



IB History – Syllabus Outline

Friedrich-Ebert-Gymnasium Bonn (Germany)

School-no: 000973

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Course specifics:

The IB History course curriculum is combined with the German curriculum of the Abitur in North-Rhine Westphalia.

Students are taught three (basic course) or five (advanced course) lessons per week in their German History lessons, complemented by two IB lessons.

Resources:

- Todd, Allan and Waller, Sally, *Authoritarian and Single-Party States* (History for the IB Diploma), Cambridge (CUP), 2011.
- Todd, Allan, *The Move to Global War* (History for the IB Diploma), Cambridge (CUP), 2015.
- Wells, Mike and Fellows, Nick, *Causes and Effects of 20th-Century Wars* (History for the IB Diploma), Cambridge (CUP), 2016.
- Mason, James and Leonard, Angela, *Modern World History to GCSE*, Oxford, 2001.
- Morris, Terry and Murphy, Derrick, *Europe 1870-1991²*, London (Harper Collins), 2004.
- Bahr, Frank et al., *Horizonte II. Geschichte für die Oberstufe*, Braunschweig (Westermann), 2003.
- Additional online resources (e.g. maps, documentaries, etc.).
- Resources in school library.

History Skills:

The aims of the history course at SL and HL are to:

- 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.

[History Guide – First Examinations 2020, Oxford 2015, p 10]

Key concepts for DP history unpacked:

The DP history course is focused on six key concepts: causation, consequence, change, continuity, significance and perspectives. In their efforts to place thinking at the centre of historical understanding, researchers in history education have highlighted the role that concepts such as these play in helping to shape our thinking about history (Seixas and Morton 2013). These concepts help students to think critically about historical issues; helping students to identify and solve problems, make decisions, and form judgments about past claims, actors and issues. These concepts are also extremely useful to history teachers as a tool for helping to craft creative lessons and assessment activities that avoid passive content delivery, and that provide opportunities for students to build on their prior knowledge and to think deeply about historical issues and events.

Change	The study of history involves investigation of the extent to which people and events bring about change. Discussion of the concept of change can encourage sophisticated discussions such as encouraging students to think about, and look for, change where some claim none exists, or using evidence to challenge orthodox theories and assumptions about people and events that it is claimed led to significant change. Students' questions and judgments about historical change should be based on deep understanding of content and on comparison of the situation before and after the events under examination.
Continuity	While historical study often focuses on moments of significant change, students should also be aware that some change is slow, and that throughout history there is also significant continuity. Students can demonstrate deep historical knowledge and understanding by, for example, showing awareness that there are times when there has been considerable continuity in the midst of great historical change. Alternatively, students may question and assess whether a change in political leadership, for example, brought about a change in foreign policy, or whether it was more accurately mirroring policies of previous governments.
Causation	Effective historical thinkers recognize that many claims made about the past seek to more thoroughly explain and understand how a certain set of circumstances originated. Deep historical understanding is demonstrated where students recognize that most historical events are caused by an interplay of diverse and multiple causes that require students to make evidence-based judgments about which causes were more important or significant, or which causes were within the scope of individuals to direct and which were not.

Consequence	History is the understanding of how forces in the past have shaped future people and societies. Students demonstrate competency as historical thinkers where they understand and can explain how significant events and people have had both short-term and long-lasting effects. Students use evidence and interpretations of those people and events to make comparisons between different points in time, and to make judgments about the extent to which those forces produced long-lasting and important consequences.
Significance	History is not simply the record of all events that have happened in the past. Instead, history is the record that has been preserved through evidence or traces of the past, and/or the aspects that someone has consciously decided to record and communicate. Students should be encouraged to ask questions about why something may have been recorded or included in a historical narrative. Similarly, they should be encouraged to think about who or what has been excluded from historical narratives, and for what reasons. Additionally, students' questions should encourage them to think about, and assess, the relative importance of events, people, groups or developments, and whether the evidence supports the claims that others make about their significance.
Perspective	IB students should be aware of how history is sometimes used or abused to retell and promote a grand narrative of history, a narrowly focused national mythology that ignores other perspectives, or to elevate a single perspective to a position of predominance. Students are encouraged to challenge and critique multiple perspectives of the past, and to compare them and corroborate them with historical evidence. Students should recognize that for every event recorded in the past, there may be multiple contrasting or differing perspectives. Using primary-source accounts and historians' interpretations, students may also investigate and compare how people, including specific groups such as minorities or women, may have experienced events differently in the past. In this way there are particularly strong links between exploring multiple perspectives and the development of international-mindedness.

