

ST. JOSEPH'S INSTITUTION INTERNATIONAL MALAYSIA



**HISTORY HANDBOOK
2017-18**

Why study History?

History is a highly active, intellectual discipline concerned with the past. The key concepts central to the study of History are change, causation, and significance.

First and foremost, History is an inquiry-based discipline that allows students to gain multiple perspectives on the events of the past, and develop the important skill of using historical evidence to draw conclusions.

In simplest terms, the study of History gives students a keen insight into the world of today by allowing them to think critically about the past. As such, it provides an excellent foundation for careers in law, academic research, government service, teaching, or research-based domains of business.

At SJII Malaysia, History is offered at both higher level (HL) and standard level (SL).

Approaches to teaching and learning in History

The History course is based on three key elements: content, concepts and skills. These three elements are seen as being inextricably linked.

Content: The DP History course involves a solid base of factual knowledge to underpin the development of conceptual understanding. Specific examples and case studies also help to ground abstract concepts, allowing students to see a concept represented in a particular context.

Concepts: Concepts are big powerful ideas that have relevance both within and across subject areas. In DP History, concepts help to provide bridges between old knowledge and new knowledge, and facilitate transfer of knowledge across subject areas/contexts. Understanding the “big ideas” behind a topic can also help students get to the heart of why they are learning a particular historical topic. In DP History, the key concepts include: *change, continuity, causation, consequence, significance, perspectives*.

Skills: Throughout the DP 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. As students examine various historical topics, they will undertake the gathering and sorting of historical evidence, as well as evaluation of myriad historical source material. In turn, this will foster a sense of understanding of historical processes and their relationships to human experience, activity and motivation. Lastly, through organizing and expressing historical ideas and information, students will refine their written and oral communication skills, in particular their ability to set

forth arguments with precision and clarity.

Thus, the teacher will not expect you to simply learn information then repeat it in an examination. The teacher will expect you to take responsibility for your own learning. This is the same in all IB DP subjects, not just History.

This means that we expect you to develop a **broad set of skills**. How these skills can relate to History is outlined below.

Research skills – how to look up information and find things out for yourself in constructive ways, how to tell if information you have found is trustworthy and how to use information honestly. For example, you may want to research the long-term causes of the Japanese decision to attack Pearl Harbour, a process which will involve careful consideration of various historical perspectives on the matter, in the form of both primary and secondary sources.

Communication skills – this means expressing your judgements and views distinctly, and writing responses to questions succinctly. As History is a constructive discipline aimed at making sense of the past, scholarly discussion is imperative for maximal mastery of course content. Good communication is paramount evidence of good understanding.

Social skills – in History students often work in pairs or small groups, in activities ranging from source analysis to historical debate. You are expected to participate fully, but also listen to and encourage the participation of others.

Thinking skills – these skills are required in History in every lesson! You must be prepared to learn how to analyse, explain, evaluate, discuss, make links and see the “big picture”. As History is an evidence-based discipline, empirical support of historical arguments is emphasized over mere speculative hypotheses.

Self-management skills – these are crucial to success in the IB DP, because you will be studying a lot of subjects and participating in a lot of activities. You must be able to work independently, effectively and in an organised manner.

This means that your teacher will also use a **broad set of approaches**, including:

Inquiry – whilst teachers know that they have to give students information, they know that students finding things out and coming to conclusions by themselves rather than always being told is very good. You will be expected to find things out AND ask questions throughout your History course. This is especially important in light of the fact that there is not always widespread consensus surrounding various historical matters.

Emphasising concepts – teachers will try to encourage you to see the big pictures, like some of the ideas above, rather than expect you to see each lesson as an individual entity that can be pushed to one side as soon as it is over.

Differentiation – teachers will use a variety of teaching strategies and approaches so that everyone’s different needs and preferred ways of learning can be addressed.

Development of independence – your teacher will set challenging tasks to do on your own, and have high expectations of you, so they will help you to develop your self-management skills.

Assessment – your teacher will use a variety of assessment methods and give feedback in different ways; he or she will also expect you to be able to assess your own and your classmates' work in a useful way. The aim is that you will not simply be looking to see what marks you have gotten – but what you *need to do next in order to improve*.

History and the IB Learner Profile

While you progress through your diploma programme studies and activities, you will develop a number of attributes. The IB calls this the IB “learner profile”. This table shows you what the learner profile attributes are and some examples of how History can help you develop these.

