



INTERNATIONAL BACCALAUREATE ORGANIZATION

Diploma Programme

Curriculum Review Report History

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For the attention of teachers

Curriculum review report

2006

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1 Introduction

This report summarizes the proposals for the new course for IB Diploma history **for first teaching in September 2008 and first examinations in 2010**. It follows the third and fourth meetings of the curriculum review group. It includes a summary of developments and the revised draft of sections of the guide.

2 Responses to this report

This report is being published on the Online Curriculum Centre for consultation with teachers of history. Please complete the online questionnaire with your comments on the draft sections of the syllabus by **30 September 2006**.

3 Consultation and participation

Since the last report was posted on the OCC, there have been two meetings of the curriculum review group. This group consisted of a balance of participants from all four IBO regions and included teachers following all the current HL regional options as well as those teaching the current Islamic history syllabus. Both meetings took into consideration the results of the second questionnaire to teachers. The results of this questionnaire (both qualitative and quantitative) are posted on the OCC. After the first curriculum review meeting in November 2005, an update on the curriculum review developments was also posted on the OCC. The second meeting, which was held in February 2006, continued with the development of the syllabus in conjunction with groups of teachers who have helped with the drafting of options.

4 Summary of developments

Developments in the curriculum review process since the last report to teachers have been as follows:

- Islamic history has been merged with history

- A new section on historical skills has been introduced to show how teaching the skills of the discipline is integrated into the teaching of the syllabus
- Learning outcomes for each component of the course have been introduced
- Course objectives have been tracked through learning outcomes and assessment tasks and instruments
- A statement on prior learning or presumed knowledge has been added to the draft guide
- There is clearer differentiation between the demands of the HL/SL core and HL and a statement has been drafted to show how the differentiation will be achieved
- The degree of overlap between the different components of the modern syllabus has been reduced and the concept of complementary components building into an integrated course has been developed
- A new syllabus for the history of Europe and the Muslim World which follows the same syllabus and assessment model as the modern history course has been developed
- The Internal Assessment criteria have been refined but otherwise the IA remains unchanged. (Alternative formats were rejected because of problems with assessment and a return to the essay form was not possible because of the overlap with extended essays as a task)
- The syllabus and assessment structure has remained the same as in the present history course apart from a change to the structure of HL paper 3
- The more popular syllabus content from the current syllabus has been retained in both the twentieth century topics and in the higher level options
- The principle of retaining the prescribed subjects for the life of the programme has been confirmed.

SL/HL Core

Route 1

- The course requires some comparative study of European and Muslim developments
- One of the prescribed subjects has been changed to give a better balance to the course.

Route 2

- Syllabus content has been updated to reflect important developments in 20th century history (particularly the last twenty years of the century)
- Following feedback from teachers on the first suggestions for prescribed subject changes, the committee has re-thought the topics
- Prescribed subjects chosen are broader than the current syllabus choices- they complement the other parts of syllabus but do not mirror single regional options
- Topics in 20th century history have been changed to provide a balance of peaceful and positive aspects of 20th century history
- Material for detailed study has been made more balanced to reflect the requirement to study international history

- Opportunities for students to study their own national history, as well as that of other countries, have been retained through open-ended questions.

HL Options

- Syllabus specifications have been re-written and refined to ensure in-depth study
- The history of smaller countries has been covered by a case study approach
- Social, economic and cultural history has been woven into political history units where appropriate or written as stand alone units where not
- Larger sections in the optional papers bring countries and, where appropriate, parts of the region together
- In the modern course Europe and the Middle East have been merged but it will still be possible to cover either European or Middle Eastern history.

5 Sections from the draft history guide

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, which 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, which 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.

Diploma Programme history consists of a standard level and higher level core syllabus comprising an in-depth study of an individual prescribed subject and the selection of two topics. Students and teachers have a choice of Route 1 which explores the main developments in the History of Europe and the Muslim World and Route 2 that encompasses the main developments in 20th Century World History. At higher level students select from a range of regional papers (covering a wider time span than the twentieth century) which encourage an in-depth, interlocking study of political, social, economic and cultural developments.

Thus IB 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 judgements 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, whether or not they continue to study it formally.

The international perspective in Diploma Programme history provides a sound platform for the promotion of international understanding and inherently, the inter-cultural awareness necessary to prepare students for global citizenship. Above all, it helps to foster respect and understanding of people and events in a variety of cultures throughout the world.

Distinction between HL and SL

The model for Diploma Programme history is a core curriculum for SL and HL students, consisting of prescribed subjects and topics. Candidates opt either for Route 1 (History of Europe and the Muslim World) or Route 2 (20th Century World History). HL students are required, in addition, to undertake an in-depth study of a period of regional history chosen from any one of five HL optional syllabuses in modern and medieval history.

While many of the skills of studying history are common to both SL and HL, the HL student is required, through in-depth study, to synthesise and critically evaluate concepts and knowledge acquired both in the core and the options. The greater depth and demand required for HL are exemplified by objective 8 and achieved through the following:

- nature of the learning outcomes for HL options
- wording of the examination questions for HL paper 3
- markband descriptors for HL paper 3

TOK in History

Group 3 subjects study individuals and societies. More commonly, these subjects are collectively known as the human sciences or social sciences. In essence, Group 3 subjects explore the interactions between humans and their environment in time, space and place.

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 Group 3 subjects and TOK is of crucial importance and fundamental to the Diploma programme. Having followed a course of study in Group 3, students should be able to critically reflect 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” (*IBO Mission Statement*).

During the course a number of issues will arise that highlight the relationship between TOK 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 our knowledge of the past ever completely certain?

How far does the study of history widen our knowledge of human nature?

Can history help us understand the present or predict the future?

Does the historian record history, or create it?

To what extent should emotion play a role in an historian’s analysis? What are the implications for the possibility or desirability of historical objectivity?

How much is it possible for accounts of the same historical event to differ? Where these accounts do differ, whose history do we study?

How does the historian’s frame of reference affect her selection of evidence, description, interpretation or analysis of events?

Language and cultures change over time. What sort of problems might this pose for the study of history?

Since history and human sciences both use reason and perception as ways of knowing, to what extent is history a human science?

Objectives

There are seven assessment objectives for the standard level Diploma Programme history course and eight objectives for higher level.

Having followed the **history** course at **standard level or higher level**, candidates will be expected to:

1. demonstrate historical understanding through the acquisition, selection and effective use of knowledge
2. comprehend, analyse and evaluate historical sources as evidence
3. demonstrate an understanding of the importance of historical context; cause and effect; continuity and change
4. evaluate different approaches to, and interpretations of, historical events and topics
5. present historical explanations using arguments that are clear, coherent, relevant and well substantiated
6. compare and contrast issues or events across time and space
7. undertake individual research and present results using a formal plan of organization and presentation

In addition to the above, candidates at **higher level** will be expected to:

8. demonstrate in-depth historical understanding of a period of regional history through the critical evaluation and synthesis of appropriate knowledge and concepts

Historical Skills

Throughout the 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 them to apply them to the future study of history or related areas. The skills are linked to the objectives of the history course. It is essential that these skills are covered throughout the syllabus, are introduced appropriately, depending on the context, and are not treated in isolation.

1: The gathering and sorting of historical evidence

Main Objective: 1.

Skills include:

- developing research skills of locating and selecting relevant and appropriate evidence, from books, articles, websites, audio-visual resources etc.
- recognising the distinctions between different kinds of evidence: primary and secondary, textual, audio-visual, oral, graphic, tabular etc.

A student's progress should be characterised by increasing confidence and independence in locating and using a variety of historical materials.

2: The evaluation of historical evidence

Main objectives: 2 and 4

Skills include:

- recognising the tensions between objectivity and subjectivity
- examining of sources for information and interpretations, and for cases where they corroborate, complement or contradict each other
- recognising the value and uses of sources, and reasons to use them cautiously
- recognising why and how opinions and interpretations differ, historiographical and contemporary; appreciating their provisional nature and developing interpretations for oneself.

A student's progress should be characterised by increasingly sophisticated and nuanced interaction with historical opinions and interpretations.

3: Recognising and understanding historical processes and their relationships to human experience, activity and motivation.

Main objectives: 3, 6 and 8

Skills include:

- recognising, explaining and analysing causes and consequences
- recognising, explaining and analysing continuity, change and development over time
- recognising, explaining and analysing similarity and difference

- relating human activities, experiences and motivations in history to a range of cultural and social dimensions
- synthesising material studied across time and space

A student's progress should be characterised by a maturing appreciation of the nature of human experience in a range of contexts.

4: Organising and expressing historical ideas and information

Main objectives: 5,6 and 7

Skills include:

- posing questions and hypotheses and answering or testing them
- handling and synthesising several sources for one enquiry
- selecting and deploying information and ideas
- constructing narratives, with ideas, analysis and exemplification
- summarising and arriving at conclusions.

A student's progress should be characterised by increasingly sophisticated and effective skills of communication, oral and written.

Syllabus Overview

HL/SL CORE

ROUTE 1 – History of Europe and the Muslim World

Part 1: Prescribed Subjects

Prescribed subject 1: The origins and rise of Islam (500-c 661)

Prescribed Subject 2: The kingdom of Sicily in the twelfth and thirteenth centuries

Part 2: Topics in the History of Europe and the Muslim World

Topic 1 Dynasties, rulers, monarchs and their rule

Topic 2 The lives and work of the people

Topic 3 Wars and warfare

Topic 4 Intellectual, cultural and artistic developments

Topic 5 Religion and the state

ROUTE 2 - 20th Century World History

Part 1: Prescribed Subjects

Prescribed subject 1: Peacemaking, peacekeeping: international relations 1918-1935

Prescribed subject 2: The Arab-Israeli conflict 1945-1979

Prescribed subject 3: Communism and crisis: reform, revolution, reaction 1976-1991

Part 2: 20th Century World History Topics

Topic 1 Causes, practices and effects of wars

Topic 2 Democracy, discrimination and dissent

Topic 3 Origins and development of authoritarian states and single party states

Topic 4 Nationalist and independence movements in Africa and Asia and post-1945 central and eastern European states

Topic 5 The Cold War

Part 3: HL Options

HL students will study either Route 1 or Route 2 for their core and **one** of the following 5 options

Medieval/Early Modern History

Option 1 Aspects of the history of Medieval Europe and the Muslim World

Modern History

Option 2 Aspects of the history of Africa

Option 3 Aspects of the history of the Americas

Option 4 Aspects of the history of Asia and Oceania

Option 5 Aspects of the history of Europe and the Middle East

Syllabus Details – SL/HL Core

Route I : History of Europe and the Muslim World

Part 1: Prescribed subject 1: The origins and rise of Islam (500-c 661)

This prescribed subject deals with Arabia at the beginning of Islam. It focuses on the environment and society into which the Prophet Muhammad was born and the significant episodes of his life before the revelation, the Qur'an. The main stages, developments and characteristics of the expansion of Islam are examined.

Areas on which the source-based questions will focus are:

- social structure and the religious beliefs in pre-Islamic Arabia
- economic context; the commercial importance of Mecca, influence of tribalism in 7th century Arabia, relationship with the Byzantine and Sassanian Empires
- Meccan Period: from revelation to the Hijra, impact of the Hijra in the establishment of the Muslim umma.
- Medina Period: the challenges faced by the Prophet Muhammad, establishment of the Constitution of Medina and its impact
- interpretations and disagreements concerning the succession to the Prophet Muhammad
- beginnings of the Islamic Empire during the reign of the Rightly Guided Caliphs: administrative structures and economic policies
- development of the concepts of the Caliphate and the Imamate (the Kharijites, the Zaydis, the Twelvers and the Ismailis).
- Abu Bakr (632-634), Umar Ibn al-Khattab (634-644), Uthman Ibn Affan (644-656) and Ali Ibn Abi Talib (656-661).
- interpretations and perspectives on the emergence of Islam.

Prescribed subject 2: The kingdom of Sicily in the twelfth and thirteenth centuries

This prescribed subject covers the establishment and development of the Kingdom of Sicily, beginning with Roger II's unification of the territories in Southern Italy conquered by his Norman ancestors. Areas of focus include the reign of the Norman Kings, the development of ruling institutions, relations with the Papacy, and the wars fought by Roger II's successors to preserve the kingdom's independence. This prescribed subject concludes with the rule of Emperor Frederick II, and examines how the kingdom fell to its enemies in 1266.

