

COURSE OUTLINE HISTORY

2014-16



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COURSE DESCRIPTION:

History is purely an evidence based discipline. It is focused around key events of past along with the concepts of change, causation and significance.

History is a very descriptive subject and it encourage a sense of enquiry. History basically deals with study of past . Not only events but it also includes study of human nature and develops the deeper understanding of today's world .It is interpretive discipline which accept different perspective and various opinions.

In IB History deals with world history , which includes political, economic, social and cultural aspects of history. It is based on comparative and multiperspective approach of history. It provides lot of flexibility. It develops various skills of students such as critical thinking, analyzing, research etc. Which help the student to think historically and understand multiple interpretations in history.

To develop understanding and ability of acquisition, analyze, evaluate, and synthesize the information or knowledge. Course is framed to provide the through and in depth information about various incidents and historical events of past.

AIMS AND OBJECTIVES:

The main aims and objectives of teaching history at HL and SL are to develop curiosity and everlasting interest in history. To understand history as a discipline and to learn to utilize the various diverse sources, methods, views and interpretation.

Emphasis will be given on development of research skill and habit formation of referring other books, theories and source material apart from their text books. So that students will be able to write and express their views more factually and analytically.

To promote the ability and the capacity of understanding the past by relating it with present, to learn through the experience and incidents of past so that future can be made better and peaceful .It will develop understanding, appreciation and respect for various cultures, views and people of different countries. Students are expected to demonstrate international awareness and understanding.

The **aims** of the **history** course at SL and HL are to: (based on history guide)

- promote an understanding of history as a discipline, including the nature and diversity of its sources, methods and interpretations
- encourage an understanding of the present through critical reflection upon the past
- encourage an understanding of the impact of historical developments at national, regional and international levels
- develop an awareness of one's own historical identity through the study of the historical experiences of different cultures.

OBJECTIVES

Assessment objective 1: Knowledge and understanding

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

Assessment objective 2: Application and interpretation

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

Assessment objective 3: Synthesis and evaluation

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

Assessment objective 4: Use of historical skills

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

COMMAND TERMS

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

Analyse	Break down in order to bring out the essential elements or structure.
Compare	Give an account of the similarities between two (or more) items or situations, referring to both (all) of them throughout.
Compare and contrast	Give an account of similarities and differences between two (or more) items or situations, referring to both (all) of them throughout.

Contrast	Give an account of the differences between two (or more) items or situations, referring to both (all) of them throughout.
Define	Give the precise meaning of a word, phrase, concept or physical quantity.
Describe	Give a detailed account.
Discuss	Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence.
Distinguish	Make clear the differences between two or more concepts or items.
Evaluate	Make an appraisal by weighing up the strengths and limitations.
Examine	Consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue.
Explain	Give a detailed account including reasons or causes.
Identify	Provide an answer from a number of possibilities.
Justify	Give valid reasons or evidence to support an answer or conclusion.
To what extent	Consider the merits or otherwise of an argument or concept. Opinions and conclusions should be presented clearly and supported with appropriate evidence and sound argument.

HIGER LEVEL 2014 -2016

Subject:- -HISTORY
(IB DP 1ST year)

Syllabus Break up

S#	Month	Contents	Teaching Hrs
1	July ,14	HL OPTION -6- EUROPEAN DIPLOMACY AND THE FIRST WORLD WAR 1870- 1923	19.5
2	August,14	HL OPTION -6- EUROPEAN DIPLOMACY AND THE FIRST WORLD WAR 1870- 1923 TOPIC 1- CAUSES PRACTICES AND EFFECSTS OF WAR (WW1)	15
3	September,14	TOPIC 1- CAUSES PRACTICES AND EFFECSTS OF WAR (WW1) PRESCRIBED SUBJECT 1- PEACEMAKING,PEACEKEEPING-INTERNATIONAL RELATIONS(1918-36)	13
4	October,14	PRESCRIBED SUBJECT 1- PEACEMAKING,PEACEKEEPING-INTERNATIONAL RELATIONS(1918-36) REVISION AND EXAMS	8
5	November,14	PRESCRIBED SUBJECT 1- PEACEMAKING,PEACEKEEPING-INTERNATIONAL RELATIONS(1918-36)	12
6	December,14	PRESCRIBED SUBJECT 1- PEACEMAKING,PEACEKEEPING-INTERNATIONAL RELATIONS(1918-36)	18
7	January,15	PRESCRIBED SUBJECT 1- PEACEMAKING,PEACEKEEPING-INTERNATIONAL RELATIONS(1918-36)	12.75

