

## Course Overviews DP History HL & SL, UWC Thailand 2017-2019

All units taught in grades 11 and 12 are continuously being developed and improved to best meet the needs of the students at UWCT. Therefore, the following overview is only a reflection of current plans for the course. Some changes to these course overviews may occur as a result of planning done throughout the academic year.

| Grade | Time Frame | Unit number and title   | Approaches To learning skills taught / learnt / developed in this unit   | Content (topics / knowledge/ subject specific skills)  | Connections to TOK   | Summative assessment  |
|-------|------------|---|--|--|--|---|
| 11    | 2 weeks    | <b>Standard Level 1. Time to Let It Go and Argue..</b>              | <p><b>Thinking Skills</b><br/>Introduce students to the Diploma Programme history command terms (listed in the “Glossary of command terms” in the appendices of the History guide).<br/>Ensuring students are clear about what type of thinking is expected of them when different terms are used. These are specifically taught / learnt / when introducing the question ‘Pixar makes better animated movies than DreamWorks. To what extent do you agree with this statement’?</p>       | <p>History Command Terms<br/>How to argue in History</p>   | <p>What is ‘better’?<br/>What is a fact? How can facts be used / misused in arguments?<br/>What makes a source reliable?</p>   | <p>Planning an argument: ‘Pixar makes better animated movies than DreamWorks. To what extent do you agree with this statement’?</p>                                       |
| 11    | 8 weeks    | <b>Standard Level 2. Authoritarian States 1: Hitler</b>             | <p><b>Communication Skills:</b><br/>Developing the communication skills needed to organize and express ideas and information with clarity. Specifically taught / learnt / developed during the 6 week essay process.</p> <p>Relating human activities, experiences and motivations in history to a range of cultural and social dimensions. - Linked specifically with Mao’s China.</p> <p>Synthesizing material studied across time and space - Linked specifically with Mao’s China.</p> | <p><b>Emergence of Hitler</b><br/>Conditions in which authoritarian states emerged: economic factors; social division; impact of war; weakness of political system. Methods used to establish authoritarian states: persuasion and coercion; the role of leaders; ideology; the use of force; propaganda.</p> <p><b>Consolidation and maintenance of power</b><br/>Use of legal methods; use of force; charismatic leadership; dissemination of propaganda. Nature, extent and treatment of opposition. The impact of the success and/or failure of foreign policy on the maintenance of power.</p> <p><b>Aims and results of policies</b><br/>Aims and impact of domestic economic, political, cultural and social policies. The impact of policies on women and minorities. Authoritarian control and the extent to which it was achieved.</p> | <p>Are there patterns in History?</p> <p>Do the rise of Authoritarian states follow patterns? If so why?</p> <p>How can we assess the reliability of sources?</p> <p>How important is language in history - Does language distort history by appealing at an emotional level rather than a strictly objective level?</p> | <p>6 Week Essay with multiple revisions:: Examine the importance of economic conditions in the rise to power of Hitler.</p> <p>Essay on domestic and foreign policies</p> |
| 11    | 6 weeks    | <b>Standard Level 3. Comparison of German and Italian Expansion</b> | <p>Evaluation Skills: The evaluation of Historical Evidence: Recognizing the subjective nature of the historical evidence. Examining sources for</p>   | <p><b>Causes of expansion</b><br/>Impact of fascism and Nazism on the foreign policies of Italy and Germany</p>  | <p>Circle back to the question ‘are there patterns in History’ - Looking at the</p>  | <p>Paper 1 timed test</p>   |

