <ul style="list-style-type: none"> • Rise to power: revolt of Richard I and his brothers against Henry II (1173–1174) • Reputation: military prowess; chivalry; "Richard the Lionheart" • Motives and objectives: defence and recovery of the French lands; defence of the crusader states and recovery of lost territory; success in achieving those objectives <p>Campaigns</p> <ul style="list-style-type: none"> • Occupation of Sicily (1190–1191); conquest of Cyprus (1191) • Involvement in the Third Crusade (1191–1192) • The course, outcome and effects of Richard I's campaigns in France, the Mediterranean and the Middle East <p>Impact</p> <ul style="list-style-type: none"> • Political impact in England: absence of the king; political instability; revolt of John and Philip in Richard's absence • Political impact in France: growth in prestige and strength of the Capetian monarchy; expansion of royal control • Economic impact: raising money for campaigns; taxation of clergy; raising of the ransom after his capture and imprisonment by Leopold V, Duke of Austria and Henry VI, Holy Roman Emperor (1193) • Social, cultural and religious impact: anti-Jewish violence; treatment of Muslim prisoners during the Third Crusade

Prescribed subject 2: Conquest and its impact

This prescribed subject focuses on Spanish conquest. 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 final stages of Muslim rule in the Iberian peninsula. It focuses on the fall of Granada in 1492—the last Islamic state on the peninsula. The second case study focuses on the creation of Spain’s Empire in Latin America through the conquest of Mexico and Peru.

Case studies	Material for detailed study
Case study 1: The final stages of Muslim rule in Spain	<p>Context and motives</p> <ul style="list-style-type: none"> Political context in Iberia and Al-Andalus in the late 15th century; internal conflicts and alliances in Granada in the late 15th century Social and economic context in Iberia and Al-Andalus in the late 15th century; coexistence of population; intercultural exchange; economic decline; heavy taxation Motives: political motives; religious motives and the role of the church <p>Key events and actors</p> <ul style="list-style-type: none"> The Granada War and the conquest of Granada (1482–1492) Treaty of Granada (1491); Alhambra decree (1492) Key actors: Fernando de Aragón and Isabel de Castilla; Abu Abdallah, last king of Granada <p>Impact</p> <ul style="list-style-type: none"> Social and demographic changes; persecution, enslavement and emigration; new institutions: <i>encomienda</i>, <i>fueros</i> Forced conversions and expulsions; Marranos, Mudéjars The Spanish Inquisition
Case study 2: The conquest of Mexico and Peru (1519–1551)	<p>Context and motives</p> <ul style="list-style-type: none"> Political and economic motives for exploration and conquest Religious arguments for the conquest <p>Key events and actors</p> <ul style="list-style-type: none"> Hernán Cortés and the campaign against the Aztec Empire; alliances with indigenous populations Francisco Pizarro and the campaign against the Incas; alliances with indigenous populations Key actors: Diego de Almagro, Malinche, Atahualpa, Moctezuma II; Las Casas against Sepúlveda <p>Impact</p> <ul style="list-style-type: none"> Social and economic impact on indigenous populations; the <i>encomienda</i> and Mita systems Causes and effects of demographic change; spread of disease Cultural interaction and exchange

Prescribed subject 3: The move to global war

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.

Case studies	Material for detailed study
Case study 1: Japanese expansion in East Asia (1931–1941)	<p>Causes of expansion</p> <ul style="list-style-type: none"> • The impact of Japanese nationalism and militarism on foreign policy • Japanese domestic issues: political and economic issues, and their impact on foreign relations • Political instability in China <p>Events</p> <ul style="list-style-type: none"> • Japanese invasion of Manchuria and northern China (1931) • Sino-Japanese War (1937–1941) • The Three Power/Tripartite Pact; the outbreak of war; Pearl Harbor (1941) <p>Responses</p> <ul style="list-style-type: none"> • League of Nations and the Lytton report • Political developments within China—the Second United Front • International response, including US initiatives and increasing tensions between the US and Japan
Case study 2: German and Italian expansion (1933–1940)	<p>Causes of expansion</p> <ul style="list-style-type: none"> • Impact of fascism and Nazism on the foreign policies of Italy and Germany • Impact of domestic economic issues on the foreign policies of Italy and Germany • Changing diplomatic alignments in Europe; the end of collective security; appeasement <p>Events</p> <ul style="list-style-type: none"> • German challenges to the post-war settlements (1933–1938) • Italian expansion: Abyssinia (1935–1936); Albania; entry into the Second World War • German expansion (1938–1939); Pact of Steel, Nazi–Soviet Pact and the outbreak of war <p>Responses</p> <ul style="list-style-type: none"> • International response to German aggression (1933–1938) • International response to Italian aggression (1935–1936) • International response to German and Italian aggression (1940)

Prescribed subject 4: 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, beginning with the election of the National Party in 1948 and ending with the imprisonment of Nelson Mandela and his co-defendants following the Rivonia trial in 1964.

Case studies	Material for detailed study
Case study 1: Civil rights movement in the United States (1954–1965)	<p>Nature and characteristics of discrimination</p> <ul style="list-style-type: none"> • Racism and violence against African Americans; the Ku Klux Klan; disenfranchisement • Segregation and education; Brown versus Board of Education decision (1954); Little Rock (1957) • Economic and social discrimination; legacy of the Jim Crow laws; impact on individuals <p>Protests and action</p> <ul style="list-style-type: none"> • Non-violent protests; Montgomery bus boycott (1955–1956); Freedom Rides (1961); Freedom Summer (1964) • Legislative changes: Civil Rights Act (1964); Voting Rights Act (1965) <p>The role and significance of key actors/groups</p> <ul style="list-style-type: none"> • Key actors: Martin Luther King Jr; Malcolm X; Lyndon B Johnson • Key groups: National Association for the Advancement of Colored People (NAACP); Southern Christian Leadership Conference (SCLC) and Student Non-violent Coordinating Committee (SNCC); the Nation of Islam (Black Muslims)
Case study 2: Apartheid South Africa (1948–1964)	<p>Nature and characteristics of discrimination</p> <ul style="list-style-type: none"> • “Petty Apartheid” and “Grand Apartheid” legislation • Division and “classification”; segregation of populations and amenities; creation of townships/forced removals; segregation of education; Bantustan system; impact on individuals <p>Protests and action</p> <ul style="list-style-type: none"> • Non-violent protests: bus boycotts; defiance campaign, Freedom Charter • Increasing violence: the Sharpeville massacre (1960) and the decision to adopt the armed struggle • Official response: the Rivonia trial (1963–1964) and the imprisonment of the ANC leadership <p>The role and significance of key actors/groups</p> <ul style="list-style-type: none"> • Key individuals: Nelson Mandela; Albert Luthuli • Key groups: the African National Congress (ANC); the South African Communist Party (SACP) and the MK (Umkhonto we Sizwe—“Spear of the Nation”)

Prescribed subject 5: Conflict and intervention

This prescribed subject focuses on conflict and intervention in the late 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 focuses on the genocide in Rwanda in 1994, beginning with the outbreak of civil war in Rwanda in 1990 and ending with the establishment of the International Criminal Court in 1998. The second case study focuses on events surrounding the war in Kosovo from 1998–1999, beginning with the escalating ethnic tensions in Kosovo from 1989 onwards, through to the elections of 2002.

Case studies	Material for detailed study
Case study 1: Rwanda (1990–1998)	<p>Causes of the conflict</p> <ul style="list-style-type: none"> Ethnic tensions in Rwanda; the creation of the Hutu power movement and the Interahamwe; role of the media Other causes: economic situation; colonial legacy Rwandan Civil War (1990–1993); assassination of Habyarimana and Ntaryamira (1994) <p>Course and interventions</p> <ul style="list-style-type: none"> Actions of the Rwandan Patriotic Front (RPF) and Rwandan government; role of the media Nature of the genocide and other crimes against humanity; war rape Response of the international community; the United Nations Assistance Mission for Rwanda (UNAMIR); reasons for inaction; role of France, Belgium and the US <p>Impact</p> <ul style="list-style-type: none"> Social impact; refugee crisis; justice and reconciliation International impact; establishment of the International Criminal Tribunal for Rwanda (1994) Political and economic impact; RPF-led governments; continued warfare in the Democratic Republic of Congo (Zaire)
Case study 2: Kosovo (1989–2002)	<p>Causes of the conflict</p> <ul style="list-style-type: none"> Ethnic tensions between Serbs and Kosovar Albanians; rising Albanian nationalism Political causes: constitutional reforms (1989–1994); repression of the Albanian independence campaign Role and significance of Slobodan Milosevic and Ibrahim Rugova <p>Course and interventions</p> <ul style="list-style-type: none"> Actions of Kosovo Liberation Army, Serbian government police and military Ethnic cleansing and crimes against humanity; significance of the Račak massacre Response of the international community; response of the UN; NATO bombing campaign; Kosovo Force (KFOR) <p>Impact</p> <ul style="list-style-type: none"> Social and economic consequences; refugee crisis; damage to infrastructure Political impact in Kosovo; election of Ibrahim Rugova as president (2002) International reaction and impact; International Criminal Tribunal for the Former Yugoslavia (ICTY); indictment of Milosevic

World history topics

This element of the course explores key topics in world history. Teachers should select **two** topics from the following 12 options.

1. Society and economy (750–1400)
2. Causes and effects of medieval wars (750–1500)
3. Dynasties and rulers (750–1500)
4. Societies in transition (1400–1700)
5. Early Modern states (1450–1789)
6. Causes and effects of Early Modern wars (1500–1750)
7. Origins, development and impact of industrialization (1750–2005)
8. Independence movements (1800–2000)
9. Evolution and development of democratic states (1848–2000)
10. Authoritarian states (20th century)
11. Causes and effects of 20th-century wars
12. The Cold War: Superpower tensions and rivalries (20th century)

The following pages contain tables for each world history topic outlining the topics for study and the prescribed content. Suggested examples are also provided for each topic. It should be noted that for this syllabus component the examples provided are **suggestions only** and should not be taken as prescriptive. Teachers are free to use these examples or to replace them with others that more closely meet the needs and interests of their students. For each topic examples must be studied from more than one region of the world. For the purposes of the DP history course the world has been divided into four regions. They are Asia and Oceania, Africa and the Middle East, Europe, and the Americas.

