



Glenlyon Norfolk School
2016-2017



Name of Course: IB History 12

Teacher and contact information:

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Course Description:

This is year two of a two-year course of study. Year one focused on the regional and comparative history of the Americas - the United States, Canada, Latin America - and will form the basis of Paper 3 of the IB exams. This year - IB2 - study will survey 20th century world history topics. The material studied this year will form the basis of Paper 1 and Paper 2 of the IB exams.

Course Aims:

The study of history allows students to make better sense of the world today. With its focus on 20th century world topics, IB History 12 further develops a student's understanding of and appreciation for the international issues, cultures and events that have shaped modern day. In support of the IB mission statement, it is our intention to develop inquiring, knowledgeable and principled young thinkers whose respect for cultural and political differences are nurtured and encouraged through their learning.

As stated in the IB syllabus, "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."

Assignments and assessment will be based around the development of the following skills:

- *the gathering and sorting of historical evidence*
- *the evaluation of historical evidence*
- *recognizing and understanding historical processes and their relationships to human experience, activity and motivation*
- *organizing and expressing historical ideas and information*

The Year Ahead: the following major topics are selected from the topics offered in the IB Guide “20th Century World History.”

**Paper One Topic: Prescribed Subject – Rights and Protest Movements
Analysis and Evaluation of Primary and Secondary Sources**

Case Study 1: Civil rights movement in the United States 1954-65

Nature and characteristics of discrimination:

- Racism and violence against African Americans; the Ku Klux Klan; disenfranchisement
- Segregation and education; Brown versus Board of Education decision (1954); Little Rock (1957)
- Economic and social discrimination; legacy of the Jim Crow laws; impact on individuals
- Protests and action
- Non-violent protests; Montgomery bus boycott (1955–1956); Freedom Rides (1961); Freedom Summer (1964)
- Legislative changes: Civil Rights Act (1964); Voting Rights Act (1965) The role and significance of key actors/groups
- Key actors: Martin Luther King Jr; Malcolm X; Lyndon B Johnson
- Key groups: National Association for the Advancement of Colored People (NAACP); Southern Christian Leadership Conference (SCLC) and Student Non-violent Coordinating Committee (SNCC); the Nation of Islam (Black Muslims)

Case Study 2: Apartheid South Africa

Nature and characteristics of discrimination:

- “Petty Apartheid” and “Grand Apartheid” legislation
- Division and “classification”; segregation of populations and amenities; creation of townships/forced removals; segregation of education; Bantustan system; impact on individuals
- Protests and action
- Non-violent protests: bus boycotts; defiance campaign, Freedom Charter
- Increasing violence: the Sharpeville massacre (1960) and the decision to adopt the armed struggle
- Official response: the Rivonia trial (1963–1964) and the imprisonment of the ANC leadership
- The role and significance of key actors/groups
- Key individuals: Nelson Mandela; Albert Luthuli
- Key groups: the African National Congress (ANC); the South African Communist Party (SACP) and the MK (Umkhonto we Sizwe—“Spear of the Nation”)

TOK link – “This prescribed subject provides many opportunities for the students to explore the nature of historical knowledge and how historians evaluate and analyse information of various types. This topic deals with fundamental aspects of human nature in the relationship between peace and war, and self-interest versus altruism.” (p. 14, 20th Century World History/ IB Course Companion)

Paper Two Topics:

World history topic 10: Authoritarian states (20th century)

This topic focuses on exploring the conditions that facilitated the rise of authoritarian states in the 20th century, as well as the methods used by parties and leaders to take and maintain power. The topic explores the emergence, consolidation and maintenance of power, including the impact of the leaders’ policies, both domestic and foreign, upon the maintenance of power. Examination questions for this topic will expect students to make reference to specific authoritarian states in their responses, and some examination questions will require discussion of states from more than one region of the world. In order for students to be able to make meaningful comparisons across all aspects of the prescribed content, it is recommended that a minimum of three authoritarian states should be studied. Our primary focus will be on the following leaders: Hitler, Stalin and Castro.

Topic	Prescribed Content
Emergence of authoritarian states	<ul style="list-style-type: none"> • Conditions in which authoritarian states emerged: economic factors; social division; impact of war; weakness of political system • Methods used to establish authoritarian states: persuasion and coercion; the role of leaders; ideology; the use of force; propaganda
Consolidation and maintenance of power	<ul style="list-style-type: none"> • Use of legal methods; use of force; charismatic leadership; dissemination of propaganda • Nature, extent and treatment of opposition • The impact of the success and/or failure of foreign policy on the maintenance of power
Aims and results of policies	<ul style="list-style-type: none"> • Aims and impact of domestic economic, political, cultural and social policies • The impact of policies on women and minorities • Authoritarian control and the extent to which it was achieved

World history topic 12: The Cold War: Superpower tensions and rivalries (20th century)

The Cold War dominated global affairs from the end of the Second World War to the early 1990s. This topic focuses on how superpower rivalries did not remain static but changed according to styles of leadership, strength of ideological beliefs, economic factors and crises involving client states. The topic aims to promote an international perspective on the Cold War by requiring the study of Cold War leaders, countries and crises from more than one region of the world.