IB Learner Profile:

The history syllabus is closely linked to the IB learner profile, which strives to develop internationally minded people who recognize their common humanity and shared guardianship of the planet, and who help create a better and more peaceful world. By following the history syllabus, students will have fulfilled the attributes of the IB learner profile.

Approaches to learning

The five approaches to learning (developing thinking skills, social skills, communication skills, self-management skills and research skills) are prominent across the curriculum.

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Course outline:

German curriculum topics relevant to the IB History course are displayed in the left column of the table.

A number of topics of the IB curriculum are covered by the German curriculum, see left column.

Topics only relevant to students in the advanced course (= German Leistungskurs) are marked in italics.

German Abitur curriculum	IB history course curriculum
<p>Q1.1 (year 12 - first semester) Nationalism, national identity and the German nation in the “long” 19th century</p> <ol style="list-style-type: none"> 1. Effects of the French Revolution and Napoleonic reign on the German states 2. European peace settlements at the Congress of Vienna 3. The genesis of a German identity from the Vienna Congress 1815 to the Revolution of 1848/49 4. Emergence and consolidation of the German Empire 1864- 1890 	<p>Paper 2 - prescribed topic 10: Authoritarian States</p> <ol style="list-style-type: none"> 1. USSR and Stalin 2. Germany and Hitler 3. Mao and China <p>TOK:</p> <ul style="list-style-type: none"> • (How) can we know the historical truth? (perspective and construction/ deconstruction of history and historiography) • Do ‘great men’ make history? (different historical schools and perspectives) • To what extent must/should historians pass moral judgements on historical events and figures? (history and morality) • The role of the historian: Do we study history for its own sake or is its aim to explain the present and learn something for the future? What can we actually learn from history? <p>CAS:</p> <ul style="list-style-type: none"> • role plays, e. g. Paris Peace Conference <hr/> <p>Approaches to learning (ATL):</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Thinking <input checked="" type="checkbox"/> Social <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Self-management <input type="checkbox"/> Research <p>Details:</p>

German curriculum	IB history course curriculum
<p>Q1.2 (year 12 - second semester) Modern industrial society between progress and crisis</p> <ol style="list-style-type: none"> 1. Causes and driving factors for the industrial revolution in England and Germany 2. The “second” industrial revolution in Germany 3. Social question and attempts of solving it 4. From imperial expansionism (example: Africa) to the first modern war 5. Consequences of the First World War for Germany and Europe 	<p>Paper 1 - prescribed topic 3: The Move to Global War Case Study 1: Japanese Expansion in East Asia, 1931-41</p> <p>TOK:</p> <ul style="list-style-type: none"> • How do present circumstances shape our perception of the past? How can historians living in a dictatorship avoid bias (fascist Italy and Germany, Second World War)? • How does ideology influence the work of the historian? Can/ Must a historian be free from ideological influences? • Is inevitability an unhistorical concept (Italian expansionism, cf. above)? • How useful are visual sources to the historian of the 20th century (value and limitation of sources)? <p>Approaches to learning (ATL):</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Thinking <input type="checkbox"/> Social <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Self-management <input checked="" type="checkbox"/> Research <p>Details:</p>

German curriculum	IB history course curriculum
<p>Q2.1 (year 13 – first semester) National Socialism – preconditions, form of government, aftermath and interpretations</p> <ol style="list-style-type: none"> 1. Political, social and economic reasons for the rise of National Socialism in the Weimar Republic 2. Nazism and fascism in Europe (Germany, Italy) 3. Ideological, political, social and <i>economic</i> structure of the Third Reich 4. Systematic discrimination, persecution and genocide of the European Jews 5. Causes, practices and effects of the Second World War 	<p>Paper 1 - prescribed topic 3: The Move to Global War Case Study 2: German and Italian Expansionism, 1933-40</p> <p>TOK:</p> <ul style="list-style-type: none"> • Should all historical opinions - no matter how wrong they seem (e.g. Holocaust denial) - be considered or is there a limit on the conclusions one can draw from a study of the past (falsification of history)? • What value is there for historians to consider other disciplines in their study of the past (e.g. gender studies, social studies, psychology etc.)? • How does hindsight affect historians? Does it make their task easier or more difficult? (history and determinism) <p>Approaches to learning (ATL):</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Thinking <input type="checkbox"/> Social <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Self-management <input type="checkbox"/> Research <p>Details:</p>