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|    |                         | <b>Authoritarian States 2: Mussolini</b>                             | information and interpretations, and for cases where they corroborate, complement or contradict each other                     | <p>Impact of domestic economic issues on the foreign policies of Italy and Germany<br/>Changing diplomatic alignments in Europe; the end of collective security; appeasement</p> <p><b>Events</b><br/>German challenges to the post-war settlements (1933–1938)<br/>Italian expansion: Abyssinia (1935–1936); Albania; entry into the Second World War<br/>German expansion (1938–1939); Pact of Steel, Nazi–Soviet Pact and the outbreak of war</p> <p><b>Responses</b><br/>International response to German aggression (1933–1938)<br/>International response to Italian aggression (1935–1936)<br/>International response to German and Italian aggression (1940)</p>                    | rise of Hitler and Mussolini.   |                           |
| 11 | 5 weeks                 | <b>Standard Level 4. Japanese expansion in East Asia (1931–1941)</b> | Specific focus on analysing sources through OPCVL ‘Origin, Purpose, Content, Values, Limitations’ framework.                   | <p><b>Causes of expansion</b><br/>The impact of Japanese nationalism and militarism on foreign policy<br/>Japanese domestic issues: political and economic issues, and their impact on foreign relations<br/>Political instability in China</p> <p><b>Events</b><br/>Japanese invasion of Manchuria and northern China (1931)<br/>Sino-Japanese War (1937–1941)<br/>The Three Power/Tripartite Pact; the outbreak of war; Pearl Harbor (1941)</p> <p><b>Responses</b><br/>League of Nations and the Lytton report<br/>Political developments within China—the Second United Front<br/>International response, including US initiatives and increasing tensions between the US and Japan</p> | Is History ‘created’ from the documents and stories that remain, combined with the reason and imagination of the historian? | Paper 1 in class test.    |
| 11 | 4 weeks (HL cross over) | <b>Standard Level 5. Authoritarian State 3: Mao</b>                  | Recognizing, explaining and analysing similarity and difference between the rise and consolidation of power of Hitler and Mao. | <b>Emergence of Mao</b>   | Is there a relationship between the style / type of   | Creation of 5 Essay Plans |

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|    |          |   | <p>Relating human activities, experiences and motivations in history to a range of cultural and social dimensions. - Linked specifically with Hitler's Germany</p> <p>Synthesizing material studied across time and space - Linked specifically with Hitler's Germany</p> | <p>Conditions in which authoritarian states emerged: economic factors; social division; impact of war; weakness of political system. Methods used to establish authoritarian states: persuasion and coercion; the role of leaders; ideology; the use of force; propaganda.</p> <p><b>Consolidation and maintenance of power</b><br/>Use of legal methods; use of force; charismatic leadership; dissemination of propaganda. Nature, extent and treatment of opposition. The impact of the success and/or failure of foreign policy on the maintenance of power.</p> <p><b>Aims and results of policies</b><br/>Aims and impact of domestic economic, political, cultural and social policies. The impact of policies on women and minorities. Authoritarian control and the extent to which it was achieved.</p>   | <p>language used and the history that is written?</p> <p>How can one gauge the extent to which a history is told from a particular cultural or national perspective?</p> <p>Historiography - What is the role of the 'historian'?</p> <p>What distinguishes a better historical account from a worse one?</p> <p>Why are there such obvious patterns in history - or does the need for confirmation bias result in us creating these patterns?</p> | <p>Essay comparing Mao's Domestic / Foreign Policies with Hitler.</p>   |
| 12 | 15 weeks | <b>Standard Level 6. The Cold War: Superpower tensions and rivalries (20th century)</b> | <p>Collation and synthesis of source material.</p> <p>Planning and organising for an in class essay.</p> <p>Synthesising ideas and creating arguments using evidence under time constraints.</p>  | <p><b>Rivalry, mistrust and accord</b><br/>The breakdown of the grand alliance and the emergence of superpower rivalry in Europe and Asia (1943–1949): role of ideology; fear and aggression; economic interests; a comparison of the roles of the US and the USSR<br/>The US, USSR and China—superpower relations (1947–1979): containment; peaceful co-existence; Sino-Soviet and Sino-US relations; detente<br/>Confrontation and reconciliation; reasons for the end of the Cold War (1980– 1991): ideological challenges and dissent; economic problems; arms race</p> <p><b>Leaders and Nations</b><br/>The impact Truman and Mao on the course and development of the Cold War<br/>The impact of Cold War tensions on two countries (excluding the USSR and the US) - China and Germany.</p> <p><b>Cold War Crises</b><br/>Cold War crises case studies: Korean War and Cuban Missile Crisis - examination and</p> | <p>How can one gauge the extent to which a history is told from a particular cultural or national perspective? - The impact of ideological perspective on historical accounts.</p> <p>Can historians support a specific ideology and be objective?</p>   | <p>Korean War Timed In Class Essay.</p> <p>Impact of 2 Events Essay</p> <p>Superpower Tensions Timeline and Synthesis</p> |