8	February,15	REVISION AND EXAMS HL OPTION-8- INTERWAR YEARS-CONFLICTS AND CORPORATIONS (1919-1939)	6.75
9	March,15	HL OPTION-8- INTERWAR YEARS-CONFLICTS AND CORPORATIONS (1919-1939) TOPIC 3; ORIGINS AND DEVELOPMENT OF AUTHORITARIAN AND GINGLE-PARTY STATES HITLER	18
10	April,15	TOPIC 3; ORIGINS AND DEVELOPMENT OF AUTHORITARIAN AND GINGLE-PARTY STATES - HITLER HL OPTION-8- INTERWAR YEARS-CONFLICTS AND CORPORATIONS (1919-1939) FOREIGN POLICIES OF HITLER, MUSSOLINY WORLD WAR 2 IA TOPIC DISCUSSION	18
11	June,15	WORLD WAR 2	10
		TOTAL	151

May remains the month of Final Examinations and remains a summer break for Students of 1st year.

The school splits for a Summer break for teachers by 25th May and reopens on 16th June.

Subject:- -HISTORY
(IB DP 2ND year)

Syllabus Break up

Sr. No.	Month	Contents	Teaching Hrs
1	July ,15	WORLD WAR 2 TOPIC 3; ORIGINS AND DEVELOPMENT OF AUTHORITARIAN AND GINGLE-PARTY STATES (STALIN) IA	19
2	August,15	HL OPTION- 1- FRENCH REVOLUTION AND NAPOLEAN – MID 18 TH CENTURY TO 1815 1A	16
3	September,15	HL OPTION- 1- FRENCH REVOLUTION AND NAPOLEAN – MID 18 TH CENTURY TO 1815 IA-- SUBMISSION OF FIRST DRAFT	16
4	October,15	REVISION AND EXAMS	13
5	November,15	HL OPTION- 1- FRENCH REVOLUTION AND NAPOLEAN – MID 18 TH CENTURY TO 1815 IA	9
6	December,15	GULF WAR IRAN – IRAQ WAR IA- FINAL SUBMISSION	16
7	January,16	REVISIONS	14

8	February,16	SPANISH CIVIL WAR REVISION	9
9	March,16	REVISION	15
10	April,16	REVISION	17
		TOTAL	144

HOW THE COURSE ADDRESSES:

INTERNATIONAL MINDEDNESS –

History promotes international mindedness among students by giving them an opportunity to study history of more than one region. It encourage students to appreciate multiple perspective . As all students have to study case study of different regions it develops a transnational perspective of students. This course not only develops understanding of their past but also contemporary world. History also develops intercultural understanding and global perspective. It shows that all nations are interconnected and an event taking place in one country or two can affect other countries of the world.

EXTENDED ESSAY –

Most of the DP students prefers to write extended essay in History. The skills which are developed during the process of writing an extended essay not only helps the students in their history course but also helps in other subjects . These skills also benefits them in further studies.

TOK -

TOK is having eight areas of knowledge at the center of TOK course. History is one of them .It is interesting because it talks about the certainty of any event of the past. Internal assessment provides excellent scope of TOK because students are required to reflect on the methods used and challenges faced by Historians. Even students will compare the methods used to gain knowledge in other areas of knowledge with the methods used in history.