Topic	Prescribed Content
Rivalry, mistrust and accord	<ul style="list-style-type: none">• The breakdown of the grand alliance and the emergence of superpower rivalry in Europe and Asia (1943–1949): role of ideology; fear and aggression; economic interests; a comparison of the roles of the US and the USSR• The US, USSR and China—superpower relations (1947–1979): containment; peaceful co-existence; Sino-Soviet and Sino-US relations; detente• Confrontation and reconciliation; reasons for the end of the Cold War (1980– 1991): ideological challenges and dissent; economic problems; arms race
Leaders and nations	<ul style="list-style-type: none">• The impact of two leaders, each chosen from a different region, on the course and development of the Cold War• The impact of Cold War tensions on two countries (excluding the USSR and the US)
Cold War crises	<ul style="list-style-type: none">• Cold War crises case studies: detailed study of any two Cold War crises from different regions: examination and comparison of the causes, impact and significance of the two crises

TOK link:

- *Are motivations to control and influence other human beings based on reason, emotion, natural instincts or learned behaviour?*
- *What specific outcomes did these leaders wish to achieve through modifying attitudes and behaviour?*
- *How do people experience living in a totalitarian state? What advantages are there? What are the disadvantages? What happens to a society when the regime falls?* (p. 355, 20th Century World History /IB Course Companion)

Evaluation Procedures:

In order for a student's grade to reflect his/her most current and consistent level of achievement, *cumulative* grades will be calculated throughout the year using the following methods of assessment:

Participation, preparedness, collaboration
quizzes, directed reading/questions, unit revision work

Major assessment will take the form of: essay work, (in class or research) Document Analysis, Seminar Discussion, Unit Tests

External Evaluation -IB Exam Specifications, Internal Assessment:

Paper 1: Document based exam - prescribed subject area - 20th Century World History - 1hr

HL = 20%, SL = 30%

Paper 2: Essay paper based on 20th Century World History topics -1.5hrs (two questions, each from a different topic)

HL = 25%, SL = 45%

Paper 3: Essay paper based on the Americas /Grade 11 work - 2.5hrs (any three questions)

HL only = 35%

Historical Investigation (Internal Assessment Final Draft) - Research Paper (1800-2200 words)

HL = 20%, SL = 25%

Important Dates – IB History Exams - May 2017

Friday, May 6th – Paper One (HL/SL, 1 hour) (p.m.)

Monday, May 9th – Paper Two (HL, SL, 1.5 hours – 2 essays, each chosen from different topic areas) (p.m.)

Thursday, May 12th – Paper Three (HL only, 2.5 hours – 3 essays) (p.m.)

Homework:

Students are expected to review a copy of the GNS homework policy and be familiar with the outlined expectations. When students are not able to complete work on the date it is due, the subject teacher will normally assign the student to Academic Completion Time (ACT) until the work is completed. Students are encouraged to be pro

active in assessing their workload and ability to meet deadlines. Early communication with the subject teacher about concerns is key. Extensions may be considered under special circumstances.

Plagiarism in any form and at any level is not acceptable

Plagiarism is the act of intentionally, or unintentionally, using or passing off someone else's words, ideas, or images as your own. Plagiarism is a form of intellectual dishonesty and is a serious and punishable offence. (Research Success, TDSB 2005)

Please note the following statements taken from the ***IB Diploma Programme's general regulations***:

Ask for Advice

You are responsible for ensuring that all of the work you submit is authentic and that any sources used are appropriately acknowledged. If you have any doubts please ask for advice

Examples of Malpractice:

Plagiarism -
the representation of the ideas or work of another person as your own

Collusion -
supporting malpractice by another student, as in allowing your work to be copied or submitted for assessment by another student

How to Avoid Plagiarism

- credit all the sources you use, even if you have paraphrased or summarized
- clearly distinguish between your work and the source being used (using quotation marks, indentation or a similar method)
- use a style of referencing that is appropriate for the subject

Primary Resources:

GCSE Modern World History – Ben Walsh
20th Century World History – IB Course Companion

Many additional readings will be assigned throughout the year to support assignment work and seminars.

