



Enseignement secondaire		
Classes internationales		
	Régime anglophone	
Histoire		
Programme		
4IEC		

Leçons hebdomadaires: 2
Langue véhiculaire: anglais
Nombre minimal de devoirs par trimestre: 1

Pre-Requisite

There are no formal pre-requisites. This course ultimately prepares the students to the History courses of the IB Diploma Programme by introducing them to the study of history and teaching them historical skills. The focus of the History course will be on major themes such as the great civilizations and their legacy, different systems of government, or the importance of religion in societies. Wherever suitable, the course will include the history of Luxembourg and the Greater Region.

Aims

The aims as stated in the IB History Guide:

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



Course components

Imperialism and Colonialism

The focus of this unit will be the impact of economic competition and political domination of Africa and Asia. Students will be introduced to the different notions of imperialism and learn to define the concept. They will also explore how imperialism and nationalism are related, as well as the connection between Social Darwinism and imperialism.

The unit will furthermore study the impact of imperialism on indigenous people and to what extent it still affects these people nowadays.

Students will be introduced to the rich Asian and African cultures and will therefore critically examine the political, economic and cultural impact of imperialism in Africa and Asia. They will have the possibility to assess imperialism through different perspectives.

The First World War

The significance of the First World War and its impact on European History will be assessed in this unit. Students will study the causes that led to the war and its course. They will be introduced to the concept of Total War and home front, and learn how every aspect of life was affected by it by studying soldiers' letters among others.

At the end of this unit the impact of the war will be studied. Students will assess the political and territorial changes that resulted from the war, as well as the economic problems that followed. They will also learn that the war had some positive effects such as the granting of the right to vote to women after 1918.

The Interwar Years

This unit encompasses the years 1919 to 1939. Students will study the Weimar Republic. The Weimar Republic is exemplary because of the establishment of a democratic constitution in 1919. Nevertheless the young democracy had to fight enemies on the right and on the left of the political spectrum. The economic depression that engulfed the world after the Wall Street crash of 1929 will eventually lead to the fall of the Weimar Republic and the rise to power of Adolf Hitler (this topic will be studied in 3IEC).

But the study shall not be limited to Germany. Other European countries looked towards authoritarianism to find a solution to their economic problems. Time does not allow an in depth study of all the political and economic struggles of the interwar years.

Teachers should make sure that students have an overview of political and economic developments of that period. Students must be introduced to the concepts of economic depression, speculation, fascism, totalitarianism with the help of specific examples.



The unit will furthermore study the Economic Depression (1929-1939) and make the link between the economic developments in the United States and those in Europe. They will again evaluate the interdependence of different events and developments in different countries and even continents, thereby they will learn the concept of world history.

The creation and the failure of the League of Nations will be briefly studied throughout this unit

Russia and the USSR (optional)

This unit examines the social and economic situation in Russia in the 19th century, the rising opposition to the autocratic rule of the tsar. Students will explore how poverty and oppression will eventually lead to the revolution of 1905. They will then study how the tsar managed to reconsolidate his rule by conceding some minor reforms. The First World war and the worsening political, social and economic situation of Russia will lead to the February Revolution. Links will be made with the French Revolution and students will refresh their knowledge of political concepts, such as autocracy, monarchy, communism, constitutionalism, bolshevism, Marxism-Leninism among others.

The unit will also focus on the ideas and role of notable revolutionaries e. g. Lenin, Stalin, Leon Trotsky. The students will explore how the Bolshevik Revolution of October 1917 and the ensuing civil war will eventually lead to the establishment of a communist dictatorship and the creation of the Soviet Union.

The unit will close with the rise to power of Stalin and the collectivisation of the Soviet economy in the 1920s/1930s.

Skills and objectives

Students will work on a variety of primary material as used by professional historians in order to establish historical fact or engage in historical controversy. This includes the analysis of written as well as visual and audio-visual sources, and the analysis of graphs and charts, mind maps, etc. Students are expected to develop a critical and judicious attitude to history in terms of events, personalities, and ideas, through the questioning analysis of source material

Assessment

Students engage in multiple forms of formative assessment that help them develop their knowledge and **understanding**, their ability to conduct research, to be able to evaluate and to synthesize information and communicate their ideas effectively.

Summative assessments allow students to demonstrate their learning and are marked on subject specific assessment criteria. These criteria are the following:

- Knowing and Understanding
- Communicating
- Critical Thinking



Course materials

GCSE Modern World History (2nd edition) by Ben Walsh, published by Hodder Murray as part of the History in Focus Series, ISBN 987-0-719-57713-0

Brown University Choices Programme - Unit on Colonization and independence in Africa and the Russian Revolution