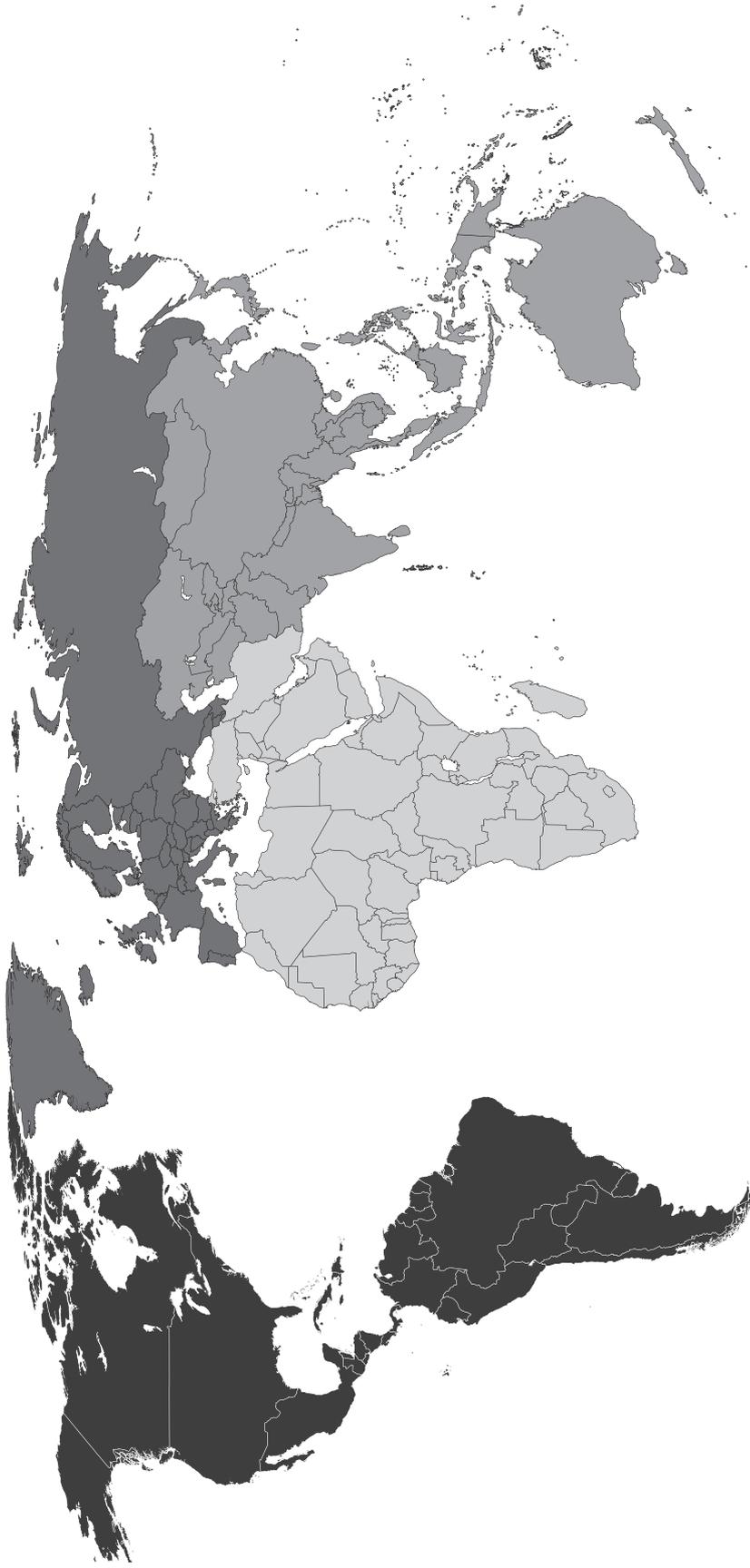


Figure 3
Outline map indicating the four regions for DP history

World history topic 1: Society and economy (750–1400)

This topic focuses on social and economic change and continuity in the medieval world. It allows the opportunity for students to examine the social and economic impact of dramatic events of the period such as the spread of the Black Death, as well as the contribution of significant individuals such as Marco Polo or Ibn Battuta. The topic focuses on exploring both the causes and the consequences of these social and economic changes, as well as on exploring key cultural and intellectual developments during the period. Some examination questions will require students to compare examples from more than one region of the world.

Topic	Prescribed content
Society and economy	<ul style="list-style-type: none"> • Changes in social structures and systems • Impact of population change; impact of famines and disease • Role of women in society: economic and non-economic roles • Nature and development of trade; changes in economic systems; taxation • Changes in travel and transportation
Cultural and intellectual developments	<ul style="list-style-type: none"> • Role and significance of key individuals • Factors affecting the transmission of ideas and cultures • Significance and impact of artistic and cultural developments; developments in architecture • Developments in science and technology
Religion and society	<ul style="list-style-type: none"> • Religious institutions: religious institutions and the economy; influence of religious institutions on society • Religious leaders: role of religious leaders in government and administration; disputes between rulers and religious leaders • Treatment of religious minorities; religious persecution • Spread of religion

Suggested examples

Please note that the examples provided here are **suggestions only**. Teachers are free to use examples from this list or any other appropriate examples, depending on the particular needs and interests of the teacher and students.

Africa and the Middle East: spread of Islam in Africa; individuals such as al-Ghazali (1058–1111) and Maimonides (1135 or 1138–1204); high taxation of peasant farmers in Egypt; Ghanaian Empire's taxation of trans-Saharan trade; the effect of the Black Death and other diseases on Mamluk Egypt

The Americas: Mayan decline in the 8th and 9th centuries; Purépecha architecture; movement of Athabaskan speakers into Pueblo Native American territories; Woodland and Mississippian cultures

Asia and Oceania: the spread of Buddhism; cultural developments during the Song dynasty (960–1279); architecture of Angkor Wat; trade along the Silk Road; the rise of the Samurai in Japan

Europe: individuals such as Dante Alighieri (1265–1321); the effect of the Black Death; manorialism in Europe; role of Venice, Genoa and other city states in European economies; transition from Romanesque to Gothic architecture in western Europe

World history topic 2: Causes and effects of medieval wars (750–1500)

Wars and conflicts, either among or between communities, and military expansion played a crucial role in shaping the medieval world. This topic explores the causes and consequences of conflicts, as well as the practices of warfare in this period. Students will be expected to make reference to specific conflicts in their responses. Some examination questions will require them to make reference to conflicts from two different regions, so examples of dynastic, territorial and religious conflicts from different regions of the world must be studied. Please note that the suggested examples for this topic include “cross-regional” wars such as the Crusades. In examination questions that ask students to discuss examples of wars from different regions, students may use these wars in a regional context (for example, the impact of the Crusades in the Middle East) but may not then use these same wars in a different region (for example, the impact of the Crusades in Europe) in the same response.

Topic	Prescribed content
Types and causes of conflicts	<ul style="list-style-type: none"> • Dynastic, territorial and religious disputes • Economic causes, competition for resources • Ideological and political causes • Religious causes • Long-term, short-term and immediate causes
Course/practices	<ul style="list-style-type: none"> • Role and significance of leaders • Raising armies: knighthood, military service and mercenaries; taxation • Logistics, tactics and organization of warfare • Women and war
Effects	<ul style="list-style-type: none"> • Conquest, boundary and dynastic changes • Treaties and truces • Political repercussions • Economic, social, religious and cultural changes • Demographic changes and population movements

Suggested examples

Please note that the examples provided here are **suggestions only**. Teachers are free to use examples from this list or any other appropriate examples, depending on the particular needs and interests of the teacher and students.

Examples of wars: Norman conquest of England (1066); England and France at war (1154–1204); The Hundred Years’ War (1337–1453); the Wars of the Roses (1455–1487); the Crusades (1095–1291); Toluid Civil War 1260–1264; Great ‘Abbasid Civil War (809–813); Byzantine–Seljuq Wars (1048–1308); Byzantinian–Bulgarian Wars under Khan Krum (807–814); the Tepanec War with the Aztecs (1428–1430)

Examples of leaders: Nur al-Din (1118–1174); Saladin (1137/1138–1193); Richard I of England (1157–1199); Edward III of England (1312–1377); Louis VII of France (1120–1180); Charles V of France (1338–1380); Genghis Khan (c1162–1227); Kublai Khan (1215–1294); Tamerlane (1336–1405)

World history topic 3: Dynasties and rulers (750–1500)

This topic focuses on dynasties and kingdoms, and their rulers. It explores the status, power and position of these rulers, and on how they came to govern and sustain their rule. The question of how dynastic states emerged will be a central focus of this topic. What powers did individual rulers hold and lay claim to? How did they govern their states and legitimize their rule? What institutions emerged? Students will be expected to make reference to specific dynasties in their responses, and some examination questions will require them to make reference to dynasties from different regions of the world.

Topic	Prescribed content
Dynasties and rulers	<ul style="list-style-type: none"> Individual rulers: nature of power and rule; aims and achievements Methods used to legitimize, consolidate and maintain rule Expansion of dynasties/kingdoms: reasons for expansion; methods used to expand power; invasion and settlement
Law, governing institutions and administration	<ul style="list-style-type: none"> Models and methods of government and administration Sources of religious and secular law Administration and interpretation of law Role and duties of officials; role of nobility and the elite
Challenges	<ul style="list-style-type: none"> Successes and failures of dynasties and rulers Internal and external challenges to power; the success with which these challenges were overcome Rebellion and/or political opposition; rivalries and issues of succession

Suggested examples

Please note that the examples provided here are **suggestions only**. Teachers are free to use examples from this list or any other appropriate examples, depending on the particular needs and interests of the teacher and students.

Examples of dynasties: 'Abbasid Caliphate (750–1258); Fatimid Caliphate (909–1171); Zagwe dynasty (900–1270); Carolingian Empire (800–888); Song dynasty (900–1279); Jin dynasty (1115–1234); Mongol Empire (1206–1368); Almohad dynasty (c1120–1269); Second Bulgarian Empire (1185–1396); dynasty of Kievan Rus (882–1283); Kingdom of Cusco (1197–1438); Trần dynasty of Vietnam (1225–1400); Tulunid dynasty (868–905); Ayyubid dynasty (1171–1341); Comnenian dynasty (1081–1204)

Examples of rulers: Charlemagne (768–814); Tamerlane (1370–1405); Matilda (1141); Louis VI of France (1108–1137); Harun al-Rashid (786–809); 'Abd al-Rahman III of Spain (912–961); Frederick I (Barbarossa) (Holy Roman Emperor 1155–1190); Empress Theodora (1042–1056); Itzcoatl (1427–1440); Hongwu (1368–1398); Basil II (976–1025); Baibars (1260–1277)

World history topic 4: Societies in transition (1400–1700)

This topic focuses on exploring societal change. It centres on the transition from the medieval to the modern world; a period of dramatic economic, social and cultural change. Students will be expected to make reference to specific examples in their responses, and some examination questions will require students to make reference to examples from two different regions of the world.

Topic	Prescribed content
Social and economic change	<ul style="list-style-type: none"> • Changing social structures and systems; role of women in society • Population expansion and movements • Treatment of minorities • Economic change: development of, and changing patterns of, trade; role and impact of merchants and travellers
Cultural and intellectual change	<ul style="list-style-type: none"> • Artistic, cultural and intellectual movements • Cross-cultural exchange • Scientific and technological developments; social and cultural impact of those developments • Role and significance of key intellectual/scientific figures
Religious change	<ul style="list-style-type: none"> • Religion and the state: interactions and relationships; religion as a support or a challenge to the state • Religious expansion and conversion • Religious division, conflict, discrimination and persecution

Suggested examples

Please note that the examples provided here are **suggestions only**. Teachers are free to use examples from this list or any other appropriate examples, depending on the particular needs and interests of the teacher and students.

Africa and the Middle East: the impact of trade in salt and gold on the rise and decline of African empires; Christian art and architecture in Ethiopia; Bantu migration; impact of slavery on the economy and society in Africa; spread of Islam in western Africa and the Swahili Coast

Asia and Oceania: Indian Ocean trade; collapse of the Ming dynasty; the Azuchi-Momoyama period in Japan (1568–1600)

The Americas: treatment of indigenous peoples in the Americas; transatlantic trade; impact of slavery on economy and society in the Americas

Europe: the Renaissance; the Enlightenment; Gutenberg printing press (1450); decline of feudalism; the Spanish Inquisition; the Reformation and Catholic Reformation; impact of inventions such as new navigational instruments; impact of scientific pioneers such as Copernicus, Kepler, Newton or Galileo

World history topic 5: Early Modern states (1450–1789)

This topic focuses on political change in the Early Modern period. It examines the establishment and expansion of colonial empires, as well as the social, economic and cultural impact of this expansion upon the colonial states. Students will be expected to make reference to specific examples in their responses, and some examination questions will require students to make reference to examples from two different regions of the world.

