International Baccalaureate®
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Diploma Programme

History guide

First examinations 2010

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IB mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB learner profile

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

IB learners strive to be:

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

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

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

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

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

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

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

Risk-takers They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

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

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Purpose of this document

This publication is intended to guide the planning, teaching and assessment of the subject in schools. Subject teachers are the primary audience, although it is expected that teachers will use the guide to inform students and parents about the subject.

This guide can be found on the subject page of the online curriculum centre (OCC) at http://occ.ibo.org, a password-protected IB website designed to support IB teachers. It can also be purchased from the IB store at http://store.ibo.org.

Additional resources

Additional publications such as teacher support materials, subject reports, internal assessment guidance and grade descriptors can also be found on the OCC. Specimen and past examination papers as well as markschemes can be purchased from the IB store.

Teachers are encouraged to check the OCC for additional resources created or used by other teachers. Teachers can provide details of useful resources, for example: websites, books, videos, journals or teaching ideas.

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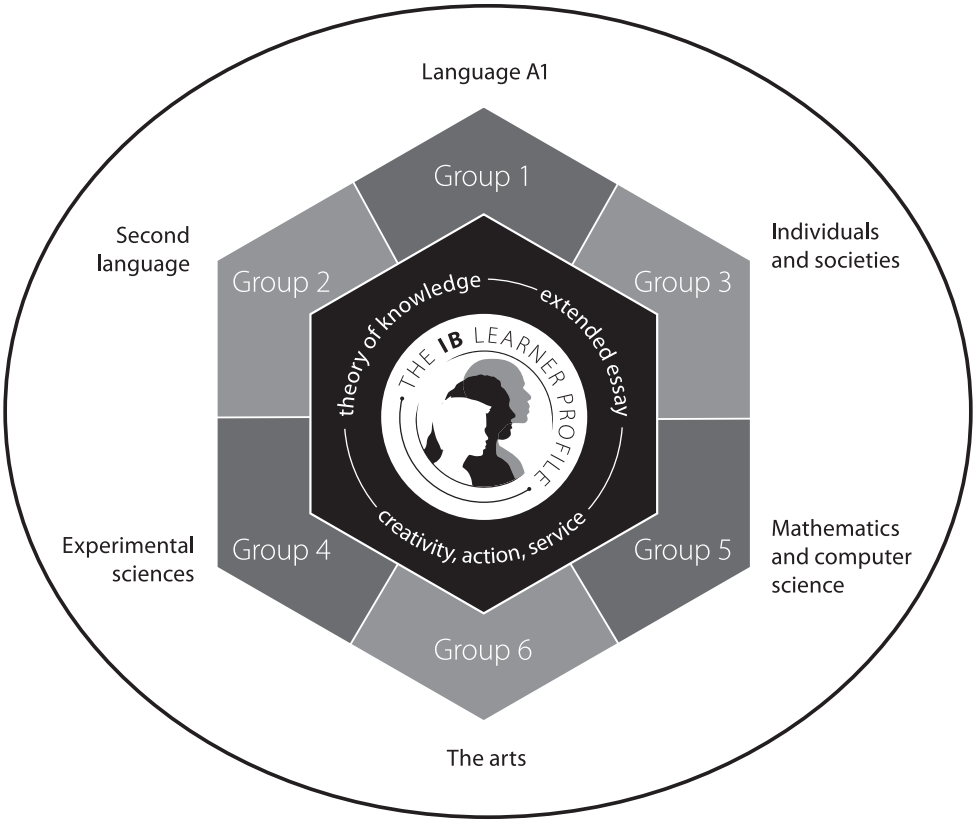
The Diploma Programme

The Diploma Programme is a rigorous pre-university course of study designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.

The Diploma Programme hexagon

The course is presented as six academic areas enclosing a central core. It encourages the concurrent study of a broad range of academic areas. Students study: two modern languages (or a modern language and a classical language); a humanities or social science subject; an experimental science; mathematics; one of the creative arts. It is this comprehensive range of subjects that makes the Diploma Programme a demanding course of study designed to prepare students effectively for university entrance. In each of the academic areas students have flexibility in making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university.



Choosing the right combination

Students are required to choose one subject from each of the six academic areas, although they can choose a second subject from groups 1 to 5 instead of a group 6 subject. Normally, three subjects (and not more than four) are taken at higher level (HL), and the others are taken at standard level (SL). The IB recommends 240 teaching hours for HL subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL.

At both levels, many skills are developed, especially those of critical thinking and analysis. At the end of the course, students' abilities are measured by means of external assessment. Many subjects contain some element of coursework assessed by teachers. The course is available for examinations in English, French and Spanish.

The core of the hexagon

All Diploma Programme students participate in the three course requirements that make up the core of the hexagon. Reflection on all these activities is a principle that lies at the heart of the thinking behind the Diploma Programme.

The theory of knowledge course encourages students to think about the nature of knowledge, to reflect on the process of learning in all the subjects they study as part of their Diploma Programme course, and to make connections across the academic areas. The extended essay, a substantial piece of writing of up to 4,000 words, enables students to investigate a topic of special interest that they have chosen themselves. It also encourages them to develop the skills of independent research that will be expected at university. Creativity, action, service involves students in experiential learning through a range of artistic, sporting, physical and service activities.

The IB mission statement and the IB learner profile

The Diploma Programme aims to develop in students the knowledge, skills and attitudes they will need to fulfill the aims of the IB, as expressed in the organization's mission statement and the learner profile. Teaching and learning in the Diploma Programme represent the reality in daily practice of the organization's educational philosophy.

Nature of the subject

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.

History is more than the study of the past. It is the process of recording, reconstructing and interpreting the past through the investigation of a variety of sources. It is a discipline that gives people an understanding of themselves and others in relation to the world, both past and present.

Students of history should learn how the discipline works. It is an exploratory subject that poses questions without providing definitive answers. In order to understand the past, students must engage with it both through exposure to primary historical sources and through the work of historians. Historical study involves both selection and interpretation of data and critical evaluation of it. Students of history should appreciate the relative nature of historical knowledge and understanding, as each generation reflects its own world and preoccupations and as more evidence emerges. A study of history both requires and develops an individual's understanding of, and empathy for, people living in other periods and contexts.

Diploma Programme history consists of a standard level (SL) and higher level (HL) 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 that explores the main developments in the history of Europe and the Islamic world (from 500 to 1570) or route 2 that encompasses the main developments in 20th century world history. At HL students select from a range of optional syllabuses that cover a wider time span encouraging in-depth study.

Thus Diploma Programme history provides both structure and flexibility, fostering an understanding of major historical events in a global context. It requires students to make comparisons between similar and dissimilar solutions to common human situations, whether they be political, economic or social. It invites comparisons between, but not judgments of, different cultures, political systems and national traditions.

The content of the history course is intrinsically interesting and it is hoped that many students who follow it will become fascinated with the discipline, developing a lasting interest in it, whether or not they continue to study it formally.

The international perspective in Diploma Programme history provides a sound platform for the promotion of international understanding and, inherently, the intercultural 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 SL and HL

The model for Diploma Programme history is a core curriculum for SL and HL students, consisting of prescribed subjects and topics. Students opt either for route 1, history of Europe and the Islamic world, or route 2, 20th century world history. HL students are required, in addition, to undertake an in-depth study of a period of history. Students following the route 1 core must study option 1 while students following the route 2 core must select one option from options 2–5.

The difference between the history course at SL and the course at HL can be summarized as follows.

	SL	HL
Syllabus	The study of one prescribed subject	The study of one prescribed subject
	The study of two topics from a choice of five	The study of two topics from a choice of five
		The study of three sections from one HL option
	A historical investigation	A historical investigation
Assessment	Paper 1 SL: a document-based paper set on the prescribed subjects, which assesses objectives 1–3	Paper 1 HL: a document-based paper set on the prescribed subjects, which assesses objectives 1–3
	Paper 2 SL/HL: an essay paper based on topics, which assesses objectives 1–4	Paper 2 SL/HL: an essay paper based on topics, which assesses objectives 1–4
		Paper 3 HL: an essay paper on each of the five HL options, which assesses objectives 1–4
	Internal assessment (IA): the historical investigation, which assesses objectives 1–4	Internal assessment (IA): the historical investigation, which assesses objectives 1–4

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 synthesize and critically evaluate knowledge. The greater depth of study required for HL, and the greater demands this makes of the student, are exemplified through the nature of the learning outcomes for the HL options. In HL paper 3, the emphasis is on testing assessment objective 3: synthesis and evaluation, reflected in the markband descriptors (see "External markbands—HL").

Prior learning

Students need not have studied history prior to starting this course. In particular, it is neither expected nor required that specific subjects have been studied for national or international qualifications in preparation for this course. The specific skills and knowledge required are developed throughout the course itself.

Links to the Middle Years Programme

History is a popular subject in both the Middle Years Programme (MYP) humanities course and in the Diploma Programme. Both courses seek to develop intercultural awareness through the study of contrasting cultures. The use of a range of historical sources and the communication of historical knowledge and judgments are encouraged and developed in the MYP humanities course and extended in the more specialized exploration of history in the Diploma Programme. MYP students explore concepts and skills that are further developed in the Diploma Programme history course. Key concepts in the MYP humanities course of time, place and space, change, systems and global awareness are extended into the specific demands of the Diploma Programme history syllabus. The MYP also develops technical, analytical, decision-making and investigative skills, all of which are required for a study of history.

History and theory of knowledge

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

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

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

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

Aims

Group 3 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.

History aims

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

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

Assessment 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)

Note: Assessment elements with no specific allocation to a component(s) apply to all components.

Assessment objectives in practice

Assessment objective	Which component addresses this assessment objective?	How is the assessment objective addressed?
1. Knowledge and understanding	Paper 1 SL/HL	Paper-specific markscheme
	Paper 2 SL/HL	Component markbands and paper-specific markscheme
	Paper 3 HL	Component markbands and paper-specific markscheme
	Internal assessment SL/HL	Assessment criteria
2. Application and interpretation	Paper 1 SL/HL	Paper-specific markscheme
	Paper 2 SL/HL	Component markbands and paper-specific markscheme
	Paper 3 HL	Component markbands and paper-specific markscheme
	Internal assessment SL/HL	Assessment criteria
3. Synthesis and evaluation	Paper 1 SL/HL	Paper-specific markscheme
	Paper 2 SL/HL	Component markbands and paper-specific markscheme
	Paper 3 HL	Component markbands and paper-specific markscheme
	Internal assessment SL/HL	Assessment criteria
4. Use of historical skills	Paper 2 SL/HL	Component markbands and paper-specific markscheme
	Paper 3 HL	Component markbands and paper-specific markscheme
	Internal assessment SL/HL	Assessment criteria

Syllabus outline

Route 1

Syllabus component	Approximate hours	
	SL	HL
History of Europe and the Islamic world—prescribed subjects 1. The origins and rise of Islam c500–661 2. The kingdom of Sicily 1130–1302	40	40
History of Europe and the Islamic world—topics 1. Dynasties and rulers 2. Society and economy 3. Wars and warfare 4. Intellectual, cultural and artistic developments 5. Religion and the state	90	90
HL option 1. Aspects of the history of medieval Europe and the Islamic world		90
SL/HL internal assessment Historical investigation	20	20
Total teaching hours	**150**	**240**

Route 2

Syllabus component	Approximate hours	
	SL	HL
20th century world history—prescribed subjects 1. Peacemaking, peacekeeping—international relations 1918–36 2. The Arab–Israeli conflict 1945–79 3. Communism in crisis 1976–89	40	40
20th century world history—topics 1. Causes, practices and effects of wars 2. Democratic states—challenges and responses 3. Origins and development of authoritarian and single-party states 4. Nationalist and independence movements in Africa and Asia and post-1945 Central and Eastern European states 5. The Cold War	90	90
HL options 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		90
SL/HL internal assessment Historical investigation	20	20
Total teaching hours	**150**	**240**

Approaches to the teaching of IB history

The practice of history

Throughout the Diploma Programme 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 the student to apply them to the future study of history or related areas. 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

Skills include:

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

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

2: The evaluation of historical evidence

Skills include:

- recognizing the subjective nature of the historical evidence
- examining sources for information and interpretations, and for cases where they corroborate, complement or contradict each other
- recognizing the value and uses of sources, and reasons to use them cautiously
- recognizing and appreciating why and how opinions and interpretations differ.

A student's progress should be characterized by increasing awareness and acknowledgment of historical opinions and interpretations.

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

Skills include:

- recognizing, explaining and analysing causes and consequences
- recognizing, explaining and analysing continuity, change and development over time
- recognizing, explaining and analysing similarity and difference
- relating human activities, experiences and motivations in history to a range of cultural and social dimensions
- synthesizing material studied across time and space.

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

4: Organizing and expressing historical ideas and information

Skills include:

- posing questions and hypotheses and answering or testing them
- handling and synthesizing several sources for one inquiry
- selecting and deploying information and ideas
- constructing narratives, with ideas, analysis and relevant substantiation
- summarizing and arriving at conclusions.

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

Constructing a course of study

The curriculum model for Diploma Programme history is a core curriculum for standard level (SL) and higher level (HL). The core curriculum consists of prescribed subjects and topics. Students choose either route 1, history of Europe and the Islamic world, or route 2, 20th century world history, for the SL/HL core. In addition, HL students study **one** of the **five** HL syllabuses.

	Route 1: History of Europe and the Islamic world		**Route 2: 20th century world history**
SL/HL core	Two prescribed subjects • Students must study one prescribed subject.	Or	Three prescribed subjects • Students must study one prescribed subject.
	Five topics in the history of Europe and the Islamic world • Students must study two topics.		Five 20th century world history topics • Students must study two topics.
HL option(s)	HL option 1. Aspects of the history of medieval Europe and the Islamic world • Students must study three sections.	Or	HL options 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 • Students must study three sections from one option.

The breadth of the syllabus allows teachers to make selections and construct a scheme of work for their students that is both coherent and stimulating.

Prescribed subjects

The prescribed subject is an in-depth study. **One** prescribed subject must be chosen for study. Once the prescribed subject has been chosen, all the bullet points listed in the syllabus for the prescribed subject must be covered. It is expected that students will study some background information to establish the context for the study. Syllabus content should be covered using a range of original evidence and (where appropriate) secondary works. It is useful to give students practice document exercises exploring the range of skills that are tested in the examination.

Prescribed subjects: Learning outcomes

After studying **one** prescribed subject students will be expected to:

- have knowledge and understanding of all aspects of the prescribed subject as outlined in the bullet points
- demonstrate knowledge and understanding of key historical terms and concepts
- have knowledge and understanding of the background to, and context of, the prescribed subject
- show an awareness of different approaches to, and interpretations of, historical events related to the prescribed subject
- critically engage with a range of historical sources related to the prescribed subject in order to comprehend, analyse and evaluate them in a historical context.

Topics

This area of the syllabus is both flexible and broad, allowing teachers to construct a scheme of work that, if desired, complements their choice of prescribed subject. In order to fulfill the requirements of the examination **two** topics must be studied. A selection from the material for detailed study should be studied. In some cases, teaching the major themes through examples not listed in the material for detailed study allows schools to focus on their national history or explore areas of particular interest. All major themes that are appropriate to the material studied should be explored. For route 2, 20th century world history, it is important to ensure that examples selected for detailed study cover two regions as outlined in the world map provided in "Route 2: 20th century world history".

Teachers may prefer to follow the syllabus and teach topic by topic or teach a period chronologically while cross-referencing the course to the topics and themes. In either case it is essential that students build an accurate body of knowledge on their chosen topics and that they show an appreciation of chronology. Topics should be taught using a range of sources of historical evidence that encourage both critical thinking and an understanding of the views and perspectives of a variety of people in different contexts and cultures. Practising essay-writing skills in both timed and non-timed situations will be helpful to students.

