DP History – Course outline

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Nature of the subject

History is more than the study of the past. It is the process of recording, reconstructing and interpreting the past through the investigation of a variety of sources. It is a discipline that gives people an understanding of themselves and others in relation to the world, both past and present. Students of history should learn how the discipline works. It is an exploratory subject that poses questions without providing definitive answers.

In order to understand the past, students must engage with it both through exposure to primary historical sources and through the work of historians. Historical study involves both selection and interpretation of data and critical evaluation of it. Students of history should appreciate the relative nature of historical knowledge and understanding, as each generation reflects its own world and preoccupations and as more evidence emerges. A study of history both requires and develops an individual’s understanding of, and empathy for, people living in other periods and contexts.

Thus Diploma Programme history provides both structure and flexibility, fostering an understanding of major historical events in a global context. It requires students to make comparisons between similar and dissimilar solutions to common human situations, whether they be political, economic or social. It invites comparisons between, but not judgments of, different cultures, political systems and national traditions. The content of the history course is intrinsically interesting and it is hoped that many students who follow it will become fascinated with the discipline, developing a lasting interest in it, whether or not they continue to study it formally.

Group 3 – Individuals and Societies Aims

1. Encourage the systematic and critical study of: human experience and behavior; physical, economic and social environments; the history and development of social and cultural institutions

2. Develop in the student the capacity to identify, to analyze critically and to evaluate theories, concepts and arguments about the nature and activities of the individual and society

3. Enable the student to collect, describe and analyze data used in studies of society, to test hypotheses and interpret complex data and source material.

4. Promote the appreciation of the way in which learning is relevant to both the culture in which the student lives, and the culture of other societies

5. Develop an awareness in the student that human attitudes and opinions are widely diverse and that a study of society requires an appreciation of such diversity

6. Enable the student to recognize that the content and methodologies of the subjects in group 3 are contestable and that their study requires the toleration of uncertainty.
History Aims

7. Promote an understanding of history as a discipline, including the nature and diversity of its sources, methods and interpretations

8. Encourage an understanding of the present through critical reflection upon the past

9. Encourage an understanding of the impact of historical developments at national, regional and international levels

10. Develop an awareness of one’s own historical identity through the study of the historical experiences of different cultures.

History and the IB learner profile

Throughout the history course, students will be encouraged to show and develop all aspects of the IB learner profile.

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB learners strive to be:

Inquirers They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Assessment objectives

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

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

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

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

Learning outcomes

SL/HL After studying two topics students will be expected to:
- Have knowledge and understanding relating to two topics
- Demonstrate knowledge and understanding of key historical terms and concepts
- Show an understanding of the chronological framework for the chosen areas of study
- Demonstrate an understanding of historical processes: cause and effect; continuity and change
- Compare and contrast developments and/or events
- Understand and evaluate different approaches to, and interpretations of, historical issues and events
- Construct written arguments, within time constraints, as preparation for the examination.
HL After studying three sections from a HL option students will be expected to:

- Have accurate detailed in-depth knowledge and understanding of an extended period of history using a wide variety of sources
- Integrate relevant knowledge from both the HL option and the core in order to synthesize a range of knowledge and evidence
- Demonstrate knowledge and understanding of key historical terms and concepts
- Show an understanding of the chronological framework for the chosen areas of study
- Demonstrate an understanding of historical processes: cause and effect; continuity and change
- Compare and contrast developments and/or events
- Understand and evaluate different approaches to, and interpretations of, historical issues and events
- Produce responses that show integration of relevant content and critical commentary
- Construct balanced, accurate and well-substantiated extended written arguments, within time constraints, in preparation for the examination.

History and theory of knowledge

As with other areas of knowledge, there is a variety of ways of gaining knowledge in group 3 subjects. Archival evidence, data collection, experimentation and observation, inductive and deductive reasoning, for example, can all be used to help explain patterns of behaviour and lead to knowledge claims. Students in group 3 subjects are required to evaluate these knowledge claims by exploring knowledge issues such as validity, reliability, credibility, certainty and individual, as well as cultural, perspectives.