IB LEARNER PROFILE

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

IB learners strive to be:

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.	History develops curiosity among pupil to know why event happened what was its effect. They will post various questions and strive to find events that shape and effect social, cultural, economic and political structure and behavior of individuals
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.	Student can establish connection between local and global issues. They will be able to evaluate new theories, research, historical accounts with known facts
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.	Students will critically think about various events and incidents and use this acquired knowledge to make decisions in complex situation
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.	Students will communicate by various methods of communication. They will be able to plan, write or speak their thoughts and knowledge.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.	Students will demonstrate principle by being honest and responsible in doing their work in time. Respect others.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.	Shows that his sense of right and wrong has a historical context. Ready to accept differences and commonalities of various cultures and individuals. In his assignments he will not be biased or judgmental.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.	Students will support and help others in their learning and other situations. Will respect and care for others emotions. They will learn from historical events and experiences of others.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.	This intellectual maturity will develop in the course of time. A risk taker will support his answer and views by supportive arguments even if an alternative view is strong enough.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.	A balanced student will be able to maintain balance between studies and community services. Will write balanced answers and will not be influenced by personal biases and prejudices.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.	They think and assess their own thoughts for their validity. They look for evidences to support their own opinions.

COURSE OVERVIEW

SL history syllabus consist of	HL history syllabus consist of
one prescribed subject- subject 1: Peacemaking, peacekeeping – international relations 1918 – 36,	one prescribed subject- subject 1: Peacemaking, peacekeeping – international relations 1918 – 36,
two twentieth century world history topic – Topic 1: Causes, practices and effects of wars Topic 3: Origins and development of authoritarian and single-party states	two twentieth century world history topic – Topic 1: Causes, practices and effects of wars Topic 3: Origins and development of authoritarian and single-party states
one historical investigation	one historical investigation
	HL students will study one regional option Option 5 : Aspects of the history of Europe and the middle East
The recommended teaching time is 150 hours to complete SL courses	The recommended teaching time is 240 hours to complete HL courses

INTERNAL ASSESSMENT OUTLINE

ASSESSMENT COMPONENT	WHEN	WEIGHTING
<p>ASSESSMENT OUTLINE HL</p> <p>Internal assessment (20 hours) This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Historical investigation Students are required to complete a historical investigation into a topic of their choice. (25 marks)</p>	<p>To start in April month Year 1</p> <p>First draft in September Year 2</p> <p>To be submitted in December Year 2</p>	<p>20%</p>
<p>ASSESSMENT OUTLINE SL</p> <p>Internal assessment (20 hours) This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Historical investigation Students are required to complete a historical investigation into a topic of their choice. (25 marks)</p>	<p>To start in April month Year 1</p> <p>First draft September Year 2</p> <p>To be submitted in December Year 2</p>	<p>25%</p>

Internal assessment criteria—SL and HL

The historical investigation (SL and HL) is assessed against six criteria that are related to the objectives for the Diploma Programme history course.

Criterion A Plan of the investigation	3 marks
Criterion B Summary of evidence	6 marks
Criterion C Evaluation of sources	5 marks
Criterion D Analysis	6 marks
Criterion E Conclusion	2 marks
Criterion F Sources and word limit	3 marks
Total	25 marks

A Plan of the investigation

Marks	Level descriptor
0	There is no plan of the investigation, or it is inappropriate.
1	The research question, method and scope of the investigation are not clearly stated.
2	The research question is clearly stated. The method and scope of the investigation are outlined and related to the research question.
3	The research question is clearly stated. The method and scope of the investigation are fully developed and closely focused on the research question.

B Summary of evidence

Marks	Level descriptor
0	There is no relevant factual material.
1-2	There is some relevant factual material but it has not been referenced.
3-4	There is relevant factual material that shows evidence of research, organization and referencing.
5-6	The factual material is all relevant to the investigation and it has been well researched, organized and correctly referenced

C Evaluation of sources

Marks	Level descriptor
0	There is no description or evaluation of the sources.
1	The sources are described but there is no reference to their origin, purpose, value and limitation.
2-3	There is some evaluation of the sources but reference to their origin, purpose, value and limitation may be limited.
4-5	There is evaluation of the sources and explicit reference to their origin, purpose, value and limitation.