Topics: Learning outcomes

After studying **two** topics students will be expected to:

- have knowledge and understanding relating to **two** topics
- demonstrate knowledge and understanding of key historical terms and concepts
- show an understanding of the chronological framework for the chosen areas of study
- demonstrate an understanding of historical processes: cause and effect; continuity and change
- compare and contrast developments and/or events
- understand and evaluate different approaches to, and interpretations of, historical issues and events
- construct written arguments, within time constraints, as preparation for the examination.

HL options

For route 1, the history of Europe and the Islamic world, students **must** study HL option 1; for route 2, 20th century world history, students must select one option from options 2–5. Once an option has been chosen **three** sections must be selected for in-depth study. **Every** bullet point in each of the chosen sections should be covered to ensure sufficient question choice in the examination.

Teachers will find sections in the syllabus that both complement and provide background for the areas studied in the core. The focus of options 2–5 is on regional history, as opposed to the more global approach required in the core topics for route 2, 20th century world history. Teachers should be aware that as the optional syllabuses cover aspects of history, they will need to fill in the contexts of, and connections between, the three sections chosen. Depending on the emphasis of each section, students can study political, military, economic, cultural or religious history and their interaction with each other.

HL options should be taught using a range of sources of historical evidence and students should be encouraged, through wide reading, to develop an appreciation and understanding of the views of historians that can be integrated into essays. As this is an in-depth study, encouraging synthesis of skills and material is essential. Practising essay-writing skills in both timed and non-timed situations will be helpful to students.

HL options: Learning outcomes

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

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

Route 1: History of Europe and the Islamic world—prescribed subjects

Prescribed subject 1: The origins and rise of Islam c500–661

This prescribed subject covers the Arabian peninsula from the pre-Islamic period to the end of the "Rightly Guided Caliphs" (Al-Khulafa al-Rashidun). It focuses on the economic, social, political and religious environments into which the Prophet Muhammad was born, and then examines central issues such as the challenges he faced in establishing the early Islamic state, questions of succession, the imposition of Islamic rule within the peninsula, and the Arab armies' conquests of Byzantine and Sassanian provinces beyond it.

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
- the direct and indirect impact of the Byzantine and Sassanian Empires on the Arabian peninsula
- Meccan period (c570–622): the impact of revelation and the *hijra*
- Medinan period (c622–32): the challenges faced by the Prophet Muhammad, establishment of the Constitution of Medina and its implications
- interpretations and disagreements concerning the succession to the Prophet Muhammad
- beginnings of the Islamic Empire during the period of the "Rightly Guided Caliphs"
- evolution of the concepts of the caliphate and the Imamate
- Abu Bakr (632–4), Umar ibn al-Khattab (634–44), Uthman ibn Affan (644–56) and Ali ibn Abi Talib (656–61)
- interpretations and perspectives on the emergence of Islam.

Prescribed subject 2: The kingdom of Sicily 1130–1302

This prescribed subject covers the rule and culture of Sicily and southern Italy from the kingdom established by Roger II until the end of the Wars of the Vespers. Areas of focus include: the reign of the Sicilian kings; the development of ruling institutions; relations with the Papacy; the wars fought by Roger II's successors to preserve the kingdom's integrity. This subject will also consider the multi-ethnic religious and cultural aspects of this region and how relations between the diverse peoples of the kingdom affected political and economic developments.

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

- the rule of the following dynasties in the kingdom of Sicily: Norman (1130–94), Hohenstaufen (1194–1266), Angevin (1266–1302) with particular focus on Roger II (1130–54), William I (1154–66), William II (1166–89), Tancred (1190–94), Constance and Henry VI (1194–98), Frederick II (1198–1250), Charles I of Anjou (1266–82)
- government, administration and the law
- internal and external challenges to the crown and succession crises
- relations with foreign powers, including the Papacy
- the diversity of peoples and faiths: Normans, north and south Italians, Greeks, Muslims and Jews
- culture, learning and the transmission of ideas
- agriculture, economy and overseas trade.

Route 1: History of Europe and the Islamic world—topics

Introduction to route 1 topics

Students are required to study **two** topics in the history of Europe and the Islamic world between 600 and 1450 from the following list.

- Topic 1: Dynasties and rulers
- Topic 2: Society and economy
- Topic 3: Wars and warfare
- Topic 4: Intellectual, cultural and artistic developments
- Topic 5: Religion and the state

The broad periodization allows schools to take a flexible approach in which they may focus on a narrower time span of two to three centuries depending on their choice of material for detailed study.

The syllabus specifications for each topic include major themes and material for detailed study. Students should study a selection from the material for detailed study using the themes to guide them. In the examination that tests this component (SL/HL paper 2) questions will be set on major themes. Named questions will be confined to the material in major themes and detailed study. When answering open-ended questions students can use examples from the list and/or alternative examples.

Note: Common Era dating system is used throughout. Dates for rulers are regnal years rather than lifespan.

Topic 1: Dynasties and rulers

This topic focuses on the dynasties, kings, caliphs and emperors, their status, power and position and how they came to govern and sustain their rule. The question of how Christian and Islamic states emerged will be a central focus of this topic.

What powers did individual rulers hold and lay claim to? How did they govern their states and legitimize their rule? What institutions emerged?

Major themes

States and their boundaries

- Invasion and settlement
- Umayyad, Abbasid and Fatimid Empires
- Carolingian and Holy Roman Empire
- European kingdoms

Law, governing institutions and administration	• The sources of religious and secular law codes • Administration and interpretation of law in the Carolingian and Holy Roman Empires and Umayyad, Abbasid and Fatimid dynasties • Nature of power and rule of monarchs and caliphs • Role and duties of officials, role of nobility and elites
Models of Islamic, imperial and monarchical government	• The evolution of governance in the Islamic world • Carolingian and Holy Roman Empires • Monarchies in England (Norman, Angevin) and France (Capetian) • Caliph and monarchical duties, domestic and foreign

Material for detailed study

- Mu'awiya (661–80), 'Abd al-Malik (685–705), Harun al-Rashid (786–809), al-Mu'izz (953–75), 'Abd al-Rahman III of Spain (912–61)
- Emperors Charlemagne (768–814), Otto I (962–73), Frederick I (Barbarossa) (1155–90)
- Louis VI of France (1108–37)
- William I (1066–87), Henry II of England (1154–89)
- Female rulers: Matilda (1102–67), Eleanor of Aquitaine (1137–1204), Blanche of Castile (Regent of France 1226–34)

Topic 2: Society and economy

This topic examines societies and economies in Islamic and Christian communities. It covers urban and rural economic development across both communities, in particular city development in the Islamic world and similar developments in Europe, and life in the countryside. Students should be aware of continuity and change in the chosen time period, and the variations of life and work in the different areas covered by the syllabus.

Major themes

Society	• Slaves, serfs, villeins, peasants • Women in society and religion • Townspeople, merchants, artisans, professions • Officials, bureaucrats, nobles, lordship • Clergy, religious communities (monks, friars and nuns), the *ulama* • Family, kinship and community • Importance of religion: places of worship, festivals, shrines, pilgrimages

Economy	• Travel, means of transport • Farming, industry, crafts • Trade: necessities, luxury goods, livestock, markets/souks • Taxation, money, currency and exchange • Women and the economy • Religious institutions and the economy
Towns, villages, nomadic settlements	• Nomadic settlements (around oases, markets, ports) • Villages: size, dwellings, structures, sites • Towns and cities: size, sites, buildings

Material for detailed study

Since this unit examines models of social and economic history there will be no specific named examples in the examination questions. Specific names listed in brackets can be used as illustrative examples but other appropriate examples are also welcomed.

- Origins and nature of lordship and the manorial system: peasant life before the Black Death—the Domesday Book, the Welsh Marches (1154–1307), Counts of Anjou (950–1154)
- Centre and peripheries: provinces, towns and rural life in the Islamic world (the model Islamic city); garrison towns (Kufa); pre-Islamic cities (Damascus); regional centres; new foundations (Baghdad)
- Life at court and in the palaces: (Europe: Aquitaine in the time of Eleanor; Flanders under the Dukes of Burgundy. Islamic world: concubines; wives and mothers)
- Women's occupations: female lordship (Adela, daughter of William I of England, Elizabeth de Burgh); agriculture, vintners, brewers, dairy production, textiles, merchants (Khadija bint Khuwaylid (d619)); mystic (Margery Kempe (c1373–c1440))
- Family life, marriage and inheritance: (Islamic world: A'isha bint Abi Bakr (c614–78); Fatima bint Muhammad (d632). Europe: Christine de Pisan (c1363–1431); Margery Kempe (c1373–c1440))
- Urban organization, occupations and governance: the guild system; the *futuwwa* (Cairo, Cordoba, London, Paris, Flanders, Venice)

Topic 3: Wars and warfare

War, either among or between communities, and military expansion played a crucial role in shaping Europe and the Islamic world. Types of war, their causes, methods and consequences should be identified and studied.

Major themes

Causes of wars	• Dynastic • Territorial • Religious • Competition for resources • Demographic changes and population movements

Development of warfare	• Logistics, tactics, organization of warfare on land and at sea • Raising armies: knighthood, military service and mercenaries • Cavalry, infantry, weapons, armour • Castles, siege warfare • Booty and spoils of war • Women and war
Effects and results	• Conquest, boundary and dynastic changes • Treaties and truces • Taxation and ransom • Political, economic, social, religious, cultural changes

Material for detailed study

- The *Ridda* Wars or "Wars of Apostasy" (632–3)
- Civil wars (*fitna*) in early Islamic history (656–61 and 683–5)
- The Crusades (1096–1291)
- Norman conquest of England (1066)
- England and France at war (1154–1204)
- The Hundred Years War (1337–96)
- War leaders: Khalid ibn al-Walid, Nur al-Din, Salah al-Din, William I, Richard I, John, Edward III of England, Louis VII, Philip Augustus and Charles V of France
- Importance of battles: al-Qadisiyya (636/7), Hastings (1066), Manzikert (1071), Ascalon (1099), Hattin (1187), Bouvines (1214), Poitiers (1356)

Topic 4: Intellectual, cultural and artistic developments

While the medieval period was undoubtedly a cultural golden age in the Islamic world, the West experienced a similar flowering in areas such as religious thought, architecture and sculpture. This was also an era when ideas were transmitted and shared via art, learning and scholarship, both within and between Islamic and Christian worlds.

Major themes

Intellectual developments	• Literacy and written resources • Establishment and development of centres of learning • Muslim engagement with the classical heritage: translations, commentaries and original works • The transmission and impact of classical ideas from the Islamic world to Western Europe • Christian scholarship: role of monasteries, cathedral schools • 12th century renaissance • Wider developments in science: medicine, cartography, philosophy
Artistic and cultural developments	• Influences on, and of, Christian and Islamic culture, religious buildings • Cultural activities: festivals, rituals, calendars • Philosophy, literature, poetry • Calligraphy, manuscripts and books • Art and sculpture

Material for detailed study

- The great mosques of medieval Islam: Umayyad Mosque in Damascus; the Dome of the Rock in Jerusalem; the mosque of Ibn Tulun in Cairo; the great mosque of Cordoba
- Cathedrals, churches and places of pilgrimage: Rome, Compostella, Canterbury Cathedral, Vezelay
- Universities and monastic centres of learning: Damascus, Baghdad, Cairo, Paris, Bologna, Oxford
- Muslim scholars: Ibn Sina (Avicenna) (980–1037), al-Ghazali (1058–1111), Ibn Rushd (Averroes) (1126–98), Ibn 'Arabi (1165–1240), Ibn Khaldun (1332–1406), Rabi'a al-Adawiyya (c717–801)
- Christian scholars: Peter Abelard (1079–1142), Roger Bacon (1220–92), William of Ockham (c1285–1349), Thomas Aquinas (1225–74), Hildegard of Bingen (d1178), Adelard of Bath (d1160), Robert Grosseteste (d1253)
- Literary figures: al-Ma'arri (973–1057), Umar Khayyam (1048–c1131)
- Vernacular writers: Dante Alighieri (1265–1321), Geoffrey Chaucer (c1340–c1400), Christine de Pisan (c1363–1431)

Topic 5: Religion and the state

The majority of the population in Europe and the Islamic world was either Christian or Muslim, with a relatively small Jewish community. Paganism and other minority religions were practised but are not addressed here. Aspects of religion including doctrine, belief and rituals should be understood, as well as their impact on individuals and the state. The main focus of the topic is historical rather than doctrinal and theological.

Major themes

Organization	• Christianity: Papacy, dioceses, parishes; monastic orders • Islam: caliphate, jurists and the Sufi Orders
Religion, the state and the people	• The Papacy as a temporal power • Patronage of religious institutions • Role of clerics and *ulama* in government and administration • Disputes between rulers and religious leaders • Heresy and religious persecution • Impact of religious institutions on social change and political development

Material for detailed study

- The Sunni/Shia divide; the establishment of Sunni Orthodoxy
- Popes Gregory VII (1073–85), Urban II (1088–99), Innocent III (1198–1216), Gregory IX (1227–41)
- Bernard of Clairvaux (1090–1153), Francis of Assisi (c1182–1226), Dominic Guzman (1170–1221)
- Monastic and religious life: case study of life in **one** monastic order and **one** itinerant order
- Sufi Orders and Islamic schools of law: Sunni—Hanafi, Maliki, Hanbali, Shafi'I; Shia—Zaydi, Ja'fari
- The rise and fall of opposition movements: Muslim—the Kharijites, the Carmathians; Christian—Cathars (Albigensians), Waldensians
- Henry II and Thomas Becket (dispute 1162–70)
- Anti-Semitism in England, France and Germany

Route 2: 20th century world history—prescribed subjects

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

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

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

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

Prescribed subject 2: The Arab–Israeli conflict 1945–79

This prescribed subject addresses the development of the Arab–Israeli conflict from 1945 to 1979. 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
- demographic shifts: the Palestinian diaspora 1947 onwards; Jewish immigration and the economic development of the Israeli state
- Suez Crisis of 1956: role of Britain, France, the United States, the USSR, Israel and the UNO
- Arabism and Zionism; emergence of the PLO
- Six Day War of 1967 and the October War of 1973: causes, course and consequences
- role of the United States, USSR and UNO
- Camp David and the Egyptian-Israeli Peace Agreement.

Prescribed subject 3: Communism in crisis 1976–89

This prescribed subject addresses the major challenges—social, political and economic—facing the regimes in the leading socialist (Communist) states from 1976 to 1989 and the nature of the response of these regimes. In some cases challenges, whether internal or external in origin, produced responses that 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 struggle for power following the death of Mao Zedong (Mao Tse-tung), Hua Guofeng (Hua Kuo–feng), the re-emergence of Deng Xiaoping (Teng Hsiao-p'ing) and the defeat of the Gang of Four
- China under Deng Xiaoping: economic policies and the Four Modernizations
- China under Deng Xiaoping: political changes, and their limits, culminating in Tiananmen Square (1989)
- domestic and foreign problems of the Brezhnev era: economic and political stagnation; Afghanistan
- Gorbachev and his aims/policies (glasnost and perestroika) and consequences for the Soviet state
- consequences of Gorbachev's policies for Eastern European reform movements: Poland—the role of Solidarity; Czechoslovakia—the Velvet Revolution; fall of the Berlin Wall.

Route 2: 20th century world history—topics

Introduction to route 2 topics

Students are required to study **two** topics from the following list.

- Topic 1: Causes, practices and effects of wars
- Topic 2: Democratic states—challenges and responses
- 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

The topics should be studied through a selection of case studies drawn from different regions. Knowledge of topics beyond 2000 is not required.

The syllabus specifications for every topic include major themes and material for detailed study. Students should study a selection from the material for detailed study using the themes to guide them. It is important to ensure that examples selected for detailed study cover **two** regions as outlined by the map provided. In the examination that tests this component (SL/HL paper 2) questions will be set on major themes. Named questions will be confined to the material in major themes and detailed study. When answering open-ended questions students can use examples from the list and/or alternative examples.

