



**CARSON GRAHAM
SECONDARY**

COURSE OUTLINE – DP History

Course Description:

IB History is a two-year course that focuses on 20th Century World History based upon the Diploma Program Course Syllabus. The course provides students with a broad comparative analysis of many countries' responses to the forces, events and personalities of the 20th Century. The topics and subjects of study selected for this course, including an investigation of the rise and development of democratic states in the twentieth century, their interdependencies, challenges and tensions, will be explored in detail within the context of attempts at peacemaking and peaceful coexistence in international and cultural relations. The students are encouraged to reflect on the role of the historian. Does the historian record history or create it? Can the historian be free of bias in the selection and interpretation of evidence? Could it be reasonably argued that the individual perception of the historian, despite possible bias, is necessary or even desirable in the interpretation and recording of history? Students who choose the Higher Level (HL) option will be exposed to an additional historical focus on the History of the Americas.

Assessment Objectives:

Assessment objective 1: Knowledge and understanding

- Demonstrate detailed, relevant and accurate historical knowledge.
- Demonstrate understanding of historical concepts and context.
- Demonstrate understanding of historical sources.

Assessment objective 2: Application and analysis

- Formulate clear and coherent arguments.
- Use relevant historical knowledge to effectively support analysis.
- Analyse and interpret a variety of sources.

Assessment objective 3: Synthesis and evaluation

- Integrate evidence and analysis to produce a coherent response.
- Evaluate different perspectives on historical issues and events, and integrate this evaluation effectively into a response.
- Evaluate sources as historical evidence, recognizing their value and limitations.
- Synthesize information from a selection of relevant sources.

Assessment objective 4: Use and application of appropriate skills

- Structure and develop focused essays that respond effectively to the demands of a question.
 - Reflect on the methods used by, and challenges facing, the historian.
 - Formulate an appropriate, focused question to guide a historical inquiry.
 - Demonstrate evidence of research skills, organization, referencing and selection of appropriate sources.
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Assessment Overview & Timeline:

The final assessment in DP History is determined largely through the final IB papers, completed in May of the second year of the program.





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For the Standard Level of the course there are two exam papers. The first of these focuses on source evaluation and is valued at 30% of the final score, while the second demands historical analysis and is valued at 45% of the final score.

The Higher Level History course includes both of the exam papers included in the Standard Level course (valued at 20% and 25% of the candidate's final score respectively), as well as an additional paper demanding historical analysis of three additional units relating to 20th Century History of the Americas (valued at 35% of the final score).

In addition to the final papers, there is an Historical Investigation that is pursued in the latter part of the first year of the History course. This 'Internal Assessment' investigation stems from a research question developed by the candidate, and is assessed using the established IB criteria.

Throughout the two years of this course formative assessment is ongoing, and including but not limited to tests, quizzes, formal essays, analysis assignments, academic debates and reflections stemming from Socratic dialogue and discussions.

Course Syllabus:

In addition to a consideration of historiographic concepts relating to what (and who) makes history and how events and influences can be interpreted, our course of study explores the following units:

Prescribed Subject: "The Move to Global War"

- Based upon two case studies used to provide a basis for comparison
- Case Study #1: Japanese expansion in East Asia (1931–1941)
- Case Study #2: German and Italian expansion (1933–1940)
- Basis for comparison of the studies: causes for, events of and responses to expansion

World History Topic #1: "Causes and Effects of 20th Century wars"

- Examination of a selection of wars of the 20th Century from different regions of the world; studied conflicts will include:
 - WWI,
 - Spanish Civil War,
 - WWII,
 - Vietnam (1964-75), and
 - the Arab-Israeli Wars (1948, 1956, 1967, 1973, and 1982-3)

World History Topic #2: "Cold War Superpower Tensions and Rivalries"

- Elements of the Cold War (1945-1991) under study in this unit will include:
 - Geopolitical rivalry, mistrust and accord between the superpowers
 - A comparison of the influence of the Cold War on selected leaders and countries (excluding the US and USSR)
 - An exploration of Cold War Flashpoints

Three "higher level options" for HL candidates only

- Political Developments in the United States (1945-1980) and Canada (1945-1982)
- Cold War and its influence in the Americas (focus on the United States and Canada)
- Civil Rights and Social Movements in the post-war Americas





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Grade Descriptors:

Grade 7

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

Grade 6

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

Grade 5

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

Grade 4

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

Grade 3

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

Grade 2

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

Grade 1

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

BC Ministry Requirements:

In line with the philosophy of the IB Diploma Programme, students will be assessed against the course objectives at their current level of achievement on the 7-point scale throughout the course. As required by the Ministry of Education, students will also be given a percentage converted from the IB level that reflects their achievement in relation to the corresponding BC Curriculum course.





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Approaches to Learning (ATL)

Approaches to learning across the Diploma Programme refer to deliberate strategies, skills and attitudes which are intrinsically linked with the learner profile attributes, enhance student learning and assist student preparation for the Diploma Programme assessment and beyond.

The five approaches to learning categories in the DP are:

- thinking skills
- social skills
- communication skills
- self-management skills
- research skills

Development of these skills are key to success in the Diploma Programme and will be formally and informally taught and assessed.

Academic Honesty and Personal Integrity

The faculty at Carson Graham expects our students to complete academic and nonacademic work that is authentic and respectful of intellectual property. As diploma candidates, you are expected to adhere to the school's Policy for Academic Integrity, and also to the principles and practices set out in the IB document, Diploma Programme: Academic Honesty, 2011. Ignorance of the standards related to academic honesty and student integrity is not an excuse for dishonesty, plagiarism and malpractice. You are expected to familiarize yourself with the policy.

<http://www.sd44.ca/school/carson/Documents/Carson%20Graham%20Policy%20for%20Academic%20Honesty%20June%202015.pdf>