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|  |  |  |  | comparison of the causes, impact and significance of the two crises |  |  |
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| Grade | Time Frame | Unit number and title                                   | Approaches To learning skills taught / learnt / developed in this unit  | Content (topics / knowledge/ subject specific skills)   | Connections to TOK  | Summative assessment |
|-------|------------|---|---|---|---|----------------------|
| 11    | 2 weeks    | <b>Higher Level 1.</b> A Brief History of China to 1911 | Understanding and recognizing the subjective nature of the historical evidence; examining sources for information and interpretations, and for cases where they corroborate, complement or contradict each other. | <p><b>Chinese History in a nutshell - setting the scene:</b><br/>           The Geography of China; The nature and structure of imperial rule under the Qing dynasty; Qianlong; Causes and effects of internal challenges; White Lotus Rebellion; The Chinese tribute system and western trade missions; Causes and consequences of the First and Second Opium Wars; the unequal treaties;</p> <p>Taiping (Taip'ing) Rebellion: reasons for the rise and fall; consequences for Chinese society; Tongzhi restoration and Self-Strengthening Movement (1861–1894); Cixi</p> <p>Impact of defeat in the Sino-Japanese War (1894–1895); Guangxu and the Hundred Days' Reform (1898) Boxer Rebellion (1900–1901); the late Qing reforms; Sun Yixian and the causes of the 1911 Xinhai Revolution; the reasons for its failure</p> | What is 'better'?<br>What is a fact? How can facts be used / misused in arguments?<br>What makes a source reliable? | No Assessment        |

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| 11      |         | <b>Higher Level 2:</b> China 1911-1936                            | Understanding and recognizing the subjective nature of the historical evidence; examining sources for information and interpretations, and for cases where they corroborate, complement or contradict each other.   | <p><b>Rise of national identity in China:</b><br/>Yuan Shikai; Sun Yixian; 21 Demands (1915); new culture movement; Treaty of Versailles (1919); May Fourth movement (1919); effects of warlordism</p> <p><b>Nationalist rule of China:</b><br/>Guomindang leadership and ideology; Jiang Jieshi; successes and failures of domestic policy during the Nanjing decade (1927–1937)</p>  |   | Essay - Survival of the China Communist Party 1927-1937. |
| 11      | 8 weeks | <b>Higher Level 3:</b> Rise of Communism in China                 | <p>Relating human activities, experiences and motivations in history to a range of cultural and social dimensions. - Linked specifically with Hitler's Germany</p> <p>Synthesizing material studied across time and space - Linked specifically with Hitler's Germany</p> | <p><b>Rise of communism in China:</b><br/>Chinese Communist Party (CCP) ideology; First United Front; Shanghai massacre (1927); Yan'an; Jiangxi Soviet; Long March; Mao Zedong</p> <p>Impact of Japanese invasion of China; Manchuria (1931); Second United Front; Sino-Japanese War (1937–1945); Chinese Civil War (1946–1949); nature of conflict; reasons for communist victory</p> | <p>Questions: Does History seem to presuppose a theory of human action? How much is History shaped by the action of individuals as opposed to the idea of history as the playing out of class struggles or of a zeitgeist</p> | Comparison Essay rise of Mao and Hitler                  |
| 11      |         | <b>Higher Level 4:</b> Taiwan and Republic of China (ROC)         | Understanding and recognizing the subjective nature of the historical evidence; examining sources for information and interpretations, and for cases where they corroborate, complement or contradict each other.   | <b>Taiwan and Republic of China (ROC):</b> nature of Jiang Jieshi's rule: martial law (1949); White Terror (1950); beginnings of Taiwanese independence movement.  | How reliable are first-hand accounts. If memory and observations are affected by interests and expectations, are they at all useful to the historian?   | TBD  |
| 11      |         | <b>Higher Level 5:</b> Impact of Japanese rule of Korea:          | Understanding and recognizing the subjective nature of the historical evidence; examining sources for information and interpretations, and for cases where they corroborate, complement or contradict each other.   | <b>Impact of Japanese rule of Korea:</b> social, political and economic effects of annexation (1910); impact of the Sino-Japanese War on Korea: Japanese use of forced labour, conscription and comfort women; division of Korea at 38th parallel (1945); Syngman Rhee; Kim Il-Sung  | How reliability are first-hand accounts. If memory and observations are affected by interests and expectations, are they at all useful to the historian?  | TBD  |
| 11 & 12 |         | <b>Higher Level 6:</b> The People's Republic of China (1949–2005) | <p>Relating human activities, experiences and motivations in history to a range of cultural and social dimensions. - Linked specifically with Hitler's Germany</p> <p>Synthesizing material studied across time and space - Linked specifically with Hitler's Germany</p> | <p><b>China under the rule of the Chinese Communist Party,</b> and the great changes as the Communist Party under Chairman Mao Zedong (Mao Tse-tung) extended its rule and Mao's vision of a socialist state.</p> <p>A Focus on the impact of domestic political, social and economic policies. It also examines</p>   | How can progress be defined? Is progress always positive?   | Group Work - Essay plan construction.                    |