Topic	Prescribed content
Nature of power and rule	<ul style="list-style-type: none"> Established and new states; states in ascendancy and states in decline Methods and models of government; reasons for changes in political structures/political organization; domestic policies; treatment of subjects Individual rulers: ideology; nature of rule; ambition and achievements; legitimacy; successes and failures
Expansion	<ul style="list-style-type: none"> Expansion of established states; political and economic reasons for expansion Political organization in established states: structures of government and political structure; models and methods of government; relationship between religion and the state Establishment and expansion of colonial empires; political and economic reasons for expansion and acquisition of territory Political organization in colonial states: structures of government and political structure in the colonial world; models and methods of government; relationship between religion and the state
Conflicts and challenges	<ul style="list-style-type: none"> Methods of maintaining power; treatment of opposition Support and opposition; challenges to power and how successfully those challenges were overcome Challenges to colonial rule: resistance, rebellions and their impact; the colonial race—competition and conflict Rivalries and tensions; issues of succession

Suggested examples

Please note that the examples provided here are **suggestions only**. Teachers are free to use examples from this list or any other appropriate examples, depending on the particular needs and interests of the teacher and students.

Africa and the Middle East: expansion of the Ottoman Empire into the Middle East and North Africa; Safavid Persia; Songhai Empire (c1464–1591); the Benin Empire; the Ajuran Sultanate

The Americas: New Spain; British colonies in North America; colonial conflicts between the British and French; the Iroquois confederation; Spanish conquest of the Incan Empire; challenges to Spanish Empire and the Pueblo Revolt of 1680

Asia and Oceania: the Tokugawa Shogunate; early Qing dynasty; Mughal India; the expansion and contraction of the Ayutthaya Kingdom in Thailand

Europe: expansion of the Ottoman Empire into Europe; expansion and reorganization of the Russian Empire under Peter the Great; Kingdom of Granada from 1492; France under Louis XIV

World history topic 6: Causes and effects of Early Modern wars (1500–1750)

The Early Modern period saw dramatic increases in the size and scope of wars, as well as major changes to the nature of warfare because of developments such as the widespread use of gunpowder. This topic explores the causes and consequences of conflicts, as well as the practices of warfare in this period. Students will be expected to make reference to specific conflicts in their responses. Some examination questions will require students to make reference to examples of conflicts from two different regions. Please note that in examination questions that ask students to discuss examples of wars from different regions, students may use a cross-regional war in a regional context as one of their examples, but may not then use the same war in a different region in the same response.

Topic	Prescribed content
Causes of conflicts	<ul style="list-style-type: none"> • Ideological and political causes • Economic causes; competition for resources • Religious causes • Short- and long-term causes
Practices and impact on outcome	<ul style="list-style-type: none"> • Role and significance of leaders • Raising armies: military service and mercenaries; taxation • Organization of warfare; strategies: land and/or sea • Significance of technological developments • Influence and/or involvement of foreign powers
Effects	<ul style="list-style-type: none"> • The successes and/or failures of peacemaking • Economic, political and territorial impact • Social and religious impact • Demographic changes and population movements

Suggested examples

Please note that the examples provided here are **suggestions only**. Teachers are free to use examples from this list or any other appropriate examples, depending on the particular needs and interests of the teacher and students.

Africa and the Middle East: Ethiopian–Adal War (1529–1543); Ottoman–Mamluk War (1516–1517); Moroccan invasion of the Songhai Empire (1591)

The Americas: the Acadian Civil War (1640–1645); the “Beaver Wars” (mid-17th century); Spanish conquest of the Aztec and Incan Empires; Pueblo Revolt (1680)

Asia and Oceania: Mughal conquests; Burmese–Siamese War (1547–1549); Japanese invasions of Korea (1592–1598); Qing conquest of Ming China

Europe: Dutch War of Independence (1568–1648); the Thirty Years War (1618–1648); Russo-Swedish War (1554–1557); the Great Northern War (1700–1721); the English Civil War (1642–1651)

World history topic 7: Origins, development and impact of industrialization (1750–2005)

This topic focuses on the huge social and economic changes associated with industrialization. As industrialization occurred at different times in different countries, the specific time frame focused on within the overall period (1750–2005) will depend on the examples chosen for study. The topic focuses on exploring the origins, development and impact of industrialization. Some examination questions will require students to make reference to examples of industrialization in two countries, each chosen from a different region.

Topic	Prescribed content
The origins of industrialization	<ul style="list-style-type: none"> • The causes and enablers of industrialization; the availability of human and natural resources; political stability; infrastructure • Role and significance of technological developments • Role and significance of individuals
The impact and significance of key developments	<ul style="list-style-type: none"> • Developments in transportation • Developments in energy and power • Industrial infrastructure; iron and steel • Mass production • Developments in communications
The social and political impact of industrialization	<ul style="list-style-type: none"> • Urbanization and the growth of cities and factories • Labour conditions; organization of labour • Political representation; opposition to industrialization • Impact on standards of living; disease and life expectancy; leisure; literacy and media

Suggested examples

Please note that the examples provided here are **suggestions only**. Teachers are free to use examples from this list or any other appropriate examples, depending on the particular needs and interests of the teacher and students.

Examples of countries:

- Africa and the Middle East: Egypt, South Africa
- The Americas: Argentina, US, Canada
- Asia and Oceania: Japan, India, Australia
- Europe: Great Britain, Germany, Russia/USSR

Examples of technological developments: the combustion engine; steam power/the steam engine; gas lighting; generation of electricity; iron production; mechanized cotton spinning; production of sulphuric acid; production of steel and the Bessemer process; nuclear power; growth in information technology

Examples of significant individuals: Thomas Edison; the Wright brothers; Charles Babbage; Andrew Carnegie; Cornelius Vanderbilt; Alexander Graham Bell; Henry Ford; Richard Arkwright; Michael Faraday; James Watt; Jean Lenoir; Tim Berners-Lee

World history topic 8: Independence movements (1800–2000)

This theme focuses on the emergence of new states in the 19th and 20th centuries. 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. Some examination questions will require students to make reference to two movements, each chosen from a different region. In order for students to be able to make meaningful comparisons across all aspects of the prescribed content, it is recommended that a minimum of three independence movements should be studied. Please note that the focus of this topic is specifically on movements seeking independence from a foreign power, so topics such as solidarity in Poland would not be an appropriate example.

Topic	Prescribed content
Origins and rise of independence movements, up to the point of independence	<ul style="list-style-type: none"> • Development of movements: role and relative importance of nationalism and political ideology • Development of movements: role and relative importance of religion, race, social and economic factors • Wars as a cause and/or catalyst for independence movements • Other internal and external factors fostering growth of independence movements
Methods used and reasons for success	<ul style="list-style-type: none"> • Methods of achieving independence (including violent and non-violent methods) • Role and importance of leaders of independence movements • The role and relative importance of other factors in the success of independence movements
Challenges faced in the first 10 years, and responses to the challenges	<ul style="list-style-type: none"> • Challenges: political problems; ethnic, racial and separatist movements • Social, cultural and economic challenges • Responses to those challenges, and the effectiveness of those responses

Suggested examples

Please note that the examples provided here are **suggestions only**. Teachers are free to use examples from this list or any other appropriate examples, depending on the particular needs and interests of the teacher and students.

Africa and the Middle East: Ben Bella and Algeria; Nkrumah and Ghana; Kenyatta and Kenya; Mugabe and Rhodesia/Zimbabwe

The Americas: José Martí and Cuba; San Martín and the former Viceroyalty of the River Plate; Bolívar and Gran Columbia; Dessalines and Haiti

Asia and Oceania: Nehru, Gandhi and India; Jinnah and Pakistan; Somare and Papua New Guinea; Ho Chi Minh and Vietnam

Europe: Kolokotronis and Greece; Kossuth and the establishment of dual monarchy in Hungary (1867); Collins, de Valera and Ireland

World history topic 9: Evolution and development of democratic states (1848–2000)

This topic covers the evolution and development of democratic multi-party states in a global context from the mid-19th century through to the end of the 20th century. The topic focuses on exploring the emergence of democratic states, the challenges they faced in maintaining and extending democratic practices (sometimes unsuccessfully), responses to social, economic and political issues, and the extension of constitutional rights. Examination questions for this topic will expect students to make reference to specific democratic states in their responses, and some examination questions will require discussion of states from more than one region of the world. In order for students to be able to make meaningful comparisons across all aspects of the prescribed content, it is recommended that a minimum of three democratic states should be studied.

Topic	Prescribed content
Emergence of democratic states	<ul style="list-style-type: none"> • Conditions that encouraged the demand for democratic reform: aftermath of war and/or political upheaval; political, social and economic factors; external influences • The role and significance of leaders • Development of political parties, constitutions and electoral systems; the significance/impact of those developments
The development of democratic states	<ul style="list-style-type: none"> • Factors influencing the evolution of democratic states: immigration; ideology; economic forces; foreign influences • Responses to, and impact of, domestic crises • Struggle for equality: suffrage movements; civil protests
Impact of democracy on society	<ul style="list-style-type: none"> • Social and economic policies and reforms: education; social welfare; policies towards women and minorities; the distribution of wealth • The extent to which citizens benefit from those policies • Cultural impact; freedom of expression in the arts and media

Suggested examples

Please note that the examples provided here are **suggestions only**. Teachers are free to use examples from this list or any other appropriate examples, depending on the particular needs and interests of the teacher and students.

Africa and the Middle East: South Africa, Israel, Lebanon, Ghana

The Americas: Argentina, Mexico, Venezuela, Chile

Asia and Oceania: India, Japan, Malaysia, Australia

Europe: Spain, Italy, Germany, Czech Republic, Poland

World history topic 10: 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. Examination questions for this topic will expect students to make reference to specific authoritarian states in their responses, and some examination questions will require discussion of states from more than one region of the world. In order for students to be able to make meaningful comparisons across all aspects of the prescribed content, it is recommended that a minimum of three authoritarian states should be studied.

Topic	Prescribed content
Emergence of authoritarian states	<ul style="list-style-type: none"> • Conditions in which authoritarian states emerged: economic factors; social division; impact of war; weakness of political system • Methods used to establish authoritarian states: persuasion and coercion; the role of leaders; ideology; the use of force; propaganda
Consolidation and maintenance of power	<ul style="list-style-type: none"> • Use of legal methods; use of force; charismatic leadership; dissemination of propaganda • Nature, extent and treatment of opposition • The impact of the success and/or failure of foreign policy on the maintenance of power
Aims and results of policies	<ul style="list-style-type: none"> • Aims and impact of domestic economic, political, cultural and social policies • The impact of policies on women and minorities • Authoritarian control and the extent to which it was achieved

Suggested examples

Please note that the examples provided here are **suggestions only**. Teachers are free to use examples from this list or any other appropriate examples, depending on the particular needs and interests of the teacher and students.

