

History guide

First assessment 2028

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Diploma Programme

History guide

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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.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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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 Programme Resource Centre at resources.ibo.org, a password-protected International Baccalaureate (IB) website designed to support IB teachers.

Additional resources

Additional publications, such as specimen papers and markschemes, teacher support materials, subject reports and grade descriptors, can also be found on the Programme Resource Centre.

Copies of past IB examination papers and their corresponding markschemes, along with access to the [IB Questionbank](#)—a robust database of official IB examination questions—can be purchased at Follett's Titlewave platform. To explore these and other resources designed to support educators and students in effective examination preparation, visit titlewave.com/main/ib-exam-prep.

Teachers should visit the Programme Resource Centre, where a wide range of additional resources is available to support learning and teaching.

Acknowledgement

The IB wishes to thank the educators and associated schools for generously contributing time and resources to the production of this guide.

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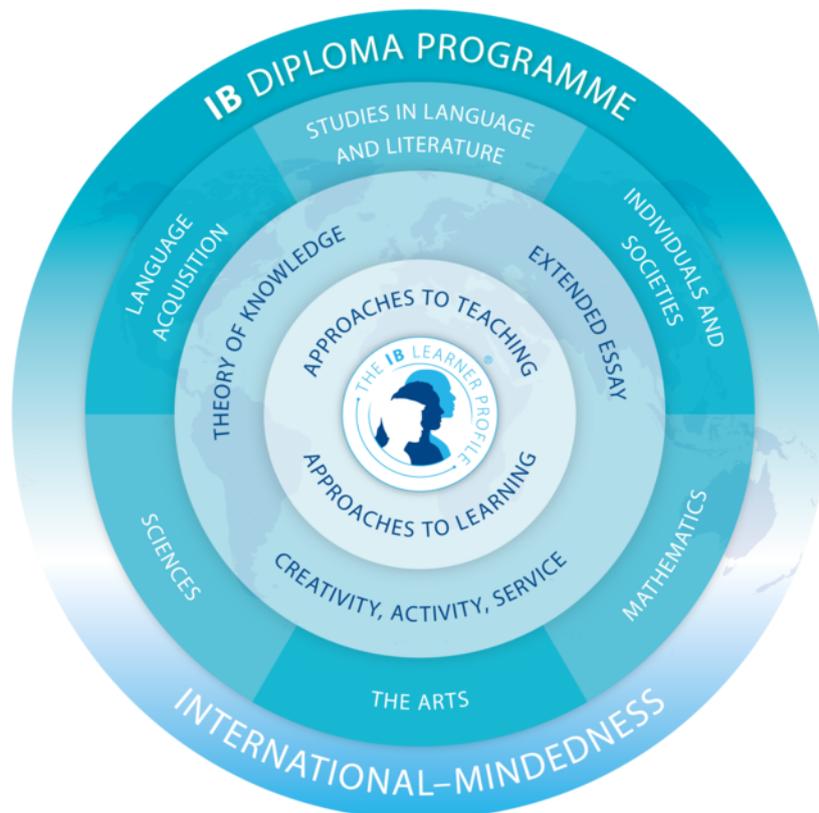
The Diploma Programme

The **Diploma Programme (DP)** 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 not only 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 DP model

The DP course is presented as six academic areas enclosing a central core (see figure 1). 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, and one of the creative arts. It is this comprehensive range of subjects that makes the DP 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.

Figure 1
Diploma Programme model



Choosing the right combination

Students are required to choose one subject from each of the six academic areas, although they can, instead of an arts subject, choose two subjects from another area. 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 core of the DP model

All DP students participate in the three course elements that make up the core of the model: creativity, activity, service (CAS), the extended essay (EE) and theory of knowledge (TOK). These three elements complement each other, working together to achieve the following common aims.

- Fostering international-mindedness and encouraging students to become responsible and actively involved global citizens.
- Developing students' self-awareness and sense of identity, and providing an opportunity for reflection on their development of the IB learner profile's attributes.
- Enriching and adding value to students' overall DP learning experience, i.e. both supporting students in, and helping them to be supported by, their studies in the rest of the programme.

The three elements of the core should be considered as a coherent, interacting and interconnected whole, rather than three unrelated experiences.

CAS is at the heart of the DP. The emphasis in CAS is on helping students to develop their own identities in accordance with the ethical principles embodied in the IB mission statement and the IB learner profile. CAS involves students in a range of activities alongside their academic studies throughout the DP. The three strands of CAS are creativity (exploring and extending ideas leading to an original or interpretive product or performance), activity (physical exertion contributing to a healthy lifestyle) and service (collaborative and reciprocal engagement with the community in response to an authentic need). Possibly, more than any other component in the DP, CAS contributes to the IB's mission to create a better and more peaceful world through intercultural understanding and respect.

The **EE** offers the opportunity for IB students to investigate, under the guidance of a supervisor, a topic of personal interest in the form of a 4,000-word academic essay that acquaints them with the independent research and writing skills expected at university. A subject-focused pathway sees students explore an area of research related to one of their six DP subjects, while an interdisciplinary pathway combines two DP subjects. The EE is intended to develop high-level research and writing skills, intellectual discovery and creativity.

TOK engages students in reflection on the nature of knowledge and on how we know what we claim to know. It encourages students to become more aware of their own perspectives, and to reflect critically on their own beliefs and assumptions.

In TOK, students explore the means of producing knowledge within the core theme of "knowledge and the knower" as well as within various optional themes (knowledge and technology, knowledge and language, knowledge and politics, knowledge and religion, and knowledge and Indigenous societies) and areas of knowledge (history, human sciences, natural sciences, arts and mathematics). The course also encourages students to make comparisons between different areas of knowledge and reflect on how knowledge is arrived at in the various disciplines, what the disciplines have in common, and the differences between them.

The IB mission statement and the IB learner profile

The DP aims to develop in students the knowledge, skills and attitudes they will need to fulfil the aims of the IB, as expressed in the organization's mission statement and the learner profile. Learning and teaching in the DP represent the reality in the daily practice of the organization's educational philosophy.

Engaging with sensitive topics

Studying history allows students to explore exciting, stimulating and personally relevant topics and issues. However, it should be noted that such topics and issues can also often be sensitive and personally or culturally challenging. Teachers should be aware of this and provide guidance to students on how to approach and engage with such topics in a responsible manner, providing due guidance on questions and issues such as conflict, persecution, resistance and identity.

Naming in history

In producing this guide, every effort has been made to use widely accepted terms and names for people, events and places. However, the language used to describe the past is often contested and dependent on the person using it. For example, it can often be highly contentious whether a conflict is called a war, a rebellion, a revolution, a terrorist movement or a liberation. It is also possible that different approaches to translation can result in different names being used, and naming and terminology can evolve through time and place.

Teachers and students are encouraged to think critically about different terminology and names of events, places, periods and people. This can be an excellent way for students to be introduced to the concepts of perspectives and significance, and can be a starting point for discussion and debate.

To ensure consistency, **external assessment questions will exclusively use the terms and names of people, events and places as stated in this guide.** It is therefore highly recommended that students are familiar with the naming as used in the guide. Student responses may use alternative terms and names for people, events and places, if this usage is appropriate and responsible.

History and international-mindedness

International-mindedness is a multifaceted concept that captures a way of thinking, being and acting characterized by an openness to the world and a recognition of our deep interconnectedness to others.

(IB, 2019, p. 2)

History has sometimes been used to promote simple narratives about the past, to marginalize some groups while elevating others, and to foster conflict. Fundamental to the DP history course is a recognition that there is no single, simple narrative of the past. The course encourages students to explore the past in all its complexity, including the complex causes and consequences of historical events, diverse perspectives on the past, and diverse lived experiences of people and societies.

The DP history course also supports the development of students as principled, informed actors in society. A key aspect of this development is cultivating an appreciation and understanding of human agency and its limits. The course encourages students to explore the ways that people in the past had agency yet operated within complex systems of power that could limit and shape their ability to effect change.

Prior learning

Students need not have studied history prior to starting the DP history course. 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.

History and the Middle Years Programme

History is part of the individuals and societies subject group in the Middle Years Programme (MYP). There are many connections between MYP individuals and societies and DP history, including the following examples.

- **Concepts:** MYP individuals and societies and DP history share a range of concepts. These include the concepts of causality, change, perspectives and significance. Building conceptual understanding among MYP students will build a strong foundation for students who take the DP history course.
- **Investigating:** MYP individuals and societies requires students to develop investigation skills, including the formulation of a clear and appropriate research question, and the use of research methods to collect and record information. This is aligned with the focus in the DP history course on different forms of historical inquiry.
- **Thinking critically:** MYP individuals and societies requires students to think critically, including analysing and evaluating sources, and interpreting different perspectives and their implications. This aligns very closely with the emphasis on using sources and evaluating arguments in the DP history course.

More information about the MYP individuals and societies subject group and the MYP history course can be found in the *Individuals and societies guide*.

History and the Career-related Programme

The key aim of the IB [Career-related Programme \(CP\)](#) is to provide a choice of different pathways for students aged 16 to 19. In the CP, students study at least two DP subjects, a core consisting of four components, and a career-related study, which is determined by the local context and aligned with student needs. The CP has been designed to add value to the student's career-related studies. This provides the context for the choice of DP courses. Courses can be chosen from any group of the DP. It is also possible to study more than one course from the same group (for example, theatre and visual arts).

DP history can support and enhance the experience of CP students in meaningful ways.

- The history course can provide insight into many of the concepts, contexts and skills in CP **personal and professional skills (PPS)**. For example, both PPS and DP history include the concepts of change and perspectives in the syllabus. In PPS, DP courses including history are one of the contexts through which exploration takes place. Interpersonal skills such as change management and conflict mediation can be explored through the history course, such as through the thematic study of conflict.
- The CP **reflective project** can be supported by the skills and conceptual understandings developed in the history course. One of the key activities in the reflective project is for students to examine different viewpoints related to their ethical dilemma. This connects to the importance of studying diverse perspectives in DP history.
- **Community engagement** in the CP draws upon the skills and knowledge gained from students' academic subjects to support their involvement in the community. DP history can support community engagement by developing cultural awareness and sensitivity, as students develop an understanding of the complex and diverse ways that history informs the values, relationships, and identity of people and communities.

For the CP, students can study DP courses at SL or HL. Schools may wish to explore opportunities for integrating CP students with DP students.

IB programme standards and practices

Programme standards and practices (PSP) is the foundational set of principles for schools and the IB to ensure quality and fidelity in the implementation of IB programmes. Learning and teaching are the most important markers of quality and effective practice in schools; thus, the expectations that teachers and students share across all IB programmes can be found in the PSP.

The PSP has been designed as a framework to help teachers understand their rights and responsibilities in IB World Schools as they develop learning environments and experiences for their students. The IB recognizes that in order for effective teaching to take place, teachers must be supported in their understanding, well-being, environment and resources. Teachers in turn use core tenets of IB philosophy and pedagogy (such as approaches to learning and approaches to teaching, and the learner profile) to design learning experiences and prepare students to fulfil the aims and objectives outlined in this guide.

To learn more about teachers' rights and responsibilities, please see the Programme Resource Centre and *Programme standards and practices*.

Academic integrity

Academic integrity in the DP is a set of values and behaviours informed by the attributes of the learner profile. In learning, teaching and assessment, academic integrity serves to promote personal integrity, engender respect for the integrity of others and their work, and ensure that all students have an equal opportunity to demonstrate the knowledge and skills they acquire during their studies.

All coursework—including work submitted for assessment—is to be authentic, based on the student’s individual and original ideas with the ideas and work of others fully acknowledged. Assessment tasks that require teachers to provide guidance to students or that require students to work collaboratively must be completed in full compliance with the detailed guidelines provided by the IB for the relevant subjects.

For further details on academic integrity in the IB and the DP, please consult the “*Academic integrity*” section of the Programme Resource Centre.

This section contains:

- the *Academic integrity policy*, detailing the principles that are observed by the IB and expected of all its stakeholders
- the *Academic integrity poster*, a useful resource that can be downloaded and displayed
- two short videos covering the key points of academic integrity in the IB, *Academic Integrity in the IB: Making the Right Choices* and *Support video for academic integrity in the IB*
- *Ten tips for acting with integrity*.

Guidance on the use of artificial intelligence tools

The IB has compiled extensive guidance on how artificial intelligence (AI) tools can be used with integrity in the DP.

The IB’s *Academic integrity policy* contains extensive guidance on the use of AI tools in Appendix 6. This includes the following sections.

- The IB and AI tools
- What does the IB expect when a teacher checks the authentication box to confirm that the work is the student’s own?
- How should teachers guide their students when using AI tools?
- Using software to improve language and grammar

The publication *Evaluating 13 scenarios of Artificial Intelligence (AI) in student coursework* delivers guidance to educators about the key principles of using AI. It also sets out a number of examples, such as whether it is acceptable for a student to use AI tools to develop a research question, or whether students can use AI to summarize arguments.

This resource, also available as a [shortened version](#), can be downloaded and given to students or stakeholders.

Key points to explain the use of Artificial Intelligence (AI) tools is a one-page fact sheet on the subject.

Acknowledging the ideas or work of another person

Coordinators and teachers are reminded that students must acknowledge all sources used in work submitted for assessment.

DP students submit work for assessment in a variety of media that may include audiovisual material, text, graphs, images and/or data published in print or from online sources. If a student uses the work or ideas of another person, the student must acknowledge the source using a standard style of referencing in a consistent manner. A student's failure to acknowledge a source will be investigated by the IB as a potential breach of regulations that may result in a penalty imposed by the IB Final Award Committee.

Further guidance is provided in *Effective citing and referencing* in the "Academic integrity" section of the Programme Resource Centre.

Learning diversity and learning support requirements

Every student should be able to access the curriculum and assessments. To address any barriers students may encounter during learning and teaching, schools must ensure that equal access arrangements and reasonable adjustments are provided to students with learning support requirements that are in line with the IB documents *Access and inclusion policy*, *Adverse circumstances policy* and *Learning diversity and inclusion in IB programmes: Removing barriers to learning*.

The documents *Meeting student learning diversity in the classroom* and *The IB guide to inclusive education: a resource for whole school development* are also available to support schools in the ongoing process of increasing access and engagement by removing barriers to learning and participation.

Nature of history

History

History is a dynamic, evidence-based, interpretive discipline that engages with the past. DP history is one of the courses in the academic area of individuals and societies.

The overarching emphasis of the DP history course is to help students develop as practitioners of history. This means engaging students in different forms of historical inquiry. The course allows students to explore the past through a variety of contexts, concepts, content and skills. In this interpretive discipline, students will engage with diverse perspectives and evidence to reach their own judgements.

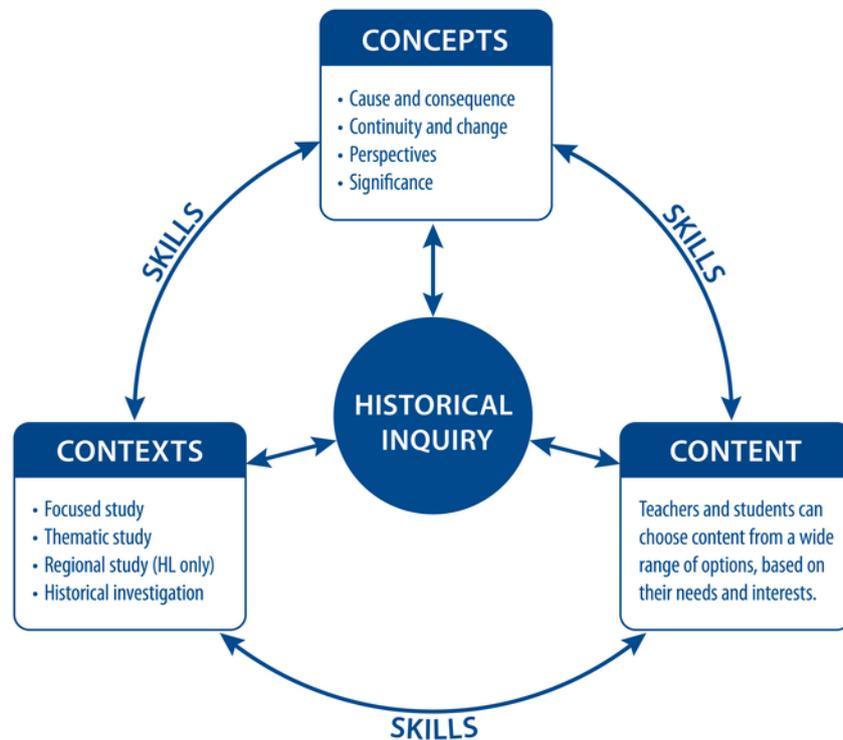
The DP history course is grounded in a variety of global, regional and national themes, and allows for a mixture of comparative, thematic and in-depth studies. It provides a balance of structure and flexibility, enabling the course to be implemented in a wide range of contexts.

History is both an academic discipline and a part of the everyday, lived experience of all students. History informs identity, culture, society, politics, and the relationships between individuals and communities. Through the course, students will develop an understanding and appreciation of history in all these dimensions.

Historical inquiry

The course integrates contexts, concepts, content and skills through historical inquiry (see figure 2).

Figure 2
Course framework



At the centre of the course is **historical inquiry**. Historical inquiry should be understood as an active, student-centred process of constructing meaning about the past.

All the parts of the framework are interconnected, both with each other and with historical inquiry. These parts are as follows.

- **Contexts** situate content in different ways. This guide uses four inquiry contexts to scaffold the course content, enabling the study of diverse topics in different ways. These include the focused study, thematic study, regional study and historical investigation.
- **Concepts** focus historical inquiry with powerful, pervasive and debatable ideas. The history course has four specified historical concepts: cause and consequence, continuity and change, perspectives, and significance.
- **Content** informs historical inquiry with detail and examples. Teachers and students can choose content from a wide range of options, based on their needs and interests.
- **Skills** support historical inquiry with practical processes. The history course highlights a variety of historical skills. These include using sources, making connections, evaluating arguments and asking questions.

Distinction between SL and HL

The DP history course at both SL and HL is built around a shared inquiry framework of inquiry contexts, historical concepts and historical skills. Students at HL have an additional inquiry context (the regional study) and an additional historical skill (evaluating arguments).

The distinction between the SL and HL course is summarized in the following table.

	Syllabus	Assessment
SL	<ul style="list-style-type: none"> • One set of focused studies from a choice of five • One thematic study from a choice of four 	<ul style="list-style-type: none"> • Paper 1: a source-based paper on the focused studies • Paper 2: a mixture of short- and essay-response questions on the specified historical concepts and thematic study • Internal assessment (IA): Historical investigation
HL	<ul style="list-style-type: none"> • One set of focused studies from a choice of five • One thematic study from a choice of four • Two regional studies from a choice of twelve per region 	<ul style="list-style-type: none"> • Paper 1: a source-based paper on the focused studies • Paper 2: a mixture of short- and essay-response questions on the specified historical concepts and thematic study • Paper 3: essay-response questions on the regional studies • IA: Historical investigation

Note: paper 1, paper 2 and the IA task are the same for both SL and HL students.

History and the DP core

History and CAS

CAS experiences can be associated with each of the subject groups of the DP.

CAS experiences and DP history can complement student experiences in developing cultural awareness and sensitivity, as students develop an understanding of the complex and diverse ways that an understanding and awareness of history can inform the values, relationships and identity of people and communities.

The challenge and enjoyment of CAS experiences can often have a profound effect on history students, who might choose, for example, to engage with CAS in the following ways.

- A creativity experience creating artwork to accompany a school magazine article commemorating a historical event or figure
- A service experience volunteering at a care home for elderly patients and talking to the residents about their experiences of living through historical events
- A service and creativity experience creating an audiobook version of a history text as a resource for future students

CAS experiences can be a single event or may be an extended series of events. However, CAS experiences must be distinct from, and are not allowed to be included or used in, the student's diploma course requirements.

Detailed guidance on CAS can be found in the *Creativity, activity, service guide*.

History and the EE

An EE in history within the DP core provides students with an opportunity to undertake independent research into a topic of special interest.

The skills developed by completing an EE in history benefit students in their history course and are also excellent preparation for study beyond the DP.

The EE is an opportunity for students to pursue topics of interest that might go beyond the scope of the DP history course. Additionally, the EE provides opportunities to make connections between history and other disciplines through the interdisciplinary pathway.

The EE is a unique opportunity for student-led, academic exploration of a topic of personal interest. It is distinct from the IA, which is part of the DP history course. It is required that the EE does not duplicate an IA task. Detailed guidance on the EE can be found in the *Extended essay guide*.

History and TOK

The TOK course engages students in reflection on the nature of knowledge and on how we know what we claim to know. It encourages students to become more aware of their own perspectives, and to reflect critically on their own beliefs and assumptions.

History is one of the areas of knowledge at the centre of the TOK course. The TOK course is organized around the knowledge framework, which is intended to support comparisons across areas of knowledge. Many elements of the history course provide excellent opportunities for drawing comparisons with other areas of knowledge. Some examples of this are as follows.

- **Scope:** One distinction between history and other areas of knowledge that students will explore is that history is about the study of the human past, whereas other areas of knowledge are about, to

some extent, humanity's present state of existence. However, many thinkers have also considered the ways that our understanding of the past is, in fact, determined by the present. For example, the types of history we study and the questions we ask about the past are largely determined by present-day considerations.

- **Perspectives:** History is an area of knowledge that depends upon multiple perspectives, both from and about the past. It is also an evidence-based, interpretive discipline, and historians are seeking an objective truth while accepting a certain level of uncertainty and ambiguity in their knowledge about the past.
- **Methods and tools:** At various times and in certain contexts, the discipline of history has aspired to develop a method comparable to the scientific method. This approach is centred on reading sources objectively and thoroughly. It also relies on making judgements about the reliability of sources and corroborating information across multiple sources. However, many thinkers have critiqued this view of a rational, objective historical method. Historians, unlike practitioners in other areas of knowledge, cannot carry out experiments or directly observe the object of study.
- **Ethics:** In some ways, ethics can be considered less important for historians than practitioners in other areas of knowledge. Historians are not directly observing or carrying out experiments involving humans or animals. However, in other ways, ethics is central to history. This is because the history taught in schools often reflects societal values. History can also be used to make ethical judgements about people and events in the past.

Questions related to TOK activities that a history student might consider include the following.

- Is the history that we learn a reflection of present-day values?
- Can we learn from history to avoid repeating mistakes made in the past?
- Can there ever be one correct narrative about what happened in the past?
- Are historians more like scientists, artists, lawyers, detectives or storytellers?
- Should historians make ethical judgements about the past?

Detailed guidance on TOK can be found in the *Theory of knowledge guide*.

Aims

Individuals and societies aims

Individuals and societies subjects help young people develop a connection to our shared planet, exploring how to live sustainably and promoting the well-being of all people in our pursuit of a more peaceful world.

The aims of all the individuals and societies subjects are to equip young people to:

- explore and critically engage with multiple perspectives and ways of thinking
- investigate and evaluate the interactions between individuals and societies
- think and act as informed and principled individuals in societies
- understand and value the variety and diversity of the human experience across time and place.

History aims

In addition, in the DP history course, students will:

- **inquire** into the past through historical contexts, concepts, content and skills
- **investigate** historical events, issues and topics
- **explore and evaluate** diverse historical perspectives and arguments
- **examine** diverse historical identities and experiences.

Assessment objectives

The course assesses students' **knowledge and understanding, application and analysis**, and **evaluation and synthesis** of six different elements of the course. These elements are:

- historical inquiry contexts
- historical concepts
- historical sources
- historical content
- historical arguments
- historical inquiry questions.