Areas on which the source-based questions will focus are:

- Normans, Lombards, Greeks, Muslims and Jews
- the establishment of the Norman monarchy in the kingdom of Sicily
- the reigns of Roger II (1130-1154), William I (1154-1166), William II (1166-1189), Constance and Henry VI (1194-1198), Emperor Frederick II and his heirs (1198-1266).
- the Kingdom's Enemies: The Greek Empire, The Holy Roman Empire, The Muslim World.
- armies, navies, fortifications and military organisation

- institutions of government and the law
- culture, artistic patronage and education
- religion, the power of the church and the Papacy
- Economy, trade, and agriculture

Learning outcomes: Prescribed subjects

After studying a prescribed subject students will be expected to:

- have a knowledge and understanding of all aspects of the prescribed subject as outlined in the dot points (objective 1)
- have some knowledge and understanding of the background/context of the prescribed subject (objective 3)
- have critically engaged with a range of sources of historical knowledge, related to the prescribed subject in order to comprehend, analyze and evaluate them as historical evidence (objective 2)
- have an awareness of a number of different approaches to and interpretations of historical events related to the prescribed subject (objective 4)
- show proficiency in practice document exercises, testing the range of skills outlined on pxx of the guide.

Part 2: Topics in the History of Europe and the Muslim World

Introduction

Candidates are required to study **two** topics in the history of Europe and the Muslim world from 500 to 1400. The topics should be studied through a selection of case studies. Candidates should study a selection from the material for detailed study. Questions set on named areas will be confined to those on the list of material for detailed study. When answering open-ended questions, candidates can use examples from the list and/or alternative examples.

(NB: All dates given for rulers are regnal years rather than lifespan)

Topic 1: Dynasties, rulers, monarchs and their rule

Topic 2: The lives and work of the people

Topic 3: Wars and warfare

Topic 4: Intellectual, cultural and artistic developments

Topic 5: Religion and the state

Topic 1: Dynasties, rulers, monarchs and their rule

This topic focuses on the dynasties, monarchs and emperors, their status, power and position, and how they governed Europe and the Muslim world between 500 and 1400. In the west this changed from feudal to rudimentary bureaucratic states. In the centre, the Holy Roman and Byzantine Empires developed. In the east, Muslim rule developed sophisticated states under Umayyad, Abbasid and Fatimid Rule. Candidates should study the dynasties and rulers who governed Europe and the Muslim world during this period. What powers did they hold? How did they administer their dominions? What were the particular characteristics of government? Questions will be set on major themes, and specific names mentioned in the major themes could be used in these questions.

Major themes

Geographical and political boundaries and the structure of their communities

- invasion and settlement: Norsemen, Seljuks
- Umayyad, Abbasid and Fatimid Empires
- Carolingian and Holy Roman Empire
- European kingdoms

Law, government institutions and administration

- sources of law: Islamic based on Qur'an, hadith, ijma and qiyas; western based on Roman and communal law
- administration and interpretation of law in the Byzantine and ex Carolingian Empires and Umayyad and Abbasid Empires
- nature of power and rule of monarchs and Caliphs
- role and duties of officials, role of nobility, secretariat

Models of Islamic, Imperial and Monarchical government

- Islamic governments
- Byzantine, Carolingian, Holy Roman Empires
- Monarchies in England (Norman, Angevin) and France (Capetian)
- Caliph and monarchical duties, domestic and foreign

Material for detailed study

- Umar (634-644) Uthman (644-656) Mu'awiya (661-680), Abd al-Malik (685-705) Harun al-Rashid (786-809), al-Muizz (953-975)
- Abd al-Rahman III of Spain (912-961)
- Emperors Otto I (912-973), Frederick I, (Barbarossa) (1122- 1190)
- Louis VI (1108-1137) of France
- William I (1066-1087), Henry II (1154-1189), of England
- Female rulers: al-Sayyida al-Hurra, (1091-1138), Eleanor of Aquitaine (1137-1204).

Topic 2: The lives and work of the people

This topic addresses the way the various groups in Muslim and Christian communities, rich and poor, slaves and free, clerical and laymen, lived: their dwellings, urban and rural, their dress, occupations, religion and leisure. Life and travel were more complex than is commonly supposed. Questions will be set on major themes and material for detailed study. Candidates should be aware of continuity and change in the different time periods, and the variations of life and work in the different parts of the area in the syllabus.

Major themes

Social groups

- slaves, serfs, villains, peasants
- townsmen, merchants, craftsmen
- knights, nobles, feudal lords
- clergy, religious (monks and friars), ulama
- comparison between life in Christian and Muslim countries

Daily life

- houses, lifestyle, clothes
- luxury goods including jewellery, books, silk, painting, glassware, pottery
- food production and supply, fairs, markets/souks

- importance of religion for all groups: places of worship, festivals, shrines, pilgrimages
- travel, means of transport

Economic activities: individual and communal

- farming, industry, crafts
- trade: necessities, luxury goods, livestock, markets/souks
- professions: lawyers, doctors, bankers, architects
- women roles and status

Towns, villages, nomadic settlements

- nomadic settlements (around oases, markets, ports)
- villages
- towns and cities: size, sites, buildings, architects and builders, and architecture

Material for detailed study

- Development of feudalism and lordship, manorial system
- Women in Muslim and Christian societies: Khadija bint Khuwaylid (ca.555-619) A'isha bint Abi Bakr (ca.614-678), Fatima bint Muhammad (605-633), Rabi'a al-Adawiyya (717-801), Christine de Pisan (c.1363-1431), Hildegard of Bingen (d.1178), Heloise (d.1164), Margery Kemp (c.1373-c1440)
- Famine, pestilence, natural disasters and popular revolts, nomadic incursions
- Case studies of cities: Damascus, Samara, Paris, London, Baghdad, Cairo, Granada, Venice

Topic 3: Wars and warfare

War, either among or between communities, and military expansion played a crucial role in shaping the history, politics and geography of Europe and the Muslim World from 500-1400. Types of war, their causes, methods and consequences should be identified and studied. Questions will be set on major themes and material for detailed study. Some questions will require knowledge of continuity and change; others will refer to specific events and dates.

Major themes

Different types of wars

- religious
- wars for expansion and conquest
- dynastic, feudal, sectarian

Development of warfare

- tactics, organisation of warfare on land and at sea
- feudal structure: cavalry, knighthood, infantry, weapons, armour
- castles, siege warfare
- booty, ransom and spoils of war
- women and war

Effects and results of war

- campaigns, conquest, boundary and dynastic changes
- effects on government, administration and centralisation
- increased taxation and feudal dues
- economic, social, religious, cultural and national changes

Material for detailed study

- Nature of Muslim conquest (634-950)
- Norman invasions of France, England and Italy
- European dynastic wars, to form and consolidate kingdoms
- War leaders: Khalid b.al-Walid, Nur al Din, Saladin, William 1, Henry II, Richard I of England,
- Case studies of particular battles: al Qadisiyya (636/7), Manzikert (1071), Hattin (1187), Chaldiran (1514), Tours/Poitiers (732), Hastings (1066), Ascalonn/Ashquelon (1097), Crecy (1346), Agincourt (1415)

Topic 4: Intellectual, cultural and artistic developments

Art, culture and learning in the west and the Muslim world developed considerably from 500-1400. The idea that the medieval period was one of intellectual stagnation in the west is ungrounded and in the Muslim world political expansion and economic progress was matched by a cultural golden age. In both Christian and Muslim lands, religion dominated intellectual, cultural and artistic developments.

Questions will be set on major themes and material for detailed study. Candidates should be aware of continuity and change between 500 and 1400.

Major Themes

Intellectual development

- expansion of literacy and written resources

- establishment of schools and universities
- Muslim engagement with the classical heritage: translations, commentaries and original works
- the transmission and impact of classical ideas from the Muslim world to western Europe via Spain
- Christian scholarship

Artistic, cultural and technological developments

- influences on and of Christian and Islamic culture, religious buildings
- cultural activities: festivals, rituals, calendars
- philosophy, literature, poetry, music and folklore
- calligraphy and manuscript production
- art, sculpture

Material for detailed study

- 12th century renaissance
- Umayyad Mosque in Damascus, the mosque of Ibn Tulun in Cairo, the great mosque of Cordoba, the Friday Mosque of Isfahan, the Blue Mosque in Istanbul
- Rome, Compostella, Canterbury Cathedral, Vezelay
- Universities and centres of learning: Damascus, Baghdad, Cairo, Palermo, Paris, Bologna, Oxford
- Muslim scholars: al-Tabari (838-923), Al- Razi (864-930), Avicenna (Ibn Sina) (980-1037), al-Ghazali (1058-1111) Averroes (Ibn Rushd) (1126-98), Ibn Arabi (1165-1240), Ibn Khaldun (1332-1406)
- Christian scholars: Peter Abelard (1079-1142), Roger Bacon (1220-1292) William of Ockham (c. 1285-1349)
- Literary figures: al-Ma'arri (973-1057), Rumi (1207-73), Omar Khayam (c.1050-1122); vernacular writers, Dante Aligheri (1265-1321), Geoffrey Chaucer, (c.1340-c.1400)

Topic 5: Religion and the state

Religion dominated life between 500 and 1400. The majority of the population in Europe and the Muslim World were either Christian or Muslim, with a relatively small Jewish community. Paganism and other minority religions were practiced but are not addressed here. Aspects of religion including doctrine, belief and rituals should be studied as well as their impact on the lives of the people and the state. The main focus of the topic is historical rather than doctrinal and theological. Some questions will require knowledge of more than one religion.

Major themes

Different religions and their backgrounds

- Christianity/Catholicism: Roman and Orthodox
- Judaism
- Islam: Sunni, Shia, Sufism

Organisation

- Christianity: papacy, dioceses, parishes; monastic orders
- Caliphate, Imamate
- Sufi orders: tariqas, role of shaykh
- Comparison between Christian and Muslim organisations and institutions

Religion and its impact on political, social and economic life

- the Papacy as a temporal power; investiture contest
- heresy and religious persecution
- Role of clerics and ulamas in government and administration
- disputes between rulers and religious leaders
- role of religious institutions in the economy

Material for detailed study

- Origins, development and impact of the Sunni/Shia divide
- Popes Gregory VII (1073-85), Urban II (1088-99), Innocent III (1198-1216)
- Bernard of Clairvaux (1090-1153)
- Francis of Assisi (1182-1226), Dominic Guzman (1170-1221)
- Monastic and religious life: case study of life in **one** monastic order and **one** itinerant order
- Impact of religious institutions on social change and political development
- Sufism, Sufi shaykhs and Sufi orders, Ibn Arabi (1165-1240), al-Hallaj (858-922)
- The Albigensian heresy and crusade
- Henry II and Thomas Becket, dispute 1162-1170

Learning outcomes: Topics in the History of Europe and the Muslim World

After studying their chosen topics in the history of Europe and the Muslim world students will be expected to:

- understand the views and perspectives of a variety of people in different contexts and cultures
- have an accurate body of knowledge and understanding relating to two topics (objective 1)
- show an understanding of the chronological framework for the chosen areas of study (objective 1)
- apply knowledge effectively and accurately as evidence
- analyse events and show awareness of historical processes (objective 3)
- where appropriate, compare and contrast events and topics across time and space using integrated narrative and analysis, not end-on accounts (objective 6)
- where appropriate, develop an understanding of the views of historians and deploy them in their own arguments (objective 4)
- marshal an argument in writing within time constraints as preparation for the examination (objective 5)

Route 2: 20th Century World History

Part 1: Prescribed subject 1. Peace-making, peace-keeping: international relations 1918 – 1935

This prescribed subject addresses international relations 1918-1935 with emphases 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 realised and the obstacles to success.

Areas on which the source-based questions will focus are:

- aims of the participants and peacemakers: Wilson and the 14 Points
- terms of the Paris Peace Treaties 1919-20: Versailles, St Germain, Trianon, Neuilly Sevres/ Lausanne 1923
- the geopolitical and economic impact of the Treaties on Europe; the establishment and impact of the mandate system
- enforcement of the provisions of the Treaties: US isolationism, the retreat from the Anglo-American Guarantee; disarmament: Washington, London, Geneva conferences
- the League of Nations: effects of the absence of major powers; the principle of collective security and early attempts at peacekeeping: 1920-1925
- the Ruhr Crisis: 1923-‘The Troubled Year’; Locarno and the ‘Locarno Spring’
- Depression and threats to international peace /collective security: Manchuria and Abyssinia

Prescribed subject 2: The Arab-Israeli conflict 1945-1979

This prescribed subject addresses the development of the Arab-Israeli conflict since 1945. It also requires consideration of the role of outside powers in the conflict either as promoters of tension or mediators in attempts to lessen tensions in the region. The prescribed subject requires study of the political, economic and social issues behind the dispute and the specific causes and consequences of the military clashes between 1948/9 and 1973. The nature and extent of social and economic developments within the disputed territory of Palestine/Israel within the period and their impact on the populations should also be studied. The end date for the prescribed subject is 1979 with the signing of the Egyptian-Israeli peace agreement.