Africa and the Middle East: Tanzania—Nyerere; Egypt—Nasser; Iraq—Saddam Hussein; Kenya—Kenyatta; Uganda—Amin

The Americas: Argentina—Perón; Cuba—Castro; Chile—Pinochet; Haiti—Duvalier; Nicaragua—Somoza

Asia and Oceania: China—Mao; Indonesia—Sukarno; Pakistan—Zia ul Haq; Cambodia—Pol Pot

Europe: Germany—Hitler; USSR—Stalin; Italy—Mussolini; Spain—Franco; Poland—Pilsudski

World history topic 11: Causes and effects of 20th century wars

This topic focuses on the causes, practice and effects of war in the 20th century. The topic explores the causes of wars, as well as the way in which warfare was conducted, including types of war, the use of technology, and the impact these factors had upon the outcome. Examination questions for this topic will require students to make reference to specific 20th-century wars in their responses, and some examination questions will require discussion of wars from more than one region of the world. Please note that the suggested examples for this topic include “cross-regional” wars such as the First and Second World Wars. In examination questions that ask students to discuss examples of wars from different regions, students may use these wars in a regional context (for example, the Second World War in the Pacific) but may not then use the same war in a different region (for example, the Second World War in Europe) in the same response.

Topic	Prescribed content
Causes of war	<ul style="list-style-type: none"> Economic, ideological, political, territorial and other causes Short- and long-term causes
Practices of war and their impact on the outcome	<ul style="list-style-type: none"> Types of war: civil wars; wars between states; guerrilla wars Technological developments; theatres of war—air, land and sea The extent of the mobilization of human and economic resources The influence and/or involvement of foreign powers
Effects of war	<ul style="list-style-type: none"> The successes and failures of peacemaking Territorial changes Political repercussions Economic, social and demographic impact; changes in the role and status of women

Suggested examples

Please note that the examples provided here are **suggestions only**. Teachers are free to use examples from this list or any other appropriate examples, depending on the particular needs and interests of the teacher and students.

Africa and the Middle East: Algerian War (1954–1962); Nigerian Civil War (1967–1970); Iran–Iraq War (1980–1988); North Yemen Civil War (1962–1970); First Gulf War (1990–1991)

The Americas: Chaco War (1932–1935); Falklands/Malvinas War (1982); Mexican Revolution (1910–1920); Contra War (1981–1990)

Asia and Oceania: Chinese Civil War (1927–1937 and/or 1946–1949); Vietnam (1946–1954 and/or 1964–1975); Indo-Pakistan Wars (1947–1949 and/or 1965 and/or 1971)

Europe: Spanish Civil War (1936–1939); the Balkan Wars (1990s); Russian Civil War (1917–1922); Irish War of Independence (1919–1921)

Cross-regional wars: First World War (1914–1918); Second World War (1939–1945); Russo-Japanese War (1904–1905)

World history topic 12: The Cold War: Superpower tensions and rivalries (20th century)

The Cold War dominated global affairs from the end of the Second World War to the early 1990s. This topic focuses on how superpower rivalries did not remain static but changed according to styles of leadership, strength of ideological beliefs, economic factors and crises involving client states. The topic aims to promote an international perspective on the Cold War by requiring the study of Cold War leaders, countries and crises from more than one region of the world.

Topic	Prescribed content
Rivalry, mistrust and accord	<ul style="list-style-type: none"> The breakdown of the grand alliance and the emergence of superpower rivalry in Europe and Asia (1943–1949): role of ideology; fear and aggression; economic interests; a comparison of the roles of the US and the USSR The US, USSR and China—superpower relations (1947–1979): containment; peaceful co-existence; Sino-Soviet and Sino-US relations; detente Confrontation and reconciliation; reasons for the end of the Cold War (1980–1991): ideological challenges and dissent; economic problems; arms race
Leaders and nations	<ul style="list-style-type: none"> The impact of two leaders, each chosen from a different region, on the course and development of the Cold War The impact of Cold War tensions on two countries (excluding the USSR and the US)
Cold War crises	<ul style="list-style-type: none"> Cold War crises case studies: detailed study of any two Cold War crises from different regions: examination and comparison of the causes, impact and significance of the two crises

Suggested examples

Please note that the examples provided here are **suggestions only**. Teachers are free to use examples from this list or any other appropriate examples, depending on the particular needs and interests of the teacher and students.

Examples of leaders

Truman, Stalin, Khrushchev, Nixon, Mao, Castro, Brezhnev, Reagan, Gorbachev, Nasser, Brandt

Examples of Cold War crises

Africa and the Middle East: Suez Crisis (1956); Congo (1960–1961); outbreak of Angolan Civil War (1975)

The Americas: Cuban Missile Crisis (1962); US intervention in Chile (1973); Contra War (1981–1990)

Asia and Oceania: Chinese Offshore Island Crises (1954/1958); North Korean invasion of South Korea (1950); Soviet invasion of Afghanistan (1979)

Europe: Berlin blockade (1948–1949), Berlin Wall (1958–1961); Hungary (1956); the Prague spring (1968); the USSR and eastern Europe (1981–1989)

HL options

The HL options provide an opportunity for in-depth study of the history of a particular region. Teachers should select **one** of the following four HL regional options.

- History of Africa and the Middle East
- History of the Americas
- History of Asia and Oceania
- History of Europe

For whichever region is selected, **three** sections must be studied from a choice of 18 sections for each region.

HL option 2: History of the Americas

Three sections must be selected for study. Only people and events named in the guide will be named in examination questions.



Figure 5
Americas map

1: Indigenous societies and cultures in the Americas (c750–1500)

This section focuses on indigenous societies and cultures in pre-Columbian Americas, with an emphasis on the political, economic, social and cultural aspects of these societies. The indigenous peoples of the Americas adopted different forms of organization in the north and the south. For the last three bullets of this section, a case-study approach should be used, based on any **two** indigenous societies. This section allows for both specific knowledge of indigenous peoples, and a comparison of their cultures and development.

- Types of political organization: non-sedentary, semi-sedentary, confederations and empires; the role of local and state authorities
- The role of warfare in maintaining and expanding political organization
- Economic and social structures: role and nature of the tribute; landholding; agricultural production; systems of exchange; nature of the tribute in societies without money
- Religion: polytheistic beliefs; relationship between religious and political powers; relationship between man and nature
- Culture: written and unwritten language; contributions to scientific development and the arts

2: European explorations and conquests in the Americas (c1492–c1600)

This section focuses on Spanish, Portuguese, French and British exploration and conquest in the Americas. It examines European exploration and conquest in Latin America, focusing particularly on Spanish and Portuguese contact with indigenous societies, as well as French and British exploration and occupation in North America. The emphasis of this section is on contact, interaction and consequences of exploration and conquest for the indigenous populations.

- Exploration and conquest in North America: Columbus; conquest of the Caribbean; French and British exploration and occupation in North America
- Exploration and conquest in Latin America: Cortés and the conquest of the Aztecs; reasons for Spanish success and Aztec defeat; Pizarro and the conquest of the Incas; later defeat of Manco Inca; reasons for Spanish success and Inca defeat
- Economic impact of exploration and conquest: exploitation of resources; acquisition of gold and silver; fur trade; tobacco trade; the “Columbian Exchange”
- Treatment of indigenous populations; Law of Burgos (1512), New Laws of the Indies (1542); assimilation; eradication; social stratification; use of indigenous labour; women; multiracial issues
- European rivalries; Treaty of Tordesillas (1494); conflicting land claims based upon exploration; impact of conflicting claims

3: Colonial government in the New World (1500–1800)

This section focuses on the challenges and problems of colonial governments in the 16th, 17th and 18th centuries in the New World. It also looks at government attempts to resolve these problems, and the resistance they encountered. Political and economic structures of the colonial governments are also examined. This structure allows for a comparative approach.

- Political organization in Spanish and Portuguese America: viceroyalty system, captaincy system; Habsburg and early Bourbon rule; the Braganza rule
- Political organization in British and French North America: corporate, royal and proprietary; charters
- Colonial American economies; *encomienda*, *yanacónaje* and Mita; plantations; organization of trade; mercantilism; role of gold, silver and sugar
- Bourbon reforms and Pombaline reforms: reasons, nature and impact

- Limits of state power and resistance to authority
- Anglo-French rivalry in North America to 1763; Anglo-French relationships and alliances with indigenous peoples; French and Indian Wars

4: Religion in the New World (1500–1800)

This section focuses on the role of religion in the New World. It explores the development and influence of the Catholic church in Spanish and Portuguese America through the 16th, 17th and 18th centuries, including the role of religious orders. For the British North-American colonies, this section examines how religion influenced the development through the 17th and 18th centuries. This section also discusses the role of the church and religious orders in New France. This structure allows for a comparative study of the role of religion in the various jurisdictions of colonial America.

- The aims of the Catholic church in Spanish and Portuguese America; its influence; resistance of indigenous populations to Christianization
- Jesuits, Franciscans and Dominicans in Spanish and Portuguese America: economic and political organization; relations with indigenous populations; challenges to government authority
- Indigenous religions and Christianity; syncretism
- Religious tolerance and intolerance in British North America: Puritans, Quakers, Anglicans and Catholics
- The Great Awakening c1720–c1760; social and political impact
- Religion in New France: Black Robes, Jesuits and Recollects

5: Slavery and the New World (1500–1800)

This section focuses on slavery in the New World. It explores the origins of slavery in the Americas and the role of the colonial powers in the Atlantic slave trade. It explores the Middle Passage, slave resistance and opposition to the slave trade in British North America, led by the Quakers. This study of slavery allows for a comparative approach across the Americas.

- Reasons for, and origins of, slavery
- Role of the colonial powers in the establishment and expansion of slavery; *asiento* system
- Economic and social impact of slavery
- Living and working conditions: the Middle Passage; social structures on plantations in the West Indies, Brazil and the southern colonies
- Slave resistance and slave rebellions
- Opposition to the slave trade and slavery: Quakers and other early abolitionists

6: Independence movements (1763–1830)

This section focuses on the various forces that contributed to the rise of the independence movements, the similar and different paths that the movements followed, and the immediate effects of independence in the region. It explores the political, intellectual and military contributions of their leaders, and the sometimes contradictory views that shaped the emergence of the new nations.

- Independence movements in the Americas: political, economic, social and religious causes; the influence of Enlightenment ideas; the role of foreign intervention; conflicts and issues leading to war
- Political, intellectual and military contributions of leaders to the process of independence: Washington, Bolivar and San Martin
- United States: processes leading to the Declaration of Independence; influence of ideas; nature of the declaration; military campaigns/battles and their impact on the outcome

- Latin America: characteristics of the independence processes; reasons for the similarities and differences in **two** Latin American countries; military campaigns/battles and their impact on the outcome
- Attitude of the United States towards Latin American independence; nature of, and reasons for, the Monroe Doctrine
- Impact of independence on the economies and societies of the Americas: economic cost of the wars of independence; the establishment of new trade relations; impact on different social groups—specifically indigenous peoples, African Americans, Creoles

7: Nation-building and challenges (c1780–c1870)

This section focuses on the challenges and problems that came with independence. It explores the ways in which, and the reasons why, the countries of the region attempted to build their nations. Independent and new nations emerged; the colonial empires, with few exceptions, were gone; New World links were forged yet the colonial legacy remained. The task of building new nations opened the doors to novel ways of political and economic thinking and to the redefining of concepts such as nation and state.