German curriculum	IB history course curriculum
<p>Q2.2 (year 13 – second semester) Nationalism, national identity and the German nation in the "short" 20th century</p> <ol style="list-style-type: none"> 1. National Socialism and World War II in historical perspective 2. Rise of the two global superpowers USA and USSR 3. Origins and development of the Cold War in Europe and Germany 4. Genesis and development of the two German states 1945-1989 5. Causes, effects and problems of German reunification in 1989/90 <p>Peace treaties and peace arrangements in the modern era</p> <ol style="list-style-type: none"> 1. <i>The Westphalian Peace Treaty after the Thirty Years' War</i> 2. European peace settlement at the Vienna Congress 1815 (revision) 3. International peace settlements at Paris after World War I (revision) 4. Conflict and peace after the Second World War – chances and challenges of the Potsdam Agreement 	<p>Paper 2 – topic 11: Causes and Effects of 20th-Century Wars Such as</p> <ol style="list-style-type: none"> 1. The First World War 2. The Second World War 3. Chinese Civil War 4. Russian Civil War (or Spanish Civil War) <p>Papers 1, 2, 3: revision and practice in essay writing</p> <p>TOK:</p> <ul style="list-style-type: none"> • Was the outbreak of the First World War inevitable? (teleologic/deterministic views on history) • What challenges do historians trying to reconstruct the past have to deal with (e.g. too little/ too much material, reliability of eye-witnesses, relative value of sources, selection of material etc.)? • Can historians with a different cultural background and set of values fully understand and appreciate the history of another country? (history, emotion, and perception) • The responsibility of a historian: Are historians justified in expressing any view on controversial topics? Must historians speak out and condemn historic events or decisions (e.g. genocide of minority groups)?
	<p>Approaches to learning (ATL):</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Thinking <input type="checkbox"/> Social <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Self-management <input checked="" type="checkbox"/> Research <p>Details: The second civil war is studied individually (information gathering).</p>

History is available at both Standard Level (SL) and Higher Level (HL).

History for SL and HL includes the following Paper 1 & 2 topics:

Paper 1: Prescribed subject 3: The Move to Global War	
<p>This prescribed subject focuses on military expansion from 1931 to 1941. Two case studies are prescribed, from different regions of the world, and both of these case studies must be studied. The first case study explores Japanese expansionism from 1931 to 1941, and the second case study explores German and Italian expansionism from 1933 to 1940.</p> <p>The focus of this prescribed subject is on the causes of expansion, key events, and international responses to that expansion. Discussion of domestic and ideological issues should therefore be considered in terms of the extent to which they contributed to this expansion, for example, economic issues, such as the long-term impact of the Great Depression, should be assessed in terms of their role in shaping more aggressive foreign policy.</p>	
Case studies	Material for detailed study
<p>Case study 1:</p> <p>Japanese Expansion in East Asia, 1931-41</p>	<p><u>Causes of expansion</u></p> <ul style="list-style-type: none"> • The impact of Japanese nationalism and militarism on foreign policy • Japanese domestic issues: political and economic issues, and their impact on foreign relations • Political instability in China <p><u>Events</u></p> <ul style="list-style-type: none"> • Japanese invasion of Manchuria and northern China (1931) • Sino-Japanese War (1937–1941) • The Three Power/Tripartite Pact; the outbreak of war; Pearl Harbor (1941) <p><u>Responses</u></p> <ul style="list-style-type: none"> • League of Nations and the Lytton report • Political developments within China—the Second United Front • International response, including US initiatives and increasing tensions between the US and Japan
<p>Case study 2:</p> <p>German and Italian Expansionism, 1933-40</p>	<p><u>Causes of expansion</u></p> <ul style="list-style-type: none"> • Impact of fascism and Nazism on the foreign policies of Italy and Germany • Impact of domestic economic issues on the foreign policies of Italy and Germany • Changing diplomatic alignments in Europe; the end of collective security; appeasement <p><u>Events</u></p> <ul style="list-style-type: none"> • German challenges to the post-war settlements (1933–1938) • Italian expansion: Abyssinia (1935–1936); Albania; entry into the Second World War • German expansion (1938–1939); Pact of Steel, Nazi–Soviet Pact and the outbreak of war <p><u>Responses</u></p> <ul style="list-style-type: none"> • International response to German aggression (1933–1938) • International response to Italian aggression (1935–1936) • International response to German and Italian aggression (1940)

Paper 2: World history topics: 11. Causes and Effects of 20th-Century Wars

This topic focuses on the causes, practices and effects of war in the 20th century. The topic explores the causes of wars, as well as the way in which warfare was conducted, including types of war, the use of technology, and the impact these factors had upon the outcome. Examination questions for this topic will require students to make reference to specific 20th-century wars in their responses, and some examination questions will require discussion of wars from more than one region of the world.