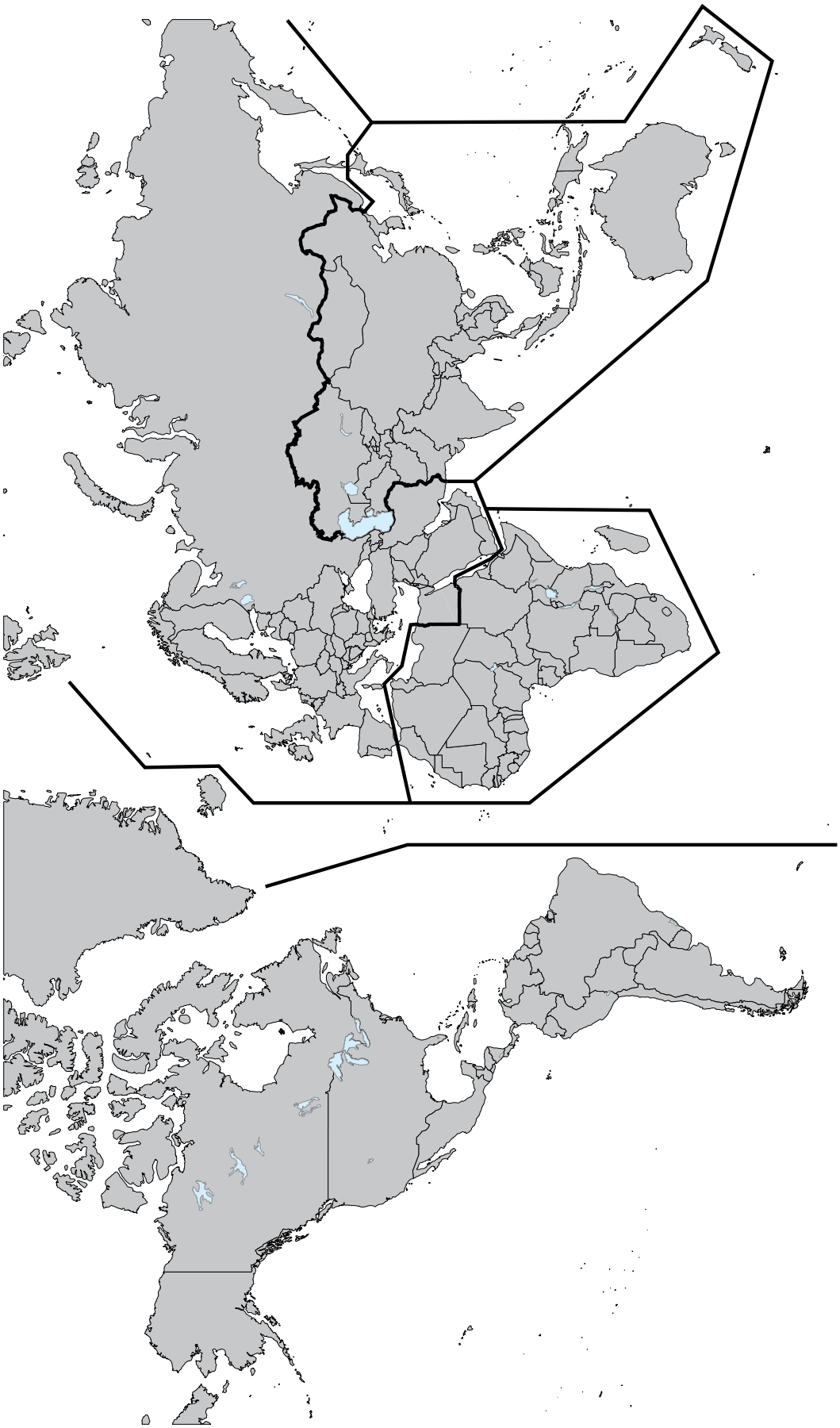


Figure 1
World map showing regional divisions of the IB history course (map shows borders as of 2000)

Topic 1: Causes, practices and effects of wars

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

Major themes

Different types and nature of 20th century warfare	• Civil • Guerrilla • Limited war, total war
Origins and causes of wars	• Long-term, short-term and immediate causes • Economic, ideological, political, religious causes
Nature of 20th century wars	• Technological developments, tactics and strategies, air, land and sea • Home front: economic and social impact (including changes in the role and status of women) • Resistance and revolutionary movements
Effects and results of wars	• Peace settlements and wars ending without treaties • Attempts at collective security pre- and post-Second World War • Political repercussions and territorial changes • Post-war economic problems

Material for detailed study

- First World War (1914–8)
- Second World War (1939–45)
- Africa: Algerian War (1954–62), Nigerian Civil War (1967–70)
- Americas: Falklands/Malvinas war (1982), Nicaraguan Revolution (1976–9)
- Asia and Oceania: Indo-Pakistan wars (1947–9, 1965, 1971), Chinese Civil War (1927–37 and 1946–9)
- Europe and Middle East: Spanish Civil War (1936–9), Iran–Iraq war (1980–88), Gulf War (1991)

Topic 2: Democratic states—challenges and responses

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 successfully, in other cases the pressures proved difficult to withstand. The performance of democratic states in relation to such pressures—economic, political and social—form the basis for this topic.

Major themes

Nature and structure of democratic (multiparty) states	• Constitutions (written and unwritten) • Electoral systems, proportional representation, coalition governments • Role of political parties: role of an opposition • Role of pressure (interest/lobby) groups
Economic and social policies	• Employment • Gender • Health, education • Social welfare
Political, social and economic challenges	• Political extremism • Ethnicity, religion, gender • Movements for the attainment of civil rights • Inequitable distribution of wealth/resources

Material for detailed study

- Africa: South Africa 1991–2000, Mandela; Nigeria 1961–6
- Americas: Argentina 1983–95, Alfonsin and Menem; Canada 1968–84, Trudeau; United States 1953–73, Eisenhower, Kennedy, Johnson, Nixon
- Asia and Oceania: India 1947–64, Nehru; Japan 1945–52, post-war reconstruction; Australia 1965–75
- Europe and Middle East: France 1958–69, de Gaulle; Great Britain and Northern Ireland 1967–90; Weimar Germany 1919–33

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

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

Major themes

Origins and nature of authoritarian and single-party states	• Conditions that produced authoritarian and single-party states • Emergence of leaders: aims, ideology, support • Totalitarianism: the aim and the extent to which it was achieved
Establishment of authoritarian and single party states	• Methods: force, legal • Form of government, (left- and right-wing) ideology • Nature, extent and treatment of opposition

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

Material for detailed study

- Africa: Kenya—Kenyatta; Tanzania—Nyerere
- Americas: Argentina—Perón; Cuba—Castro
- Asia and Oceania: China—Mao; Indonesia—Sukarno
- Europe and the Middle East: Germany—Hitler; USSR—Stalin; Egypt—Nasser

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 decolonization 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.

Please note that students 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 nationalist/ 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 nationalist and independence movements
Methods of achieving independence in Africa and Asia	• Armed struggle • Non-violent movements, elite and mass movements • Role and importance of leaders of nationalist/independence movements • Political organization

Challenges to Soviet or centralized control in Central and Eastern Europe and the Balkans	• Origins and growth of movements challenging Soviet or centralized control • Role and importance of leaders, organizations and institutions • Methods of achieving independence from Soviet or centralized control
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—Algeria, Angola, Belgian Congo/Zaire, Ghana, Rhodesia/Zimbabwe; Asia—India and Pakistan, Indochina
- Leaders: Ben Bella (Algeria), Ho Chi Minh (Vietnam), Jinnah (Pakistan), Gandhi (India), Mugabe (Zimbabwe), Nkrumah (Ghana)

Post-1945 nationalist and independence movements in Central and Eastern Europe

- Movements: Czechoslovakia, Hungary, Poland, Yugoslavia and its dissolution and successor states
- Leaders: Walesa (Poland), Havel (Czechoslovakia)

Topic 5: The Cold War

This topic addresses East–West relations from 1945. It aims to promote an international perspective and understanding of the origins, course and effects of the Cold War—a conflict that dominated global affairs from the end of the Second World War to the early 1990s. It includes superpower rivalry and events in all areas affected by Cold War politics such as spheres of interest, wars (proxy), alliances and interference in developing countries.

Major themes

Origins of the Cold War	• Ideological differences • Mutual suspicion and fear • From wartime allies to post-war enemies
Nature of the Cold War	• Ideological opposition • Superpowers and spheres of influence • Alliances and diplomacy in the Cold War

Development and impact of the Cold War	• Global spread of the Cold War from its European origins • Cold War policies of containment, brinkmanship, peaceful coexistence, détente • Role of the United Nations and the Non-Aligned Movement • Role and significance of leaders • Arms race, proliferation and limitation • Social, cultural and economic impact
End of the Cold War	• Break-up of Soviet Union: internal problems and external pressures • Breakdown of Soviet control over Central and Eastern Europe

Material for detailed study

- Wartime conferences: Yalta and Potsdam
- US policies and developments in Europe: Truman Doctrine, Marshall Plan, NATO
- Soviet policies, Sovietization of Eastern and Central Europe, COMECON, Warsaw Pact
- Sino–Soviet relations
- US–Chinese relations
- Germany (especially Berlin (1945–61)), Congo (1960–64), Afghanistan (1979–88), Korea, Cuba, Vietnam, Middle East
- Castro, Gorbachev, Kennedy, Mao, Reagan, Stalin, Truman

HL options

HL option 1: Aspects of the history of medieval Europe and the Islamic world

This option covers over a thousand years of the history of Europe and the Islamic world, from the spread of Christianity and the rise of Islam from 500 to 1570. It examines change and continuity over extended periods in both time and place. Key areas of study have been chosen covering important aspects of Islamic and European history.

Only people and events named in the guide will be named in the examination questions.

Three sections must be selected for in-depth study.

Please note that this option is available **only** to students who have studied the route 1 SL/HL core syllabus.

1. Christianity c500–1300

This section focuses on the growth and development of the Church. The rise of the Church is studied in relation to the process of conversion, influences in education, government and finance, as well as culture. The focus is on the development of the religion but not doctrine.

- Early monasticism: Benedict of Nursia (c480–c550); Benedictine rule
- Monastic reform from 900: development and impact of Benedictine monasteries and reasons for new orders—Cluniac (910), Carthusian (1084), Cistercian (1098); similarities and differences between the orders
- Foundation, work and impact of itinerant orders (friars): Francis of Assisi (c1182–1226), Dominic Guzman (1170–1221)
- Comparison and contrast of the life and work of monks and friars
- Female monasticism: Gilbertines and Brigittines; Cristina of Markyate (12th century), Bridget of Sweden (14th century)
- The influence of the expansion of papal power in its spiritual and temporal context: Gregory VII (1073–85), Urban II (1088–99), Innocent III (1198–1216)
- Investiture crisis (1075–1122)

2. The Fatimids 909–1171

This section focuses on the Ismaili branch of Shiism with its own distinct ideology. After their revolutionary rise to power in North Africa in 909, they conquered Egypt and established an alternative Muslim capital in Cairo from 969. They exerted considerable influence in the Muslim world as the Abbasid Empire fragmented, while also being a catalyst for economic and commercial development in the broader Mediterranean and Red Sea areas.

- Background and rise of the Fatimids: the Maghribi (North African) phase
- Conquest of Egypt and the foundation of Cairo
- Fatimid claims to the caliphate: the Abbasids and Umayyads of Spain
- Fatimid ideology and its historical impact; religious relations (Muslims, Coptic Christians, Jews)
- Economic developments including trade within the Fatimid realm of influence
- Height of the Fatimid empire; government institutions; institutions of learning (Dar al-'Ilm)
- Decline of the Fatimids: internal dissolution; external challenges
- Case studies of **two** of the following: al-Mu'izz (953–75), al-Hakim (996–1021), al-Mustansir (1036–94)

3. Monarchies in England and France 1066–1223

This section deals with the establishment, characteristics and changing nature of royal government in England and France. The Norman invasion of England introduced many changes in government and administration. During the second half of the 11th and 12th centuries monarchies in England and France became more sophisticated and powerful by substantiating their claims to increased authority, although noble power remained a key feature in both.

- Normans in England: William I Duke of Normandy (King of England 1066–87); establishment of authority, domestic and foreign policies; Domesday Book; Henry I (1100–35)
- Angevin Commonwealth: Henry II (1154–89); policies in England, Ireland and Gascony
- Duchy of Normandy: development and relations with, and 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 (1108–37), Louis VII (1137–80), Philip II (1180–1223)
- Comparison of the nature of royal government in England and France

4. The Crusades 1095–1291

This section deals with the crusading movement and reaction to it from the Islamic world between the calling of the First Crusade and the collapse of the Crusader States. There will be particular emphasis on the events of the first century of the crusading period. The leadership, tactics and strategies of both sides should 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 of, and motives for, the Crusades: religious and secular; the holy places; pilgrimage and preaching; theory and practice of jihad
- The First Crusade (1095–9): reasons for success; results
- Foundation of the Crusader States: Jerusalem, Antioch, Edessa and Tripoli
- The Second (1145–9) and Third Crusades (1189–92): causes and consequences

- Involvement in the Crusades of: Bishop Adhemar, Godfrey de Bouillon, Robert of Normandy, Baldwin of Flanders, Bohemond I of Antioch, Richard I of England, Zengi, Nur al-Din, Salah al-Din (Saladin) and Baybars
- Military aspects of the Crusades: tactics, major battles and weapons; Templars, Hospitallers, Assassins
- Reasons for successes and failures of both sides throughout the period of the Crusades
- Impact and importance of the Crusades in medieval Europe, the Byzantine Empire and the Islamic world

5. The Mongols 1200–1405

This section focuses on the impact of the Mongol invasions of the eastern provinces of the ailing Abbasid Empire, the sack of their capital Baghdad in 1258, and the subsequent threat to Islamic dynasties further to the west. The Mongols' eventual assimilation of Islam brought the religion to vast new regions under their distinctive rule.

- Rise of the Mongols and the early career of Genghis Khan
- 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 Islamic world
- Invasion of the Islamic world by the Mongols; the devastation of Central Asia and Iran
- Second wave of Mongol conquests under Hülegü; the destruction of Alamut and the fall of Baghdad and Syria
- Mamluk riposte; the battle of 'Ayn Jalut and its consequences
- Military and ideological impact of the Mongol invasions
- Genghis Khan (1206–27), Hülegü (1256–65), Timur-I-Lang (Tamerlane 1370–1405)

6. Muslim, Christian and Jewish interactions in Spain 711–1492

This section explores the period from the Muslim conquest of most of the Iberian Peninsula during the 8th century to the fall of Granada in 1492. 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 Hispano-Arabic society.

- Background to Muslim rule; Umayyad rule in Cordoba (756–1031); government and society
- Muslim, Christian and Jewish cultural and economic life and their interaction and influence on each other
- Collapse of Arab rule; the *Ta'ifa* periods ("the Party kings"); expansion of the Christian kingdoms (León-Castille, Aragón, Navarre)
- Rise of the Berber dynasties: Almoravids (1061-1147), Almohads (1147-1269)
- The *Reconquista*; reasons for the Christian success; the fall of Granada
- Relationships between al-Andalus and the Islamic East; contributions of al-Andalus to Islamic world
- 'Abd al-Rahman I (756–88), 'Abd al-Rahman III (912–61), al-Mut'amid (1069–91), Ferdinand and Isabella (1452–1516)

7. Emperors and kings 1150–1300

This section focuses on the decline and re-establishment of central governments as a key feature of the medieval period. The origins and methods for the reassertion 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.

- Emperors: Frederick I (1155–90) and Frederick II (1220–50): religious, political, military and foreign policies and their impact
- Growth of royal power and administration and foreign policies in France: Louis IX (1226–70), Philip IV (1285–1314)
- Growth and containment of royal power and administration in England: John (1199–1216), Henry III (1216–72)
- Edward I (1272–1307): legislation, administration, conquest and retreat (Wales, Scotland and France)
- Origins of parliament in England: Simon de Montfort (c1208–65), Edward I

8. Late medieval political crises 1300–1485

The late medieval period witnessed several crises of royal authority. These resulted in problems of legitimacy in terms of succession and rule. Also, the conflicts between kingdoms often caused internal political instability due to increased taxation and loss of political confidence. The source of these conflicts and the major participants should be examined in order to understand both their causes and effects.