- United States: Articles of Confederation; the 1787 Constitution: philosophical underpinnings; major compromises and changes in the US political system
- Latin America: challenges to the establishment of political systems; the nature of *caudillo* rule, and regional conditions leading to its establishment; the policies and impact of *caudillo* rule in **one** country
- War of 1812: causes and impact on British North America and the United States
- Mexican–American War (1846–1848): causes and effects on the region
- Canada: causes and effects of 1837 rebellions; the Durham report and its implications; challenges to the Confederation; the British North America Act of 1867—compromises, unresolved issues, regionalism, effects

8: United States' Civil War: Causes, course and effects (1840–1877)

This section focuses on the United States' Civil War between the North and the South (1861–1865), which is often perceived as the great watershed in the history of the United States. It transformed the country forever, but the war created a new set of problems: how would the country be reunited? How would the South rebuild its society and economy? How would the four million freed former slaves fit into society?

- Slavery: cotton economy and slavery; conditions of enslavement; adaptation and resistance; abolitionist debate—ideological, legal, religious and economic arguments for and against slavery, and their impact
- Origins of the Civil War: the Nullification Crisis; states' rights; sectionalism; slavery; political issues; economic differences between the North and South
- Reasons for, and effects of, westward expansion and the sectional debates; the crises of the 1850s; compromise of 1850; political developments, including the Lincoln–Douglas debates and the presidential election of 1860
- Union versus Confederate: strengths and weaknesses; economic resources; role and significance of leaders during the Civil War; role of Lincoln; significant military battles/campaigns
- Factors affecting the outcome of the Civil War; the role of foreign relations; the Emancipation Proclamation (1863) and participation of African Americans in the Civil War
- Reconstruction: presidential and congressional plans; methods of southern resistance; economic, social and political successes and failures
- African Americans in the New South: legal issues; the black codes; Jim Crow laws

9: The development of modern nations (1865–1929)

This section, covering the period between the late 19th century and the early 20th century, saw forces that transformed the countries of the region. These forces are generally seen as part of “modernization”, a process that involved the progressive transformation of the economic, political and social structures of the countries of the region. With respect to the first four bullets, a case-study approach should be adopted, using **two** countries from the region as examples.

- Causes and consequences of railroad construction; industrial growth, urbanization and economic modernization; the development of international and inter-American trade; neocolonialism and dependency
- Causes and consequences of immigration; emigration and internal migration, including the impact upon, and experience of, indigenous peoples
- Development and impact of ideological trends, including progressivism, Manifest Destiny, liberalism, nationalism, positivism, social Darwinism, “indigenismo” and nativism
- Social and cultural changes: developments in the arts; changes in the role of women
- Influence of leaders in the transition to the modern era: political and economic aims; the successes and failures of Theodore Roosevelt, Wilfrid Laurier and any **one** Latin American leader
- Social, economic and legal conditions of African Americans between 1865 and 1929; Plessy versus Ferguson, the Great Migration and the Harlem Renaissance; the search for civil rights and the ideas, aims and tactics of Booker T Washington, WEB Du Bois and Marcus Garvey

10: Emergence of the Americas in global affairs (1880–1929)

This section focuses on the impact of modernization in the region on foreign policy, including an exploration of the involvement of the region in the First World War. Modernization shaped the new nations, and its effects created the basis for a major shift in the foreign policies of the region. By the end of the 19th century, for example, the United States played a more active role in world affairs and in the affairs of Latin America in particular, thus transforming inter-American relations. When the First World War ended, its impact was felt in the economic, social and foreign policies of the participating countries.

- United States’ expansionist foreign policies: political, economic, social and ideological reasons
- Spanish–American War (1898): causes and effects
- Impact of United States’ foreign policies: the Big Stick; Dollar Diplomacy; moral diplomacy
- United States and the First World War: from neutrality to involvement; reasons for US entry into the First World War; Wilson’s peace ideals and the struggle for ratification of the Treaty of Versailles in the United States; significance of the war for the United States’ hemispheric status
- Involvement of either Canada or **one** Latin American country in the First World War: nature of, and reasons for, involvement
- Impact of the First World War on any **two** countries of the Americas: economic, political, social and foreign policies

11: The Mexican Revolution (1884–1940)

This section focuses on the causes, course and impact of the Mexican Revolution in a country that had experienced a lengthy period of political stability and economic growth, but enormous social inequality. The socio-economic composition of revolutionary leadership was varied—as were the aims—and the revolution was prolonged and costly. The 1917 Constitution has been described as the most progressive constitution created at this time, and it had significant influence on the political developments of the country and the region. The revolution impacted greatly on the arts, arguably representing the earliest and most enduring attempt to overcome racial divisions and incorporate the Indian heritage into the national identity.

- Rule of Porfirio Diaz from 1884; political control; contribution to discontent
- Causes of the Mexican Revolution: social, economic and political
- The revolution and its leaders (1910–1917): ideologies, aims and methods of Madero, Villa, Zapata, Carranza; achievements and failures; the 1917 Constitution—nature and application
- Construction of the post-revolutionary state (1920–1940): Obregón, Calles and the Maximato; challenges; assessment of their impact in the post-revolutionary state
- Lázaro Cárdenas and the renewal of the revolution (1934–1940): aims, methods and achievements
- The role of foreign powers (especially the United States) in the outbreak and development of the Mexican Revolution; motivations, methods of intervention and contributions
- Impact of the revolution on women, the arts, education and music

12: The Great Depression and the Americas (mid 1920s–1939)

This section focuses on the causes and nature of the Great Depression as well as the different solutions adopted by governments in the region, and the impact on these societies. The Great Depression produced the most serious economic collapse in the history of the Americas. It affected every country in the region and brought about the need to rethink economic and political systems. The alternatives that were offered, and the adaptations that took place, marked a watershed in political and economic development in many countries in the region. With respect to the last three bullets, a case-study approach should be adopted, using **one** country from the region as an example. The chosen country should be identified in the introduction to the examination answers.

- The Great Depression: political and economic causes in the Americas
- Nature and efficacy of solutions in the United States: Hoover; Franklin D Roosevelt and the New Deal
- Critics of the New Deal; impact of the New Deal on US political and economic systems
- Nature and efficacy of solutions in Canada: Mackenzie King and RB Bennett
- Impact of the Great Depression on Latin America; political instability and challenges to democracy; economic and social challenges
- Latin American responses to the Great Depression: import substitution industrialization (ISI); social and economic policies; popular mobilization and repression
- Impact of the Great Depression on society: specifically the impact on women and minorities; impact of the Great Depression on the arts and culture

13: The Second World War and the Americas (1933–1945)

As the world order deteriorated in the late 1930s, resulting in the outbreak of war in Europe and Asia, the countries of the region reacted in different ways to the challenges presented. This section focuses on the changing policies of the countries in the region as a result of growing political and diplomatic tensions prior to, and during, the Second World War. It also examines the impact of the war upon the Americas.

- Hemispheric reactions to the events in Europe and Asia: inter-American diplomacy; cooperation and neutrality; Franklin D Roosevelt's Good Neighbour policy—its application and effects
- Involvement and participation of any **two** countries of the Americas in the Second World War
- Social impact of the Second World War; impact on women and minorities; conscription
- Treatment of Japanese Americans, Japanese Latin Americans and Japanese Canadians
- Reasons for, and significance of, US use of atomic weapons against Japan
- Economic and diplomatic effects of the Second World War in any **two** countries of the Americas

14: Political developments in Latin America (1945–1980)

This section focuses on domestic and political developments in Latin America after 1945. Most Latin American countries experienced social, economic and political changes and challenges. Political responses to these forces varied from country to country—from the continuation of democracy to “populist” movements to outright conflict, revolution and the establishment of authoritarian regimes in the 1960s and 1970s. Areas of study include: conditions for the rise to power of new leaders; economic and social policies; treatment of minorities.

- The Cuban Revolution: political, social and economic causes
- Rule of Fidel Castro: Cuban nationalism; political, economic, social and cultural policies; treatment of opposition; successes and failures; impact on the region
- Populist leaders in **two** countries: rise to power and legitimacy; ideology; social, economic and political policies; the treatment of opposition
- Democracy in crisis: reasons for the failure of elected leaders
- Rise of a military dictatorship in **one** country: reasons for their rise to power; economic and social policies; repression and treatment of opposition
- Guerrilla movements in **one** country: origins, rise and consequences
- Liberation theology in Latin America: origins, growth and impact

15: Political developments in the United States (1945–1980) and Canada (1945–1982)

This section explores the domestic concerns and political developments in the United States and Canada, with a specific focus on the domestic policies and achievements of particular leaders in each country. In the United States, there is also a focus on economic development and the changing composition of the main political parties. In Canada, there is an exploration of the separatism of the Quiet Revolution.

- Truman and the Fair Deal; division within Democratic Party; congressional opposition; domestic policies of Eisenhower
- Kennedy and the New Frontier; Johnson and the Great Society
- Nixon’s domestic policies; Watergate and possible impeachment; Ford’s domestic policies and pardon of Nixon; Carter’s domestic policies; changing composition and internal conflicts within the Democratic and Republican parties in the 1960s and 1970s, and the impact on elections
- Domestic policies of Canadian prime ministers: St Laurent, Diefenbaker; political stability and nationalism; social and political change under Pearson and Trudeau
- Causes and effects of the Quiet Revolution; rise of Quebec nationalism, the Front de Libération du Québec (FLQ) and the October Crisis of 1970

16: The Cold War and the Americas (1945–1981)

This section focuses on the development and impact of the Cold War on the region. Most of the second half of the 20th century was dominated by the global conflict of the Cold War. Within the Americas, some countries were closely allied to the United States and some took sides reluctantly. Many remained neutral or sought to avoid involvement in Cold War struggles. A few, influenced by the Cuban Revolution, instituted socialist governments. No nation, however, escaped the pressures of the Cold War, which had a significant impact on the domestic and foreign policies of the countries of the region.

- Truman: containment and its implications for the Americas; the rise of McCarthyism and its effects on domestic and foreign policies of the United States; social and cultural impact of the Cold War
- Korean War, the United States and the Americas: reasons for participation; military developments; diplomatic and political outcomes
- Eisenhower and Dulles: New Look and its application; characteristics and reasons for the policy; repercussions for the region

- United States' involvement in Vietnam: the reasons for, and nature of, the involvement at different stages; domestic effects and the end of the war; Canadian non-support of the war; Latin American protest against the war
- United States' foreign policies from Kennedy to Carter: the characteristics of, and reasons for, policies; implications for the region: Kennedy's Alliance for Progress; Nixon's covert operations and Chile; Carter's quest for human rights and the Panama Canal Treaty (1977)
- Cold War in either Canada or **one** Latin American country: reasons for foreign and domestic policies and their implementation

17: Civil rights and social movements in the Americas post-1945

This section examines the origins, nature, challenges and achievements of civil rights and social movements after 1945. Causes of some of these movements may be pre-1945. These movements represented the attempts to achieve equality for groups that were not recognized or accepted as full members of society, and they challenged established authority and attitudes.

- Indigenous peoples and civil rights in the Americas
- African Americans and the civil rights movement: origins, tactics and organizations; the US Supreme Court and legal challenges to segregation in education; ending of segregation in the south (1955–1980)
- Role of Dr Martin Luther King Jr in the civil rights movement; the rise of radical African American activism (1965–1968): Black Panthers; Black Power and Malcolm X; role of governments in civil rights movements in the Americas
- Feminist movements in the Americas; reasons for emergence; impact and significance
- Hispanic American movement in the United States; Cesar Chavez; immigration reform
- Youth culture and protests of the 1960s and 1970s: characteristics and manifestation of a counter-culture

18: The Americas (1980–2005)

This section focuses on changing trends in foreign and domestic policies in the Americas. In the latter decades of the 20th century, the region experienced significant political, social, cultural and economic changes. The section also considers the transitions to democracy in Latin America and the challenges encountered.