The following table shows how the different elements of the course are assessed in different ways. It also shows, in parentheses, the assessment component (paper 1, paper 2, paper 3 or the IA) for each assessment objective.

	Knowledge and understanding	Application and analysis	Evaluation and synthesis
Historical inquiry contexts	Know and understand historical inquiry contexts (paper 1, paper 2, paper 3, IA)	Apply historical inquiry contexts (paper 1, paper 2, paper 3, IA)	
Historical concepts	Know and understand historical concepts (paper 1, paper 2, paper 3, IA)	Apply historical concepts (paper 1, paper 2, paper 3, IA) and analyse concepts (paper 2)	
Historical sources	Understand content from historical sources (paper 1, IA)	Analyse context of historical sources (paper 1, IA)	Evaluate and synthesize perspectives of historical sources (paper 1, IA)
Historical content	Know and understand historical content (paper 2, paper 3, IA)	Apply and analyse historical content (paper 2, paper 3, IA)	Synthesize historical content (paper 2)
Historical arguments	Understand historical arguments (paper 1, paper 2, paper 3, IA)	Analyse historical arguments (paper 2, paper 3, IA)	Evaluate and synthesize historical arguments (paper 3)
Historical inquiry questions	Understand historical inquiry questions (paper 1, paper 2, paper 3, IA)	Analyse historical inquiry questions (paper 1, paper 2, paper 3, IA)	Formulate an appropriate historical inquiry question (IA)

In some ways, the table demonstrates how the objectives of the course are progressive and build upon each other. For example, it would be difficult to evaluate a source if you did not first understand it. However, it does not necessarily follow that the last column is inherently more complex or challenging than earlier columns. To “understand” a concept is a demanding cognitive challenge, and to “apply” it even more so. It is better to see these ways of thinking about various parts of the course as interconnected and interdependent.

Assessment objectives in practice

For more details on assessment in practice in DP history, please go to the “[Assessment](#)” section of the guide.

Paper 1

In paper 1, students are assessed on their **understanding** of the content of two historical sources in relation to an inquiry question (first question), their **analysis** of how the context of a source shapes how it can be used (second question), and their **synthesis** of the perspectives from diverse historical sources (third question). In all their responses, students will need to **apply** knowledge and understanding from the relevant focused study.

Paper 2

In paper 2, section A, students are assessed on their **analysis** of historical concepts, illustrated with an **understanding** of a relevant historical example from their thematic study. In section B, part (a), they are assessed on their **understanding** of a historical example from their thematic study. In section B, part (b), they are assessed on their **synthesis** of diverse historical examples from their thematic study to formulate an **analytical** argument. In all their responses, students will need to **apply** knowledge and understanding from their thematic study.

Paper 3 (HL only)

In paper 3, students will need to show an in-depth **understanding** of the argument in the question. They will be assessed on their **evaluation** of historical perspectives to formulate an evaluative argument. Students will need to **apply** knowledge and understanding from the regional study.

Internal assessment

In section 1 of the IA, students are assessed on their **formulation** of an appropriate question to guide their historical investigation. In section 2, they are assessed on their **analysis** of the sources they have chosen. In section 3, students must **synthesize** evidence from the sources to produce a response. Students will need to **apply** knowledge and understanding from their chosen topic.

Syllabus outline

Syllabus component	Teaching hours	
	SL	HL
<p>Focused study</p> <p>Select one of the following focused studies. Each focused study contains two examples, both of which must be studied.</p> <ul style="list-style-type: none"> • Climate and innovation • Independence and identity • Political and economic transitions • Conflict and displacement • Protest and change 	50	50
<p>Thematic study</p> <p>Select one of the following four options.</p> <ul style="list-style-type: none"> • Conflict (from 750 CE onwards) • Innovation and transformation (from 750 CE onwards) • Authoritarian rule (from 1750 CE onwards) • Popular movements (from 1750 CE onwards) 	80	80
<p>Regional study</p> <p>Select one region and then two studies from the chosen region.</p> <ul style="list-style-type: none"> • Africa and the Middle East • The Americas • Asia and Oceania • Europe 	–	90
<p>Historical investigation</p> <p>Internal assessment</p>	20	20
Total teaching hours	150	240

The recommended teaching time is 150 hours to complete SL courses and 240 hours to complete HL courses as stated in the general regulations in *Diploma Programme Assessment procedures* (updated annually).

Syllabus structure

Understanding the syllabus structure

The history syllabus is organized around four integrated elements: the inquiry contexts, course content, specified concepts and historical skills. Together, these allow students to experience different forms of historical inquiry.

Teachers should take an integrated approach to understanding the syllabus. Establishing connections across the syllabus will contribute to a deeper understanding of history.

The syllabus is organized into discrete sections, but there is no prescribed order in which the syllabus should be studied. Rather, the flexible syllabus structure allows teachers to design the course in a variety of ways.

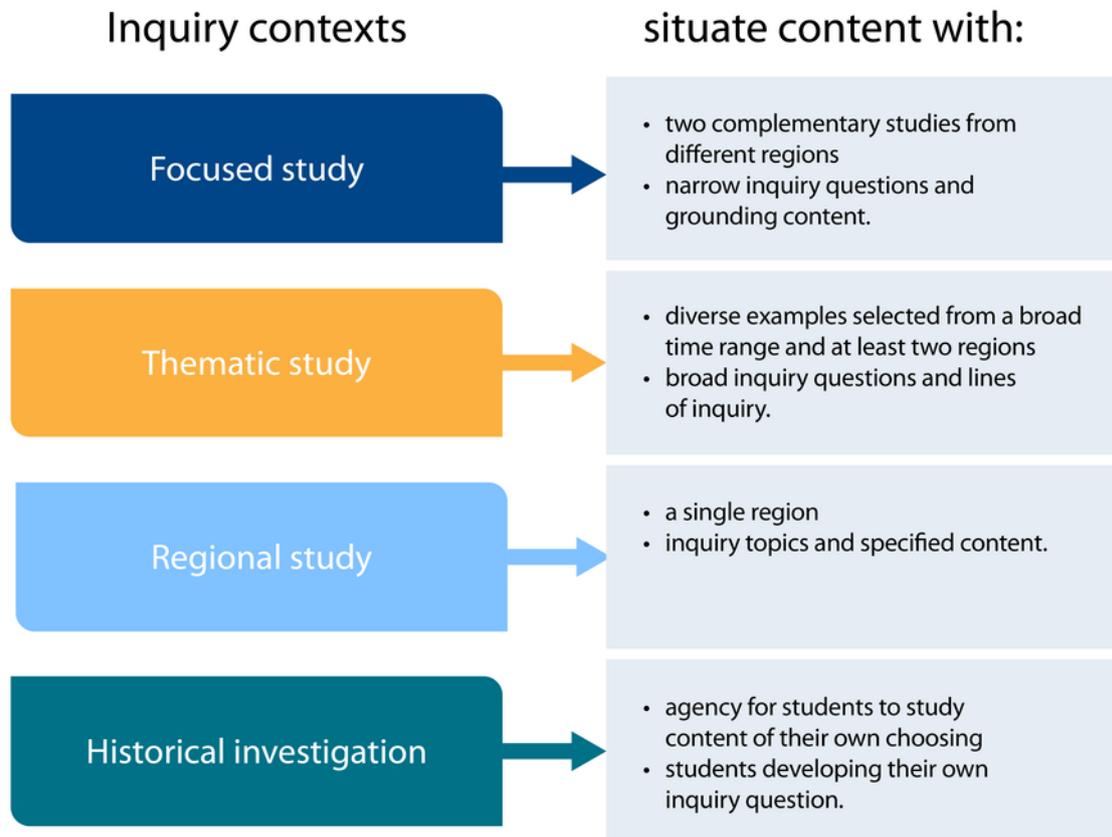
Inquiry contexts and content

Inquiry contexts situate the content of the course in different ways. Each section of the syllabus is organized around a different inquiry context: the focused study, thematic study, regional study and historical investigation. These four inquiry contexts are aligned to the four assessment components.

The **content** of the course informs historical inquiry with detail and examples. Each section of the syllabus provides teachers and students with a variety of options for choosing content. See figure 3 for an overview of the inquiry contexts and the scope of the associated content and inquiries. In the TSM, there is further guidance on how teachers can select content to create a coherent course based on the needs and interests of their students. Teachers should understand that the learning and teaching of content, even similar or overlapping content, will be very different depending on the inquiry context in which it is situated.

Figure 3

How inquiry contexts situate content



A note on different uses of the word “context”

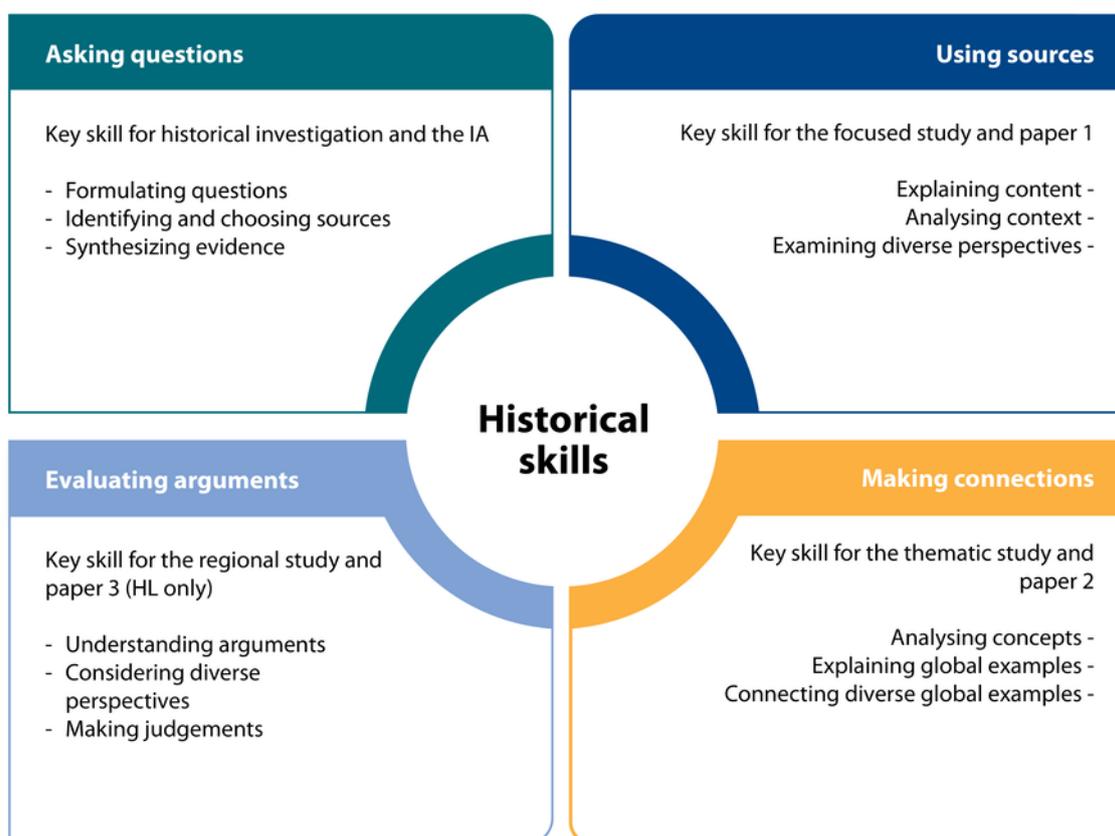
This guide uses “context” in three ways.

- Inquiry context:** The content of the course is framed and structured using four inquiry contexts, allowing students to experience a range of ways that historians can inquire into the past.
- Historical context:** The historical context encompasses the wider historical circumstances or settings that allow historical events to be more fully understood. This is the explicit function of the grounding content in the focused studies. More broadly, it refers to any moment when a student situates an event within its wider setting.
- Context of historical sources:** Broadly, the context of historical sources refers to anything related to the creation and preservation of a historical source (this is central to paper 1).

Historical skills

Historical skills support inquiry through practical processes. The history course highlights a variety of historical skills, which are summarized in figure 4.

Figure 4
Historical skills



Each skill is the primary focus for one of the inquiry contexts and one of the assessment components.

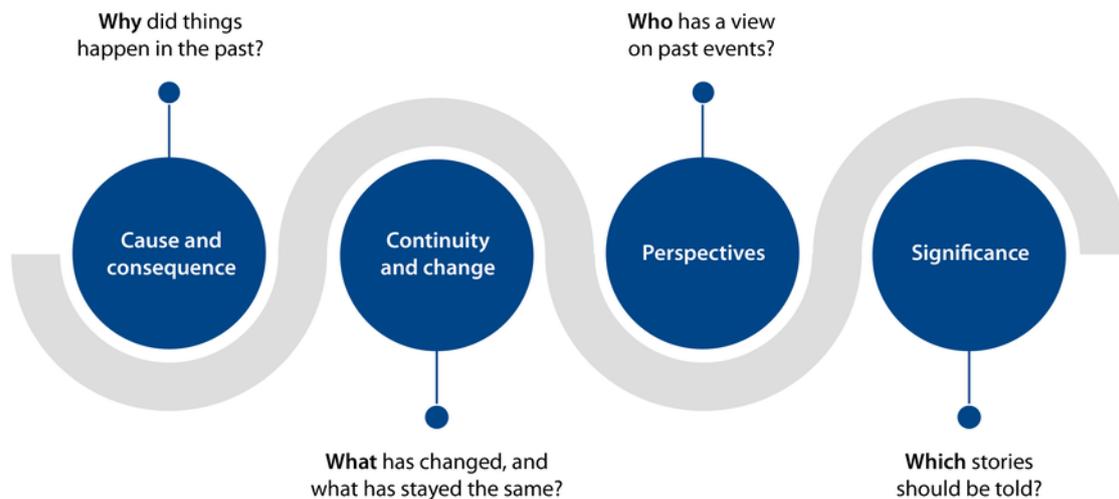
- Paper 1 and the focused study are centred on the historical skill of **using sources**.
- Paper 2 and the thematic study are centred on the historical skill of **making connections**.
- Paper 3 and the regional study are centred on the historical skill of **evaluating arguments**.
- The IA historical investigation is centred on the historical skill of **asking questions**.

At the start of each syllabus section, there is important information about developing historical skills. However, this does not mean that the historical skills should be compartmentalized in this way—all the historical skills are present, to different degrees, in all parts of the course. This is not an exhaustive list of the skills that students will need to develop in the course. For more on the development of skills, go to the “Approaches to learning and approaches to teaching” section of the guide.

Historical concepts

Historical concepts focus historical inquiry with powerful, pervasive and debatable ideas. The specified concepts of the course are summarized in figure 5.

Figure 5
Specified historical concepts



The specified historical concepts are **cause and consequence**, **continuity and change**, **perspectives** and **significance**. Cause and consequence, and continuity and change are pairs of interrelated concepts.

The four specified historical concepts are given their own section in the syllabus. This does not mean that they constitute a stand-alone unit or an introduction to the course. They are designed to be threaded throughout the different sections, as relevant, and to be returned to many times during the course.

The four specified concepts must all be taught. However, they should not be considered an exhaustive list of historical concepts. Much of the content that students encounter in the syllabus can provide powerful, pervasive and debatable ideas that could introduce other concepts beyond the four specified ones. Some possible examples include **conflict**, **democracy**, **authoritarianism**, **adaptation**, **revolution**, **nation**, **society**, **marginalization**, **power** and **identity**. Teachers and students are encouraged to identify and explore other relevant and meaningful concepts. The IA provides students with an opportunity to explore a concept beyond the specified concepts.

Planning the history course

The DP history course provides a great deal of choice on what content to study within a common framework of inquiry contexts, concepts and skills. Teachers must choose one set of paired focused studies, one thematic study and, for HL students only, two regional studies from the selected region. Whichever option is selected for the thematic study, teachers will then need to select examples to be taught.

These choices mean teachers can meet different requirements, such as national or state requirements, when designing the course.

Teachers should consider where they want to offer student choice. Students are required to choose their topics for the IA, but all parts of the course (from choosing examples for the thematic study, to selecting which regional topics to study for the regional study) can, where appropriate, incorporate student choice and agency.

Once these choices have been made, the course can be organized in different ways. The following are some suggestions.

- **Organizing the course around inquiry contexts:** These could be taught in the order that is most coherent, and the content, concepts and skills could be woven into teaching where appropriate (e.g. the focused study, thematic study, two regional studies and the historical investigation could each be individual units).

- **Building the course around content:** Carefully selecting events and topics that fit together into a coherent whole enables teachers to connect to the different contexts, concepts and skills, where appropriate. This may be an effective route for teachers who prefer to have a chronologically organized course. This strategy can also be useful if the same content is going to be used for multiple inquiry contexts (e.g. the Second World War could be planned as a unit, with connections made to a relevant focused study and regional study, and as an example for the thematic study of conflict).
- **Creating a course that is framed around the historical concepts and/or historical skills:** A teacher who wants to emphasize the conceptual and skill-focused elements of the course could lead with these and then draw on different inquiry contexts and examples where appropriate (e.g. a unit could be planned around using sources, with connections to the focused study and historical investigation. Alternatively, a unit on cause and consequence could address the relevant parts of the focused study, thematic study and regional study).

More support on planning the history course can be found in the TSM.

Syllabus content

Concepts

There are four specified historical concepts.

- Cause and consequence
- Continuity and change
- Perspectives
- Significance

All four historical concepts must be taught. The concepts **should not be taught in isolation**. They can be introduced when relevant and should be returned to throughout the course. The concepts are assessed in a short-response question in paper 2, section A and are also used, where relevant, in crafting essay questions for paper 2.

The concepts focus historical inquiry with powerful, pervasive and debatable ideas. All four specified historical concepts are related to the process or methodology of historical inquiry. Researchers in history education have highlighted the role of concepts in helping to shape our thinking about history (Seixas, Morton, 2013).

History has sometimes been used to promote simple narratives about the past, to marginalize some groups while elevating others, and to foster conflict. As discussed in the “[History and international-mindedness](#)” section of this guide, the role of historians must always be to recognize the complexity of the past, and to engage thoughtfully and carefully with evidence to interrogate the claims that others make. The historical concepts lend themselves to these ways of thinking.

Integrating the concepts into learning and teaching

The concepts should be threaded throughout the course and returned to multiple times. There are many ways that this can be achieved. Some suggestions include:

- sharing the concept definitions and conceptual understandings with students, where appropriate
- supporting students in using the terminology in the conceptual understandings
- fostering discussions or debates around the conceptual understandings (e.g. What is more important in causing historical events: historical actors or the conditions within which they operate?).

More support on integrating the concepts into learning and teaching can be found in the TSM.

The concepts

For each concept, there is:

- a short definition, which includes the types of questions historians ask when thinking with this concept
- three conceptual understandings, with key ideas in bold.

Cause and consequence

Definition

The interplay of multiple reasons for, and results of, historical events. When thinking about cause and consequence, historians develop complex explanations for **why things happened in the past**.

Conceptual understandings

Cause and consequence

- Historical events always have **multiple, interrelated, short- and long-term** causes and consequences.
- The causes and consequences of historical events result from the interplay of two types of factors—**historical actors**, who are the people (individuals or groups) who take action, and the **conditions** within which these actors operate.
- Historical events and their consequences were never **inevitable**. These causes and consequences could be **probable, improbable, intentional** or **accidental**.

Continuity and change

Definition

The processes of societies becoming different and maintaining similarity across time and place. When thinking about continuity and change, historians explore **what has changed and what has stayed the same**.

Conceptual understandings

- Societies can undergo historical continuity and change **at the same time**, as these are **interwoven processes**.
- Historical continuity and change are processes that can be both **rapid** and **transformative** over the **short term** and follow slower **patterns** and **trends** over the **long term**.
- The ways people (both individuals and societies) have experienced historical continuity and change can be **positive, negative** or a **combination** of both.

Perspectives

Definition

Diverse points of view from and about the past. When thinking about perspectives, historians consider **who has a view on past events**.

Conceptual understandings

- There are always **diverse** historical perspectives on events, which are held both by those who **participated in and observed events** as they took place, and those **looking back on events** from a later date.
- Historical perspectives are not all equally **valid**, and historians must determine this validity through an examination of the **claims** that are being made.
- Historical perspectives can **corroborate and support** each other as well as be **contradictory and lead to ambiguities** that historians must try to resolve.

Significance

Definition

The value judgements made about historical people and events. When thinking about significance, historians determine **which stories should be told**.

Conceptual understandings

- Historical significance is constructed through **judgements** about which people and events should be **included** in (and/or **excluded** from) historical narratives.
- The judgements of significance that historians make can reflect the **evidence** that the historian has at their disposal as well as their **values** and those of the society of which they are a part.

Significance

- People and events can be historically significant because of their **power, importance and impact**, as well as because of what they **reveal** about the past, even if they lack power and importance and/or are **marginalized**.

Focused study

Teachers must select **one** of the following focused studies. Each study contains **two examples**, both of which must be studied.

- Climate and innovation
- Independence and identity
- Political and economic transitions
- Conflict and displacement
- Protest and change

Using diverse sources in the focused study

Teachers should put a high emphasis on students using historical sources in the focused study. The focused studies are assessed in paper 1, which is a source-based assessment (see the “[External assessment](#)” section for more details).

Teachers are recommended to use diverse historical sources when teaching the focused studies. These should be both primary and secondary sources, including:

- written sources
- visual sources
- diagrammatic sources
- multimodal (a combination of written and visual) sources
- academic sources.

What can (and cannot) be considered a historical source is difficult to define. Historians make use of all kinds of sources. If the content of a source can help to answer an inquiry question, then it could be considered a valid source. However, historians must also carefully consider the context of a source (e.g. its origin and purpose) and how this shapes how it can be used. Teachers are recommended to consider both factors—content and context—when determining whether a source is appropriate for learning and teaching.

More support on using diverse sources in the focused study can be found in the TSM.

Developing skills through the focused study

Whichever option is selected, the following skills should be a primary focus.

- **Explaining content from historical sources:** Students should be able to read a source with reference to a particular inquiry question. They should be able to identify specific content from the source that can be used to answer the inquiry question and explain their choice. **This skill will be assessed in the first question in paper 1.**
- **Analysing the context of historical sources:** Students should be able to read a historical source and contextual information that is provided about that source. This contextual information may relate to the author of the source, the time and place of its creation, its purpose and audience, and how the source was preserved. Students should be able to analyse how the context shapes how the source can be used to answer the inquiry question. **This skill will be assessed in the second question in paper 1.**
- **Examining diverse perspectives in historical sources:** Students should be able to identify the perspective in a source. Once students can identify the perspectives across multiple sources, they

should be able to examine how all these sources can be used to address an inquiry question. To achieve this, students should examine similarities and differences between the perspectives, and should be able to show how the perspectives can be combined to give a more nuanced answer to the inquiry question. **This skill will be assessed in the third question in paper 1.**

More support on developing skills through the focused study can be found in the TSM.

The focused studies

Each of the focused studies has three narrow inquiry questions. Each inquiry question has three points of grounding content (in bullet points) for each example. **All** three inquiry questions and associated grounding content **must** be studied. The paper 1 examination will be framed around the inquiry questions and grounding content.

Students will **not** be required to respond directly to an inquiry question or be directly assessed on their knowledge of the grounding content in paper 1. Instead, the inquiry questions and grounding content provide the historical context within which students can authentically use sources.

