



## I.E. WELDON SECONDARY SCHOOL COURSE INFORMATION SHEET

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Course: **CHY 4UB**  
Teacher: Mrs. Matthew

Room #: **222**  
Voicemail: 324-3585 ext. 19043

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### Course Description

The study of history from an international perspective is increasingly important today. In the contemporary context, one of globalization and technological development, different cultures and societies are increasingly in contact and interdependent. Now, more than ever, there is a need for an understanding of the present as well as the past.

The aim of history in the Diploma Programme is to explain trends and developments, continuity and change through time and through individual events. The course is concerned with individuals and societies in the widest context: political, social, economic, religious, technological and cultural.

The process of historical inquiry, explanation and interpretation is a never-ending activity, for which historians develop values and conventions which themselves change over time. Students of history investigate a variety of sources, some of which may be of a contentious nature. As new generations seek to explain and analyse the past, they will face problems of determining the accuracy of what is claimed to be reliable historical knowledge and assessing conflicting interpretations of past events. The opportunities for opinions and interpretations which are culturally driven are many and they require sensitive but critical analysis.

Each generation rewrites its own history in the light of new evidence and of subsequent events and processes, and under the influence of its particular attitudes and prejudices. Students should become aware that historical accounts involve judgments based on qualitative evidence and that these judgments might be revised. By studying history they are taught to understand why the work of historians differs over time and in different parts of the world, and how it is impossible for historians not to be affected, to some extent, by political and economic conditions in their own country.

During the course, the student of history in the Diploma Programme is encouraged to reflect on the role of the historian. Does the historian record history, or create it? Can the historian be free of bias in the selection and interpretation of material? Could it be reasonably argued that the individual perception of a historian, despite possible bias, is necessary or even desirable in the interpretation and recording of history? Is the power of persuasion a characteristic of a good historian?

The content of history is intrinsically interesting and many students become fascinated with the discipline, developing a lasting interest whether or not they continue to study it formally. The Diploma Programme history course helps to foster respect and understanding of people and events in cultures different from their own.

### Units of Study

☞ Content Study: Semester #2

- (a) **Historical Investigation} Peer Review and Final Assessment**
- (b) **Origins of the Cold War**
- (c) **Nature of the Cold War**
- (d) **Development and Impact of the Cold War**
- (e) **End of the Cold War**

**Required Materials / Equipment:**

- ✓ Notebook – three ring binder
- ✓ Loose leaf paper
- ✓ Writing utensils

**Evaluation Procedure**

- ✓ Paper 1 Practice Exam—20%
- ✓ Paper 2 Practice Exam—25%
- ✓ Paper 3 Practice Exam—35%
- ✓ Historical Investigation—20%

**Academic Dishonesty**

Any ideas or words that come from any source other than from personal experience must be formally referenced. Failure to do so is considered plagiarism. Cheating during tests or exams is forbidden. Academic dishonesty of any kind results in a mark of **zero**.

**Missed Evaluations**

Students who are absent the day of an evaluation are expected to write the day they return to school or at a time agreed upon by the teacher. Arrangements regarding planned absences must be made with the teacher in advance.

**Attendance**

Good attendance is essential for academic success. Students who have chronic problems with attendance undermine their ability to gain a credit.

**Please sign in the space below to acknowledge you have read and understood this document.**

\_\_\_\_\_  
Student Signature

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Parent/Guardian Signature

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