Please note that the suggested examples for this topic include “cross-regional” wars such as the First and Second World Wars. In examination questions that ask students to discuss examples of **wars from different regions**, students may use these wars in a regional context (for example, World War II in the Pacific) but may **not** then use the same war in a different region (for example, World War II in Europe) in the same response. In order for students to be able to meet the exam requirements, **two civil wars from two different regions** should be studied.

Topic	Prescribed content
Causes of war	<ul style="list-style-type: none">• What were its main long-term causes?• What were its main short-term causes?• What were the economic, political, ideological, and territorial causes?
Practices of war	<ul style="list-style-type: none">• What were its (nature and) main practices?• What were the main events and how were they influenced by new technology and tactics?• What was the significance of the mobilisation of human and economic resources and the home front?• (How significant was foreign intervention?)
Effects of war	<ul style="list-style-type: none">• The successes and failures of peacemaking• Territorial changes• Political impact: short-term and long-term• Economic, social and demographic impact; changes in the role and status of women

Suggested examples

Please note that the examples provided here are suggestions only. Teachers are free to use examples from this list or any other appropriate examples, depending on the particular needs and interests of the teacher and students.

- Asia and Oceania: Chinese Civil War (1927–1937 and/or 1946–1949); Vietnam (1946–1954 and/or 1964–1975)
- Europe: Spanish Civil War (1936–1939); Russian Civil War (1917–1922)
- cross-regional wars: First World War (1914–1918); Second World War (1939–1945)

Paper 2: World history topics: 10. Authoritarian States (20th Century)

This topic focuses on exploring the conditions that facilitated the rise of authoritarian states in the 20th century, as well as the methods used by parties and leaders to take and maintain power. The topic explores the emergence, consolidation and maintenance of power, including the impact of the leaders' policies, both domestic and foreign, upon the maintenance of power.

Examination questions for this topic will expect students to make reference to specific authoritarian states in their responses, and may require students to make reference to examples of states **from two different regions** of the world. In order for students to be able to make meaningful comparisons across all aspects of the prescribed content, it is recommended that **a minimum of three authoritarian states** should be studied.

Topic	Prescribed content
Emergence of authoritarian states	<ul style="list-style-type: none">• 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
Consolidation and maintenance of power	<ul style="list-style-type: none">• 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
Aims and results of policies	<ul style="list-style-type: none">• 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

Suggested examples

Please note that the examples provided here are suggestions only. Teachers are free to use examples from this list or any other appropriate examples, depending on the particular needs and interests of the teacher and students.

- Africa and the Middle East: Egypt—Nasser; Iraq—Saddam Hussein; Uganda—Amin
- The Americas: Argentina—Perón; Cuba—Castro; Chile—Pinochet
- Asia and Oceania: China—Mao; Cambodia—Pol Pot
- Europe: Germany—Hitler; USSR—Lenin and Stalin; Italy—Mussolini; Spain—Franco

History for HL includes the following Paper 3 topics:

Paper 3: Topic 13: Europe and the First World War (1871–1918)

This section deals with the shorter- and longer-term origins of the First World War. It covers the breakdown of European diplomacy pre-1914 and the crises that occurred in international relations. It covers how the practice of war affected the military and home fronts. The section also investigates reasons for the Allied victory/Central Powers' defeat.

Please note that the impact of World War I on civilian populations of two countries need to be studied.