Focused study 1: Climate and innovation

Inquiry question	Norse exploration (circa 982–1020)	The Aztec Empire (circa 1428–1469)
What factors prompted innovation?	<ul style="list-style-type: none"> Population pressures and lack of arable land Technological advances in shipbuilding Roles of Erik Thorvaldsson (i.e. Erik the Red) (circa 950–1003) and Leif Erikson (circa 970s–1018) 	<ul style="list-style-type: none"> Triple Alliance and the establishment of the Aztec Empire Imperial reforms, including the Flower Wars Role of Moctezuma I (circa 1440–1469)
How did climate conditions shape innovation?	<ul style="list-style-type: none"> Medieval Warm Period Emergence of new sea routes Environmental conditions in Greenland and Vinland 	<ul style="list-style-type: none"> Environmental conditions in the Valley of Mexico Importance of water resources Drought, including the famine of One Rabbit
What innovations took place?	<ul style="list-style-type: none"> Establishment of new settlements in Greenland and Vinland, including L'Anse aux Meadows Food production Relations with the Skrælingjar 	<ul style="list-style-type: none"> Urban planning, including in Tenochtitlán Food production, including chinampas Aztec expansion and annexation of Totonacapan

Focused study 2: Independence and identity

Inquiry question	The Haitian Revolution (circa 1780–1825)	Kenyan independence (1945–1978)
What prompted the emergence of the independence movement?	<ul style="list-style-type: none"> French colonial rule Slave resistance, maroonage and Vodou 	<ul style="list-style-type: none"> British colonial rule Resistance of the Kenya African Union

Inquiry question	The Haitian Revolution (circa 1780–1825)	Kenyan independence (1945–1978)
	<ul style="list-style-type: none"> Influence of the French Revolution 	<ul style="list-style-type: none"> Influence of the Second World War
How was independence achieved?	<ul style="list-style-type: none"> War for Freedom in Saint Domingue (1791) and the abolition of slavery (1793) Independence struggle (1794–1804) Roles of Toussaint L’Ouverture and Jean-Jacques Dessalines 	<ul style="list-style-type: none"> Mau Mau Uprising (1952–1960) Lancaster House Conferences, self-government and multi-party politics (1960–1963) Role of Jomo Kenyatta
How, and with what challenges, was a new identity formed?	<ul style="list-style-type: none"> Constitution (1801) and Declaration of Independence (1804) Continuing social inequalities established during French colonial rule Independence debt (1825) 	<ul style="list-style-type: none"> Independence Constitution (1963) and transition towards a one-party political system Education and promotion of cultural diversity Land reforms

Focused study 3: Political and economic transitions

Inquiry question	The Meiji Restoration (1853–1894)	The Russian Federation (1985–1999)
What caused the transition to take place?	<ul style="list-style-type: none"> Decline of the Tokugawa Shogunate Stagnation and demands for rapid modernization Influence of the United States (USA) and European countries 	<ul style="list-style-type: none"> Role of the Communist Party Impact of stagnation and failed economic reform Challenges to communism in Eastern Europe
How was the transition achieved?	<ul style="list-style-type: none"> Roles of the Meiji oligarchy and Emperor Mutsuhito Land reform, industrialization and trade Constitution of 1889 	<ul style="list-style-type: none"> Roles of Mikhail Gorbachev and Boris Yeltsin Constitution of 1993 Privatization, market liberalization and tax reforms
What challenges did society face after the transition?	<ul style="list-style-type: none"> Peasant unrest Satsuma Rebellion Foreign relations and imperialism 	<ul style="list-style-type: none"> Soviet coup attempt (1991) and the constitutional crisis (September–October 1993) Labour strikes, protests and organized crime First Chechen War (1994–1996)

Focused study 4: Conflict and displacement

Inquiry question	Post-war displacement in Europe (1945–1960)	Indochina refugee crisis (1975–1990)
What were the conditions that led to mass displacement?	<ul style="list-style-type: none"> • Combat operations and Allied victory • Persecution and fear of reprisals • Economic factors 	<ul style="list-style-type: none"> • Combat operations and Communist victory • Persecution and fear of reprisals • Economic factors
What was the national and international response to displacement?	<ul style="list-style-type: none"> • Displaced persons camps, migration, emigration and repatriation • Role of Allied governments and non-governmental organizations, including the International Red Cross • Role of United Nations (UN), including the UN Relief and Rehabilitation Administration (UNRRA) and International Refugee Organization (IRO) 	<ul style="list-style-type: none"> • Displaced persons camps, migration, emigration and repatriation • Role of the USA and the Vietnamese government • Role of the UN High Commissioner for Refugees (UNHCR), including the Orderly Departure Program (1979)
How was displacement experienced by different groups?	<ul style="list-style-type: none"> • Refugees and stateless persons • Concentration camp survivors, including Jews, Roma and prisoners of war • Former forces under German command 	<ul style="list-style-type: none"> • Vietnamese, including the Hoa (ethnic Chinese) and Montagnard • Cambodians fleeing the Khmer Rouge, including the Chams • Laotians and highland people of Laos, including the Hmong people

Focused study 5: Protest and change

Inquiry question	Feminism in the USA (1960–1979)	Revolution in Tunisia (1989–2015)
What led to the emergence of protest movements?	<ul style="list-style-type: none"> • Reactions to domesticity, including participation of women in the workforce • Impact of changing access to contraception • Influence of early feminist literature 	<ul style="list-style-type: none"> • Repression and censorship by the Ben Ali regime • Failed economic reform and unemployment • Influence and spread of revolutionary ideas
How did the protest movement challenge authority?	<ul style="list-style-type: none"> • Protest and activism • Role of groups including the National Organization for Women (NOW), the National Women's Political Caucus and organizations affiliated 	<ul style="list-style-type: none"> • December Revolution • Ennahda Party and Nidaa Tounes • Role of social media

Inquiry question	Feminism in the USA (1960–1979)	Revolution in Tunisia (1989–2015)
	<p style="text-align: center;">to the Women’s Liberation Movement</p> <ul style="list-style-type: none"> • Role of mass media 	
What changes did the protest movement achieve, and with what limitations?	<ul style="list-style-type: none"> • Political and legal changes, including Title IX (1972) and Roe v. Wade (1973) • Economic changes, including equal pay and employment rights • Experiences of marginalized women, including African American and working-class women 	<ul style="list-style-type: none"> • Political and legal changes, including the ousting of Ben Ali and the 2014 Constitution • Social changes, including youth radicalization and terrorism • Role and status of women

Thematic study

Teachers must select **one** of the following four options.

- Conflict (from 750 CE onwards)
- Innovation and transformation (from 750 CE onwards)
- Authoritarian rule (from 1750 CE onwards)
- Popular movements (from 1750 CE onwards)

Each thematic study has **four inquiry questions**, and each inquiry question has **four lines of inquiry** (outlined in the tables in the section “The thematic studies”). Students must study **all** the inquiry questions and lines of inquiry for their selected thematic study.

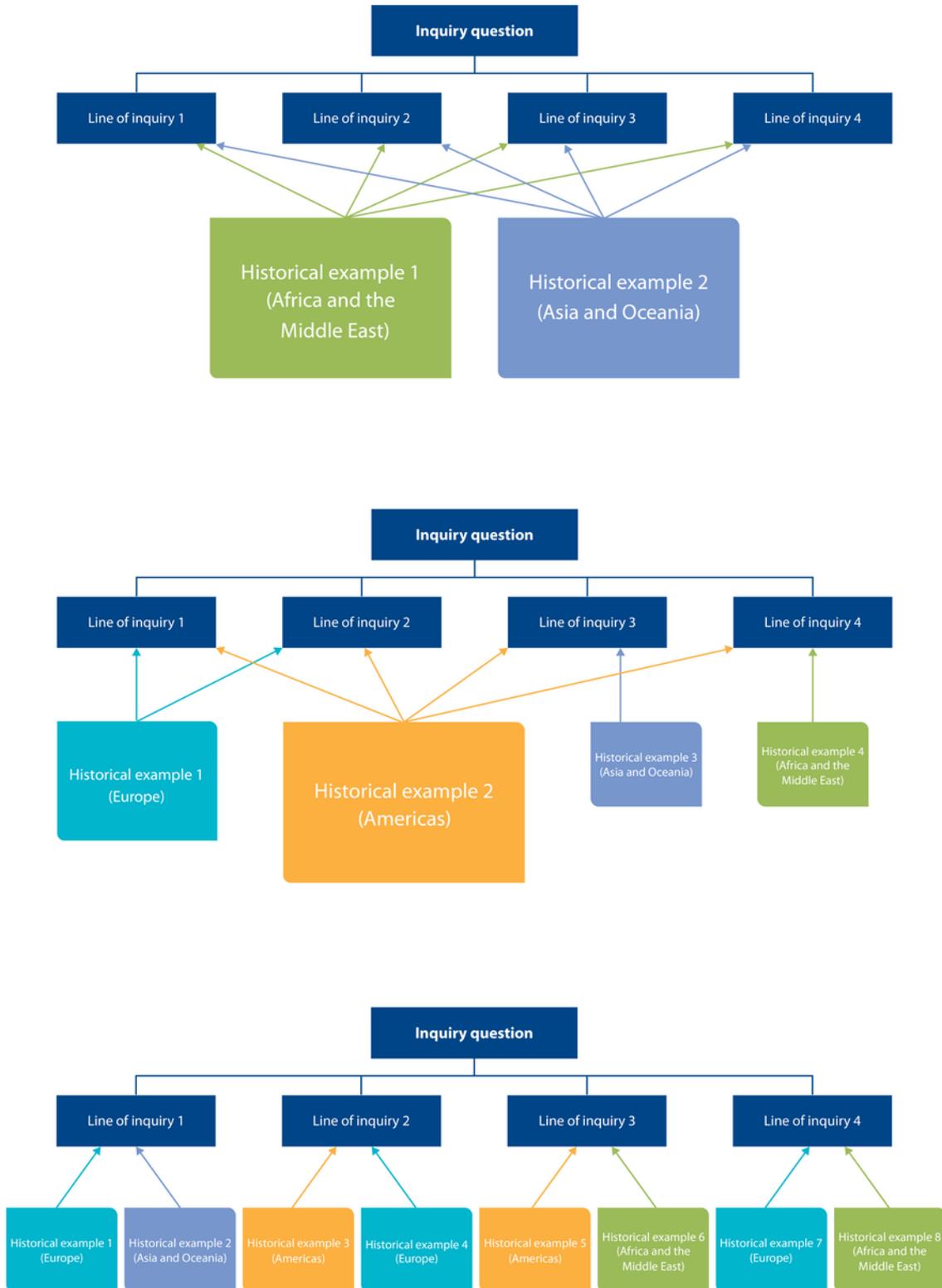
The lines of inquiry should be thought of as interconnected and overlapping. When explored in connection with each other, students will be able to develop balanced, reasoned responses to the inquiry question.

There are **no prescribed** examples for the thematic study. Examples can be chosen by the teacher, students or a combination of both. Each line of inquiry must be explored using a minimum of **two** historical examples, which must come from **more than one region** (see “Selecting examples for the thematic study”). All essay questions in paper 2 require students to select examples from more than one region. These examples can range from narrow examples that may only address one line of inquiry, to more substantial examples that can address multiple inquiry questions and lines of inquiry.

Figure 6 represents the relationship between an inquiry question, lines of inquiry and the diverse global examples.

Figure 6

Possible approaches to inquiry questions, lines of inquiry and historical examples



Selecting examples for the thematic study

Each line of inquiry must be explored using a minimum of **two** historical examples, which must come from **more than one region**. For the purposes of the DP history course, the world has been divided into four regions. They are:

- Africa and the Middle East
- the Americas
- Asia and Oceania
- Europe.

Organizing the world into discrete regions is not a simple task. There are many ways that regional boundaries could be drawn, and all borders are subject to change and dispute. Many countries or locations can be placed in more than one region, depending on the criteria used. When selecting examples for inquiry, teachers should use their best judgement to ensure that examples fall within appropriate regional boundaries.

Students may use an example to represent one region, but the same example must not be used to represent a different region in the same response (e.g. Türkiye may be used as an example from either Europe or the Middle East, but not both in the same response). The four options within the thematic study all have a start date (either 750 CE or 1750 CE). However, they do not have an end date. When selecting examples, teachers are not required to cover any specified period of time. The dates for each thematic study provide the flexibility to select relevant, interesting examples. Teachers may want to select all their examples from one period of time (e.g. the medieval period or the 20th century) or examples from different periods of time. It is important to bear in mind, however, that the examples chosen should allow for meaningful connections to be made.

It is permitted to select contemporary examples for all the thematic study options. For the purposes of the history course, “contemporary” is understood to refer to events occurring approximately over the past two decades (e.g. for a student taking their DP history examination in 2028, anything from 2008 onwards would be considered contemporary). However, contemporary examples **must** be addressed historically. This means, for example, that it may be appropriate to study the causes of a contemporary event but not the consequences, which can only be assessed historically once some time has passed. As a reminder, at least two appropriate examples **must** be studied for each line of inquiry.

If a student does not meet the requirement of selecting at least two examples from different regions in their examination response, this is likely to be self-penalizing, since the level descriptors for assessing the essay require examples to be “appropriate and relevant”.

Unpacking lines of inquiry

When selecting examples, teachers should consider how to define a line of inquiry to ensure that the selected examples are relevant and appropriate.

This guide does not define lines of inquiry and encourages teachers to take an open, flexible and broad approach to what may be included within a line of inquiry.

For example, a line of inquiry might include “social factors”. This can be understood as elements that shape the ways that people interact and live together in a society, such as social structures, social norms and values, culture, religion and other social beliefs. It could refer to society as a single entity (such as a nation) or specific groups within a society (such as young people, a specific social class or an ethnic group).

Further support, including suggested explorations for all the lines of inquiry, is available in the TSM.

More support on selecting examples for the thematic study can be found in the TSM.

Developing skills through the thematic study

Whichever option is selected, the following skills should be a primary focus.

- **Analysing concepts:** Students should make connections between the examples that they study and the four specified concepts. Teachers are highly recommended to share the definitions and conceptual

understandings for all concepts with students. Students should be able to identify connections between the concepts and examples they have studied from their thematic study. **This skill will be assessed in paper 2, section A.**

- **Explaining relevant examples:** Students should be able to explain how the examples they study connect to different lines of inquiry in their thematic study. Teachers are highly recommended to share the inquiry questions and lines of inquiry from the thematic study with students. Teachers are also recommended to regularly ask students to identify and explain the connections that they see between the examples they study and the lines of inquiry. **This skill will be assessed in paper 2, section B.**
- **Connecting diverse global examples:** Students should be able to make different types of connections between the examples that they study. These connections might take the form of identifying similarities and differences between diverse historical examples, identifying patterns or trends across diverse examples (and considering exceptions or outliers), or seeing how a theme manifests itself differently in different parts of the world. Students should use this as the basis for developing broad answers to the inquiry questions for their thematic study. **This skill will be assessed in paper 2, section B.**

More support on developing skills through the thematic study can be found in the TSM.

The thematic studies

Thematic study 1: Conflict (from 750 CE onwards)

Conflict should be understood as a situation where two or more groups use violence to resolve disputes. Conflict occupies one end of a spectrum, with peaceful cooperation at the other end. Relationships between groups are dynamic and can have elements of both conflict and cooperation.

Teachers may choose from different types of conflict, including but not limited to:

- civil wars
- interstate wars
- wars of independence
- revolutions
- terrorist movements
- total wars
- world wars
- proxy wars
- the Cold War.

Teachers may decide that they want to select their examples around a particular type of conflict (e.g. total war in the 20th century, or wars of independence in the 19th century), or they may wish to explore a range of different types of conflict across different periods of time.

All essay questions in paper 2 will require students to use at least **two different** conflicts from **different** regions. Therefore, to ensure coverage of this thematic study, students should ensure they have studied at least two examples of conflict from different regions for each line of inquiry.

It is important to remember the guidelines on engaging with sensitive topics when selecting examples for this thematic study. For more information, refer to the “[Engaging with sensitive topics](#)” section of this guide.

Inquiry question	Lines of inquiry
Why did conflict emerge?	<ul style="list-style-type: none"> • Economic factors • Political factors • Social factors • Environmental factors

Inquiry question	Lines of inquiry
What determined the outcome of the conflict?	<ul style="list-style-type: none"> • Role of leadership • Strategies and tactics • Mobilization of resources • Role of technology
How did the conflict affect people's lives?	<ul style="list-style-type: none"> • Economic impact • Social impact • Experiences of women • Experiences of marginalized groups
How was peace established?	<ul style="list-style-type: none"> • Military outcome • Political decision-making • Social factors • Post-conflict peace-building

Thematic study 2: Innovation and transformation (from 750 CE onwards)

An innovation should be understood as the introduction of something new in a specific context, such as an original idea, method or technology. For an innovation to be transformative, it should bring about a major change to the form or function of aspects of a society.

Teachers may choose from different types of innovations, including but not limited to:

- technological innovations—such as industrial revolutions, mass production and capitalism, and the digital revolution
- intellectual innovations—such as the Scientific Revolution, the Golden Age of Islam or the Enlightenment
- innovations in culture, society, religion and/or the arts.

Teachers may decide they want to select their examples around a particular kind of innovation (e.g. an exploration of different artistic movements from around the world, or the nature of industrialization and urbanization in a variety of contexts), or they may wish to explore a range of different innovations across different periods of time.

All essay questions in paper 2 will require students to use at least **two different** examples of innovation from **different** regions. Therefore, to ensure coverage of this thematic study, students should ensure they have studied at least two examples of innovation and transformation from different regions for each line of inquiry.

It is important to remember the guidelines on engaging with sensitive topics when selecting examples for this thematic study. For more information, refer to the “Engaging with sensitive topics” section of this guide.

Inquiry question	Lines of inquiry
Why did new innovations emerge?	<ul style="list-style-type: none"> • Social factors • Economic factors • Political factors • Environmental factors
How did the innovations transform societies?	<ul style="list-style-type: none"> • Economic change • Political change • Environmental change • Cultural change

Inquiry question	Lines of inquiry
How were the innovations resisted?	<ul style="list-style-type: none"> Resistance from established authorities Forms of popular resistance Resilience of traditional ideas Competing innovations
How did the innovations affect peoples' lives?	<ul style="list-style-type: none"> Experiences of innovators Experiences of social elites Experiences of women Experiences of marginalized groups

Thematic study 3: Authoritarian rule (from 1750 CE onwards)

Authoritarian rule should be understood as the concentration of political power within a small group or an individual. Authoritarian rule exists on one end of a spectrum, with democratic processes at the other end. Societies are dynamic and can contain both authoritarian and democratic elements.

Teachers may choose from different types of authoritarian rule, including but not limited to:

- monarchies
- oligarchies
- colonial governments
- dictatorships or totalitarian states
- military regimes.

Examples may be hybrid, with non-authoritarian elements. Teachers may decide that they want to organize their examples around a particular type of authoritarian rule (e.g. 19th-century colonial empires or 20th-century totalitarian states), or they may wish to explore a range of different types of authoritarian rule across different periods of time.

All essay questions in paper 2 will require students to use at least **two different** examples of authoritarian rule from **different** regions. Therefore, to ensure coverage of this thematic study, students should ensure they have studied at least two examples of authoritarian rule from different regions for each line of inquiry.

It is important to remember the guidelines on engaging with sensitive topics when selecting examples for this thematic study. For more information, refer to the “[Engaging with sensitive topics](#)” section of this guide.

Inquiry question	Lines of inquiry
Why did authoritarian rule emerge?	<ul style="list-style-type: none"> Role of ideas Social factors Role of conflict Economic factors
How was authoritarian rule maintained?	<ul style="list-style-type: none"> Legal methods Use of force Propaganda Popular support
How did authoritarian rule affect people's lives?	<ul style="list-style-type: none"> Economic effects Social effects Experiences of women Experiences of marginalized groups
How was authoritarian rule challenged?	<ul style="list-style-type: none"> Internal opposition

Inquiry question	Lines of inquiry
	<ul style="list-style-type: none"> • Popular resistance • Impact of policies • External threats

Thematic study 4: Popular movements (from 1750 CE onwards)

Popular movements should be understood as the collective efforts of a group of people to bring about a change.

Teachers may choose from different kinds of popular movements, including but not limited to:

- movements for political freedoms and equality—such as civil rights, women, youth and labour movements
- movements that advocate for an idea or issue—such as peace and environmental movements
- movements for Indigenous rights—such as those by Aboriginal and Torres Strait Islander peoples, First Nations peoples, Métis and Inuit communities
- independence and anti-colonial movements.

Teachers may decide that they want to organize their examples around a particular type of popular movement, such as 19th-century independence movements or Indigenous popular movements in the 20th century, or they may wish to explore a range of different types of popular movements across different periods of time.

All essay questions in paper 2 will require students to use at least **two different** examples of popular movements from **different** regions. Therefore, to ensure coverage of this thematic study, students should ensure they have studied at least two examples of popular movements from different regions for each line of inquiry.

It is important to remember the guidelines on engaging with sensitive topics when selecting examples for this thematic study. For more information, refer to the “[Engaging with sensitive topics](#)” section of this guide.

Inquiry question	Lines of inquiry
Why did popular movements emerge?	<ul style="list-style-type: none"> • Political factors • Economic factors • Role of ideas • Social factors
How did popular movements create change?	<ul style="list-style-type: none"> • Political participation • Non-violent methods • Cultural influence • Violent methods
How were popular movements challenged?	<ul style="list-style-type: none"> • Political opposition • Divisions within the movement • Violent opposition • Resilience of traditional ideas
What was the impact of popular movements?	<ul style="list-style-type: none"> • Political change • Social change • Experiences of women • Experiences of marginalized groups

Regional study (HL only)

Teachers should select **one** of the four regions below, and then **two studies** from this region.

- Africa and the Middle East
- The Americas
- Asia and Oceania
- Europe

Each regional study has **six** inquiry topics, and students must study **all** of them. These are shown in the tables in the section “[The regional studies](#)”. Each inquiry topic has **four** points of specified content. Students must study **all** of them.

Most of the regional studies have fixed or prescribed content. However, some regional studies allow teachers to choose an appropriate example from the region. Organizing the world into discrete regions is not a simple task. There are many ways that regional boundaries could be drawn, and all borders are subject to change and dispute. Many countries or locations can be placed in more than one region, depending on the criteria used. When selecting examples for inquiry, teachers should use their best judgement to ensure that examples fall within appropriate regional boundaries.

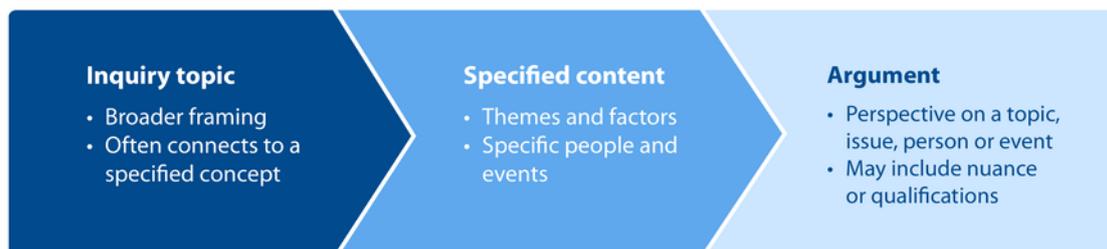
Developing arguments for the regional studies

When studying the regional studies, teachers should put a high emphasis on students evaluating historical arguments. The regional studies are assessed in paper 3, which is focused on evaluating arguments (see the “[External assessment](#)” section for more details). It is therefore important that the inquiry topics and specified content are explored through different historical arguments.