Areas on which the source-based questions will focus are:

- last years of the British Mandate, UNSCOP partition plan and the outbreak of civil war
- British withdrawal, establishment of Israel, Arab response and 1948/49 war
- Suez Crisis of 1956: role of Britain, France, the USA and the USSR
- Six Day war of 1967: causes, course and consequences
- demographic shifts: the Palestinian diaspora 1947 onwards, Jewish immigration and the economic development of the Israeli state
- Arabism and Zionism, Emergence of the PLO

- October war of 1973: causes, course and consequences
- role of the USA in international diplomacy, Camp David and the Egyptian-Israeli Peace Agreement

Prescribed subject 3: Communism and crisis: reform, revolution, reaction 1976-1991

This prescribed subject addresses the major challenges- social, political and economic - facing the regimes in the leading socialist (Communist) states in the period from 1976-1991 and the nature of the response of these regimes. In some cases challenges, whether internal or external in origin, produced responses which inaugurated a reform process contributing significantly to the end of the USSR and the satellite states in central and eastern Europe. In other cases repressive measures managed to contain the challenge and the regime maintained power in the period.

Areas on which the source-based questions will focus are:

- the death of Mao, the struggle for power- re-emergence of Deng and the defeat of the Gang of Four
- China under Deng-economic and political changes and their limits- culminating in Tiananmen, 1989
- domestic and foreign problems of the Brezhnev era: economic stagnation and Afghanistan
- Gorbachev and his aims/policies (glasnost and perestroika) and consequences for the Soviet state and eastern Europe
- the role of US foreign policy and other external pressures upon the Soviet system
- German reunification
- reform movements: Poland: the role of Solidarity; Czechoslovakia; the Velvet revolution

Learning outcomes: Prescribed subjects

After studying a prescribed subject students will be expected to:

- have a knowledge and understanding of all aspects of the prescribed subject as outlined in the dot points (objective 1)
- have some knowledge and understanding of the background/context of the prescribed subject (objective 3)
- have critically engaged with a range of sources of historical knowledge, related to the prescribed subject in order to comprehend, analyze and evaluate them as historical evidence (objective 2)
- have an awareness of a number of different approaches to and interpretations of historical events related to the prescribed subject (objective 4)
- show proficiency in practice document exercises, testing the range of skills outlined on pxx of the guide.

Part 2: 20th Century World History Topics

Candidates are required to study two topics from the following list:

Topic 1 Causes, practices and effects of wars

Topic 2 Democracy, discrimination and dissent

Topic 3 Origins and development of authoritarian and single party states

Topic 4 Nationalist and independence movements in Africa, Asia and post-1945 central and eastern European states

Topic 5 The Cold War

Candidates are required to study **two** topics. The topics should be studied through a selection of case studies drawn from different regions. Knowledge of topics beyond 2000 is not required.

NB In this section of the report, only new syllabus areas are shown

Topic 2 Democracy, discrimination and dissent

The 20th century witnessed the establishment, survival, destruction and re-emergence of democratic states. Democratic systems faced threats to their existence from internal and external sources. In some cases the system coped, in other cases the pressures proved difficult to withstand. The performance of democratic states in relation to such pressures – economic, political, external - and how such challenges were met forms one important element of this topic area.

The century also witnessed challenges to political systems (democratic and non-democratic) which were regarded as discriminatory in their treatment of ethnic and religious groups- or were considered morally reprehensible by dissenting movements. Discrimination and dissent in its different forms provides the basis for study of the second major element in this topic area

Candidates should study a selection from the 'material for detailed study', ensuring that TWO regions are included. Questions set on specific, named states, leaders and movements will be confined to those on the list of examples for detailed study. When answering open-ended questions, candidates can use examples from the list, and/or alternative examples.

Major Themes

- Democracy: Challenges and Responses
 - nature and structure of democratic (multi-party) states
 - economic and social policies
 - dealing with political and economic crises

- Discrimination
 - nature of, and reasons for, discriminatory policies
 - discrimination based on race, religion, gender

- genocide/ethnic Cleansing
- anti-Semitism

- Dissent
 - reasons for, development of, organised resistance to perceived injustice
 - methods of resistance to established governments/state systems: peaceful protest/lobbying; armed struggle; use of terror tactics
 - the rise of political Islam

Material for detailed study

Democracy: Challenges and Responses

- Weimar Germany 1919 – 1933
- USA and Lyndon B Johnson 1963-1968
- Northern Ireland and civil rights since 1968
- USA and civil rights movements since 1954
- India under Nehru 1947 – 1964
- South Africa and Mandela post-1991
- Argentina and Alfonsín and Menem 1983 – 1995

Discrimination and Genocide/Ethnic Cleansing

- Rwanda/Burundi
- Anti-Semitism in Europe to 1942
- Apartheid in South Africa 1948 – 1991
- Chinese in S.E. Asia
- Kampuchea
- The Balkans (Former Republic of Yugoslavia) post-1990

Dissent and the rise of political Islam

- The Iranian Revolution of 1979
- Afghanistan and the Taliban
- Islamic resistance movements in the Middle East: PLO, Hamas, Intifada

- Sarekat Islam in Indonesia

Topic 4 Nationalist and independence movements in Africa and Asia and post-1945 central and eastern European states.

An important development of the 20th century, especially in the post-Second World War period, was the decline of imperial rule and the emergence of new states. This topic covers decolonisation in Africa and Asia. It also covers the break up of Soviet control in Eastern Europe as well as the emergence of new states elsewhere in Europe. Emphasis should be placed on the origins and development of the nationalist and independence movements, the formation of post-colonial governments/new states, the problems facing new governments (both internal and external pressures) and attempts to solve them.

Questions will be set on the major themes. Candidates should study a selection from the 'Material for detailed study', ensuring that TWO regions are included. Questions set on specific, named movements or states will be confined to those indicated in the examples for detailed study. When answering open-ended questions, candidates can use examples from the list and/or appropriate alternative examples.

NB Candidates will not be asked to compare and contrast the nationalist and independence movements in Africa and Asia with the new states in Europe post-1945.

Major Themes

- Origins and rise of nationalism/independence movements in Africa and Asia
 - anti-colonialism (opposition to Belgian, British, Dutch, French and Portuguese colonial rule)
 - nationalism; political ideology; religion
 - impact of the two world wars and the Cold War
 - other factors fostering growth of movement
- Methods of achieving independence in Africa and Asia
 - armed struggle
 - non-violent movements, elite or mass movements
 - the role and importance of leaders of national/independence movements
 - political organization
- Challenges to Soviet or centralised control in central-eastern Europe and the Balkans
 - origins and growth of movements challenging soviet or centralised control
 - role and importance of leaders and institutions
 - methods of achieving independence
- Formation of, and challenges to, post-colonial governments/new states

- colonial legacy, neo-colonialism and Cold War
- conflict with neighbours
- lack of political experience
- economic issues
- social, religious and cultural issues
- ethnic, racial and separatist movements

Material for detailed study

Nationalist and independence movements in Africa and Asia

Movements:

Africa: Ghana, Angola, Rhodesia/Zimbabwe

Asia: Vietnam, India, Pakistan

Leaders:

MK Gandhi (India), Nkrumah (Ghana), Ho Chi Minh (Vietnam)

Post-1945 nationalist and independence movements in central and eastern Europe

Movements:

Hungary, the Republic of Yugoslavia's dissolution: successor states (Slovenia, Croatia, Bosnia-Herzegovina), Poland, Czechoslovakia

Leaders:

Walesa (Poland), Havel (Czechoslovakia)

Learning outcomes: 20th Century World History Topics

After studying their chosen topics in 20th century world history students will be expected to:

- understand the views and perspectives of a variety of people in different contexts and cultures
- have an accurate body of knowledge and understanding relating to two topics (objective1)
- show an understanding of the chronological framework for the chosen areas of study (objective1)
- apply knowledge effectively and accurately as evidence
- analyse events and show awareness of historical processes (objective 3)

- where appropriate, compare and contrast events and topics across time and space using integrated narrative and analysis, not end-on accounts (objective 6)
- where appropriate, develop an understanding of the views of historians and deploy them in their own arguments (objective 4)
- marshal an argument in writing within time constraints as preparation for the examination (objective 5)

Part 3: HL Options

HL Option 1. Aspects of the history of Medieval Europe and the Muslim World

This option covers over a thousand years of the history of Europe and the Muslim world, from the spread of Christianity and the rise of Islam, 500 AD to 1600 AD, usually regarded as the beginning of modern history. This is a vast span, geographically and chronologically and it would be impossible to cover every aspect of the history of the period. Key areas of study have been chosen, covering aspects of the history of the period and area. **Three** sections should be selected for in-depth study. Within the option there is emphasis on, and thematic treatment of, religious values, art and literature of the people in the period, which encompassed immense changes. Political history is covered by the rise and fall of dynasties and the evolution of forms of government, in Christian Europe and the Muslim world, as well as the waves of invaders, their conquests and assimilation, dynastic, and civil and foreign wars. It is a challenging option designed to give candidates a genuine understanding and appreciation of a heritage, which still influences life in the twenty first century.

(NB. Dates given for rulers are regnal years rather than lifespan)

1. Christianity c 500 – 1300

This section focuses on the various forces, which contributed to the rise and subsequent decline of the influence of the church in the medieval world, which led to the Reformation. The rise of the church is studied in relation to the process of conversion, influences in education, government and finance as well as culture. Challenges to church power are examined through the growing strength of temporal rulers, internal divisions, external threats and growth of new philosophies. The focus is on the development of the religion but not doctrine.

- Christianity and its early impact in Europe
- Early monasticism: Benedict of Nursia (c.480–c.550) Benedictine rule
- Monastic reform from 900: existing Benedictine monasteries and new orders; Cluniac (910), Carthusian (1084), Cistercian (1098)
- Development of papal power in its spiritual and temporal context; Gregory VII (1073-85) Innocent III (1198-1216)
- Foundation of itinerant and military orders; Francis of Assisi(1182-1226), Dominic Guzman(1198-1216)
- Women and the religious life: female monasticism including Gilbertines, Brigittines; Hildegarde of Bingen (1098 – 1179), Cristina of Markyate (12th century), Bridget of Sweden (14th century)

2. The Fatimids 909 – 1171

The Ismaili branch of Shii Islam, originating from the succession through Ali ibn Abi Talib and the Prophet's daughter, Fatima, developed a distinct ideology within Islam. After their rise in North Africa in 909, they conquered Egypt and established an alternative Muslim capital in Cairo in 969. They became a stable

influence in the Muslim world as the Abbasid Empire declined. During the following two centuries their realm of influence spread from the western to the eastern parts of the Muslim world while also being a catalyst for economic and commercial development in the broader Mediterranean world. In addition, during the Crusader period the Fatimid Empire was a centre of opposition to both the invaders from the East (Mongols) and the West (Crusaders)

- Background and rule of the Fatimids: the Maghribi (North African) phase
- The conquest of Egypt and the foundation of Cairo
- Fatimid ideology and its historical impact
- Economic developments including trade within the Fatimid realm of influence
- Fatimid architecture: al-Azhar Mosque, al-Hakim Mosque, Fatimid palaces,
- The height of the Fatimid empire; government institutions
- The decline of the Fatimids: The role of the Mamluks, the conquest of Saladin
- Case studies – two of the following: al Aziz, Mu'izz; al-Hakim; al-Mustansir

3. Feudal monarchies in England and France

This section deals with the establishment, characteristics and changing nature of the feudal system in Western Europe. The Norman invasion of England marked the beginning of a new governmental system featuring the interaction of kings and nobles. A similar situation occurred in France where the Dukes of Normandy posed a challenge to the authority of the French kings and led to changing power relations between kings and nobles. The nature of feudal government was established and developed through these interactions.

- England and its Normanization: William I, Duke of Normandy, king of England 1066-1087, domestic and foreign policies, Domesday Book; Henry I (1100-1135)
- The Angevin Commonwealth: Henry II (1154-1189), British Isles and Gascony
- Duchy of Normandy, its development and relations/ effects on France. Rivalry and wars between the dukes of Normandy as kings of England, and the kings of France.
- Extension of the royal demesne and power in France under the Capetians: Louis VI (1108-1137), Louis VII (1137-1180), Philip II (1180 – 1223)
- Growth and comparison of royal government in England and France

4. The Crusades

The Crusades were of great importance to both the Islamic and Christian worlds. An understanding of the western motives for the invasion of the Muslim regions as well as the situation of Islam at the time provides part of the background for the section. The leadership, tactics and strategies of both sides must be examined in order to explain both the outcome of the crusading period as well as its impact on the western and Islamic worlds.

- Origins and motives of the Crusades, religious and secular: the holy places, pilgrimage and preaching, theory and practice of jihad
- Foundation of the Crusader states: Jerusalem, Antioch, Edessa and Tripoli
- Crusading leaders: Godfrey de Bouillon, Robert of Normandy, Baldwin of Flanders, Robert Guiscard, Bishop Adhemar

- Muslim leaders: Nur al Din, Saladin and Baybars
- Military aspects and ideologies of the Crusades; tactics, major battles and weapons, Templars, Hospitallers, Assassins
- Reasons for successes and failures of both sides
- The legacy of the Crusades within Europe and the Islamic world

5. The Mongols 1200 – 1405

The Islamic world suffered a series of nomadic invasions from the eleventh century onwards. By far the most devastating of these was the wave of conquests brought about by the Mongols, destroying entire cities and toppling the Abbasid Caliphate of Baghdad in 1258.