- European diplomacy and the changing balance of power after 1871; imperial expansion in Africa and Asia, and its impact on European diplomacy; the Congress of Berlin and European Alliance system
- Foreign policy of Kaiser Wilhelm II: domestic conditions that impacted on German foreign policy; its impact/influence on other countries, including Britain, France, Russia and Austria-Hungary
- Causes of the First World War: short- and long-term causes; relative importance of causes; the Alliance system; the decline of the Ottoman Empire; German foreign policy; Austria-Hungary, Russia and Balkan nationalism; the arms race and diplomatic crises; the July Crisis of 1914
- Impact of the First World War on civilian populations of **two** countries from the region between 1914 and 1918
- Factors leading to the defeat of Germany and the other Central Powers: strategic errors; economic factors; entry and role of the US; domestic instability in the Central Powers

Paper 3: Topic 11: Italy (1815–1871) and Germany (1815–1890)

This section deals with the history of both Germany and Italy from 1815; in the case of Italy, from the Congress of Vienna to 1871, and in the case of Germany, up to 1890. There is consideration of the impact of the congress system on both Italy and Germany, and of the causes, events and consequences of revolutions from 1815–1849. There is also a focus on the emergence and growth of nationalism in the German states and the Italian peninsula, as well as the social, economic and political factors involved in the unification process.

- Italy (1815–1849): impact of the Congress of Vienna on Italy; Austrian dominance; role of Metternich; nationalism and liberalism; attempted revolutions in Italy between 1820 and 1844; Mazzini and Gioberti; role of the papacy; 1848–1849 Revolutions—causes, nature, defeat and consequences
- Germany (1815–1849): impact of the Congress of Vienna on Germany; nationalism and liberalism in the Vormärz period; economic and social change before 1848; 1848–1849 Revolutions—causes, nature, defeat and consequences
- Unification of Italy (1849–1871); Cavour and Garibaldi; the role of foreign influence
- The rise of Prussia and the decline of Austria (1815–1866); the Zollverein
- Bismarck, Prussia and final unification: diplomatic, economic, military reorganization; Wars of Unification; the 1871 Constitution
- Germany (1871–1890): Bismarck's domestic policies, including the Kulturkampf and the anti-socialist campaign; consolidation of the new German state and the role of Prussia within it

Paper 3: Topic 15: Diplomacy in Europe (1919-1945)

This section addresses international relations in Europe from 1919 to 1945 with initial emphasis on the Paris peace treaties: their aims, impact and the problems relating to their enforcement. The section covers attempts to promote collective security and international cooperation through the League of Nations and multilateral agreements (outside the League mechanism), arms reduction and the pursuit of foreign policy goals without resort to violence. This section also addresses the individual foreign policies of Italy, Germany, France, Britain and Russia/Soviet Union, looking at the aims, issues and success of each one. It concludes with a study of the Second World War, looking particularly at the impact of the war and the reasons for Axis defeat and Allied victory.

- Paris peace treaties (1919–1923): Versailles; Neuilly; Trianon; St Germain; and Sèvres/Lausanne—aims, issues and responses
- The League of Nations and Europe: successes and failures; the search for collective security; developments in the successor states of central and eastern Europe
- Italian and German foreign policies (1919–1941): aims, issues and extent of success
- Collective security and appeasement (1919–1941): aims, issues and extent of success; role of British, French and Russian/Soviet foreign policies (1919–1941); Chamberlain and the Munich Crisis
- Causes of the Second World War and the development of European conflict (1939–1941); the wartime alliance (1941–1945); reasons for Axis defeat in 1945 and for Allied victory; role of economic, strategic and other factors
- Impact of the Second World War on civilian populations in any two countries between 1939–1945

Theory of knowledge

The TOK questions outlined in the table above are exemplary questions. Individual topic choices will require different TOK questions. Some TOK questions are more general and can apply to several or all the topics studied. Students are encouraged to discuss central TOK questions relating to the subject History repeatedly and to apply them to different topics in order to get a better idea of the nature of and interdependency between TOK and History.

Creativity, activity, service (CAS)

Students follow their own individual CAS project throughout the course of the IB programme. The activities outlined in the curriculum above should be seen as opportunities to integrate some CAS activities into the History course. Some of these activities will take place in the German History lessons and some are only completed by the students in the IB programme. Individual teachers may introduce their own ideas for CAS activities in the History course.

Internal assessment: Historical Investigation

Students start working on their Historical Investigation in Q1.1/ year 12.

In the IB sessions the basic information about methods, topic choices, material choices and time allocation will be explained to the students early in the course.

All students (not just those within the IB programme) then take part in several workshops on how to do research on and write an academic essay such as the Historical Investigation, Extended Essay or other course work in order to be able to write their German Facharbeit (due after Easter in year 12). Normally these workshops are scheduled for October/ November of year 12. These workshops provide information on where to find sources and secondary literature, how to research information, how to take notes and structure them, how to structure your essay and how to reference information properly.