Historical arguments provide a perspective on a topic, issue, event or person. They may have a very clear position or be more nuanced or qualified. Historical arguments are constructed through a combination of the inquiry topics and specified content (see figure 7). The inquiry topics provide the broader framing and often have a connection to one of the specified concepts (cause and consequence, continuity and change, perspectives, significance). The specified content provides relevant themes and factors, and often names specific people or events. Only people and events named in the guide will be named in the examination questions.

Figure 7

Historical arguments in the regional studies



Arguments and historiography

The term “historical argument” should be understood as an interpretation of the past supported by evidence. The regional study requires students to evaluate arguments from diverse perspectives and then reach their own judgements.

The different approaches of academic historians to a topic (the historiography) can provide useful perspectives. Yet not all topics have accessible historical scholarship. Historical arguments can be studied

with or without reading the historiography of a topic. Therefore, paper 3 will not require references to the historiography of a topic to reach the highest markband.

Teachers are encouraged to design the learning and teaching of the regional studies around historical arguments. The TSM provides further support for developing historical arguments to frame learning and teaching.

More support on developing arguments for the regional studies can be found in the TSM.

Developing skills through the regional study

Whichever option is selected, the following skills should be a primary focus.

- **Understanding arguments:** Students should be able to show an understanding of the different reasons and evidence that could be used to support an argument.
- **Evaluating diverse perspectives:** Students should be able to identify different perspectives on an argument. They should be able to weigh the strengths and limitations of each perspective based on an in-depth understanding of the evidence.
- **Making judgements:** Students should be able to reach a judgement on the validity of the argument they have explored. Students may broadly support the argument, find an alternative perspective more compelling or decide that a synthesis of different perspectives is the most persuasive.

More support on developing skills through the regional study can be found in the TSM.

The regional studies

Africa and the Middle East

Two studies must be selected.

Regional study 1: Transformation in North Africa and the Middle East (750–1291)

Inquiry topic	Specified content
Rise of the Abbasid Caliphate	<ul style="list-style-type: none"> • Declining power of the Umayyads • Abbasid military power and leaders • Religious and social factors • Changing nature of the Islamic world and end of Arab dominance
Impact of Abbasid rule	<ul style="list-style-type: none"> • Political developments, including structure of government • Economic, social and cultural development • Intellectual development, including the Golden Age of Islam • Role of Harun al-Rashid and al-Ma'mun
Reasons for, and regional impact of, the collapse of Abbasid rule	<ul style="list-style-type: none"> • Political factors • Economic factors • Military factors, including the Seljuks, Byzantines and Mongols • Religious factors, including the Fatimids, Shi'ites and Christians
Reasons for emergence of the Crusades	<ul style="list-style-type: none"> • Religious factors • Political factors • Economic factors • Territorial factors

Inquiry topic	Specified content
Reasons for the outcome of the Crusades	<ul style="list-style-type: none"> Economic and political factors Military factors Role of European leaders, including Godfrey de Bouillon and Richard I of England Role of Muslim leaders, including Imad ad-Din Zengi and Nur ad-Din, Salah ad-Din and Baybars
Impact of the Crusades in the Middle East	<ul style="list-style-type: none"> Political impact Economic impact Social impact Cultural impact

Regional study 2: Pre-colonial sub-Saharan African states (circa 800–1945)

All examination questions will require students to refer to **one** sub-Saharan state. Suggested examples include, but are not limited to, the Ghana Empire (830–1240), Swahili city-states (1000–1500), Mali Empire (1235–1400), Ashanti (1701–1902), Kongo (1400–1914), Ethiopian Empire (1850–1945) and Zulu Kingdom (1816–1887).

Inquiry topic	Specified content
Emergence and consolidation of the state	<ul style="list-style-type: none"> Political factors Military campaigns and conquests Social factors Economic factors
Reasons for the growth of production and trade	<ul style="list-style-type: none"> Main commodities Trade routes Productive lands, including agriculture and mineral resources Mobilization of labour force
Maintenance of authority	<ul style="list-style-type: none"> Role of leaders Centralization of power Role of dynasties and succession Diplomatic relations
Impact of the state	<ul style="list-style-type: none"> Religious impact Cultural impact Social impact Experiences of women
Reasons for decline and collapse	<ul style="list-style-type: none"> Opposition, resistance and civil wars Foreign challenges Economic factors Trade in enslaved peoples
Impact of decline and collapse	<ul style="list-style-type: none"> Impact on successor states Challenges for marginalized groups Changing traditional practices Commercial and social networks

Regional study 3: The African slave trade (1500–1900)

Inquiry topic	Specified content
Reasons for the expansion of the Atlantic slave trade	<ul style="list-style-type: none"> • Growth of maritime commerce • Development of plantation agriculture • European demand and responses from African states • Internal rivalries and warfare
Reasons for the expansion of slavery in East Africa from the late 18th century	<ul style="list-style-type: none"> • Existing trade in enslaved peoples between the Middle East and the Swahili Coast • Expansion of Sultanate of Oman into East Africa • Rise of Zanzibar Sultanate and clove plantations • Escape from British antislavery control in the Atlantic Ocean
Impact of slavery in Africa	<ul style="list-style-type: none"> • Social impact • Economic impact • Demographic changes • Expanding power of African states involved in the slave trade
Resistance to slavery by enslaved peoples	<ul style="list-style-type: none"> • Day-to-day resistance • Nature and impact of rebellions • Escape, including the establishment of communities of escaped enslaved peoples • Legal and political resistance in Africa
Economic reasons for the decline of the slave trade	<ul style="list-style-type: none"> • Industrialization and new technology • Rise of legitimate commerce in West Africa • Need for labour force in African plantations • Reduced productivity of slave labour
Reasons for the abolition of the slave trade	<ul style="list-style-type: none"> • Ideological factors • Role of the abolitionist movement • Political and legal factors, including 1807 and 1824 Slave Trade Acts • The expansion of European colonialism

Regional study 4: The Ottoman Empire and the creation of Türkiye (circa 1790–1938)

Inquiry topic	Specified content
Decline of Ottoman power (from circa 1790)	<ul style="list-style-type: none"> • Loss of influence in North Africa • Impact of Napoleonic Wars • Rise of Muhammad Ali • Impact of Greek War of Independence (1821)
Emergence of the “Eastern Question” and increasing European influence	<ul style="list-style-type: none"> • Economic, religious and strategic reasons • Impact of Crimean War • Impact of Balkan unrest • Russo–Turkish War (1877) and Treaties of San Stefano and Berlin
Reasons for, and impact of, Tanzimat reforms (1839–1876)	<ul style="list-style-type: none"> • Political factors • Religious factors • Social factors

Inquiry topic	Specified content
	<ul style="list-style-type: none"> • Role of individuals, including Abdul Aziz
Emergence and impact of the Committee of Union and Progress (CUP)	<ul style="list-style-type: none"> • Emergence of ideological, political and military factors to 1908 • Political reform in the Second Constitutional Era (1908–1913) • The 1913 coup d'état and growing nationalism and authoritarianism • The Ottoman approach to minorities (to 1918)
Impact of conflict on the Ottoman Empire	<ul style="list-style-type: none"> • Italo–Turkish War (1911–1912) and Balkan Wars (1912–1913) • First World War, including Arab Revolt (1916–1918) • Turkish War of Independence (1919–1923) • Treaty of Lausanne (1923), role of Mustafa Kemal Atatürk and establishment of the Republic of Türkiye
Impact of the rule of Atatürk (1923–1938)	<ul style="list-style-type: none"> • Political reform • Social and cultural reform, including secularization • Economic reform • Extent and success of opposition

Regional study 5: European imperialism and the partition of Africa (circa 1840–1920)

Inquiry topic	Specified content
Growth of European activity in Africa (from circa 1840)	<ul style="list-style-type: none"> • Decline of the Ottoman Empire • Traders and expansion of commercial activities • Explorers and missionaries • Technological innovations
Reasons for emergence of “New Imperialism” in Africa	<ul style="list-style-type: none"> • Economic factors, including demand for raw materials and new markets • Strategic factors, including British actions in Egypt and South Africa, and the Suez Canal • Political factors, including national rivalries • Social factors, including the expansion of Christianity and “civilizing mission”
Vulnerability of African societies to European imperialism	<ul style="list-style-type: none"> • Military weakness • Political weakness • Collaboration, including treaties between Europeans and African rulers • Disunity, including internal conflicts
Causes and impact of the partition of Africa	<ul style="list-style-type: none"> • Berlin Conference (1884–1885) • Role of Bismarck • “Scramble” for annexation by Belgium, France, Germany, United Kingdom (UK), Italy, Portugal and Spain • Political and military disputes between European powers
Reasons for resistance and collaboration	<ul style="list-style-type: none"> • Political leadership • Military strength • Social factors

Inquiry topic	Specified content
	<ul style="list-style-type: none"> Impact of colonial rule
Successes and failures of African responses	<ul style="list-style-type: none"> Military responses Escape and migration Political negotiations and treaties Collaboration

Regional study 6: Developments in South Africa (1867–2020)

Inquiry topic	Specified content
Impact of the Mineral Revolution (from 1867)	<ul style="list-style-type: none"> Social and economic effects of mining Migration of white miners on the Transvaal and growth of Boer nationalism Impact of migration of Africans to mines and cities Exploitation of African labour and the beginnings of segregation
Outbreak and impact of the South African War (1899–1902)	<ul style="list-style-type: none"> Economic and political causes of the conflict Military impact, including guerrillas and concentration camps Political and economic impact Impact on society and Boer identity
Emergence and development of apartheid	<ul style="list-style-type: none"> Segregation policies pre-1948 National Party victory in 1948 Petty and Grand Apartheid policies Subjugation and violence
Growth and development of resistance to apartheid	<ul style="list-style-type: none"> African National Congress (ANC) and Nelson Mandela Changing role of non-violence, civil disobedience, violent resistance and armed struggle Influence of Steve Biko and Black Consciousness Impact of Sharpeville, Soweto and township violence
Impact of international opposition and changing attitudes	<ul style="list-style-type: none"> Global opposition, including sporting and cultural boycotts Economic sanctions, boycotts and divestments End of the Cold War Role of other African states
Successes and failures in the end of apartheid	<ul style="list-style-type: none"> Contributions of Mandela and Frederik Willem de Klerk Importance of the Convention for a Democratic South Africa (CODESA) and 1994 elections Truth and Reconciliation Commission Ongoing political and economic challenges

Regional study 7: Colonialism and crisis in Rwanda and the Congo (circa 1875–2003)

Inquiry topic	Specified content
Impact of colonialism in the Congo Free State (1885–1908) and Belgian Congo (1908–1960)	<ul style="list-style-type: none"> Political impact Economic impact Experiences of Indigenous peoples

Inquiry topic	Specified content
	<ul style="list-style-type: none"> Emergence and growth of nationalism
Impact of German and Belgian colonialism in Rwanda (1885–1962)	<ul style="list-style-type: none"> Economic impact Institutionalization of identity under Kigeli IV Rwabugiri Impact of social engineering and identity cards under Belgian rule Experiences of Indigenous peoples
Reasons for the post-independence civil war in Rwanda	<ul style="list-style-type: none"> Purges of the Tutsi during the early independence period Economic disparities and environmental crisis The rise of the Rwandan Patriotic Front (RPF) and the outbreak of civil war Arusha Accords and assassination of Juvénal Habyarimana
Emergence and impact of Mobutu on Zaire	<ul style="list-style-type: none"> Congo Crisis (1960–1965) Maintenance of power, including elimination of opposition and the cult of personality Economic policies, including plundering of the state First Congo War (1996–1997)
Reasons for, and impact of, the Rwandan genocide (1994)	<ul style="list-style-type: none"> Interahamwe and media propaganda Mass killings and arrival of the RPF Response of the international community International Criminal Court for Rwanda and other reconciliation initiatives
Reasons for, and impact of, the Second Congo War (1998–2003)	<ul style="list-style-type: none"> Armed intervention by neighbouring states and assassination of Laurent Kabila Control of minerals, including role of foreign governments and companies M23 and other militia groups Atrocities of war, including crimes against women and children

Regional study 8: Colonialism in Côte d'Ivoire, Kenya, Mozambique, Nigeria, Senegal and Uganda (1890–1980)

All examination questions will require students to refer to **one of the prescribed countries**—Côte d'Ivoire, Kenya, Mozambique, Nigeria, Senegal and Uganda. It is **recommended** that a variety of the prescribed countries are taught to ensure coverage of all inquiry topics and specified content.

Inquiry topic	Specified content
Methods used to establish and maintain colonial political authority	<ul style="list-style-type: none"> Assimilation Direct rule Indirect rule Settler colonies
Methods used to maintain power	<ul style="list-style-type: none"> African involvement in colonial administration Legal methods Role of internal security Coercion and violence
Impact of colonial economic policies	<ul style="list-style-type: none"> Changes to land use and agriculture

Inquiry topic	Specified content
	<ul style="list-style-type: none"> • Voluntary and forced African involvement in the economy • Development of technology and infrastructure • Changes in regional and global trade
Social and cultural continuity and change under colonialism	<ul style="list-style-type: none"> • African responses to religious changes, including mission churches and Africanist churches • Changes to traditional social structures, including urbanization and migration • Indigenous and national identity • Attitudes between colonizers and colonized
Impact of colonial rule on different social groups	<ul style="list-style-type: none"> • Experiences of colonists • Experiences of Indigenous elites • Experiences of women • Experiences of different ethnic groups
Effectiveness of Indigenous resistance to colonial rule	<ul style="list-style-type: none"> • Political and legal actions • Cultural resistance • Day-to-day resistance • Armed rebellion

Regional study 9: Conflict and instability in the Middle East (1896–2020)

Inquiry topic	Specified content
Origins of the Arab–Israeli conflict	<ul style="list-style-type: none"> • Zionism and the Balfour Declaration • Sykes–Picot and the creation of the Palestine mandate • Growth of Arab nationalism • Increased Jewish immigration
Reasons for Arab–Jewish tensions (to 1945)	<ul style="list-style-type: none"> • British immigration policy • Social, political and economic factors • Arab Revolt (1936–1939) • Jewish and Arab responses to increased tensions
Reasons for the First Arab–Israeli War (1948)	<ul style="list-style-type: none"> • Impact of the Second World War and Jewish immigration • Role of the UK and UN • Creation of the state of Israel • Role of Jewish and Arab groups and individuals, including David Ben-Gurion and the Arab League
Continuation and escalation of the Arab–Israeli conflict	<ul style="list-style-type: none"> • Military conflicts, including Suez Crisis, 1967 War and 1973 War • Creation of the Palestine Liberation Organization (PLO) and search for support for Palestine • Israeli militancy, territorial changes, anti-PLO policies and settlements • Palestinian actions, including the First and Second Intifada, and rise of Hamas
Impact of the Arab–Israeli conflict	<ul style="list-style-type: none"> • Political and economic impact • Social impact, including migration

Inquiry topic	Specified content
	<ul style="list-style-type: none"> Experiences of women Experiences of marginalized groups
Attempts to reach a peaceful settlement	<ul style="list-style-type: none"> Egypt–Israel Peace Treaty (1979) Oslo Peace Process Camp David (2000) Arab Peace Initiative

Regional study 10: Independence movements in Algeria, Angola, Ghana, Guinea, Namibia and Tanganyika (circa 1900–2000)

All examination questions will require students to refer to **one of the prescribed independence movements**—Algeria, Angola, Ghana, Guinea, Namibia and Tanganyika. It is **recommended** that a variety of the prescribed countries are taught to ensure coverage of all inquiry topics and specified content.

Inquiry topic	Specified content
Domestic reasons for the emergence of independence movements	<ul style="list-style-type: none"> Social factors, including racial discrimination and oppression Economic conditions Colonial administration, including involvement of Africans Actions of colonial settlers
External reasons for the emergence of independence movements	<ul style="list-style-type: none"> Role of ideas Success of movements in other countries Post-war economic and political weaknesses of the colonial power Impact of the Cold War
Emergence and growth of pro-independence political parties	<ul style="list-style-type: none"> Importance of political leaders and charismatic leadership Political organization Role of strategy and ideology Internal party divisions and divisions caused by rival parties
Importance of non-violence in achieving independence	<ul style="list-style-type: none"> Campaigning and building a popular support base Protests and strikes Negotiations with the colonial power Political, legal, constitutional and other responses by the colonial power
Importance of armed struggle in achieving independence	<ul style="list-style-type: none"> Conventional and guerrilla warfare Response of the colonial power Support of other countries Role of military leaders
Impact of independence movements	<ul style="list-style-type: none"> Political impact, including emergence of new Indigenous leaders Social impacts, including emergence of new forms of identity Experiences of women Experiences of marginalized groups

Regional study 11: Revolution, reform and foreign relations in the Middle East (circa 1945–2020)

Inquiry topic	Specified content
Reasons for the 1979 revolution in Iran	<ul style="list-style-type: none"> • Mohammad Mosaddeq and the 1953 coup • Mohammad-Reza Shah and the White Revolution • External influence, including the role of the UK and USA • Religious factors, including the role of Ruhollah (Ayatollah) Khomeini
Impact of post-revolution Iran	<ul style="list-style-type: none"> • Political and economic developments • Foreign relations • Experiences of women • Experiences of marginalized groups
Impact of the Iran–Iraq War (1980–1988)	<ul style="list-style-type: none"> • Economic impact • Social impact • Regional and global involvement in the conflict • Impact of technology, including Iraqi use of chemical weapons
Impact of Gamal Abdel Nasser’s rule in Egypt (from 1954)	<ul style="list-style-type: none"> • Domestic politics, including authoritarianism • Economic transformation and modernization • Social and cultural change • Regional politics, including Pan-Arabism, the Suez Crisis and relations with Israel
Reasons for the 2011 Egyptian revolution	<ul style="list-style-type: none"> • Presidency and assassination of Anwar Sadat • Hosni Mubarak’s presidency and the impact of domestic policies • Economic and demographic challenges • External factors
Impact of Lebanese Civil War (1975–1990) on regional politics	<ul style="list-style-type: none"> • Initial involvement of PLO • Deepening of conflict with involvement of Syria, Israel and Iran • Foreign and UN involvement • Establishment of Hezbollah

Regional study 12: Modern developments in Ethiopia, Niger, Somalia, Tunisia, Zambia and Zimbabwe (circa 1945–2020)

All examination questions will require students to refer to **one of the prescribed countries**—Ethiopia, Niger, Somalia, Tunisia, Zambia and Zimbabwe. It is **recommended** that a variety of the prescribed countries are taught to ensure coverage of all inquiry topics and specified content.

Inquiry topic	Specified content
Reasons for the emergence of authoritarian rule	<ul style="list-style-type: none"> • Impact of colonial legacies • Results of independence and resistance movements • Role of individuals, including personal ambition • Role of ideology
Move to multi-party democracy in the 1980s and 1990s	<ul style="list-style-type: none"> • Foreign influence • Failures of single-party states • Ideological factors • Role of popular and elite support for reform

Inquiry topic	Specified content
Reasons for economic growth and development (to 2020)	<ul style="list-style-type: none"> Political stability and reform Role of individuals and entrepreneurs Investment and development of infrastructure Impact of technology
Social challenges (to 2020)	<ul style="list-style-type: none"> Health, including disease and famine Education, including scale of illiteracy Demographics Gender inequality and marginalized groups
Causes of coups d'état and civil wars	<ul style="list-style-type: none"> Ethnic tensions Economic problems, including inequality Environmental factors Failures of civilian governments
Impact of external involvement	<ul style="list-style-type: none"> International rivalries and destabilization by outside forces Neocolonialism African Union UN

The Americas

Two studies must be selected.

Regional study 1: Indigenous societies in the Americas (circa 750–1500)

All examination questions will require students to refer to **one** Indigenous society from the region. Suggested examples include, but are not limited to, Mayans, Incas, Aztecs, Iroquois, Mapuche and Guaraní people.

Inquiry topic	Specified content
Establishment and maintenance of political authority	<ul style="list-style-type: none"> Centralized rulers and local leaders, and the relationship between them Religion and warfare as a means of legitimizing power Administration, codes of conduct and law Alliances among different communities
Establishment and maintenance of economic structures	<ul style="list-style-type: none"> Extent and limits of sedentary organization Landholding, agricultural production and irrigation control Role of tribute Reciprocity, trade networks and role of marketplaces
Establishment and maintenance of social organization	<ul style="list-style-type: none"> Social hierarchies and gender roles Family structure and kinship Organization of tribes and clans Construction of identities
Impact of warfare on Indigenous societies	<ul style="list-style-type: none"> Expansion and conquest Wealth accumulation, including looting and pillaging Military organization and warfare tactics Subjugation and enslavement of other Indigenous peoples

Inquiry topic	Specified content
Role of culture in maintaining Indigenous societies	<ul style="list-style-type: none"> • Language • Religion • The arts • Relationship with the natural world
Challenges faced by Indigenous societies	<ul style="list-style-type: none"> • Threats from other Indigenous societies in the region • Environmental factors • Social factors, including overpopulation • Political factors, including weaknesses of political organization

Regional study 2: Colonialism and the system of slavery in the Americas (circa 1492–1830)

Inquiry topic	Specified content
Initial impact of European exploration	<ul style="list-style-type: none"> • Military conquest and defeat of Indigenous societies • Acquisition and exploitation of natural resources, including gold and silver • Trade in resources, including fur and tobacco • Columbian Exchange
Early treatment of Indigenous peoples by colonial governments	<ul style="list-style-type: none"> • Use of Indigenous labour, including <i>encomienda</i>, <i>yanacónaje</i> and <i>mita</i> • Social impact, including assimilation and social stratification • Colonial plantations • Experiences of Indigenous women
Reasons for the development of the system of transatlantic slavery	<ul style="list-style-type: none"> • Role of ideas • Economic factors • Political factors • Role of different colonial powers, including Portugal, the UK, France, the Netherlands and Spain
Impact of the system of transatlantic slavery	<ul style="list-style-type: none"> • Economic and political impact • Social and cultural impact, including experiences of Indigenous societies • Conditions of living and working on plantations • Experiences of enslaved women
Resistance by enslaved peoples	<ul style="list-style-type: none"> • Day-to-day resistance • Cultural resistance • Rebellions • Escape, including the establishment of communities of escaped enslaved peoples
Emergence and growth of early opposition to slavery	<ul style="list-style-type: none"> • Role of ideas in the abolitionist movement • Religious leaders and groups • Role of formerly enslaved peoples • Role of technology in the spread of antislavery ideas

Regional study 3: Independence movements in the Americas (1763–1860)

All examination questions will require students to refer to **one** country from the region.

