The IB Diploma Programme (DP) is a rigorous, academically challenging and balanced programme of education designed to prepare students aged 16 to 19 for success at university and life beyond. The DP aims to encourage students to be knowledgeable, inquiring, caring and compassionate, and to develop intercultural understanding, open-mindedness and the attitudes necessary to respect and evaluate a range of viewpoints. Approaches to teaching and learning (ATL) are deliberate strategies, skills and attitudes that permeate the teaching and learning environment. In the DP, students develop skills from five ATL categories: thinking, research, social, self-management and communication.

To ensure both breadth and depth of knowledge and understanding, students must choose six courses from six distinct groups: 1) studies in language and literature; 2) language acquisition; 3) individuals and societies; 4) sciences; 5) mathematics; 6) the arts. Students may choose to replace the arts course with a second course from one of the other five groups. At least three, and not more than four, subjects are taken at higher level (240 recommended teaching hours), while the remaining are taken at standard level (150 recommended teaching hours). 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.

These DP subject briefs illustrate four key course components.

I. Course description and aims

The DP history course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility.

The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past. Teachers explicitly teach thinking and research skills such as comprehension, text analysis, transfer, and use of primary sources.

There are six key concepts that have particular prominence throughout the DP history course: change, continuity, causation, consequence, significance and perspectives.

The aims of the DP history course are to enable students to:
- 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.

II. Curriculum model overview

<table>
<thead>
<tr>
<th>Component</th>
<th>Recommended teaching hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prescribed subjects</td>
<td>40</td>
</tr>
</tbody>
</table>

One of the following, using two case studies, each taken from a different region of the world:
1. Military leaders
2. Conquest and its impact
3. The move to global war
4. Rights and protest
5. Conflict and intervention
World history topics
Two of the following, using topic examples from more than one region of the world:
1. Society and economy (750–1400)
2. Causes and effects of medieval wars (750–1500)
3. Dynasties and rulers (750–1500)
4. Societies in transition (1400–1700)
5. Early Modern states (1450–1789)
6. Causes and effects of Early Modern wars (1500–1750)
10. Authoritarian states (20th century)
11. Causes and effects of 20th-century wars
12. The Cold War: Superpower tensions and rivalries (20th century)

Assessment objective 4: Use and application of appropriate skills
- Structure and develop focused essays that respond effectively to the demands of a question.
- Reflect on the methods used by, and challenges facing, the historian.
- Formulate an appropriate, focused question to guide a historical inquiry.
- Demonstrate evidence of research skills, organization, reference and selection of appropriate sources.

Assessment at a glance

<table>
<thead>
<tr>
<th>Type of assessment</th>
<th>Format of assessment</th>
<th>Time (hours)</th>
<th>Weighting of final grade (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>External</td>
<td>2.5</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Paper 1</td>
<td>Source-based paper based on the five prescribed subjects</td>
<td>1</td>
<td>30</td>
</tr>
<tr>
<td>Paper 2</td>
<td>Essay paper based on the 12 world history topics</td>
<td>1.5</td>
<td>45</td>
</tr>
<tr>
<td>Internal</td>
<td>A historical investigation into a topic of the student’s choice.</td>
<td>20</td>
<td>25</td>
</tr>
</tbody>
</table>

IV. Sample questions
Paper 2 (HL and SL)
- Examine the impact of industrialization on standards of living and working conditions in one country.
- Compare and contrast the impact on women of the policies of two authoritarian states, each chosen from a different region.
- Compare and contrast the role of technology in determining the outcome of two 20th-century wars.
- Examine the impact of the US policy of containment on superpower relations between 1947 and 1964.