The relationship between each group 3 subject and theory of knowledge is of crucial importance and fundamental to the Diploma Programme. Having followed a course of study in group 3, students should be able to reflect critically on the various ways of knowing and on the methods used in human sciences, and in so doing become “inquiring, knowledgeable and caring young people” (IB mission statement).

During the course a number of issues will arise that highlight the relationship between theory of knowledge and history. Teachers should be aware of the following questions and use them implicitly and explicitly in their teaching of the history syllabus.

- Why study history?
- Is knowledge of the past ever certain?
- Does the study of history widen our knowledge of human nature?
- Can history help in understanding the present or predicting the future?
- To what extent does emotion play a role in an historian’s analysis? Is (historical) objectivity possible?
- Why do accounts of the same historical event differ? Whose history do we study?
- What determines how historians select evidence and describe/interpret or analyse events?
- What problems are posed for the study of history by changes in language and culture over time?
- Can history be considered in any sense “scientific”?
**Course content**

**For Paper 1 (SL+HL)**

*Prescribed subject 1: Peacemaking, peacekeeping—international relations 1918-36*

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

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

**For Paper 2 (SL+HL)**

**Topic 1: Causes, Practices and Effects of Wars**

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

**Different types and nature of 20th century warfare**

- Civil
- Guerrilla
- Limited war, total war

**Origins and causes of wars**

- Long-term, short-term and immediate causes
- Economic, ideological, political, religious causes

**Nature of 20th century wars**

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

**Effects and results of wars**

- Peace settlements and wars ending without treaties
- Attempts at collective security pre- and post-Second World War
- Political repercussions and territorial changes
- Post-war economic problems

**Material for detailed study** (4 or 5 wars from at least two different regions will be chosen)

- First World War (1914 - 18)
- Second World War (1939- 45)
– Africa: Algerian War (1954 - 62), Nigerian Civil War (1967-70)
– Americas: Falklands/Malvinas war (1982), Nicaraguan Revolution (1976 -9)
– Europe and Middle East: Spanish Civil War (1936 -9), Iran–Iraq war (1980 - 88), Gulf War (1991)

**Topic 3: Origins and development of authoritarian and single-party states**
The 20th century produced many authoritarian and single-party states. The origins, ideology, form of government, organization, nature and impact of these regimes should be studied.

**Origins and nature of authoritarian and single-party states**
– Conditions that produced authoritarian and single-party states
– Emergence of leaders: aims, ideology, support
– Totalitarianism: the aim and the extent to which it was achieved

**Establishment of authoritarian and single party states**
– Methods: force, legal
– Form of government, (left- and right-wing) ideology
– Nature, extent and treatment of opposition

**Domestic policies and impact**
– Structure and organization of government and administration
– Political, economic, social and religious policies
– Role of education, the arts, the media, propaganda
– Status of women, treatment of religious groups and minorities

**Material for detailed study** (3 or 4 states from at least two different regions will be chosen)
– Africa: Kenya—Kenyatta; Tanzania—Nyerere
– Americas: Argentina—Perón; Cuba—Castro
– Asia and Oceania: China—Mao; Indonesia—Sukarno
– Europe and the Middle East: Germany—Hitler; USSR—Stalin; Egypt—Nasser

**For Paper 3 (HL)**

**Option 1: European diplomacy and the First World War 1870-1923 (#6)**
This section deals with the longer- and shorter-term origins of the First World War, its course and consequences. The breakdown of European diplomacy pre-1914 and the crises produced in international relations should be examined. It covers how the practice of war affected the military and home fronts. The section also investigates reasons for the Allied victory/Central Powers’ defeat plus a study of the economic, political and territorial effects of the post-war Paris Peace Settlement.