IB History students are to hand in their first ideas for a research question, sources and literature and methodic approach before the Christmas break in year 12. They will then have time to use the Christmas break for additional research and make some notes on their findings. They should schedule consulting sessions with the teacher and hand in their first draft after the Easter break in year 12, so they can use this time to write out their assignment. The remaining time in year 12 and the summer break may be used to revise it. The final draft of the AI is due after the autumn break of year 13.

Approaches to Teaching and Learning (emphasis on time management and research skills)

History

Self-management skills/ organization skills:	Term / Topics
<ul style="list-style-type: none"> - breaking a given task into manageable chunks / sub-parts 	<ul style="list-style-type: none"> - e.g. every time students work in groups and are offered different ways of approaching the tasks to be able to meet the deadline set for the respective assignment (method: e.g. jigsaw puzzle), - in preparation and in the process of the internal assessment and the extended essay where students are asked to define the steps to be taken till the next meeting with the teacher in order to achieve a goal set by the student
<ul style="list-style-type: none"> - setting achievable goals 	<ul style="list-style-type: none"> - when giving feedback on written exams or oral participation (at least two times each term), - in preparation and the process of the internal assessment and the extended essay
<ul style="list-style-type: none"> - setting realistic deadlines 	<ul style="list-style-type: none"> - in preparation and the process of the internal assessment and the extended essay
<ul style="list-style-type: none"> - defining specific criteria for prioritizing tasks 	<ul style="list-style-type: none"> - in preparation of written exams and the internal assessment / extended essay (what needs to be done at which point of the process to get the result?)
<ul style="list-style-type: none"> - structuring your time (including breaks) 	<ul style="list-style-type: none"> - in preparation of written exams (final papers), - revision for the Abitur
<ul style="list-style-type: none"> - creating routines to structure the work at hand 	<ul style="list-style-type: none"> - preparation and follow-up of the weekly lessons (e.g. how to deal with extensive reading assignments), - in preparation of the internal assessment (e.g. students are given advice as how to approach and organize their work before even starting their research)
<ul style="list-style-type: none"> - working with work plans (e.g. in preparation for an exam) 	<ul style="list-style-type: none"> - in case the teacher is ill (e.g. work plans are made accessible via Teams), - in case students work in groups on a larger assignment (e.g. comprehensive internet research on a given topic and the presentation of the results)
Research skills (auch im Zusammenhang mit der Beratung zur Facharbeit)	

How to find a focused and precise research question	<ul style="list-style-type: none"> - when introducing a new topic, students are asked to develop their own research questions on the basis e.g. present-day developments regarding a specific topic (e.g. <i>authoritarian states – the rise of authoritarianism today</i>): students are asked to develop research questions that help them understand the correlation of the given data, - in preparation of the internal assessment and the extended essay
Internet research (e.g. differentiating between reliable and unreliable sources)	<ul style="list-style-type: none"> - continuously (at least once with every topic dealt with in class)
Training of reading techniques	<ul style="list-style-type: none"> - continuously (scanning, skimming, active reading, detailed reading)
Training of analytical skills (how to analyse a given text)	<ul style="list-style-type: none"> - evaluation of various primary and secondary sources in terms of their “value” and “limitations” by examining their origins, purposes and contents
Note-taking	<ul style="list-style-type: none"> - continuously e.g. when reading texts / preparing presentations (e.g. marking up a text, writing phrases / key words, using abbreviations / symbols, mind-map method, flow method)
Classifying information in new contexts	<ul style="list-style-type: none"> - continuously as one major assignment in each written exam is to evaluate / assess a given issue: the student is asked to rearrange the knowledge acquired in class in order to e.g. give their opinion on the text presented in the written exam
Interpreting facts, figures, results etc.	<ul style="list-style-type: none"> - continuously as students are trained to interpret sources (e.g. texts, figures and facts, cartoons etc.)
Writing structured texts	<ul style="list-style-type: none"> - continuously as being able to write a structured text using paragraphs, linking words, participle constructions etc. and learning about text-specific structures (paper 1, PEEL method, writing an essay) is an integral part of the course work at any time
Quoting / referencing / bibliographic references	<ul style="list-style-type: none"> - in preparation of the internal assessment and the extended essay
Working with quotes / footnotes	<ul style="list-style-type: none"> - as part of analytical skills
Text editing	<ul style="list-style-type: none"> - often in preparation of written exams or after written exams (learning from mistakes), - feedback on submitted homework and the EE drafts