

History 42S IB HL – Mr. Fritzsche



History is a dynamic, contested, evidence-based discipline that involves an exciting engagement with the past. It is an exploratory subject that fosters a sense of inquiry. It is also interpretive, allowing opportunity for engagement with multiple perspectives and a plurality of opinions. Studying history develops an understanding of the past, which leads to a deeper understanding of the nature of humans and of the world today. – IB Subject Guide

Course Topics

No history course can cover everything! I have built the course around subjects that have been popular among students in the past, build on previous learning, and that satisfy the IB requirements. I believe that the content is relevant to understanding important concepts in contemporary society related to political and economic theories, human rights, authoritarianism, and conflict. We will also cover topics from several regions, including North America, Europe, and Asia. If there is a topic you are interested in exploring that isn't part of our course, I can support you in inquiring about that in your historical investigation (IA)!

- The French Revolution and Napoleon (1774-1815) – *completed in grade 11 / reviewed in April*
- History of Europe (1919-1945)
 - Paris Peace Treaties and the League of Nations
 - Causes and course of World War II
 - Authoritarianism in Italy (Mussolini), Germany (Hitler), and Russia (Stalin)
- Japanese expansionism and World War II in Asia (1931-1945)
- Rise and Rule of Mao Zedong in China (1911-1976)
- Cold War: Superpower Tensions and Relations (1943-1990)
 - Origins of rivalry between the US/USSR
 - Events: Berlin Crisis, Korean War, Cuban Missile Crisis, Vietnam War

A complete review of the curriculum and how the subjects above relate to examinations can be found in a separate document online or by clicking [here](#).

Learning Outcomes and Assessment

- You will have many opportunities to demonstrate the skills and knowledge that you have learned in the course. My main goal is for you to IMPROVE from September to May. Your grade will reflect where you are at by the end of the course. It is not cumulative – so poor results early in the year do not mean you cannot reach a high level of achievement by the end. **Our focus should be on learning and I will ensure that the number on the report card reflects that.**
- Assessment is based on IB Group 3 Aims and History DP Assessment Objectives.
 - Both documents can be found online and at the end of this document

- **Everyone is eligible to receive two provincial 40S credits** (1 per semester) based on the mark that appears on your report card. This will be assessed/calculated as follows:
 - 40% of grade = “*Observations and conversations*” – this is based on the learning you demonstrate in informal settings (class discussion, engagement with material, participating in activities, asking questions)
 - 40% of grade = “*Tests*” – we will do IB assessments that mirror the exam tasks. You will be marked using specific rubrics.
 - 20% of grade = “*Historical investigation*” – this is an opportunity to do the work of a historian in a topic of your choice. You will develop a question, gather and evaluate sources, research, and present your evidence, analysis, and reflections in a structured format.
 - first semester only – this 20% will be rolled into the other two categories for semester 2.

- **Students taking the IB exams may earn an IB score that can be used for a university transfer credit.** Your final IB score is based on the following tasks. The IA is completed during the course, the Papers are written in the May exam period. The IB exams do not impact your report card grade (except the IA).
 - Internal assessment = 20%
 - Paper 1 (doc paper) = 20%*
 - Paper 2 (two essays) = 25%*
 - Paper 3 (three essays) = 35%*



Course Resources

- **Microsoft Teams class page** – I will post daily reviews of what we did in class and offer links to materials that link to interests that you’ve expressed or to items that will extend our curricular learning.
- www.mrfritzsche.com – This website is a more permanent storehouse for all of my course materials but is not tailored specifically to our class. It’s like a library.
- **Three textbooks** (Move to Global War, Authoritarian States, Cold War) will be assigned to you for the duration of the course. They may be brought between school and your home. They must be returned to me at the end of the course in good order!



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. develop an understanding of, and continuing interest in, the past
8. encourage students to engage with multiple perspectives and to appreciate the complex nature of historical concepts, issues, events and developments
9. promote international-mindedness through the study of history from more than one region of the world
10. develop an understanding of history as a discipline and to develop historical consciousness including a sense of chronology and context, and an understanding of different historical perspectives
11. develop key historical skills, including engaging effectively with sources
12. increase students' understanding of themselves and of contemporary society by encouraging reflection on the past.

Assessment objectives

Assessment objective 1: Knowledge and understanding

- Demonstrate detailed, relevant and accurate historical knowledge.
- Demonstrate understanding of historical concepts and context.
- Demonstrate understanding of historical sources. (Internal assessment and paper 1)

Assessment objective 2: Application and analysis

- Formulate clear and coherent arguments.
- Use relevant historical knowledge to effectively support analysis.
- Analyse and interpret a variety of sources. (Internal assessment and paper 1)

Assessment objective 3: Synthesis and evaluation

- Integrate evidence and analysis to produce a coherent response.
- Evaluate **different** perspectives on historical issues and events, and integrate this evaluation effectively into a response.
- Evaluate **sources** as historical evidence, recognizing their value and limitations. (Internal assessment and paper 1)
- Synthesize information from a selection of relevant sources. (Internal assessment and paper 1)

Assessment objective 4: Use and application of appropriate skills

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