– European diplomacy and the changing balance of power after 1870
– Aims, methods, continuity and change in German foreign policy to 1914; global colonial rivalry
– Relative importance of: the Alliance System; decline of the Ottoman Empire; Austria Hungary and Balkan nationalism; arms race; international and diplomatic crises
– Effects on civilian population; impact of war on women socially and politically
– Factors leading to the defeat of Germany and the other Central Powers (Austria Hungary, Ottoman Empire and Bulgaria); strategic errors; economic factors; the entry and role of the United States
– Post-war peace treaties and their territorial, political and economic effects on Europe: Versailles (St Germain, Trianon, Neuilly, Sèvres/Lausanne)
Option 2: War and change in the Middle East 1914 - 49 (#7)
This section deals with the impact of the First World War upon the Middle East and examines the significance of the Arab revolt militarily and politically as well as the effects of Allied diplomacy on the region’s development. The unit requires consideration of post-war territorial and political rearrangements in the region, whether in the form of mandates or the establishment of independent states, as well as the emergence of movements for national regeneration. The question of the Palestine Mandate, including British administration and policies and the origins and development of the Arab–Jewish dispute up to 1948, is a particular area of focus.

– Allied diplomacy and its impact in the Middle East; MacMahon–Hussein Correspondence; Sykes–Picot Agreement 1916; Arab Revolt 1916; Balfour Declaration 1917
– Paris Peace Settlement: territorial and political impact on the region; the mandate system: British and French administration in Iraq, Transjordan, Syria and Lebanon
– Establishment and operation of the Palestine Mandate until 1948: economic, social and political developments; increased Jewish immigration; agreements/policies: Hope Simpson Report, Peel Commission, White Papers
– Post-Second World War tensions: UNSCOP; creation of the state of Israel; War of Independence 1948-9
– Atatürk and the Turkish Republic: aims and policies 1919-38; impact on Turkish society; successes and failures
– Iran and Reza Khan 1924 - 41: establishment and nature of the regime; attempts to modernize; Western influences
– Saudi Arabia and Ibn Saud 1932-1949: establishment and nature of the regime; role of religion in the state; economic and social policies

Option 3: Interwar years: conflict and cooperation 1919-39 (#8)
This section deals with the period between the two World Wars and the attempts to promote international cooperation and collective security. Obstacles to cooperation, such as post-war revisionism, economic crises and challenges to democracy and political legitimacy in Italy, Germany and Spain respectively, all require examination and consideration. The policies of the right-wing regimes and the responses of democratic states are also the focus of this section.

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

### September (first week)

**Introduction to the course**

- The study of history
- Different types of wars (total, limited, civil, guerrilla)

### September-October

**Causes of WW1**

- Long-term causes of WW1 - European diplomacy after 1870
- German foreign policy to 1914
- Colonial rivalries
- Relative importance of: Alliance System, decline of the Ottoman Empire, Austria-Hungary
- Balkan nationalism, arms race, international + diplomatic crises

### October

**WW1**

- Nature of WW1 - technology, tactics, strategies
- WW1. Home front (economic and social consequences)
- WW1 resistance and revolutionary movements
- Factors leading to the defeat of the Central Powers, economic factors, strategic errors
- The entry and role of the USA

### November

**Results of WW1 + Peace Treaties**

- Aims of the peacemakers
- Terms of post WW1 treaties (Versailles, St Germain, Trianon, Neuilly, Sèvres/Lausanne)
- Impact of the treaties on Europe
- Establishment and impact of the mandate system

### November-December

**Peacekeeping 1919-1939 + The failure of Collective Security**

- US isolationism + retreat of the Anglo-American guarantee
- The creation of the League of Nations + Absence of major powers
- Early attempts at peacekeeping (1920-25)
- Locarno Spring
- Ruhr Crisis
- Impact of the Great Depression on Europe (case study: Germany)
- The failure of collective security + Appeasement
- Manchurian and Abyssinian crises

### January-February

**The Weimar Republic and the Rise of Hitler**

- Germany 1919-39. Political, constitutional, economic, financial and social problems
- Origin and nature of Hitler's Third Reich
- Establishment of Hitler's single-party state
- Hitler's domestic and foreign policies
- Impact on Germany and on Europe

### February

**Italy 1919-1939 + The rise of Mussolini**

- Origin and nature of Mussolini's regime
- Establishment of Mussolini's single-party state
- Mussolini's domestic and social policies
- Impact on Italy and on Europe
**March**

