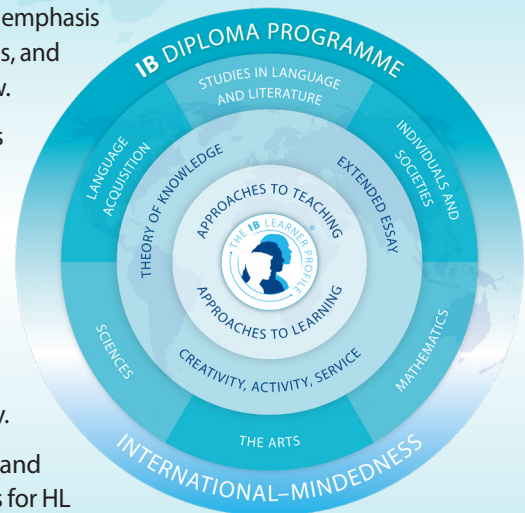


First assessment 2028

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 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 course is presented as six academic areas enclosing a central core. 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. Instead of an arts subject, students can choose two subjects from another area. It is this comprehensive range of subjects that makes the Diploma Programme 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.

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. In addition, three core elements—the extended essay, theory of knowledge and creativity, activity, service—are compulsory and central to the philosophy of the programme.



I. Course description and aims

DP history is a dynamic, evidence-based, interpretative discipline that engages with the past.

The overarching emphasis of the DP history course is on teaching students to think historically. 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 interpretative discipline, students will engage with diverse perspectives and evidence to reach their own judgements.

The DP history course is a world history course, grounded in a variety of global, regional and national themes, and allowing 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.

All 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 students 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.

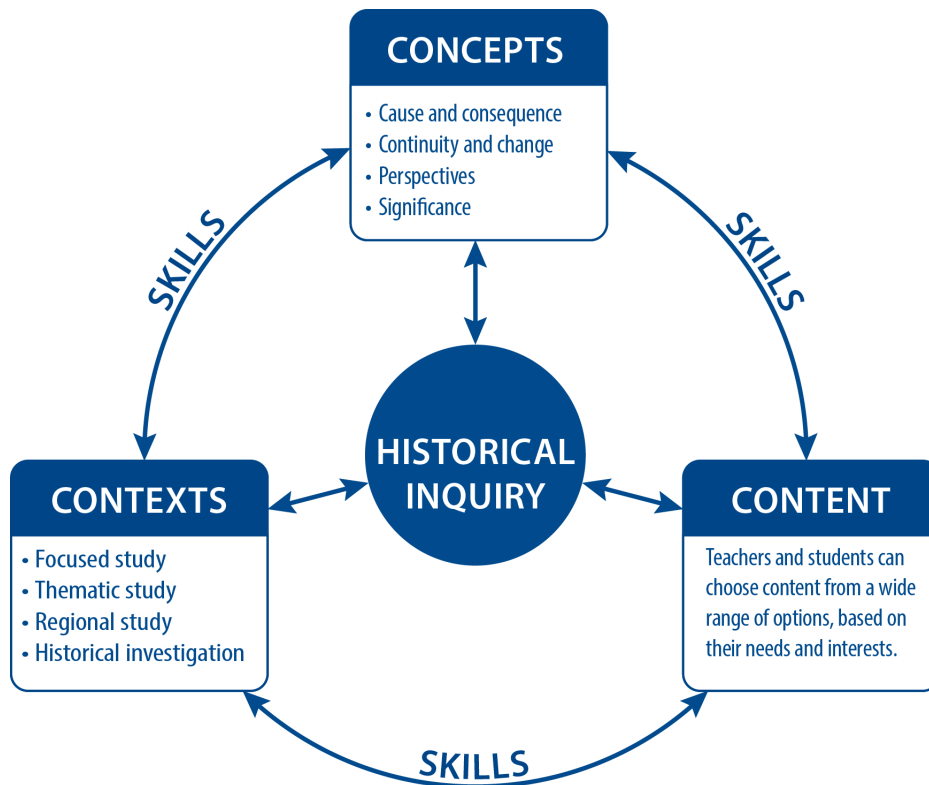
In the DP history course, students will:

- 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.

II. Curriculum model overview

The curriculum model integrates contexts, concepts, content and skills through historical inquiry (figure 1).