- The rise of the Mongols and the early career of Genghis Khan
- The state of the Islamic world on the eve of the Mongol conquests; the condition of the Abbasid Empire and the impact of the Crusades upon the Mediterranean region
- The invasion of the Islamic world by the Mongols; the devastation of Central Asia and Iran
- The second wave of Mongol conquests under Hulagu; the destruction of Alamut and the fall of Baghdad and Syria
- The Mamluk riposte; the battle of Ayn Jalut and its consequences
- Military and ideological aspects of the Mongol invasions
- Case studies – two of the following: Genghis Khan (c1167-1227), Hulagu, Timur-i-Lang (Tamerlane)(c.1336-1405)

6. Muslim, Christian and Jewish interactions in Spain 750 - 1492

The conquest of most of the Iberian Peninsula in the second half of the eighth century ushered in a period of seven centuries of Muslim rule in al-Andalus. Breaking away from the rest of the Islamic world in 756, al-Andalus followed its own political destiny, often in competition with the East, and created a fascinating Hispanic-Arabic society and civilization.

- Background to Muslim rule; Umayyad rule in Cordoba 756-1031; government and society
- Jewish cultural and economic life
- Establishment and rule of the Christian kingdoms: Castille, Aragon, Leon and Navarre
- The Berber dynasties; the Almoravids and the Almohads; their government and society
- The relationships between al-Andalus and the Islamic East; al-Maghrib and al-Mashriq
- The contribution of al-Andalus to Islamic civilization
- Case studies – two of the following: Abd al-Rahman I, and al Rahman III, al-Mut'amid
- Reconquista, the fall of Granada and the impact of the leadership of Ferdinand and Isabella

7. Emperors, Popes and Kings 1150 – 1300

The decline and re-establishment of central governments was a key feature of the medieval period. The origins and methods for the re-assertion of central authority were very significant in providing the foundation

for the principles and structure of the modern nation state. A study of important leaders provides material for an understanding of the processes and tactics involved.

- The Holy Roman Empire and its rulers: Henry Duke of Saxony (1129-1195), Frederick II (1220-1250)
- Investiture Contest, emperor against pope, and Guelf versus Ghibellines weakened the empire and allowed nation states to develop elsewhere
- Growth in royal power in France: Louis IX (1226-1270), Philip IV (1285 – 1314): development of a national state
- Edward I (1272-1307), Henry III(1207-1272) development of kingship in England, conquests and legislation
- Nature of government, increase of royal power, demesne, control over church attempted, growth of bureaucracy
- Comparison between governments in England and France

8. Late Medieval political crises

The medieval period was the scene of major conflicts with and within major countries. These often resulted in significant shifts in power and influence. The source of these wars and the major participants should be examined in order to understand both their causes and effects.

- Succession crises in England: Edward II (1307-1327), Richard II (1377-1399)
- England and France at war (1337 – 1453): diplomacy, vassalage and warfare
- Crisis of monarchy in fifteenth century England and France: Wars of the Roses and the War of the Public Weal;
- Quality of Kingship and over-mighty subjects: Henry VI (1422-1461), Edward IV (1461-1483) and Louis XI (1461-1483)
- The rise of Ducal Burgundy: Philip the Bold (1363 – 1404), John the Fearless (1404 - 1419), Philip the Fair (1419 – 1467), Charles the Rash (1467 – 1477)
- The impact of war on fourteenth century society: mercenaries and freebooters; economic impact

9. Fourteenth century famine, pestilence and social change

The turn of the fourteenth century marked the end of a long phase of population growth and halted the expansion of agricultural production, trade and urban growth. A combination of extreme weather, soil exhaustion and, from the middle of the century, epidemic, brought a sustained period of economic stability. Decline in population throughout the second half of the fourteenth and the fifteenth centuries would change the dynamics of labour and lordship challenging the relationships between lords and masters on the one hand and employees and peasants on the other. The political dimension to this included violent popular insurrection and the struggle of towns and cities to release themselves from political overlords.

- Famines of the early fourteenth century e.g. England (1317 – 21)
- Origins and spread of The Black Death (1348 – 49)
- Evidence of varying impact in towns, cities and countryside: long term population change
- Fourteenth century trade patterns, regulations, guild practices
- Social change in the countryside e.g. wage inflation, waste, abandonment; contraction of economic life, decline of serfdom and beginning of enclosures

- Religious responses to the black death: anti-Semitism e.g. in Germany, religious revival, flagellants
- Popular insurrection: Flanders 1302, 1323-1328, 1337-1345, 1379-1382; England 1381

10. The Ottomans 1400–1566

The conquest of Constantinople by the Ottomans represented a turning point in both western and Islamic history. The Ottoman conquests of parts of the Islamic world and their expansion into Europe are key topics for study. The study of Ottoman leaders is important for an understanding of the evolution of Muslim government, administration and law.

- The rise of the Ottomans; their activities in Anatolia and the Balkans
- Ottoman invasion and capture of Byzantium; fall of Constantinople 1453, effects of its fall and the foundation of the Ottoman Empire, on Europe and Muslim lands.
- The rise of the Safavids and its impact on the Ottomans
- Ottoman expansion; the conquests of Egypt and Syria and the fall of the Mamluks
- Military and administrative aspects of the Ottoman empire
- Contributions of the Ottomans to Islamic culture
- Case studies - **two** of the following: Mehmet II (1451-1481), Selim I (1512–1520) and Sulayman the Magnificent (1521–1566)

11. Urban government and society in Italy 1300 – 1500

The development of the Italian cities played a crucial role in the transformation to the era of the Renaissance. The impact of commercial wealth on the development of art, culture and politics laid a critical foundation for a host of new ideas and states.

- Reasons for the wealth, prosperity, and advanced culture of Italy; an urban and educated population of city dwellers, merchants and lawyers; development of banking and finance
- Failure of either the Papacy or the Empire to control Lombardy led to communes and then to city-states, only Venice remained a republic
- Impact of geographical situation, and historical heritage in causing both conflict and prosperity
- Influence of the ancient Roman Empire on education e.g. Cicero, Ovid, Seneca, Tacitus; importance of writers, Dante, Boccaccio, Petrarch
- Government, aims, policies in Italian city states; case studies of Milan under the Sforza; Florence under the Medici, Republic of Venice

12. New horizons: Renaissance and exploration

The Renaissance came as the culmination of many advances in philosophy, science, the arts and commerce. Many of these advances were based on knowledge, which had been transmitted through the Islamic world and developed by a new group of Christian scholars. The increasing wealth and secularization of western society combined with new technological and scientific advances contributed to a new worldview. These advances were seen in the work of western explorers who launched themselves into a process of discovering and exploiting the world beyond Europe and the Middle East.

- Wealth of Italian cities, patronage and interstate rivalry e.g. Florence, Rome, Venice which led to the Renaissance

- Reasons for spread of the Renaissance throughout Europe
- Impact of Renaissance ideas on government and society e.g. political writings of Castiglione and Machiavelli
- Renaissance princely courts e.g. Lorenzo the Magnificent; Louis XII of France (1498-1515); Pope Julius II(1503-1513)
- Exploration, reasons for its increase in the fourteenth and fifteenth century; Arab influence – positive and negative
- Portugal, political and geographical influences, work of Henry the Navigator, Ferdinand and Isabella of Spain , Columbus
- Ship-building, cartography, technology, early voyages

HL Option 2: Aspects of the History of Africa

This option covers 160 years of African history from 1840 to 2000. This is a very large area geographically and a wide time-frame making exhaustive study of every part of the region impossible. Key areas have been selected for detailed study taking into considering the themes, aspects and influence of different colonial powers had in the vast continent. Political, economic and social history and changes are covered under independent African states, colonial and post-colonial history. It is a challenging option that requires candidates to have a thorough understanding of **three** sections.

1. Pre-colonial African States (Eastern and Central Africa) 1840 – 1900

This section focuses on African states/kingdoms before the advent of colonialism. It explores the factors contributing to the rise of these states and their political social and economic organisation . The study of the contribution of various leaders and their reaction to the intrusion by foreigners is vital in understanding the difficulties of state building in Africa.

- Rise of Buganda Kingdom under Kabaka Suuna, Kabaka Mutesa to 1884
- Rise of Unyamwezi under Mirambo and the Hehe under Mkwawa
- Ethiopian reunification and expansion under Tewodros II (1855 – 1868), Johannes/Yohannis IV, Menelik II
- Rise of the Mahdist states in Sudan (1885 – 1898): political, social and economic organisation
- Rise of the Lozi under Lewanika: causes of the rise, political, social, economic organisation
- Rise of the Ndebele under Mzilikizi and Lobengula: political, social, economic organisation organisation

2. Pre-colonial African states (South and West Africa) 1870 – 1900

This section focuses on the African states in Southern Africa and West Africa before the advent of colonialism. It explores efforts at state building and the political, social and economic factors that contributed to growth of viable states, migration and conflict. A study of political leadership in the region will compliment an understanding of the conflicts in the area.

- Rise of the Zulu kingdom under Shaku Zulu: political, social and economic organisation
- Xhosian and the Mfecane: political, social and economic causes and effects
- The Boer and British Wars: The Great Trek; causes, course and effects

- The Sotho Kingdom under Mosheshwe; political, social and economic organisation
- The rise of the Mandika; Samouri Toure; factors for rise of Mandika Empire
- The Sokoto caliphate under Usman Dan Fodio; factors for rise of Caliphate and effects
- The rise and fall of Asante Empire under Osei Tutu; cause of decline and effects

3. European imperialism and annexation of Africa 1850 – 1900

This section deals with European interest in the African continent. It focuses on the background, both European and African, of the European conquest and final partition of Africa.

- Growth of European activity in Africa: traders and explorers
- European background to partition: national rivalry, strategic, economic and humanitarian factors
- African background to partition; military, technological and administrative weaknesses, religious, cultural and traditional restrictions
- The Egyptian question: French and British rivalry and British occupation
- Activities of King Leopold II of Belgium and de Brazza in the Congo region
- German annexation, the Berlin West Africa Conference and its impact

4. Response to European imperialism (East and Central Africa) 1884 – 1915

This section deals with the response of African communities towards colonialism in the region. Candidates are expected to have an in-depth understanding of responses and reaction to loss of independence by various communities/states. Focus should be on societies/states that either collaborated or resisted and the methods used for regaining independence.

- Resistance and Collaboration: Buganda under Kabaka, Mwanga and Apolo, Kaggwa
- The Uganda Agreement (1900); land, taxation and politics
- The Nandi Resistance under Koitalel arap Samoei (1895 – 1906): causes, practice and effects
- Resistance to German Rule: Maji Maji Rising (1905); causes, course of effects
- Lewanika and Lobengula; relations with the British
- Ndebele-Shona rising: Chimurenga War (1896 – 1897); causes, course and effects
- John Chilembwe's rising in Malawi (1915); causes, course and effects

5. Response to European imperialism in South/West Africa 1884 – 1900

This section focuses on the response of African communities towards colonialism in the region. Candidates are expected to have an in-depth understanding of responses and reaction to loss of independence by various communities/states. Focus should be on societies/states that either collaborated or resisted.

- Conquest and resistance in Namibia; the Herero, the Nama, the Germans: causes and results of resistance
- Khama's rule and relations with British to 1923: a case study of collaboration
- Conquest and destruction of Zulu Kingdom, deposition of Cetshwayo

- The Asante; British intervention (1901), causes and results of Anglo-Asante wars
- The Mandinka resistance to French rule (1898): French intervention and the destruction of the Mandinka Empire

6. Developments in South Africa 1880 – 1994

This section focuses on South Africa after it had been conquered by Britain and the struggle by the Boers to regain political power. It explores the implementation of the union government and apartheid system and subsequent opposition to it nationally and internationally. Candidates are expected to have a thorough understanding and appreciation of apartheid and the long struggle for majority rule.

- The discovery of diamonds and gold; political social and economic consequences
- Act of Union. Policies of Smutz and Hertzog 1910 – 1948; segregation, discrimination and protest
- The Nationalist Party: Malan's policies (1948); Verwoerd's apartheid policies and their impact; the Bantustans and their impact; Implementation of Apartheid (1948 – 1960)
- Resistance to apartheid: the ANC, Sharpeville, Steve Biko and Black consciousness; Soweto massacres
- Political, social and economic development: international opposition to apartheid
- De Klerk lifting of the ban of the ANC, release of Mandela, CODESA, constitutional arguments, the 1994 elections;
- Mandela's presidency: problems and policies

7. Africa under colonialism: East and Central Africa 1890 – 1980

This section focuses on the establishment of colonial administrative structures in East and Central Africa between 1890 and 1980. It includes detailed studies of different colonial administrations i.e. British, Belgian and Portuguese.