<table>
<thead>
<tr>
<th>Causes, practices and effects of the Spanish Civil War</th>
<th>Papers</th>
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</thead>
<tbody>
<tr>
<td>- background to the outbreak of the war</td>
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<tr>
<td>- Technology, tactics, strategies</td>
<td>2,3</td>
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<tr>
<td>- Home front, economic and social effects</td>
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<tr>
<td>- resistance and revolutionary movements</td>
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<tr>
<td>- foreign involvement</td>
<td>2,3</td>
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<tr>
<td>- reasons for nationalist victory</td>
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**April**

<table>
<thead>
<tr>
<th>Allied diplomacy in the Middle East</th>
<th>Papers</th>
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</thead>
<tbody>
<tr>
<td>- The Palestine Mandate until 1948</td>
<td>3</td>
</tr>
<tr>
<td>- Post WW2 tensions, UNSCOP</td>
<td>3</td>
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<tr>
<td>- Creation of the state of Israel, War of independence (1948-49)</td>
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</tbody>
</table>

**May-June**

<table>
<thead>
<tr>
<th>Causes, practices and effects of WW2</th>
<th>Papers</th>
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<tbody>
<tr>
<td>- Review causes of WW2</td>
<td>2,3</td>
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<tr>
<td>- Practices of WW2 (Europe/Pacific)</td>
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</tr>
<tr>
<td>- Technology, tactics, strategies</td>
<td>2,3</td>
</tr>
<tr>
<td>- Home front, economic and social effects</td>
<td>2,3</td>
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<tr>
<td>- resistance and revolutionary movements</td>
<td>2,3</td>
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<tr>
<td>- results of WW2</td>
<td>2,3</td>
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**Year 2**

**September-October**

<table>
<thead>
<tr>
<th>Stalin's Single-Party State</th>
<th>Papers</th>
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<tbody>
<tr>
<td>- Origin and nature of Stalin's regime</td>
<td>2</td>
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<tr>
<td>- Establishment of Stalin's single-party state</td>
<td>2</td>
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<tr>
<td>- Stalin's domestic and social policies</td>
<td>2</td>
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<tr>
<td>- Impact on the USSR</td>
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</table>

**October-November**

<table>
<thead>
<tr>
<th>Causes, practices and effects of the Chinese Civil War</th>
<th>Papers</th>
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</thead>
<tbody>
<tr>
<td>- Long/Short-term causes</td>
<td>2</td>
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<tr>
<td>- Nature and practices</td>
<td>2</td>
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<tr>
<td>- Technology, tactics, strategies</td>
<td>2</td>
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<tr>
<td>- Home front, economic and social effects</td>
<td>2</td>
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<tr>
<td>- resistance and revolutionary movements</td>
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**November-December**

<table>
<thead>
<tr>
<th>Mao's single-party state</th>
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<tr>
<td>- Origin and nature of Mao's regime</td>
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<td>- Establishment of Mao's single-party state</td>
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<tr>
<td>- Mao's domestic and social policies</td>
<td>2</td>
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<tr>
<td>- Impact on China</td>
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</tbody>
</table>
January

Allied diplomacy in the Middle East (cont.)
- Atatürk and the Turkish Republic 3
- Iran and Reza Khan 3
- Saudi Arabia 3

If time:
Causes, Practices and Effects of the Gulf War (Limited War example)
- Long/Short-term causes 2
- Nature and practices 2
- Technology, tactics, strategies 2

Year 2 – Semester 2 (February-March)
Revision of the course content
Exam practice
Mock examinations

May 2015
Final IB examinations

Classwork and homework

Various activities will be conducted in class and assigned for homework. They can include individual presentations, practice essays, source analysis, working with documentaries, class discussions, debates, etc. Completion of and participation in these activities will be included in the grades for semesters 1, 2 and 3. (see the section called “New School report cards” for more details)