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|    |  |   |  | <p>modernization of China's economy since Mao's death.</p> <p>Consolidation of the communist state (1949–1961) under Mao Zedong; key policies; land reforms; rectification campaigns; Hundred Flowers campaign (1956)</p> <p>Transition to socialism; successes and failures in economic developments (1949–1961); First Five-Year Plan; Great Leap Forward; Second Five-Year Plan</p> <p>Social developments; women's rights; health; education</p> <p>Great Proletarian Cultural Revolution: causes; Gang of Four; political, social and cultural impact</p> <p>Foreign policy and foreign affairs 1949–1976; Sino-American relations; establishment and breakdown of Sino-Soviet relations; China as a regional and global power</p> <p>Power struggle following the death of Mao Zedong; Hua Guofeng, the re-emergence of Deng Xiaoping and the defeat of the Gang of Four</p> <p>China under Deng Xiaoping (1976–1997); economic developments; Four Modernizations; political developments; causes and effects of Tiananmen Square (1989); Jiang Zemin</p> |  |     |
| 12 |  | <b>Higher Level 7:</b> Cold War conflicts in Asia |  | <p><b>The impact of the Cold War and communism on Asia after the Second World War.</b> The reasons for the outbreak of conflict in Malaya, the Korean peninsula, Vietnam, Cambodia and Afghanistan. The nature of these conflicts and the significance of foreign involvement. The impact of these conflicts in the following 10 years.</p> <p>Malaya: Emergency (1948–1960): the Malayan Communist Party (MCP); British/Commonwealth response; nature of conflict; resolution and legacy.</p>  | <p>How can one gauge the extent to which a history is told from a particular cultural or national perspective? - The impact of ideological perspective on historical accounts.</p> <p>Can historians support a specific ideology and be objective?</p> | TBD |

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|    |  |   |  | <p>Korea: Korean War (1950–1953): causes; international responses; outcome; economic and political impact on the Korean peninsula.</p> <p>Vietnam: League for the Independence of Vietnam (Viet Minh); Ho Chi Minh; French Indochina War (1946–1954); Vietnam War (1956–1975): causes; nature of conflict; international involvement; outcome; economic and political effects on Vietnam.</p> <p>Cambodia: failures of Sihanouk’s rule; Khmer Rouge ideology; Pol Pot; impact of Vietnam War; nature and impact of Khmer Rouge regime; invasion by Vietnamese, and civil war; international response; 1993 elections.</p> <p>Afghanistan: reasons for, and impact of, Soviet invasion (1979); nature of conflict; international involvement; withdrawal of Soviet troops (1989); civil war (1989–1992)</p>   |  |     |
| 13 |  | <p><b>Or - In place of 12</b></p> <p><b>Early modernization and imperial decline in East Asia (1860–1912)</b></p> |  | <p>Developments in China and Japan between the mid-19th century and early 20th century. The largely unsuccessful attempts at modernization and reform in China. The conservative and popular opposition to change that was demonstrated by the failures of the Self-Strengthening Movement and the Hundred Days’ Reform, and by the violence of the Boxer Rebellion.</p> <p>Rapid and successful modernisation of Japan during this period allowing it to emerge as a country that challenged the power of the western nations in Asia.</p> <p>Tongzhi restoration and Self-Strengthening Movement (1861–1894); Cixi</p> <p>Impact of defeat in the Sino-Japanese War (1894–1895); Guangxu and the Hundred Days’ Reform (1898)</p> <p>Boxer Rebellion (1900–1901); the late Qing reforms</p> <p>Sun Yixian and the causes of the 1911 Xinhai Revolution; the reasons for its failure</p> | <p>How can one gauge the extent to which a history is told from a particular cultural or national perspective? - The impact of ideological perspective on historical accounts.</p> <p>Can historians support a specific ideology and be objective?</p> | TBD |

