

IB History – Syllabus Outline – Goetheschule Essen

Allocated Time:

90 minutes/week

Course Specifics:

The IB History course curriculum is combined with the German curriculum of the Abitur in North-Rhine Westphalia.

Students are taught 3 (basic course) or 5 (advanced course) lessons per week in their German History lessons, complemented by 2 IB lessons.

Resources:

- Gray, Brian et al., *Authoritarian States*, IB History Course Book, Oxford IB Diploma Program, Oxford 2015
- Laschewski-Müller, Karin et al., *Kursbuch Geschichte. Nordrhein-Westfalen. Qualifikationsphase*, Berlin (Cornelsen), 2015.
- Lowe, Norman, *Mastering Modern World History*, Basingstoke, 2005
- Mamaux, Alexis, *The Cold War – Tensions and Rivalries*, IB History Course Book, Oxford IB Diploma Program, Oxford 2015
- Mason, James and Leonard, Angela, *Modern World History to GCSE*, Oxford, 2001
- Smith, David M., *Causes and Effects of 20th Century Wars*. IB History Course Book, Oxford IB Diploma Program, Oxford (OUP), 2015.
- Thomas, Jo and Rogers, Keely, *The Move to Global War*, IB History Course Book, Oxford IB Diploma Program, Oxford 2015

- Additional online resources
- Maps
- Documentaries
- Resources in the school library

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History Skills:

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

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

[History Guide – First Examinations 2020, Oxford 2015, p 10]

IB Learner Profile:

The history syllabus is closely linked to the IB learner profile, which strives to develop internationally minded people who recognize their common humanity and shared guardianship of the planet, and who help create a better and more peaceful world. By following the history syllabus, students will have fulfilled the attributes of the IB learner profile.

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Course outline:

German curriculum topics relevant to the IB History course are in the left column of the table.

A number of topics of the IB curriculum are covered by the German curriculum, see left column.

Topics only relevant to students in the advanced course are marked in Italics.

German Abitur Curriculum	IB History Course Curriculum
<p>Q1.1 (year 11 first semester)</p> <p>Nationalism, national identity and the German nation in the long 19th century</p> <p>1. Effects of the French Revolution and Napoleonic reign on the German states</p> <p>2. European peace settlements at the Congress of Vienna</p> <p>3. The Genesis of a German identity from the Vienna Congress 1815 to the Revolution of 1848/49</p> <p>4. Emergence and consolidation of the German Empire 1864-1890</p>	<p>Paper 2 – topic 11: Causes, Practices and Effects of 20th Century Wars</p> <p>Paper 3 – Europe and the First World War (1871 – 1918)</p> <p>1. The First World War</p> <p>Paper 1 – prescribed topic 3: The Move to Global War</p> <p>1. Japanese Expansionism</p> <p>TOK:</p> <ul style="list-style-type: none"> • Was the outbreak of the First World War inevitable? (teleologic/deterministic views on history) • (How) can we know the historical truth? (perspective and construction/deconstruction of history and historiography) • Do ‘great men’ make history? (different historical schools and perspectives) • To what extent must/should historians pass moral judgements on historical events and figures? (history and morality) • The role of the historian: Do we study history for its own sake or is its aim to explain the present and learn something for the future? What can we actually learn from history? <p>CAS:</p> <ul style="list-style-type: none"> • role plays, e. g. Paris Peace Conference

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Q1.2 (year 11 second semester)

Modern industrial society between progress and crisis

Paper 3

1. Causes and driving factors for the industrial revolution in England and Germany
2. The “second” industrial revolution in Germany
3. Social question and attempts of solving it
4. From imperial expansionism (example: Africa) to the first modern war
5. Consequences of the First World War for Germany and Europe

Paper 1 – prescribed topic 3: The Move to Global War

2. Italian Expansionism

Paper 2 – topic 11: Causes, Practices and Effects of 20th Century Wars

2. The Second World War

TOK:

- How do present circumstances shape our perception of the past? How can historians living in a dictatorship avoid bias (fascist Italy and Germany, Second World War)?
- Should all historical opinions – no matter how wrong they seem (e.g. Holocaust denial) – be considered or is there a limit on the conclusions one can draw from a study of the past (falsification of history)?
- How does ideology influence the work of the historian? Can/ Must a historian be free from ideological influences?
- Is inevitability an unhistorical concept (Italian expansionism, cf. above)?
- How useful are visual sources to the historian of the 20th century (value and limitation of sources)?

IA: Historical Investigation

focus on finding a suitable research question, collecting sources and literature, initial research

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Q2.1 (year 12 first semester)

National Socialism – preconditions, form of government, aftermath and interpretations

1. Political, social and economic reasons for the rise of National Socialism in the Weimar Republic
2. Nazism and fascism in Europe (Germany, Italy)
3. Ideological, political, social and *economic* structure of the Third Reich
4. Systematic discrimination, persecution and industrial mass murder of the European Jews
5. Causes, practices and effects of the Second World War

Paper 2 – topic 11: Causes, Practices and Effects of 20th Century Wars

3. The Chinese Civil War
4. The Falklands and Malvinas War

Paper 3 – topic 12: Imperial Russia, revolution and the establishment of the Soviet Union (1855–1924)

Paper 3 – topic 16: The Soviet Union and post-Soviet Russia (1924–2000)

TOK:

- What challenges do historians trying to reconstruct the past have to deal with (e.g. too little/ too much material, reliability of eye-witnesses, relative value of sources, selection of material etc.)?
- Can historians with a different cultural background and set of values fully understand and appreciate the history of another country? (history, emotion and perception)
- What value is there for historians to consider other disciplines in their study of the past (e.g. gender studies, social studies, psychology etc.)?
- How does hindsight affect historians? Does it make their task easier or more difficult? (history and determinism)

IA: Historical Investigation

detailed research, consulting sessions with teacher, first draft finished by Autumn recess, final version before Christmas

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Q2.2 (year 12 second semester)

Nationalism, national identity and the German nation in the "short" 20th century

1. National Socialism and the Second World War in historical perspective
2. Rise of the two global superpowers USA and USSR
3. Origins and development of the Cold War in Europe and Germany
4. Genesis and development of the two German states 1945-1989
5. Causes, effects and problems of German reunification in 1989/90

Peace treaties and peace arrangements in the modern era

1. *The Westphalian Peace Treaty after the Thirty-Years War*
2. Conflict and peace after the Second World War – chances and challenges of the Potsdam Agreement

Paper 2 – topic 12: The Cold War

causes, practices and impacts of different Cold War conflicts (each from a different IB region)

Papers 1, 2, 3: revision and practice in essay writing

TOK:

- The responsibility of a historian: Are historians justified in expressing any view on controversial topics? Must historians speak out and condemn historic events or decisions (e.g. genocide of minority groups)?