- Succession crises in England: Edward II (1307–27), Richard II (1377–99)
- England and France at war (1415–53): importance of Aquitaine, victory, defeat and consequences
- Crisis of monarchy and challenges to royal authority in 15th century England and France: Wars of the Roses and the War of the Public Weal
- Nature of kingship and challenges: Henry VI (1422–61), Edward IV (1461–83), Louis XI (1461–83)
- Impact of the rise and fall of Ducal Burgundy: Philip the Bold (1363–1404), John the Fearless (1404–19), Philip the Fair (1419–67), Charles the Rash (1467–77)

9. 14th century famine, pestilence and social change

This section examines the impact of famine and plague on the population and society with particular emphasis on Western Europe. Environmental disaster and demographic collapse had significant political and socio-economic consequences for the dynamics of labour and lordship in both towns and the countryside.

- Famines of the early 14th century, for example, Northern Europe (1315–17)
- Origins and spread of the Black Death (1348–9)
- Evidence of varying impact on trade and in towns, cities and countryside; long-term population change
- Social change in the countryside: wage inflation, wasteland, abandonment of the countryside; contraction of economic life; decline of serfdom and beginning of enclosures
- Religious responses to the Black Death: massacres of Jews in Germany; religious revival; flagellants
- Popular insurrection: 14th century Flanders; England 1381: the Peasants' Revolt

10. The Ottomans 1281–1566

This section explores the conquest of Constantinople by the Ottomans, which represents a turning point in both Western and Islamic history. The Ottoman conquests of parts of the Islamic world and their expansion into the Balkans are key topics for study. The study of Ottoman leaders is important for an understanding of the evolution of Muslim government, administration and law.

- Rise of the Ottomans: Anatolia and the Balkans
- Ottoman invasion and capture of Byzantium; fall of Constantinople (1453) and its consequences; effects of the foundation of the Ottoman Empire on Europe and Muslim lands
- Reasons for Ottoman success
- Rise of the Safavids and contest with the Ottomans
- Ottoman expansion: the conquests of Egypt and Syria; fall of the Mamluks, impact and significance
- Military and administrative nature of the Ottoman empire; changes to the Islamic world
- Ottoman contributions to Islamic and European cultures
- Case studies of **two** of the following: Mehmet II (1451–81), Selim I (1512–20), Suleiman the Magnificent (1520–66)

11. Renaissance government and society in Italy 1300–1500

This section examines the origins and characteristics of Renaissance government and society. The wealth and cultural vitality of the Italian cities played a crucial role in the Renaissance. Powerful princely and ecclesiastical patrons promoted art for a range of reasons—economic, political and dynastic. This period also saw the advent of new ideas on the nature of authority and the state.

- Forms of government in Italian city states: case studies of Milan, Florence and Venice
- Origins, causes and the development of the Renaissance in Italy
- Italian cities: wealth, education and rivalry (Florence, Rome, Venice)
- Ludovico Sforza (c1452–1508), Lorenzo de Medici (1449–92), Cesare Borgia (c1475–1507), Lucretia Borgia (1480–1519)
- Patronage: Medici, Sforza, Venetian Republic; Popes: Alexander VI (1492–1503), Julius II (1503–13), Leo X (1513–21)
- Political and public role of Renaissance art, literature and architecture
- Political writings of Castiglione and Machiavelli

12. New horizons: exploration 1400–1550

The increasing wealth and secularization of Western society combined with new technological and scientific advances contributed to the growth of long-distance, overseas travel. By contrast, the Islamic world witnessed the decline and bypass of its traditional overland routes in the eastern provinces and its overseas routes through the Mediterranean. This period also saw the evolution and adoption by Western explorers of technologies that had previously been developed in the Islamic world, leading to the exploration and expansion both westwards to the Americas and eastwards to the Indian subcontinent and Spice Islands.

- Exploration and reasons for its increase in the 14th and 15th centuries; religion and exploration; the quest for knowledge; opening up of new trade routes for luxury goods
- Islamic world: motives for travel within the Islamic world; internal geopolitical changes and the impact of external circumstances; the disruption to traditional trade routes and decline of importance of the eastern Mediterranean

- Influence and importance of ship-building, cartography, navigation on the exploration movement
- Patronage: Portugal—Henry the Navigator; Spain—Columbus
- Destinations: the New World, the Indian subcontinent
- Case studies of the following: Ibn Battuta (fl1350), Ferdinand Magellan (d1521), Vasco da Gama (d1524), Ibn Majid (dc1500), Piri Reis (d1554)

HL option 2: Aspects of the history of Africa

This option covers 200 years of African history from 1800 to 2000. This is a very large area geographically and the wide time frame makes exhaustive study of every part of the region impossible. Key areas have been selected for detailed study taking into consideration the influence of different colonial powers in the vast continent. Political, economic and social history and changes are covered under independent African states, colonial and post-colonial history.

Only people and events named in the guide will be named in the examination questions.

Three sections must be selected for in-depth study.

Please note that this option is available **only** to students who have studied the route 2 SL/HL core syllabus.

Figure 2
Map of Africa region (borders as of 2000)

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

This section focuses on states/kingdoms in Eastern and Central Africa and state building in Eastern and Central Africa before the advent of colonialism. It explores the factors contributing to the rise of these states and their political, social and economic organization. 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 and 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 state in Sudan (1881–1898): political, social and economic organization
- Rise of the Lozi under Lewanika: political, social and economic organization
- Rise of the Ndebele under Mzilikazi and Lobengula: political, social and economic organization

2. Pre-colonial African states (Southern and West Africa) 1800–1900

This section focuses on the African states in Southern and West Africa before the advent of colonialism. It explores efforts at state building and the political, social and economic factors that contributed to the growth of viable states and the role of political leadership in them. In West Africa, the religious, social and political reasons for the success of the Sokoto jihad are analysed and its complex results are explored. In the Niger Delta, the growth of the palm oil trade led to the emergence of new leaders largely due to their skills as traders. In South Africa, in addition to the study of the Zulu and Sotho kingdoms, there is the much-debated issue of the reasons for the massive and prolonged period of the migration and conflict known as the Mfecane.

- Rise of the Zulu kingdom under Shaku Zulu: political, social and economic organization
- The Mfecane: political, social and economic causes and effects
- The Sotho Kingdom under Mosheshwe: political, social and economic organization
- Rise of the Mandinka Empire under Samori Toure: political, social and economic organization
- The Sokoto caliphate under Usman Dan Fodio: factors for rise of the caliphate and effects
- Rise and fall of the Asante Empire under Osei Tutu: cause of decline and effects
- Niger Delta trading states: the rise and rule of Nana and JaJa

3. European imperialism and annexation of Africa 1850–1900

This section deals with the reasons for the growth of European interest in Africa in the 19th century beginning with the activities of traders, explorers and missionaries. It examines both the European and the African background to partition, and analyses how the military and political weakness of African states facilitated the European annexation of Africa. It assesses the relative importance of economic and political factors in European imperialism in Africa and provides an opportunity to explore the historiographical debate over the relative importance of the activities of Leopold II in the Congo, the British in Egypt and the Berlin West African Conference in accelerating the "scramble for Africa".

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

4. Response to European imperialism (Eastern and Central Africa) 1880–1915

This section deals with the responses of communities and states in Eastern and Central Africa to their loss of independence. Students are expected to study in depth a variety of responses and compare and contrast the reasons for, and results of, resistance and collaboration in a very diverse region in which economic, political, social and religious factors made varying contributions to the nature of the responses.

- Resistance and collaboration: Buganda under Kabaka Mwanga and Apolo Kagwa (1884–1900)
- Ethiopian resistance under Menelik II: reasons for success
- Nandi resistance under Koitalel arap Samoei (1895–1906): causes, nature and effects
- Resistance to German rule: causes, course and effects of Maji Maji Rising (1905)
- Lewanika and Lobengula: relations with the British
- Ndebele–Shona rising: causes, course and effects of the first Chimurenga War (1896–7)
- John Chilembwe's rising in Malawi (1915): causes, course and effects

5. Response to European imperialism (Southern and West Africa) 1870–1920

This section deals with the responses of communities and states in Southern and West Africa to their loss of independence. Students are expected to study in depth a variety of responses and compare and contrast the reasons for, and results of, resistance and collaboration in a very diverse region in which economic, political, social and religious factors made varying contributions to the nature of the responses.

- 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 the Zulu Kingdom; deposition of Cetshwayo
- Asante: British intervention (1901); causes and results of Anglo–Asante wars
- Mandinka resistance to French rule: French intervention and the destruction of the Mandinka Empire (1880–98)

6. Developments in South Africa 1880–1994

This section focuses on South Africa after it had been conquered by Britain, the political, economic and social consequences of the discovery of minerals and the struggle by the Boers to regain political power. It examines the causes of the South African War and the short-term and long-term results, including the establishment of the Union government. It requires an in-depth study of the changing nature of policies towards the African majority from the segregation of Smuts and Hertzog to the apartheid policies developed by Malan and Verwoerd.

- Discovery of diamonds and gold: political, social and economic consequences
- South African War (1899–1902): causes, consequences and Act of Union
- Policies of Smuts and Hertzog 1910–48; segregation, discrimination and protest
- Nationalist Party: Malan's policies (1948); Verwoerd's apartheid policies and their impact; the Bantustans and their impact (1948–60)
- Resistance to apartheid: the ANC, Sharpeville, Steve Biko and Black Consciousness; Soweto massacres

- Political, social and economic development; international opposition to apartheid
- De Klerk's lifting of the ban on the ANC; release of Mandela; CODESA; constitutional agreement; the 1994 elections

7. Africa under colonialism 1890–1980

This section focuses on the establishment of colonial administrative systems in Eastern, Central and West Africa between 1890 and the establishment of independence. It requires an in-depth comparative study of British, French, German and Portuguese systems of administration, their impact and the economic and social developments during the colonial period. Students should study how political developments were affected by the presence of colonial settlers in Kenya, Angola and Mozambique.

- British rule in Kenya: colonial administration; settler pressure; economic and social development to 1963
- Tanganyika under German and British rule to 1961
- Nyasaland and Northern Rhodesia under British rule; economic and social development to 1964
- Angola/Mozambique under Portuguese rule; economic and social development to 1975
- Nigeria: indirect rule; direct rule; factors that promoted choice of administrative system in Nigeria, advantages and disadvantages; impact to 1960
- Gold Coast: colonial administration; economic, social and political development to 1957
- Senegal: French colonial administration; economic, social and political development to 1960

8. Social and economic developments in the 19th and 20th centuries 1800–1960

The following section requires that students gain in-depth knowledge of social and economic developments in **one** of the following areas: Eastern and Central Africa; South Africa; West Africa; North Africa. The chosen area of study should be identified in the introduction to the examination answers. Students are expected to have an in-depth knowledge of the changing status of women in the pre-colonial and colonial periods. The section requires a comparative analysis of the reasons for, and impact of, the spread of Islam and Christianity and the development of independent African Churches. It also examines the degree of continuity and change in education, culture and the arts.

- Slave economies; abolition of slave trade and expansion of legitimate commerce
- Political and religious impact of the spread of Islam
- Changing role of women
- Spread of Christianity: factors that promoted Christianity; impact on society and culture
- The Africa Independent Church movement
- Tradition and change in education, art and culture

9. Nationalist and independence movements (Eastern and Central Africa)

This is an important section that deals with the efforts at decolonization in Eastern and Central Africa. It is different from sections 4 and 5 on the responses to colonialism in that it focuses on the later attempts to regain political freedom. It requires a comparative analysis of the factors that led some countries to achieve independence earlier or later than others, and of the relative contributions of internal and external factors, the role of nationalist movements and political parties and leadership, and the response of colonial powers.

Students should have an in-depth knowledge of the reasons why independence was sometimes achieved through peaceful negotiations and sometimes through armed struggle.

- Tanganyika: Tanganyika African National Union; Julius Nyerere to 1961
- Uganda: political parties, ethnic and religious rivalries; independence in 1962
- Kenya: trade unions; Mau Mau; Jomo Kenyatta and KANU to 1963
- Rhodesia to Zimbabwe: Ian Smith; UDI; Liberation War; Robert Mugabe (1963–80)
- Collapse of Central African Federation; Kamuzu Banda in Malawi; Kenneth Kaunda in Zambia to 1964
- Mozambique, Frelimo and Liberation War to 1975

10. Nationalist and independence movements (Southern and West Africa)

This is an important section that deals with the efforts at decolonization in Southern and West Africa. It is different from sections 4 and 5 on the responses to colonialism, in that it focuses on the later attempts to regain political freedom. It requires a comparative analysis of the factors that led some countries to achieve independence earlier or later than others, and of the relative contributions of internal and external factors, the role of nationalist movements and political parties and leadership, and the response of colonial powers. Students should have an in-depth knowledge of the reasons why independence was sometimes achieved through peaceful negotiations and sometimes through armed struggle.

- Angola: liberation war; MPLA and UNITA to independence in 1975
- South-west Africa: SWAPO to independence for Namibia in 1990
- French West Africa: Sekou Toure in Guinea to independence in 1958
- French West Africa: nationalism, political parties and independence in Senegal in 1960
- Gold Coast to Ghana: Nkrumah and the CPP to independence in 1957
- Nigeria: political parties; ethnic and regional rivalries; independence in 1960

11. Post-independence politics to 2000

This section deals with the new challenges and new problems that came with independence in Africa. It provides an opportunity to explore the ways and reasons why the countries of the region attempted to solve their problems of disease, illiteracy, poverty and economic development. It includes case studies of the reasons for, and the impact of, ethnic conflict, civil war and military intervention in African politics.

All six bullet points should be covered by a case study approach using any **two** African countries. The chosen countries should be identified in the introduction to the examination answers.

- Ethnic conflict and civil war
- Military intervention and rule
- Social and economic challenges: disease, illiteracy, poverty, famine, economic development, changing social and cultural values
- Corruption and neocolonialism in Africa: origin, causes and impact
- Reasons for the establishment of one-party states
- Return to multiparty democracy in the 1980s and 1990s

12. Africa, international organizations and the international community

This section deals with how Africa was affected by, and itself impacted on, international organizations in the 20th century. These include the League of Nations, the United Nations and its specialized agencies and regional organizations such as the East African Community. The Abyssinian Crisis was a death blow to the League of Nations, while the United Nations made a notable contribution to the stabilization of Mozambique. Africa did not escape the impact of the global conflict of the Cold War. Some countries remained neutral, while others sided with the United States or the Soviet Union and this had significant consequences for the history of those countries.

- League of Nations: Abyssinian Crisis (1935–6)
- Organization of African Unity: objectives, successes and failures
- OAU to AU: objectives, structure, successes and failures
- Regional organizations: East African Community to East African cooperation; Economic Community of West African States (ECOWAS); South Africa Development Cooperation Conference (SADCC)
- Africa and the United Nations movement: Congo, Mozambique, Rwanda and Somalia
- UN specialized agencies: a case study of the impact of any **two** agencies
- Cold War and its impact on Africa: a case study of **two** countries

HL option 3: Aspects of the history of the Americas

This option covers major developments in the region from around 1760 to 2000: independence movements; the challenges of nation-building; the emergence of the Americas in global affairs; the Great Depression; the Second World War and the Cold War, and their impact on the region, as well as the transition into the 21st century. Within each section political, economic and social issues are considered and, when relevant, cultural aspects are included. The countries of the Americas form a region of great diversity but close historical links.

Within the sections there will be, where appropriate, a case study approach in which students will have the opportunity to study their own or another national history of the region.

