

Humanities (History) – Years 10 & 11 (MYP Years 4 & 5)

Standards and links to MYP objectives	Benchmarks – students are able to:
1. The gathering and sorting of historical evidence (making meaning)	1.1 Finding information – <i>Identify key points in increasingly complex text, identify supporting examples and detail in increasingly complex text.</i> 1.2 Selecting information – <i>Discriminate and prioritise information relevant to the task.</i> 1.3 Source identification – <i>Identify specific origin of a source using bibliographic information. Discern between primary and secondary sources.</i> 1.4 Purpose and audience – <i>Understand that bias and context shapes purpose which, in turn, shape meaning and effect. Identify and describe bias and context using bibliographic information and clues within the text.</i> 1.5 Key words and research questions – <i>Identify keywords for research purposes. Use key words to formulate questions, to search for information and to refine search.</i> 1.6 Searching information – <i>Use indexes, contents pages, chapter titles and databases to search for information with confidence and accuracy. Demonstrate developing ability to discriminate between essential and non-essential information.</i> 1.7 Using sources – <i>Paraphrase and summarise to express understanding through use of own words.</i> 1.8 Citation and reference – <i>Use standard format and methodology for documenting reference sources. Understand the meaning and consequence of plagiarism. Distinguish own ideas from others. Use citation and bibliography.</i>
2. Analysis and evaluation of source	2.1 Identify and explain the limitation of sources – <i>Describe the relative importance of origin and purpose in terms of value and limitation for a source.</i> 2.2 Compare and contrast information from different sources – <i>Compare and contrast (through use of paragraphs with description and basic explanation) information from two or more sources.</i> 2.3 Analyse and synthesise – <i>Describe and explain understanding, perspective, insight or evidence gained from working with a source. Begin to compare and contrast understanding, perspective, insight or evidence gained from two sources</i>
3. Recognising and understanding historical processes and their relationship to human experience, activity and motivation	3.1 Synthesis – <i>Synthesise new understanding with prior knowledge. Compare and contrast events, issues, ideas, models and arguments in a range of contexts.</i> 3.2 Contextualising – <i>With guidance, recognise social, political, cultural, economic, religious and military contexts for events.</i> 3.3 Judgements – <i>Identify key questions, problems and issues. With guidance, draw conclusions and make balanced judgements based on relevant information and relate to real-world contexts.</i> 3.4 Concepts – <i>Understand the concepts of time, place and space, change, systems and global awareness with particular reference to the idea of cause and effect.</i> 3.5 Historiography – <i>Understand that perspectives on history are shaped by current concerns. Understand that different approaches and different purposes to studying history will result in varying interpretations. Begin to identify reasons for varying interpretations.</i>
4. Organising and	4.1 Organisation and presentation – <i>Organise ideas and information in a</i>

<p>expressing historical ideas and information (constructing meaning)</p>	<p><i>logically sequenced manner, appropriate to the format used.</i></p> <p>4.2 Terminology – <i>Demonstrate acquisition of subject specific terminology through its correct use in context.</i></p> <p>4.3 Communicating data – <i>Communicate data and understanding using a variety of media and technologies. Represent information using diagrams.</i></p> <p>4.4 Develop and defend a position – <i>Identify positions (thesis statements) in writing. With tools and guidance, construct thesis statements, plan and develop them into arguments. Modify thesis statement when necessary.</i></p> <p>4.5 Integrating evidence – <i>Use supporting evidence in writing.</i></p> <p>4.6 Conclusion writing – <i>With tools and guidance, plan and write conclusions.</i></p> <p>4.7 Exposition writing – <i>With tools and guidance, apply conventions of expository writing appropriate to content and purpose. Write in paragraphs using extended TEEL model to construct cohesive essays. Respond to teacher feedback and resubmit.</i></p> <p>4.8 Time writing – <i>Begin to construct written responses under time conditions.</i></p> <p>4.9 Dealing with questions – <i>Develop appropriate strategies to identify command and keywords in task questions. Select questions appropriate to subject knowledge and understanding.</i></p>
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Appendix I

Humanities Concepts

- Time
 - Establish a personal sense of identity (socially and individually) in a context of time and place.
 - Understand different perceptions of time – that it is a subjective and fluid concept
 - Understand the differences of people in past societies.
 - Demonstrate an awareness of chronology that links people, places and events through time.
 - Recognise and explain the similarities and differences that exist between particular people, places and events through time.
- Place and space
 - Understand and describe constraints and opportunities afforded by location.
- Change
 - Understand and explain various short-term and long-term causes of change.
 - Understand, identify and explain links between causes, processes and consequences.
 - Identify and explain continuity and change.
 - Understand and identify change, and explain how rate of change is relevant to the context.
- Systems
 - Understand, identify and compare how political and/or social systems, models and institutions operate.
 - Understand, identify and compare social structures and controls.
 - Understand, identify and compare rights and responsibilities within systems.
- Global awareness
 - Explain that different perceptions of places, societies and environments exist.
 - Show an understanding of how culture and perception can affect a sense of internationalism.
 - Demonstrate international and intercultural awareness and understanding.
 - Recognise issues of equality, justice and responsibility.
 - Know when and how to take responsible action where appropriate and relevant.