D Analysis

Marks	Level descriptor
0	There is no analysis.
1-2	There is some attempt at analysing the evidence presented in section B.
3-4	There is analysis of the evidence presented in section B and references are included. There may be some awareness of the significance to the investigation of the sources evaluated in section C. Where appropriate, different interpretations are considered.
5-6	There is critical analysis of the evidence presented in section B, accurate referencing, and an awareness of the significance to the investigation of the sources evaluated in section C. Where appropriate, different interpretations are analysed.

E Conclusion

Marks	Level descriptor
0	There is no conclusion, or the conclusion is not relevant.
1	The conclusion is stated but is not entirely consistent with the evidence presented.
2	The conclusion is clearly stated and consistent with the evidence presented.

F Sources and word limit

Marks	Level descriptor
0	A list of sources is not included or the investigation is not within the word limit.
1	A list of sources is included but these are limited or one standard method is not used consistently or the word count is not clearly and accurately stated on the title page.
2	A list of sources using one standard method is included and the investigation is within the word limit.
3	An appropriate list of sources, using one standard method, is included. The investigation is within the word limit.

EXTERNAL ASSESSMENT OUTLINE

ASSESSMENT COMPONENT	WEIGHTING
<p>Assessment outline HL</p> <p>Written papers (5 hours)</p> <p>Paper 1- (1 hour) A document based paper set on prescribed subject drawn from the twentieth century world history topic. (25 marks)</p> <p>Paper 2- (1 hour 30 minutes) An essay paper based on twentieth century world history topics. (40 marks)</p> <p>Paper 3- (1 hours 30 minutes) Five separate papers, each based on one of the regional option. (60 marks)</p>	<p>80%</p> <p>20%</p> <p>25%</p> <p>35%</p>
<p>Assessment outline SL</p> <p>External assessment (2 hours 30 minutes)</p> <p>Paper 1 (1 hour) Route 2: Any one out of three prescribed subjects Four short-answer/structured questions Source-based paper (24 marks)</p> <p>Paper 2 (1 hour 30 minutes) Essay paper based on the two twentieth century world history topics. Answer two essay questions on two different topics. (30 marks)</p>	<p>75%</p> <p>30%</p> <p>45%</p>

External assessment

In assessing answers it is helpful to establish the type of each sub-question. In some cases the question may require a mixed classification, for example, comprehension and analysis, comprehension and application, or analysis and evaluation.

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 of selected parts of it. Candidates who aptly interpret and explain the essential message of the document are also deemed to have met the criterion for comprehension.

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 will be awarded according to the extent to which the candidate can achieve understanding of the documents, beyond what is possible from an internal analysis alone, by applying relevant knowledge to them and by placing documents in a wider historical context.

Synthesis

In the examination marks are awarded according to the extent to which the candidate can synthesize breadth and/or depth of relevant knowledge at an appropriate level of conceptual sophistication. Wherever possible, the candidate will also be given credit for making clear the connection between his or her knowledge and the document.

The paper-specific markscheme

The paper-specific markscheme must not be seen as a complete model for correct answers, except in one or two obvious cases where a short, factual answer is required. Candidates' answers vary considerably; it is possible to give the same mark to two different answers.