Only people and events named in the guide will be named in the examination questions.

In some bullets, suitable examples are shown in brackets. These examples will **not** be named in the examination questions as any appropriate examples can be used.

Three sections must be selected for in-depth study.

> Please note that this option is available **only** to students who have studied the route 2 SL/HL core syllabus.

Figure 3
Map of Americas region (borders as of 2000)

1. Independence movements

This section focuses on the various forces that 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.

- Independence movements in the Americas: political, economic, social, intellectual and religious causes; the role of foreign intervention; conflicts and issues leading to war
- Political and intellectual contributions of leaders to the process of independence: Washington, Bolivar (suitable choices could be Adams, Jefferson, San Martín, O'Higgins)
- United States Declaration of Independence; processes leading to the declaration; influence of ideas; nature of the declaration; military campaigns and their impact on the outcome (suitable examples could be Saratoga and Yorktown)
- Independence movements in Latin America: characteristics of the independence processes; reasons for the similarities and/or differences in two countries in the region; military campaigns and their impact on the outcome (suitable examples could be Chacabuco, Maipú, Ayacucho, Boyacá and Carabobo)
- United States' position towards Latin American independence; events and reasons for the emergence of the Monroe Doctrine
- Impact of independence on the economies and societies of the Americas: economic and social issues; new perspectives on economic development; impact on different social groups: Native Americans, African Americans, Creoles

2. Nation-building and challenges

This section focuses on the new challenges and problems that came with independence. It explores the ways in which, and the reasons why, the countries of the region attempted to build their nations. Independent and new nations emerged; the colonial empires, with few exceptions, were gone; new world links were forged yet the colonial legacy remained. Two of the problems that confronted the new nations were how to challenge it or how to build on it. The task of building new nations opened the doors to novel ways of political, social and economic thinking and to the redefining of concepts such as nation and state.

- United States: Articles of Confederation; the Constitution of 1787: 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 two countries (suitable examples could be Rosas, Gomez, Artigas)
- War of 1812: causes and impact on British North America and the United States
- Mexican–American War 1846–8: causes and effects on the region
- Canada: causes and effects of 1837 rebellions; the Durham Report and its implications; challenges to the Confederation; 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 nations

3. United States Civil War: causes, course and effects 1840–77

This section focuses on the United States Civil War between the North and the South (1861–5), which is often perceived as the great watershed in the history of the United States. 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 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: how would the South rebuild its society and economy and what would be the place in that society of 4 million freed African Americans? These changes were fundamental, leading some historians to see the war (and its results) as a "second American Revolution".

- Cotton economy and slavery; conditions of enslavement; adaptation and resistance such as the Underground Railroad
- Origins of the Civil War: political issues, states' rights, modernization, sectionalism, the nullification crisis, economic differences between North and South
- Abolitionist debate: ideologies and arguments for and against slavery and their impact
- Reasons for, and effects of, westward expansion and the sectional debates; the crisis of the 1850s; the Kansas–Nebraska problem; the Ostend Manifesto; the Lincoln–Douglas debates; the impact of the election of Abraham Lincoln and the Emancipation Proclamation; Jefferson Davis and the Confederacy
- Union versus Confederate: strengths and weaknesses; economic resources; significance of leaders during the US Civil War (suitable examples could be Grant and Lee, Sherman and Thomas Jonathan "Stonewall" Jackson)
- Major battles of the Civil War and their impact on the conflict: Antietam and Gettysburg; the role of foreign powers
- Reconstruction: economic, social and political successes and failures; economic expansion
- African Americans in the Civil War and in the New South: legal issues; the Black Codes; Jim Crow Laws

4. The development of modern nations 1865–1929

This section, covering the period between the late 19th century and the early 20th century, saw forces that transformed the countries of the region. These forces are generally seen as part of "modernization", a process that involved the progressive transformation of the economic, political and social structures of the countries of the region.

With respect to the first four bullets, a case study approach should be adopted, using **two** countries from the region as examples. The chosen countries should be identified in the introduction to the examination answers.

- Causes and consequences of railroad construction; industrial growth and economic modernization; the development of international and inter-American trade; neocolonialism and dependency
- Causes and consequences of immigration; emigration and internal migration, including the impact upon, and experience of, indigenous peoples
- Development and impact of ideological currents including Progressivism, Manifest Destiny, liberalism, nationalism, positivism, Social Darwinism, "indigenismo" and nativism
- Social and cultural changes: the arts; the role of women
- Influence of leaders in the transition to the modern era: political and economic aims; assessment of the successes and failures of Theodore Roosevelt, Wilfrid Laurier and a Latin American leader of the student's choice
- Social, economic and legal conditions of African Americans between 1865 and 1929; the Great Migration and the Harlem Renaissance; the search for civil rights and the ideas, aims and tactics of Booker T Washington, WEB Dubois and Marcus Garvey

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

This section focuses on modernization in the region, and its impact on foreign policy. It explores the involvement of the nations in the First World War. Modernization shaped the new nations and its effects created the basis for a major shift in the foreign policies of the region. By the end of the century, for example, the United States played a more active role in world affairs, and in the affairs of Latin America in particular, thus transforming inter-American relations. When the First World War broke out in Europe, several American countries were involved in the conflict. When the war ended, its impact was felt in the economic, social and foreign policies of the participating countries.

- United States' expansionist foreign policies: political, economic, social and ideological reasons
- Spanish–American War: causes and effects (1898)
- United States' foreign policies: the Big Stick; Dollar Diplomacy; Moral Diplomacy; applications and impact on the region
- United States and the First World War: from neutrality to involvement; reasons for US entry into the First World War; Wilson's peace ideals and the struggle for ratification of the Versailles Treaty in the United States; significance of the war for the United States' hemispheric status
- Involvement and participation of either Canada or one Latin American country in the First World War: reasons for and/or against participation; nature of participation
- Impact of the First World War on **two** countries of the Americas: economic, political, social, and foreign policies

6. The Mexican Revolution 1910–40

This section focuses on the causes, course and impact of the Mexican Revolution that occurred in a country that had experienced a lengthy period of political stability and economic growth. The socio-economic composition of revolutionary leadership was varied, as were the aims. The revolution was prolonged and costly. The Constitution of 1917 has been described as the most progressive constitution created at this time in the region. It had significant influence on the political developments of the country and the area. The revolution impacted greatly on the arts, arguably representing the earliest and most enduring attempt to overcome racial divisions and incorporate the Indian heritage into the national identity.

- Causes of the Mexican Revolution: social, economic and political; the role of the Porfiriato regime
- The revolution and its leaders (1910-17): ideologies, aims and methods of Madero, Villa, Zapata, Carranza; achievements and failures; Constitution of 1917: nature and application
- Construction of the post-revolutionary state (1920-38): Obregón, Calles and the Maximato; challenges; assessment of their impact in the post-revolutionary state
- Lázaro Cárdenas and the renewal of the revolution (1939-40): aims, methods and achievements
- The role of foreign powers (especially the United States) in the outbreak and development of the Mexican Revolution; motivations, methods of intervention and contributions
- Impact of the revolution on the arts, education and music (suitable examples could be Siqueiros, Rivera, Orozco); the impact of Vasconcelos' educational reforms; the development of popular music; literary works on the revolution

7. The Great Depression and the Americas 1929–39

This section focuses on the nature of the Depression as well as the different solutions adopted by governments in the region and the impact on these societies. The Great Depression produced the most serious economic collapse in the history of the Americas. It affected every country in the region and brought about the need to rethink economic and political systems. The alternatives that were offered and the adaptations that took place marked a watershed in political and economic development in many countries in the region.

With respect to the last two bullets, a case study approach should be adopted, using **one** country from the region as an example. The chosen country should be identified in the introduction to the examination answers.

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

8. The Second World War and the Americas 1933–45

As the world order deteriorated in the late 1930s, resulting in the outbreak of war in Europe, the countries of the region reacted in different ways to the challenges presented. This section focuses on the changing policies of the countries in the region as a result of growing political and diplomatic tensions preceding and during the Second World War. It also examines the impact of the war upon the Americas.

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

9. Political developments in the Americas after the Second World War 1945–79

This section focuses on domestic concerns and political developments after 1945. The majority of states in the Americas experienced social, economic and political changes and challenges. Political responses to these forces varied from country to country: from the continuation of democracy to multi-class "populist" alliances to outright conflict, revolution and the establishment of authoritarian regimes in the 1960s and 1970s. Areas of study include: conditions for the rise to power of new leaders; economic and social policies; treatment of minorities.

Note: Vargas and Cárdenas came to power before 1945 but their rule and influence in their respective states continued after 1945.

- United States: domestic policies of Truman, Eisenhower and Kennedy
- Johnson and "the Great Society"; Nixon's domestic reforms
- Canada: domestic policies from Diefenbaker to Clark and Trudeau (both were prime ministers in 1979)
- Causes and effects of the Silent (or Quiet) Revolution
- Populist leaders in Latin America: rise to power; characteristics of populist regimes; social, economic and political policies; the treatment of opposition; successes and failures (suitable examples could be Perón, Vargas or any relevant Latin American leader)
- The Cuban Revolution: political, social, economic causes; impact on the region
- Rule of Fidel Castro: political, economic, social and cultural policies; treatment of minorities; successes and failures
- Military regimes in Latin America: rationale for intervention; challenges; policies; successes and failures

10. The Cold War and the Americas 1945–1981

This section focuses on the development and impact of the Cold War on the region. Most of the second half of the 20th 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. Many remained neutral or sought to avoid involvement in Cold War struggles. A few, influenced by the Cuban Revolution, instituted socialist governments. No nation, however, escaped the pressures of the Cold War, which had a significant impact on the domestic and foreign policies of the countries of the region.

- Truman: containment and its implications for the Americas; the rise of McCarthyism and its effects on domestic and foreign policies of the United States; the Cold War and its impact on society and culture
- Korean War and the United States and the Americas: reasons for participation; military developments; diplomatic and political outcomes
- Eisenhower and Dulles: New Look and its application; characteristics and reasons for the policy; repercussions for the region
- United States' involvement in Vietnam: the reasons for, and nature of, the involvement at different stages; domestic effects and the end of the war
- United States' foreign policies from Kennedy to Carter: the characteristics of, and reasons for, policies; implications for the region: Kennedy's Alliance for Progress; Nixon's covert operations and Chile; Carter's quest for human rights and the Panama Canal Treaty
- Cold War in **either** Canada or **one** Latin American country: reasons for foreign and domestic policies and their implementation

11. Civil rights and social movements in the Americas

This section focuses on the origins, nature, challenges and achievements of civil rights movements after 1945. Movements represented the attempts to achieve equality for groups that were not recognized or accepted as full members of society. The groups challenged established authority and entrenched attitudes.

- 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 (1955–65)
- Role of Dr Martin Luther King in the Civil Rights Movement; the rise of radical African American activism (1965–8): Black Panthers; Black Muslims; Black Power and Malcolm X
- Role of governments in civil rights movements in the Americas
- Youth culture and protests of the 1960s and 1970s: characteristics and manifestation of a counterculture
- Feminist movements in the Americas

12. Into the 21st century—from the 1980s to 2000

This section focuses on changing trends in foreign and domestic policies in the Americas during the transition to the 21st century. The latter decades of the 20th century also witnessed significant political, social, cultural, economic and technological changes in the region.

With respect to the last four bullets points, a case study approach should be adopted, using **one** country of the region. The chosen country should be identified in the introduction to the examination answers.

- The United States, from bipolar to unilateral power: domestic and foreign policies of presidents such as Reagan, Bush, Clinton; challenges; effects on the United States; impact upon the hemisphere
- Restoration of democracy in Latin America: political, social and economic challenges (suitable examples could be Brazil, Argentina, Uruguay)
- Globalization and its effects: social, political and economic
- Revolution in technology: social, political and economic impact such as the role of the media and the Internet
- Popular culture: new manifestations and trends in literature, films, music and entertainment
- New concerns: threats to the environment; health

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

This option, which extends from circa 1770 to the end of the 20th century (2000), incorporates four geographical and cultural zones: East Asia; the mainland and maritime countries of Southeast Asia; India and the South Asian subcontinent; Oceania.

This is an extensive area with diverse cultural traditions and historical influences affecting it over a long period of time. Major developments include the establishment of European colonial empires in many countries in these zones; the development of European and American trade and its dominance in the region; the emergence of nationalist movements and the subsequent desire for independence from the imperialist powers and the achievement of self-government.

In some cases armed struggle was the only means to achieve self-government, while in others the transition was a peaceful process. The combination of external Western economic pressure and internal political and social developments led to countries such as China and Japan developing along very different lines in the 20th century. The impact of the First and Second World Wars was significant on all the countries in the region. The Cold War polarized nations but, once it ended, the technological revolution, mass culture, sport and globalization emerged as powerful forces that shaped the political, economic, social and cultural nature of all countries in the region.

Within the sections there will be, where appropriate, a case study approach in which students will have the opportunity to study their own or another national history of the region.

Only people and events named in the guide will be named in the examination questions.

Three sections must be selected for in-depth study.

Please note that this option is available **only** to students who have studied the route 2 SL/HL core syllabus.

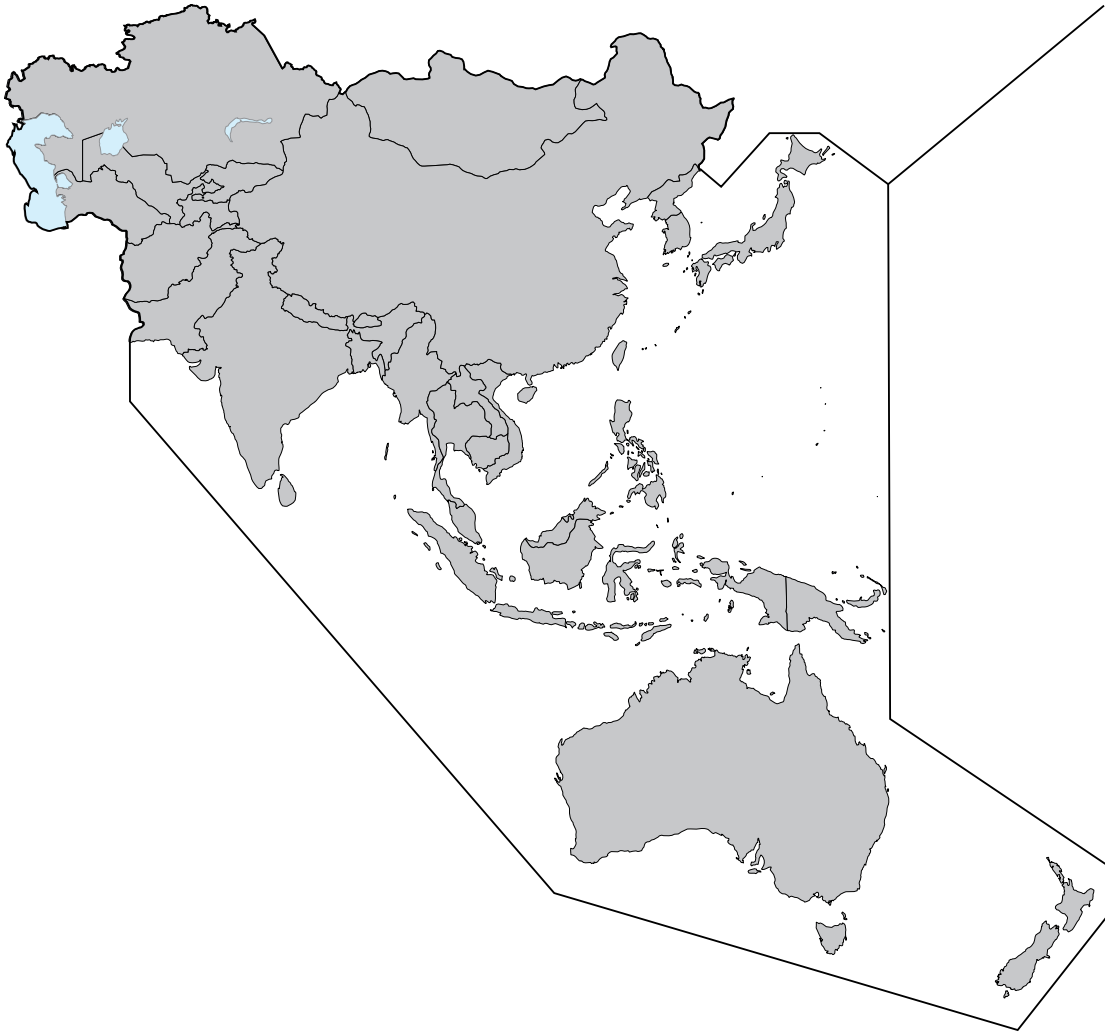


Figure 4
Map of Asia and Oceania region (borders as of 2000)

1. Colonialism in South and Southeast Asia and Oceania—late 18th to the mid 19th century

This section focuses on the impact of European and American imperialism and colonialism upon the indigenous 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 compares and contrasts the responses of the colonized peoples and their rulers to the colonizers. This section also focuses on the settlement colonies established in Australia and New Zealand.