Figure 1: Curriculum model



At the centre of the curriculum model is historical inquiry. Historical inquiry should be understood as an active, student-centred process of constructing meaning about the past. Students are invited not simply to “study history”, but to “do history”.

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

- **Contexts** situate content in different ways. The history course 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.

Syllabus component	Teaching hours	
	SL	HL
<p>Focused study</p> <p>Select one of the five following options. Each option contains two focused studies, both of which must be studied.</p> <ul style="list-style-type: none"> • Independence and identity • Political and economic transitions • Conflict and displacement • Climate and innovation • Protest and change 	50	50
<p>Thematic study</p> <p>Select one of the four following options.</p> <ul style="list-style-type: none"> • Conflict (from 750 CE) • Innovation and transformation (from 750 CE) • Authoritarian rule (from 1750 CE) • Popular movements (from 1750 CE) 	80	80
<p>Regional study (HL only)</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

III. Assessment model

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 internal assessment [IA]) that is associated with each assessment objective.

Element	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 the source. 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.

Paper 1

In paper 1, students are assessed on their **understanding** of the content of two historical sources in relation to an inquiry question (question 1), their **analysis** of how the context of a source shapes how it can be used (question 2), and their **synthesis** of the perspectives from diverse historical sources (question 3). 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 1, they are assessed on their **understanding** of a historical example from their thematic study. In section B, part 2, 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.

Assessment at a glance

Assessment outline—SL

Assessment component	Weighting
External assessment (3 hours)	70%
Paper 1 (1 hour 15 minutes) Source-based assessment on the five focused studies, linked by an overarching inquiry question. Students respond to three static questions. Students answer all the questions for one of the focused studies. (24 marks)	30%
Paper 2 (1 hour 45 minutes) Section A: two questions on the specified concepts. Students choose one question to answer. 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. (25 marks)	40%
Internal assessment (20 hours)	30%
Historical investigation This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. 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. (24 marks)	30%

Assessment outline—HL

Assessment component	Weighting
External assessment (5 hours)	80%
Paper 1 (1 hour 15 minutes) Source-based assessment on the five focused studies, linked by an overarching inquiry question. Students respond to three static questions. Students answer all the questions for one of the focused studies. (24 marks)	20%
Paper 2 (1 hour 45 minutes) Section A: two questions on the specified concepts. Students choose one question to answer. 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. (25 marks)	25%
Paper 3 (2 hours) Separate papers for each of the four regions. Two essay questions on each of the 12 regional studies within the selected region. Students choose to answer two questions, each from a different regional study. (30 marks)	35%
Internal assessment (20 hours)	20%
Historical investigation This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. 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. (24 marks)	20%

IV. Sample questions

Paper 1

Using the three provided sources on post-Second World War displacement in Europe and considering the overarching inquiry question of “To what extent was persecution the main reason for post-war mass displacement in Europe?”, respond to the following three questions.

1. Explain how the content of both source A and source B can be used to answer the inquiry question.
2. Analyse how the context of source C influences how it can be used to answer the inquiry question.
3. Examine how the perspectives in all the sources can be used to answer the inquiry question.

Paper 2

Section A

- Analyse how historical events can have multiple causes. Use one example from your thematic study to support your response.
- Analyse how historical events can be seen from different perspectives. Use one example from your thematic study to support your response.

Section B

- Part A: Explain how conflict can affect the experience of a marginalized group. Use one example from your thematic study in your response.
- Part B: To what extent has the mobilization of resources been the most important factor in determining the outcome of conflict? Use examples from at least two different conflicts in at least two regions to support your response.

Paper 3 (HL only)

- To what extent do you agree with the claim that papal patronage was the most significant factor in the development of the Italian Renaissance?
- “The Mexican Revolution significantly changed the role of women.” To what extent do you agree with this statement?
- To what extent do you agree with the perspective that the African National Congress (ANC) adopted armed struggle because of the Sharpeville Massacre?
- “The main reason for the outbreak of war in Korea in 1950 was contrasting views on free elections.” To what extent do you agree with this claim?

About the IB: For over 50 years, the IB has built a reputation for high-quality, challenging programmes of education that develop internationally minded young people who are well prepared for the challenges of life in the 21st century and are able to contribute to creating a better, more peaceful world.

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