- British rule (Kenya, Uganda): colonial administration, resistance to colonial rule, ethnic and religious rivalry
- Tanganyika: German rule, Tanganyika as a mandate under British rule
- Zimbabwe: direct rule/indirect rule, Ian Smith and UDI, economic and social development
- Malawi and Zambia: under British rule, economic, social development
- Angola/Mozambique under Portuguese rule, economic and social development
- Congo under Belgian rule: colonial administration, development and effects
- Social and economic policies: a comparison

8. Africa under colonialism: West Africa 1884 – 1960

This section focuses on colonial rule in West Africa between 1884 and 1960. It involves a study of the different colonial administrative structures used in West Africa by different colonial powers and the impact of such policies.

- Colonial policies: assimilation, indirect/direct rule
- Nigeria: indirect rule, direct rule – factors that promoted choice of administrative system in Nigeria, advantages and disadvantages; impact

- Ghana: colonial administration – economic, social and political
- Senegal: French colonial administration – economic, social and political
- Cameroon: Germany colonial administration – economic, social and political
- Social and economic policies; a comparison

9. Social and Economic Developments in the nineteenth and twentieth centuries 1840-2000

The following section requires that candidates gain in-depth knowledge of social and economic developments in **one** of the following areas of Africa: East and central Africa; South Africa; West Africa; North Africa. The chosen area of study should be identified in the introduction of essay questions for this section.

- Slave economies, abolition of slave trade and expansion of legitimate commerce
- Political and religious impact of the spread of Islam
- Economic policies; changing role of women, African socialism
- Spread of Christianity: factors that promoted Christianity, impact on political, social and economic sectors
- Economic structures

10. Nationalist and Independence Movements

This is an important section that deals with the efforts at decolonisation in Africa. It is different from responses to colonialism as it focuses on attempts at regaining political freedom through armed struggle, negotiations or other forms of struggle for equality.

- Tanganyika: Tanganyika African National Union, Julius Nyerere
- Kenya: Independence Church movements, Trade Unions, Mau Mau war to 1960, Jomo Kenyatta and K.A.N.U.
- Rhodesia to Zimbabwe: Ian Smith, UDI, Liberation War, Robert Mugabe (1963 - 1980)
- African Nationalism: Kamuzu Banda in Malawi, Kenneth Kaunda in Zambia
- Angola: Liberation War, MPLA, FNLA, International involvement

11. Post-Independence politics to 2000

This section deals with issues and political trends of the post-independence era. These are important trends that involved African nations in their internal reorganisations after attaining independence. The unit focuses on political, economic and social challenges after independence. The last three bullets should be covered by a case study approach using any **two** African countries

- Background to ethnic conflict: Rwanda/Burundi, Kenya
- Reasons for failure of democracy: general and specific to two countries
- Background to military intervention: Uganda, Zaire, Liberia
- Social and economic challenges: disease, illiteracy, poverty, famine; cultural, traditional and religious limitations

- Corruption and neo-colonialism in Africa: origin, causes and impact
- Development of multi-party democracy in the 80s and 90s

12. Africa, International Organisations and the International Community

This section deals with how Africa was affected by global issues in the twentieth century. The unit directly focuses on how the international community reacted to issues in Africa and how African countries tried to deal with their own issues through regional and international organisations.

- League of Nations: Abyssinian crisis (1936)
- OAU to AU: objectives, structure, successes and failure
- Regional organisations: East African community to East African cooperation, ECOWAS, SADC, PTA
- Africa and the United Nations: Congo, Mozambique, Angola, South Africa, Rwanda/Burundi, Somalia, Liberia, Sudan, Sierra Leone
- Cold War in Africa

HL Option 3: Aspects of the History of the Americas

This option covers major developments in the region from c1760 to 2000, such as independence movements; the challenges of nation building; the emergence of the Americas in global affairs; the Great Depression; World War II and the Cold War its impact on the region as well as its transition into the twenty-first century. This is a vast span, geographically and chronologically and it would be impossible to cover every aspect of the history of the countries of the region. However, within the sections there will be, when appropriate, a case study approach in which candidates will have the opportunity to study their own or another specific national history within the region. **Three** sections should be selected for in-depth study. Within each section political, economic and social issues are considered and, when relevant, cultural aspects are included. It is a challenging option designed to give candidates the opportunity to explore and understand the past of the countries of Americas, a region of great diversity but close historical links which make the study of the region a compelling option.

1. The Independence movements

This section focuses on the various forces which 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.

- Causes of the independence movement in the Americas: political, economic, social, intellectual, religious and the role of foreign intervention. Conflicts leading to war
- The political and military contributions of one leader to the process of independence (suitable choices can be Washington, Adams, Jefferson, Bolívar, San Martín)
- United States: the Declaration of Independence. Processes leading to the declaration, influence of ideas, nature of the declaration
- Independence movements in Latin America: characteristics of the independence processes, reasons for the similarities and/or differences in **two** countries in the region (such as Brazil, Mexico or any other suitable choice)
- The United States' position towards Latin American independence. Events and reasons for the emergence of the Monroe Doctrine

- The impact of independence on the economies and societies of the Americas: economic and social issues. Issues of continuity and change. Adjustments and new perspectives about economic development. Impact on different social groups: Native Americans, African Americans, Creoles

2. Nation building and challenges

With independence came new challenges and new problems. Independent and new nations emerged, the colonial empires, with few exceptions, were gone, new world links were forged, yet the colonial legacy remained. How to challenge it or how to build on it were two of the problems which confronted the new nations. The task of building new nations opened the doors for many fresh and novel ways of political, social, and economic thinking and to the refining of concepts such as nation and state. This section focuses on the ways, and the reasons why, the countries of the region attempted to build their nations, solve their problems, as well as the internal and external effects of these developments.

- United States: Articles of Confederation, the Constitution of 1778: philosophical underpinnings; major compromises and changes in the US political system
- Latin America: challenges to the establishment of political systems; conditions for the rise of and impact of the caudillo rule in **one** country. (Examples could be Rosas, Gomez, Artigas or any other suitable choice)
- The War of 1812: causes and impact on Canada and the United States
- The Mexican-American War 1846-1848: rationale, causes and effects on the region
- Canada: rebellions of 1837: causes and effects. The Durham Report and its implications. Challenges to the Confederation period. The British North America Act of 1867: compromises, unresolved issues, regionalism, effects
- Changes in the conditions of social groups such as Native Americans, mestizos, immigrants in the new states

3. US Civil War: causes, course, and effects 1840-1877

The United States Civil War between the North and the South (1861-1865) is often perceived as the great watershed in the United States history. It transformed the country forever: slavery disappeared following Lincoln's Emancipation Proclamation and the northern success marked a victory for the proponents of strong central power over the supporters of states' rights. It also marked the beginnings of further westward expansion and transformed United States' society by accelerating industrialization and modernization in the North and largely destroying the plantation system in the South. The war left the country with a new set of problems no less challenging than the war itself. Among them was how would the South rebuild its shattered society and economy and what would be the place in that society of four million freed African-Americans. These changes were so fundamental and profound that some historians see the war (and its results) as the second American Revolution.

- The cotton economy and slavery. Conditions of enslavement; adaptation and resistance
- The abolitionist debate: ideologies and reasons for and against slavery. Impact
- Reasons and effects of westward expansion and the sectional debates. The crisis of the 1850's. The impact of the election of Abraham Lincoln
- Union vs. Confederate: strengths and weaknesses, economic resources. The significance of leaders during the US Civil War, such as Grant and Lee
- Reconstruction: economic, social and political successes and failures. Economic expansion
- African-Americans and the Civil War and in the New South

4. The development of the modern nations 1865-1929

The period between the late nineteenth century and the early twentieth century saw forces that transformed the countries of the region. These forces are generally seen as part of the “modernization,” a process that involved the progressive transformation of economic, political and social structures of the countries of the region. This section requires candidates to gain in- depth knowledge of the economic, technological, intellectual, social and political factors contributing to the modernization of the Americas. With respect to the first four bullets, a case study approach should be adopted using **one** country as example.

- Causes and consequences of railroad construction, industrial growth and economic modernisation, the development of international and inter-American trade, neo colonialism and dependency
- Causes and consequences of immigration, emigration and internal migration, including the experience of indigenous people
- Development and impact of ideological currents including Progressivism, liberalism, nationalism, positivism, social Darwinism and “indigenismo”
- Social and cultural changes: the arts; the role of women
- The influence of leaders in the transition to the modern era. Political and economic aims, assessment of the successes and failures. Suitable examples could be T. Roosevelt, J. MacDonald or a Latin American leader of the candidate’s choice
- Social, economic and legal conditions of the African Americans between 1865 and 1929. The search for Civil Rights and the ideas, aims and tactics of Booker T Washington, Dubois, Marcus Garvey

5. Emergence of the Americas in global affairs 1880-1929

As the process of modernization shaped the new nations, its effects created the bases for a major shift in the foreign policy of the region. The United States foreign policy had been centred on expanding westward, protecting its interest abroad, and limiting foreign influences in the Americas. But this changed by the end of the century. Instead of a nation that had been relatively isolated from European politics, the United States took a fuller role in world affairs, and in those of Latin America in particular, and thus transformed inter-American relations. When World War I broke in Europe, several Americas’ countries were involved in the conflict. When the war came to an end its impact was felt in the economic, social and foreign policies of the participant countries.

- United States expansionist foreign policies: political, economic, social and ideological reasons.
- The Spanish-American War: causes and effects
- United States’ foreign policy: The Big Stick; Dollar Diplomacy; Moral Diplomacy. Definitions, applications and impact on the region
- The United States and World War I: from neutrality to involvement: reasons for US entry in World War I. Impact of the outcome of the War on USA and its hemispheric status
- Involvement and participation of either Canada or one Latin American country in World War I: reasons for or against participation, nature of participation
- The impact of World War I on one country of the Americas: economic, political, social, and foreign policies changes in the post-war countries should be considered.

6. The Mexican Revolution 1911-1940

The Mexican Revolution 1911 has been one of the most debated topics in the history of Latin America. It erupted in a country that had experienced a lengthy period of political stability and impressive economic growth; its leaders were many: from members of the elite to those of humble background; their aims were as varied as those who fought for them. The course of the revolution was bloody and deathly, yet the Constitution of 1917 has been lauded as the most progressive Constitution created for this time in the region and had significant influence in the political developments of the country and the area. The revolution unleashed a torrent of creative energy in literature and arts that represented the earliest and most enduring attempt to overcome racial divisions and incorporate the Indian heritage in the image of the nation and inspired similar movements in the area. Its achievements and failures are the source of controversy and study today.

- Causes of the Mexican Revolution: social, economic and political. The role of Porfiriato regime (1876-1911)
- The revolution and its leaders 1911-1917: Ideologies, aims and methods of Madero, Villa, Zapata, Carranza. Their achievements and failures. The Constitution of 1917: nature and application
- The construction of the Post-revolutionary state (1920-38): Obregon; Calles and the Maximato. Challenges. Assessment of their impact in the post-revolutionary state
- Lazaro Cardenas and the renewal of the Revolution (1939-40): aims, methods and achievements
- The role of foreign powers -especially the USA - in the outbreak and development of the Mexican Revolution. Motivations, methods of intervention and contributions
- The impact of the Revolution on the arts, education and music. Suitable examples could be taken from painters such as the muralists (Siqueiros, Rivera, Orozco), the impact of Vasconcelos' educational reforms, the developments and reasons for popular music, literary works of the revolution

7. The Great Depression and the Americas 1929-1939

The Great Depression which began in the autumn of 1929, was the most devastating economic collapse in the Americas history. It affected every country in the region and brought about the need to rethink the economic and political systems of the time. The alternatives that were offered and the adaptations that took place became a turning point in most countries of the region. This section focuses on the nature of the Depression as well as of the different solutions taken by governments in the region and their impact on these societies.

- The Depression: political and economic causes in the Americas.
- Nature and efficacy of solutions – United States: Hoover, Franklin D. Roosevelt and the New Deal, critics of the New Deal.
- Canada: Mackenzie King and R.B. Bennett.
- Latin America's responses to the Depression: G. Vargas OR the Concordancia in Argentina; Import Substitution Industrialisation (ISI) or any relevant case study of a Latin American country selected by the student.
- Impact of the Depression on the society in the Americas: African-Americans; women; minorities.
- The Depression and arts in the Americas: photography, the movie industry, the radio, literary currents

8. The Second World War Two and the Americas 1933-45

Global events impinged forcefully in the region with the advent of War World II. As the world order deteriorated in the late 1930s and collapsed into all-out war the countries of the region reacted in different

ways to the challenges presented. This section focuses on the changes and policies adopted by the Americas as a result of the growing political and diplomatic tensions preceding and during World War Two, as well as the impact of the war in the Americas.