Assessment outline SL

<table>
<thead>
<tr>
<th>Assessment component</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>External assessment (2 hours 30 minutes)</td>
<td>75%</td>
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<tr>
<td>Paper 1 (1 hour)</td>
<td>30%</td>
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<tr>
<td>Route 1: Two prescribed subjects, Route 2: Three prescribed subjects</td>
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<tr>
<td>Four short-answer/structured questions</td>
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<tr>
<td>Assessment objectives: 1–3</td>
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<tr>
<td>(25 marks)</td>
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<tr>
<td>Paper 2 (1 hour 30 minutes)</td>
<td>45%</td>
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<tr>
<td>Routes 1 and 2: Five topics</td>
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<tr>
<td>Two extended-response questions</td>
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<tr>
<td>Assessment objectives 1–4</td>
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<tr>
<td>(40 marks)</td>
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<tr>
<td>Internal assessment</td>
<td>25%</td>
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<tr>
<td>Historical investigation on any area of the syllabus</td>
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<tr>
<td>Approximately 20 hours</td>
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<tr>
<td>Assessment objectives 1–4</td>
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<td>(25 marks)</td>
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## Assessment outline HL

<table>
<thead>
<tr>
<th>Assessment component</th>
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<tbody>
<tr>
<td><strong>External assessment (5 hours)</strong></td>
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<tr>
<td><strong>Paper 1 (1 hour)</strong></td>
<td>20%</td>
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<tr>
<td>Route 1: Two prescribed subjects, Route 2: Three prescribed subjects</td>
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<tr>
<td>Four short-answer/structured questions</td>
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<tr>
<td>Assessment objectives 1–3</td>
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<tr>
<td>(40 marks)</td>
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<tr>
<td><strong>Paper 3 (2 hours 30 minutes)</strong></td>
<td>35%</td>
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<tr>
<td>Three extended-response questions</td>
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<tr>
<td>Assessment objectives 1–4</td>
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<tr>
<td>(60 marks)</td>
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<tr>
<td><strong>Internal assessment</strong></td>
<td>20%</td>
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<tr>
<td>Historical investigation on any area of the syllabus</td>
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<td>(25 marks)</td>
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## New School report cards

Here is how grades for in-school report cards will be calculated:

- **History SL DP1 (semesters 1,2)**
  - Paper 1: 20%
  - Paper 2: 40%
  - Formative tests and HW: 30%
  - Participation, engagement: 10%

- **History HL (semester 1)**
  - Paper 1: 20%
  - Paper 2: 40%
  - Formative tests and HW: 30%
  - Participation, engagement: 10%

- **History HL DP1 (semester 2)**
  - Paper 1: 15%
  - Paper 2: 25%
  - Paper 3: 25%
  - Formative tests and HW: 25%
  - Participation, engagement: 10%

- **History SL DP2 (semester 3)**
  - Paper 1: 20%
  - Paper 2: 30%
  - IA: 10%
  - Formative tests and HW: 30%
  - Participation, engagement: 10%

- **History HL DP2 (semester 3)**
  - Paper 1: 15%
  - Paper 2: 20%
  - Paper 3: 20%
  - IA: 10%
  - Formative tests and HW: 25%
  - Participation, engagement: 10%
Classroom expectations, absences and academic honesty

Students are expected to keep to deadlines for all assignments, whether they be formative or summative assignments. In case of an explained absence, the assignments must be handed in on the day they return to school. Any late work will not be accepted without an explained absence. It is the student's responsibility to contact the teacher if extra time is needed for a valid reason.

All absences have to be reported to the school's office by the student's parents or guardian. Any absences not reported by parents will be recorded as an unexplained absence.

Missing more than 15% of the hours in a DP course could result in a student receiving a failing grade, or being transferred to DP courses only (not the full diploma). Please refer to New School's absence policy for more details.

Moreover, respecting the IBO's ethical practice guidelines and New's School's academic honesty policy, "students will exercise academic honesty in all aspects of their work. They will acknowledge the work of others, including material taken from other sources". © International Baccalaureate Organization 2006

Students are asked to cite their sources using the MLA referencing system. The Purdue Online Writing Lab provides some explanations on how to cite various types of sources: https://owl.english.purdue.edu/owl/resource/747/01/

Resources

Students need to have a copy of the following books:


These additional books will be used as references:


Class website and Moodle

All power point presentations used in class will be available on the school's secure Moodle website.

Additional resources will be posted on Ms Annie's website: www.msanniesdphistory.weebly.com