Inquiry topic	Specified content
Reasons for the emergence of independence movements	<ul style="list-style-type: none"> Political and economic factors Social and religious factors Influence of Enlightenment ideas Actions of the colonial power
Contributions of key leaders to the success of independence movements	<ul style="list-style-type: none"> Intellectual contribution Political contribution, including role in declaring independence Military contribution Mobilization of popular support
Reasons for the outcome of revolutionary wars	<ul style="list-style-type: none"> Military organization Strategies and tactics Foreign support and regional collaboration Weaknesses of the colonial power
Establishment of new nation states	<ul style="list-style-type: none"> Political factors, including creation of a constitution Relations with neighbouring countries, including establishment of national borders and new diplomatic relations Creation of a national identity Role of leaders in the state
Post-independence challenges for new nation states	<ul style="list-style-type: none"> Economic challenges, including costs of wars of independence External military threats Disputes over leadership of the new state Treatment and experiences of marginalized groups, including Indigenous peoples, African Americans, Creoles
Impact of US relations with independent states in Latin America	<ul style="list-style-type: none"> US support for independence movements Monroe Doctrine Plans for cooperation and American integration Intra-American trade relations

Regional study 4: The US Civil War (1840–1877)

Inquiry topic	Specified content
Impact of the system of slavery on the USA	<ul style="list-style-type: none"> Economic impacts of the cotton economy Conditions of enslavement Adaptation and resistance Political impacts, including the abolitionist debate
Long-term causes of the Civil War	<ul style="list-style-type: none"> The Nullification Crisis States' rights Sectionalism Economic, cultural and social differences between the North and South
Short-term causes of the Civil War	<ul style="list-style-type: none"> Compromise of 1850 Kansas–Nebraska Act and Bleeding Kansas Dred Scott vs Sandford and John Brown's raid on Harpers Ferry

Inquiry topic	Specified content
	<ul style="list-style-type: none"> • Presidential election of 1860 and impact on Secession
Reasons for the outcome of the Civil War	<ul style="list-style-type: none"> • Military and economic strengths and weaknesses of the Union and the Confederacy • Role of political and military leaders, including Abraham Lincoln • Role of the Emancipation Proclamation and African American participation • Role of foreign relations
Impact of the Civil War	<ul style="list-style-type: none"> • Political impact • Economic impact • Social and cultural impact • Experiences of women
Successes and failures of Reconstruction	<ul style="list-style-type: none"> • Presidential and Congressional Reconstruction, including the 13th, 14th and 15th Amendments • Southern resistance, Ku Klux Klan (KKK) and Black Codes • Actions taken by formerly enslaved peoples • Compromise of 1877

Regional study 5: The formation of modern nations in the Americas (1860–1929)

All examination questions will require students to refer to **one** country from the region.

Inquiry topic	Specified content
Economic transformation	<ul style="list-style-type: none"> • Railroad construction • Industrial growth and urbanization • Development of international and inter-American trade • Neocolonialism and dependency
Impacts of migration	<ul style="list-style-type: none"> • Arrival of European and/or Asian immigrants • Changes to the allocation and use of land • Changes to religion • Impact on, and experiences of, Indigenous peoples
Impact of ideological trends on the transformation of nations	<ul style="list-style-type: none"> • Nationalism, liberalism and progressivism • Social Darwinism • Expansionist ideas • “Indigenismo” and nativism
Political and social transformations	<ul style="list-style-type: none"> • Constitutional reforms • Development of a party system • Expansion of democracy, including women’s suffrage • Developments in the arts
Role of leaders in the transformation of nations	<ul style="list-style-type: none"> • Intellectual contribution • Political contribution • Social policies • Mobilization of popular support
Challenges in the transformation of nations	<ul style="list-style-type: none"> • Economic challenges, including inequality • Experiences of marginalized groups

Inquiry topic	Specified content
	<ul style="list-style-type: none"> Labour movements, unions and strikes Internal conflicts

Regional study 6: The Mexican Revolution (1884–1940)

Inquiry topic	Specified content
Reasons for the outbreak of the revolution	<ul style="list-style-type: none"> Social factors Economic factors Political factors Rule of Porfirio Díaz
Impact of revolutionary leaders on the revolution	<ul style="list-style-type: none"> Francisco Madero Victoriano Huerta Pancho Villa and Emiliano Zapata Venustiano Carranza
Impact of the 1917 Constitution	<ul style="list-style-type: none"> Land reforms and property rights Labour reform Impact on the church Education reforms
Achievements and challenges of the post-revolutionary state (1920–1940)	<ul style="list-style-type: none"> Álvaro Obregón Plutarco Elías Calles and the Maximato Opposition and Cristero War Lázaro Cárdenas and renewal of the revolution
Foreign contributions to the revolution	<ul style="list-style-type: none"> Motivations for involvement Military interventions Economic intervention, including supply of arms Diplomatic intervention
Impact of the revolution	<ul style="list-style-type: none"> Economic impact Culture, education and the arts Experiences of women Experiences of marginalized groups

Regional study 7: The Great Depression in the Americas (circa 1920–1939)

Inquiry topic	Specified content
Reasons for the Great Depression	<ul style="list-style-type: none"> Political factors, including failures of regulation Economic factors, including the banking system and trade Agricultural and environmental factors Reactions to 1929 Wall Street Crash
Political impact of the Great Depression in the USA	<ul style="list-style-type: none"> Impact on party politics Expansion of executive power and role of federal government Labour rights and social policies Opposition to the New Deal

Inquiry topic	Specified content
Political impact of the Great Depression in one country of the Americas (excluding the USA)	<ul style="list-style-type: none"> • Impact on political stability • Changes to political power • Labour rights and social policies • Opposition to government reforms
Social impact of the Great Depression in one country in the Americas	<ul style="list-style-type: none"> • Demography and standard of living • Experiences of women • Experiences of marginalized groups • Impact on culture and the arts
Effectiveness of solutions in the USA and Canada	<ul style="list-style-type: none"> • Herbert Hoover • Franklin D. Roosevelt and the New Deal • William Lyon Mackenzie King • R. B. Bennett
Effectiveness of solutions in one country in Latin America	<ul style="list-style-type: none"> • Agrarian reforms • Nationalization programmes • Import Substitution Industrialization (ISI) • Labour rights and social programmes

Regional study 8: Emergence of the Americas in global affairs (1880–1945)

Inquiry topic	Specified content
Reasons for US expansionist foreign policy	<ul style="list-style-type: none"> • Political factors • Economic factors • Social factors • Role of ideology
Impact of US expansionist foreign policy	<ul style="list-style-type: none"> • Spanish–American War (1898) • Roosevelt Corollary and “big stick” diplomacy • Dollar diplomacy • Moral diplomacy
Changing regional and global role of the USA	<ul style="list-style-type: none"> • Participation in the First World War • Woodrow Wilson’s peace ideals and the decision not to join the League of Nations • Good Neighbor Policy and inter-American diplomatic agreements • Participation in the Second World War, including development and use of the atomic bomb
Changing regional and global role of one country in the Americas (excluding the USA)	<ul style="list-style-type: none"> • Decision to participate or remain neutral in the First World War • Membership and involvement in the League of Nations • Decision to participate or remain neutral in the Second World War • Economic and trading relations
Domestic impact of the First World War on one country in the Americas	<ul style="list-style-type: none"> • Economic and social impact • Political impact • Experiences of women

Inquiry topic	Specified content
	<ul style="list-style-type: none"> Experiences of marginalized groups
Domestic impact of the Second World War on one country in the Americas	<ul style="list-style-type: none"> Economic and social impact Political impact Experiences of women Experiences of marginalized groups

Regional study 9: The Americas during the Cold War (1945–1991)

Inquiry topic	Specified content
Impact of the Cold War on the Americas during the presidencies of Harry S. Truman and Dwight D. Eisenhower	<ul style="list-style-type: none"> Truman's containment policy McCarthyism Eisenhower's New Look policy US intervention in Latin America, including role of the Central Intelligence Agency (CIA)
Cuban Revolution and its impact on the Americas	<ul style="list-style-type: none"> Regional reactions to the revolution Bay of Pigs Cuban Missile Crisis Diplomatic impact in Latin America
Impact of the Cold War on the Americas during the presidencies of John F. Kennedy and Lyndon B. Johnson	<ul style="list-style-type: none"> Kennedy's Alliance for Progress Intervention in the Dominican Republic Domestic impact of Johnson's policy in Vietnam Regional support for, and opposition to, US involvement in Vietnam
Impact of US foreign policies on the Americas (1968–1988)	<ul style="list-style-type: none"> School of the Americas and the Condor Plan Richard Nixon's covert operations and Chile Jimmy Carter's quest for human rights and the Panama Canal Treaty (1977) Ronald Reagan and the Contras in Nicaragua
Impact of the Cold War on Canada	<ul style="list-style-type: none"> Domestic anti-Communism North Atlantic Treaty Organization (NATO) and North American Aerospace Defense Command (NORAD) Creation of UN peacekeeping forces Cooperation and tension with the USA
Impact of the Cold War on one country in Latin America	<ul style="list-style-type: none"> Rio Pact, Organization of American States (OAS) and regional collaboration Domestic political impact of the Cold War Cooperation and tension with the USA Cooperation and tension with the Union of Soviet Socialist Republics (USSR)

Regional study 10: Political developments in Latin America (1934–2020)

Inquiry topic	Specified content
Reasons for the Cuban Revolution	<ul style="list-style-type: none"> Political factors, including role of Fulgencio Batista

Inquiry topic	Specified content
	<ul style="list-style-type: none"> Economic factors, including role of the USA Social factors Role of Fidel Castro and Che Guevara
Maintenance of power and impact of rule of Fidel Castro	<ul style="list-style-type: none"> Political policies Social policies, including Cuban nationalism Economic policies Treatment of opposition
Emerging challenges in one Latin American country	<ul style="list-style-type: none"> Growth of populism Growth of guerrilla movements Crisis of democracy and failure of elected leaders Rise of military dictatorship
Impact of a guerrilla movement on one country in Latin America	<ul style="list-style-type: none"> Social impacts Political impacts Economic impacts Experiences of women
Impact of, and maintenance of power by, military dictatorship on one country in Latin America	<ul style="list-style-type: none"> Social factors Political factors Economic factors Suppression of opposition
Reasons for the emergence of democratization in one country in Latin America	<ul style="list-style-type: none"> Political factors Economic factors Social factors Role of transitional justice

Regional study 11: Social movements in the Americas (1945–2020)

Suggested social movements (excluding the African American civil rights movement) include, but are not limited to, Hispanic, feminist, Indigenous, youth, counterculture, disability, Afro-Latino and Afro-Caribbean movements.

Inquiry topic	Specified content
Reasons for the emergence of the African American civil rights movement	<ul style="list-style-type: none"> Political factors Social factors, including Jim Crow Economic factors Role of ideas
Methods used by the African American civil rights movement to create change	<ul style="list-style-type: none"> Non-violent protest and role of Martin Luther King Jr. Radical activism, including Malcolm X, Black Panthers and Black Power Role of women, including Ella Baker, Fannie Lou Hamer and Angela Davis Role of grassroots organizations
Extent of change achieved by the African American civil rights movement	<ul style="list-style-type: none"> Supreme Court decisions, including Brown v. The Board of Education (1954)

Inquiry topic	Specified content
	<ul style="list-style-type: none"> • Congressional legislation and presidential support, including Civil Rights Act (1964) • Social and cultural change • Economic change
Reasons for the emergence of one social movement (excluding the African American civil rights movement) in the Americas	<ul style="list-style-type: none"> • Political factors • Social factors • Economic factors • Role of ideas
Methods used by one social movement (excluding the African American civil rights movement) in the Americas to create change	<ul style="list-style-type: none"> • Non-violent and violent methods • Role of key leaders • Role of women • Role of grassroots organizations
Extent of change achieved by one social movement (excluding the African American civil rights movement) in the Americas	<ul style="list-style-type: none"> • Legal change • Political change • Social and cultural change • Economic change

Regional study 12: Political developments in the USA and Canada (1960–2020)

Inquiry topic	Specified content
Challenges and successes in domestic politics of the USA (1961–1977)	<ul style="list-style-type: none"> • Social policies, including New Frontier and Great Society • Watergate scandal and pardon of Nixon • Changes and internal conflicts within the Democratic and Republican parties in the 1960s and 1970s, and impact on elections • Roles of Kennedy, Johnson, Nixon and Gerald Ford
Challenges and successes in domestic politics of the USA (1977–2001)	<ul style="list-style-type: none"> • Economic policies, including Reaganomics • Social policies, including the War on Drugs • Economic growth and transition in the 1990s • Roles of Carter, Reagan, George H. W. Bush and Bill Clinton
Challenges and successes in domestic politics of the USA (2001–2020)	<ul style="list-style-type: none"> • 2001 terrorist attacks on the USA • 2008 financial crisis • Growth of political division • Roles of George W. Bush, Barack Obama and Donald Trump
Challenges and successes in domestic politics of Canada (1963–1993)	<ul style="list-style-type: none"> • Social policies • Economic policies • Collapse of the Progressive Conservative Party • Roles of Lester B. Pearson, Pierre Trudeau, Joe Clark and Brian Mulroney
Causes and effects of the Quiet Revolution	<ul style="list-style-type: none"> • Rise of Quebec nationalism • Front de libération du Québec (FLQ) • October Crisis (1970) • Quebec and separatism

Inquiry topic	Specified content
Challenges and successes in domestic politics of Canada (1993–2020)	<ul style="list-style-type: none"> • Emergence of Conservative Party • Truth and Reconciliation Commission (from 2008) • 2008 financial crisis • Roles of Jean Chrétien, Paul Martin, Stephen Harper and Justin Trudeau

Asia and Oceania

Two studies must be selected.

Regional study 1: Asian kingdoms and empires (750 CE–1500 CE)

All examination questions will require students to refer to **one** kingdom or empire from the region. Suggested examples include, but are not limited to, the Shogunate, Mongol Empire, Angkor Empire, Tranh Dynasty of Vietnam and Srivijaya/Sailendra (Indonesia).

Inquiry topic	Specified content
Reasons for emergence	<ul style="list-style-type: none"> • Military factors, including wars of conquest • Economic factors • Political factors, including alliances • Environmental factors
Importance of leaders in the development of Asian kingdoms and empires	<ul style="list-style-type: none"> • Establishment of kingdom or empire • Consolidation and maintenance of power • Domestic and foreign success • Responding to challenges
Domestic developments	<ul style="list-style-type: none"> • Social structures • Culture and the arts • Religious and/or spiritual beliefs • Science and technology
Role of foreign relations in the development of Asian kingdoms and empires	<ul style="list-style-type: none"> • Alliances and diplomacy • Cultural, artistic and scientific exchange of ideas • Economic relations, including land and/or maritime trading routes • Conflict
Maintenance of power	<ul style="list-style-type: none"> • Political factors • Social factors • Military factors • Role of religious and/or spiritual beliefs
Challenges and decline	<ul style="list-style-type: none"> • Political factors, including factionalism • Social and economic factors • Conflict and rebellions • Environmental factors

Regional study 2: The Mughal Empire and the British East India Company (1526–1858)

Inquiry topic	Specified content
Reasons for the rise of Mughal power	<ul style="list-style-type: none"> • First Battle of Panipat • Impact of the Suri Dynasty (1540–1555) • Second Battle of Panipat • Role of Babur and Humayun
Consolidation of Mughal rule	<ul style="list-style-type: none"> • Akbar's military conquests and policies of conciliation • Mansabdari system • Roles of Akbar, Shah Jahan and Aurangzeb • Religious policies
Challenges to Mughal rule	<ul style="list-style-type: none"> • Junta under Jahangir and Nur Jahan • Domestic opposition and wars of succession • The Deccan "Ulcer" (1680–1707) and rise of the Marathas • Shah Jahan and Aurangzeb's policies
Impact of the Mughal Empire	<ul style="list-style-type: none"> • Economic impact • Cultural impact, including the arts, laws and architecture • Experiences of women • Syncretism, Bhakti movement and Sufism
Decline of the Mughals and establishment of East India Company rule	<ul style="list-style-type: none"> • Role of the East India Company • Political factors, including use of alliances • Weaknesses of the Mughal Empire • Military factors and the use of force
Reasons for the end of the Mughals, the end of East India Company rule, and the establishment of direct rule	<ul style="list-style-type: none"> • Failures of East India Company rule • Roles of Richard Wellesley, William Bentinck and James Broun-Ramsay (Dalhousie) • Indian Rebellion of 1857 • Social, cultural and political reactions to the uprising

Regional study 3: Challenges to imperial rule in China (1736–1911)

Inquiry topic	Specified content
Challenges to the Qianlong Emperor	<ul style="list-style-type: none"> • Social factors, including Confucianism and tributary system • Political structure under Qianlong • Growth of the empire • White Lotus and Miao Rebellions
Efforts to "open up" China	<ul style="list-style-type: none"> • Canton trade system • British trade missions by George Macartney, William Pitt Amherst and William Napier • Opium trade • Social and economic impact of opium
Reasons for, and impact of, the Opium Wars	<ul style="list-style-type: none"> • Chinese prohibitions of opium, including role of Lin Zexu • European reactions • Unequal Treaties of Nanjing (1842), Tianjin (1858) and Convention of Beijing (1860)

Inquiry topic	Specified content
	<ul style="list-style-type: none"> Political, economic and cultural impact
Reasons for, and impact of, the Taiping Rebellion	<ul style="list-style-type: none"> Environmental and economic factors Role of Hong Xiuquan Emergence of regional military leaders, including Zeng Guofan and Li Hongzhang Social impact of Taiping Heavenly Kingdom
Failure of the Qing Dynasty to reform	<ul style="list-style-type: none"> Leadership of Empress Dowager Cixi and Yixin (Prince Gong) Self-Strengthening Movement First Sino–Japanese War and Treaty of Shimonoseki Hundred Days’ Reform
Decline and fall of the Qing Dynasty	<ul style="list-style-type: none"> Boxer Rebellion and Boxer Protocol Late Qing Reforms Sun Yixian and Guomindang’s Three Principles Xinhai Revolution (1911) and Yuan Shikai

Regional study 4: Indigenous societies and national identity in Australia and New Zealand (circa 1770–2020)

Inquiry topic	Specified content
Impact of colonization in Australia and New Zealand (to circa 1900)	<ul style="list-style-type: none"> European immigration and settlement Land distribution, squatters and Selection Acts Social and economic impact of the gold rushes (1850–1870) Growth of cities and emergence of labour movement
Experiences of colonization by Aboriginal, Torres Strait Islander and Māori peoples (to circa 1900)	<ul style="list-style-type: none"> Social and demographic impact of colonial settlement Role of different world views on relationship to the land Conflict, including Australian Frontier Wars (1840–1934) and New Zealand/Māori wars (1845–1872) Role of Treaty of Waitangi (1840)
Reasons for the emergence of Australian and New Zealand nations	<ul style="list-style-type: none"> Constitutional developments Federation Movement and National Australasian Conventions Growth of a national identity, including through arts and sport Achievement of dominion status in Australia (1901) and New Zealand (1907)
Impact of the First World War on Australia and New Zealand	<ul style="list-style-type: none"> Political impact Social and economic impact Experiences of Australian and New Zealand Army Corps (ANZACs), including Gallipoli Experiences of Aboriginal, Torres Strait Islander and Māori peoples
Social and cultural developments after the Second World War in either Australia or New Zealand	<ul style="list-style-type: none"> Immigration and the development of multicultural societies Social and economic government policies Experiences of women

Inquiry topic	Specified content
	<ul style="list-style-type: none"> Experiences of either Aboriginal and Torres Strait Islander or Māori peoples
Successes and failures of foreign policy after the Second World War in either Australia or New Zealand	<ul style="list-style-type: none"> Changing relations with the UK Australia, New Zealand, United States Security Treaty (ANZUS) and Southeast Asia Treaty Organization (SEATO) Involvement in the Cold War Changing regional relations, including with Japan, China and the Pacific islands

Regional study 5: Korea (1840–1945)

Inquiry topic	Specified content
Mid-century challenges to the Korean monarchy	<ul style="list-style-type: none"> Rise of Sedo (factional) politics and the weakening of royal authority Spread of Christianity Threat of Donghak learning Heungseon Daewongun's reforms (1864–1873) and isolation policy
"Opening up" of Korea and regional responses	<ul style="list-style-type: none"> Treaty of Ganghwa and Japan's influence King Gojong's reforms and the role of Queen Min Imo Incident and the return of Daewongun Gapsin Coup and the Chinese decade (1885–1894)
Impact of regional rivalries	<ul style="list-style-type: none"> Donghak Peasant Revolution Gabo reforms (1894–1896) First Sino–Japanese War and Treaty of Shimonoseki Triple Intervention and Russian influence
Impact of reforms under the Korean Empire	<ul style="list-style-type: none"> Gwangmu Reforms (1897–1904) Modernization of the state Independence Club (1896–1898) Korean resistance to Eulsa Treaty
Impact of Japanese rule	<ul style="list-style-type: none"> Political impact of Japanese annexation and colonial government Repression and resistance, including Samil Independence Movement (1919) Social impact of assimilation, including education, language and religion Economic developments in banking, industry and infrastructure
Impact of the Second Sino–Japanese War	<ul style="list-style-type: none"> Social impact, including forced labour, conscription and comfort women Political developments, including growth of nationalism and communism Economic impact of exploitation of industry and resources for Japanese war effort

Inquiry topic	Specified content
	<ul style="list-style-type: none"> Liberation and establishment of the governments of Kim Il Sung and Syngman Rhee

Regional study 6: Independence of India (1857–1964)

Inquiry topic	Specified content
Reasons for the emergence of Indian nationalism	<ul style="list-style-type: none"> 1857 uprising British policies in India (1858–1885) Violence, including Jallianwala Bagh massacre (1919) Impact of the First World War
Impact of political developments in the British Raj	<ul style="list-style-type: none"> Emergence of Indian National Congress Partition of Bengal (1905–1911) and rise of All-India Muslim League (1906) British political reforms, including Government of India Acts (1919, 1935) Round Table Conferences (1930–1932)
Methods used to achieve Indian independence	<ul style="list-style-type: none"> Non-cooperation and civil disobedience Salt March (1930) Quit India Movement Political negotiations
Leaders and their importance in the independence movement	<ul style="list-style-type: none"> Mohandas (Mahatma) Gandhi Jawaharlal Nehru Muhammad Ali Jinnah Subhas Chandra Bose
Reasons for, and impact of, the Partition of India	<ul style="list-style-type: none"> Rise of Muslim separatism, including “Two-Nation” theory and Lahore Resolution (1940) British political actions, including Cabinet Mission Plan, and role of Louis Mountbatten Migration and violence Experiences of women and different ethnic groups
Challenges in post-independence India	<ul style="list-style-type: none"> Nehru and nation-building Ethnic and religious conflict Integration of the princely states, including Junagadh, Hyderabad and Kashmir Foreign policy and cross-border conflicts

Regional study 7: The emergence of independent states in Southeast Asia (1900–1990)

All examination questions will require students to refer to **one** state from Southeast Asia.