- Hemispheric reactions to the events in Europe: inter-American diplomacy, cooperation and neutrality; including Franklin D. Roosevelt's Good Neighbour policy its application and effects
- The diplomatic and/or military role of **two** countries of the region
- The social impact of World War II on: African Americans, Native Americans, women, minorities, and conscription
- Treatment of Japanese-Americans and Japanese-Canadians and the Americas' reaction to the Holocaust.
- The impact of technological developments: the beginning of the atomic age
- Economic and diplomatic effects of World War II in the Americas

9. Political developments in the Americas after the Second World War 1945-1979

After the 1945 peace was signed, the world moved into a new era. The majority of the countries in the Americas region experienced great social, economic and political changes and challenges. The socioeconomic changes of the last decades brought new actors and demands into the political scene of the Americas. The political response to these forces varied from country to country: from the continuation of democracy, to multiclass "populist" alliances to outright conflict and revolution and the establishment of highly repressive regimes in the 1960s and 1970s. Within the Latin American context, two leaders mentioned on the second bullet: Vargas and Cardenas came to power before 1945, however their rule and influence in their countries continued after 1945. This section focuses on the domestic concerns and political developments that took place in the region.

- United States of America: domestic policies of **two** of the following leaders: Truman, Eisenhower, Kennedy, Johnson and the "Great Society", Nixon (including Watergate). Aspects to be addressed include conditions for the rise to power, economic and social policies, and treatment of minorities, successes and failures
- Canada and Latin America: **either** the domestic policies of **one** Canadian Prime Minister Diefenbaker to Chrétien; the causes and effects of the Quiet Revolution: aspects to be addressed include conditions for the rise to power, economic and social policies, and treatment of minorities, successes and failures

or the rise and rule of one populist leader in Latin America (suitable examples could be Peron, Vargas, or Cardenas. Issues to be addressed as relevant include characteristics of populist regimes, reasons for the rise, social, economic and political policies, including the treatment of opposition, successes and failures
- The Cuban Revolution: political, social, economic causes of the revolution; its impact on the region.
- The rule of Fidel Castro: aspects to be addressed include, political, economic and social policies, treatment of minorities, successes and failures.
- Military intervention in Latin America: rationale for the intervention, challenges, policies, successes and failures

10. The Cold War and the Americas 1945-1981

Most of the second half of the twentieth 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, viewing the conflict peripheral to their interests. Many, in fact, remained neutral or followed a different path of independence from the Cold War struggles. A few, impressed by the Cuban Revolution of 1959 instituted socialist governments. Yet, no nation of the Americas escaped the pressures brought about by the conflict. The geopolitical riptides created by the Cold War brought significant changes and outcomes on the domestic and foreign policies of the countries of the area.

- Truman: containment and its implications for the Americas. The rise of McCarthyism and its effects on the domestic and foreign policies of the United States.
- The Korean War: the United States and the Americas: Reasons for participation, military developments; and diplomatic and political outcomes.
- Eisenhower and Dulles: New Look and its application: the characteristics and rationale of the policy and its repercussion for the region such as covert operations in Guatemala
- United States involvement in Vietnam: the rationale and nature of the USA involvement at different stages; its domestic effects and the end of the war.
- United States' foreign policies from Kennedy to Carter: the characteristics and rationale for the policies and their implications for the region. Suitable examples could be: Kennedy's Alliance for Progress, Nixon's covert operations and Chile; Carter's quest for human rights and the Panama Canal Treaty.
- The Cold War in Canada and/or Latin America: the impact of Cold War in the country in terms of its foreign and domestic policies, its role on the policies.

11. Civil rights and social movements in the Americas

A study of both the civil rights and social movements is essential for an understanding of the development of the history the Americas. They represent the voices and struggles for equality of groups that at one time were not recognized and/or accepted as full members of society; the groups rebelled against established authority and traditional attitudes. Their motivations and struggles, successes and failures are an essential part of the twentieth century history in the countries the region.

- Native Americans and Civil rights: Latin America, the United States and Canada.
- African-Americans and the Civil Rights Movement: origins, tactics and organizations; the US Supreme court and legal challenges to segregation in education; ending of the segregation in the south 1955-1965
- The role of Dr. Martin Luther King Jr in the Civil Rights Movement. The rise of radical African American activism, 1965-68: The Black Panthers, Black Muslims, Black Power and Malcolm X.
- The role of the governments in the Civil Rights Movements in the Americas.
- The youth culture and protests 1960's and 1970's: characteristics and manifestation of the counterculture
- Feminist Movements in the Americas

12. Into the twenty-first century 1980s-2000

The last decades of the twentieth century saw significant political, social and economic changes to the region. The forces that compelled these changes and their impact on the hemisphere shape the world in which we live today. The aim of this section is to focus on the changing trends in the foreign and domestic policies of the Americas during this period. It centres on the role of economic and political factors of the period and their impact on society; and addresses the new cultural and technological trends and new concerns that emerged in the twenty-first century. With respect to the last four bullets in the section, a case study approach should be adopted using **one** country of the region as an example.

- The restoration of democracies in Latin America: political, social and economic challenges. Suitable examples could be Brazil, Argentina, and Uruguay but a case study is appropriate
- The USA: from bipolar to unilateral power and its challenges. Issues to be addressed are the domestic and foreign policies of presidents such as Reagan, Bush and Clinton and their effects on the USA and the hemisphere
- Globalization of the economy and its effects: social, political and economic
- Revolution in technology and its social, political and economic impact such as the role of the media and Internet
- Popular culture: new manifestations and trends in books, films and music and entertainment
- New themes: environmentalism and health concerns

HL Option 4: Aspects of the history of Asia and Oceania

This regional option, which extends from circa 1770 to the end of the 20th century (2000), incorporates four geographical and cultural zones: East Asia, including China, Japan and Korea; the mainland and maritime countries of Southeast Asia, namely Burma (Myanmar), Thailand, Laos, Cambodia (Kampuchea), Vietnam, Malaysia, Brunei, the Philippines and Indonesia; India and the South Asian sub-continent, including Pakistan, Bangladesh and Sri Lanka; and Oceania, including Australia and New Zealand and the islands of the South Pacific. This is an extensive area with diverse cultural traditions and historical influences affecting it over a long period of time. It is impossible to study all aspects of the region's history. Therefore, twelve key areas of study have been selected, as described below. **Three** sections should be selected for detailed study, choosing those with common factors of time period, geographical area or historical trends. Depending on the emphasis of each unit, students may study political, military, economic, social, cultural or religious aspects of history, and should come to understand the interaction of these aspects with each other within the country or area of study. This is a challenging option, designed to provide candidates with the opportunity to study the historical background of one of the 21st century's most dynamic regions.

1. Colonialism: late 18th-mid 19th Century

This section focuses on the impact of European and American imperialism and colonialism upon the native societies and political systems of the region up to and including the Great Revolt (Indian Mutiny) of 1857. It analyses the causes, nature and effects of the different colonial systems, exploring both similarities and differences between them. It also examines, compares and contrasts the responses of the colonised peoples and their rulers to the colonisers. This section also focuses on the settlement colonies established in Australia and New Zealand

- Indian sub-continent – economic and political impact of British and French colonialism
- The rule of the English East India Company in the region
- The political structure and effects of the British colonial system (including Australia and New Zealand but not including the Indian sub-continent)
- The political structure and the effects of Dutch, French and Spanish colonial systems
- Economic, social and cultural effects of European colonialism upon the region
- Great Revolt (Indian Mutiny) of 1857, causes, course and consequences
- Revolts and opposition to colonial rule in Southeast Asia

2. Developing Identities – Mid 19th-mid 20th century

This section examines the responses of the colonised states and peoples of the region to colonial rule, the emergence of nationalist movements and the struggle for independence. Similarities may be observed underlying the different national identities, though subject to the different natures of the colonial societies and the different and changing policies of the colonial powers. The settlement colonies of Australia and New Zealand, themselves varied in their origins, revealed certain similarities with more directly governed colonies in Asia and Southeast Asia as they acquired a separate national identity and gained independence.

- The Government of India Acts 1858 and 1909
- Political organizations on the Indian subcontinent, Indian National Congress, All India Muslim League
- Growth of modern nationalism – Indonesia Indo-China (Vietnam, Cambodia, Laos)
- Siamese monarchy, Rama III (Mongkut), Rama IV (Chulalongkorn), independence and nationalism.
- Burmese monarchy, Kings Mindon and Thibaw, loss of independence and modern nationalism.
- Philippines and USA, Rizal, Bonifacio, Aguinaldo
- Growth of national identity – Australia or New Zealand
- Social changes related to rise of national identity

3. Traditional East Asian societies under attack: late 18th century to the mid 19th century

This section focuses on imperial China and Japan as they responded to the challenges posed by the arrival of the western powers and their demands for trade, diplomatic representation and the rights of their citizens. Western intrusion coincided with domestic social and economic changes which were challenging the status quo and placing the existing regimes under strain.

- Imperial rule, Confucianism and challenges to traditional society under the Qing (Ch'ing) Dynasty
- The Chinese tribute system and Western trade missions
- Gunboat diplomacy: the First and Second Opium Wars
- The Taiping (T'aip'ing) Rebellion
- The Tokugawa Shogunate's rule in Japan and challenges to it
- Tokugawa economic and social structure; social changes and discontent
- Commodore Perry's expedition and the crisis of the Bakumatsu period

4. Early modernization and imperial decline in East Asia: mid 19th century to the early 20th century

This section examines the largely unsuccessful attempts at modernization and reform in China and the conservative and popular opposition to change demonstrated by the failure of the Self-Strengthening Movement under the Tongzhi (T'ung-chih) Restoration, the Hundred Days Reform, the Boxer Rebellion and developments in China and Japan up to the early 20th century.

- The Tongzhi (T'ung-chih) Restoration and Self-Strengthening Movement

- The Sino-Japanese War, the Hundred Days Reform, the Boxer Rebellion and the late Qing (Ch'ing) reforms
- Sun Yixian (Sun Yat-Sen) and the 1911 "Double Ten" Nationalist Revolution
- The Meiji Restoration, political developments, and the 1889 Constitution
- Social, cultural and economic developments in Meiji Japan
- Commitment to military power, the Sino-Japanese War and the Russo-Japanese War
- Korean isolation, opening, rebellions, and annexation

5. Impact of the World Wars in South and Southeast Asia

This section relates to the changes introduced into South and Southeast Asia by the first and second world wars. Both regions were under European rule and were affected by the colonial powers' involvement. Colonial subjects fought in the wars or were employed as non-combatants. Many thousands witnessed the war in Europe in 1914-18, became disillusioned with European civilization and rejected European claims to moral superiority. Many were politicised and some attracted to Communism by the success of the Russian Revolution. President Woodrow Wilson's fourteen points, particularly that asserting the right of self-determination, were applied to their own subject status. Some concessions were wrung from the colonial powers in the inter-war period. The Second World War impinged directly on the region, the defeat of the colonial powers by Japan lowered their prestige further and provided opportunities for nationalists to assert their claims.

- Government of India Acts 1919 and 1935
- Factors contributing to independence and to the partition of the Indian subcontinent
- Gandhi, Nehru and Indian nationalism
- Jannah, the growth of Muslim separatism and the creation of Pakistan
- Breakaway of East Pakistan and creation of Bangladesh
- Legacy of Japanese occupation in Southeast Asia
- Colonial restoration and movements for national liberation – Vietnam, Indonesia
- Cultural restoration and post-independence nationalism
- Social, religious and economic issues during, between and after the World Wars
- Case study of political/social/economic effects on **one** country (other than one already named in this section)

6. Developments in Australia and New Zealand 1941-2000

This section focuses on the period following Japan's attack on Southeast Asia in December 1941. The fall of Singapore in February 1942 undermined reliance on Britain and involvement of the United States in the Pacific War and the defeat of Japan altered strategic thinking in Australia and New Zealand, both joining in alliances with the United States and both following a strongly anti-Communist line after the Communist success in China. Both countries, but particularly Australia, encouraged immigration, from the UK, from Europe and by the 1960s from Asia. Both were active in international organisations and played more independent roles in world affairs, particularly in Asia and the Pacific. Ties with Britain weakened and economic links forged with Japan and, later, the emerging economies of China and Southeast Asia. In social matters, both societies became increasingly liberal.

- Society, culture and the growth of national identity
- Immigration to Australia and New Zealand after war and effects on society
- The Menzies and Whitlam governments in Australia
- Attitudes and policies with regard to aboriginals in Australia and towards the Maori and other minorities in New Zealand
- Foreign policy and international alignments: Australia and New Zealand
- Economic policies and realignment including effects of Britain joining the European Union, and the economic rise of Japan, Southeast Asia and China
- Cultural developments – impact of American culture and development of multi-cultural societies

7. The Republic of China 1912-49, and the rise of Communism

This section deals with the tribulations of the early years of the Chinese Republic from 1912 until the establishment by Jiang Jieshi (Chiang Kai-shek) of his government at Nanjing (Nanking) in 1928; the conflict between the Chinese Communist Party and the Guomintang (Kuomintang) until the Second United Front of 1936; the Japanese invasion of Manchuria, beginning what has become known as the “Fifteen Year War” with Japan (1931-1945); the Sino-Japanese War of 1937-1945; and the civil war between the Guomintang (Kuomintang) and the Communists culminating in the victory of the Communists under Mao Zedung (Mao Tse-tung) in October 1949. Emphasis should be on understanding the complexities of governing China, the opposing ideologies of the Nationalists and the Communists and the impact of Japanese aggression upon the domestic struggle for power.