- The political structure and the effects of the British colonial system in Australia, New Zealand and the Pacific
- The political structure and the effects of the British colonial system in South Asia; the rule of the British East India company
- The political structure and the economic, social and cultural effects of the Dutch colonial system in Indonesia
- The political structure and the economic, social and cultural effects of the French colonial system in Indo-China
- The political structure and the economic, social and cultural effects of the Spanish colonial system in the Philippines
- Great Revolt (Indian Mutiny) of 1857: causes, course and consequences
- Revolts and opposition to colonial rule in Southeast Asia

2. Traditional East Asian societies—late 18th 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 that 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 unequal treaties
- Taiping (Taip'ing) Rebellion: causes and consequences
- 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, 1853–1868

3. Developing identities—mid 19th to early 20th century

This section examines the responses of the colonized 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.

- Government of India Act 1858, the partition of Bengal 1905, the Morley-Minto reforms of 1909 and their impact on the political organizations in British India
- Development of constitutional groups: Indian National Congress and the All India Muslim League
- Growth of modern nationalism: Indonesia (Dutch East Indies), Vietnam, Cambodia, Laos (French Indo-China)
- Siamese monarchy: Rama IV (Mongkut), Rama V (Chulalongkorn); independence and nationalism
- Burmese monarchy: Kings Mindon and Thibaw; loss of independence and rise of modern nationalism
- Philippines and the United States: Rizal, Bonifacio, Aguinaldo
- Growth of national identity: Australia **or** New Zealand

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

This section focuses on developments in China and Japan up to the early 20th century. It examines the largely unsuccessful attempts at modernization and reform in China. The conservative and popular opposition to change was demonstrated by the failures of the Self-Strengthening Movement and the Hundred Days Reform and by the violence of the Boxer Rebellion. In contrast, Japan modernized rapidly and successfully during this period to emerge as a country that challenged the power of the Western nations in Asia.

- Tongzhi (T'ung-chih) Restoration and Self-Strengthening Movement (1861–94)
- Impact of defeat in the Sino–Japanese War (1894–5); Guangxu (Kuang-hsu) and the Hundred Days Reform (1898)
- Boxer Rebellion (1900–01); the late Qing (Ch'ing) reforms
- Sun Yixian (Sun Yat-sen) and the 1911 "Double Ten" Nationalist Revolution
- Meiji Restoration (1868) in Japan; the 1889 Constitution
- Social, cultural and economic developments in Meiji Japan
- Commitment to military power; victory in the Sino–Japanese War (1894–5) and in the Russo–Japanese War (1904–5)
- Korean isolation: opening (1876); rebellions; annexation (1910)

5. Impact of the World Wars on South and Southeast Asia to the mid 20th century

This section relates to the changes produced in 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 1914–1918, became disillusioned with European civilization and rejected European claims to moral superiority. Many were politicized and some attracted to Communism by the success of the Russian Revolution. President Woodrow Wilson's Fourteen Points, particularly the one asserting the right of self-determination, were applied to their own subject status. Some concessions were wrung from the

colonial powers in the interwar 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 and the response of nationalists
- Gandhi, Nehru and Indian nationalism: non-cooperation, civil disobedience and Quit India
- Jinnah: the growth of Muslim separatism
- Factors contributing to independence and partition of the South Asian subcontinent: 1947 Independence Act and its effects in India and Pakistan; Sri Lanka 1948
- Legacy of Japanese occupation in Southeast Asia
- Growth of modern nationalism: Indonesia (Dutch East Indies), Vietnam, Cambodia, Laos (French Indo-China)
- Case study on **one** country in South or Southeast Asia (other than one already named in this section): political, social and economic effects of the First World War and/or the Second World War

6. 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 Guomindang (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 (1931–45); the Sino–Japanese War of 1937–45; and the civil war between the Guomindang (Kuomintang) and the Communists culminating in the victory of the Communists under Mao Zedong (Mao Tse-tung) in October 1949. Emphasis should be placed 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 (1915); New Culture Movement; the Treaty of Versailles (1919); the May Fourth Movement (1919)
- Yuan Shikai (Yuan Shih-k'ai); warlordism; the Northern Expedition; the Jiangsi (Kiangsi) Soviet; the Long March (1934–5)
- Guomindang, GMD (Kuomintang, KMT): leadership, ideology and policies
- Chinese Communist Party (CCP): leadership, ideology and policies
- The First United Front (1924–7); Second United Front (1936–45)
- The Fifteen-Year War (1931–45) between China and Japan
- Chinese Civil War and the Communist victory (1946–9)

7. Imperial Japan: empire and aftermath 1912–1952

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.

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

- Rise of militarism and the influence of the army in politics
- Invasions of Manchuria (1931) and China (1937) and impact on relations with the West
- Pearl Harbor and the Pacific war (1941–5)
- Defeat and the US Occupation: political and military changes
- Social, economic and cultural reforms under the Occupation 1945–52

8. Developments in Australia and New Zealand, and in the Pacific Islands 1941–2000

This section focuses on Japan's expansion into Southeast Asia after December 1941. Japan's attack on Pearl Harbor, also in December 1941, meant that the United States had become involved in the Pacific war. The fall of Singapore in February 1942 undermined Australia and New Zealand's reliance on Britain and they subsequently looked to the United States for help to combat the Japanese threat. 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 organizations and played more independent roles in world affairs, particularly in Asia and the Pacific Islands. Ties with Britain weakened and economic links were forged with Japan and, later, with the emerging economies of China, Southeast Asia and the Pacific Islands.

- Society, culture and the growth of national identity
- Immigration to Australia or New Zealand after the war and the effects on society
- Curtin, Chifley, Menzies, Whitlam, Hawke/Keating and Howard governments in Australia
- Struggle between the Labour party and the National party in New Zealand
- Attitudes and policies with regard to aboriginals in Australia and towards the Maori and other minorities in New Zealand
- Australia and New Zealand: foreign policy and international alignments
- Economic policies and realignment including effects of Britain joining the EU; the economic rise of Japan, Southeast Asia and China; the emergence of independent Pacific Island states
- Cultural developments—impact of European, Asian and American culture and development of multicultural societies

9. Developments in South and Southeast Asia from mid 20th century to 2000

This section analyses the political developments in the newly independent countries of South and Southeast Asia, after the Second World War. 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 existed to a greater or lesser extent in all countries of the region and posed a problem with regard to developing a sense of national identity and unity. Strong centralized government, often with military backing, was seen as a means of imposing a national ideology and maintaining national unity. Conversely, there was also the desire to have government ratified by national elections. This tension between democracy and centralized government was a common feature in the region.

- India: domestic policies and achievements of Nehru, Indira Gandhi, Rajiv Gandhi
- Indo-Pakistani relations (including Kashmir); Indian foreign policy (including non-alignment); Sino-Indian relations

- Pakistan: domestic policies and achievements of Jinnah, Ayub Khan, Zulfikar Bhutto, Zia
- Religious issues in India and Pakistan
- Social and economic developments in India and Pakistan
- Developments in Indo-China: Vietnam 1955–75, Cambodia (Kampuchea), Laos
- Case study of political, social and economic developments of **two** of the following: the Philippines, Malaysia, Singapore, Brunei, Indonesia, Burma, Sri Lanka and Bangladesh

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 Tse-tung) imposed its rule and Mao's vision of a socialist state. A more pragmatic regime since Mao's death has overseen the modernization 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.

- Establishment of the Communist state 1949–1961; the role of Mao
- Transition to socialism; successes and failures in social and economic developments 1949–61
- Great Proletarian Cultural Revolution: causes and effects, political, social and cultural impact
- Foreign affairs 1949–76: Sino-American relations; establishment and breakdown of Sino–Soviet relations/conflicts; China as a global power
- China after Mao: the struggle for power, "Gang of Four" and leadership of Deng Xiaoping (Teng Hsiao-p'ing) 1976–97; political and economic developments; Jiang Zemin (Chiang T'se-min)
- China's impact on the region: relations with other states; Hong Kong and its return to China; economic, political and social developments in Nationalist China (Taiwan)

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. During this period, Japan developed as an economic superpower, while South Korea, Hong Kong, Taiwan, Singapore, Malaysia, Thailand and the South Asian subcontinent experienced their own economic miracles in the following years. 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. As a consequence the social, economic, political and cultural changes taking place in the region were also having an impact globally.

With respect to the last three bullets, a case study approach should be adopted, using **one** country from the region as an example. The chosen country should be identified in the introduction to the examination answers.

- Korean War: causes, course and consequences
- Political and economic developments in Japan
- Economic miracles in Taiwan and South Korea
- Development of Singapore, Hong Kong, Malaysia and Thailand and the South Asian subcontinent
- Religion as an influence on regional relations and world affairs
- Globalization as an economic, cultural and social force
- Pacific Rim and the Pacific Islands: economic and political changes

12. Social and economic developments 1945–2000

This section requires a case study of any **one country of the region**. As can be seen from the following, students require a thorough knowledge of the society concerned. Any political references should be made within the context of social and economic developments and be relevant to an understanding of them.

This section allows students to develop their investigative and critical skills within the context of a case study of **one** country from the region. The chosen country should be identified in the introduction to the examination answers.

- Social structure and attitudes: health reforms, welfare state, gender issues, suffrage
- Role and impact of religion(s), conflict and tensions
- Developments in education, expansion and diversity
- Developments in the arts: visual arts, music, theatre, film and literature, media, propaganda, leisure and sport
- Immigration/emigration: causes and effects; demographic changes; urbanization
- Industrial revolution; impact of technology on society; the computer age

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

This option covers major trends in Europe and the Middle East in the period from the mid 18th century to the end of the 20th century. 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; the decline of empires and the establishment of nation states; political, social and economic reforms; and the emergence of dictatorships and the re-emergence of democracy. Although the focus is on major countries, developments in other states can be studied through case studies.

Within the sections there will be, where appropriate, a case study approach in which students will have the opportunity to study their own or another national history of the region.

Only people and events named in the guide will be named in the examination questions.

In some bullets, suitable examples are shown in brackets. These examples will **not** be named in the examination questions as any appropriate examples could be used.

Three sections must be selected for in-depth study.

> Please note that this option is available **only** to students who have studied the route 2 SL/HL core syllabus.

Figure 5
Map of Europe and the Middle East region (borders as of 2000)

1. The French Revolution and Napoleon—mid 18th century to 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 régime* and the stages of the revolutionary process during this period, culminating in 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.

- Crisis of the *ancien régime*: role of the monarchy especially Louis XVI; intellectual, political, social, financial and economic challenges
- Stages in, and radicalization 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 1792–96
- Rise of Napoleon Bonaparte
- Napoleon's domestic and foreign policies pre- and post-1804; Napoleonic wars
- Collapse of the Napoleonic Empire and Bourbon restoration; Congress of Vienna

2. Unification and consolidation of Germany and Italy 1815–90

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 these newly established nation states. 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 1870–71 and relations with existing European Powers should be considered along with the main domestic policies and problems of the new states.

- Revolutions in Italy and the significance of Rome; Austrian Empire and the German states between 1815 and 1848
- Unification of Italy: growth of power of Piedmont-Sardinia; Mazzini, Cavour and Garibaldi; foreign involvement and its effects
- The rise of Prussia 1815–62: political and economic factors including the German Confederation, the Zollverein; Prussian–Austrian relations to 1866
- Decline of Austrian influence: Crimean War; Italy; Austro–Prussian War 1866; Dual Monarchy of Austria Hungary; challenge of nationalism
- Bismarck, Prussia and unification: diplomatic, economic, military reorganization; wars of unification; 1871 Constitution
- Comparison of Italian and German unification
- Bismarck's Germany: domestic and foreign policy

3. Ottoman Empire from the early 19th to the early 20th century

This section focuses on developments in the Ottoman Empire both internally and externally. The condition of the declining empire meant that there was great interest in the region. It also meant that there was demand for change within Turkish and Ottoman lands. This section also focuses on the extent to which the Ottoman Empire changed over the course of the 19th and early 20th centuries.

- Problems in the early 19th century: Greek War of Independence
- Muhammad Ali in Egypt: establishment and maintenance of power; impact; Ottoman and European responses

- Attempts at internal modernization: causes, aims and effects of Tanzimat reforms; Abdul Hamid: reaction and reform
- Crimean War (1854–6): causes and consequences
- The Eastern Question; European challenges and Ottoman responses (mid 19th century to 1913); decline of the Ottoman Empire
- Lebanon: levels of Ottoman control; communal tensions and Civil War 1860; extent of autonomy after 1861
- Growth of the Committee of Union and Progress to 1908/09; reforms of the Young Turks; Balkan Wars

4. Western and Northern Europe 1848–1914

This section covers British history from 1867 to 1914 and France during the Second Empire and Third French Republic. This was a period of change and modernization, as well as war, political turmoil and social upheavals.

- France: 1848 Revolution, Empire and Republic
- Napoleon III: domestic and foreign policies
- Collapse of Empire; Paris Commune
- Third French Republic 1875–1914: crises and policies; Boulanger; financial problems; Dreyfus; left–wing movements; establishment of a secular state
- Britain 1867–1914: extension of the franchise; social reforms; development of political parties
- Disraeli and Gladstone: domestic, including Irish, policies; foreign and imperial policies
- Case study of political developments in **one** Western or Northern European state (suitable examples could be Spain, Denmark, Finland, Norway, Portugal, Sweden, Switzerland but all relevant states are valid)

5. Imperial Russia, revolutions, emergence of Soviet State 1853–1924

This section deals with the decline of imperial power in Tsarist Russia and the emergence of the Soviet State. It requires examination and consideration of the social, economic and political factors that inaugurated and accelerated the process of decline. Attempts at domestic reform and the extent to which these hastened or hindered decline should be studied, together with the impact of war and foreign entanglements.

- Alexander II (1855–81): emancipation of the serfs; military, legal, educational, local government reforms; later reaction
- Policies of Alexander III (1881–94) and Nicholas II (1895–1917): backwardness and attempts at modernization; nature of tsardom; growth of opposition movements
- Significance of the Russo-Japanese War; 1905 Revolution; Stolypin and the Duma; the impact of the First World War (1914–18) on Russia
- 1917 Revolutions: February/March Revolution; Provisional Government and Dual Power (Soviets); October/November Bolshevik Revolution; Lenin and Trotsky
- Lenin's Russia (1917–24): consolidation of new Soviet state; Civil War; War Communism; NEP; terror and coercion; foreign relations

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

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

- European diplomacy and the changing balance of power after 1870
- Aims, methods, continuity and change in German foreign policy to 1914; global colonial rivalry
- Relative importance of: the Alliance System; decline of the Ottoman Empire; Austria Hungary and Balkan nationalism; arms race; international and diplomatic crises
- Effects on civilian population; impact of war on women socially and politically
- Factors leading to the defeat of Germany and the other Central Powers (Austria Hungary, Ottoman Empire and Bulgaria); strategic errors; economic factors; the entry and role of the United States
- Post-war peace treaties and their territorial, political and economic effects on Europe: Versailles (St Germain, Trianon, Neuilly, Sèvres/Lausanne)

7. War and change in the Middle East 1914–49

This section deals with the impact of the First World War upon the Middle East and examines the significance of the Arab revolt militarily and politically as well as the effects of Allied diplomacy on the region's development. The unit requires consideration of post-war territorial and political rearrangements in the region, whether in the form of mandates or the establishment of independent states, as well as the emergence of movements for national regeneration. The question of the Palestine Mandate, including British administration and policies and the origins and development of the Arab–Jewish dispute up to 1948, is a particular area of focus.