Inquiry topic	Specified content
Social and economic impact of early colonialism	<ul style="list-style-type: none"> Political impact, including “divide and rule” tactics Economic impact, including exploitation of resources Social impact, including social stratification and displacement of Indigenous peoples

Inquiry topic	Specified content
	<ul style="list-style-type: none"> Cultural impact, including challenges to traditional religious practices
Origins of nationalism and independence movements	<ul style="list-style-type: none"> Role of ideas Economic factors, including colonial exploitation Political factors, including oppressive colonial rule Shared ethnic, linguistic and religious identity
Growth of nationalist movements (from 1914)	<ul style="list-style-type: none"> Influence of liberalism, democracy and self-determination Influence of communism and/or socialism Impact of the First World War, Treaty of Versailles and League of Nations Role and importance of leaders
Impact of the Second World War on Southeast Asia	<ul style="list-style-type: none"> Establishment and maintenance of Japanese rule, including violence, propaganda, and “divide and rule” Political and economic impact of Japanese occupation Social impact of Japanese rule, including on women and ethnic groups Emergence of independence leaders
Post-war methods used to achieve independence	<ul style="list-style-type: none"> Political factors, including mass mobilization Role of conflict and resistance Impact of external support Weaknesses of colonial authority
Achievements and challenges in the first 10 years of independence	<ul style="list-style-type: none"> Social developments, including education, healthcare and gender equality Economic developments Political instability Ethnic and religious tensions

Regional study 8: Emergence of Modern China (1910–1949)

Inquiry topic	Specified content
Rise of national identity in China	<ul style="list-style-type: none"> Establishment of the Chinese Republic (1912) Yuan Shikai and the effects of warlordism Sun Yixian and Guomindang’s Three Principles New Culture Movement
Impact of the First World War on the development of nationalism	<ul style="list-style-type: none"> Nature of Chinese involvement in the First World War Twenty-One Demands (1915) Treaty of Versailles and League of Nations May Fourth Movement (1919) and emergence of Chinese Communist Party (CCP)
Impact of Guomindang rule of China	<ul style="list-style-type: none"> Sun–Joffe Manifesto and First United Front Guomindang ideology and Jiang Jieshi’s leadership Domestic policy during the Nanjing decade (1927–1937) Impact of Japanese occupation of Manchuria (1931)

Inquiry topic	Specified content
Reasons for the rise of communism in China (to 1936)	<ul style="list-style-type: none"> • Collapse of First United Front and Shanghai massacre (1927) • Jiangxi Soviet and Encirclement Campaigns (1931–1934) • Long March and Zunyi Conference (1934–1935) • Yan’an Soviet and the leadership of Mao Zedong
Impact of the Second Sino–Japanese War (1937–1945)	<ul style="list-style-type: none"> • Political impact, including Xi’an Incident and Second United Front • Japanese military rule, including Three Alls Policy • Guerrilla warfare and “trading space for time” • Economic and social impact, including hyperinflation
Reasons for the outcome of the Chinese Civil War (1946–1949)	<ul style="list-style-type: none"> • Military strategies, including guerrilla and conventional warfare • Peasant support for CCP • Roles of Mao Zedong and Jiang Jieshi • Involvement of the USA and USSR

Regional study 9: Politics and economy in Japan (1912–2020)

Inquiry topic	Specified content
Impact of the First World War on Japan	<ul style="list-style-type: none"> • Military impact of the conflict • Paris Peace Conference and League of Nations • Washington Naval Conference • Expansion of Japanese power in the Pacific
Domestic achievements and challenges in the 1920s	<ul style="list-style-type: none"> • Liberal reforms under Taishō • Political developments in Shōwa era (from 1926) • Ultra nationalist and anti-democratic beliefs, including Black Dragon Society and Imperial Way Faction • The Great Depression
Growth of Japanese imperialism	<ul style="list-style-type: none"> • Rising militarism, assassinations and coups • Manchuria (1931) and the Second Sino–Japanese War (1937–1945) • Expansion of empire and the Greater East Asia Co-Prosperity Sphere • Tripartite Pact
Reasons for Japanese defeat in the Second World War	<ul style="list-style-type: none"> • US embargo (1940) and decision to attack Pearl Harbor • Military factors • Political factors • Impact of war on home front
Recovery and growth in post-war Japan	<ul style="list-style-type: none"> • US occupation and reconstruction • Reverse Course (1947–1952) • Reasons for “economic miracle”, including Ministry of International Trade and Industry (MITI) • Impact of globalization (1960s–1980s)
Economic, political and social challenges (1989–2020)	<ul style="list-style-type: none"> • “Lost Decade” and economic stagnation • Political instability

Inquiry topic	Specified content
	<ul style="list-style-type: none"> Regional foreign relations Work culture, declining birth rate and ageing population

Regional study 10: The emergence of Central Asian republics (1917–2020)

All examination questions will require students to refer to **one** Central Asian republic. Suggested examples are Kyrgyzstan, Uzbekistan, Turkmenistan, Kazakhstan and Tajikistan.

Inquiry topic	Specified content
Impact of the Russian Revolution and Civil War (1917–1924)	<ul style="list-style-type: none"> Economic and social impact Resistance of local elites and intelligentsia Political and military response of the Bolsheviks Creation of Autonomous Soviet Socialist Republics (ASSRs)
Impact of Soviet control and policies in the ASSR (1920–1940)	<ul style="list-style-type: none"> Political control, including the Soviet constitution and Russification (1936) Repression, resistance and extent of totalitarian control Economic policies, including collectivization Impact on society, culture and identity
Impact of the Second World War (1941–1945)	<ul style="list-style-type: none"> Military impact of participation Political impact Economic impact Social impact
Impact of changing Soviet policies in the ASSRs	<ul style="list-style-type: none"> Post-war reconstruction and reorganization Social, political and economic impact of the policies of Nikita Khrushchev Social, political and economic impact of the policies of Leonid Brezhnev Environmental impact of Soviet policies
Reasons for the establishment of independent Central Asian republics	<ul style="list-style-type: none"> Impact of Gorbachev's policies, including glasnost and perestroika Collapse of the USSR Protest and resistance Role of political leaders, including declarations of independence
Challenges and successes of nation-building (1991–2020)	<ul style="list-style-type: none"> Economic and social policies Political leadership and opposition National identity, ethnicity and experiences of marginalized groups Foreign relations, including with Russia, China and the USA

Regional study 11: The Cold War in Asia (1949–2002)

Inquiry topic	Specified content
Reasons for the Korean War (1950–1953)	<ul style="list-style-type: none"> Division of Korea and disagreements over free elections Leadership of Kim Il Sung and Syngman Rhee Role of the USA, USSR and China

Inquiry topic	Specified content
	<ul style="list-style-type: none"> Invasion of South Korea and UN response
Impact of the war on North and South Korea and the region (to 1963)	<ul style="list-style-type: none"> Political impact, including Armistice negotiations and creation of the demilitarized zone (DMZ) Social impact, including displacement and refugee crisis Economic and environmental destruction and reconstruction Impact on China and Japan's regional positions
Reasons for conflict in Vietnam (1954–1975)	<ul style="list-style-type: none"> Legacy of French colonialism and Japanese occupation Điện Biên Phủ, Geneva Accords (1954) and division of Vietnam Hồ Chí Minh and Ngô Đình Diệm's leadership and ideology Role of the USA, USSR and China
Impact of the Vietnam conflict (to 1985)	<ul style="list-style-type: none"> Impact of US and Vietcong tactics, including "search and destroy" missions, bombing campaigns, chemical warfare and guerrilla warfare Political impact, including US troop withdrawal and Vietnam's reunification Economic and environmental destruction and reconstruction Destabilization of Cambodia (to 1975)
Reasons for conflict in Afghanistan (1979–1992)	<ul style="list-style-type: none"> Ethnic and religious tensions Saur Revolution and establishment of a pro-Soviet communist government Mujahideen insurgencies Role of the USA, USSR and Pakistan
Impact of the conflict in Afghanistan (to 2002)	<ul style="list-style-type: none"> Impact of 1979 Soviet invasion, including guerrilla warfare and effects on civilians Economic and environmental destruction Soviet withdrawal, civil war, and ethnic and tribal factionalism (1989–1992) Emergence of Taliban rule, including Sharia Law

Regional study 12: The People's Republic of China (1949–2020)

Inquiry topic	Specified content
Mao consolidation and maintenance of power (1949–1976)	<ul style="list-style-type: none"> Control of CCP and People's Liberation Army (PLA) Hundred Flowers Campaign (1956) The Three- and Five- Antis, and Anti-Rightist Campaigns Great Proletarian Cultural Revolution and cult of personality
Economic and social transformations and challenges under Mao (1949–1976)	<ul style="list-style-type: none"> Land Reform Movement (1949–1952) and First Five-Year Plan Great Leap Forward Changing role of women, including the Marriage Law (1950) Education, healthcare and religion
Foreign policy successes and failures under Mao (1949–1976)	<ul style="list-style-type: none"> Involvement in the Korean War Sino-Soviet split (1961) and the non-aligned movement Sino-Indian War (1962)

Inquiry topic	Specified content
	<ul style="list-style-type: none"> Relations with the USA, including “ping-pong” diplomacy
Impact of political developments (1976–2020)	<ul style="list-style-type: none"> Power struggle following death of Mao, including Hua Guofeng and emergence of Deng Xiaoping Tiananmen Square (1989) Jiang Zemin and Theory of Three Represents Rise to power and early rule of Xi Jinping
Economic and social transformations and challenges (1976–2020)	<ul style="list-style-type: none"> Four Modernizations (1978–1997) and Opening Up policy China’s emergence as an economic power, including joining the World Trade Organization (WTO) (1998–2012) Rural–urban divide and regional migration Population control and one-child policy
Foreign policy successes and failures (1976–2020)	<ul style="list-style-type: none"> Changing regional relations Changing relations with the USSR/Russia Changing relations with the USA Belt and Road Initiative (from 2013)

Europe

Two studies must be selected.

Regional study 1: Medieval kingdoms and empires (circa 750–1400)

All examination questions will require students to refer to **one** example of a medieval kingdom or empire. Suggested examples include, but are not limited to, the Carolingian Empire, Holy Roman Empire, North Sea Empire, Norman and Angevin England, Capetian France and Kingdom of Poland.

Inquiry topic	Specified content
Reasons for emergence and expansion	<ul style="list-style-type: none"> Economic factors Political and dynastic factors Social and cultural factors Role of conflict and settlement
Legitimization, consolidation and maintenance of authority	<ul style="list-style-type: none"> Legal and political methods Social factors, including roles of nobility, officials and elite Economic factors, including taxation Use of force
Impact of religion	<ul style="list-style-type: none"> Political impact, including legitimizing authority Development of religious institutions Social impact Role of the papacy
Cultural and social developments	<ul style="list-style-type: none"> Developments in technology Developments in the arts Experiences of women Experiences of marginalized groups
Reasons for decline	<ul style="list-style-type: none"> Internal challenges, including rebellion Economic and social challenges Political challenges, including rivalries and issues of succession

Inquiry topic	Specified content
	<ul style="list-style-type: none"> External threats
Role and importance of one leader in the kingdom/empire	<ul style="list-style-type: none"> In emergence and expansion In consolidating and maintaining rule In religion, culture and society In the decline of the kingdom/empire

Regional study 2: Renaissance and Reformation (circa 1350–1700)

Inquiry topic	Specified content
Emergence of the Renaissance in Italy	<ul style="list-style-type: none"> Social and political conditions Intellectual and religious influences Economic factors Role of individuals, including papal patronage, Medici and Sforza
Emergence of the Renaissance in one country in Europe, excluding Italy	<ul style="list-style-type: none"> Spread of ideas Social and political conditions Economic factors Intellectual and religious influences
Impact of the Renaissance on one country in Europe	<ul style="list-style-type: none"> Literature Political ideas Science The arts
Emergence of the Reformation	<ul style="list-style-type: none"> State of the Catholic Church in Europe at the start of the 16th century Impact of ideas and the spread of Lutheranism Response to Martin Luther from the Catholic Church and Holy Roman Emperor Role of the printing press
Impact of the Reformation on one country in Europe	<ul style="list-style-type: none"> Religious changes Social and political developments Economic developments Thirty Years' War
Responses of the Catholic Church and the Counter-Reformation	<ul style="list-style-type: none"> Role of Erasmus Council of Trent (1545–1563) Role and impact of Popes Paul III, Paul IV and Pius IV Role of the Jesuits

Regional study 3: Enlightenment and Absolutism (1600–1800)

Examination questions concentrating on rulers will require students to refer to **one** enlightened despot. Suggested examples include, but are not limited to, Catherine the Great of Russia, Frederick the Great of Prussia, Charles III of Spain and Joseph II, Holy Roman Emperor.

Inquiry topic	Specified content
Emergence of Enlightenment ideas	<ul style="list-style-type: none"> Intellectual influences, including ancient ideas, Renaissance and Scientific Revolution Political conditions Religious factors, including role of the Reformation Role of individuals
Developments during the Enlightenment era	<ul style="list-style-type: none"> Economic change Social change, including growth of cities Scientific and technological developments Changes in agriculture
Impact of Enlightenment ideas	<ul style="list-style-type: none"> Political ideas, including opposition to absolute monarchy and emergence of the idea of the enlightened despot Social ideas, including equality and individual rights Economic ideas Women's rights
Maintenance of power by one enlightened despot	<ul style="list-style-type: none"> Use of ideas to legitimize rule Centralization of power Use of force Image and depiction of the monarch
Domestic impact of one enlightened despot	<ul style="list-style-type: none"> Political, administrative, and legal reform and modernization Developments in the arts Religious reform Economic reform, including impact on agriculture and the environment
Foreign policy of one enlightened despot	<ul style="list-style-type: none"> Conflict and territorial disputes Commercial agreements and trade Diplomacy Colonial policy

Regional study 4: The French Revolution (1774–1815)

Inquiry topic	Specified content
Reasons for the revolution	<ul style="list-style-type: none"> Intellectual, economic and social factors Role of Louis XVI Estates General (1789) National Assembly and Declaration of the Rights of Man and of the Citizen (1789)
Radicalization of the revolution	<ul style="list-style-type: none"> Constitution of 1791 End of the monarchy Maximilien Robespierre and The Terror (1793–1794) Thermidorean Reaction
Rise of Napoleon	<ul style="list-style-type: none"> French Revolutionary Wars (1792–1802) The Directory (1795–1799), including reasons for its fall 18 Brumaire (1799)

Inquiry topic	Specified content
	<ul style="list-style-type: none"> • Creation of the French Empire (1804)
Social change in revolutionary and Napoleonic France	<ul style="list-style-type: none"> • Impact of Napoleon Bonaparte's domestic policies on France, including the economy • Impact of Napoleon's foreign policy on France • Impact on religion and the church • Experiences of women
Impact of Napoleonic rule on any one country in the French empire or French colonial empire, excluding France	<ul style="list-style-type: none"> • Political impact • Social impact • Economic impact • Experiences of marginalized groups
Decline and defeat of the First French Empire	<ul style="list-style-type: none"> • Coalitions • Continental System, including its impact on France • Invasion of Russia (1812) • 100 Days and Waterloo (1815)

Regional study 5: Unification of Germany and Italy (1815–1871)

Inquiry topic	Specified content
Impact of the Congress System on Germany and Italy	<ul style="list-style-type: none"> • Congress of Vienna (1815) • Dominance of Austria • Role and impact of Klemens von Metternich • Holy Alliance and Congress System
Growth of nationalism and liberalism in Italy (1815–1848)	<ul style="list-style-type: none"> • Intellectual origins • Attempted revolutions (1820–1844) • Role and impact of Giuseppe Mazzini and Vincenzo Gioberti • Role and impact of the papacy
Growth of nationalism and liberalism in Germany (1815–1848)	<ul style="list-style-type: none"> • Intellectual origins • Nature of monarchy during the Vormärz period • Rise of Prussia • Zollverein
Impact of the 1848 revolutions in Germany and Italy	<ul style="list-style-type: none"> • Emergence of new ideas • Role of the middle classes and intellectuals • Political impact, including the re-establishment of autocracy • Social and cultural impact
Unification of Italy (1849–1871)	<ul style="list-style-type: none"> • Role of Camillo Benso di Cavour • Role of Giuseppe Garibaldi • Role of foreign influence • Social and economic factors
Unification of Germany and the establishment of the German Empire (1849–1871)	<ul style="list-style-type: none"> • Role of Otto von Bismarck • Military reorganization • Wars of unification, including the Franco–Prussian War (1870–1871)

Inquiry topic	Specified content
	<ul style="list-style-type: none"> Decline of Austria

Regional study 6: Europe and the First World War (1871–1923)

Inquiry topic	Specified content
Maintenance of peace and stability, and the changing balance of power in Europe (after 1871)	<ul style="list-style-type: none"> Impact of imperial expansion on European diplomacy Congress of Berlin (1878) and the Balkans Decline of the Ottoman Empire European alliance system (1871–1890)
Causes and impact of German foreign policy before the First World War	<ul style="list-style-type: none"> Domestic conditions that impacted on German foreign policy Role of Wilhelm II <i>Weltpolitik</i> Responses of other countries and regions (territories), including the UK, France, Russia and Austria–Hungary
Reasons for the First World War	<ul style="list-style-type: none"> Austria–Hungary, Russia and Balkan nationalism Arms race Diplomatic crises Alliance system (1890–1914) and the July Crisis of 1914
Reasons for the defeat of Germany and the other Central Powers	<ul style="list-style-type: none"> Military strategy of the Central Powers and Allied Powers Economic and technological factors Entry of the USA, and its economic and military significance Mobilization of the home fronts
Impact of the First World War on one European country (to 1923)	<ul style="list-style-type: none"> Social impact Economic impact Experiences of women Experiences of marginalized groups
Impact of the Paris Peace Treaties (1919–1923)	<ul style="list-style-type: none"> Aims of participants, including the Big Three Negotiations and terms of treaties of Versailles, St. Germain, Neuilly, Trianon, Sèvres and Lausanne Reactions to the peace settlement Economic and political impact (to 1923)

Regional study 7: The Russian Revolution (1855–1924)

Inquiry topic	Specified content
Impact of the policies of Alexander II (1855–1881), Alexander III (1881–1894) and Nicholas II (1894–1917)	<ul style="list-style-type: none"> Social reform Economic modernization Tsarist repression Growth of opposition
Causes and impact of the 1905 Revolution	<ul style="list-style-type: none"> Role of ideas Social and economic factors Significance of the Russo–Japanese War Political factors, including October Manifesto and Fundamental Laws

Inquiry topic	Specified content
Impact of policies of repression and reform (1905–1917)	<ul style="list-style-type: none"> • Dumas • Agrarian and industrial reform • Use of violence, including the Okhrana • Role of Pyotr Stolypin
Reasons for the October/November Revolution and rise to power of the Bolsheviks	<ul style="list-style-type: none"> • Impact of the First World War • February/March Revolution and establishment of Dual Power between the Provisional Government and Petrograd Soviet • Failures and collapse of the Provisional Government • Roles of Vladimir Lenin and Leon Trotsky
Survival and consolidation of Bolshevik rule	<ul style="list-style-type: none"> • Treaty of Brest–Litovsk (1918) • Russian Civil War (1917–1922) • Terror and coercion • War Communism and New Economic Policy (NEP)
Impact of Bolshevik rule (to 1924)	<ul style="list-style-type: none"> • Social policies, including religion • Experiences of women • Experiences of marginalized groups • Experiences of different classes

Regional study 8: European totalitarianism (1918–1941)

Inquiry topic	Specified content
Benito Mussolini's rise and consolidation of power (1918–1926)	<ul style="list-style-type: none"> • Weakness of the liberal state • March on Rome • Acerbo Law and the assassination of Giacomo Matteotti • Consolidation of power (1924–1926)
Domestic impact of Mussolini's Italy (to 1940)	<ul style="list-style-type: none"> • Economic policies and the corporate state • Social policies • Propaganda and the cult of personality • Repression and resistance, and extent of totalitarian control
Failure of Weimar Germany, and Adolf Hitler's rise and consolidation of power (1918–1934)	<ul style="list-style-type: none"> • Constitutional, political, economic and social challenges (1918–1929) • "Golden Era" under Gustav Stresemann (1924–1929) • The Great Depression and years of crisis (1929–1933) • Reichstag fire (1933), Enabling Act (1933), Night of the Long Knives (1934), Hitler Oath (1934) and popular support
Domestic impact of Hitler's Germany (to 1939)	<ul style="list-style-type: none"> • Economic policies including Hjalmar Schacht's New Plan (1934) and Hermann Göring's Four-Year Plan (1936) • Social policies, including <i>Volksgemeinschaft</i> and attempts to create a racially pure state • Propaganda and the cult of personality • Repression, resistance and the extent of totalitarian control
Joseph Stalin's rise and consolidation of power (to 1941)	<ul style="list-style-type: none"> • Stalin's position as General Secretary

Inquiry topic	Specified content
	<ul style="list-style-type: none"> Weaknesses of Stalin's opponents, including Grigory Zinoviev, Lev Kamenev, Trotsky and Nikolai Bukharin Consolidation of power, including Ryutin Platform and death of Sergei Kirov Political impact of the purges and Great Terror up to 1941
Domestic impact of Stalin's USSR (to 1941)	<ul style="list-style-type: none"> Economic policies, including impact of collectivization and Five-Year Plans Social policies Propaganda and the cult of personality Repression and resistance, and the extent of totalitarian control

Regional study 9: Europe and the Second World War (1918–1949)

Inquiry topic	Specified content
Successes and challenges of the League of Nations in Europe	<ul style="list-style-type: none"> Aims, organization and structure Responses to disputes in the 1920s, including Åland Islands, Vilna and Corfu Search for collective security and disarmament Responses to crises in the 1930s, including Italy's invasion of Abyssinia (1935)
Reasons for the Second World War in Europe	<ul style="list-style-type: none"> Italian and German foreign policies (1919–1941) Appeasement, Neville Chamberlain and Munich Agreement (1938) Role of British, French and Soviet foreign policies Nazi–Soviet Pact and invasion of Poland
Reasons for Axis defeat and Allied victory (to 1945)	<ul style="list-style-type: none"> Political leadership, including wartime alliance (UK, USA and USSR) Economic factors Strategic and military factors Strengths and weaknesses of Allied and Axis powers
Impact of the Second World War on one European country (to 1949)	<ul style="list-style-type: none"> Social and economic impact Political impact Experiences of women Experiences of marginalized groups
Reasons for the persecution and mass murder of marginalized groups in Nazi-occupied Europe during the Second World War	<ul style="list-style-type: none"> Long-term factors, including the role of ideology Military factors, including the invasions of Poland and the USSR, and the role of the <i>Einsatzgruppen</i> Political factors, including role of Nazi leaders and Wannsee Conference (1942) Collaboration by individuals and groups within Germany and occupied territories
Responses to the persecution and mass murder of marginalized groups in Nazi-occupied Europe (to 1949)	<ul style="list-style-type: none"> Resistance by individuals Collective protest, resistance movements and solidarity between groups Level of international response

Inquiry topic	Specified content
	<ul style="list-style-type: none"> Legal responses, including Nuremberg

Regional study 10: Democracy, authoritarianism and conflict in Spain (circa 1920–2020)

Inquiry topic	Specified content
Challenges to Spanish democracy in the 1920s and early 1930s	<ul style="list-style-type: none"> Political, social and economic factors Miguel Primo de Rivera regime Polarization, instability and political parties under the Second Republic Manuel Azaña and José María Gil-Robles
Immediate causes of the Spanish Civil War	<ul style="list-style-type: none"> Election of 1936 Policies of the Popular Front Military coup of July 1936 Emergence of Francisco Franco as leader
Reasons for Nationalist victory in the Spanish Civil War	<ul style="list-style-type: none"> Economic factors Role of individuals Importance of foreign involvement Military and strategic factors
Impact of Franco’s regime	<ul style="list-style-type: none"> Political methods to consolidate and maintain power Treatment of opposition and use of violence Economic policies Social and cultural impact
Transition to, and establishment of, democracy (to 1982)	<ul style="list-style-type: none"> Political role of Juan Carlos Role of individuals including Manuel Fraga Iribarne and Adolfo Suárez External support Social factors
Successes and challenges in Spain (1982–2020)	<ul style="list-style-type: none"> Party politics including the Spanish Socialist Workers’ Party (PSOE) and People’s Party (PP)—Felipe González, José María Aznar and José Luis Rodríguez Zapatero Economic and social change Changes in international relations, including Spain joining NATO and the European Union (EU) Regional autonomy in Catalonia and the Basque Country

Regional study 11: The USSR and post-Soviet Russia (1945–2020)

Inquiry topic	Specified content
Impact of policies in post-war USSR (1945–1953)	<ul style="list-style-type: none"> Post-war reconstruction Domestic political developments Economic developments Experiences of Soviet and Axis prisoners of war
Impact of Nikita Khrushchev’s rule (1953–1964)	<ul style="list-style-type: none"> Secret Speech and de-Stalinization Domestic economic and social policies