- The United States: domestic policies of presidents Reagan, GHW Bush and Clinton; challenges; effects on the United States; impact upon the hemisphere; continuities and changes in US foreign policy: Reagan, GHW Bush and Clinton; from bipolar to unilateral power; impact on the region
- Canadian domestic policies: Mulroney governments (1984–1993), collapse of the Progressive Conservative Party; Chrétien in power (1993–2003), Quebec and separatism
- Transition to democracy in **two** countries of Latin America: reasons for democratization; role of internal and external factors
- Post-transition challenges in **two** countries of Latin America: economic challenges and debt; justice and reconciliation; political parties and the role of the military
- Violent and non-violent movements in **two** countries of Latin America: causes, aims and impact; role of religion, including liberation theology
- Economic and political cooperation in the Americas: reasons for and impact
- Terrorism; 9/11 and response: domestic impact

Assessment in the Diploma Programme

General

Assessment is an integral part of teaching and learning. The most important aims of assessment in the Diploma Programme (DP) are that it should support curricular goals and encourage appropriate student learning. Both external and internal assessments are used in the DP. IB examiners mark work produced for external assessment, while work produced for internal assessment is marked by teachers and externally moderated by the IB.

There are two types of assessment identified by the IB.

- Formative assessment informs both teaching and learning. It is concerned with providing accurate and helpful feedback to students and teachers on the kind of learning taking place, and the nature of students' strengths and weaknesses, in order to help develop students' understanding and capabilities. Formative assessment can also help to improve teaching quality, as it can provide information to monitor progress towards meeting the course aims and objectives.
- Summative assessment gives an overview of previous learning and is concerned with measuring student achievement.

The DP primarily focuses on summative assessment designed to record student achievement at, or towards the end of, the course of study. However, many of the assessment instruments can also be used formatively during the course of teaching and learning, and teachers are encouraged to do this. A comprehensive assessment plan is viewed as being integral with teaching, learning and course organization. For further information, see the IB *Programme standards and practices* document.

The approach to assessment used by the IB is criterion-related, not norm-referenced. This approach to assessment judges students' work by their performance in relation to identified levels of attainment, and not in relation to the work of other students. For further information on assessment within the DP, please refer to the publication *Diploma Programme assessment: Principles and practice*.

To support teachers in the planning, delivery and assessment of the DP courses, a variety of resources can be found on the online curriculum centre (OCC) or purchased from the IB store (store.ibo.org). Additional publications such as specimen papers and markschemes, teacher support materials, subject reports and grade descriptors can also be found on the OCC. Past examination papers as well as markschemes can be purchased from the IB store.

Methods of assessment

The IB uses several methods to assess work produced by students.

Assessment criteria

Assessment criteria are used when the assessment task is open-ended. Each criterion concentrates on a particular skill that students are expected to demonstrate. An assessment objective describes what students should be able to do, and assessment criteria describe how well they should be able to do it. Using assessment criteria allows discrimination between different answers and encourages a variety of responses.

Each criterion comprises a set of hierarchically ordered level descriptors. Each level descriptor is worth one or more marks. Each criterion is applied independently using a best-fit model. The maximum marks for each criterion may differ according to the criterion's importance. The marks awarded for each criterion are added together to give the total mark for the piece of work.

Markbands

Markbands are a comprehensive statement of expected performance against which responses are judged. They represent a single holistic criterion divided into level descriptors. Each level descriptor corresponds to a range of marks to differentiate student performance. A best-fit approach is used to ascertain which particular mark to use from the possible range for each level descriptor.

Markschemes

Markschemes are prepared for those examination questions that expect a particular kind of response and/or a given final answer from students. They give detailed instructions to examiners on how to break down the total mark for each question for different parts of the response.

Marking notes

Marking notes are provided for some assessment components marked using assessment criteria. Marking notes give guidance on how to apply assessment criteria to the particular requirements of a question.

Inclusive assessment arrangements

Inclusive assessment arrangements are available for candidates with assessment access requirements. These arrangements enable candidates with diverse needs to access the examinations and demonstrate their knowledge and understanding of the constructs being assessed.

The IB document *Candidates with assessment access requirements* provides details on all the inclusive assessment arrangements available to candidates with learning support requirements. The IB document *Learning diversity in the International Baccalaureate programmes: Special educational needs within the International Baccalaureate programmes* outlines the position of the IB with regard to candidates with diverse learning needs in the IB programmes. For candidates affected by adverse circumstances, the IB documents *General regulations: Diploma Programme* and the *Handbook of procedures for the Diploma Programme* provide details on access consideration.

The school is required to ensure that equal access arrangements and reasonable adjustments are provided to candidates with learning support requirements that are in line with the IB documents *Candidates with assessment access requirements* and *Learning diversity in the International Baccalaureate programmes: Special educational needs within the International Baccalaureate programmes*.

Acknowledging the ideas or work of another person

Coordinators and teachers are reminded that candidates must acknowledge all sources used in work submitted for assessment. The following is intended as a clarification of this requirement.

DP candidates submit work for assessment in a variety of media that may include audio-visual material, text, graphs, images and/or data published in print or electronic sources. If a candidate uses the work or ideas of another person, the candidate must acknowledge the source using a standard style of referencing in a

consistent manner. A candidate's failure to acknowledge a source will be investigated by the IB as a potential breach of regulations that may result in a penalty imposed by the IB final award committee.

The IB does not prescribe which style(s) of referencing or in-text citation should be used by candidates; this is left to the discretion of appropriate faculty/staff in the candidate's school. The wide range of subjects, three response languages and the diversity of referencing styles make it impractical and restrictive to insist on particular styles. In practice, certain styles may prove most commonly used, but schools are free to choose a style that is appropriate for the subject concerned and the language in which candidates' work is written. Regardless of the reference style adopted by the school for a given subject, it is expected that the minimum information given includes: name of author, date of publication, title of source and page numbers, as applicable.

Candidates are expected to use a standard style and use it consistently so that credit is given to all sources used, including sources that have been paraphrased or summarized. When writing text, a candidate must clearly distinguish between their words and those of others by the use of quotation marks (or other method, such as indentation) followed by an appropriate citation that denotes an entry in the bibliography. If an electronic source is cited, the date of access must be indicated. Candidates are not expected to show faultless expertise in referencing, but are expected to demonstrate that all sources have been acknowledged. Candidates must be advised that for audio-visual material, text, graphs, images and/or data published in print or in electronic sources that is not their own, they must also attribute the source. Again, an appropriate style of referencing/citation must be used.

Assessment outline—SL

First assessment 2017

Assessment component	Weighting
<p>External assessment (2 hours 30 minutes)</p> <p>Paper 1 (1 hour) Source-based paper based on the five prescribed subjects. Choose one prescribed subject from a choice of five. Answer four structured questions. (24 marks)</p> <p>Paper 2 (1 hour 30 minutes) Essay paper based on the 12 world history topics. Answer two essay questions on two different topics. (30 marks)</p>	<p>75%</p> <p>30%</p> <p>45%</p>
<p>Internal assessment (20 hours) This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Historical investigation Students are required to complete a historical investigation into a topic of their choice. (25 marks)</p>	<p>25%</p>

Assessment outline—HL

First assessment 2017

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

External assessment

Two different methods are used to assess work produced by students.

- Markbands
- Detailed markschemes specific to each examination paper

The markbands for each component are published in this guide. The markbands are related to the assessment objectives established for the history course and the group 3 grade descriptors. The markschemes are specific to each examination.

External assessment details

Paper 1 (SL and HL)

Duration: 1 hour

Weighting: 30% SL, 20% HL

Paper 1 is a source-based examination paper based on the prescribed subjects. Each prescribed subject consists of two specified case studies, and in each examination session the paper will focus on **one** of the two case studies specified for each prescribed subject.

The paper will contain four sources for each prescribed subject. Sources will be primary or a mixture of primary and secondary, and may be written, pictorial or diagrammatic. The paper will consist of four questions for each prescribed subject, and students must answer all four questions from their chosen prescribed subject. Some questions will be answered using only evidence from one or more of the sources, as indicated. In other questions students will be asked to use their own knowledge of the prescribed subject as well as evidence contained in the sources.

First question, part A	This question will test understanding of one of the sources.	3 marks
First question, part B	This question will test understanding of one of the sources.	2 marks
Second question	This question will ask students to analyse the value and limitations of one of the sources. In their analysis of value and limitations, students should refer to the origin, purpose and content of the specified source.	4 marks
Third question	This question will ask students to compare and contrast what two of the sources reveal to a historian studying the particular aspect of the prescribed subject.	6 marks
Fourth question	This will be an evaluative question that asks students to draw on both the sources and their own knowledge in their evaluation.	9 marks

The maximum mark for this paper is 24. The paper is marked using a paper-specific markscheme, except for the final question for each prescribed subject, which is marked using the generic markbands that follow, in addition to a paper-specific markscheme.

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.

Paper 2 (SL and HL)**Duration: 1 hour 30 minutes****Weighting: 45% SL, 25% HL**

Paper 2 is an essay paper based on the 12 world history topics.

The paper consists of two questions for each of the 12 topics. Students must answer **two** questions, each selected from a **different** topic. Some comparative questions on this paper require that examples be drawn from more than one region. When the word “region” is used in a paper 2 question, it refers to one of the four regional options defined by the world map in the introduction to the world history topics in the “World history topics” section.

The maximum mark for this paper is 30. The paper is marked using generic markbands and a paper-specific markscheme.

Paper 3 (HL only)**Duration: 2 hours 30 minutes****Weighting: 35%**

Each of the four HL regional options has a separate examination paper. Students are registered for one of these papers.

The paper 3 examination paper for each regional option will consist of 36 questions, consisting of two essay questions on each of the 18 sections specified for the regional option. Students must answer any **three** questions. Questions that refer to specific countries, events or people are restricted to those listed in the syllabus descriptions. The maximum mark for this paper is 45. The paper is marked using generic markbands and a paper-specific markscheme.