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

8. Interwar years: conflict and cooperation 1919–39

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

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

9. The Soviet Union and Eastern Europe 1924–2000

This section deals with the consolidation of the Soviet state from 1924 and the methods applied to ensure its survival, growth and expansion inside and outside the borders of the Soviet Union. The rise and nature of the rule of Stalin, Khrushchev, Brezhnev 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.

- Stalin (1924–53): power struggle; collectivization and industrialization; Five Year Plans; constitution; cult of personality; purges; impact on society; foreign relations to 1941
- The Great Patriotic War: breakdown of wartime alliance; Cold War; policies towards Germany: Berlin; Eastern European satellite states; Warsaw Pact
- Khrushchev (1955–64): struggle for power after Stalin's death; destalinization; peaceful coexistence; domestic policies: economic and agricultural; foreign relations: Hungary, Berlin, Cuba, China
- Brezhnev: domestic and foreign policies
- Case study of **one** Sovietized/satellite state: establishment of Soviet control; the nature of the single-party state; domestic policies; opposition and dissent (suitable examples could be East Germany, Czechoslovakia, Poland but all relevant states are valid)
- Transformation of Soviet Union: political developments and change (1982–2000)

10. The Second World War and post-war Western Europe 1939–2000

This section deals with the Second World War, post-war recovery and 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.

- Second World War in Europe; Cold War: impact on Germany, NATO and military cooperation
- Post-war problems and political and economic recovery in Western Europe: devastation; debt 1945–9
- Establishment and consolidation of the Federal Republic of Germany to German reunification

- Moves towards political and economic integration, cooperation and enlargement post-1945: EEC, EC, EU
- Spain: Franco's regime and the transition to, and establishment of, democracy under Juan Carlos
- Case study of **one** Western European state between 1945 and 2000 (excluding Germany and Spain): the nature of the government; domestic policies; opposition and dissent

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

This section deals with the issues of nationalism, communalism, modernization and westernization in the Middle East post-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: nature of the state; political developments; economic and social policies
- Modernization and Westernization under Mohammad Reza Shah Pahlavi in Iran: impact of Western influence; White Revolution; nature of society; 1979 Revolution
- Lebanon: civil wars, outside interference and reconstruction; confessional state; economic tensions; growth of militias and PLO
- Pan-Arabism: the UAR and the search for Arab leadership and unity; short-lived nature of UAR; longer-term impact on Islamic unity
- The Arab world and Israel: uneasy relations and conflicts; attempts at peacemaking; tensions caused by consequences of conflict (Occupied Territories, Intifada)
- Case study of **one** Middle Eastern state (excluding Egypt): the nature of the government; domestic policies; opposition and dissent (suitable examples could be Iraq, Iran, Saudi Arabia, Syria or any other relevant state)

12. Social and economic developments in Europe and the Middle East in the 19th or 20th century

This section requires a case study of any **one country of the region for a period of approximately fifty years**. As can be seen from the following, students require a thorough knowledge of the society concerned. Any political references should be made within the context of social and economic developments and be relevant to an understanding of them.

This section allows students to develop their investigative and critical skills within the context of a case study of **one** country from the region. The chosen country and period of study should be identified in the introduction to the examination answers.

- Social structure and attitudes: health reforms, welfare state; gender issues; suffrage
- Role and impact of religion(s), conflict and tensions
- Developments in education; expansion and diversity
- Developments in the arts: visual arts, music, theatre, film and literature, media, propaganda, leisure and sport
- Immigration/emigration: causes and effects; demographic changes; urbanization
- Industrial revolution; impact of technology on society; the computer age

Assessment in the Diploma Programme

General

Assessment is an integral part of teaching and learning. The most important aims of assessment in the Diploma Programme are that it should support curricular goals and encourage appropriate student learning. Both external and internal assessment are used in the Diploma Programme. IB examiners mark work produced for external assessment, while work produced for internal assessment is marked by teachers and externally moderated by the IB.

There are two types of assessment identified by the IB.

- Formative assessment informs both teaching and learning. It is concerned with providing accurate and helpful feedback to students and teachers on the kind of learning taking place and the nature of students' strengths and weaknesses in order to help develop students' understanding and capabilities. Formative assessment can also help to improve teaching quality, as it can provide information to monitor progress towards meeting the course aims and objectives.
- Summative assessment gives an overview of previous learning and is concerned with measuring student achievement.

The Diploma Programme primarily focuses on summative assessment designed to record student achievement at, or towards the end of, the course of study. However, many of the assessment instruments can also be used formatively during the course of teaching and learning, and teachers are encouraged to do this. A comprehensive assessment plan is viewed as being integral with teaching, learning and course organization. For further information, see the IB *Programme standards and practices* document.

The approach to assessment used by the IB is criterion-related, not norm-referenced. This approach to assessment judges students' work by their performance in relation to identified levels of attainment, and not in relation to the work of other students. For further information on assessment within the Diploma Programme please refer to the publication *Diploma Programme assessment: Principles and practice*.

To support teachers in the planning, delivery and assessment of the Diploma Programme courses a variety of resources can be found on the OCC or purchased from the IB store (http://store.ibo.org). Teacher support materials, subject reports, internal assessment guidance, grade descriptors, as well as resources from other teachers, can be found on the OCC. Specimen and past examination papers as well as markschemes can be purchased from the IB store.

Methods of assessment

The IB uses several methods to assess work produced by students.

Assessment criteria

Assessment criteria are used when the assessment task is open-ended. Each criterion concentrates on a particular skill that students are expected to demonstrate. An assessment objective describes what students should be able to do and assessment criteria describe how well they should be able to do it. Using assessment criteria allows discrimination between different answers and encourages a variety of responses.

Each criterion comprises a set of hierarchically ordered level descriptors. Each level descriptor is worth one or more marks. Each criterion is applied independently using a best-fit model. The maximum marks for each criterion may differ according to the criterion's importance. The marks awarded for each criterion are added together to give the total mark for the piece of work.

Markbands

Markbands are a comprehensive statement of expected performance against which responses are judged. They represent a single holistic criterion divided into level descriptors. Each level descriptor corresponds to a range of marks to differentiate student performance. A best-fit approach is used to ascertain which particular mark to use from the possible range for each level descriptor.

Markschemes

This generic term is used to describe analytic markschemes that are prepared for specific examination papers. Analytic markschemes are prepared for those examination questions that expect a particular kind of response and/or a given final answer from the students. They give detailed instructions to examiners on how to break down the total mark for each question for different parts of the response. A markscheme may include the content expected in the responses to questions or may be a series of marking notes giving guidance on how to apply criteria.

Assessment outline—SL

First examinations 2010

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

Assessment outline—HL

First examinations 2010

Assessment component	Weighting
External assessment (5 hours)	**80%**
Paper 1 (1 hour)	**20%**
Route 1: Two prescribed subjects, Route 2: Three prescribed subjects Four short-answer/structured questions Assessment objectives: 1–3 (25 marks)	
Paper 2 (1 hour 30 minutes)	**25%**
Routes 1 and 2: Five topics Two extended-response questions Assessment objectives 1–4 (40 marks)	
Paper 3 (2 hours 30 minutes)	**35%**
Three extended-response questions Assessment objectives 1–4 (60 marks)	
Internal assessment Historical investigation on any area of the syllabus Approximately 20 hours Assessment objectives 1–4 (25 marks)	**20%**

External assessment

Two different methods are used to assess students.

- Detailed markschemes specific to each examination paper
- Markbands

The markbands are published in this guide.

For paper 1, there is an analytic markscheme.

For paper 2, there is an analytic markscheme and markbands.

For paper 3, at HL only, there is an analytic markscheme and markbands.

The markbands are related to the assessment objectives established for the history course and the group 3 grade descriptors. The markschemes are specific to each examination.

External assessment details—SL

Paper 1

Duration: 1 hour
Weighting: 30%
This examination paper assesses the following objectives.

Question	Assessment objective
The first question will test understanding of a source in part (a) and part (b).	1. Knowledge and understanding • Understand historical sources
The second question will test analysis of sources through the comparison and contrast of two sources.	2. Application and interpretation • Compare and contrast historical sources as evidence
The third question will ask students to discuss two sources in relation to their origin, purpose, value and limitations.	3. Synthesis and evaluation • Evaluate historical sources as evidence
The fourth question will test evaluation of sources and contextual knowledge.	1. Knowledge and understanding • Demonstrate an understanding of historical context 3. Synthesis and evaluation • Evaluate and synthesize evidence from both historical sources and background knowledge

The structured questions are set on subjects that are prescribed in advance. Students should study one prescribed subject in depth from **either** route 1 or route 2.

The prescribed subjects for the examination sessions 2010–16 are as follows.

Route 1: History of Europe and the Islamic world

- Prescribed subject 1: The origins and rise of Islam c500–661
- Prescribed subject 2: The kingdom of Sicily 1130–1302

Route 2: 20th century world history

- Prescribed subject 1: Peacemaking, peacekeeping—international relations 1918–36
- Prescribed subject 2: The Arab–Israeli conflict 1945–79
- Prescribed subject 3: Communism in crisis 1976–89

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 students have a strong grasp of the historical context of the prescribed subject. It is therefore essential that students are directed towards authoritative secondary sources that will provide them with a strong foundation in the prescribed subject.

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 students will be asked to use their own knowledge as well as evidence contained in all the sources.

Students must answer all four questions from one prescribed subject. The maximum mark for this paper is 25. The paper is marked using a paper-specific analytic markscheme.

Paper 2

Duration: 1 hour 30 minutes
Weighting: 45%

This examination paper assesses objectives 1–4. All assessment objectives for the paper are tracked through to the markband descriptors. (See "External markbands—SL". Please note that these markbands are the same at HL.)

Students should study two topics from either route 1, or route 2. Both syllabuses consist of five topics.

Route 1: History of Europe and the Islamic world

- Topic 1: Dynasties and rulers
- Topic 2: Society and economy
- Topic 3: Wars and warfare
- Topic 4: Intellectual, cultural and artistic developments
- Topic 5: Religion and the state

Route 2: 20th century world history

- Topic 1: Causes, practices and effects of wars
- Topic 2: Democratic states—challenges and responses
- 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

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

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

- **three** questions on named people, themes, topics or events that are listed in the syllabus
- **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 two regions in route 2. This will be indicated either by named examples or by demanding two unnamed examples
- any **one** of the questions may be a comparative question, or based on a quotation.

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

Students must answer **two** questions, each selected from a **different** topic. The maximum mark for this paper is 40. The paper is marked using generic markbands and a paper-specific analytic markscheme.

External markbands—SL

Markbands for paper 2

Assessment objectives for paper 2 SL/HL are shown in the right-hand column of the markbands chart.

Note: The following elements of the objectives may not always apply to essay answers.

- Assessment objective 2: Show awareness of different approaches to, and interpretations of, historical issues and events.
- Assessment objective 3: Evaluate different approaches to, and interpretations of, historical issues and events.

The generic markbands should be read in conjunction with the paper-specific markscheme.

Marks	Level descriptor	Assessment objectives and mark range
0	The work does not reach a standard described by the descriptors below.	Low mark range: 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 Assessment objective 4: Use of historical skills • Demonstrate the ability to structure an essay answer
1–3	Answers lack understanding of the demands of the question or accurate/relevant historical knowledge. Answers show little or no evidence of appropriate structure and consist of little more than vague, unsupported assertions.	
4–5	Answers reveal little understanding of the question. While historical details are present, they are largely inaccurate and/or of marginal relevance to the task. There is little or no understanding of historical context or historical processes. While there may be a recognizable essay structure, there is minimal focus on the task.	
6–7	Answers indicate some understanding of the question. There is some relevant historical knowledge, but it is limited in terms of quantity and quality. 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. While there may be a recognizable essay structure, the question is only partially addressed.	

Marks	Level descriptor	Assessment objectives and mark range
8–9	Answers indicate that the demands of the question are generally understood. 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 coherent argument that requires further substantiation. Relevant critical commentary is implicit. 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. There is evidence of an attempt to follow a structured approach, either chronological or thematic.	
10–12	Answers indicate that the demands of the question are understood and addressed though not all implications are considered. Relevant, largely accurate historical knowledge is present and applied as evidence. Answers may attempt some critical commentary. Events are generally placed in their historical context. There is an understanding of historical processes and (where appropriate) comparison and contrast. 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. There is a clear attempt to structure answers either chronologically or thematically.	Middle mark range: In addition to the above objectives this level also reaches the following objectives. Assessment objective 2: Application and interpretation • Apply historical knowledge as evidence • Show awareness of different approaches to, and interpretations of, historical issues and events Assessment objective 4: Use of historical skills • Demonstrate the ability to structure an essay answer, using evidence to support relevant historical arguments

Marks	Level descriptor	Assessment objectives and mark range
13–15	Answers are clearly focused responses to the demands of the question. Relevant historical knowledge is applied as evidence. Critical commentary using the evidence base is present but not always used consistently. Events are placed in their historical context. There is a sound understanding of historical processes and (where appropriate) comparison and contrast. 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. Answers are structured (either chronologically or thematically) using relevant evidence to support historical arguments.	Upper mark range: In addition to the above objectives this level also reaches the following objectives. Assessment objective 3: Synthesis and evaluation • Evaluate different approaches to, and interpretations of, historical issues and events • Develop critical commentary using the evidence base 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
16–20	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. Detailed and accurate historical knowledge is applied as evidence and used consistently and effectively to support critical commentary. Events are placed in their historical context and there is a perceptive understanding of historical processes and (where appropriate) comparison and contrast. 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. Answers are well structured and clearly expressed, using evidence to support relevant, balanced and focused historical arguments.	

External assessment details—HL

Paper 1

Duration: 1 hour
Weighting: 20%
This examination paper assesses the following objectives.

Question	Assessment objective
The first question will test understanding of a source in part (a) and part (b).	1. Knowledge and understanding • Understand historical sources
The second question will test analysis of sources through the comparison and contrast of two sources.	2. Application and interpretation • Compare and contrast historical sources as evidence
The third question will ask students to discuss two sources in relation to their origin, purpose, value and limitations	3. Synthesis and evaluation • Evaluate historical sources as evidence
The fourth question will test evaluation of sources and contextual knowledge.	1. Knowledge and understanding • Demonstrate an understanding of historical context 3. Synthesis and evaluation • Evaluate and synthesize evidence from both historical sources and background knowledge

The structured questions are set on subjects that are prescribed in advance. Students must study one prescribed subject in depth from **either** route 1 or route 2.

The prescribed subjects for the examination sessions 2010–16 are as follows.

Route 1: History of Europe and the Islamic world

- Prescribed subject 1: The origins and rise of Islam c500–661
- Prescribed subject 2: The kingdom of Sicily 1130–1302

Route 2: 20th century world history

- Prescribed subject 1: Peacemaking, peacekeeping—international relations 1918–36
- Prescribed subject 2: The Arab–Israeli conflict 1945–79
- Prescribed subject 3: Communism in crisis 1976–89

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 students have a strong grasp of the historical context of the prescribed subject. It is therefore essential that students are directed towards authoritative secondary sources that will provide them with a strong foundation in the prescribed subject.

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 students will be asked to use their own knowledge as well as evidence contained in all the sources.