Assessment criteria – paper 2

Achievement level	Descriptor	Assessment objectives and mark range
0	The work does not reach a standard described by the descriptors below.	Low mark range
1–3	<p>Answers lack understanding of the demands of the question or accurate / relevant historical knowledge.</p> <p>Answers show little or no evidence of appropriate structure and consist of little more than vague, unsupported assertions.</p>	<p>Assessment objective 1: Knowledge and understanding</p> <p>Recall and select relevant historical knowledge</p> <p>Demonstrate an understanding of historical context</p>
4–5	<p>Answers reveal little understanding of the question.</p> <p>While historical details are present, they are largely inaccurate and / or of marginal relevance to the task.</p> <p>There is little or no understanding of historical context or historical processes.</p> <p>While there may be a recognizable essay structure, there is minimal focus on the task.</p>	<p>Demonstrate an understanding of historical processes: cause and effect; continuity and change</p> <p>Assessment objective 4: Use of historical skills</p> <p>Demonstrate the ability to structure an essay answer.</p>
6–7	<p>Answers indicate some understanding of the question.</p> <p>There is some relevant historical knowledge, but it is limited in terms of quantity and quality.</p> <p>There may be some attempt to place events in their historical context. Understanding of historical processes and (where appropriate) comparison and contrast may be present but underdeveloped.</p> <p>While there may be a recognizable essay structure, the question is only partially addressed.</p>	
8–9	<p>Answers indicate that the demands of the question are generally understood.</p> <p>Relevant historical knowledge is present and applied but is not fully or accurately detailed and is presented in a narrative or descriptive manner. Alternatively, there is</p>	

Achievement level	Descriptor	Assessment objectives and mark range
	<p>coherent argument that requires further substantiation. Relevant critical commentary is implicit.</p> <p>There has been an attempt to place events in their historical context and to show an understanding of historical processes and (where appropriate) comparison and contrast.</p> <p>There is evidence of an attempt to follow a structured approach, either chronological or thematic.</p>	
10–12	<p>Answers indicate that the demands of the question are understood and addressed though not all implications are considered.</p> <p>Relevant, largely accurate historical knowledge is present and applied as evidence. Answers may attempt some critical commentary.</p> <p>Events are generally placed in their historical context. There is an understanding of historical processes and (where appropriate) comparison and contrast.</p> <p>There may be some awareness of different approaches to, and interpretations of, historical issues and events. However, responses that mainly summarize the views of historians and use these as a substitute for, rather than a supplement to, the deployment of relevant historical knowledge cannot reach the top of this band.</p> <p>There is a clear attempt to structure answers either chronologically or thematically.</p>	<p>Middle mark range</p> <p>In addition to the above objectives this level also reaches the following objectives:</p> <p>Assessment objective 2: Application and interpretation</p> <p>Apply historical knowledge as evidence</p> <p>Show awareness of different approaches to, and interpretations of, historical issues and events</p> <p>Assessment objective 4: Use of historical skills</p> <p>Demonstrate the ability to structure an essay answer, using evidence to support relevant historical arguments.</p>
13–15	<p>Answers are clearly focused responses to the demands of the question.</p> <p>Relevant historical knowledge is applied as evidence. Critical commentary using the evidence base is present but not always used consistently.</p>	<p>Upper mark range</p> <p>In addition to the above objectives this level also reaches the following objectives:</p>

Achievement level	Descriptor	Assessment objectives and mark range
	<p>Events are placed in their historical context. There is a sound understanding of historical processes and (where appropriate) comparison and contrast.</p> <p>There may be awareness and some evaluation of different approaches to, and interpretations of, historical issues and events. These are used to supplement, in a relevant manner, the arguments presented.</p> <p>Answers are structured (either chronologically or thematically) using relevant evidence to support historical arguments.</p>	<p>Assessment objective 3: Synthesis and evaluation</p> <p>Evaluate different approaches to, and interpretations of, historical issues and events</p> <p>Develop critical commentary using the evidence base</p>
16–20	<p>Answers are clearly focused responses, showing a high degree of awareness of the demands of the question. Where appropriate, answers may challenge the question successfully.</p> <p>Detailed and accurate historical knowledge is applied as evidence and used consistently and effectively to support critical commentary.</p> <p>Events are placed in their historical context and there is a perceptive understanding of historical processes and (where appropriate) comparison and contrast.</p> <p>There may be evaluation of different approaches to, and interpretations of, historical issues and events. This evaluation is integrated effectively into the answer to support and supplement the argument.</p> <p>Answers are well structured and clearly expressed, using evidence to support relevant, balanced and focused historical arguments.</p>	<p>Assessment objective 4: Use of historical skills</p> <p>Demonstrate the ability to structure an essay answer, using evidence to support relevant, balanced and focused historical arguments.</p>