External markbands—paper 2 (SL and HL)

Marks	Level descriptor
0	Answers do not reach a standard described by the descriptors below.
1–3	<p>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.</p> <p>Little knowledge of the world history topic is present.</p> <p>The student identifies examples to discuss, but these examples are factually incorrect, irrelevant or vague.</p> <p>The response contains little or no critical analysis. The response may consist mostly of generalizations and poorly substantiated assertions.</p>
4–6	<p>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.</p> <p>Knowledge of the world history topic is demonstrated, but lacks accuracy and relevance. There is a superficial understanding of historical context.</p> <p>The student identifies specific examples to discuss, but these examples are vague or lack relevance.</p> <p>There is some limited analysis, but the response is primarily narrative/descriptive in nature rather than analytical.</p>
7–9	<p>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.</p> <p>Knowledge of the world history topic is mostly accurate and relevant. Events are generally placed in their historical context.</p> <p>The examples that the student chooses to discuss are appropriate and relevant. The response makes links and/or comparisons (as appropriate to the question).</p> <p>The response moves beyond description to include some analysis or critical commentary, but this is not sustained.</p>

Marks	Level descriptor
10–12	<p>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.</p> <p>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.</p> <p>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).</p> <p>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.</p>
13–15	<p>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.</p> <p>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.</p> <p>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).</p> <p>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.</p>

External markbands—paper 3 (HL)

Marks	Level descriptor
0	Response does not reach a standard described by the descriptors below.
1–3	<p>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.</p> <p>Little knowledge is present. Where specific examples are referred to, they are factually incorrect, irrelevant or vague.</p> <p>The response contains little or no critical analysis. It may consist mostly of generalizations and poorly substantiated assertions.</p>
4–6	<p>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.</p> <p>Knowledge is demonstrated but lacks accuracy and relevance. There is a superficial understanding of historical context. The answer makes use of specific examples, although these may be vague or lack relevance.</p> <p>There is some limited analysis, but the response is primarily narrative/descriptive in nature, rather than analytical.</p>
7–9	<p>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.</p> <p>Knowledge is mostly accurate and relevant. Events are generally placed in their historical context. Examples used are appropriate and relevant.</p> <p>The response moves beyond description to include some analysis or critical commentary, but this is not sustained.</p>
10–12	<p>The demands of the question are understood and addressed. Answers are generally well structured and organized, although there may be some repetition or lack of clarity in places.</p> <p>Knowledge is accurate and relevant. Events are placed in their historical context, and there is a clear understanding of historical concepts. Examples used are appropriate and relevant, and are used to support the analysis/evaluation.</p> <p>Arguments are mainly clear and coherent. There is some awareness and evaluation of different perspectives.</p> <p>The response contains critical analysis. Most of the main points are substantiated, and the response argues to a consistent conclusion.</p>

Marks	Level descriptor
13–15	<p>Responses are clearly focused, showing a high degree of awareness of the demands and implications of the question. Answers are well structured, balanced and effectively organized.</p> <p>Knowledge is detailed, accurate and relevant. Events are placed in their historical context, and there is a clear understanding of historical concepts. Examples used are appropriate and relevant, and are used effectively to support the analysis/evaluation.</p> <p>Arguments are clear and coherent. There is evaluation of different perspectives, and this evaluation is integrated effectively into the answer.</p> <p>The answer contains well-developed critical analysis. All, or nearly all, of the main points are substantiated, and the response argues to a reasoned conclusion.</p>

Internal assessment

Purpose of internal assessment

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 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 for history are the same. All students complete a historical investigation into a historical topic of their choice. The internal assessment allows flexibility for students to select a topic of personal interest. The topic need not be related to the syllabus and students should be encouraged to use their own initiative when deciding on a topic. The free choice of topic means that the historical investigation provides a particularly good opportunity for students to engage with topics that are of personal interest, or topics related to their own local or national history.

Please note: Each individual student must complete an individual historical investigation—group work may not be undertaken.

Time allocation

Internal assessment contributes 25% to the final assessment in the SL course and 20% in the HL course. This weighting should be reflected in the time that is allocated to teaching the skills and understanding required to undertake the work, as well as the total time allocated to carry out the work.

It is recommended that a total of approximately 20 hours (SL and HL) of teaching time should be allocated to the work. This should include:

- time for the teacher to explain to students the requirements of the internal assessment
- class time for students to work on the internal assessment component and ask questions
- time for consultation between the teacher and each student individually
- time to review and monitor progress, and to check authenticity.

Guidance and authenticity

The historical investigation submitted for internal assessment must be the student's own work. However, it is not the intention that students should decide upon a title or topic and be left to work on the internal assessment component without any further support from the teacher. The teacher should play an important role during both the planning stage and the period when the student is working on the internally assessed work. It is the responsibility of the teacher to ensure that students are familiar with:

- the requirements of the type of work to be internally assessed
- the assessment criteria; students must understand that the work submitted for assessment must address these criteria effectively.

Teachers and students must discuss the internally assessed work. Students should be encouraged to initiate discussions with the teacher to obtain advice and information, and students must not be penalized for seeking guidance. As part of the learning process, teachers should read and give advice to students on **one draft** of the work. The teacher should provide oral or written advice on how the work could be improved, but should not edit the draft. The next version handed to the teacher must be the final version for submission.

It is the responsibility of teachers to ensure that all students understand the basic meaning and significance of concepts that relate to academic honesty, especially authenticity and intellectual property. Teachers must ensure that all student work for assessment is prepared according to the requirements and must explain clearly to students that the internally assessed work must be entirely their own. All work submitted to the IB for moderation or assessment must be authenticated by a teacher, and must not include any known instances of suspected or confirmed academic misconduct. Each student must confirm that the work is his or her authentic work and constitutes the final version of that work. Once a student has officially submitted the final version of the work it cannot be retracted. The requirement to confirm the authenticity of work applies to the work of all students, not just the sample work that will be submitted to the IB for the purpose of moderation. For further details, refer to the IB publication *Academic honesty in the IB educational context, The Diploma Programme: From principles into practice* and the relevant articles in *General regulations: Diploma Programme*.

Authenticity may be checked by discussion with the student on the content of the work, and scrutiny of one or more of the following.

- The student's initial proposal
- The first draft of the written work
- The references cited
- The style of writing compared with work known to be that of the student
- The analysis of the work by a web-based plagiarism-detection service

Please note: The same piece of work cannot be submitted to meet the requirements of both the internal assessment and the extended essay.

Internal assessment details—SL and HL

Historical investigation

Duration: 20 hours

Weighting: 25% SL, 20% HL

Students at both SL and HL are required to complete a historical investigation into **a topic of their choice**. The historical investigation is made up of three sections.

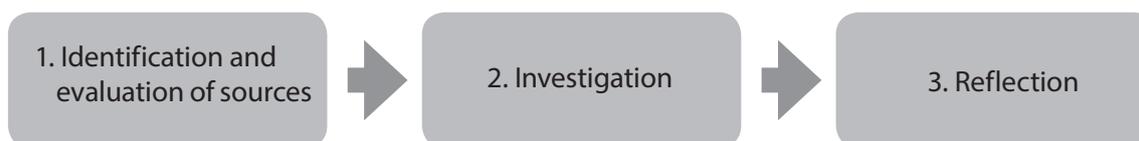


Figure 8
Historical investigation

Students have a free choice of topic for their historical investigation—the topic need not be related to the syllabus, and students should be encouraged to use their own initiative when deciding on a topic. However, the topic must be historical, and therefore **cannot be on an event that has happened in the last 10 years**.

Students should choose their own topic, with their teacher’s guidance and approval. Teachers must approve the topic and question for investigation before work is started. It is crucial that there are sufficient sources to support the investigation, and that the investigation can be assessed by the criteria for internal assessment. Teachers must also make students aware of any relevant ethical considerations when undertaking their investigation, for example, the need to show sensitivity or to respect confidentiality.

The investigation is an opportunity for students to demonstrate the application of their skills and knowledge to a historical topic of their choice. 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 range of source material and considering diverse perspectives. The activity demands that students search for, select, evaluate and use evidence to reach a relevant conclusion consistent with the evidence and arguments that have been put forward.

Section 1: Identification and evaluation of sources

This section requires students to analyse in detail **two** of the sources that they will use in their investigation. The sources can be either primary or secondary sources. In this section students must:

- clearly state the question they have chosen to investigate (this must be stated as a question)
- include a brief explanation of the nature of the two sources they have selected for detailed analysis, including an explanation of their relevance to the investigation
- analyse two sources in detail. With reference to the origins, purpose and content, the student should analyse the value and limitations of the two sources in relation to the investigation.

A crucial element of this section of the internal assessment task is formulating an appropriate question to investigate. The six key concepts for the history course (causation, consequence, continuity, change, significance and perspectives) can be a very useful starting point in helping students to formulate a question.

The following are examples of historical investigations recently submitted by students.

- How systematic were the deportations of the Jewish population of Dusseldorf to Minsk between 1941 and 1942?
- How significant were economic problems as a cause of the Bamberg Witch Trials (1623–1633)?
- What were the most important reasons for the failure of Operation Market Garden?
- To what extent was weak leadership responsible for the collapse of the Egyptian Old Kingdom in 2125 BC?

Section 2: Investigation

This section of the internal assessment task consists of the actual investigation. The internal assessment task provides scope for a wide variety of different types of historical investigation, for example:

- a historical topic or theme using a variety of written sources or a variety of written and non-written 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 local history study.

The investigation must be clearly and effectively organized. While there is no prescribed format for how this section must be structured, it must contain critical analysis that is focused clearly on the question being investigated, and must also include the conclusion that the student draws from their analysis.

In this section, students must use a range of evidence to support their argument. Please note that students can use primary sources, secondary sources, or a mixture of the two.

Section 3: Reflection

This section of the internal assessment task requires students to reflect on what undertaking their investigation highlighted to them about the methods used by, and the challenges facing, the historian.

Examples of discussion questions that may help to encourage reflection include the following.

- What methods used by historians did you use in your investigation?
- What did your investigation highlight to you about the limitations of those methods?
- What are the challenges facing the historian? How do they differ from the challenges facing a scientist or a mathematician?
- What challenges in particular does archive-based history present?
- How can the reliability of sources be evaluated?
- What is the difference between bias and selection?
- What constitutes a historical event?
- Who decides which events are historically significant?
- Is it possible to describe historical events in an unbiased way?
- What is the role of the historian?
- Should terms such as “atrocious” be used when writing about history, or should value judgments be avoided?
- If it is difficult to establish proof in history, does that mean that all versions are equally acceptable?

Bibliography

A bibliography and clear referencing of all sources **must** be included with every investigation, but these are not included in the overall word count.

Word limit

The word limit for the historical investigation is 2,200 words. A bibliography and clear referencing of all sources **must** be included in the investigation, but are not included in the overall word count.

Below are suggested word allocations for each section of the historical investigation. Please note that these word allocations are suggestions only.

Section	Suggested word allocation	Associated assessment criteria	Marks
1. Identification and evaluation of sources	500	A. Identification and evaluation of sources	6 marks
2. Investigation	1,300	B. Investigation	15 marks
3. Reflection	400	C. Reflection	4 marks
Bibliography	Not applicable	Not applicable	Not applicable
Total (maximum word limit)	2,200 words		Total: 25 marks

Further guidance

Additional guidance on the internal assessment task can be found in the *History teacher support material*.

Using assessment criteria for internal assessment

A number of assessment criteria have been identified for the internal assessment task. Each assessment criterion has level descriptors describing specific achievement levels, together with an appropriate range of marks. The level descriptors concentrate on positive achievement, although for the lower levels failure to achieve may be included in the description.

Teachers must judge the internally assessed work at SL and at HL against the criteria using the level descriptors.