- The 21 Demands, the Treaty of Versailles, and the May Fourth Movement
- Yuan Shikai (Yuan Shih-K'ai), warlordism, the Northern Expedition, the Jiangsi (Kiangsi) Soviet, the Long March
- The Guomintang, GMD (Kuomintang, KMT): Leadership, Ideology and Policy
- The Chinese Communist Party (CCP): Leadership, Ideology and Policy
- The United Fronts: CCP-KMT attempts at cooperation
- The “Fifteen Year War” – (1931-1945) and the impact of World War II on the rise of communist and national liberation movements in East Asia
- The Chinese Civil War and the Communist victory

8. Imperial Japan: Empire and aftermath 1912 to 1952

This section deals with post-Meiji Japan, the failure to establish a democratic system of parliamentary government, the rise of militarism and extreme nationalism leading to aggression in Manchuria and China, and the attempt to establish a Japanese Empire in East and Southeast Asia and the Pacific under the guise of a Japanese dominated Co-Prosperity Sphere. The focus should be on the failure of democracy and the rise of militarism, placed in the context of Japanese cultural traditions, its perception of its economic requirements and the effects of the Great Depression of the 1930s, and the international situation.

- World War I and the post war conferences in Paris and Washington
- Taisho Democracy: the growth of liberal values and the two-party system

- The rise of militarism and the influence of the Army in politics
- The invasions of Manchuria and China and impact on relations with the West
- Pearl Harbour and the Pacific war
- Defeat and the U.S. Occupation: political and military changes
- Social, economic and cultural reforms under the Occupation

9. Comparative 'Democracies' in the region post World War II

This section analyses the political developments in the newly independent countries of South and Southeast Asia, whose governments adopted democratic forms on gaining independence after World War II. A tension developed between attachment to democratic institutions and free elections and the desire for strong government to prevent political divisions leading to partition and fragmentation, as eventually happened when Bangladesh was created out of East Pakistan. Ethnic and religious minorities exist to a greater or lesser extent in all countries of the region and pose a problem to developing a sense of national identity and unity. Strong centralised government, often with military backing, has been seen as a means of imposing a national ideology and maintaining national unity. Conversely, there has also been the desire to have government ratified by national elections. This tension between democracy and centralised government has been a common feature in the region.

- India: Nehru, Indira Gandhi; domestic policies and achievements
- Pakistan – India relations; Indian foreign policy including non-alignment; Sino-Indian relations; Kashmir
- Pakistan: Jinnah, Ayub Khan, Bhutto, Zia; domestic policies and achievements
- Religious issues in both India and Pakistan
- Social and economic developments in India and Pakistan
- Political, social and economic developments in **one** of the following: the Philippines, Malaysia, Singapore, Indonesia

10. China – the Regional Superpower: from mid 20th century to 2000

This section deals with the emergence of China as a world power under the rule of the Chinese Communist Party. The process involved great upheavals in China itself as the Communist Party under Chairman Mao Zedong (Mao T'se-tung) imposed its rule and Mao's idealistic vision. A more pragmatic regime since Mao's death has overseen the modernisation of China's economy and its emergence as a growing economic power within the global economy. Given its size, population and military strength, it had become the regional superpower by 2000.

- Mao and political developments; the establishment of the Communist state 1949-1976; elimination of opposition, five antis, purges, the role of Mao
- Transition to Socialism, social and economic developments – successes and failures; reconstruction, the Five Year Plan, Hundred Flowers Campaign, the 'Great Leap Forward', collectivisation and industrialisation
- Great Proletarian Cultural Revolution – causes and effects, political, social and cultural impact

- Foreign affairs: 1949-1976; Sino-American relations/conflicts, Korea, Tibet, Taiwan (Formosa); the rapprochement with the USA; establishment and breakdown of Sino-Soviet relations/conflicts; China as a global power
- China after Mao; the struggle for power, 'Gang of Four' and the rule of Deng Xiaoping (Teng Hsiao-P'ing) 1976-1997. Political and economic developments; Hong Kong and its return to China; Jiang Zemin
- China's impact on the region – relations with other states; Nationalist China – Taiwan, economic/political/social developments

11. Global impact of the region in the second half of the 20th century

This section deals with the role played by the region in the world at large. Immediately post World War II China emerged as an important power regionally with its entry into the Korean War and its relationships with the Soviet Union and the United States in the context of the Cold War, and with the role it adopted as leader of the unaligned states. With its entry into the United Nations in 1971 and as a member of the Security Council, China's global role was greatly enhanced. Over the same period, Japan developed as an economic superpower, while South Korea, Hong Kong, Taiwan and Singapore experienced their own economic miracles in the following years. By the end of the century India was also emerging as a major economic power, while it and Pakistan, along with China, possessed nuclear weapons. Despite economic problems in the region in the later 1990s, these countries possessed the wealth and power to make the region a major driving force in the world economy, with India in particular emerging as an economic rival to the countries of East and Southeast Asia. As a consequence the social, economic, political and cultural changes taking place in the region were also having an impact globally.

- East and Southeast Asia in the Cold War; Korea and Vietnam
- Japan as an economic superpower
- The economic miracles in Taiwan and South Korea
- Development of Singapore and Hong Kong
- Social and cultural developments and their impact on world trends
- Rise of religion as an influence on regional relations and world affairs
- Globalization as an economic, cultural and social force

12. Social, cultural and economic case study since World War II

This section requires a case study of any country of the region (excluding China and Japan). As can be seen from the following, candidates require a thorough knowledge of the society concerned. Any political references should be made within the context of social, cultural and economic developments and be relevant to an understanding of them. The topic allows candidates to develop their investigative and critical skills within the context of a case study of one country of their choice.

- Social structure and attitudes – changes over time
- Role and impact of religion(s)
- Developments in education
- The Arts – major trends in art, music, theatre, film and literature
- Globalisation – economic and social effects

- Impact of technology on society
- Immigration/Emigration – causes and effects
- Gender Issues
- Social Movements
- Developing micro/macro economic trends

HL Option 5: Aspects of the history of Europe and the Middle East

This option covers major trends in two closely linked areas, Europe and the Middle East, in the period from the mid eighteenth century to the end of the twentieth century. The study of these two areas aims to foster the international understanding emphasized by the International Baccalaureate. It incorporates two major geographical areas Europe (both west and east Europe and the USSR/Russia) and the Middle east; Turkey, Syria, Lebanon, Israel, Egypt, Saudi Arabia, Yemen, Oman, Gulf States, Iran, Iraq, Jordan, Qatar, Bahrain, United Arab Emirates, Kuwait. **Three** sections should be selected for detailed study, choosing those with common factors of time period, geographical area or historical trends. Europe and the Middle East are geographically close, and their similarities and differences have resulted in periods of cooperation and enmity. Major developments included revolutions, decline of empires and the establishment of national states, political, social and economic reforms, as well as regression, dictatorships, and genocide. Although the focus is on prominent countries, developments in smaller states can be studied, through case studies within individual sections and as a whole section (in section 12).

1. The French Revolution and Napoleon mid 18th century – 1815

This section deals with the origins, outbreak, course and results of the French Revolution. It focuses on the social, economic, political and intellectual challenges confronting the ancien regime and the stages of the revolutionary process during this period, culminating with the rise and rule of Napoleon Bonaparte. The unit requires investigation of the impact of the French Revolution, as well as Napoleon's domestic and foreign policies, upon France and its European neighbours.

- The crisis of the ancien regime, role of the monarchy, intellectual, political. Social, financial and economic challenges
- Stages in and radicalisation of the revolution: urban and rural revolt, constitution of 1791, the fate of the monarchy, the Terror, Robespierre, Thermidorean reaction, Directory
- Revolutionary wars to promote and defend revolutionary ideals 1792-1796
- Rise of Napoleon Bonaparte
- Napoleon's domestic and foreign policies pre and post 1804, Napoleonic wars
- The collapse of the Napoleonic Empire and Bourbon restoration

2. Unification and consolidation of Germany and Italy 1815 – 1890

This section deals with the emergence and growth of nationalism in the German states and the Italian peninsula and the foundation and consolidation of power in the newly established nation states to the late 19th century. It requires consideration of the social, economic and political factors involved in the unification process, the role of individuals as well as the significance of foreign involvement in that process. The changing balance of power after 1870-1871 and relations with existing Great Powers should be considered along with the main domestic policies and problems of the new nation states

- The Vienna Settlement 1815 and Austrian involvement in Italy
- The revolutions of 1848 in Italy and Germany, significance of Rome,

- Growth of power of Piedmont-Sardinia. Mazzini, Cavour and Garibaldi. Foreign involvement, unification and its effects
- The rise of Prussia pre-1862-economic factors including the Zollverein, Prussian-Austrian relations to 1866
- Bismarck, Prussia and unification. Methods-diplomatic, economic, military, the wars of unification, the 1871 Constitution
- Comparison of Italian and German unification
- Consolidation of Germany and issues arising: religious, social, economic and political factors. Alliances and foreign policy.

3. Ottoman Empire –from the early 19th to the early twentieth century

This section focuses on developments in relation to the Ottoman Empire both internally and externally, including Turkey's relations with other powers. The condition of the declining empire meant that there was great interest in the region. It also meant that there was demand for change both within Turkish, and Ottoman lands. The main focus of this section is on both internal and external pressures on the Ottoman regime and the extent to which the Ottoman Empire changed over the course of the 19th and early 20th centuries.

- Muhammad Ali in Egypt, impact. Ottoman and European responses
- Tanzimat reforms: causes, aims and effects
- The Eastern Question, European challenges and Ottoman responses- from the mid-19th century to 1913
- Lebanon, levels of Ottoman control, communal tensions and Civil War 1860. Extent of autonomy after 1861
- Abdul Hamid and Ottoman reform
- Growth of the Committee of Union and Progress to 1908/09, reforms of the Young Turks

4. Europe and the Middle East, continuity and change 1848- 1900

The period 1848 to 1900 was a period of advancement and change for many of the established states in Europe, with better educated populations wanting a greater share in national and local government, and improved opportunities and living standards. This section addresses the idea of continuity and change in Europe and the Middle East, during the second half of the nineteenth century. The last four bullet points should be studied through case study of any **one** state in the region(excluding Germany France and Russia). Candidates should state which country is being covered in the introduction to essay questions.

- France: 1848 revolution, empire and republic Napoleon III, political manoeuvres, domestic and foreign policies
- Third French Republic, crises and policies
- Political issues, domestic and foreign policies
- Continuity and change in the role of women in the family and in society
- Continuity and change in the franchise and political rights of the population
- Continuity and change in an agrarian and an urban environment

5. Imperial Decline 1853 – 1920: Tsarist Russia, Austria-Hungary

This section deals with the decline of imperial power in Tsarist Russia and Austria-Hungary from the second half of the 19th century to 1920. It requires examination and consideration of social, economic and political factors, which inaugurated and accelerated the process of decline. Attempts at domestic reform, and the extent to which these hastened or hindered the process of decline, should be studied, together with the impact of war and foreign entanglements on accelerating decline.

- Alexander II (1855-1881) and reform: emancipation of the serfs, military, legal, educational, local government; later reaction
- Policies of Alexander III (1881-1894) and Nicholas II (1895-1917), backwardness and attempts at modernisation; nature of tsardom; growth of opposition movements
- The significance of the Russo-Japanese War, 1905 Revolution, Stolypin and the Duma, the impact of The First World War 1914-1917 on Russia
- 1917 Revolutions February/March; Provisional Government and Dual Power (Soviets), October/November the Bolshevik Revolution, Lenin and Trotsky.
- Austrian Empire in decline 1853-1867-Crimea, Italy, Austro-Prussian War, Dual Monarchy of Austria Hungary
- Austria-Hungary, Balkan entanglements, the First World War, the dissolution of the Empire

6. European Diplomacy and the First World War 1870 – 1923

This section deals with the longer and shorter-term origins of the Great War and the course and consequences of that conflict. The breakdown of European diplomacy pre-1914 and the crises produced in international relations should be examined. The military and home fronts: how they reacted to and were affected by the practice of war requires consideration. The unit also requires investigation of the reasons for Allied victory/Central Powers' defeat together with 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
- The relative importance of: the Alliance System, decline of the Ottoman Empire, Balkan nationalism, arms race, domestic issues, international and diplomatic crises
- Effects on civilian population, impact of war on women socially and politically
- Factors leading to the defeat of the Central Powers-Austria Hungary, Germany, Ottoman Empire and Bulgaria. Strategic errors, economic factors, the entry and role of the USA.
- The Post War Peace Treaties and their territorial, political and economic effects on Europe and the Middle East. (Versailles, St. Germain, Trianon, Neuilly, Sevres/Lausanne)

7. War and change in the Middle East 1914 – 1949

This section deals with the impact of the Great 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- British administration and policies and the origins and development of the Arab-Jewish dispute up to 1948 is a particular area of focus.

