

IB History Year Two
20th Century History 2024/2025

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Course Description

The IB Diploma Programme (DP) history course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past.

Course Aims

The aims of all subjects in group 3, individuals and societies, are to:

1. Encourage the systematic and critical study of: human experience and behaviour; physical, economic and social environments; the history and development of social and cultural institutions.
2. Develop in the student the capacity to identify, to analyse critically, and to evaluate theories, concepts and arguments about the nature and activities of the individual and society.
3. Enable the student to collect, describe and analyse data used in studies of society, to test hypotheses and interpret complex data and source material.
4. Promote the appreciation of the way in which learning is relevant to both the culture in which the student lives and the culture of other societies
5. Develop an awareness in the student that human attitudes and opinions are widely diverse and that a study of society requires an appreciation of such diversity
6. Enable the student to recognize that the content and methodologies of the subjects in group 3 are contestable and that their study requires the toleration of uncertainty.

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

7. Develop an understanding of, and continuing interest in, the past
8. Encourage students to engage with multiple perspectives and to appreciate the complex nature of historical concepts, issues, events and developments
9. Promote international mindedness through the study of history from more than one region of the world

10. Develop an understanding of history as a discipline and to develop historical consciousness including a sense of chronology and context, and an understanding of different historical perspectives
11. develop key historical skills, including engaging effectively with sources
12. Increase students' understanding of themselves and of contemporary society by encouraging reflection on the past

Course Content

Paper 1: Move to Global War (9 Weeks)

- This prescribed subject focuses on military expansion from 1931 to 1941. Two case studies are prescribed, from different regions of the world, and both case studies must be studied. The first case study explores Japanese expansionism from 1931 to 1941, and the second case study explores German and Italian expansionism from 1933 to 1940. The focus of this prescribed subject is on the causes of expansion, key events, and international responses to that expansion. Discussion of domestic and ideological issues should therefore be considered in terms of the extent to which they contributed to this expansion

Paper 2: Authoritarian States and the Cold War

- **Authoritarian States (9 weeks)**
 - This topic focuses on exploring the conditions that facilitated the rise of authoritarian states in the 20th century, as well as the methods used by parties and leaders to take and maintain power. The topic explores the emergence, consolidation and maintenance of power, including the impact of the leaders' policies, both domestic and foreign, upon the maintenance of power. Examination questions for this topic will expect students to make reference to specific authoritarian states in their responses, and some examination questions will require discussion of states from more than one region of the world. In order for students to be able to make meaningful comparisons across all aspects of the prescribed content, it is recommended that a *minimum of three authoritarian states should be studied*.
- **The Cold War (9 weeks)**
 - The Cold War dominated global affairs from the end of the Second World War to the early 1990s. This topic focuses on how superpower rivalries did not remain static but changed according to styles of leadership, strength of ideological beliefs, economic factors and crises involving client states. The topic aims to promote an international perspective on the Cold War by requiring the study of Cold War leaders, countries and crises from more than one region of the world.

Course Online Requirements

- **Laptop/Tablet**
 - You must bring either your school issued 1-to-1 device or a personal laptop/tablet with you to class daily. You will use this technology to take notes, complete

assignments, annotate articles, conduct research, peer review essays, and other activities. You will also have days dedicated to working on your IA.

- **Canvas**
 - We will be using Canvas exclusively this year for many assignments and all written work. All written assignments will be uploaded to Canvas. Please check the course home page daily for announcements and updates. I will also be utilizing the inbox feature in Canvas to communicate with you. You are expected to check your class inbox at least once a day. There is an app available for both students and parents/guardians to keep up with the classwork and progress. I encourage all parents to download this app during the first conference we have.
 - Supplemental readings/documents/guides/videos/etc. will also be posted on Canvas.
- **Kognity**
 - History Year II uses the online textbook site Kognity for Paper 1 and Paper 2. Access to an internet-capable device, preferably a laptop or tablet, is crucial for this class. If you are unable to bring a laptop or tablet to school, please speak to the Media Center Specialist to check one out.
- **Remind**
 - All students will be required to join the class Remind account. This allows students to receive reminders of class assignments and class updates.

Assessment and Grading.