- The same assessment criteria are provided for SL and HL.
- The aim is to find, for each criterion, the descriptor that conveys most accurately the level attained by the student, using the best-fit model. A best-fit approach means that compensation should be made when a piece of work matches different aspects of a criterion at different levels. The mark awarded should be one that most fairly reflects the balance of achievement against the criterion. It is not necessary for every single aspect of a level descriptor to be met for that mark to be awarded.
- When assessing a student's work, teachers should read the level descriptors for each criterion until they reach a descriptor that most appropriately describes the level of the work being assessed. If a piece of work seems to fall between two descriptors, both descriptors should be read again and the one that more appropriately describes the student's work should be chosen.
- Where there are two or more marks available within a level, teachers should award the upper marks if the student's work demonstrates the qualities described to a great extent; the work may be close to achieving marks in the level above. Teachers should award the lower marks if the student's work demonstrates the qualities described to a lesser extent; the work may be close to achieving marks in the level below.
- Only whole numbers should be recorded; partial marks (fractions and decimals) are not acceptable.
- Teachers should not think in terms of a pass or fail boundary, but should concentrate on identifying the appropriate descriptor for each assessment criterion.
- The highest level descriptors do not imply faultless performance but should be achievable by a student. Teachers should not hesitate to use the extremes if they are appropriate descriptions of the work being assessed.
- A student who attains a high achievement level in relation to one criterion will not necessarily attain high achievement levels in relation to the other criteria. Similarly, a student who attains a low achievement level for one criterion will not necessarily attain low achievement levels for the other criteria. Teachers should not assume that the overall assessment of the students will produce any particular distribution of marks.
- It is recommended that the assessment criteria be made available to students.

Internal assessment criteria—SL and HL

The historical investigation for both SL and HL is assessed against three criteria.

- Criterion A: Identification and evaluation of sources (6 marks)
- Criterion B: Investigation (15 marks)
- Criterion C: Reflection (4 marks)

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	<p>The investigation lacks clarity and coherence, and is poorly organized. Where there is a recognizable structure there is minimal focus on the task.</p> <p>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.</p>
4–6	<p>There is an attempt to organize the investigation but this is only partially successful, and the investigation lacks clarity and coherence.</p> <p>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.</p>
7–9	<p>The investigation is generally clear and well organized, but there is some repetition or lack of clarity in places.</p> <p>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.</p> <p>There may be awareness of different perspectives, but these perspectives are not evaluated.</p>
10–12	<p>The investigation is generally clear and well organized, although there may be some repetition or lack of clarity in places.</p> <p>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.</p> <p>There is awareness and some evaluation of different perspectives. The investigation argues to a reasoned conclusion.</p>
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</p> <p>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>

Approaches to teaching and learning in the Diploma Programme history course

Approaches to teaching and learning in the Diploma Programme (DP) refer to deliberate strategies, skills and attitudes that permeate the teaching and learning environment. These approaches and tools are intrinsically linked with the learner profile attributes, enhance student learning and assist student preparation for the DP assessment and beyond.

The five approaches to learning (developing thinking skills, social skills, communication skills, self-management skills and research skills) along with the six approaches to teaching (teaching that is inquiry-based, conceptually focused, contextualized, collaborative, differentiated and informed by assessment) encompass the key values and principles that underpin IB pedagogy. More advice and support on these approaches to teaching and learning can be found in the following pages of this subject guide and also in the *History teacher support material*.

The DP history course is based on three key elements: content, concepts and skills. These three elements are seen as being inextricably linked.

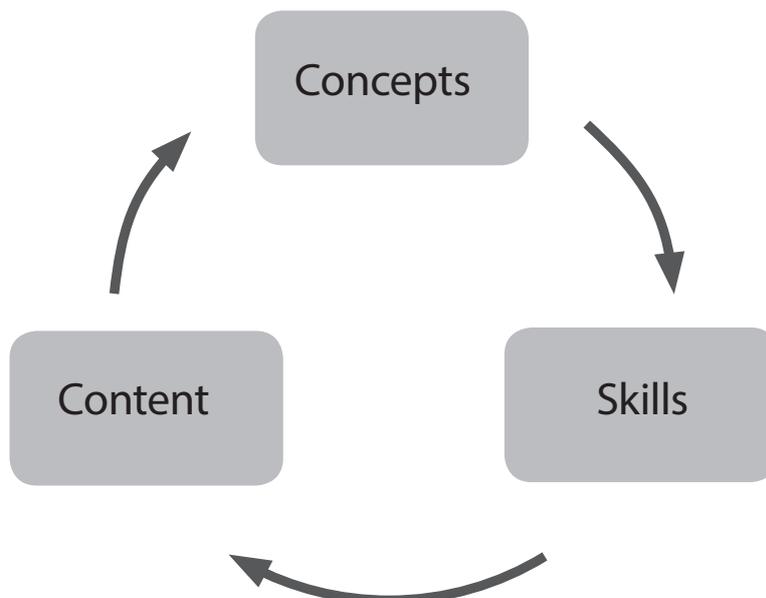


Figure 9
Three key elements

“Three-dimensional” models, such as this, “value a solid base of critical factual knowledge across the disciplines, but they raise the bar for curriculum and instruction by shifting the design focus to the conceptual level of understanding” (Erickson 2012).

Concepts	Concepts are big powerful ideas that have relevance both within and across subject areas. Concepts help to move students from knowledge to understanding as “knowledge is integrated with existing schemas and cognitive frameworks” (Anderson and Krathwohl 2001). Concepts also help to provide bridges between old knowledge and new knowledge, and facilitate transfer of knowledge across subject areas/contexts. Understanding the “big ideas” behind a topic can also help students get to the heart of why they are learning a particular topic. (See, for example, Perkins 2010.)
Content	Content also plays a crucial role in the DP history course, as there needs to be a solid base of factual knowledge to underpin the development of conceptual understanding. Specific examples and case studies also help to ground abstract concepts, allowing students to see a concept represented in a particular context.
Skills	Throughout the DP history course, students should be encouraged to develop their understanding of the methodology and practice of the discipline of history. Teaching historical skills enriches the student’s understanding of the subject and encourages the student to apply them to the future study of history or related areas. It is essential that these skills are covered throughout the syllabus, are introduced appropriately, depending on the context, and are not treated in isolation.

Key concepts for DP history unpacked

The DP history course is focused on six key concepts: causation, consequence, change, continuity, significance and perspectives. In their efforts to place thinking at the centre of historical understanding, researchers in history education have highlighted the role that concepts such as these play in helping to shape our thinking about history (Seixas and Morton 2013). These concepts help students to think critically about historical issues; helping students to identify and solve problems, make decisions, and form judgments about past claims, actors and issues. These concepts are also extremely useful to history teachers as a tool for helping to craft creative lessons and assessment activities that avoid passive content delivery, and that provide opportunities for students to build on their prior knowledge and to think deeply about historical issues and events.

Change	The study of history involves investigation of the extent to which people and events bring about change. Discussion of the concept of change can encourage sophisticated discussions such as encouraging students to think about, and look for, change where some claim none exists, or using evidence to challenge orthodox theories and assumptions about people and events that it is claimed led to significant change. Students’ questions and judgments about historical change should be based on deep understanding of content and on comparison of the situation before and after the events under examination.
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<p>Continuity</p>	<p>While historical study often focuses on moments of significant change, students should also be aware that some change is slow, and that throughout history there is also significant continuity. Students can demonstrate deep historical knowledge and understanding by, for example, showing awareness that there are times when there has been considerable continuity in the midst of great historical change. Alternatively, students may question and assess whether a change in political leadership, for example, brought about a change in foreign policy, or whether it was more accurately mirroring policies of previous governments.</p>
<p>Causation</p>	<p>Effective historical thinkers recognize that many claims made about the past seek to more thoroughly explain and understand how a certain set of circumstances originated. Deep historical understanding is demonstrated where students recognize that most historical events are caused by an interplay of diverse and multiple causes that require students to make evidence-based judgments about which causes were more important or significant, or which causes were within the scope of individuals to direct and which were not.</p>
<p>Consequence</p>	<p>History is the understanding of how forces in the past have shaped future people and societies. Students demonstrate competency as historical thinkers where they understand and can explain how significant events and people have had both short-term and long-lasting effects. Students use evidence and interpretations of those people and events to make comparisons between different points in time, and to make judgments about the extent to which those forces produced long-lasting and important consequences.</p>
<p>Significance</p>	<p>History is not simply the record of all events that have happened in the past. Instead, history is the record that has been preserved through evidence or traces of the past, and/or the aspects that someone has consciously decided to record and communicate. Students should be encouraged to ask questions about why something may have been recorded or included in a historical narrative. Similarly, they should be encouraged to think about who or what has been excluded from historical narratives, and for what reasons. Additionally, students' questions should encourage them to think about, and assess, the relative importance of events, people, groups or developments, and whether the evidence supports the claims that others make about their significance.</p>
<p>Perspectives</p>	<p>IB students should be aware of how history is sometimes used or abused to retell and promote a grand narrative of history, a narrowly focused national mythology that ignores other perspectives, or to elevate a single perspective to a position of predominance. Students are encouraged to challenge and critique multiple perspectives of the past, and to compare them and corroborate them with historical evidence. Students should recognize that for every event recorded in the past, there may be multiple contrasting or differing perspectives. Using primary-source accounts and historians' interpretations, students may also investigate and compare how people, including specific groups such as minorities or women, may have experienced events differently in the past. In this way there are particularly strong links between exploring multiple perspectives and the development of international-mindedness.</p>

Skills

The DP history course, as with all DP courses, provides rich opportunities to develop students' thinking, research, communication, social and self-management skills. More advice on developing these five categories of skills in the history course can be found in the *History teacher support material*. Four examples of the types of skills developed throughout the history course are outlined below.

<p>Example 1: The gathering and sorting of historical evidence</p> <p>Many of the skills developed in the history course relate to the gathering and sorting of historical evidence. This area includes research skills such as locating and selecting relevant and appropriate evidence from books, articles, websites and audio-visual resources; and recognizing the distinctions between different kinds of evidence. The course provides the opportunity for students to increase their confidence and independence in locating and using a variety of historical sources.</p>	<p>Example 2: The evaluation of historical evidence</p> <p>A key element of the course relates to the development of thinking and research skills relating to the evaluation of historical evidence. These skills include 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; and recognizing and appreciating why and how opinions and interpretations differ. The course provides the opportunity for students to increase their awareness of multiple perspectives, historical opinions and interpretations.</p>
<p>Example 3: Recognizing and understanding historical processes and their relationships to human experience, activity and motivation</p> <p>The history course allows students to develop their appreciation of the nature of human experience in a range of contexts. It achieves this through a focus on skills such as 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; and synthesizing material studied across time and space.</p>	<p>Example 4: Organizing and expressing historical ideas and information</p> <p>The history course places a strong emphasis on developing the communication skills needed to organize and express ideas and information with clarity. These skills include: 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; and summarizing and arriving at conclusions. The development of these skills helps increase students' confidence and sophistication in both oral and written communication.</p>

Glossary of command terms

Command terms for history

Students should be familiar with the following key terms and phrases used in examination questions, which are to be understood as described below. Although these terms will be used frequently in examination questions, other terms may be used to direct students to present an argument in a specific way.

Command term	Assessment objective level	Definition
Analyse	AO2	Break down in order to bring out the essential elements or structure.
Compare	AO3	Give an account of the similarities between two (or more) items or situations, referring to both (all) of them throughout.
Compare and contrast	AO3	Give an account of similarities and differences between two (or more) items or situations, referring to both (all) of them throughout.
Contrast	AO3	Give an account of the differences between two (or more) items or situations, referring to both (all) of them throughout.
Discuss	AO3	Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence.
Evaluate	AO3	Make an appraisal by weighing up the strengths and limitations.
Examine	AO3	Consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue.
To what extent	AO3	Consider the merits or otherwise of an argument or concept. Opinions and conclusions should be presented clearly and supported with appropriate evidence and sound argument.

Bibliography

This bibliography lists the works referenced in this guide and some of the principal works used to inform the curriculum review. It is not an exhaustive list of resources and is **not** a list of recommended textbooks.

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