







Archbishop MacDonald High School
WORLD HISTORY 30 IB
2025 - 2026
Semester 2



Mr. E. Delpercio

enrico.delpercio@ecsd.net

Resources:

-  *The Move to Global War (Rogers and Thomas, 2015)*
-  *Authoritarian States 2nd Edition (Lynch, 2015)*
-  *The Cold War: Superpower tensions and rivalries 2nd Edition (Williamson, 2015)*
-  *IB History Paper 3: Europe Higher Level (Olofsson, 2016)*

Overview

This is the second course taken in the two-year IB program of the “Individual and Society” component of the **Diploma Program**.

The **Diploma Program** History course aims to promote an understanding of history as a discipline, including the nature and diversity of its sources, methods, and interpretations. It also helps students to gain a better understanding of the present through critical reflection upon the past. It is hoped that many students who follow the course will become fascinated with the discipline, developing a lasting interest in it whether they continue to study it formally.

For World History 30 IB the major areas of study are: ***Japanese Expansion in East Asia, German and Italian Expansion, Authoritarian States, The Cold War, The French Revolution, European States in the Inter-War Years, The Soviet Union, and Post - Soviet Russia***. Students are expected to demonstrate **insightful** and **mature skills** when interpreting these events.

World History is available only to students who have enrolled in Social Studies 30 IB-DP. The course offers students additional time to complete the IB Program. Students are **required** to complete a *Historical Investigation*, which will be submitted for grading by international examiners.

The Social Studies 30IB Course covers the content of both the Alberta Diploma Social Studies Program of Studies and the International Baccalaureate Organization World History Higher Level Program of Studies incorporating the IB Learner Profile, IB Theory of Knowledge and IB Approaches to Learning into lessons.

Mac’s courses use the IB philosophy to encourage the holistic development of all students. The *Learner Profile* and *Approaches to Teaching and Learning* are used at all levels so that students develop a better understanding of curriculum objectives and IB *Learner Profile*.

We will focus on the Learner Profile for **Open Minded and Balanced** because the study of Social Studies relies upon students viewing multiple perspectives and challenging their own beliefs.

We will focus on the Approach to Learning skill **Self Management and Research** because the course relies upon students properly managing their time and completing their own research.

International Baccalureate History Curriculum Pathway:
Western European and World History

IB Unit Title	Description of Curriculum Under Discovery
Paper 1: Prescribed Subject 3 <i>The Move to Global War</i>	This prescribed subject focuses on military expansion from 1931 to 1941. Two case studies from different regions of the world, and both cases studies must be studied. Case Study 1: <i>Japanese expansion in East Asia (1931 – 1941)</i> Case Study 2: <i>German and Italian expansion (1933 – 1940)</i>
Paper 2: World History Topic 10: <i>Authoritarian states</i>	This topic focuses on exploring the conditions that facilitated the rise of authoritarian states in the 20 th century, as well as the methods used by parties and leaders to take and maintain power. Some examination questions will require discussion of states from more than one region of the world.
Paper 2: World History Topic 12: <i>The Cold war: Superpower tensions and rivalries (20th Century)</i>	This topic focuses on how superpower rivalries did not remain static but changed according to styles of leadership, economic factors and crises involving client states. This topic aims to promote an international perspective on the Cold War by requiring the study of Cold War leaders, countries, and crises from more than one region of the world.
Paper 3: HL <i>History of Europe</i> Three sections must be selected for study. Only people and events named in the guide will be named in examination questions.	8: The French Revolution 15: Diplomacy in Europe (1919 – 1945) 16: The Soviet Union and post-Soviet Russia (1924 – 2000)

Historical Investigation:

The Historical Investigation is an opportunity for students to demonstrate the application of their skills and knowledge to a historical topic of their choice. The emphasis must be on a specific historical inquiry that enables the student to develop and apply the skills of a historian by selecting and analysing a range of source material and considering **diverse perspectives**. The activity demands that students search for, select, evaluate and use evidence to reach a relevant conclusion consistent with the evidence and arguments that have been put forward.

Assessment Practices	Grade Value
Paper 1 (1 hour) Wednesday May 7th, 2024 12:30 pm – 1:30 pm HL: 5 prescribed subjects Four short-answer/structured questions (24 marks)	20%
Paper 2 (1 hour and 30 Minutes) Wednesday May 7th, 2024 1:45 pm – 3:15 pm HL: 12 topics Two extended-response questions (15 x 2 = 30 Total Marks)	25%
Paper 3 (2 hours and 30 Minutes) Wednesday May 8th, 2024 9:00 am – 11:30 am HL: Regional Options Three extended-response questions (15 x 3 = 45 Total Marks)	35%
The above makes up the External Assessment Grade	80%
Internal Assessment February 5, 2024 Historical investigation Approximately 20 hours (25 marks)	20%

The code **NHI** will be used to represent coursework that has not been handed in. It is representative of a zero. In addition, the following may appear for a student in PowerSchool instead of, or in addition to, a numeric grade:



Standards



Has Description



Has Comment



Collected



Late



Missing



Exempt from
Final Grade



Absent



Incomplete



Excluded

Disclaimer: A wide range of assessment information is used in the development of a student's final grade. At Archbishop Macdonald Catholic High School, individualized assessments provide specific information regarding student progress and overall performance in class. Student assessment may vary from student to student to adapt for differences in student needs, learning styles, preferences, and paces. It should also be noted that not all assignments are used to determine the final grade, and that scale factors may have been used to determine the weight of individual assignments.

**Personal Mobile
Device Standards**

Mobile Devices and Social Media Use:

- Personal mobile devices are to be silenced or turned off and stored in the student's assigned locker during the day, which must be locked.
- No personal mobile devices are to be used during the day except for at lunch.
- No social media is to be accessed during the school day.
- The standards for Personal Mobile Devices includes cell phones, SMART watches, earbuds, and headphones
- Non-compliance with the standards will result in consequences of a suspension or loss of privileges such as participation in school trips, or activities, sports teams, and extracurricular activities.

Expectations: Unexcused absences and/or lates are unacceptable and may have a negative effect on the grade. Missed coursework is expected to be completed and will be scored as zero until submitted (see disclaimer).

Student Handbook [LINK](#)

Academic Integrity [LINK](#)