- The Arab Revolt of 1916

- Allied diplomacy and its impact in the Middle East
- 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.
- Iran and Reza Shah, 1924 to 1941
- Atatürk and the Turkish Republic, 1919 to 1938
- Saudi Arabia and Ibn Saud 1932 to 1941

8. Inter-war years/conflict and cooperation 1919 – 1939

This section deals with the period between the two World Wars and the attempts to promote international cooperation and a system of collective security. Obstacles to cooperation such as post war revisionism, economic crises, the foreign policies of aggressive dictators coupled with appeasement policies during the period require examination along with consideration of the challenges to democracy and political legitimacy in Weimar Germany and Spain respectively

- Weimar Republic-challenges and problems: political, constitutional, economic, financial and social. National Socialist foreign policy 1933 -1939
- Italy 1919-39, Mussolini-domestic and foreign policies
- Wall Street Crash, The impact of the Great Depression. Britain, France, Germany,
- Dissatisfaction with the Post War Peace Treaties and the search for collective security; League of Nations, formation, work and disintegration
- Spain-background to the outbreak of the Civil War. Spain-Civil War-internal and external reasons for, and effects of the Nationalist victory. Foreign involvement: motives for, nature and effects of.
- Hitler's foreign policy 1933-1939; appeasement in the inter-war years, the failure of international diplomacy and the outbreak of war in 1939

9. The Soviet Union and Eastern Europe 1917 – 1964

This section deals with the consolidation of Soviet state power from 1917 and the methods applied to ensure its survival, growth and expansion inside and outside the borders of the Soviet Union. Bolshevik rule under Lenin, the rise and nature of the rule of Stalin and Khrushchev and the policies and practice of Sovietization (post-1945) in central and Eastern Europe are areas for examination. East-West relations post-1945 in relation to Soviet aims and leadership should also be considered.

- Lenin's Russia 1917–1924: consolidation of the new Soviet state: Civil War; War Communism, NEP, foreign relations, coercion
- Rise of Stalin 1923–1932, power struggle, collectivisation and industrialization, First Five Year Plan
- Stalinist domestic and foreign policies 1933–1941, Second and Third Five Year Plans, 1936 Constitution, cult of personality, purges, impact on society, foreign relations to 1941
- Soviet Union - Second World War and Cold War 1941-1964, the Great Patriotic War, breakdown of wartime alliance and the Cold War, policies towards Germany-Berlin, eastern European satellite states, Warsaw Pact
- Khrushchev - struggle for power from 1953, destalinisation, peaceful coexistence, domestic policies-economic and agriculture, foreign relations, Hungary, Cuba, China

- Case study of **one** Sovietized/satellite state: establishment of soviet control, the nature of the single party state, economic and social policies, opposition and dissent

10. Post-war Western Europe 1945 – 2000

This section deals with the attempts of western European states to recover from the experience of World War II, the effects of the Cold war in the second half of the 20th century and in some cases the transition from authoritarian to democratic government. It requires examination of the social, political and economic issues facing states and the methods used to cope with the challenges either within individual states or in the move towards a system of European integration in pursuit of mutually acceptable political, economic and foreign policy goals.

- Post-war problems and political and economic recovery in Western Europe: devastation, debt 1945-1949
- Western Europe and the Cold War
- Recovery: West Germany under Adenauer; France under de Gaulle
- Moves towards political and economic integration/cooperation post 1945: EEC, EC, EU
- Franco's Spain and the transition to democracy
- Case study of ONE Western European state (excluding Spain, Germany or France)), the nature of the government, economic and social policies, opposition and dissent

11. Post-war developments in the Middle East 1945 – 2000

This section deals with the issues of nationalism, communalism, modernisation and westernisation in the middle east after 1945. It requires examination of the issues of domestic reforms and the extent to which they proved acceptable and/or successful in achieving their aims as well as consideration of the influence of outside interference on developments within the region generally or in specific states. Relationships between Arab states and the relationship of Arab states (individually and/or collectively) with Israel following the war of 1973 should also be investigated.

- Egypt under Nasser, Sadat and Mubarak
- Modernisation and westernisation under Reza Shah Pahlavi in Iran
- Lebanon: civil wars, outside interference and reconstruction
- Pan Arabism: the UAR and the search for Arab leadership and unity
- The Arab world and Israel post -1973 uneasy relations.
- Case study of one Middle Eastern state (suitable examples for study could be Iraq, Iran, Saudi Arabia, Syria or any other relevant state), the nature of the government, economic and social policies, opposition and dissent.

12. Economic and social developments in 19th or 20th century Europe and the Middle East

The following section requires candidates to gain in-depth knowledge of the causes and effects of economic and social change in a 50-year period. A case study approach should be adopted using **one** country (excluding Russia and Germany). The 50-year time period and country should be identified in the introduction by the candidate when answering examination questions on this section. The following bullets would not need to be covered in full for all 50 year spans. They outline areas that can be studied depending on the time span chosen.

- Imperialism or neo-imperialism: direct and indirect control; loss of colonies; reasons for engaging in imperialism; economic and social impact of imperialism on the colonizers OR the colonized; decolonization; nationalism and the treatment of national minorities
- Economic systems and the changing role of the government in the economy: the rejection of mercantilism; the rise of market economy; planned economy; the role of the underground economy (i.e., the black market); classical economic thought; the impact of the introduction of Keynesian economics; foreign investment
- Ideological currents: conservatism; liberalism; socialism – and societal responses to these ideological currents
- Labour: suffrage and the franchise; the creation of welfare state; trade unionism and syndicalism
- Modernization: the development of transportation and infrastructure; the societal implications of the interrelationship between rural life and urbanization; industrialization
- Social and cultural changes: standardization: alphabet, calendar, dates; the arts; state religion, religion and/or secularization and their parts in society (including religious minorities); the role of women; the role of youth; state control over culture and society

Learning outcomes: HL Options

After studying three sections from a HL option students will be expected to:

- understand the views and perspectives of a variety of people in different contexts and cultures
- have an accurate in-depth knowledge and understanding of an extended period of regional history using a wide variety of historical sources (objectives 1, 2 and 8)
- make connections between events across space and time, comparing and contrasting where appropriate (objective 6)
- understand that the study of history has many dimensions-political, social, economic and cultural and that in-depth understanding comes from having an awareness of the whole picture of a period of history (objective 8)
- use complementary or background knowledge of history studied in the HL/SL core
- synthesise appropriate knowledge and concepts (objective 8)
- demonstrate an understanding of historical processes such as cause and effect, continuity and change in relation to the chosen period of study (objective 3)
- show an understanding of the views of historians and develop their own independent syntheses of historical interpretations (objective 4)
- deploy evidence to present effective arguments and reasoned opinion within time constraints as preparation for the examination (objective 5)

Assessment Model SL

	Paper 1	Paper 2	Internal assessment
Assessment objectives	1,2*, 3,4	1,3,4,5*, 6	1,2,3,4,7*
Syllabus Content	Route1: two prescribed subjects Route 2: three prescribed subjects	Routes 1and 2: five topics	Open
Method	Four short answer/ structured questions	Two extended response questions	Historical investigation
Component time	1 hour	1 hour 30 minutes	approx 20 hours
Assessment weighting	30%	45%	25%

* indicates main assessment objective

Assessment Model HL

	Paper 1	Paper 2	Paper 3	Internal assessment
Assessment objectives	1,2*, 3,4	1,3,4,5*6	1,2,3,4,5*, 8*	1,2,3,4,7*
Syllabus Content	Route 1: two prescribed subjects Route 2: three prescribed subjects	Routes 1 and 2: five topics	Five options	Open
Method	Four short answer/ structured questions	Two extended response questions	Three extended response questions	Historical investigation
Component time	1 hour	1 hour 30 minutes	2 hours 30 minutes	approx 20 hours
Assessment weighting	20%	25%	35%	20%

* indicates main assessment objective(s)

Assessment details

Paper 1 (1 hour) HL 20% SL 30%

1.1

The subjects on which the questions are set, are prescribed in advance. Candidates should study **one** prescribed subject in depth from either Route 1 or Route 2.

The prescribed subjects for the examination sessions 2010–2017 are as follows:

Route 1: History of Europe and the Muslim World

Prescribed subject 1: The origins and rise of Islam (500-c 661)

Prescribed subject 2: The kingdom of Sicily in the twelfth and thirteenth centuries

Route 2: 20th Century World History

Prescribed subject 1: Peace-making, peace keeping: international relations 1918-1935

Prescribed subject 2: The Arab-Israeli conflict 1945-1979

Prescribed subject 3: Communism and crisis: reform, revolution, reaction 1976-1991

1.2

Sources will be primary or a mixture of primary and secondary; they may be written, pictorial or diagrammatic. Documentary sources in paper 1 cannot be handled with confidence unless candidates have a strong grasp of the historical context of the prescribed subject. It is therefore essential that candidates are directed towards authoritative secondary sources which will provide them with a strong foundation in the prescribed subject.

1.3

There will be five sources for each prescribed subject. Some questions will be answered using only evidence from one or more of the sources as indicated; in other questions candidates are asked to use their own knowledge as well as evidence contained in the sources.

1.4

The purpose of this paper is to give candidates the opportunity to demonstrate the following skills: comprehension, analysis, evaluation and application. Each of the questions in the source-based exercise can be classified as one of four types but questions may be classified as a mixture: comprehension/analysis, comprehension/application, analysis/evaluation. The wording of each question will indicate the kind of answer required.

- **Comprehension:** Marks are awarded according to the extent to which the candidate can put into his or her own words the explicit message of the document or selected parts of it.
- **Analysis:** Marks are awarded according to the extent to which the candidate can make inferences, perceive internal relationships, compare and contrast documents, and persuasively explain the meaning and significance of a document or a combination of documents.

- Evaluation: Marks are awarded according to the extent to which the candidate can identify and evaluate different interpretations of events presented in the documents and can evaluate the source material critically as historical evidence.
- Application: Marks are awarded according to the extent to which the candidate can achieve understanding of the documents, beyond what is possible from internal analysis alone, by applying relevant knowledge to them and by placing the documents in a wider historical context.

1.5

Candidates must answer all four questions from one prescribed subject. The maximum mark for this paper is 25.

Paper 2 (1½ hours) HL 25% SL 45%

2.1

Candidates should study two topics from either Route 1: Topics in the history of Europe and the Muslim World or Route 2: 20th Century World History Topics. Both syllabuses consist of five topics.

Route 1: Topics in the History of Europe and the Muslim World

Topic 1: Dynasties, rulers, monarchs and their rule

Topic 2: The lives and work of the people

Topic 3: Wars and warfare

Topic 4: Intellectual, cultural and artistic developments

Topic 5: Religion and the state

Route 2: 20th Century World History Topics

Topic 1: Causes, practices and effects of wars

Topic 2: Democracy, discrimination and dissent

Topic 3: Origins and development of authoritarian and single party states

Topic 4: Nationalist and independence movements in Africa and Asia and post-1945 central and eastern European states

Topic 5: The Cold War

2.2

The paper consists of five sections, each covering one topic. There are five questions on each topic. The structure of each section is:

- two questions naming either people or events that are listed in the syllabus as examples of material for detailed study
- two open-ended questions

- at least one question addressing social, economic or gender issues (in some topics in Route 1 the majority of questions may fall into this category)

Of these

- at least one question will be set that demands material from both Europe and the Muslim World in Route 1 and two regions in Route 2. This will be indicated either by named examples or by demanding two unnamed examples
- any one of the questions could be a comparative question, or based on a quotation

2.3

For Route 2 topics in 20th century world history, when the word “region” is used in a question it refers to one of the four regional options defined by the map (pxxx). Some comparative questions require that examples be drawn from more than one region.

2.4

When questions of a more general and open-ended nature are also set, candidates are free to use any relevant material to illustrate and support their arguments.

2.5 Candidates must answer two questions, each selected from a different topic. The maximum mark for this paper is 40.

HL Paper 3

2½ hours

35%

3.1

Candidates must choose **one** of the following options each of which has its own separate examination paper

Medieval/Early Modern History

1. Aspects of the history of Medieval Europe and the Muslim World

Modern History

2. Aspects of the history of Africa
3. Aspects of the history of the Americas
4. Aspects of the history of Asia and Oceania
5. Aspects of the history of Europe and the Middle East

3.2

Candidates should study **three** syllabus sections from their chosen option

3.3

Questions which refer to specific countries, events or people are restricted to those listed in the syllabus descriptions. Where a case study approach has been taken candidates may illustrate their answers with

reference to any country within the region (please note in some cases there may be exclusions but these will be stated in the syllabus).

3.4

The examination paper for each option is divided into 12 sections following the 12 sections of the HL option syllabus. **Two** questions will be set on each section.

3.5

Candidates must select **three** questions each chosen from a different section. The maximum mark for this paper is **60**