We hope you will become ...	Example in History, world history topic: The Cold War
Inquirers	Students should wish to find out the role of their own country in the Cold War and how, if at all, it contributed to superpower tensions in any significant manner. Students will inquire into how Malaysia (or their native country) was involved in this major conflict.
Knowledgeable	Students will build up knowledge based on a wide array of historical sources, both primary and secondary. Students will come to understand the factors responsible for various Communist insurgencies in post-war Malaya and how the colonial government responded to these challenges. Knowledge will be constructed through a close examination of various perspectives.
Thinkers	Students will need to understand concepts such as the domino theory, containment, and Marxism and develop meaningful action whilst learning.
Communicators	Students will verbally communicate ideas, research findings, opinions and judgements. They will write short essays on historical topics and analyses of historical sources in order to assess the causes, consequences, and significance of the Cold War. They will also respond to challenges in historical research , in particular by evaluating the challenges in investigating certain Cold War topics due to the suppression and/or limited availability of sources.
Principled	Students will form and keep to their own views on issues such as The Truman Doctrine, the Marshall Plan, the Brezhnev Doctrine, The Yalta Conference, and the various proxy wars during the Cold War period.

Open-minded	In connection with the above, students will learn to respect others' views even though they feel others may not be right and/or they do not agree with them. Central to all discussions will be the emphasis on supporting historical arguments with evidence, and recognizing that sometimes two individuals will infer different conclusions from the same pieces of evidence.
Caring	Students will learn how to respect and empathize with the many innocents who were adversely affected by Cold War conflicts.
Risk-takers	Students will need to uphold the principles they have developed even though this may generate disagreement with their peers.
Balanced	This topic contributes to many aspects of students' overall IB education, as many contemporary problems in the field of economics and geography can be traced back to superpower tensions that defined the Cold War era.
Reflective	In particular, students will be able to evaluate claims that the Cold War is making a resurgence by linking past events to contemporary conflicts in the Crimea, Syria, and North Korea.

Topics studied

- The move to global war: German, Italian, and Japanese expansionism (HL & SL)
- Authoritarian states: Hitler, Mao, Nasser (HL & SL)
- The Cold War: Superpower tensions and rivalries (HL & SL)
- The People's Republic of China, 1949-2005 (HL only)
- Cold war conflicts in Asia (HL only)
- Japan 1912-1990 (HL only)

History in the timetable at SJIIM

The IB requires 240 hours of teaching for HL and 150 hours of teaching for SL. At SJIIM, HL History is allocated three double lessons per week and SL History is allocated two double lessons per week.

It sometimes happens that HL and SL History are taught in the same class. In this case, the teacher will let the SL students know when they do not need to come to lessons. Sometimes students will find they need to go to all three lessons in a week; sometimes they will only attend one or two of the lessons in a week and sometimes there will be periods of time when they will not be required to attend at all.

The IB History course

History, like all IB DP subjects, consists of two “components”.

The first of these is the theory and practical work taught during lessons, and which may be examined in the examination papers at the end of the course. Completed examination papers are sent to IB and marked by IB examiners.

The second of these is the ‘coursework’. In History, this is an individual historical investigation of about 20 hours work, that each student must complete. The student, with the teacher’s advice, chooses his or her own topic. The investigation is marked by the teacher according to a set of criteria, then sent to IB and checked by IB moderators.

Assessment criteria for the History historical investigation

So that you have some idea of what will be expected of you in advance, these are the criteria that teachers use to mark the individual investigation.

CRITERION	EVIDENCE
Personal engagement	Have I chosen a novel investigation? Have I shown that I have incorporated my own ideas into formulating a research question? Have I selected appropriate historical sources?
Exploration	Have I planned my investigation well, in accordance with historical research methodology?
Analysis	Have I analysed my historical sources thoroughly and synthesized my analysis in a way that allows me to answer my research question?
Evaluation	Have I considered the limitations of my research based on the sources used in my investigation?
Communication	Is my investigation clear and readable? Have I used the correct terminology? Have I referred to and cited sources of information correctly?

Final assessment in History

An overview of how you will be assessed on the final set of skills and knowledge that you have acquired is as follows.

LEVEL	ASSESSMENT	WEIGHTING (%)
HIGHER	3 exam papers	80
STANDARD	2 exam papers	75

EVERYONE	Historical investigation	20% (HL) 25% (SL)
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History course outline

This table reflects the topics covered but not necessarily the order in which they will be taught.