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|  |  |  |  | <p>Meiji restoration (1868) in Japan; the 1889 Constitution</p> <p>Social, cultural and economic developments in Meiji Japan</p> <p>The rise of Japanese military power; victory in the Sino-Japanese War (1894–1895) and the Russo- Japanese War (1904–1905)</p> <p>Korean isolation: Queen Min; opening (1876); Tonghak Rebellion (1894); Japanese annexation (1910)</p> |  |  |
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### Course Overviews DP History HL & SL, UWC Thailand 2018-2020

| Grade | Time Frame | Unit number and title   | Approaches To learning skills taught / learnt / developed in this unit  | Content (topics / knowledge/ subject specific skills)  | Connections to TOK  | Summative assessment  |
|-------|------------|---|---|--|---|---|
| 11    | 14 weeks   | <b>SL<br/>Conflict and Intervention:<br/>Rwanda (1990-1998)</b> | <p><b>Thinking Skills</b><br/>Introduce students to the Diploma Programme history command terms (listed in the “Glossary of command terms” in the appendices of the History guide).</p> <p>Ensuring students are clear about what type of thinking is expected of them when different terms are used.</p> | <p>History Command Terms<br/>History Concepts</p> <ul style="list-style-type: none"> <li>Ethnic tensions in Rwanda; the creation of the Hutu power movement and the Interahamwe; role of the media</li> <li>Other causes: economic situation; colonial legacy</li> </ul> | <p>How do I reasonably infer from a given source?</p> <p>How certain can be of historical narratives?</p> | <p>Paper 1 Practise Assessments<br/>Research Assignment</p> |



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|    |          |  | <p><b>Communication Skills:</b><br/>Developing the communication skills needed to express ideas and information with clarity and succinctness in a sophisticated manner. Specifically taught / learnt / developed during scaffolded practise towards Paper 1.</p> <p>Relating human activities, experiences and motivations in history to a range of cultural and social dimensions. - Linked specifically with Rwandan Genocide.</p> <p>Synthesizing material studied across time and space - Linked specifically with Rwandan Genocide</p>   | <ul style="list-style-type: none"> <li>• Rwandan Civil War (1990–1993); assassination of Habyarimana and Ntaryamira (1994) Course and interventions</li> <li>• Actions of the Rwandan Patriotic Front (RPF) and Rwandan government; role of the media</li> <li>• Nature of the genocide and other crimes against humanity; war rape</li> <li>• Response of the international community; the United Nations Assistance Mission for Rwanda (UNAMIR); reasons for inaction; role of France, Belgium and the US Impact</li> <li>• Social impact; refugee crisis; justice and reconciliation</li> <li>• International impact; establishment of the International Criminal Tribunal for Rwanda (1994)</li> <li>• Political and economic impact; RPF-led governments; continued warfare in the Democratic Republic of Congo (Zaire)</li> </ul> |   |  |
| 11 | 15 weeks | <p><b>SL</b><br/><b>Conflict and Intervention: Kosovo (1989 -2002)</b></p> | <p><b>Communication Skills:</b><br/>Developing the communication skills needed to express ideas and information with clarity and succinctness in a sophisticated manner. Specifically taught / learnt / developed during further Paper 1 Practise</p> <p>Relating human activities, experiences and motivations in history to a range of cultural and social dimensions. - Linked specifically with Kosovo</p> <p>Synthesizing material studied across time and space - Linked specifically with Kosovo</p> <p><b>Thinking Skills:</b><br/>Further developing their ability to identify relevant and valid information, articulating limitations with sources as well in the process</p> <p><b>Research Skills:</b><br/>Developing the ability to independently work through sources and select pertinent details in reference to tasks and questions given.</p> | <p>Causes of the conflict</p> <ul style="list-style-type: none"> <li>• Ethnic tensions between Serbs and Kosovar Albanians; rising Albanian nationalism</li> <li>• Political causes: constitutional reforms (1989–1994); repression of the Albanian independence campaign</li> <li>• Role and significance of Slobodan Milosevic and Ibrahim Rugova</li> </ul> <p>Course and interventions</p> <ul style="list-style-type: none"> <li>• Actions of Kosovo Liberation Army, Serbian government police and military</li> <li>• Ethnic cleansing and crimes against humanity; significance of the Račak massacre</li> <li>• Response of the international community; response of the UN; NATO bombing campaign;</li> </ul>   | <p>How do we effectively search for the knowledge we need?</p> <p>Why are we more likely to believe certain narratives?</p> | <p>Paper 1 Practise Assessments</p> <p>Presentation on aspect of course using multiple sources</p> |