Students must answer all four questions from one prescribed subject. The maximum mark for this paper is 25. The paper is marked using a paper-specific analytic markscheme.

Paper 2

Duration: 1 hour 30 minutes
Weighting: 25%
This examination paper assesses objectives 1–4. All assessment objectives for the paper are tracked through to the markband descriptors (see "External markbands—HL").

Students must study two topics from either route 1, or route 2. Each syllabus consists of five topics.

Route 1: History of Europe and the Islamic world

- Topic 1: Dynasties and rulers
- Topic 2: Society and economy
- Topic 3: Wars and warfare
- Topic 4: Intellectual, cultural and artistic developments
- Topic 5: Religion and the state

Route 2: 20th century world history

- Topic 1: Causes, practices and effects of wars
- Topic 2: Democratic states—challenges and responses
- 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

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

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

- **three** questions on named people, themes, topics or events that are listed in the syllabus
- **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 two regions in route 2. This will be indicated either by named examples or by demanding two unnamed examples
- any **one** of the questions may be a comparative question, or based on a quotation.

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

Students must answer **two** questions, each selected from a **different** topic. The maximum mark for this paper is 40. The paper is marked using generic markbands and a paper-specific analytic markscheme.

Paper 3

Duration: 2 hours 30 minutes
Weighting: 35%
This examination paper assesses objectives 1–4. All assessment objectives for the paper are tracked through to the markband descriptors (see "External markbands—HL").

Students must choose **one** of the following options, each of which has a separate examination paper.

Route 1: History of Europe and the Islamic world

- Option 1: Aspects of the history of medieval Europe and the Islamic world

Route 2: 20th century world 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

Students must study **three** syllabus sections from their chosen option.

Questions that refer to specific countries, events or people are restricted to those listed in the syllabus descriptions. Where a case study approach has been taken students may illustrate their answers with reference to any country within the region.

Note: In some cases there may be exclusions, but these will be stated in the syllabus.

The examination paper will consist of 24 questions. **Two** extended-response questions will be set on each syllabus section.

Students must select **three** questions. The maximum mark for this paper is 60. The paper is marked using generic markbands and a paper-specific analytic markscheme.

External markbands—HL

Markbands for paper 2

These are the same markbands as for SL.

Markbands for paper 3

Assessment objectives for paper 3 HL are shown in the right-hand column of the markbands chart.

Note: The following elements of the objectives may not always apply to essay answers.

- Assessment objective 2: Show awareness of different approaches to, and interpretations of, historical issues and events.
- Assessment objective 3: Evaluate different approaches to, and interpretations of, historical issues and events.

The generic markbands should be read in conjunction with the paper-specific markscheme.

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

Marks	Level descriptor	Assessment objectives and mark range
7–8	Answers indicate that the demands of the question are generally understood. Relevant in-depth historical knowledge is present but is unevenly applied throughout. 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. There has been some attempt to place events in their historical context and to show an understanding of historical processes and (where appropriate) comparison and contrast. There is evidence of an attempt to follow a structured approach, either chronological or thematic.	
9–11	Answers indicate that the demands of the question are understood and addressed, though not all implications are considered. Relevant, largely accurate in-depth historical knowledge is present and applied as evidence. Critical commentary indicates some understanding. Events are generally placed in their historical context. There is an understanding of historical processes and (where appropriate) comparison and contrast. 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. There is a clear attempt to structure answers chronologically or thematically. Synthesis is present but underdeveloped.	Middle mark range: In addition to the above objectives this level also reaches the following objectives. Assessment objective 2: Application and interpretation • Apply historical knowledge as evidence • Show awareness of different approaches to, and interpretations of, historical issues and events Assessment objective 4: Use of historical skills • Demonstrate the ability to structure an essay answer, using evidence to support relevant historical arguments

Marks	Level descriptor	Assessment objectives and mark range
12–14	Answers are clearly focused responses to the demands of the question. Relevant in-depth historical knowledge is applied as evidence. Critical commentary indicates some in-depth understanding but is not consistent throughout. Events are placed in their historical context. There is a sound understanding of historical processes and (where appropriate) comparison and contrast. 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. Answers are well structured using evidence to support relevant historical arguments. Synthesis is present but not always effectively or consistently integrated.	Upper mark range: In addition to the above objectives this level also reaches the following objectives. Assessment objective 3: Synthesis and evaluation • Evaluate different approaches to, and interpretations of, historical issues and events • Develop critical commentary using the evidence base • Synthesize by integrating evidence and critical commentary 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
15–17	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. In-depth and accurate historical knowledge is applied consistently and convincingly to support critical commentary. Events are placed in their historical context. There is a clear understanding of historical processes and (where appropriate) comparison and contrast. 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. 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.	

Marks	Level descriptor	Assessment objectives and mark range
18–20	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. In-depth and accurate historical knowledge is applied consistently and convincingly to support critical commentary. *In addition, answers may reveal a high level of conceptual ability.* Events are placed in their historical context. There is a clear understanding of historical processes and (where appropriate) comparison and contrast. 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. *In addition, an awareness of the reasons for circumstances that produced differing and often conflicting historical interpretations is present.* Answers are well structured and clearly expressed, using evidence to support relevant, balanced and well-focused arguments. *Synthesis is highly developed, with knowledge and critical commentary fully and effectively integrated.*	Top mark range: In addition to the above objectives this level demonstrates **at least one** of the additional qualities outlined in italics.

Internal assessment

Purpose of internal assessment

Internal assessment is an integral part of the course and is compulsory for both SL and HL students. It enables students to demonstrate the application of their skills and knowledge, and to pursue their personal interests, without the time limitations and other constraints that are associated with written examinations. The internal assessment should, as far as possible, be woven into normal classroom teaching and not be a separate activity conducted after a course has been taught.

The internal assessment requirements at SL and at HL are the same.

Guidance and authenticity

The historical investigation submitted for internal assessment must be the student's own work. However, it is not the intention that students should decide upon a title or topic and be left to work on the internal assessment component without any further support from the teacher. The teacher should play an important role during both the planning stage and the period when the student is working on the internally assessed work. It is the responsibility of the teacher to ensure that students are familiar with:

- the requirements of the type of work to be internally assessed
- the assessment criteria; students must understand that the work submitted for assessment must address these criteria effectively.

Teachers and students must discuss the internally assessed work. Students should be encouraged to initiate discussions with the teacher to obtain advice and information, and students must not be penalized for seeking guidance. However, if a student could not have completed the work without substantial support from the teacher, this should be recorded on the appropriate form from the *Handbook of procedures for the Diploma Programme*.

It is the responsibility of teachers to ensure that all students understand the basic meaning and significance of concepts that relate to academic honesty, especially authenticity and intellectual property. Teachers must ensure that all student work for assessment is prepared according to the requirements and must explain clearly to students that the internally assessed work must be entirely their own.

As part of the learning process, teachers can give advice to students on a first draft of the internally assessed work. This advice should be in terms of the way the work could be improved, but this first draft must not be heavily annotated or edited by the teacher. The next version handed to the teacher after the first draft must be the final one.

All work submitted to the IB for moderation or assessment must be authenticated by a teacher, and must not include any known instances of suspected or confirmed malpractice. Each student must sign the coversheet for internal assessment to confirm that the work is his or her authentic work and constitutes the final version of that work. Once a student has officially submitted the final version of the work to a teacher (or the coordinator) for internal assessment, together with the signed coversheet, it cannot be retracted.

Authenticity may be checked by discussion with the student on the content of the work, and scrutiny of one or more of the following:

- the student's initial proposal
- the first draft of the written work
- the references cited
- the style of writing compared with work known to be that of the student.

The requirement for teachers and students to sign the coversheet for internal assessment applies to the work of all students, not just the sample work that will be submitted to an examiner for the purpose of moderation. If the teacher and student sign a coversheet, but there is a comment to the effect that the work may not be authentic, the student will not be eligible for a mark in that component and no grade will be awarded. For further details refer to the IB publication *Academic honesty* and the relevant articles in the *General regulations: Diploma Programme*.

The same piece of work cannot be submitted to meet the requirements of both the internal assessment and the extended essay.

Time allocation

Internal assessment is an integral part of the history course, contributing 25% to the final assessment in the SL course and 20% in the HL course. This weighting should be reflected in the time that is allocated to teaching the knowledge, skills and understanding required to undertake the work as well as the total time allocated to carry out the work.

It is recommended that a total of approximately 20 hours at both SL and HL should be allocated to the work. This should include:

- time for the teacher to explain to students the requirements of the internal assessment
- class time for students to work on the internal assessment component
- time for consultation between the teacher and each student
- time to review and monitor progress, and to check authenticity.

Using assessment criteria for internal assessment

For internal assessment, a number of assessment criteria have been identified. Each assessment criterion has level descriptors describing specific levels of achievement together with an appropriate range of marks. The level descriptors concentrate on positive achievement, although for the lower levels failure to achieve may be included in the description.

Teachers must judge the internally assessed work at SL and at HL against the criteria using the level descriptors.

- The same assessment criteria are provided for SL and HL.
- The aim is to find, for each criterion, the descriptor that conveys most accurately the level attained by the student, using the best-fit model. A best-fit approach means that compensation should be made when a piece of work matches different aspects of a criterion at different levels. The mark awarded should be one that most fairly reflects the balance of achievement against the criterion. It is not necessary for every single aspect of a level descriptor to be met for that mark to be awarded.

- When assessing a student's work, teachers should read the level descriptors for each criterion until they reach a descriptor that most appropriately describes the level of the work being assessed. If a piece of work seems to fall between two descriptors, both descriptors should be read again and the one that more appropriately describes the student's work should be chosen.
- Where there are two or more marks available within a level, teachers should award the upper marks if the student's work demonstrates the qualities described to a great extent. Teachers should award the lower marks if the student's work demonstrates the qualities described to a lesser extent.
- Only whole numbers should be recorded; partial marks, such as fractions and decimals, are not acceptable.
- Teachers should not think in terms of a pass or fail boundary, but should concentrate on identifying the appropriate descriptor for each assessment criterion.
- The highest level descriptors do not imply faultless performance but should be achievable by a student. Teachers should not hesitate to use the extremes if they are appropriate descriptions of the work being assessed.
- A student who attains a high level of achievement in relation to one criterion will not necessarily attain high levels of achievement in relation to the other criteria. Similarly, a student who attains a low level of achievement for one criterion will not necessarily attain low achievement levels for the other criteria. Teachers should not assume that the overall assessment of the students will produce any particular distribution of marks.
- It is recommended that the assessment criteria be made available to students.

Internal assessment details—SL and HL

Requirements of the historical investigation

Introduction

The historical investigation is a problem-solving activity that enables students to demonstrate the application of their skills and knowledge to a historical topic that interests them and that need not be related to the syllabus. The internal assessment allows for flexibility and should encourage students to use their own initiative. The emphasis must be on a specific historical inquiry that enables the student to develop and apply the skills of a historian by selecting and analysing a good range of source material and managing diverse interpretations. The activity demands that students search for, select, evaluate and use evidence to reach a relevant conclusion. The investigation should be written in the specific format outlined later in this section.

Examples of the types of investigations students may undertake are:

- a historical topic or theme using written sources or a variety of sources
- a historical topic based on fieldwork, for example, a museum, archeological site, battlefields, places of worship such as mosques or churches, historic buildings
- a historical problem using documents (this could include newspapers)
- a local history study
- a historical study based on oral interviews
- a historical investigation based on interpreting a novel, film or work of art
- a historical investigation of cultural issues.

The following are examples of research questions.

- How accurately can the battle of Teutoburg Forest be reconstructed through archeological fieldwork?
- In what ways did the guild system affect the development of Norwich?
- Why was Charlemagne crowned Emperor by the Pope in 800?
- What were the contributions of Genghis Khan to the rise of Mongol power?
- Why was the *Summa Theologica* of Thomas Aquinas important in the medieval Church?
- How historically accurate is the depiction of Saladin in the film *Naser Salah el Dine, El* (1963)?
- In what ways did the work of Henry the Navigator inspire Portuguese exploration?
- How did the geisha's way of life change during the Meiji period?
- In what ways did the New Deal's Farm Security Administration use photography as propaganda to support its programmes?
- How did the experiences of British Second World War veterans serving in Europe compare with those in the Pacific?
- Why, and with what consequences for its citizens, was Dresden (any affected town could be substituted) bombed in 1945?
- In what ways did the Chinese communists use the traditional art form of opera to promote their ideology during the Cultural Revolution?
- To what extent did the experiences of Vietnam veterans in Tulsa, Oklahoma mirror the US public's overall perception of the war?
- How did the coverage of the Falklands/Malvinas War differ in the British and Argentine press?
- To what extent were the Moscow Olympic Games of 1980 affected by Cold War tensions?

Scope of the historical investigation

Students will be required to:

- undertake a historical investigation using a good range of historical sources
- focus on a topic or event with a cut-off date that is at least 10 years before the submission date for the investigation (therefore, an investigation submitted in 2010 would have a cut-off date of 2000; an investigation submitted in 2016 would have a cut-off date of 2006)
- provide a title for the historical investigation that should be framed as a question
- produce a written account of between 1,500–2,000 words for SL and HL, which must consist of:
  - a cover page with student name, number, research question and accurate word count
  - a plan of the historical investigation
  - a summary of evidence
  - an evaluation of sources
  - an analysis
  - a conclusion
  - a list of sources.

The historical investigation will be internally assessed by the teacher and externally moderated by the IB.

Choice of topic

Students should choose their own topic, with the teacher's guidance and approval. The topic should be worthwhile and of interest to the student.

Teachers must approve the topic for investigation and the research question before work is started. They must ensure that there are sufficient sources to support the investigation, and that it can be assessed by the criteria for internal assessment.

Students must be aware of ethical considerations when undertaking any investigation. They must show sensitivity and respect confidentiality.

Students are required to provide references or acknowledgments for all sources used.

The written account

Every student **must** produce a written account consisting of the following six sections.

- A Plan of the investigation
- B Summary of evidence
- C Evaluation of sources
- D Analysis
- E Conclusion
- F Sources and word limit

Total: 1,500–2,000 words
25 marks

A Plan of the investigation

Students should:

- state the topic of the investigation, which should be formulated as a question
- define the scope of the investigation
- explain the method of the investigation.

B Summary of evidence

This section should consist of factual material that is:

- drawn from sources that are appropriate for the investigation
- correctly and consistently referenced
- organized thematically or chronologically.

C Evaluation of sources

This section should consist of:

- a critical evaluation of **two** important sources appropriate to the investigation
- explicit reference to the origin, purpose, value and limitation of the selected sources.

D Analysis

This section should consist of:

- an analysis that breaks down complex issues in order to bring out the essential elements, any underlying assumptions and any interrelationships involved
- an understanding of the issue in its historical context
- a critical examination of the factual material presented in section B
- an awareness of the significance of the sources used, especially those evaluated in section C
- a consideration of different interpretations of evidence, where appropriate.

E Conclusion

The conclusion must be clearly stated, consistent with the evidence presented and relevant to the research question.

F Sources and word limit

A bibliography or list of sources and all citations, using one standard method, must be included; any illustrations, documents, or other supporting evidence should be included in an appendix. None of these will form part of the word count. The word count for the investigation must be clearly and accurately stated on the title page.

Assessment objectives for the internal assessment

Section	Assessment objective
Plan of the investigation	1. Knowledge and understanding • Demonstrate knowledge and understanding of a specific historical topic
Summary of evidence	2. Application and interpretation • Present a summary of evidence 4. Use of historical skills • Demonstrate evidence of research skills, organization and referencing
Evaluation of sources	3. Synthesis and evaluation • Evaluate historical sources as evidence
Analysis	3. Synthesis and evaluation • Present an analysis of a summary of evidence
Conclusion	3. Synthesis and evaluation
Sources and word limit	4. Use of historical skills • Demonstrate evidence of research skills, organization and referencing

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.

Glossary of 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.