Year 1	Prescribed topic: The move to global war	German, Italian, and Japanese expansion	40 hours
	World history topic: Authoritarian states	Hitler	15 hours
	World history topic: Authoritarian states	Mao	15 hours
	World history topic: Authoritarian states	Nasser	15 hours
	Historical Investigation	Students will conduct research into a historical topic of their choice.	20 hours
	HL: The People's Republic of China 1949-2005	Origins of the modern Chinese state	30 hours
Year 2	World history topic: The Cold War	Breakdown of the WWII grand alliance	15 hours
	World history topic: The Cold War	The impact of two Cold War leaders	15 hours
	World history topic: The Cold War	Cold War crises	15 hours
	HL: Cold war conflicts in Asia	More specific investigation of various Asian conflicts.	30 hours
	HL: Japan 1912-90	Origins of the modern Japanese state	30 hours
	Examination revision		30 hours

History resources

Textbooks

There are a variety of textbooks used in the DP History course at SJIIM, which can multiply due to the continual release of new resources tailored to the recent curriculum review. These include:

HL and SL

The move to global war (Oxford, 2015), by Jo Thomas and Keely Rogers

Authoritarian states (Oxford, 2015), by Brian Gray and Mariam Habibi

The Cold War: Superpower tensions and rivalries (Oxford, 2015), by Alexis Mamaux

HL

The People's Republic of China, 1949-2005 (Cambridge, 2016), by Allan Todd

The Rise of Modern Japan: Political, Economic and Social Change Since 1850, revised edition (St. Martin's Press, 2000), by W.G. Beasley

There is a growing selection of books related to various topics in the course available on loan from the school library.

Teaching order Year 12 (2016 -17)

WEEK	STARTS	TOPIC	OVERVIEW
1	29/8	Italian expansion	<ul style="list-style-type: none"> • Causes and consequences of Italian and German expansion prior to WWII • The origins, consolidation, and policies of Hitler's Germany
2	5/9	Italian expansion	
3	12/9	Italian expansion	
4	19/9	Italian expansion	
5	26/9	German expansion/Authoritarian states: Hitler	
6	3/10	German expansion/Authoritarian states: Hitler	
7	10/10	German expansion/Authoritarian states: Hitler	
8	17/10	German expansion/Authoritarian states: Hitler	
9	24/10		HOLIDAY
10	31/10	Authoritarian states: Hitler	<ul style="list-style-type: none"> • The origins, consolidation, and policies of Hitler's Germany • Causes and consequences of Japanese expansion prior to WWII
11	7/11	Authoritarian states: Hitler	
12	14/11	Authoritarian states: Hitler	
13	21/11	Authoritarian states: Hitler	
14	28/11	Japanese expansion	
15	5/12	Japanese expansion	
16	12/12	Japanese expansion	
17/18	19/12		HOLIDAY
19	2/1	Japanese expansion	<ul style="list-style-type: none"> • The origins, consolidation, and policies of China under Mao • In-depth study of China from the Communist takeover into the early 21st Century
20	9/1	Authoritarian states: Mao	
21	16/1	Authoritarian states: Mao	<ul style="list-style-type: none"> • In-depth study of China from the Communist takeover into the early 21st Century • Students will select a topic and begin working on their internal assessments
22	23/1	Authoritarian states: Mao	
23	30/1	Authoritarian states: Mao	
24	6/2	Authoritarian states: Mao/HL: China 1949-2005	
25	13/2	Authoritarian states: Mao/HL: China 1949-2005	
26	20/2	Authoritarian states: Mao/HL: China 1949-2005	
27	27/2	Authoritarian states: Mao/HL: China 1949-2005	
28	6/3	Authoritarian states: Mao/HL: China 1949-2005	
29	13/3	Authoritarian states: Mao/HL: China 1949-2005	
30	20/3	Internal assessment/HL: China 1949-2005	
31	27/3	Internal assessment/HL: China 1949-2005	
32/33	3/4		HOLIDAY

34	17/4	Internal assessment/HL: China 1949-2005	<ul style="list-style-type: none"> The origins, consolidation, and policies of the Egyptian state under Nasser
35	24/4	Authoritarian states: Nasser/HL: China 1949-2005	
36	1/5	Authoritarian states: Nasser	
37	8/5	Authoritarian states: Nasser	
38	15/5	Authoritarian states: Nasser	
39	22/5	Authoritarian states: Nasser	
40/41	29/5-5/6	EXAMS	
42-44	12/6-30/6	Authoritarian states: Nasser	<ul style="list-style-type: none"> IA draft due

Teaching order Year 13 (2017 -18)

Year	Term	Topics Learned	Summative Assessment
2	1	<u>HL & SL</u> The Cold War: Superpower tensions and rivalries <u>HL</u> Cold War conflicts in Asia	Paper 2 practice assessments Paper 3 practice assessments (HL only) IA final draft due by term's end
	2	<u>HL & SL</u> The Cold War: Superpower tensions and rivalries <u>HL</u> Japan 1912-90	Paper 2 practice assessments Paper 3 practice assessments (HL only) MOCK EXAMINATIONS
	3	Exam Preparation	EXTERNAL EXAMINATIONS