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|    |        |  | <p>Independent structuring of own notes is practised as part of this process.</p>  | <p>Kosovo Force (KFOR)</p> <p>Impact</p> <ul style="list-style-type: none"> <li>• Social and economic consequences; refugee crisis; damage to infrastructure</li> <li>• Political impact in Kosovo; election of Ibrahim Rugova as president (2002)</li> <li>• International reaction and impact; International Criminal Tribunal for the Former Yugoslavia (ICTY); indictment of Milosevic</li> </ul>  |   |  |
| 11 | 10 wks | <p><b>SL</b><br/><b>Authoritarian States</b></p> | <p><b>Thinking Skills:</b></p> <p>Relating human activities, experiences and motivations in history to a range of cultural and social dimensions. - Linked specifically with the Cold War in Asia</p> <p>Synthesising material studied across time and space, identifying patterns as well as distinctive occurrences - Linked specifically with Cold War in Asia</p> <p><b>Research Skills:</b></p> <p>Conducting research to obtain sources that present alternative perspectives to the dominant narrative as well as those that support the hegemonic perspectives presented in key sources</p> <p><b>Communication Skills:</b></p> <p>The ability to integrate evidence and analysis to produce a coherent response.</p> <p>Structure and develop focused essays that respond effectively to the demands of a question.</p> | <p><b>Conditions in which authoritarian states emerged:</b> economic factors; social division; impact of war; weakness of political system. Methods used to establish authoritarian states: persuasion and coercion; the role of leaders; ideology; the use of force; propaganda.</p> <p><b>Consolidation and maintenance of power</b><br/>Use of legal methods; use of force; charismatic leadership; dissemination of propaganda. Nature, extent and treatment of opposition. The impact of the success and/or failure of foreign policy on the maintenance of power.</p> <p><b>Aims and results of policies</b><br/>Aims and impact of domestic economic, political, cultural and social policies. The impact of policies on women and minorities. Authoritarian control and the extent to which it was achieved.</p> <p><b>Josef Broz Tito (Yugoslavia), Pol Pot (Cambodia), Idi Amin (Uganda)/Ruhollah Kholmeini (Iran)</b></p> | <p>Is there a relationship between the style / type of language used and the history that is written?</p> <p>Historiography - What is the role of the 'historian?'</p> <p>What distinguishes a better historical account from a worse one?</p> <p>Why are there such obvious patterns in history - or does the need for confirmation bias result in us creating these patterns?</p> | <p>Paper 2 Practise</p> <p>Focus 'dot-point' multi-media exhibit</p> |

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| 11 | 12 weeks | SL |  |  | Is History 'created' from the documents and stories that remain, combined with the reason and imagination of the historian? | Paper 2 in class test. |

| Grade | Time Frame | Unit number and title  | Approaches To learning skills taught / learnt / developed in this unit   | Content (topics / knowledge/ subject specific skills)  | Connections to TOK   | Summative assessment  |
|-------|------------|--|--|--|--|---|
| 11    | 14 wks     | HL<br><b>British colonialism and emerging national identities in Oceania (1788–1919)</b> | <p><b>Communication Skills:</b></p> <p>The ability to integrate evidence and analysis to produce a coherent response.</p> <p>Structure and develop focused essays that respond effectively to the demands of a question.</p> <p><b>Thinking Skills:</b></p> <p>The ability to effectively revise information studied through drawing meaningful connections and constructing vivid narratives.</p> <p><b>Research Skills:</b></p> <p>The ability to find relevant information quickly, to summarise and to present the information in a succinct and multi-faceted manner to serve own</p> | <ul style="list-style-type: none"> <li>Indigenous societies and the impact of early colonial settlements; Treaty of Waitangi (1840)</li> <li>Settlement schemes; immigration to Australia and New Zealand; early colonial settlements; land distribution; pastoral society; squatters and the Selection Acts</li> <li>Reasons for, and impact of, tensions between indigenous people and the settlers</li> <li>Social and economic impact of the gold rushes; growth of cities; emergence of the labour movement</li> <li>Constitutional developments; growth of national identity; the federation movement; National Australasian Conventions; the</li> </ul> | <p>Who get to construct historical narratives?</p> <p>How do interpretations of historical events shift over time?</p> | <p>Paper 3 Practise</p> <p>Research Assignment and Presentation</p> |