- **Major Assessments (40% of semester grade)**
 - Minimum of 2 per 6-week progress report
 - Major Grades include things like projects, rough drafts of IA, mock papers, or any other “culminating activities.”
 - Reassessment:
 - One opportunity to be reassessed
 - Reassessment different from the original assignment, when practical
 - Reassessment will replace original score
 - Must complete relearning plan:
 - Assignment analysis
 - Before school tutoring over self-identified weaknesses
 - Completion of all assigned readings/supplemental materials
 - All missing assignments up to the day of the test submitted.
- **Minor Assessments (60% of semester grade)**
 - There will be a minimum of 5-6 per 6-week semester.
 - Minor Grades would include quizzes, practice questions, peer review, class discussions, and other assignments designated to “assess certain standards.”
 - Graded homework/classwork—feedback will be given
 - Quizzes
 - Reading/Vocabulary/Map/Chapter
 - **NOT eligible for reassessment, unless specified by teacher**

- All students are expected to submit all assignments in a timely manner on the day they are due. Most assignments will be due by 11:59pm on the day they are due. Late assignments may be submitted up to 5 days late, with a 5% penalty per day, up to a maximum deduction of 25%. Late assignments will not be accepted after the 5th day. Repeated submission of late assignments will result in a meeting with parents and IB leadership team.

IB History Diploma Points Evaluation

- Paper 1= 20%
- Paper 2= 25%
- Paper 3=35%
- Internal Assessment = 20%

Internal Assessments

Students who take IB History are required to complete an internal assessment for the IB program. The history internal assessment is an historical investigation. Students will begin this document in their junior year and complete it for final submission in their senior year. The investigation is written on a student chosen topic and cannot exceed 2,200 words.

External Assessments

The material taught during the junior year will be the content assessed in Paper 3 (Exam 3) at the end of the student's senior year. The exam will consist of three essay questions in which the student will have 45 minutes to answer each essay question. The material taught during the senior year will be the content assessed in Paper 1 and 2 (Exam 1 and 2) at the end of the senior year.

The External Assessments are **mandatory** and will be held on May 5th and 6th of 2025.

- **Paper 1 & 2:** May 5th, Afternoon Session (2.5 hours)
- **Paper 3:** May 6th, Morning Session (2.5 hours)

Academic Honesty

All violations of the Academic Honesty policy are subject both the RCBOE Code of Conduct and the International Baccalaureate Program Code of Conduct. Students and guardians are encouraged to review the RCBOE and IB policies, available on my Canvas page. Willful and intentional acts of academic dishonesty, including plagiarism, theft of secured resources, unsanctioned collaboration, will be reported to the IB Dean and will result in consequences from being placed on Academic Probation up to expulsion from the program. Students are encouraged to familiarize themselves with the appropriate guidelines relating to their individual programs of study for more information.

We take academic honesty very seriously in the IB Programme at ARC. We will adhere to ARC's IB Academic Honesty policy which can be found on the ARC IB website. The policy includes Level 1 (accidental or passive malpractice) and Level 2 (intentional or active malpractice) offenses. Level 1 offenses can often be corrected in class by a student/teacher conversation. Repeated Level 1 offenses will lead to a Level 2 offense. Level 2 offenses result in a meeting of all teachers, parents, student, IB Coordinator, and IB Head of School and result in 90 days of academic probation. A

second offense results in a meeting with all teachers, parents, the student, IB Coordinator, IB Head of School and principal and can result in dismissal from the IB Programme.

Unauthorized or improper use of Artificial Intelligence (AI) will be treated as a level II violation.

Cell Phone Policy

Richmond County has enacted a new cell phone policy this year. **Personal electronic devices (cell phones, tablets, smart watches, headphones/earbuds) are strictly prohibited during the school day at any time.** Please take this as your “warning” for the policy.

Students and parents are encouraged to read the new cell phone policy and the consequences listed in the school handbook.

Final Note:

Congratulations on reaching your Senior year! Most of you I had the pleasure of teaching as Sophomores in AP World History and/or TOK Year I. For those, welcome back. For the students I have not taught before, welcome to my classroom and class. I’m excited for the year, and for each of you. Your Senior year can be a very exciting, but also stressful time, with IB projects, college applications, visits, sports, and other extracurricular activities, both sanctioned and non-sanctioned. Please be aware of all due dates and speak to me about any issues you are experiencing.

However, it is also imperative that you realize this is a full year course, a course that does not end with college acceptances, spring breaks, or “Senior-itis” with extensive, prolonged absences. We will work hard from August through April to provide all the information you need to score highly on the internal and external assessments. Please don’t lose sight of the goal you’ve worked so hard for these past years: your IB Diploma.