Inquiry topic	Specified content
	<ul style="list-style-type: none"> • Technology and the Space Race • Khrushchev's removal from power
Impact of reaction and re-centralization (1964–1982)	<ul style="list-style-type: none"> • Alexei Kosygin's economic policies (1964–1970) • Brezhnev's economic and political policies • Growth of the nomenklatura • Nature and treatment of dissidents
Impact of reform and transformation under Gorbachev (1985–1991)	<ul style="list-style-type: none"> • Economic policies and perestroika • Glasnost and democratization • Growth of opposition • August coup and its aftermath
Challenges of the transition to post-Soviet Russia (1991–1999)	<ul style="list-style-type: none"> • Failure to establish democracy and re-emergence of the Communist Party • Role of Yeltsin • Economic policies and rise of oligarchs • War in Chechnya
Impact of Vladimir Putin on Russia (2000–2020)	<ul style="list-style-type: none"> • Political reforms and re-emergence of an authoritarian state • Economic and social policies • Propaganda, repression and resistance, and extent of control • Conflicts with neighbouring states

Regional study 12: Europe during and after the Cold War (1945–2020)

Inquiry topic	Specified content
Emergence of the Cold War in Europe	<ul style="list-style-type: none"> • Breakdown of the wartime alliance by 1949 • Ideological differences • Roles of Stalin and Truman • Economic factors, including the Marshall Plan
Impact of the Cold War on Germany (1945–1991)	<ul style="list-style-type: none"> • Berlin Blockade (1949) • Berlin Wall Crisis (1961) and division of Germany • Social and cultural experiences of East and West Germany (1961–1990) • Reasons for reunification (1990)
Impact of the Cold War on Western and Northern Europe	<ul style="list-style-type: none"> • Establishment and role of NATO • Economic changes, including European Economic Community (EEC) • Social impact of the Cold War • Changing relations with the USA
Impact of the Cold War on Central and Eastern Europe	<ul style="list-style-type: none"> • Motives and methods of establishing Soviet domination, including the Warsaw Pact • Impact of Soviet economic policies, including the Council for Mutual Economic Assistance (COMECON) • Social impact of Soviet control

Inquiry topic	Specified content
	<ul style="list-style-type: none"> • Opposition to Soviet control, including Josip Broz Tito and Yugoslavia
Impact of European political integration after the Cold War (to 2020)	<ul style="list-style-type: none"> • EU and expansion after 1990 • Economic policies and their impact • Social policies and their impact • Political resistance to the EU, including Brexit (2016)
Post-Cold War developments in one European country (to 2020)	<ul style="list-style-type: none"> • Social changes • Economic changes • Cultural changes • Relations with the rest of Europe

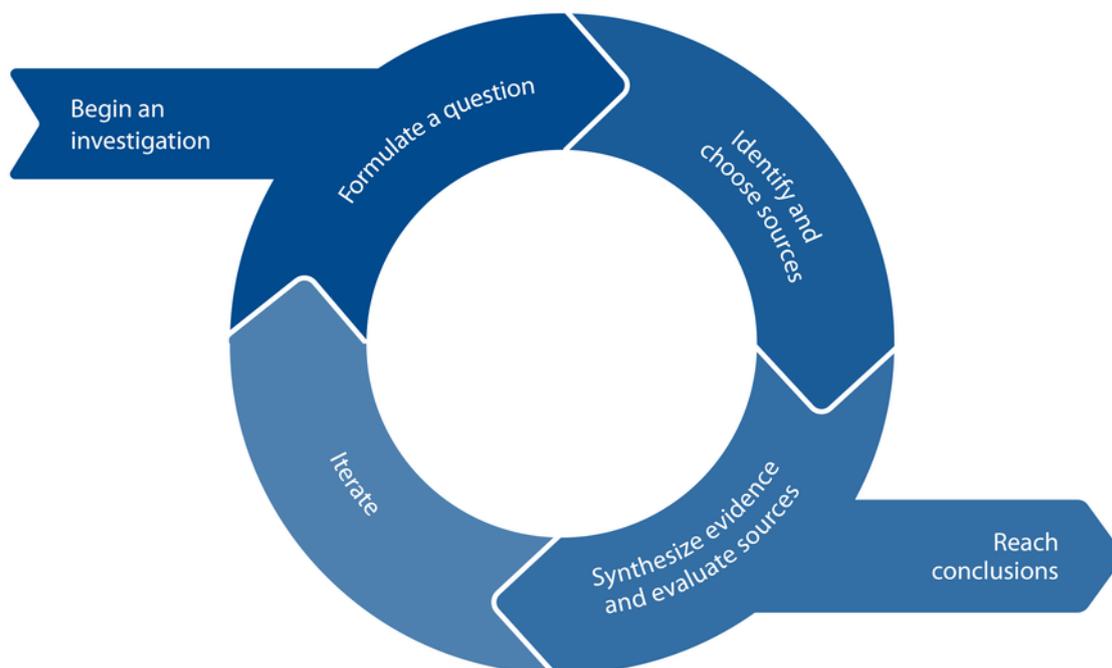
Historical investigation

All students at SL and HL are **required** to complete an **IA task**, which is a formally assessed historical investigation that should serve as the culmination of the course. Full details of the IA task can be found in the “*Assessment*” section of this guide.

In addition to the IA task, teachers are **recommended** to provide students with further opportunities to complete historical investigations throughout the course.

A historical investigation should be thought of as a research process. It includes formulating a historical inquiry question, identifying and choosing sources, evaluating sources and synthesizing evidence to reach conclusions. Historical investigation is also an iterative process that requires regular reflection. For example, students will formulate an initial inquiry question, but they may want to alter or refine this question as they encounter different sources (see figure 8).

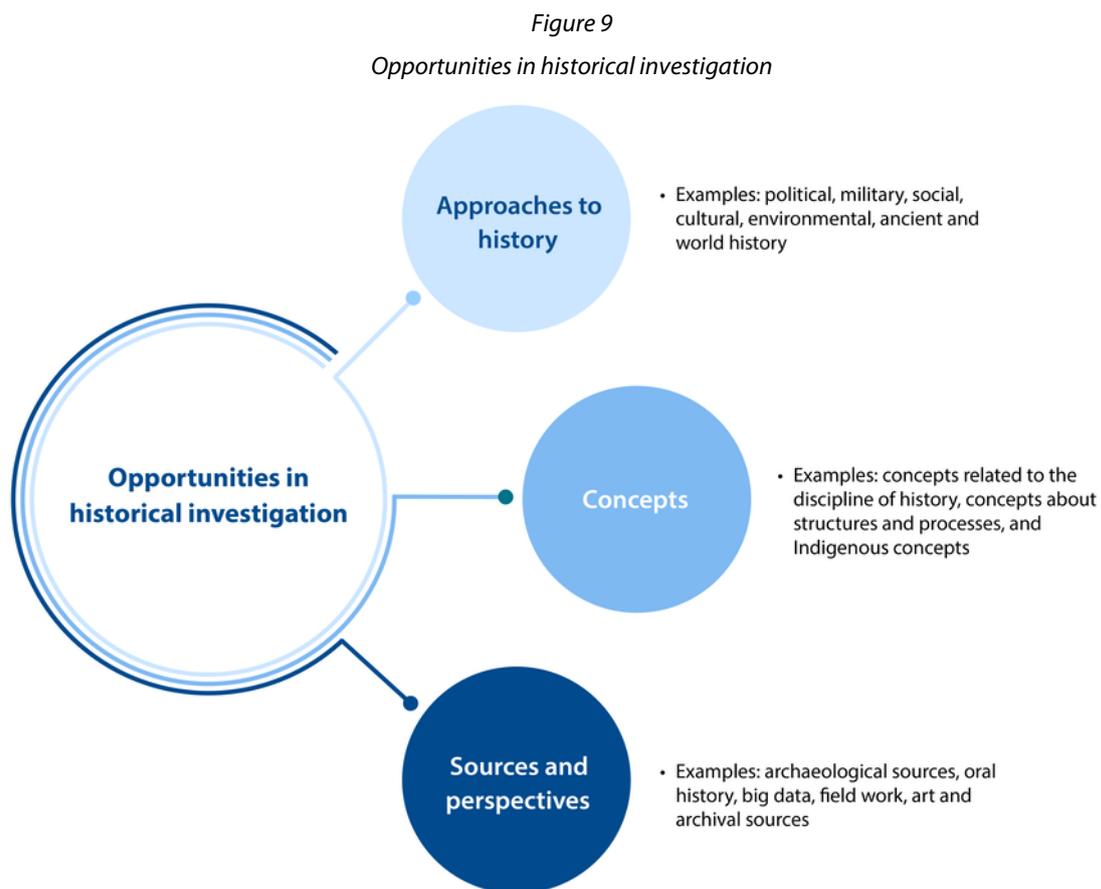
Figure 8
Historical investigation process



Integrating historical investigation into the course

Teachers should think of historical investigations as an opportunity for students to have **agency and choice**, to create a history course that is personally meaningful to them. Students may want to investigate something in the syllabus in greater depth or something not in the syllabus that they want to learn more about. Historical investigations support the development of students' academic interests, provide students with opportunities to explore their personal and community histories, and connect to their future aspirations and college or work readiness.

Historical investigations can also be thought of as opportunities to explore approaches to history, concepts, and sources and perspectives that might otherwise not be addressed (see figure 9).



There are many ways of integrating these opportunities into the course. These could include but are not limited to the following.

- **Drawing on the skills of historical investigation and threading these into the course:** Teachers could select one skill and build it into the course design at an appropriate moment. For example, formulating inquiry questions could be taught at any point in the course.
- **Teaching another part of the course through historical investigation:** Teachers may identify an opportunity to teach part of a focused study, thematic study or regional study using a historical investigation. For example, there may be an opportunity for students to conduct a local history project to explore a specific line of inquiry from their thematic study.
- **Using historical investigations as formative assessment:** Teachers could plan a historical investigation as a culminating activity at the end of a unit or at the end of the first year of the DP course. This could serve as a formative assessment to highlight students' progress and identify areas for further development before they start their IA.

More support on integrating historical investigation into the course can be found in the TSM.

Developing skills through historical investigation

When completing historical investigations, the following skills should be a primary focus.

- **Formulating historical inquiry questions:** Students should be able to create their own historical inquiry questions that are appropriate and conceptual in nature. Consideration should be given to whether an inquiry question is appropriate for historical inquiry. For example, where relevant, teachers will need to support students in considering whether contemporary events can be explored historically. Students must also consider whether a question is focused enough to be meaningfully explored in the time available. Students should be able to integrate conceptual understanding into their inquiry questions. The specified concepts of the course (cause and consequence, continuity and change, perspectives, significance) provide rich opportunities for this. However, students and teachers are also encouraged to think about how other relevant concepts could be used to develop questions.
- **Identifying and choosing sources and perspectives:** Students should be able to identify and choose appropriate sources that can provide diverse perspectives with which to explore the inquiry question. Becoming skilled in finding potential sources is an important historical skill. This can include internet-based research. Teachers are encouraged to use a variety of ways to support innovative student engagement with a variety of sources, which can be facilitated with learning outside of the classroom. Students should be encouraged to recognize the value of using diverse sources and perspectives in any historical inquiry.
- **Synthesizing evidence and evaluating sources:** Students should be able to synthesize evidence from the sources they have chosen to develop a response to the inquiry question. By also evaluating the sources themselves and integrating this evaluation into the response, students can reach a reasoned judgement.
- **Research and self-management:** Completing historical investigations is one of the best opportunities for students to develop a range of approaches to learning skills related to research and self-management (see the section "[Approaches to learning and approaches to teaching](#)").

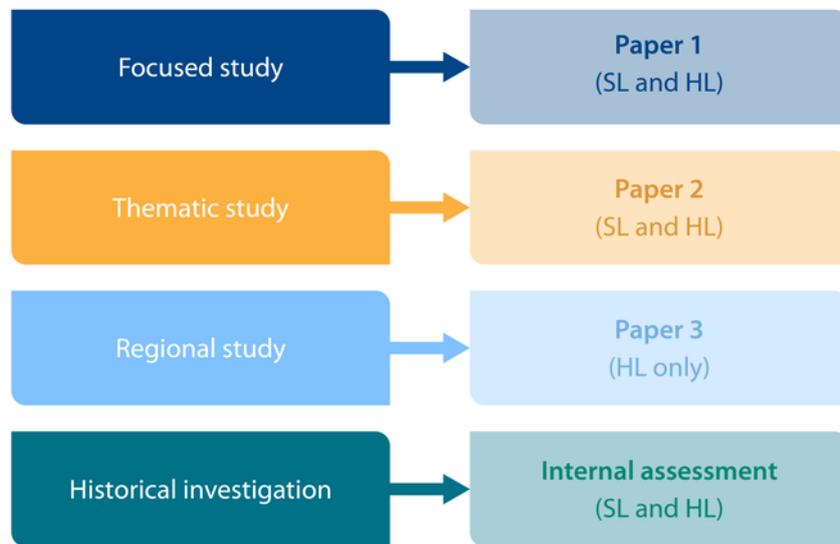
More support on developing skills through historical investigation can be found in the TSM.

Linking the syllabus areas with the assessment tasks

Each of the syllabus areas links directly to a specific assessment task (see figure 10). These are fully addressed in the "[Assessment](#)" section.

Figure 10

Linking syllabus areas with assessment tasks



Assessment in the Diploma Programme and Career-related Programme

General

Assessment is an integral part of learning and teaching. The most important aims of assessment are that it should support curricular goals and encourage appropriate student learning. Both external and internal assessments are used in the Diploma Programme (DP) and Career-related Programme (CP). 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 main types of assessment identified by the IB.

- Formative assessment informs both learning and teaching. 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 at, or towards the end of, the course of study.

A comprehensive assessment plan is viewed as being integral with learning, teaching 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, please refer to the publication *Assessment principles and practices—Quality assessments in a digital age*.

To support teachers in the planning, delivery and assessment of the DP or CP courses, additional publications, such as specimen papers and markschemes, teacher support materials, subject reports and grade descriptors, can be found on the [Programme Resource Centre](#).

Past IB examination papers and their corresponding markschemes, along with access to the [IB Questionbank](#)—a robust database of official IB examination questions—can be purchased on Follett's [Titlewave](#) platform.

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.

Analytic markschemes

Analytic markschemes are prepared for those examination questions that expect a particular kind of response and/or a given final answer from students. They give detailed instructions to examiners on how to break down the total mark for each question for different parts of the response.

Marking notes

For some assessment components marked using assessment criteria, marking notes are provided. Marking notes give guidance on how to apply assessment criteria to the particular requirements of a question.

Inclusive access arrangements

Inclusive access arrangements are available for students with access requirements. Standard assessment conditions may put students with assessment access requirements at a disadvantage by preventing them from demonstrating their attainment level. Inclusive access arrangements enable students to demonstrate their ability under assessment conditions that are as fair as possible.

The IB document *Access and inclusion policy* provides details on all the inclusive access arrangements available to students. The IB document *Learning diversity and inclusion in IB programmes: Removing barriers to learning* outlines the position of the IB with regard to students with diverse learning needs in the IB programmes. For students affected by adverse circumstances, the *Diploma Programme Assessment procedures* (updated annually) provides details on access considerations.

Responsibilities of the school

The school is required to ensure that equal access arrangements and reasonable adjustments are provided to students with learning support requirements in line with the IB documents *Access and inclusion policy* and *Learning diversity and inclusion in IB programmes: Removing barriers to learning*.

Assessment outline—SL

First assessment 2028

Assessment component	Weighting
External assessment (3 hours)	70%
<p>Paper 1 (1 hour 15 minutes)</p> <p>Source-based assessment on the five focused studies, linked by an overarching inquiry question.</p> <p>Students respond to three static questions. Students answer all the questions for one of the focused studies.</p> <p>(24 marks)</p>	30%
<p>Paper 2 (1 hour 45 minutes)</p> <p>Section A: two questions on the specified concepts. Students choose one question to answer.</p> <p>Section B: two questions on each of the four thematic studies. Each question consists of two parts—a short response and an essay response. Students choose one of the two questions for their thematic study and answer both parts of that question.</p> <p>(25 marks)</p>	40%
Internal assessment (20 hours)	30%
<p>Historical investigation (20 hours)</p> <p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Students investigate a historical topic of their choice. They formulate an inquiry question, identify and choose sources, synthesize information and evaluate sources to produce a response.</p> <p>(24 marks)</p>	30%

Assessment outline—HL

First assessment 2028

Assessment component	Weighting
External assessment (5 hours)	80%
<p>Paper 1 (1 hour 15 minutes)</p> <p>Source-based assessment on the five focused studies, linked by an overarching inquiry question.</p> <p>Students respond to three static questions. Students answer all the questions for one of the focused studies.</p> <p>(24 marks)</p>	20%
<p>Paper 2 (1 hour 45 minutes)</p> <p>Section A: two questions on the specified concepts. Students choose one question to answer.</p> <p>Section B: two questions on each of the four thematic studies. Each question consists of two parts—a short response and an essay response. Students choose one of the two questions for their thematic study and answer both parts of that question.</p> <p>(25 marks)</p>	25%
<p>Paper 3 (2 hours)</p> <p>Separate papers for each of the four regions.</p> <p>Two essay questions on each of the 12 regional studies within the selected region. Students must answer two questions, each from a different regional study.</p> <p>(30 marks)</p>	35%
Internal assessment (20 hours)	20%
<p>Historical investigation (20 hours)</p> <p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Students investigate a historical topic of their choice. They formulate an inquiry question, identify and choose sources, synthesize information and evaluate sources to produce a response.</p> <p>(24 marks)</p>	20%

External assessment

The following methods are used to evaluate work submitted for assessment.

- Markbands
- Detailed markschemes specific to each examination paper

The markbands for each component are published in this guide. The markbands are related to the assessment objectives established for the history course and the individuals and societies group grade descriptors. The markschemes are specific to each examination.

External assessment details—SL and HL

Paper 1 (SL and HL)

Duration: 1 hour 15 minutes

Weighting: 30% (SL), 20% (HL)

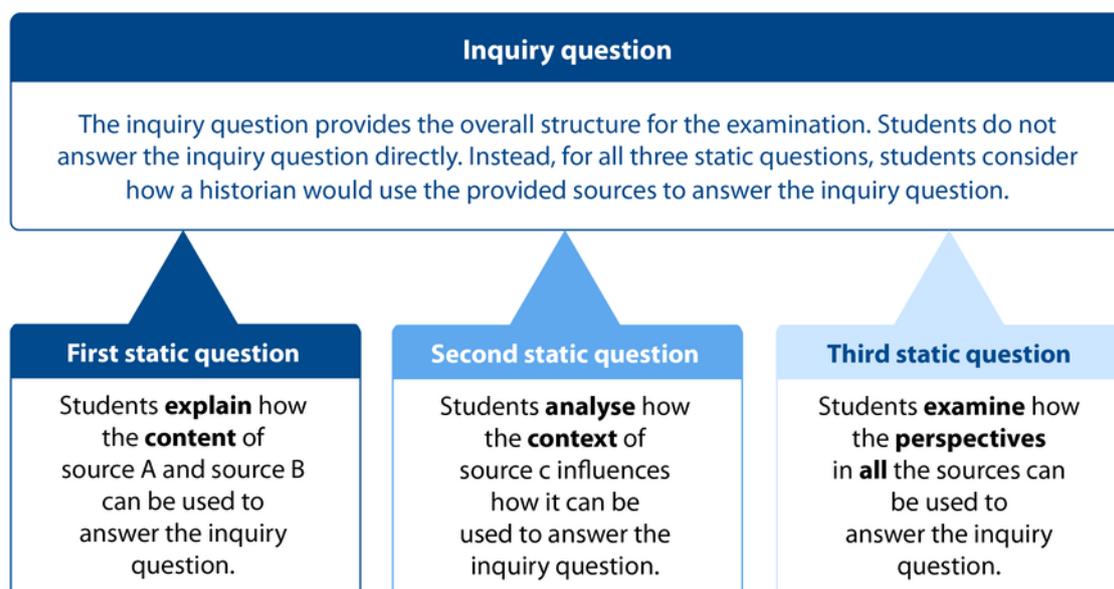
Paper 1 is based on the focused study. In each examination, paper 1 uses one of the focused studies from each option. While students are required to learn both studies, only one will feature in the examination.

Paper 1 is a source-based assessment, using **three sources** (A, B and C). Sources will be a mixture of primary and secondary, and may be written, pictorial, diagrammatic or multimodal (a combination of written and pictorial/diagrammatic).

Each set of sources will be framed by a single **inquiry question**. The inquiry question will be derived from the inquiry questions and grounding content in the “*Focused study*” section of this guide. The inquiry question is stated at the beginning of the examination paper.

Paper 1 uses a static question format. This means that the first, second and third questions will always be the same. What changes in each examination is the inquiry question and the three sources. All three questions in the examination ask the student to consider how the sources can be used to address the inquiry question. See figure 11 for an overview of the structure of paper 1.

Figure 11
Paper 1 structure



The “Syllabus” section of this guide further explains the skill of using sources effectively.

To answer all questions successfully, students will need to **apply knowledge and understanding** from the relevant focused study.

The maximum number of marks for this paper is 24. The paper is marked using generic markbands and a paper-specific markscheme.

Static question	Explanation	Marks
First question: Explain how the content of both source A and source B can be used to answer the inquiry question.	Students are assessed on their understanding of how specific points of content from two historical sources can be used to answer the inquiry question.	6
Second question: Analyse how the context of source C influences how it can be used to answer the inquiry question.	Students are assessed on their analysis of how the context of a source shapes how it can be used. To achieve this, students will need to show an understanding of the context of the source.	6
Third question: Examine how the perspectives in all the sources can be used to answer the inquiry question.	Students are assessed on their examination of the perspectives from diverse historical sources. To achieve this, students will need to show an understanding of the perspective(s) in each source.	12

Markbands

First question

Marks	Level descriptor
0	The response does not reach a standard described by the descriptors below.
1–2	The response primarily describes the source(s) with minimal explanation of how the content can be used to answer the inquiry question.
3–4	The response partially explains how specific content from the source(s) can be used to answer the inquiry question, but some connections are underdeveloped or vague. The response can achieve a maximum of 3 marks if there is only reference to one source.
5–6	The response explains how a range of specific content from the sources can be used to answer the inquiry question, and connections are specific and developed.

Second question

Marks	Level descriptor
0	The response does not reach a standard described by the descriptors below.
1–2	The response primarily describes the context of the source with minimal analysis of how the context influences how the source can be used to answer the inquiry question. The response is partially supported by minimal references to the context of the source.
3–4	The response provides partial analysis of how the context of the source influences how it can be used to answer the inquiry question. The response is supported by some references to the context of the source.
5–6	The response analyses how the context of the source influences how it can be used to answer the inquiry question. The response is effectively supported by relevant references to the context of the source.

Third question

Marks	Level descriptor
0	The response does not reach a standard described by the descriptors below.
1–3	The response demonstrates minimal understanding of the perspectives of at least one of the sources without reference to the inquiry question. The response briefly outlines the perspectives with minimal references to the source(s).
4–6	The response demonstrates partial understanding of the perspectives of at least one of the sources with reference to the inquiry question. The response describes similarities and differences between the perspectives. The response is partially supported with limited references to the source(s). The response can achieve a maximum of 6 marks if there is only reference to one source.