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|    |        |  | revision and that of peers.  | <p>achievement of dominion status in Australia (1901) and New Zealand (1907)</p> <ul style="list-style-type: none"> <li>• Political, social and economic impact of the First World War on Australia and New Zealand; Australian and New Zealand Army Corps (ANZACs); significance of Gallipoli</li> <li>• The nature and impact of British administration in the Pacific Islands</li> </ul>  |  |   |
| 11 | 20 wks | <b>HL</b><br><b>Cold War conflicts in Asia</b> | <p><b>Thinking Skills:</b></p> <p>Relating human activities, experiences and motivations in history to a range of cultural and social dimensions. - Linked specifically with the Cold War in Asia</p> <p>Synthesising material studied across time and space, identifying patterns as well as distinctive occurrences - Linked specifically with Cold War in Asia</p> <p><b>Research Skills:</b></p> <p>Conducting research to obtain sources that present alternative perspectives to the dominant narrative as well as those that support the hegemonic perspectives presented in key sources</p> <p><b>Communication Skills:</b></p> <p>The ability to integrate evidence and analysis to produce a coherent response.</p> <p>Structure and develop focused essays that respond effectively to the demands of a question.</p> | <p><b>The impact of the Cold War and communism on Asia after the Second World War.</b></p> <p>The reasons for the outbreak of conflict in Malaya, the Korean peninsula, Vietnam, Cambodia and Afghanistan. The nature of these conflicts and the significance of foreign involvement. The impact of these conflicts in the following 10 years.</p> <p>Malaya: Emergency (1948–1960): the Malayan Communist Party (MCP); British/Commonwealth response; nature of conflict; resolution and legacy.</p> <p>Korea: Korean War (1950–1953): causes; international responses; outcome; economic and political impact on the Korean peninsula.</p> <p>Vietnam: League for the Independence of Vietnam (Viet Minh); Ho Chi Minh; French Indochina War (1946–1954); Vietnam War (1956–1975): causes; nature of conflict; international involvement; outcome; economic and political effects on Vietnam.</p> <p>Cambodia: failures of Sihanouk's rule; Khmer Rouge ideology; Pol Pot; impact of Vietnam War; nature and impact of Khmer Rouge regime; invasion by Vietnamese, and civil war; international response; 1993 elections.</p> <p>Afghanistan: reasons for, and impact of, Soviet invasion (1979); nature of conflict; international involvement; withdrawal of Soviet troops (1989); civil war (1989–1992)</p> | <p>Questions: Does History seem to presuppose a theory of human action?</p> <p>How much is History shaped by the action of individuals as opposed to the idea of history as the playing out of class struggles or of a zeitgeist?</p> <p>How can one gauge the extent to which a history is told from a particular cultural or national perspective?</p> | <p>Practise Paper 3 Assessments</p> <p>Source Presentations</p> <p>Source Analysis - film/documentary</p> |

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| 11 |  | <p><b>HL</b><br/> <b>Social, cultural and economic developments in Asia (excluding China, Japan and India) (1980–2005)</b></p> | <p><b>Communication Skills:</b></p> <p>The ability to integrate evidence and analysis to produce a coherent response.</p> <p>Structure and develop focused essays that respond effectively to the demands of a question.</p> <p><b>Thinking Skills:</b></p> <p>The ability to effectively revise information studied through drawing meaningful connections and constructing vivid narratives.</p> <p><b>Research Skills:</b></p> <p>The ability to find relevant information quickly, to summarise and to present the information in a succinct and multi-faceted manner to serve own revision and that of peers.</p> | <p>Impact of globalization: causes and effects of economic growth; technological development; urbanization; demographic changes; changes in standards of living; economic and social impact of the tourist industry</p> <p>Immigration/emigration: causes and effects</p> <p>Social issues and developments: changes in social structures; gender roles; the environment; education; health reforms; impact of technology on society</p> <p>Religion: role of religion in society; religious conflict and tensions</p> <p>Cultural change: nature of, and changes in, traditional arts and culture; cultural impact of globalization; nature and role of the media</p> <p>Emergence of, and responses to, terrorism</p> | <p>How reliable are first-hand accounts?</p> <p>If memory and observations are affected by interests and expectations, are they at all useful to the historian?</p> <p>How can one gauge the extent to which a history is told from a particular cultural or national perspective?</p> | TBD |
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