PAPER 3

Assessment criteria

Achievement level	Descriptor	Assessment objectives and mark range
0	The work does not reach a standard described by the descriptors below.	Low mark range
1–2	<p>Answers lack understanding of the demands of the question or accurate / relevant historical knowledge.</p> <p>Answers show little or no evidence of structure and consist of little more than unsupported generalizations.</p>	<p>Assessment objective 1: Knowledge and understanding</p> <p>Recall and select relevant historical knowledge</p> <p>Demonstrate an understanding of historical context</p>
3–4	<p>Answers reveal little understanding of the question.</p> <p>While historical details are present, they are largely inaccurate and / or of marginal relevance to the task.</p> <p>There is little or no understanding of historical context or historical processes.</p> <p>While there may be a recognizable essay structure, answers consist of little more than poorly substantiated assertions.</p>	<p>Demonstrate an understanding of historical processes: cause and effect; continuity and change</p> <p>Deploy detailed, in-depth knowledge</p> <p>Assessment objective 4: Use of historical skills</p>
5–6	<p>Answers indicate some understanding of the question.</p> <p>There is some relevant, accurate historical knowledge but detail is insufficient.</p> <p>Understanding of historical processes and (where appropriate) comparison and contrast may be present but underdeveloped.</p> <p>While there may be a recognizable essay structure, the question is only partially addressed.</p>	<p>Demonstrate the ability to structure an essay answer.</p>

Achievement level	Descriptor	Assessment objectives and mark range
7–8	<p>Answers indicate that the demands of the question are generally understood.</p> <p>Relevant in-depth historical knowledge is present but is unevenly applied throughout.</p> <p>Answers are presented in a narrative or descriptive manner. Alternatively, there is a limited argument that requires further substantiation. Some attempt at analysis may be present but limited.</p> <p>There has been some attempt to place events in their historical context and to show an understanding of historical processes and (where appropriate) comparison or contrast.</p> <p>There is evidence of an attempt to follow a structured approach, either chronological or thematic.</p>	
9–11	<p>Answers indicate that the demands of the question are understood and addressed, though not all implications are considered.</p> <p>Relevant, largely accurate in-depth historical knowledge is present and applied as evidence. Critical commentary indicates some understanding.</p> <p>Events are generally placed in their historical context. There is an understanding of historical processes and (where appropriate) comparison and contrast.</p> <p>There may be some awareness of different approaches to, and interpretations of, historical issues and events. However, responses that mainly summarize the views of historians and use these as a substitute for, rather than a supplement to, the deployment of relevant historical knowledge cannot reach the top of this band.</p> <p>There is a clear attempt to structure answers chronologically or thematically.</p>	<p>Middle mark range</p> <p>In addition to the above objectives this level also reaches the following objectives:</p> <p>Assessment objective 2: Application and interpretation</p> <p>Apply historical knowledge as evidence</p> <p>Show awareness of different approaches to, and interpretations of, historical issues and events</p> <p>Assessment objective 4: Use of historical skills</p>