Marks	Level descriptor
7–9	<p>The response demonstrates an understanding of the perspectives of at least two of the sources with reference to the inquiry question.</p> <p>The response examines the similarities and differences between the perspectives, although at times this lacks depth or balance.</p> <p>The response is supported with some references to the sources.</p> <p>The response can achieve a maximum of 9 marks if there is only reference to two sources.</p>
10–12	<p>The response demonstrates an insightful understanding of the perspectives of all the sources with reference to the inquiry question.</p> <p>The response effectively examines the similarities and differences between the perspectives.</p> <p>The response is effectively supported with relevant references to the sources.</p>

More support on paper 1 can be found in the TSM.

Paper 2 (SL and HL)

Duration: 1 hour 45 minutes

Weighting: 40% (SL), 25% (HL)

Paper 2 is based on the four specified historical concepts and four thematic studies. It consists of two sections: section A and section B.

Section A consists of two questions on the specified historical concepts. Students select **one** question to answer.

Section B consists of two questions on each of the four thematic studies. Students select **one** question to answer. Each question consists of two parts, and students must respond to **both** parts of the question. Part (a) is a short-answer response. Part (b) is an essay response.

All section B, part (b) essay responses require students to select **examples from at least two regions**. When the word “region” is used in a paper 2 question, it refers to one of the four regions as defined in the introduction to the “Thematic study” section of this guide.

There is no prescribed format for student essays, but the structure/organization should effectively support an analytical response.

The “Syllabus” section of this guide further explains the skill of making connections.

In all their responses, students will need to **apply knowledge and understanding** from their chosen thematic study.

The maximum number of marks for this paper is 25. The paper is marked using generic markbands and a paper-specific markscheme.

Question	Explanation	Marks
Section A	Students are assessed on their analysis of a historical concept, illustrated with an understanding of a relevant historical example from their thematic study.	6
Section B, part (a)	Students are assessed on their understanding of a historical example from their thematic study.	4
Section B, part (b)	Students are assessed on their synthesis of diverse historical examples from their thematic study to formulate an analytical argument.	15

Markbands

Section A

Marks	Level descriptor
0	The response does not reach a standard described by the descriptors below.
1–2	The response describes the concept with minimal analysis. The response makes limited reference to an example from the thematic study.
3–4	The response partially analyses the concept. The response is supported by reference to a relevant example from the thematic study.
5–6	The response clearly and accurately analyses the concept. The response is effectively supported by a relevant, specific example from the thematic study.

Section B, part (a)

Marks	Level descriptor
0	The response does not reach a standard described by the descriptors below.
1	The response identifies a relevant example from the thematic study.
2	The response describes a relevant example from the thematic study.
3	The response partially explains a relevant example from the thematic study.
4	The response effectively explains a relevant example from the thematic study.

Section B, part (b)

Marks	Level descriptor
0	The response does not reach a standard described by the descriptors below.
1–3	The response is an outline of unsubstantiated, disconnected assertions lacking a clear judgement. Where examples are used, they are irrelevant or vague.
4–6	The response is descriptive, and any judgement made is not substantiated. The examples used are only partially relevant. The response makes minimal connections between examples.
7–9	The response is mostly descriptive, though there is partial analysis. There is a judgement that is partially consistent with the rest of the response. The examples used are mostly appropriate and relevant. The response makes limited connections between examples, though these are superficial and provide limited support to the analysis.
10–12	The response is mostly analytical. There is a judgement that is consistent with the analysis. The examples used are consistently appropriate and relevant, and support the analysis. The response makes some connections between examples, and these connections partially support the analysis.

Marks	Level descriptor
13–15	<p>The response is consistently analytical. There is a reasoned judgement that is consistent with the analysis.</p> <p>The examples used are consistently appropriate and relevant, and effectively support the analysis.</p> <p>The response makes well-developed connections between examples, and these connections are effectively integrated to support the analysis.</p>

More support on paper 2 can be found in the TSM.

Paper 3 (HL only)

Duration: 2 hours

Weighting: 35%

Paper 3 is based on the regional study. Each of the four regional options has a separate examination paper. Students are registered for one of these papers.

Paper 3 requires an essay response to all questions. The examination for each regional option consists of 24 questions—2 essay questions on each of the 12 regional studies. Students must **answer two questions, each from a different regional study**. Questions that refer to specific countries, events or people are restricted to those listed in the syllabus descriptions.

There is no prescribed format for student essays, but the structure/organization should effectively support an evaluative response.

The “Syllabus” section of this guide further explores the skill of evaluating arguments.

In both their responses, students will need to **apply knowledge and understanding** from the regional studies.

The maximum number of marks for this paper is 30. The paper is marked using generic markbands and a paper-specific markscheme.

Marks	Level descriptor
0	The response does not reach a standard described by the descriptors below.
1–3	<p>The response demonstrates some historical knowledge but does not address the argument in the question.</p> <p>The response is an outline of unsubstantiated assertions or generalizations, with minimal reference to perspectives that lack relevance.</p> <p>The response does not lead to a clear judgement.</p>
4–6	<p>The response demonstrates a limited understanding of the argument in the question.</p> <p>The response is descriptive, and references to perspectives are vague or unsupported.</p> <p>The response states a superficial judgement, though this is not supported by the rest of the response.</p>
7–9	<p>The response demonstrates partial understanding of the argument in the question, though this lacks depth.</p> <p>The response provides a limited evaluation of perspectives on the argument, though this is often descriptive.</p> <p>The response provides a judgement that is partially consistent with the evaluation.</p>
10–12	The response demonstrates an understanding of the argument in the question.

Marks	Level descriptor
	<p>The response provides an evaluation of perspectives on the argument, though this lacks depth or balance.</p> <p>The response provides a partially substantiated judgement that is consistent with the evaluation.</p>
13–15	<p>The response demonstrates an in-depth understanding of the argument in the question.</p> <p>The response provides a thorough and well-balanced evaluation of a range of perspectives on the argument.</p> <p>The response provides a substantiated judgement that is consistent with the evaluation.</p>

More support on paper 3 can be found in the TSM.

Internal assessment

Purpose of internal assessment

Internal assessment is an integral part of the course and is compulsory for both CP students and DP students at SL and HL. 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 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.

All students complete a historical investigation into a historical topic of their choice. The IA allows flexibility for students to select a topic of personal interest. The topic need not be related to the syllabus, and students should be encouraged to use their own initiative when deciding on a topic. The free choice of topics means that the historical investigation provides a particularly good opportunity for students to engage with topics that are of personal interest, or topics related to their own local or national history.

Note: Each SL/HL student must complete an individual historical investigation—group work may not be undertaken.

Guidance and authenticity

The historical investigation submitted for IA 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 IA 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. As part of the learning process, teachers should read and give advice to students on one draft of the work. The teacher should provide oral or written advice on how the work could be improved, but not edit the draft. The next version handed to the teacher must be the final version for submission.

It is the responsibility of teachers to ensure that all students understand the basic meaning and significance of concepts that relate to academic integrity, 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. Where collaboration between students is permitted, it must be clear to all students what the difference is between collaboration and collusion.

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 confirm that the work is their authentic work and constitutes the final version of that work. Once a student has officially submitted the final version of the work, it cannot be retracted. The requirement to confirm the authenticity of work applies to the work of all students, not just the sample work that will be submitted to the IB for the purpose of moderation. For further details, refer to the IB publications *Academic integrity policy*, *Diploma*

Programme: From principles into practice and the relevant articles in the general regulations in *Diploma Programme Assessment procedures*.

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 analysis of the work by a web-based plagiarism detection service such as Turnitin (www.turnitin.com)

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

Time allocation

Internal assessment is an integral part of the history course at both SL and HL, contributing 30% 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 (SL and HL) of teaching time should be allocated to the work. This should include:

- time for the teacher to explain to students the requirements of the IA
- class time for students to work on the IA component and ask questions
- 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

A number of assessment criteria and associated level descriptors have been identified for the internal assessment. Teachers must judge the internally assessed work against the criteria using the level descriptors.

The level descriptors concentrate on positive achievement, although for the lower levels, failure to achieve may be included in the description.

For assessment submissions that exceed the maximum limits as set out in this guide, while there is no explicit penalty, teachers and examiners must apply the assessment criteria or markbands to work that is presented within the limits only. Anything beyond the upper limit must not be considered for assessment.

- 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; the work may be close to achieving marks in the level above. Teachers should award the lower marks if the student's work

demonstrates the qualities described to a lesser extent; the work may be close to achieving marks in the level below.

- Only whole numbers should be recorded; partial marks (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 level 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 achievement level in relation to one criterion will not necessarily attain high achievement levels in relation to the other criteria. Similarly, a student who attains a low achievement level 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

Historical investigation

Duration: 20 hours

Weighting: 30% (SL), 20% (HL)

The IA is a historical investigation completed by both SL and HL students.

The IA requires students to conduct their own historical investigation into a topic of their choice. The historical investigation is made up of three sections.

- **Section 1: Historical inquiry question**
Develop an inquiry question.
- **Section 2: Sources and perspectives**
Identify and select sources and perspectives.
- **Section 3: Synthesis and evaluation**
Synthesize evidence and evaluate sources to reach a judgement.

The IA is submitted as one document that includes the three required sections and a bibliography. The IA is assessed using three criteria that align with the three sections. The IA must be no more than 2,200 words. References, headings and the bibliography do not count towards the total. The total word count must be clearly stated at the start of the document. The following table includes **suggested** word allocations for each section of the historical investigation.

Section	Suggested word count	Associated assessment criterion	Marks
Historical inquiry question	400	A	6
Sources and perspectives	400	B	6
Synthesis and evaluation	1,400	C	12
Total	2,200 (maximum)		24

Choosing a topic

The historical investigation allows students to select a topic of their choice. Teachers should encourage students to explore a topic of personal interest. Teachers should not mandate or choose topics on behalf of

students. Students in the same class or cohort can explore overlapping or similar topics, but this should only happen because of naturally occurring similar interests.

There are **no regional constraints** on students' choice of topic. Students may select a topic from any region of the world, including regions that they have not studied as part of their course.

The topic does **not need to be connected to the syllabus**. Students may wish to study a topic in greater depth, explore something related to what they have learned during the course or identify a completely new topic.

There are **no date constraints** on the student's choice of topics. Students may select a topic that predates the scope of the DP history course, which starts in 750 CE. This provides an opportunity for students to study ancient history if they wish.

Students may also wish to select a contemporary topic for inquiry. For the purposes of the history course, "contemporary" refers to events that have occurred roughly within the past two decades. For example, for a student taking their DP history examination in 2028, anything from around 2008 onwards would be considered contemporary. Importantly, if a student chooses to study a contemporary topic, they must address it historically. This means, for example, that the student can study the causes of a contemporary event but not the consequences, which can only be assessed historically once some time has passed.

A useful starting point for students may be [figure 9](#) in the "Syllabus" section of this guide.

Teachers should provide guidance in the choice of topic and must approve the topic for investigation before work is started. The topic should be appropriate for study within the time constraints of the investigation. It is crucial that students have access to sufficient and appropriate sources, and that the investigation can be assessed by the IA criteria. Teachers must also ensure that students are aware of any relevant ethical considerations when undertaking their investigation (e.g. the need to show sensitivity or to respect confidentiality).

Section 1: Historical inquiry question

In this section, students are assessed on their **formulation** of an appropriate and conceptual historical inquiry question.

Formulating an appropriate historical inquiry question is a crucial element of the IA process. Students will need a focused question that can be addressed within the word limit. They also need a question that will lead to an analytical, rather than descriptive or narrative, response.

Students are assessed on how well they explain the conceptual nature of their inquiry question. The four specified concepts (cause and consequence, continuity and change, perspectives, significance) can be a very useful starting point in helping students to formulate a question. However, students are not limited to the specified concepts of the course and can identify a different concept that they have explored in their course, or elsewhere, to guide their inquiry.

During the IA, students should be permitted and encouraged to continually redraft their inquiry question. As they learn more about their topic and find new sources, students are likely to want to change or narrow the focus of their research and/or refine their inquiry question.

In this section, students should:

- **clearly state** their historical inquiry question
- **explain** why this question is appropriate for historical inquiry
This may include, for example, an explanation of how the question leads to a historical, analytical approach using diverse perspectives. If the student has chosen a contemporary topic, they may wish to explain how it is being treated historically.
- **explain** how the inquiry question is conceptual and how this conceptual understanding informs the inquiry.

Section 2: Sources and perspectives

In this section, students are assessed on their **identification and choice** of diverse perspectives in their chosen historical sources.

During the IA process, students should be encouraged to search for and engage with a wide variety of historical sources. Identifying historical sources is an important historical skill. This can include internet-based research and research in libraries, museums, public spaces and the local community.

Though students may find many relevant historical sources during the process of their investigation, they should choose a **maximum of seven sources** to be included in their IA. Students need sources that provide diverse perspectives and a range of evidence to answer the inquiry question. Engaging with different types of sources, such as primary and secondary sources, and considering a range of perspectives will be highly beneficial.

If students submit an IA with more than seven sources, this is likely to be self-penalizing. This is because it will be challenging to fully explain the sources in section 2, and to evaluate and synthesize evidence from them in section 3.

In this section, students should:

- **explain** how their selection of up to seven historical sources provides diverse historical perspectives
- **explain** how the perspectives in the historical sources will help answer the inquiry question.

There is no prescribed format in this section, but students may consider **organizing the response around the perspectives** in the historical sources. Students are recommended **not to give a source-by-source account**, but to focus on perspectives with references to specific sources as appropriate.

It is important to ensure that the sources used in section 2 and section 3 are aligned, as this is a crucial element of the IA.

Section 3: Synthesis and evaluation

In this section, students are assessed on their **synthesis** of evidence from, and **evaluation** of, the sources, which together should lead to a **reasoned judgement**.

In this section, students should:

- **synthesize** evidence from the selected sources to support an analytical response to the inquiry question

The response does not have to equitably use each of the sources to reach the highest marks.

- **evaluate** selected sources as appropriate

There is no prescribed format for this evaluation, but students may consider the ways that contextual factors shape how a source can be used to answer the inquiry question. Not every source needs to be individually evaluated. However, appropriate and targeted evaluation of the sources should inform the response.

- reach a **reasoned judgement** to the inquiry question, which is informed by both the synthesis of evidence and evaluation of the sources (where appropriate to the response).

There is **no prescribed format** for this section, but the organization should effectively support an analytical and evaluative response.

Note on historical sources and evidence

It is important to recognize the difference between the terms “historical source” and “evidence”.

- A historical source is any object that historians can use during their inquiry. This can include written, visual, diagrammatic, multimodal and material sources.
- Evidence refers to the information that the historian takes from that source.

Referencing, bibliography and word count

Students must reference all sources, submit a bibliography and state an accurate word count with their IA.

- Throughout the IA, **accurate referencing** of sources is required but not assessed. Students can use any standard system of referencing. This is a requirement of academic integrity.
- A bibliography, which clearly references a **maximum of seven sources** used in the IA, must be included. Students can use any format for their bibliography. This is not included in the overall word limit and is not assessed in the criteria.
- An accurate word count, not including references, headings and the bibliography, must be clearly stated at the start of the IA. For student work that exceeds the **maximum limit of 2,200 words**, teachers and examiners are instructed to stop reading the work at the upper limit and to base their assessment on the student's work up to that point only.

Internal assessment criteria—SL and HL

The historical investigation for both SL and HL is assessed against **three** criteria that align with the three sections outlined in “[Internal assessment details—SL and HL](#)”.

- Criterion A: Historical inquiry question
- Criterion B: Sources and perspectives
- Criterion C: Synthesis and evaluation

Criterion A: Historical inquiry question (6 marks)

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	The work does not clearly state the historical inquiry question. The work is descriptive, and there is only vague or implicit reference to how the question is appropriate for historical inquiry. If the work refers to a concept, this is in vague or generic terms and does not explain how this concept informs the historical inquiry.
3–4	The work clearly states the historical inquiry question. The work provides a partial explanation of how the question is appropriate for historical inquiry. The work references an appropriate concept but only superficially explains how this concept informs the historical inquiry.
5–6	The work clearly states the historical inquiry question. The work provides a full explanation of how the question is appropriate for historical inquiry. The work is supported by precise and detailed references to an appropriate concept, with a clear explanation of how this concept informs the historical inquiry.

Criterion B: Sources and perspectives (6 marks)

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	The work identifies or describes the sources.

Marks	Level descriptor
	The work makes limited reference to how the sources will be used to answer the historical inquiry question.
3–4	The work explains how the sources provide diverse historical perspectives. The work partially explains how the perspectives will help answer the historical inquiry question.
5–6	The work provides a well-developed explanation of how the sources provide diverse historical perspectives. The work clearly explains how the perspectives will help answer the historical inquiry question.

Criterion C: Synthesis and evaluation (12 marks)

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–3	The work consists mostly of generalizations and poorly substantiated assertions. The work makes limited reference to the sources used in section 2. The work does not clearly state a judgement.
4–6	The work is primarily descriptive, though there is some analysis. The work makes some reference to evidence from the sources used in section 2. There is minimal evaluation of the sources. The work reaches a judgement that is partially consistent with the analysis.
7–9	The work is primarily analytical, though at times it is merely descriptive. The work is supported by evidence from the sources used in section 2. There is partial evaluation of the sources. The work reaches a judgement that is consistent with the analysis.
10–12	The work contains sustained analysis that is clearly focused on the historical inquiry question. The work is fully supported by evidence from the sources used in section 2, and the evidence is synthesized. There is an evaluation of the sources integrated into the work. The work reaches a reasoned judgement that is consistent with the analysis.

More support on the IA can be found in the TSM.

Approaches to learning in history

What are approaches to learning skills and why do we teach them?

The approaches to learning framework seeks to develop in students affective, cognitive and metacognitive skills that will support their learning processes during and beyond their IB experience. The development of approaches to learning skills is closely connected with the IB learner profile attributes and therefore helps to advance the IB mission. Approaches to learning skills are an integral part of IB learning and teaching that should be developed across the whole programme—it is not expected that a single course should ever address all of them.

How are approaches to learning skills organized?

The approaches to learning framework for IB programmes consists of five general skill categories: thinking skills, communication skills, social skills, research skills and self-management skills. Each of these categories covers a broad range, as shown by the examples presented in the following table. The approaches to learning skill categories are closely linked and interrelated, and therefore individual skills may be relevant to more than one category.

How do we teach approaches to learning skills?

Approaches to learning skills can be learned and taught, improved with practice and developed incrementally. The following table illustrates, through a number of examples, how the history course can support approaches to learning skill development. The examples shown in the table are not exhaustive. Teachers are encouraged to adapt them for use in their school context and collaboratively identify further examples of approaches to learning skill development.

Further information on the approaches to learning framework and strategies for the development of approaches to learning skills can be found in the *History teacher support material* and the publication *Approaches to teaching and learning in the Diploma Programme*.

The following are non-prescribed suggestions of how approaches to learning skills can be developed in the history course.

Skill category	Examples of approaches to learning skill development in the classroom
Thinking skills	<ul style="list-style-type: none"> Engage students in higher-order thinking. All the skills in the course (using sources, making connections, evaluating arguments and asking questions) offer opportunities to do this. Identify opportunities to make links to theory of knowledge (TOK). Incorporate reflection activities into history lessons (these could range from reflective journals to online reflection using blogs or podcasts).
Communication skills	<ul style="list-style-type: none"> Work with students on developing essay-writing skills. Activities could include work on essay planning, paragraph structuring, introduction writing and conclusion writing.

Skill category	Examples of approaches to learning skill development in the classroom
	<ul style="list-style-type: none"> • Expose students to historical sources in a variety of media, including written, visual, diagrammatic and multimodal sources, to help develop skills such as visual literacy. • Discuss with your history students the connections between communication and social skills, model good communication and ask open questions.
Social skills	<ul style="list-style-type: none"> • Create opportunities for history students to work collaboratively, such as completing a historical investigation as a group. • Provide history students with an opportunity to assess each other's work (i.e. peer review). • Discuss the social and emotional dimensions of effective cooperative learning when working collaboratively in the history classroom.
Research skills	<ul style="list-style-type: none"> • Engage students in research tasks, such as formulating research questions, and identifying and choosing sources. All the skills in the historical investigation section of the syllabus provide opportunities to do this. • Discuss the importance of academic integrity with students. • Encourage students early in the history course to get into a routine of using a single, standard method of referencing.
Self-management skills	<ul style="list-style-type: none"> • Practise time management. Work with students to create a plan for how they can break down their history IA into a series of stages with interim deadlines. For external assessment, help students plan how they will use the time available for reading the paper, choosing which questions to answer, planning, writing and reviewing their responses. • Discuss the affective dimension of self-management and take opportunities to discuss with students what motivates them. Harness students' self-motivation by providing opportunities for autonomy and self-direction in the history course. • Model resilience and mindfulness in the history classroom by engaging in open dialogue with students (e.g. being open when you do not know the answer to a question).

Approaches to teaching in history

The approaches to teaching refer to six pedagogical principles that underpin IB programmes. They aim to empower teachers to create meaningful learning experiences.

The following table illustrates, through a number of examples, how the history course can support approaches to teaching. The examples shown in the table are not exhaustive. Teachers are encouraged to adapt them for use in their school context and identify further examples collaboratively.

The following are non-prescribed suggestions of how approaches to teaching can be developed in the history course.

Approaches to teaching	Examples of how approaches to teaching can be applied in history
Inquiry	<ul style="list-style-type: none"> • Emphasize and provide opportunities for historical inquiry as often as possible. The entire course is designed around historical inquiry, defined as an active process of constructing meaning about the past. • When designing the course, think of how units can be built around the components of historical inquiry (contexts, skills and concepts) rather than being led by the content of the course. • Identify opportunities to engage students with some of the inquiry contexts (such as local history or oral history) that are included in the historical investigation section of the syllabus.
Conceptual understanding	<ul style="list-style-type: none"> • When planning the course, identify recurring connections to each of the specified concepts. • Use the conceptual understandings in the syllabus as discussion points with your students. • Identify opportunities to make connections to concepts students may also be studying in their other subjects, such as “power” or “identity”.
Local and global contexts	<ul style="list-style-type: none"> • When choosing which examples to teach for the thematic study, identify examples that draw on the local community. • Ensure that students are aware that they can do their historical investigation on a local history topic. • Many parts of the syllabus can be connected to real-world, contemporary issues. Help your students identify these connections.
Effective teamwork and collaboration	<ul style="list-style-type: none"> • Encourage students to be respectful of their peers during discussions and debates about historical issues. • When asking students to engage with complex texts, support their learning through the use of cooperative learning strategies. • Provide regular opportunities for students to give feedback on lessons, and use this information to inform future planning.
Removing barriers to learning	<ul style="list-style-type: none"> • When you start a new topic, identify students’ prior learning and discover what, if anything, they already know. • Make use of graphic organizers, including concept maps and writing frames, to scaffold the learning of new content.

Approaches to teaching	Examples of how approaches to teaching can be applied in history
	<ul style="list-style-type: none">• Consider ways to utilize the diversity of perspectives (one of the specified historical concepts) that your students bring to the history classroom.
Assessment (summative and formative)	<ul style="list-style-type: none">• Use a variety of formative assessment strategies to get feedback on students' learning and adjust your teaching appropriately.• Set practice questions based on history examination questions from previous years, ensuring that these tasks are set at an appropriate stage of the course and that you provide constructive feedback to students on how they can improve.• Ensure that history students are familiar with the markbands for external assessment and with the criteria for IA. If needed, create "student-friendly" versions of the markbands early in the course to avoid overwhelming or intimidating students.

Glossary of command terms

Command terms for history

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.
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.
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.
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.

Bibliography

This bibliography lists the principal works used to inform the curriculum review. It is not an exhaustive list and does not include all the literature available. This bibliography is not a list of recommended textbooks.

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