Achievement level	Descriptor	Assessment objectives and mark range
	Synthesis is present but underdeveloped.	Demonstrate the ability to structure an essay answer, using evidence to support relevant historical arguments.
12–14	<p>Answers are clearly focused responses to the demands of the question.</p> <p>Relevant in-depth historical knowledge is applied as evidence. Critical commentary indicates some in-depth understanding but is not consistent throughout.</p> <p>Events are placed in their historical context. There is a sound understanding of historical processes and (where appropriate) comparison and contrast.</p> <p>There may be awareness and some evaluation of different approaches to, and interpretations of, historical issues and events. These are used to supplement, in a relevant manner, the arguments presented.</p> <p>Answers are well structured using evidence to support relevant historical arguments. Synthesis is present but not always effectively or consistently integrated.</p>	<p>Upper mark range</p> <p>In addition to the above objectives this level also reaches the following objectives:</p> <p>Assessment objective 3: Synthesis and evaluation</p> <p>Evaluate different approaches to, and interpretations of, historical issues and events</p> <p>Develop critical commentary using the evidence base</p> <p>Synthesize by integrating evidence and critical commentary</p>
15–17	<p>Answers are clearly focused responses, showing a high degree of awareness of the demands of the question. Where appropriate, answers may challenge the question successfully.</p> <p>In-depth and accurate historical knowledge is applied consistently and convincingly to support critical commentary.</p> <p>Events are placed in their historical context. There is a clear understanding of historical processes and (where appropriate) comparison and contrast.</p> <p>There may be evaluation of different approaches to, and interpretations of, historical issues and events. This evaluation is integrated effectively into the</p>	<p>Assessment objective 4: Use of historical skills</p> <p>Demonstrate the ability to structure an essay answer, using evidence to support relevant, balanced and focused historical arguments.</p>

Achievement level	Descriptor	Assessment objectives and mark range
	<p>answer to support and supplement the argument.</p> <p>Answers are well structured and clearly expressed, using evidence to support relevant, balanced and focused arguments. Synthesis is well developed, with knowledge and critical commentary fully and effectively integrated.</p>	
18–20	<p>Answers are clearly focused responses, showing a high degree of awareness of the demands of the question. Where appropriate, answers may challenge the question successfully.</p> <p>In-depth and accurate historical knowledge is applied consistently and convincingly to support critical commentary. <i>In addition, answers may reveal a high level of conceptual ability.</i></p> <p>Events are placed in their historical context. There is a clear understanding of historical processes and (where appropriate) comparison and contrast.</p> <p>There may be evaluation of different approaches to, and interpretations of, historical issues and events. This evaluation is integrated effectively into the answer to support and supplement the argument. <i>In addition, an awareness of the reasons for circumstances that produced differing and often conflicting historical interpretations is present.</i></p> <p>Answers are well structured and clearly expressed, using evidence to support relevant, balanced and focused arguments. <i>Synthesis is highly developed, with knowledge and critical commentary fully and effectively integrated.</i></p>	<p>Top mark range</p> <p>In addition to the above objectives this level demonstrates at least one of the additional qualities outlined in italics.</p>

TERM EXAMS DATES

Sr. no.	Dates of Exams	Units / topics
Term exam ↓		

Oct. 2014	7- 16 Oct.	HL option 6 WW1 Paris peace conference Treaty of Versailles
Feb. 2015	4- 10 Feb.	HL option 8 The impact of the treaties; Europe and the mandate system League of Nations
Oct. – Nov. 2015	26th Oct- 6th Nov	HL OPTION 8 Single party state(Hitler and Stalin) WW2
Feb. 2016	1st- 10TH Feb.	HLOption 1 Iran Iraq war Spanish civil war

Resources-

1. Mastering modern world history – Norman Lowe
2. The first world war- John Keegan
3. The global cold war-Westad

4. The collapse of the Soviet Union – 1985- 91 – Marples
5. Mastering Twentieth century Russian history –Norman Lowe
6. The third Reich – 1933-45
7. Vietnam war Almanac – Willbank
8. French revolution 1776-1830- Sally Waller
9. Authoritarian and Single party state- Pearson publication
10. Course companion

Web links

- <http://www.bbc.co.uk/schools/gcsebitesize>
- <https://quizlet.com/latest>
- You tube video
- BBC Documentaries
- www.britanica.com
- <http://www.ibguides.com>
- <http://www.schoolhistory.co.uk>
- On line articles and journals